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THE HUMANITIES IN THE HIGH SCHOOL

A Study of a Humanities Program in One
Michigan Secondary School

by

Mario Di Ponio

A DISSERTATION

Submitted to the Graduate Division
of Wayne State University, Detroit, Michigan
in partial fulfillment of the requirements
for the degree of

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1972

MAJOR: GENERAL SECONDARY
EDUCATION

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FOREWORD

Technology in the twentieth century appears to some people and to some leaders as the deus ex machina for the resolution of conflicts. It is not denied that technology is important. In fact, technology can be of valuable assistance to man. However, the dominance of the machines over man cannot be tolerated if world understanding is a desirable goal.

The humanities, as a course of study, are enjoying a resurgence. Much confusion exists in respect to their philosophical, curricular, and practical definition. This study is an attempt to define the humanities in their historical perspective, in their contemporary objectives, and especially in respect to adaptation in a high school as a course of study.

The author's interest in this field is the result of his own experiences. Having been born and partly educated in Italy, having migrated at the age of 16 to the United States, and having completed his education in the United States, his perceptions of people were enlarged. Having been involved in a humanities program as an instructor for the past eight years and wishing to expand and improve the program were also forceful stimuli.

To Alberina, Rosanne, Victor, and Joseph,
For their patience and tolerance.

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CHAPTER I

INTRODUCTION

During the past decade there has been a re-evaluation of and greater interest in the humanities by some educators and the government. But it is very difficult in the scientific age, under the supremacy of the gadget makers, to define, discuss, and, in some cases, even mention the humanities. Some people associate the humanities with elitism and lack of progress and, therefore minimize their importance for the contemporary citizen and student. But in this technological world there are still those who maintain that "we must have a knowledge of science if we are to live, a knowledge of humanities if we are to live well."¹ Before the importance of the humanities to contemporary man is discussed, it would be interesting to look briefly at other times when the humanities enjoyed varying degrees of status in the curriculum.

The Historical Perspective

Most people who are familiar to some degree with the humanities associate them with the Renaissance. Some authorities begin a discussion of the

¹Bernard S. Miller, "The Humanities—What You Don't Know Will Hurt You," Social Education, Vol. XXVIII (January, 1964), p. 5.

humanities by going back to the times of Socrates and the ancient Greeks. During these two periods the humanities were considered the vehicle to the good life. For purposes here, a brief consideration of the humanities since the Renaissance will suffice.

One of the characteristics of the Renaissance was the rise of humanism—the study of umanità (the humanities). The concern of the humanities was to study man in all his facets, aesthetically, intellectually, and physically. For this purpose a revitalization of education occurred. The Trivium and the Quadrivium were no longer sufficient. The new curriculum included not only the classics and religion but also physical and martial exercises. Renaissance education was gestaltich. Its purpose was to create l'uomo universale, the universal man, a man with a healthy mind enclosed in a healthy body dominated by inquisitiveness.

Vittorino da Feltre is one of the best remembered educators of this period. He attempted to achieve new goals and objectives in the art of pedagogy and curriculum. He felt that simple, vocational training was not sufficient. Classical studies, mathematics, music, drawing, and physical education were made a mandatory part of the course of study. Vittorino believed that pleasant surroundings were necessary in order to learn. His school was called La Casa Giocosa, (the Happy House),¹ a former villa situated in a beautiful setting. The school accepted students from all classes "for such education was not to be

¹Henry S. Lucas, The Renaissance and the Reformation (New York: Harper and Brothers, 1934), p. 255.

restricted to any one class; it was as broad as humanity which embraced every man, woman and child."¹ The school was co-educational. Poor students who could not pay their tuition were totally subsidized by the local prince. Vittorino convinced the prince that at least sixty poor students had to be in attendance at any given time.

It is interesting to note that Vittorino opened his school in 1425, but in some respects it anticipated some very recent educational theories. Many graduates of La Casa Giocosa achieved fame and influence. Some graduates made discoveries and pronouncements which were revolutionary. Two examples are Lorenzo Valla who questioned the legitimacy of the pope's claim to his territory, and Baldassarre Castiglione, a nobleman, who in addition to writing The Courtier stated: "The true courtier is made by character and intellect rather than by birth."²

The State, Science, and the School

Vittorino's ideals did not last. His enthusiasm was lost and the advent of new social, economic, scientific, and political forces destroyed Vittorino's innovations and confined education and the humanities to the domain of the elite. Humanism and the humanities atrophied under the sovereign state and nationalism. The state was more interested in fragmenting the individual and the world rather than in universalizing knowledge. The humanities were no longer relevant. The

¹Ibid.

²Ibid, p. 335.

specialist, the expert, the industrialist, and the strategist became the philosopher kings of the new age.

The scientific age, the supremacy of technology and the resulting mass production delivered the coup de grace to the humanities. Solutions for man's problems and dilemmas were to be found in the test tube. Consumption became the purpose of man's existence. If things were not well, if man was not happy, it was because man had not been properly engineered, or he was not consuming enough, or the system was not producing enough. But to favor the production of more goods "without a parallel for more 'good' is to favor legislation leading down a dead end street."¹

Pressured by these new currents, the purpose of the educational establishment was redirected. The school became an ally of the state, a political need, an important factor in military strategy, an agent of mass consumption.

To the state an obedient, efficient soldier is more valuable than a humane individual.

To the state to be a good citizen is more important than to be a good man.

To industrialism to be a well-trained worker is more important than to be well educated.

To mass production and the engineers of wants to be voracious is more important than to be discerning.

¹Miller, "The Humanities," p. 6.

To such desires and objectives the school catered.

Conclusion and Consequences

Neglected and derided, the humanities lost their importance in the curriculum. It seemed to modern and contemporary man that versatility in the humanities did not offer an opportunity for the good or successful life. The reason for this attitude is that the good, successful life is to be adjudicated according to the standards of the degree of economic success which an individual is capable of obtaining.

For some people the humanities were associated with elitism and, therefore, at least on the surface, were irreconcilable with democracy or the process of democratization, mass education, and mass culture. Furthermore in a society which worships "exact" technological answers, the humanities could not be submitted to quantification. As a result, at least during the past century, man, western and nonwestern, has nourished an addiction to technological specialization and gadgetry. Man's faith has abided in the world of gesellschaft and scientific ingenuity.

The educational system has been affected by this market-place attitude to the extent that it has produced a graduate with a myopic view of the world. In too many cases, he is unable to relate himself to the world or he can relate to the world only in an egocentric manner, thus creating an "I-It" relation. The educational activities of most people amount to training rather than education. Thus

most students are provided with opportunities to perform a task well (training) rather than being provided with a weltanschauung, or world view, which would enable them to function in a bigger world. In other words, they cannot venture outside familiar geographical, cultural, and intellectual perimeters. It could be speculated that such individuals are preoccupied with materialistic gratification rather than a full life and outer direction due to nationalistic environmental contingencies. Whether one considers the condition of the college graduate or that of the common man, it becomes clear that quantity, organization, and efficiency have been substituted for quality, humanity, and empathy.

The consequences have been catastrophic. Some authors, such as Lewis Mumford or Eric Fromm, writing about this new man, emphasize the routinization of even his most personal, human activities. In a sense, man has chosen to abdicate humane knowledge and, therefore, in some cases he is unable to utilize humanely and assess the very technological innovations that he has originated.

Furthermore, by creating a narrow curriculum which stresses the "how to," nationalism, or one's own culture as the standard of excellence, and by becoming a slave of routine, man has ceased to be human or even educated. Some scholars, such as Lewis Mumford, Eric Fromm, Ignazio Silone, E. M. Forster, Paul Goodman, Murray Levin, and others are or have been concerned with the problem of being human in a gadget-addicted civilization. This addiction has resulted in the creation of a society which stands for:

- a. Particularism

- b. Scientism
- c. Materialism
- d. Predatorialism
- e. Exploitation
- f. Managerialism
- g. Efficiency
- h. Manipulation
- i. Consumptionism
- j. Alienation

The Resurgence and Definition of the Humanities

The humanities are enjoying a resurgence, especially since the enactment of Public Law 89-209 in 1965, possibly because some individuals are disenchanted with the scientific, technological, materialistic culture. This happy news has also caused some difficulties concerning the definition of humanities and what disciplines should be included in the humanities' curriculum. A few of those who teach the humanities even argue which department should have jurisdiction over them. Departmental rivalries are not to be considered within the scope of this study. Of immediate concern is a definition of the humanities, a most difficult task, for in most cases the definition and the contents depend on who is doing the defining and the teaching. The Association for Supervision and Curriculum Development Working Group on the humanities offers the following definition:

" . . . an interdisciplinary study, usually involving a team of teachers, drawing

its content chiefly from literature, history, art, music, and philosophy."¹

James S. Ackerman defines the humanities as ". . . a constellation of disciplines peculiarly adapted to assist the student in the articulation of feelings and beliefs in the process of self-realization."² To others the humanities constitute a method of investigating, choosing, judging, and adapting. They are a pedagogical modus operandi. To more traditional educators they include English, classics, foreign language, history, philosophy, fine arts, and departments of religion.³ A publication of the National Endowment for the Humanities, quoting the National Foundation on the Arts and the Humanities Act of 1965, takes a bolder approach to the definition of the humanities. They include "language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; the history, criticism, theory, and practice of the arts; and those aspects of the social sciences which have humanistic content and employ humanistic methods."⁴ The above definition seems to be a lengthy and inclusive one. But in 1970 the United States Congress added to that list ethics and comparative religions. The Report of the Commission on the Humanities offers a list of subjects similar to

¹ "What's Happening in the Humanities?" News Exchange, Vol. XIII, No. 4, Association for Supervision and Curriculum Development (July, 1971), p. 1.

² James S. Ackerman, "Two Styles: A Challenge to Higher Education," Daedalus, Vol. XCVIII (Summer, 1969), p. 865.

³ Herbert J. Muller, "The Relevance of Humanities," American Scholar, Vol. XL (Winter, 1970-71), p. 104.

⁴ Program Announcement 1971-72, National Endowment for the Humanities (Washington, D.C., 1971), p. 5.

the one listed above. However, it does preface it with: "The humanities are the study of that which is most human. Their subject is every man."¹ Howard Mumford Jones is even bolder and adds to the list folklore and anthropology.²

One problem with many typical definitions is their narrow scope. Ideally the humanities should not be exclusive. They should concern themselves with all mankind (western and nonwestern); they should incorporate all expressions of man's mind including new methods of expression. Work, or an understanding of what a particular job means or does to a man, should also be experienced. Ideally, then, since the humanities are primarily concerned with man they should be concerned with anything that man makes and thinks. Obviously this is an ambitious definition. But it is heartening to note that significant trends toward such an interpretation are developing. The study of nonwestern cultures and minority groups is now being included. Science, which had traditionally been excluded, is sometimes made part of the humanities because it helps man to achieve a coherent view of reality, enlarges his experience, and affects his life. In the area of the arts expansion and addition has taken place. Not only is classical expression considered but also modern and contemporary, including the visual and performing arts. In fact, this particular medium, artistic and contemporary expression, may be useful to the student not only in his role of spectator but also in that of producer.

¹Report on the Commission on the Humanities, American Council of Learned Societies (New York, 1964), p. 1.

²Howard M. Jones, One Great Society (New York: Harcourt, Brace and Co., 1950), p. 11.

The Purpose of the Humanities

The humanities relate man's experiences so that the individual might evaluate himself against those experiences. The student is presented with a variety of human achievements so that he may undertake self-evaluation and realization. In order to achieve the above, education cannot be fragmented. It must move toward the whole man as an educational objective. No discipline in the curriculum can be compartmentalized. Merging of disciplines must become a reality.

The student must be stimulated to analyze, to discuss, to relate past and present, to respond, and "to work out for himself a conception of life and values."¹ Through the humanities ontogeny recapitulates phylogeny because the humanities lend themselves to heuristic pedagogy. The humanities are particularly relevant to the present condition of man for they can help relieve the "immediacy quotient."²

The educational system should be particularly aware of the purpose and potential of the humanities. During the past century the school, like society in general, has nourished its technological addiction. The humanities can remedy this since the purpose for exposing the student to the humanities is to accomplish some, preferably all, of the following objectives:

¹ Norman Foerster, The Humanities and the Common Man (Chapel Hill: The University of North Carolina Press, 1946), p. vii.

² R. J. Kaufman, "On Knowing One's Place," Daedalus, Vol. XCVIII (Summer, 1969), p. 711.

1. Minimization of hostility and reduction of Herrenvolkism
2. Awareness of man in a universal sense
3. Reduction of anxiety toward other people and cultures
4. Perception of experience on a less provincial basis
5. Expansion of intellectual horizons
6. Awareness of politics and political action
7. Interrelationship of various disciplines and events
8. Appreciation of the arts
9. A feeling of universality
10. Ability to explore, to inquire, to value, to choose, to internalize

The purpose of the humanities then is to demonstrate to the student that knowledge of mankind is useful knowledge. The humanities will also help the pupil and the instructors move away from the single discipline approach or trap and speed both toward multi-interdisciplinary studies—the main objective of which is to inquire, analyze, identify, and resolve conflicts.

The Humanities in the High School

A number of high schools throughout the United States have implemented humanities courses. This work will consider the program, the objectives, and the results obtained at Wayne Memorial High School, Wayne, Michigan, in the Detroit metropolitan area. A later chapter will be included in order to discuss some social,

economic, and educational characteristics of this community.

When creating or adapting any program, educators are generally concerned with the purposes and resources available—instructors, students, space, and finances; with the needs of students; with the method and amount of material to be presented; and with any legal restrictions. These concerns apply to the implementation of the humanities also. The preceding definitions, purposes, and goals of the humanities might seem too ambitious to those contemplating introducing the course but high schools may adapt the program to their own unique circumstances.

The above was the case with the suburban high school which is the object of this study. It was decided that the humanities course should include political science, philosophy, religions, literature, art, theatrical arts, and music. The students had previously been exposed to history and science and some are receiving additional, concurrent instruction in those two fields. This fact is mentioned because some experts wish history and science included in the humanities and also because they can be classified as part of human expression and quest.

The classroom experience is accentuated with other experiences designed to expose and dramatize ideas, issues, or situations. Rightists and leftists give presentations; various cultural groups: Negroes, Mexicans, and migrant workers, are also invited to come in. Different religious groups, Christian and non-Christian, are included in the program: Jews, Moslems, and members of the International Society for Krishna Consciousness and others. The program and instructional methodology will be presented in a more detailed way in another chapter.

Research Design

In order to evaluate the humanities program as it has been implemented at Wayne Memorial High School, the following research design has been developed.

The sample population in this study was composed of all those students who took the course in the Spring semesters of 1971, 1970, and 1969. These students were chosen with the hope that they could more vividly recollect their high school experiences and, therefore, more effectively evaluate the humanities. All the above students were already in college or working. The students who graduated in 1971, 1970, and 1969 were polled to ascertain their expectations, their background, and any cognitive and affective changes which might have taken place after completing the humanities course. The number of students included in this sample was 110. The data obtained from this group is mainly descriptive. The instrument used in order to carry out the above project was devised by me and will be called Basic Attitudinal and Data Gathering Instrument. This instrument is found in Appendix I. An attitudinaire was given to students who were enrolled in the course in Spring 1972 before and after exposure to the humanities and to a control group which was not exposed to the course. The instrument was administered to the groups before exposure to the course and toward the end of the educational experience, constituting a four to five-month interval. The attitudinaire is found in Appendix II. In order to validate the reactions of past students a set of interview questions has been developed (Appendix III).

The Basic Attitudinal and Data Gathering Instrument was mailed to all past students. A return rate of 80 percent was achieved. The interview questions were not given to all students but to those who voluntarily came in for the interview.

The instruments which were developed under supervision and guidance of the Doctoral Committee appear to be adequate for the purpose for which they were designed. The investigator is not ready, however, to maintain total validity and reliability of these instruments for in creating a value instrument to measure attitudes, communicational discrepancies may result in relation to denotative or connotative interpretation of terminology. Further, the expectations and convictions in respect to the desirability of certain ideals may not be the same philosophically for all people. But given the difficulty of the task, the instruments are the best that could be devised at this time.

In order to ascertain the academic potential of all groups, school records were scrutinized to verify some responses and specifically to obtain the Lorge-Thorndike scores.

Other sources of data were:

1. Report to the North Central Association, Self Evaluation of Wayne Memorial High School, 1971
2. Booz, Allen & Hamilton Inc. Study of the Wayne-Westland Community Schools, 1970-71
3. Interviews to determine reactions of participating instructors

in the program

4. Personal correspondence and voluntary student assessments
5. The United States Census as a source of general data

In order to interpret the data, the following methods were used:

1. Data gathered by using the Basic Attitudinal and Data Gathering Instrument were analyzed descriptively. These data, however, were presented graphically through the utilization of percentages and measures of central tendency.
2. The attitudinaire was subjected to the interpretations previously listed.
3. The interviews were analyzed descriptively.

Literature

To discuss the literature related to the humanities is an Herculean task. If the humanities are confined to the western tradition, a scholarly work would require a discussion from classical to contemporary literature. If the humanities are to include nonwestern cultures, literature concerning those cultures must also be examined. Such a thorough discussion is a difficult one due to the many volumes which would have to be reviewed, to a limited access to some of those volumes, and the unfamiliarity of some with foreign languages. This discussion will

be limited to selected works which recapitulate the emergence of humanities and define its role, analyze the humanities in the contemporary setting in the United States, and especially seek to adopt the humanities for the educational experience of an individual. Also included will be a brief discussion of translated non-western literature. An examination of the bibliography will be of further assistance to those interested in the humanities.

The author does have some language ability in Latin and French, and was briefly exposed to classical Greek. He is fluent in Italian and English. But, like most westerners, is unfamiliar with nonwestern languages. Most westerners also know little about nonwestern cultures. Examination of nonwestern cultures is even more limited by lack of language ability and cultural distance. Therefore, the only works which can be examined by most people are in translation. This may not be satisfactory, for obvious semantic problems are encountered in translation. It is also assumed that most educated people are familiar with the original or translated works of western writers, such as Plato, Aristotle, Augustine, Machiavelli, Dante, Nietzsche, and others who have influenced western tradition. Therefore they shall not be discussed. This section on literature presents bibliographic notes on helpful works.

Recapitulation and Definition

In this section two attempts will be made: one to present some contemporary works and the other to give a limited, international outlook. Ruben A.

Alves' A Theology of Human Hope is a representative of the third world. Mr. Alves, a Brazilian, is concerned with the problem of political humanism, Messianic humanism, and the problem of freedom.

George J. Fredrick's Humanism as a Way of Life and Oliver L. Reiser's The Integration of Human Knowledge represent two United States viewpoints. Although Fredrick wrote in 1930 and Reiser in 1959, both are concerned with the definition and the adaptation of humanism in the machine age. A more contemporary viewpoint (1966) is presented by Thomas B. Stroup in Humanities and the Understanding of Reality, a collection of lectures given at the Centennial Program of the University of Kentucky, October 22-23, 1965.

Some representatives of the French cultural world are included. Jacques Maritain's Integral Humanism, translated by Joseph W. Evans, is a sophisticated discussion of humanism as affected by various historical forces, such as classicism, medieval Christendom, Protestantism, dialecticism, and atheism. In addition, Maritain charts a new course. The role and the ideological commitments of humanism are the main concern of Henry Van Lier, Les Humanites Du XX^E Siècle, and of Louis Albert Vachon, Les Humanites Aujourd'hui.

Two Italian authors should be mentioned. The new directions of humanism in respect to Marxism and existentialism are evaluated by Armando Rigobello, L'itinerario speculativo dell'umanismo contemporaneo. Man and humanism is put in a wider context by Alberto Moravia in Man as an End.

Good translated essays by nonwesterners can be found in edited books.

For instance, in The Humanities in the Age of Science by Charles Angoff, Nasrollah S. Fatemi discusses the role of humanism within Islam.

The Humanities and the Twentieth Century

The humanities seem to have lost their importance for contemporary man. Arguments for their place in the technological age are presented by Walter R. Agard, The Humanities in Our Time; Charles Angoff, The Humanities in the Age of Science; Norman Foerster, The Humanities and the Common Man; Moses Hadas, Humanism. The Greek Ideal and Its Survival; Albert W. Levi, The Humanities Today; and Helen B. Schaffer, "The New Humanism," in Modern Man published by Congressional Quarterly, Inc.

The American Academy of Arts and Sciences has dedicated an issue of Daedalus (Summer, 1969) to "The Future of the Humanities." In it many writers discuss the crisis of the humanities and their relation to the arts. The American Scholar published by the United Chapters of Phi Beta Kappa (Winter, 1970-71) contains an article by Herbert J. Muller on the relevance of the humanities.

Adaptation and Implementation of the Humanities in Schools

Much has been written in the past ten years concerning the adaptation and implementation of the humanities in junior and senior high schools. Some books concern themselves with the place of the humanities in the curriculum. An example of such a book is the Humanities in the Curriculum edited by Louise M. Berman.

Other works deal with the implementation of the humanities within a body of disciplines, such as The Humanities and the Social Studies, edited by Thomas F. Powell.

The Humanities Programs Today by Richard R. Adler discusses programs which have been implemented. A wider discussion in terms of curriculum, student's age, and staffing can be found in The Humanities in the Schools by Harold Taylor, Teaching the Humanities by Sheila Schwartz, and in The Humanities: The Other Side of the River by Richard E. Starkey. The book by Sheila Schwartz is an excellent one. It not only discusses the curriculum, the student's chronological age, and staffing, but also makes some excellent recommendations—especially in the area of staff. Finally, the National Association of Secondary School Principals has displayed some concern for the humanities by dedicating an issue of their Bulletin (February, 1972) to "Humanizing the Schools."

Conclusion

This section on literature is not all inclusive mainly for two reasons: first, the tremendous volume of writing to be analyzed; second, the restrictions imposed by limited linguistic ability. The above sources were used to define the humanities in their historical perspective.

CHAPTER II

THE COMMUNITY

Introduction

The school does not exist in isolation. The school is in the community and it is the community which partly affects the objectives of the school and the performance of the students.

In any community there are some people who feel that since they pay the cost of education, the school should cater to the intellectual, social, and occupational aspirations of that community. In this case the school becomes a prisoner of the community. However, if the present mobility rate and future expectations, as described by Alvin Toffler and others, are to be believed, the community is or will be transient and fugitive. Legal measures, open housing ordinances, or voluntary migration will introduce new variables in the existing community. Given the probability of this prognosis the student cannot be educated to function within a static community. He must be educated to function for and within the community of man. The high school graduate must be sensitized to this end. Parochialism will have to be abandoned. Change, not stability of the community, must be the premise on which the educational process ought to be based.

Education cannot perpetuate exclusively the provincial desires of the

community or selfish motives. John Dewey defined the purpose of education correctly when he described it as a "process of reconstruction and reorganization of experience which adds to the meaning of experience and which increases ability to direct the course of subsequent experience."¹ In this respect education and life are synonymous. Educational decisions should be made with the community in mind but they should also be directed outward.

In addition to community attitudes, it is believed that community characteristics also affect scholastic performance. Various writers have discussed community characteristics, economic solvency, parental educational attainment, and parental and pupil expectations, which affect the student's success. Patricia Cayo Sexton has dealt with the relation of education and family income in many of her writings. In her opinion "children from 'comfortless cabins' or, . . . from 'urban slums' cannot compete with children of the elite."² Children of the elite seem to do better in most cases not because of genetic differences but because the child of the social-elite can exploit environmental, economic, social, and cultural contingencies, such as financial stability and solvency of the parent, exposure to cultural events or media—trips, theater, magazines, etc.

Therefore, many of the statements which are often made regarding the academic success of students must at times be challenged, for it is entirely

¹John Newsom, "Educational Values and Goals," Vital Speeches, Vol. XXXII, February 1, 1966, p. 244.

²Patricia Cayo Sexton, Education and Income (New York: The Viking Press, 1961), p. 16.

possible for a student from a "deculturized," financially affluent family to do well in school and, for instance, in the humanities. It is also possible for an underprivileged student to do well in school given a high personal and family expectation level and encouragement.

Due to the above ideas it is necessary to describe the community in which Wayne Memorial High School students live before any discussion of the humanities student is undertaken.

Methodology

A number of research and retrieval problems were encountered in accumulating relevant, pertinent, and current data for this chapter. The 1970 United States Census population data has not yet been published. At the same time, the use of data from the 1960 United States Census was not desirable. Since 1960, for instance, Westland was incorporated as a city (1966) and the area has also grown. A program of urban renewal in Wayne has been going on. Therefore, if 1960 data had been used, it is doubtful whether it would have been accurate.

The city offices of Wayne and Westland were very helpful. Neither, however, have adequate research facilities. Other agencies which might also have kept files on growth and development were consulted. The local chambers of commerce and the newspapers, for instance, would have been of assistance except for the fact that in some cases files had not been kept or had been started only recently, the data could be located in other publications, or the data were

not relevant to my study. An effort was also made to find whatever statistics have been published by the United States Census Bureau for 1970.

Since the author feels that data as current as possible are highly desirable, other statistical sources were identified. Those sources in some respects might not be as complete in some areas as the United States Census population data; however, they are more current. The following statistical sources were consulted for this chapter:

1. Booz, Allen & Hamilton Inc., Curriculum Education, Preliminary Report I (1971)
2. Local District Results, Michigan Educational Assessment Program (1971), published by Michigan Department of Education
3. Report to North Central Association, Self Evaluation, Wayne Memorial High School (1971)
4. Southeast Michigan Council of Governments, Population and Occupied Dwelling Units in Southeast Michigan, 1960-1970 (1971).
5. 1970 United States Census Data 1st Count (1972)
6. City of Westland General Plan for the Year 2000 (1968)
7. Information from current school registers

Since I have discharged my professional activities in this community for

the past nine years, a few comments from personal observations will be made at the end of the chapter.

The Communities and Wayne Memorial High School

Nearly all students attending Wayne Memorial High School reside in the cities of Wayne or Westland, Michigan. The city of Wayne is the older political unit. Westland was incorporated as a city in 1966 and is geographically larger than Wayne. Another high school serves predominantly students from Westland. There are a few students, 65 out of a school population of 2,109, attending Wayne Memorial High School who reside in surrounding municipalities. Table 1 gives the students' residential breakdown. For the purpose here it will suffice to consider only the cities of Wayne and Westland. Both cities are located less than twenty miles west of Detroit and form the major part of the geographical area and population known as the Wayne-Westland Community Schools, formerly the Wayne Community School District.

Wayne and Westland are primarily communities of homeowners. The state equalized valuation for each child in 1969 was \$11,729,¹ ranking the

¹Booz, Allen & Hamilton Inc., Curriculum Evaluation, Preliminary Report 1, Wayne Community School District, Wayne, Michigan, January 18, 1971, p. 6.

In Local District Results, Michigan Educational Assessment Program, December, 1971, p. 62, the Michigan Department of Education gives slightly different figures. State equalized valuation per resident pupil for 1969-70 was \$11,807, ranking the district 41st on a percentile distribution. The state school aid per pupil for 1969-70 was \$358, ranking the district 63rd on a percentile distribution.

district 39th out of 49 member school districts of Metropolitan Detroit Bureau of School Studies.¹ The communities support a millage rate of 43.40 which is the highest of all 49 districts. This enables the school district to spend approximately \$727 per child.

TABLE 1
RESIDENTIAL BREAKDOWN OF WAYNE MEMORIAL
HIGH SCHOOL STUDENTS
JUNE, 1971

Municipality	Number of Students Attending WMHS	Percentage of Total School Population
Westland	1,073	51.2
Wayne (city of)	970	46.2
Inkster	51	2.4
Romulus	11	.52
Belleville	2	.09
Eloise	1	.045
Ypsilanti	1	.045
Total	2,109	100.50

In addition to the property tax, revenue to support educational expenses comes from the following sources:

1. Westland Shopping Center
2. K-Mart Shopping Center

¹ibid.

3. Metro-Place Shopping Center
4. Ford Truck Plant
5. Eleven smaller manufacturing plants

Population Characteristics

As illustrated in Table 2 the population of the city of Westland has been rapidly growing since 1966. Wayne has been affected by a smaller population growth.

TABLE 2
POPULATION GROWTH OF WAYNE AND WESTLAND^a

City	1960	1970
Wayne	19,071	21,054
Westland	57,706	86,749

^aInformation as of April 1, 1960, and April 1, 1970, obtained from Southeast Michigan Council of Governments, Population and Occupied Dwelling Units in Southeast Michigan, 8th Floor, Book Building, Detroit, Michigan.

Most of the residents of the two cities are Caucasian. Of this group an estimated 25 percent migrated to this area from Tennessee, Kentucky, Georgia, West Virginia, North Carolina, and South Carolina. Other people of non-English, -Irish, or -Scotch origin include French, Germans, and Italians—all third or fourth generation immigrant descendants. This group is not very numerous. Wayne

has no Negro residents. The city of Westland has a small percentage of Negro occupied dwellings, as shown in Table 3. The 1970 Census Data 1st Count, however, lists 0.8 percent of nonwhites living in the city of Wayne and 3.1 percent living in Westland.¹

TABLE 3
DWELLING UNITS IN WESTLAND^a

Dwelling Unit	Total	White	Negro
Owner occupied	17,228	16,714	443
Rented	5,818	5,735	30

^aUnited States Census, 1970, Table H1. (Advance United States data furnished by the city of Wayne.)

Adult Education and Occupation in the Community

According to the study conducted by the Booz, Allen & Hamilton firm, the average level of education of the parents is less than high school. Most parents seem to have completed the eleventh grade. Five percent of the parents completed college and less than 20 percent of all parents attended college.²

Most adults (60 percent) are employed in unskilled or semiskilled

¹Southeast Michigan Council of Governments, 1970 Census Data 1st Count, February, 1972, p. 24, Detroit, Michigan.

²Report to the North Central Association, Self Evaluation Wayne Memorial High School, Vol. 1, Sec. 2, March, 1971.

occupations. Many of these work in the auto industry or related industries. Approximately 30 to 35 percent of the population are engaged in sales or service occupations. The remaining 5 to 10 percent are professionals.

The figures and comments presented in this chapter do indicate that the Wayne-Westland Community Schools District is not affluent but it is not disadvantaged. In fact, according to a 1970-71 report, 868 (.035 percent) students out of a total school population of 24,400 were eligible for ESEA Title I money. The lack of economic affluence of the Wayne-Westland Community Schools seems to be brought out further by the scores obtained by fourth and seventh graders on the State of Michigan Assessment Program (see Table 4). Wayne Memorial High School receives 497 of the 868 eligible for ESEA Title I.

Cultural Environment

I was unable to locate any data to describe the cultural environment and must, therefore, rely on personal observations. Neither the cities of Wayne or Westland have a symphony orchestra. Westland, however, has recently started one and the first concert is scheduled for the Spring of 1972. The city of Wayne has a local theatrical association (Wayne Civic Players). One library services both cities. The Wayne-Westland Library is rather limited in size. Two newspapers serve the communities, one daily and one weekly.

It seems, at least based on information from students, that very few people attend plays or concerts or visit museums. Even when performances are given

TABLE 4
RESULTS OF STATE ASSESSMENT PROGRAM FOR
WAYNE-WESTLAND COMMUNITY SCHOOLS^a

	Students' Estimate of Socio-Economic Status	Importance of School Achievement	Self-Perception	Attitude Toward School	Basic Skills Composite Achievement
4th Grade District Means					
Wayne Community Schools	49.5	49.3	48.3	49.5	48.6
Michigan Percentile Ranks	49	49	19	36	16
7th Grade District Means					
Wayne Community Schools	48.9	49.8	51.0	50.6	49.6
Michigan Percentile Ranks	31	59	81	58	27

^aMichigan Department of Education, Local District Results, Michigan Educational Assessment Program, The Fourth Report of the 1970-71 Series, December, 1971, p. 63.

in the high school auditorium attendance is poor.

Recreational facilities are limited; with the exception of what the schools and the departments of parks and recreation offer, there is no youth center. Traveling is also limited. Many return to their southern state of origin or go to northern Michigan.

At times some elements in the community demonstrate political anxieties, demanding that ideas, concepts, or activities be deleted from the curriculum. There is some evidence of prejudice toward minority groups. In a study conducted by the author in 1969 under the direction of Abraham Citron, Department of Educational Sociology, Wayne State University, attempting to assess the attitudes of 100 students toward the English, the Italians, the Japanese, the Jews, the Negroes, and the Puerto Ricans, it was found that these groups received the following negative responses: Negroes, 613; Puerto Ricans, 252; Jews, 204; Japanese, 190; Italians, 88; and English, 74.

The questionnaires and a summary of the results of the attitudinal instruments administered in 1969 are included (see Tables 5 and 6 and Charts 1 and 2). The validity and reliability of the two attitudinal instruments can be questioned because of the size and randomness of the sample. These were high school students and not necessarily representative of the community. Furthermore, some attitudes may have changed since 1969.

Summary

The two communities discussed in this chapter have made an effort to

support education in spite of lack of an industrial, taxable base. Also some effort is being made to establish a cultural environment.

Some indication of attitudes has been given. It should be remembered, however, that the chief purpose of an educational institution should be to assume leadership and help the community to advance, regardless of its present status.

TABLE 5
 SOCIAL DISTANCE SCALE NEGATIVE RESPONSES^a
 N=100

	English	Italian	Japanese	Jew	Negro	Puerto Rican
1. Would allow as visitors in my country but without citizenship rights.	6	7	14	12	13	9
2. Would keep out of my country entirely either as visitors or citizens.	4	4	12	5	12	8
3. Would aid in movement to re-settle this group somewhere else.	2	4	6	5	22	9
4. Would not be comfortable if members were in my class or school.	5	3	9	8	16	9
5. Would be upset if several of them were in the Congress of the United States.	5	10	18	18	22	21
6. Would not ride with them in an automobile.	4	4	7	7	20	8

TABLE 5—Continued

	English	Italian	Japanese	Jew	Negro	Puerto Rican
7. Would not try on garments, such as hats, gloves, shoes, in a store which has as a part of its clientele members of this group.	3	3	4	6	17	6
8. Would object if my sister or brother dated a member of this group.	3	3	11	11	58	14
9. Would be upset if one family (of this group) lived on my block.	3	4	10	10	28	15
10. Would be upset if several families (of this group) lived on my block.	3	5	10	11	30	16
11. Would decline to invite in my home.	4	4	5	8	25	10
12. Would not entertain overnight in my home.	3	3	7	11	38	15
13. Would be concerned if a majority of them lived in my neighborhood.	4	6	12	17	42	15

TABLE 5—Continued

	English	Italian	Japanese	Jew	Negro	Puerto Rican
14. Would not be willing to have my brother or sister marry.	4	5	13	17	67	26
15. Would not be willing to have my son or daughter marry.	3	4	13	14	74	24
16. Would not have as friends.	3	2	4	4	11	4
17. Would have merely as speaking acquaintances.	5	6	10	8	15	9
18. Would decline to speak to.	3	2	5	4	13	7
19. Would not marry.	4	7	16	24	80	23
20. Would not ride in same double bus seat with them.	3	2	4	3	10	4
Total	74	88	190	204	613	252

^aTotals do not correspond to sample total because subjects only registered negative feelings.

TABLE 6
NEGATIVE AND POSITIVE ADJECTIVES SCALE

	Aggressive*	Industrious*	Ambitious*	Impulsive	Cruel	Kind*	Immoral	Ignorant	Intelligent*	Dirty	Simple	Treachorous	Generous*	Stupid	Lazy	Brilliant*	Honest*	Courteous*	Power-hungry	Neat*	Dangerous	Artistic*	Sneaky	Clannish	Loud	Rhythmic, Musical*	Athletic*	Handsome*	Unattractive
English	14	17	16	7	1	14	2	0	32	3	10	1	11	0	9	14	14	18	9	29	1	7	7	2	2	11	9	18	2
Italians	22	6	13	8	5	16	4	3	15	6	12	0	11	5	8	8	16	11	6	12	4	20	12	8	24	6	1	26	3
Japanese	8	20	17	3	6	19	4	3	23	5	25	1	8	4	3	8	11	20	11	20	3	22	13	4	0	1	9	4	13
Jews	11	12	11	10	5	9	2	5	14	3	17	4	5	10	9	2	4	4	12	9	5	3	17	16	9	1	0	4	7
Negroes	11	2	9	10	8	4	6	15	5	22	8	5	2	19	35	1	3	3	36	2	13	6	14	25	13	38	40	2	15
Puerto Ricans	2	1	7	5	3	8	4	10	3	14	20	1	5	7	12	0	3	5	7	3	6	1	10	17	8	7	7	10	7

* Indicates adjectives designating positive qualities.

CHART 1

HISTOGRAM OF NEGATIVE RESPONSES TO
SOCIAL DISTANCE SCALE

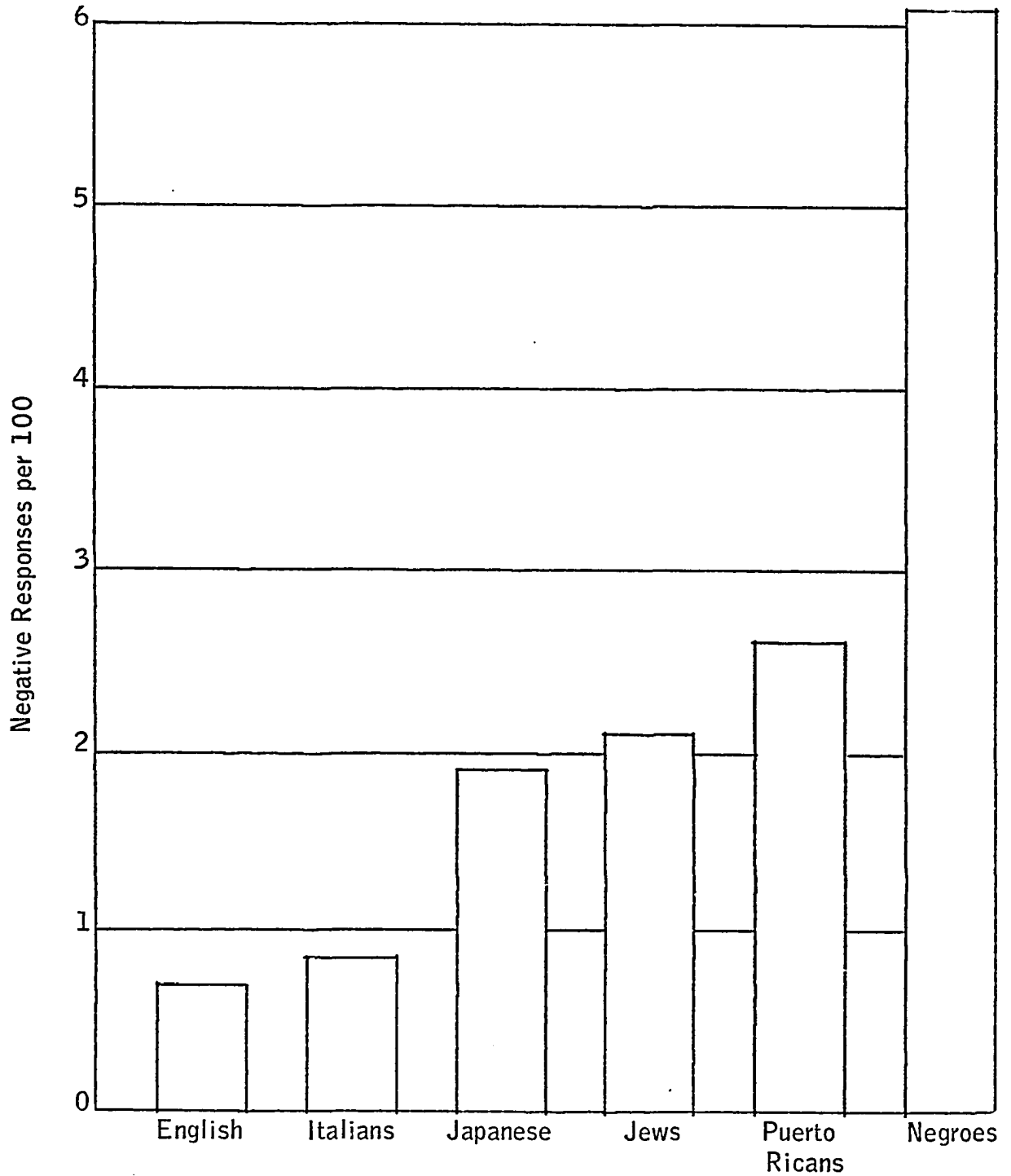
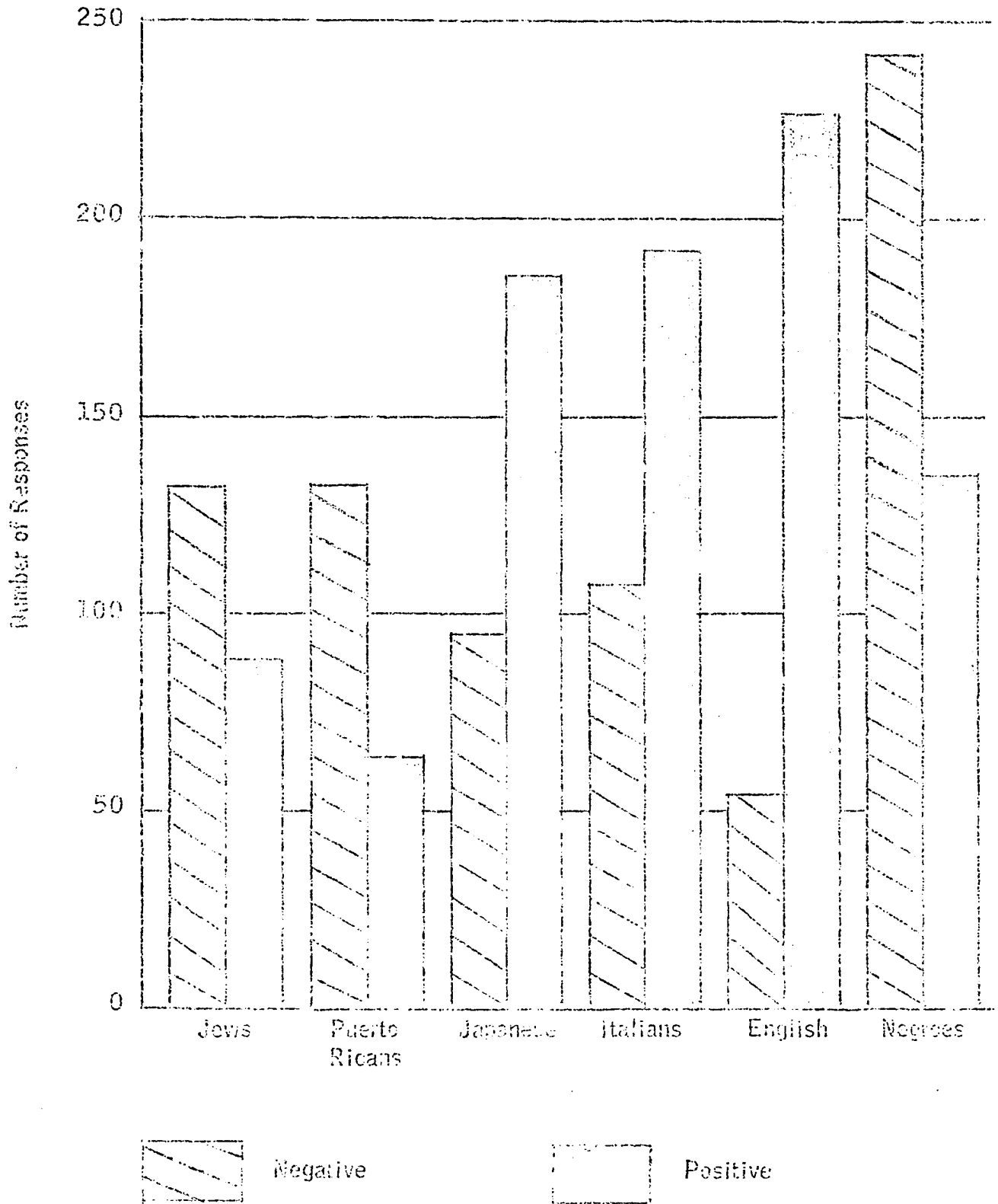


CHART 2

HISTOGRAM COMPARING NEGATIVE AND POSITIVE RESPONSES ON ADJECTIVE SCALE



CHAPTER III

A PROFILE OF THE HUMANITIES STUDENT

Introduction

In Chapter II the community was described, and, since some educational experts feel that the cultural-economic habitat of the student is one, if not the most important determinant of academic success, the implication seems to be that a half-fed stomach can hardly devour and digest Shakespeare; or, on the other hand, economic well being is conducive to academic success. Parental and student expectations also influence the student's academic performance. Therefore, depending on the cultural-economic milieu, the student may view the school as a place where an opportunity to acquire, accumulate, and store knowledge is assured; a place where an individual can be inquisitive, dynamic, and purposeful; or the school may be viewed as a second home, a prison, a building, or simply a place where an individual learns geography, history, math, and other "crap" that is forgotten when the established legal requirements have been met.

Since some authors conclude that there is a correlation between family background and the conceptualization of the school, the purpose of this chapter is to find out whether the students who enrolled in the humanities course were representative of the socioeconomic climate of the community or whether they were a

select group. In order to accomplish this, the Basic Data Gathering Instrument was mailed to 110 students, all those who had completed the course between the academic years 1968-69 and 1970-71. Eighty-eight students returned the questionnaire (a return rate of 80 percent).

Parental Educational Attainment

In the past three years 32 males and 56 females have completed the course, ranging in age from 17 to 21 at the time they responded to the questionnaire. The mean age was 19.1. In terms of parental educational attainment, 45.40 percent of the fathers and 54.53 percent of the mothers had completed high school (see Table 7). In addition, 31.80 percent of both parents had completed college.

TABLE 7
PARENTAL EDUCATIONAL ATTAINMENT
N = 88

Completed	Fathers	Percentage	Mothers	Percentage
Elementary	4	4.50	1	1.13
Junior High	16	18.40	11	12.50
Senior High	40	45.40	48	54.53
College	28	31.80	28	31.80
Total	88	100.10	88	99.96

The percentage of high school and college educated parents is higher on this sample than those presented for the community in Chapter II. This might be due to the following reasons:

1. Possibly many students from lower socioeconomic groups dropped out before reaching the 12th grade. In terms of holding power, Wayne Memorial High School loses approximately 25 percent of those students who enter the high school as 10th graders by the time that class reaches graduation (see Table 8).
2. The school system has a high number of transient students. Consequently many students whose parents relocate themselves frequently did not stay long enough to be part of the sample.
3. During their high school career students had grouped themselves according to socioeconomic groups or parental and personal aspiration and, therefore, were taking the course together.
4. During the 1968-69 school year the course was more selective. Therefore many students were prevented from taking the course because of stricter requirements. The course was later opened to any student who chose to enroll.

TABLE 8
SUMMARY OF WAYNE MEMORIAL HIGH SCHOOL
HOLDING POWER^a

Year	10th Grade Percentages	11th Grade Percentages	12th Grade Percentages
1961-62	91.0	94.0	94.45
1962-63	89.8	94.4	95.7
1963-64	87.0	91.3	95.1
1964-65	84.45	88.7	93.1
1965-66	87.7	87.4	91.0
1966-67	91.0	91.4	95.1
1967-68	93.0	90.8	95.8
1968-69	94.0	90.5	95.6
1969-70	93.8	88.8	93.8
1970-71	94.74	91.2	96.1

^aCompiled from school registers.

These data are in terms of "holding power." To convert to dropout rate merely deduct from 100. For example, those who graduated in 1969 entered the high school as 10th graders in September, 1966. The dropout rate for those 10th graders during the scholastic year 1966-67 was 9 percent; the same group became the 11th graders in 1967-68; the dropout rate was 9.2 percent. In 1968-69 they were seniors; the dropout rate was 4.4 percent. Total dropout rate for that class was 22.6 percent.

5. The course itself might have achieved a reputation which tended to exclude the student who, due to lack of financial support to attend college or scholastic ability, had limited educational objectives.

Father's Occupation

In order to group the various occupational responses together, the occupational classification of the United States Census (1960) was used. Each major classification was assigned one digit from 1 to 7. Those parents who were deceased, not in the labor force, or for whom information was not available were assigned a numerical value of 0, 8, or 9, respectively. The occupational classification index with the respective digits will be found in the appendix.

In the frequency table included below, it can be readily seen that the percentage of fathers (28.41) in professional occupations is considerably higher than the figure previously given (Chapter II) for the total community. Possible reasons for this distribution are the same as those listed in the section on education. However, the majority (50 percent) of fathers are employed in the category composed of clerical and sales, craftsmen, foremen, operative, service workers, or laborers. Also it should be noted that 15.91 percent of the parents are not in the labor force.

TABLE 9
FATHER'S OCCUPATION

Digit Code	Classification	Fathers	Percentage
1	Professional	25	28.41
2	Managers	5	5.68
3	Clerical and sales	8	9.09
4	Craftsmen and foremen	17	19.32
5	Operative	11	12.50
6	Service workers	7	7.95
7	Laborers	1	1.14
8	Not in the labor force	6	6.82
9	Information not available	4	4.545
0	Deceased	4	4.545
Total		88	100.00

SUMMARY
OF
TABLE 9

Occupation	Fathers	Percentage
White collar	30	34.09
Sales, clerical, laborer, blue collar	44	50.00
Not in labor force, deceased, information not available	14	15.91
Total	88	100.00

Conclusion

The majority of the students come from homes in which the father is employed in a nonprofessional work. If it can be assumed that the occupation of the family breadwinner and that parental educational attainments are indicators of home cultural environment, then it can be concluded at this point that the cultural environment of the student is not that of the educationally elite.

Student Scholastic Ability

It is very hazardous to discuss test-assessed scholastic potential. The author is aware of controversies surrounding tests which seek to assess a student's scholastic ability. The author is also aware of the arguments surrounding instruments which seek to assess intelligence quotients. It was, therefore, with extreme caution that the intelligence quotients of all students to whom the questionnaires were mailed were looked up in the school records.

A table showing the intelligence quotients found through the administration of the Lorge-Thorndike Test in the 11th grade to students enrolled in the humanities is included below. Its purpose is to compare those findings with a frequency table of intelligence quotients for the total 11th grade population in 1970 at Wayne Memorial High School found in the North Central Evaluation (March, 1971). Furthermore, the mean for my sample will be compared with the mean intelligence quotients for the total school district population as estimated by Booz, Allen & Hamilton Inc. (January, 1971).

The IQ mean score of humanities students is 110. Some comparison in terms of percentages is possible with Table 11. The scores are based on a total 11th grade population of 938 students in 1970 at Wayne Memorial High School. It is difficult to compare accurately the two tables statistically because the score intervals on the total junior sample of 1970 are not clearly established. Please note the first and last interval.

TABLE 10
 IQ AS ASSESSED BY THE LORGE-THORNDIKE TEST
 Given in the 11th Grade to Students Who Later Enrolled
 in the Humanities Course
 N = 110

Scores	Frequency	Percentages
138-140	1	.909
135-137	2	1.818
132-134	2	1.818
129-131	2	1.818
126-128	5	4.545
123-125	4	3.636
120-122	3	2.727
117-119	4	3.636
114-116	6	5.454
111-113	10	9.090
108-110	24	21.818
105-107	21	19.090
102-104	16	14.545
99-101	2	1.818
96- 98	3	2.727
93- 95	5	4.545
Total	110	99.994

TABLE 11

WAYNE MEMORIAL HIGH SCHOOL 11TH GRADE
 LORGE-THORNDIKE SCORES^a
 N = 938

IQ	11th Grade Frequency	Percentages
Over 124	32	3.40
117-124	59	6.30
109-116	131	14.00
92-108	491	52.30
84- 91	148	16.00
76- 83	57	6.00
Below 76	20	2.00
Total	938	100.00

^aAdopted from Report to North Central Association, Self Evaluation, WMHS, Vol. 1, Sec. 2, March, 1971.

As nearly as it can be established by examining Tables 10 and 11, the largest percentage of students in Table 10 (55.45) would have an IQ score between 102 and 110. In Table 11 the largest percentage of students (52.30) would fall within an IQ score of 84 and 116. Since a comparison between the means is not possible without a great deal of interpolation and hazard, the above two tables are offered.

According to the above table the greatest number of cases, 68.30 per cent, occur between an IQ of 108 and 91. The Booz, Allen & Hamilton study estimates the system-wide average IQ for 6th graders to be 101 (1970). If it can be assumed in spite of possible environmental and chronological changes that

IQ does not change between grades 6 and 11, if it can be assumed that the characteristics of the sample population are the same, if it can be assumed that differences between various instruments used at different schools within the district are not significant, and if it can be assumed that what Booze, et al., call the "average" is the mean, then it can be concluded:

1. Those who enrolled in the humanities were not exceptional students.
2. Those students were not preselected in terms of the top 10 percent.
3. In terms of IQ, according to the Lorge-Thorndike, students in the humanities are not exceptional.
4. Students with low IQ's were not included in my sample.

Parental Expectations

A student's academic success depends on many factors. Two very important factors, as responses to the questionnaire show, are parental expectations and awareness of the process of education. Parental expectations do serve as stimuli to achieve academic excellence. Parental involvement in a student's school life will induce the student to perform well.

From personal observations and recollection, I can testify that the parents of the humanities students visit the school often out of pure interest in the work of the student and not because they had been called by the school or because

of disciplinary reasons. Parental anxiety concerning the educational expectation of their son or daughter can also be witnessed during parent-teacher conferences. At that time the conversation is usually limited to the academic achievement and academic difficulties of the student and whether future academic ambitions can be realized. For instance, parents will often ask: "Will my son or daughter be able to go to _____ university?"

In the questionnaire mailed out to all those who had completed the course in June 1969, 1970, and 1971, three questions were asked in order to assess the parental role in the educational career and choice of the student. The students were also asked similar questions in order to establish their career objectives and educational aims. Concerning the parents one question asked: "When you were in high school your parents wanted you to: attend trade school, just graduate, enter college, not sure, do not care." The student was also asked: "As a high school student your educational objectives were to attend trade school, just graduate, enter college, do not know, do not care." From the responses received, the following table can be constructed (see Table 12).

It is clear that the ambitions of the parent for the child to obtain a college education coincided with the desires of the student. The other questions were included in the questionnaire in order to attempt to find out whether the parents influenced the students' educational choices in terms of career and whether both the students and the parents were aware of the curricular offerings at Wayne Memorial High School. Approximately 50 percent of both students and parents

TABLE 12
PARENTAL AND STUDENT EDUCATIONAL
OBJECTIVES
N = 88

Objective	Number of Parents	Percentages	Number of Students	Percentages
Enter college	74	84.00	75	85.20
Attend trade school	1	1.00	0	0
Just graduate	6	7.00	3	3.40
Not sure	7	8.00	10	11.40
Do not care	0	0	0	0
Total	88	100.00	88	100.00

were aware of curricular offerings. Sixty-four percent of the students also stated that their parents did not influence their educational choices in terms of career.

It can be concluded that parents had high expectations and a good degree of awareness in relation to the educational process. They might not have influenced specific educational or career choices, but they valued education. It is therefore possible that parents applied pressure to the students. This is credible since often parents apply pressure to realize parental ambitions. As one of the many possible consequences, the student does well because of fear of displeasing parents.

Evidence of strong orientation toward obtaining a college education is further reinforced by the fact that at the time the students responded to the

questionnaire (July, 1971) the majority of the students, 80.70 percent, were still in college or intended to enter college in September, 1971. The rest, 19.30 percent, entered the labor market or in two cases the armed forces.

Summary

From the data presented in the preceding pages, it can be stated that:

1. The parents of the humanities students are better educated than other parents in the community.
2. Most fathers work in the same occupational category as other fathers in the community.
3. Some selection, for whatever reason, has taken place.
4. Parents have high expectations for the students.
5. The intelligence quotient as given by the Lorge-Thorndike Test of the humanities student and that of the rest of the student body is closely related.
6. With some exceptions this group is representative.
7. The sample does not include students with very low scholastic ability.

CHAPTER IV

THE HUMANITIES PROGRAM AT WAYNE

MEMORIAL HIGH SCHOOL

Ce qui nous détruirait comme agents volontaires, c'est-à-dire comme agents responsables, . . . c'est de voir dans la technique l'unique et suffisante voie du salut,¹

Before implementing a humanities program at any school its content must be defined and some limitations must be taken into consideration.

The Problem of Definition

As indicated in Chapter I, there is no consensus on the curricular definition of the humanities. The differences are not only the result of philosophically different viewpoints but also the results of other difficulties, such as staff availability, geographical location, physical plant, library facilities, and budgetary and legal restrictions with which most people in education are familiar. Therefore, what the author would suggest concerning the definition of the humanities is to use the broadest definition as a guiding ideal and adapt it to the circumstances of a

¹Louis Albert Vachon, Les Humanités Aujourd'hui (Quebec: Les Presses de L'Université Laval, 1966), p. 60. (Translation: "That which will destroy us as voluntary agents, that is to say as responsible agents, . . . is to see in technology the only sufficient voice of salvation,")

given high school.

Of all the various definitions discussed in Chapter I, the definition used by the National Foundation on the Arts and the Humanities Act of 1965, as amended in 1970, is the most liberal one: the humanities include language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; ethics; comparative religions; the history, criticism, theory, and practice of the arts; and those aspects of the social sciences which have humanistic content and employ humanistic methods. An even more liberal definition could be expressed by a Latin sentence found in the Heautontimorumenos by Terence: "Homo sum: humani nil a me alienum puto." ("I am a man: nothing that is human is indifferent to me.")

The Wayne Memorial High School Course Description Book (1971-1972) describes the humanities as an attempt "to create a learning situation which strives to introduce to the student the concepts and ideas which have determined . . . the affairs of the world." This definition is an ambitious one. Perhaps a better idea of the humanities at Wayne Memorial High School can be achieved by defining the course through the actual topics or disciplines presented. The humanities at Wayne Memorial High School is a course of study which exposes the student to philosophy, religions, visual art, theatrical arts, music, and communism and fascism as ideologies. The course is introduced and concluded with brief lectures giving a perspective on man. As indicated before, this definition was arrived at after considering not only various academic viewpoints

but also the limiting factors already mentioned. Before any further detailed discussion of the humanities at Wayne Memorial High School is presented the limiting factors affecting implementation of the program at any school will be discussed.

Limitations

Staff Availability

Too often instructional personnel are forced to fit in a preconstructed program. The unfortunate consequence is that the teacher might regard his situation as an occupational misfortune and, therefore, approach teaching as a "job"—that is to say, a task with a clear beginning (the ringing of the school bell), a clear termination (the ringing of the school bell), and a clear trajectory to be run (a lesson plan). This approach would obviously stifle enthusiasm, dedication in and out of the classroom, and professional curiosity. Anyone contemplating the design or implementation of a humanities program should answer the following questions: Are there any members interested in any of the disciplines included in the most liberal definition? Are the instructors still students and explorers in their field? If so, these are the staff members who should be asked to participate in the program and the field of their interests should be part of the program.

Geographical Location

Very few schools have the audio-visual instructional materials which are required for a successful implementation of a humanities program. In this case,

geographical proximity to cultural centers is desirable. Schools located close to urban centers or university centers can encourage students to attend concerts, theatrical presentations, and lectures, and to visit museums. In addition, urban or university centers will offer an opportunity to observe different cultural groups and life styles. When financially and legally permissible, cultural activities outside the classroom should be scheduled by the school.

Physical Plant

Ideally, space and facilities should be available to promote discursiveness, exploration, cogitation, relaxation, manipulation, creation, construction, and performance. An instructional media center is recommended to accomplish the above. Also conference rooms should be available at all times.

Intellectual exploration could occur through lectures and books or through video-tape, movies, slides, and music. The instructional materials found in the instructional media center should be designed to be controversial and thought-provoking, and they should make it possible for a student to explore a topic or problem from various points of view. An instructional media center should also allow a student to produce speeches, plays, debates, art works, etc., and present them to his fellow students.

Budgetary Restrictions

In a humanities program the question of finance is an important one. The money available will determine the types and the number of experiences outside of

the school. Also an instructional media center, in accordance with the idea discussed above, must be established and maintained. The financial problem is especially crucial in terms of the student who cannot afford to visit museums, buy books, or attend performances on his own.

Legal Restrictions

The manual of school laws must be consulted, especially when students are taken out of the school building. Professional liability, proper supervision of the students, safety; these are a few factors which must be considered when planning activities for the program.

School and Departmental Attitude

The philosophy of the school must be considered before any designing and implementation of the humanities program occurs. Highly structured schools which demand adherence to rigid lesson plans may not be the best environment for the humanities. The principal and the rest of the school staff must also be considered. An aggressive, innovative principal is an invaluable asset in obtaining funds and instructional materials.

There are times when help is needed from those who are not directly involved in the program. The need may be a procedural one, excusing a student for a field trip, or the need might be an instructional one, referring a student to a literature instructor for assistance. Therefore, a certain amount of staff and administrative flexibility and cooperation is needed.

In high schools which are departmentalized the humanities program is most often offered in the social studies department or in the English department. Ideally the humanities should not be associated with any department. However, due to administrative and organizational reasons one department is put in charge. But the program does involve other departments. At Wayne Memorial High School, for example, humanities is offered in the social studies department.

Since the nurturing of the student is a school and a departmental function, the philosophical orientation of the department in which the humanities course is offered is important. A department which stresses sameness is a living negation of what the humanities attempts to accomplish. The departments in which the humanities is offered should represent in their educational philosophy, methodology, and staff a variety of personal, political, and philosophical choices. However, members should still be cooperative with each other.

The following characteristics are extremely important in terms of departmental staffs. They should be living "differences." They should be concerned and involved with different aspects of the human condition. Those departmental members who are not part of the program should still be willing to assist a colleague or a student when necessary. Teachers should realize that even when they are not directly involved in the program they might be making a contribution to the student's development. For instance, in Michigan, high school seniors must take certain courses by state law or they must meet minimum standards for graduation. Instructors in those required disciplines can be extremely helpful in developing

inquiry and research, promoting curiosity, and in inducing the student to arrive at values.

The Program at Wayne Memorial High School

Many of the statements presented above are ideals which perhaps cannot be easily obtained. But while curricular offerings should be designed with reality in mind, ideals serve as guides for evaluation and improvement.

The humanities are defined as the study of philosophy, religions, visual art, theatrical arts, music, communism, and fascism. This definition is not an inclusive one; but given the many limiting factors, such as, limited physical plant, staff and resources, etc., it is a functional one for this situation. The important thing is not the number of disciplines included in the program but a sincere attempt to relate and dramatize a human situation.

An attempt is also made not to confine the study to western culture but to include nonwestern ideas as well. Within the above definition an attempt is made to open the widest possible sphere of value choices. The program is based on the premise that: "Une intelligence qui se laisserait fasciner et captiver par la connaissance des seules choses pratiques se détruirait elle-même comme une intelligence."¹ Realizing that man is a "cérébro-manuel" animal, that is to say an individual who can think and do, then it becomes imperative that he be not

¹Ibid., p. 33. ("An intellect which lets itself be fascinated and captured by the knowledge of only practical things destroys itself as an intellect.")

only trained to perform, but also to analyze, understand, and choose for himself, to be master of himself and his own activities, and also to feel positive toward other people's choices or at least understand other people's activities, choices, or circumstances. It is with that idea in mind that the student is encouraged to explore the world of work and poverty, to understand and solve, at least for himself, the problem of race and prejudice, to look at and choose from the world of human cultural heritage. There is an encouragement to abandon the artificial environment of the classroom, to explore, and to relate to a multifaceted existence.

The humanities course is offered to interested 12th grade students during the second semester. They spend the first semester studying political science with an instructor who will also participate in the humanities program. This is done in order to accomplish the following:

1. Establish a personal relationship
2. Gradually introduce the student to systematic questioning
3. Establish trust between the instructor and student
4. Discover students' needs in order to guide them
5. Provide some academic continuity

Reasons for the Program

The course was originally designed and offered because some instructors felt that there was a need to:

1. Reduce the discrepancy between the quantitative and non-quantitative disciplines
2. Demonstrate the interrelationship of various disciplines and events in the environment
3. Develop an appreciation of the arts
4. Make the student politically aware
5. Develop a feeling of universality
6. Counter feelings of mechanistic alienation

Some students informally expressed a desire for a curricular opportunity which would:

1. Reduce compartmentalization of subject matter
2. Assist them to develop a wider system of values and means of examining values
3. Give them the opportunity to further explore their own academic preferences
4. Remove them from the traditional classroom environment

The Content

An educator, when designing a curriculum or a course of study, has to face the content problem: what is to be included and excluded and why. The humanities program being discussed includes seven disciplines. To some this might represent a very minimum. It should be realized, however, that by state or

school board requirement all students had been exposed to American history, political science, two science courses, four English courses, and some math. Since most of the humanities students wished to enter college it can be safely assumed that they had taken additional courses in the social sciences, sciences, and English language and literature. The humanities content, therefore, might not be as limited as it first appears. A brief rationale for the selections follows.

Philosophy

Philosophy was included in order to demonstrate that a problem can be explored from the premises of many different philosophical schools. Problem resolutions depend in many cases on what is considered to be by some a desirable goal. The student should realize the many possibilities of philosophical solutions. Also the student should be induced to examine beliefs and prejudices.

Religions

Even in an age of ecumenicalism it is possible to succumb to the belief that ecumenicalism extends only to variants of Christianity. The intent is to include nonwestern religions also.

Visual Art, Theatrical Arts, and Music

The arts portray the aspirations, happiness, or sadness of an individual or a group. Artistic expression is expression not necessarily of logics but also of emotion. If man must be considered in his totality then emotional expressions should be included in his study.

Communism and Fascism

Some people assume that because communism and fascism are rather recent phenomena everybody understands them. This can be disputed. In addition to understanding them, in definition, it is important to understand their history and the values they question, the reasons for their birth, their success, and their effect. As presented in the humanities they are not simply political systems but ideologies.

Eligibility

As indicated in Chapter III, through the academic year 1968-69 the students were to some extent selected. The criterion for admission to the course was a grade point of 2.00 on a 4.00 point scale for the 11th grade.

Even with the above requirement, however, admission to the course was still quite open and democratic. The student had to take the initiative. He had to indicate a desire to enroll in the course. For the students who might be late-bloomers admission to the program was possible if they contacted the director of the program. After the academic year of 1968-69 the course was open to anyone who wished to enroll.

Participating Instructors

In selecting instructors, great attention is given to their desire to participate, to their instructional methodology, academic interests, personality, and

experience. The desirable instructor is considered one who is willing to spend extra time with the students, has had many experiences, is nondogmatic, and possesses a good degree of friendliness. Each instructor must be willing to teach a section, be on panel discussions with other instructors, and be available for instructional consultation.

Six instructors participate in the Wayne Memorial High School program. All meet the above requirements. All have traveled extensively in the United States and in Europe. One has spent time in Iran. Two have traveled in Communist countries and two in Japan. All six teachers have earned a master of arts degree or better.

Methodology

The methodology used cannot be easily classified because each instructor uses the method best suited to his personality, discipline, purposes, and students. The best that can be said is that each instructor attempts to use an approach appropriate to the given situation. Each instructor is allocated from two to four weeks to cover his material. The calendar, however, is kept flexible. At least once a week the class is broken into small groups under the leadership of one of the instructors in order to conduct discussions. At least once a month two or more teachers meet the class to clarify what has been said and to establish interdisciplinary relationships. At the end of the course an integration period is scheduled. At this time the students and the instructors attempt to tie together

as many of the presentations and ideas as possible.

In addition to this formalized plan the students can consult at any time with individual instructors by appointment. Since one of the purposes of the humanities is to stimulate understanding of the human condition, the presentations could not be offered in a dehumanized fashion or they would lose all meaning and impact. All true communication must be personal. This implies continuous communication with fellow students and instructors. The primary role of the teacher, therefore, is that of a stimulator, a helper, a catalyst for intellectual curiosity and development.

The Students' Role

Material is presented through various media of instruction. "Position handouts" on various problems are distributed. The student may choose his readings from among bibliographies on various topics. Movies, lectures, and other audio-visual media are utilized to dramatize situations or the impact of ideas. The student reads or observes and then reacts to situations or ideas according to his perceptions. This is done in order to induce the student to enter into a Socratic dialogue with the instructor and his classmates.

The students can also pursue a topic or activity which interests them, explore and analyze it, and finally present it in class for the reaction of others. Even though no formal daily assignments are given it is stressed to the students that they have a responsibility to be active participants of the class and that this

can partly be accomplished by reading and attending lectures or performances.

The primary purpose of suggested homework is not to earn grades but self-development and self-inventory. The "homework," the class lectures, and discussions are, hopefully, employed to induce the student to define his own interests and attitudes, to identify his own feelings or biases, to empathize with others, and to choose between alternatives.

Summary

This program is not a "how to" program, nor is it a job training program. The primary purpose is best signified by the Latin word educere from which the word education derives. Thus the teachers attempt to bring or lead out the student from his immediate cultural environment and sensitize him at least vicariously to a wider system of values.

The classroom is not conceived as a controlled experiment but as a forum where ideas are exchanged in order to promote freedom, breadth, and authenticity. The teacher does not dispense truth but is Socratic, dialectical, sensitive, empathetic, hopeful, and helpful. The student is not a passive receptacle but is engagé (involved). He is confronted. He investigates, analyzes, chooses, and internalizes. Therefore, he is a "voluntary agent" and a "responsible agent."

CHAPTER V

EVALUATION

Introduction

The charge has been made that schools refuse to submit to scrutiny; therefore, it is very difficult to evaluate what education in general, and specific courses in particular, are accomplishing or have accomplished. While there may be some truth to that charge, it must be remembered that both qualitative and quantitative evaluation are difficult and costly.

Evaluation can successfully be undertaken in the production and distribution of products. But people in general, and students in particular, are different than products. A student's academic training may not be useful immediately upon graduation. Sometimes the information received may not be relevant until later, or it will serve as a launching pad to greater exploration and interest.

In evaluating education it should be remembered that students are people. It is very hard to diagnose attitudes and package people. Some students in responding to particular items on a questionnaire may become situational, ethical agents. Others may perceive terms differently than the one or more individuals who constructed the instruments. People are not only anatomically complex but psychologically complex and intricate. Any evaluation of effects on

students, therefore, must be cautiously undertaken.

Methodology

Cognizant of the difficulties stated above, a set of evaluative instruments and methods was devised. I am not inclined to claim that those instruments and methods are the ultimate in evaluative methods, nor am I certain of their degree of reliability and validity. I am particularly cautious because some or all questions in my instruments attempt to assess attitudes. Attitudes are very difficult to evaluate. Even in the case of attitudinal scales designed by some experts, reliability and validity are either established by repetitive usage, or they are not known, or reliability is sound and validity is poor.

The evaluation of the effectiveness of the humanities rests on four different instruments and on personal observations and correspondence. Under the supervision and guidance of the Doctoral Committee, I designed the Basic Attitudinal and Data Gathering Instrument, the Attitudinaire, and a set of interview questions. Size of the sample and the method of administration for the Basic Attitudinal and Data Gathering Instrument have been discussed in Chapter I. The attitudinaire and the interview were also discussed in Chapter I. A more detailed discussion will follow in this chapter when the data from those instruments will be presented.

Counselors from Wayne Memorial High School visit the alumni during their freshman year on different Michigan campuses to find out how well past

students are doing academically and socially in college life. These visits occur during the spring semester and in some cases toward the end of the fall semester. The form used for this conference or interview may vary to some extent depending on whether the university or the school supplies it; it is called:

1. High School College Appraisal
2. Principal-Counselor-Freshman Conference Form
3. Freshman Student Questionnaire

All the forms have a question which attempts to find out which high school courses have been helpful. The question may read, depending on whether the high school or universities provide the form:

1. What are the courses or phases of your high school training which have proved most helpful and why?
2. What part of your high school program (curricular or extra-curricular) has been most helpful to you in preparation for college?
3. What are the courses or aspects of high school preparation which have proved most helpful to you in your university experience and why?

The forms are signed in most cases; therefore, former humanities students are easily identified. The forms from the following Michigan institutions were analyzed to find out if and how often humanities were mentioned as being beneficial:

1. Central Michigan University
2. Cleary College
3. Eastern Michigan University
4. Grand Valley State College
5. Michigan State University
6. Oakland University
7. Northern Michigan University
8. University of Michigan
9. Wayne State University
10. Western Michigan University

A questionnaire was given to participating instructors to assess their perceptions of the program. This questionnaire was an open-ended one. It was assumed that this type of questionnaire would offer a greater degree of self-expression than one where the subject would only check a response.

Finally, as instruments of evaluation, the author presents his own observations and what past students have expressed to him, either in writing or in conversation.

The Graduates' Reactions to the Course

Data presented in this section was gathered by mailing the Basic Attitudinal and Data Gathering Instrument to past students (1968-69, 1969-70, 1970-71). It will be recalled that the instrument was mailed to 110 graduates

and a return rate of 80 percent was obtained. Thus, conclusions are based on 88 returns of graduates who took the course. This particular instrument did ask the student to check predetermined responses, but it also contained questions which would provide the student with an opportunity to give reasons, express feelings, or to make recommendations concerning the course.

Question 19 of this instrument asked the graduate whether he or she had found the course to be a valuable experience. Seventy-seven individuals (87.5%) responded in the affirmative. Eleven individuals (12.5%) responded in the negative. What is very important here is not only the high rate of positive responses but the reasons given for those responses. These 77 individuals made a total of 80 positive responses.

TABLE 13
POSITIVE RESPONSES

Category	No. of Positive Responses	Percentages
Curriculum	18	22.50
Teachers and methodology	10	12.50
Awareness and sensitivity	26	32.50
Personal improvement	13	16.25
Foundations	13	16.25
Total	80	100.00

Questions 20, 21, and 22 asked for justification of response, elaboration of response, and identification of positive or negative feelings the students had toward the humanities. It is difficult to classify all responses in neatly delineated categories; nevertheless, an attempt is made here to classify all positive responses (see Table 13).

The above categories are purely arbitrary. It is possible for some comments to be classified under more than one category. However, a response here is classified only once. The presentation of negative responses follows the positive section.

Curriculum

The multidisciplinary approach was generally appreciated by the students. Five students commented on the fact that they were introduced, even if briefly, to disciplines which they would have neglected or considered insignificant during high school. Examples of those disciplines are music and the visual and performing arts. The speakers and the speakers' views on society or politics made a lasting impression. Some comments made by the students concerning curriculum follow:

1. "I have forgotten some facts but I remember the speakers."
2. "Talked about ideas and not facts."
3. "First experience with classical music."
4. "Multidisciplinary experience was appreciated."

5. "Exposed to many situations."

Awareness, Sensitivity, Tolerance

Egocentricity and ethnocentricity often appear to dominate the life of some people. It seems difficult for some to realize the existence of other people outside of the self or one's own group. Twenty-six students emphasized that they became aware of others and of different opinions. A summary of responses will serve as an illustration.

Some students explained that they "realized" the opinions of more of their friends and that they were prompted to question their own feelings. Five graduates stated: "It made me aware of other peoples, their feelings, and their rights." Other students explained that they "gained more respect for individuals."

In Chapter II it was implied that the school has the responsibility not to interpret the term community as one's immediate geographical, or political boundary. This is one of the objectives of the humanities course. One student caught this motif. Among other positive reasons for rating the humanities course very highly, he stated that he realized that the "world extends beyond Sims Street [a street in Wayne] ." Other graduates indicated that they had acquired an appreciation and an understanding of cultural and political differences in the world around them. An understanding of human capabilities, of inconsistencies, of differences between groups seems to have made some students re-evaluate their role as citizens.

An awareness of world events and customs helped some students to relate better to mankind and to see that there are no clear-cut answers to conflict resolutions. In regard to awareness, one student capsuled many reactions of other students when he wrote: [The humanities was] an able catalyst to my very sluggish and stilled scope of awareness."

Personal Improvement

Thirteen students were encouraged along the road of exploration. One student remarked: "I read a lot on my own and found out about different philosophies." Others remarked that they began to seek political information, read the newspapers, and develop an interest in current affairs. Some students indicated that they undertook self-examination in terms of accumulated knowledge, their own opinions and feelings. One student observed: "I realized my ignorance about the United States and other countries." Other students indicated that they learned to think for themselves, to form opinions more intelligently, and finally to express themselves better.

Instructors and Methodology

It has already been indicated that instructors who participate in the humanities employ various styles of instruction. Three students referred to the fact that they took the course or enjoyed the course because of specific instructors. But the majority had more specific comments about the methodologies.

Some of the comments may seem a little elementary or general, such as: "It was fun." However, more students emphasized that the humanities constituted a different experience when compared to other courses. Some also observed that they enjoyed different teachers and different viewpoints. The course was also praised because it emphasized ideas and not facts, and it stressed discussion rather than pontification. As one student remarked: "It was easy to have a decent discussion with people."

A democratic classroom in terms of instructional methodology seems to have been important to some students. In addition to a variety of ideas, readings, and discussions, some students praised the fact that the course did not "push anything on them." Reference was also made to the fact that the student was not penalized for expressing a viewpoint different from the instructor. Two students summarized most of the comments about the methodology. One student stated: "The teaching method was a delight." Another wrote: "The course was taught in such a way as to permit the student to have self respect instead of feeling trapped by an outdated system of education."

Foundations

According to 13 responses the humanities helped the students in their college years, in their careers, or influenced future activities. Nine students wanted to learn more about humanities after graduating from high school. Two hoped to enter a similar course in college. Two praised the course and the

methodology for being the closest thing to a college course and for giving them a firm foundation. Two of the most dramatic and interesting comments, however, were made by two individuals who did not go to college. One graduate wrote: "At the time I had the course I didn't really consider the course to be any more beneficial than any other class I took in high school. But through some sort of miracle something said in class stuck with me. Some of the best books I have ever read came from the lists given to us." A girl who married shortly after graduation recalls: "It [the humanities] helped me form ideas about values and basic ideas of life. Unable to attend college I have still sought out many answers and found many values by further study which I otherwise would have had no basic teaching to build from without humanities."

Negative Comments

As it will be recalled, 12.5 percent of the students who returned the questionnaire did not find the humanities to be a valuable experience. Following are reasons given for these reactions:

1. "It was a waste of time."
2. "I did not enjoy the topics covered."
3. "The class was nothing outstanding."
4. "The class was too large."
5. "I was expected to understand too many topics."
6. "I did not try hard enough."

7. "More organization is needed."
8. "The course was over my head."
9. "I was involved in other activities."
10. "The course was hard to understand because of my limited background."
11. "I felt humiliated because of lack of background and shallowness."

TABLE 14
ATTITUDINAL CHANGES
N = 88

The course increased political awareness	76
The course decreased political awareness	0
The course had no effect on political awareness	<u>12</u>
	88
The course made the student more tolerant	75
The course had no effect	13
The course made the student less tolerant	<u>0</u>
	88
The course increased the appreciation of arts and sciences	78
The course decreased the appreciation of arts and sciences	0
The course had no effect on the appreciation of arts and sciences	<u>10</u>
	88

It is obvious that 6 of the 11 negative comments are not directed at the course but the student is acknowledging his own deficiencies or lack of commitment. The rest of the responses are part of the discussions in Chapter VI. In order to substantiate some of the preceding descriptive responses Table 14 was compiled from responses to Question 21.

CHART 3
EVALUATION OF HUMANITIES COURSE

N = 88

	(	37	10	Liked very much.
82.00%	(	19	9	
	(	16	8	
	(	3	7	
7.00%	(	3	6	
	(	3	5	
	(	3	4	
11.00%	(	1	3	
	(	1	2	
	(	2	1	
			0	Did not like at all.
100.00%		88		

At the end of the Basic Attitudinal and Data Gathering Instrument, the students were asked to rate their appreciation of the humanities course. A scale from 0 to 10 was provided for this purpose. A rating of 10 would indicate that the student liked the course very much. Zero would indicate that the student did not like the course at all. Seventy-two students rated the course between 8

and 10, six between 6 and 7, and ten rated the course between 0 and 5. (See chart above.)

Summary

From the descriptive analysis of the Basic Attitudinal and Data Gathering Instrument it can be concluded that the overwhelming majority of those students who returned the questionnaire found the humanities course to be a valuable experience. It improved them as persons, served as a stimulus to greater discovery, or was helpful in future pursuits. The few graduates who indicated a negative feeling toward the course attributed this feeling to disinterest, lack of background, or loose organization.

The Interview

Results derived from the administration of questionnaires should be verified as much as possible in order to ascertain the responses given. For this purpose Guide Questions for Personal Interview were developed.

Many Wayne Memorial High School graduates attend surrounding universities. Many students return home during quarter or semester breaks, or holidays. In many cases the college calendar does not coincide with that of the high school. The high school is generally in session when the colleges are not. Many graduates seek this opportunity to return to the high school to visit friends, former instructors, or simply to give a progress report of themselves. During

1971-72 some alumni returned to visit, providing us with an opportunity to administer the interview. The questions listed in the interview guide were not directly asked, but were incorporated in conversations which sometimes lasted one hour or more.

During 1971-72 twenty-eight students visited the high school. This group of students is probably not a representative sample of the graduates, since it is those with positive association with the high school who generally return. Nevertheless, their opinion is valuable to this study. Twenty-two of those students indicated that the humanities course was one of the most valuable courses they took in high school. Some of the reasons given for this reaction are similar to the positive evaluative comments gathered through the Basic Attitudinal and Data Gathering Instrument. Some students indicated that they liked the variety of approaches and topics. Others stated that the exploratory nature of the course was what excited them the most.

Twenty-five of the students indicated that they chose the course because they did not expect the "usual" high school experience or that they expected to learn techniques which would be helpful in college. In addition to discussing the practical advantages of the course, twenty-three students also indicated that the course was stimulating because it offered them an opportunity to voice their opinions, listen to opinions of others, or offered various choices for conflict resolutions.

It should be remembered that these students were all attending college.

Those who were married or entered the job market were not interviewed. It is probably true that those twenty-eight students are not representative of the total sample population and perhaps they responded in a more positive way because they were conversing with their ex-instructor. The interviews were intended, however, to verify in a limited way the responses on the Basic Attitudinal and Data Gathering Instrument—in that respect the interviews were valuable to this study.

Evaluation by College Freshmen

As indicated earlier, counselors from Wayne Memorial High School visit Michigan universities in order to find out which high school courses have proved most helpful. The responses on the forms are not solicited by individual teachers. The student responds in writing to questions and makes oral comments to the counselors.

By examining the forms and by talking to the counselors it was found that the humanities course was mentioned very often as being of assistance in terms of skill development, personal habits, and adjustment. It is regrettable that statistical data cannot be furnished due to the fact that counselors usually summarize the comments and destroy some of the original forms.

Instructor's Evaluation

The participating instructors concurred that the humanities program was

an essential one because of the need for a multidisciplinary approach in education to establish interrelationship and for comparative purposes. Furthermore, they felt the program was necessary to introduce, cultivate, or reinforce the students' appreciation of the arts and to expose or introduce the students to social difficulties.

Some of the instructors indicated that the students were well prepared. Others expressed a desire for greater prior exposure to the social sciences, literature, and art. However, the fact that not all students were adequately prepared caused one instructor to write: "That is why the program is so good" This remark seems to relate to the scope of subject matter covered.

All instructors were concerned with the lack of adequate time not only to prepare for the class but also to confer with and assist the students. Some instructors indicated that more time to converse with colleagues is also necessary. The lack of appropriate space to carry out different educational activities was also listed as a criticism of the course.

Except for the technical difficulties experienced, the instructors appear to be enthusiastic about the course and feel that it is needed, and that it should be expanded.

Personal Correspondence

Some comments on the humanities voluntarily expressed by a few past students in letters to the author will be shared with the reader to further lend

credence to the findings.

1. "Without sounding trite I have never had a teacher who has inspired me to learn as you have."
2. "Please rest assured that you have created doubt and encouraged thinking."
3. "Taking humanities has not been a task, it has been a treat."
4. "For once knowledge was put in its proper perspective— ahead of grades."
5. "I studied for the purpose of finding answers and grades usually came accordingly."
6. "You taught me how to teach myself."
7. "Humanities answers questions that students have about themselves."
8. "The humanities made my freshman political science seminar look sick since the idea of independent thought was apparently not stressed at other high schools."
9. "The humanities class was the only segment of my 12 years of formal education that encouraged my own philosophy of education."

The Attitudinaire

So far only the responses from those students who have already graduated from Wayne Memorial High School have been discussed. In an attempt to find out whether the humanities caused changes in attitudes, an attitudinaire was devised. The attitudinaire was used to assess attitudinal changes in those students who took the course in the Spring of 1972. In designing this instrument questions concerning a student's feelings toward ethnic groups, nationalism, politics, the nature of man, religions, and the arts were included.

The attitudinaire was administered to the humanities students before enrolling in the course and toward the end of the course. A control group was also established. Students in this group were not exposed to the humanities. They were tested at the same time as the humanities students.

The items in the attitudinaire are not grouped according to the areas listed above; they are randomized. The responses are also randomized. This was done in order to minimize the possibility that the responding individual may have resorted to a response pattern rather than reading the question carefully and choosing the appropriate response accordingly. The items were also balanced in order to control acquiescent or negative response sets. There are four possible responses to each question. The most desirable response is given a numerical value of 4, the next desirable response a numerical value of 3, the next one a value of 2, and finally the least desirable response is given a numerical value of 1. The range of possible scores on the attitudinaire, therefore, is 70 to

280.

A look at the preregistration list was sufficient to identify those students who were going to take the humanities in the Spring of 1972. Most of the students who intended to take the humanities were already enrolled in my political science class. This is not unusual. It is done in order to allow the humanities program as much time as possible to fulfill the political science requirement by the state of Michigan and to establish early rapport with at least one teacher who will participate in the humanities program. These students are introduced to the humanities program before the second semester officially begins. Usually communism and fascism as ideologies are introduced during the latter part of the first semester. It should be pointed out that the intervening time between the end of the fall semester and the beginning of the spring semester is minimal, one day. Continuity, therefore, is not sacrificed.

The student population of the control group and of the humanities group has the same academic ability. A perusal of the CA 39, the student's record, verified this in terms of student's past achievement. All students were 12th graders. They all had at least a grade point average of 2.00 or better on a 4.00 point scale. There were 28 students in both groups.

The pretest was administered to both groups in November, 1971. Since seniors terminate their schooling earlier than other students (May 26, 1972), they were retested on April 20, 1972. The retest date is dictated by the school calendar and also by innumerable senior activities which take place

during the last month of school.

Analysis of Attitudinal Scores

In order to analyze the responses of the two groups on the pretest and the post-test, a two-way analysis of variance is used. Since two groups are involved, since scores were obtained under different conditions, and since, hopefully, different sets of values for the same groups have to be dealt with, this method of analysis is, according to F. A. Courts, Psychological Statistics (1966), and W. T. Dixon, Introduction to Statistical Analysis (1969), a desirable one. It is better than using a "t" test because it minimizes the possibility of statistical errors,¹ such as a change in the level of significance due to multiple tests. Also the main purpose of an analysis of variance is to find out whether those students exposed to the humanities course differed significantly from the control group which was not so exposed.

The Pretest

A total of 56 students were included in the pretest and the post-test. It should be remembered that these students were all 12th graders enrolled at Wayne Memorial High School during 1971-72. Twenty-eight students made up the control group and 28 made up the group of those who expected to be exposed

¹Wilfrid F. Dixon, Introduction to Statistical Analysis (New York: McGraw-Hill Book Co., 1969), p. 150.

to the humanities.

In terms of the means, the two groups are similar. The mean score for the control group is 205. For the humanities group the mean score is 203. The standard deviation for the control group is 23, and 29 for the humanities group. It was assumed, in doing the analysis of variance, that the standard deviations were not significantly different.

The Post-Test

The analysis of variance indicates a significant difference between groups on the post-test scores. The mean for the humanities group is 247 as compared to 215 mean for the control group. This indicates that the difference is in the anticipated direction. Although the control group mean increased slightly on the post-test as compared to the pretest, it is evident that the change in the humanities group is the major contributor to the before and after difference. Tables 15, 16, and 17 summarize the statistical findings.

Discussion of Results

It will be recalled that at the beginning the two groups held similar attitudes. Some change in the control group and in the humanities groups over a period of time could have occurred due to contaminating variables. Maturation could have affected the attitudes of the two groups. The very fact that the sample populations lived an additional five months after the pretest may have offered

TABLE 15
MEAN SCORES FOR PRE AND POST-TEST
ON THE ATTITUDINAIRE

Groups	Pretest	Post-Test
Control	205	215
Humanities	203	247

TABLE 16
STANDARD DEVIATION FOR PRE AND POST-TEST
ON THE ATTITUDINAIRE

Groups	Pretest	Post-Test
Control	23	16
Humanities	29	12

TABLE 17
ANALYSIS OF VARIANCE FOR PRE AND POST-TEST SCORES
ON THE ATTITUDINAIRE

Source of Variation	SS	df	MS	F	p
Rows (Course vs Noncourse Rows)	6421	1	6421	13.9	<.005
Columns (Pre vs Post-Test Columns)	20143	1	20143	43.7	<.005
Interaction	8024	1	8024	17.4	<.005
SSW (Error)	49782	108	461		
SST (Total)	84370	111			

the subjects life experiences which altered their original feelings. There are, of course, many other variables which could have affected the attitudes of either group. However, the most important conclusion necessitated by the data appears to be that the humanities course has had a positive effect on students' attitudes.

Conclusion

From the descriptive data gathered through the Basic Attitudinal and Data Gathering Instrument, from the interview, from college freshman evaluations, and from personal correspondence, it seems that the students perceived the humanities course as a positive, personal experience.

The statistical analysis of the attitudinaire shows that attitudinal change has occurred to a significant degree. Whether this change can be credited solely to the humanities course or also to contaminating variables could be argued. However, due to similarities of findings between all evaluative instruments, viewing the humanities course as a change factor assumes credibility.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

Apollo hath no chapel left, no prophesying bay,
No talking spring. The stream is dry that had so
much to say.¹

Blind I was, and cannot tell why.

Sophocles, *Oedipus Rex*

The subject of concern in these last pages will be not only the findings of this study but also the future of the humanities—a future which is not only limited to segments of the student population but which is shared by all. Certainly there are difficulties to be surmounted. A few words will be dedicated to these. But they are not the last, nor the definitive words. It is hoped that other interested people will share the concern of this author.

The purpose of this study was to assess attitudinal changes of 12th grade students exposed to the humanities program at one Michigan high school and also to reassess the role of the humanities in the twentieth century.

¹Message delivered by Apollo's Oracle at Delphi in 360 A.D. to the Byzantine Emperor Julian. Quoted in Charles Angoff, The Humanities in the Age of Science (Rutherford: Farleigh Dickinson University Press, 1968), p. 154.

Research Methods

The research was conducted by employing evaluative instruments and by surveying the literature.

The Literature and the Humanities

From a survey of contemporary literature it can be concluded that the humanities are as desirable in the twentieth century as they have been in the past, perhaps more so. In fact, the human condition of the twentieth century might make it imperative that the humanities assume a central role in order to combat alienation, parochialism, materialism, and herrenvolkism. Some authors, James S. Ackerman, for instance, would maintain that the humanities have not been fully utilized in terms of their potential.

The humanities are valid today in the sense that they can help define commitments and promote change. It is time that men committed themselves to understanding each other, to living harmoniously, to sharing their cultural heritage, and to mastering technology for the common good. The areas of commitment and change seem to have been neglected at times by humanists. Very few humanists have become activists. Perhaps a greater degree of involvement by humanists in the solution of the problems which afflict mankind (poverty, war, disease, lack of purpose, alienation, anonymity, etc.) is not only desirable but mandatory.

By exploring other cultures, by understanding different values, the word

community would assume a greater meaning. It would not be geographically limited to one's birthplace, city, or state. It would include places beyond the nationalistic boundary. Walter J. Ong feels that the humanities should encourage sensitive response to all human beings.¹ The humanities can contribute a universal outlook and can encourage and help produce pluralism.

The literature also stresses that the humanities are people oriented. The humanities help the individual to establish authenticity through a process of examination and choice. The ad hoc individual is not desirable. The humanities also promote friendship among peoples. Some people looking at the sums spent on foreign aid cannot understand why sometimes the very countries which receive the United States dollar do not like the United States. Citizens of countries who give foreign aid look on the recipient with the same attitude of the Roman citizen while making offerings to the gods. That attitude can be summarized by the Latin phrase do ut des (I give that you may give). Help becomes a mere commercial exchange. It lasts as long as something is exchanged. On the other hand, learning humanely about other people and cultures can promote lasting friendship.

The humanities cannot neglect problems of injustice and inequality existing within humanity. Humanists must be concerned with the solution of human problems rather than particular problems, that is to say, problems whose solutions have limited scope or deal only with particular groups. Human problems

¹Walter J. Ong, "Crisis and Understanding in the Humanities," Daedalus, (Summer, 1969), Vol. XCVIII, No. 3, p. 621.

must be solved within and for humanity. The humanities can be an effective stimulus toward the solution of human problems because their content and message is diversified and because they are concerned with humankind. For example, it is no secret that we have failed to deal effectively with problems of inequality and injustice toward "racial," economic, or ethnic minorities in spite of amendments to the United States Constitution, court decisions, or special legislative action. This is even more astonishing when one considers that human rights legislation has been enacted at least since Hammurabi (1750 B.C.). One of the reasons for this failure is obvious. Not only can laws be circumvented but legal relationships do not establish friendship, do not promote empathy, and do not create sensitivity.

Data Sources

The Basic Attitudinal and Data Gathering Instrument and the Attitudinalnaire furnished considerable data. In addition to those instruments, interviews were arranged, personal correspondence was examined, and reports to the high school counselors were analyzed in an effort to verify responses given on the Basic Attitudinal and Data Gathering Instrument. The interview, the correspondence, and college freshmen reactions were also useful to assess the overall impact of the program.

School records were also searched for pertinent information. This information was especially helpful in establishing a profile of the humanities student.

In many respects the research concerning the community was a little disappointing, in addition to consuming much time. The problems of locating information concerning the two communities in this study were many. The United States Census (1970) data is only partially published and the data needed for this study is not available. The cities of Wayne and Westland do not have adequate research facilities. Files usually kept by other sources of information, such as the newspapers, were incomplete.

The Instruments

Any instrument can be criticized in terms of how well and consistently it measures that which it is supposed to measure, in terms of what questions are included or omitted, and in terms of words chosen or not chosen in writing the questions. It is especially difficult to create effective instruments which assess attitudes.

Quantification is the rage of the century. Yet it is very difficult to isolate or to quantify feelings not only for the technical and logical reasons involved but also because of human subtlety and complexity. To date, we believe humaneness, or lack of it, cannot be quantified. Louise M. Berman states: "Man is never so human as when his complexity defies the description of the most astute observer."¹ Perhaps in the final analysis questionnaires are the

¹Louise M. Berman, ed., "The Humanities: The Present Scene and the Potential," The Humanities and the Curriculum (Chicago: Association for Supervision and Curriculum Development, 1965), p. 1.

antithesis of that which the humanities represent.

The instruments designed for the study are far from perfect, yet they were adequate for the purposes for which they were designed. They vary in degrees of sophistication but all the results point out that the humanities constituted a valuable experience for the students exposed to them.

Findings

The community in which Wayne Memorial High School exists is not affluent and lacks an appropriate tax base to support education. In spite of this, great efforts are made to support the schools. There are very few college graduates living in the cities of Wayne and Westland. Most people are employed in unskilled or semiskilled occupations. The environment of the student is not one of cultural sophistication.

The humanities student comes from a home in which the parents are better educated than other parents in the community. Parental expectations of the humanities students are higher than those of other parents. The IQ of the humanities student as assessed by the Lorge-Thorndike Test and that of the rest of the student body are closely related. Even though my sample does not include students with very low scholastic ability, it is not made up of the top ten percent either.

According to the objectives and limitations discussed in Chapter IV, in terms of student perceptions, the humanities program is very successful. The

findings show that the multidisciplinary approach is a good strategy to make the students aware of human values, sensitive, and tolerant. Some students credited the course for their personal improvement and for having established a base for the pursuit of careers, future exploration, or future decision making.

The responses to the Attitudinaire were statistically analyzed by employing an analysis of variance. The results show that the students who took the humanities course underwent a desirable attitudinal change which was significant at the .005 level. Even though other factors might have contributed to the change, the effects of the humanities course cannot be discounted, especially in view of past students' reaction to other instruments administered to them. It will be recalled, for instance, that based on responses to the Basic Attitudinal and Data Gathering Instrument only 12.5 percent of the responding students did not find the course a valuable experience.

Recommendations for Wayne Memorial High School

Any school which expects to improve the community and the students must provide avenues and means for change, and it must be receptive to recommendations. It is with this in mind that the past humanities students were provided with a space on the Basic Attitudinal and Data Gathering Instrument to make recommendations. The staff members who participated in the program were also asked for recommendations on their questionnaire. Finally, the author will make some recommendations.

Former Students' Recommendations

Some students felt that not enough time was dedicated to the program. As educators know, it is not enough to present materials, but time for discussion, internalization, and analysis is needed. Time also affects the depth and length of disciplines presented. Some students suggested that more time be spent on specific disciplines, such as philosophy and religions.

More time is also considered by some to be an essential factor for individual conferences between student and instructor or instructors. A few students remarked that more time should be spent in helping the student discover himself. Students also felt that since lack of time is a factor sometimes only very general views were presented. A student stated: "I wish it could have been bigger. It is just like eating a tiny bit of something, discovering you like it and you cannot have any more."

Another recommendation was to make all students aware that the class exists. Some students even suggested that the course be required. The idea that the course should enroll more students seems to have been a consensus situation. A student suggested: "Offer it to anyone who can dig it. It helps keep high school from being a real drag."

Attention was called to the fact that some students felt a lack of preparation for the class. A few students would like to see a gradual preparation for the humanities experience through classes in the lower grades.

Staff Recommendations

The staff also felt that time was a problem. More preparation time for the staff is needed in order to allow them to plan together on a regular basis. Time should also be allowed to establish a more meaningful, personal relationship with the student. With sufficient allocation of time more group discussions, more interplay between instructor and student, and more feedback sessions can be scheduled. The instructors also felt that some students needed an earlier introduction to multidisciplinary teaching.

In terms of enlarging the course it was suggested that the course be opened to more students. In order to meet the different ability levels, a greater use of audio-visual materials and supplementary materials should be considered. Additional experiences can be programmed in terms of field trips to museums, theaters, and concerts and also into different communities in order to widen experience with human conditions and problems.

Finally, present facilities limit, in some respects, the further expansion of the program. There are not enough stations in which the student can work, produce, and perform, either independently or with others. Facilities for greater utilization of audio-visual materials and equipment are also extremely limited. But since a renovation program is under way, it is hoped that future expansion will be possible.

Author's Recommendations

The author agrees with the suggestions of the students and the staff. In addition he feels that it is imperative that the speakers' program be enlarged. The library must be improved, both in terms of numbers of titles and selectivity. A library for the humanities student must provide a wide variety of works, along both historical and cultural lines. The program should start much earlier, preferably in the elementary schools, provided that the proper curricular adjustments are made in relation to the students. Finally, the content of the present program must be enlarged to include more disciplines, such as anthropology, urban problems, literature, archeology, and aspects of nonwestern cultures.

General Recommendations for the Implementation of Humanities Programs

In considering the implementation of the humanities program, the role of the school must be defined. The school should not be viewed merely as a social milieu for adolescents or only as a gateway to employment. Both of these utilitarian views can make the school a cultural zoo dedicated to the development of a one-dimensional man, contributing very little of significance to the life of students and making education a training experience.

Humanization of the school is an indispensable prerequisite for the successful implementation of a humanities program. The school should dedicate itself to help the individual discover significant characteristics about himself, to become

more self-actualizing, more humane, and to educate the individual to live a good life and not only an utilitarian life. The purpose of the school then becomes one of establishing relations not only between disciplines but also between people. For the school to take this "new" meaning, the cliché "go to school, make more money" should be eradicated from educational literature. Man, not a well-paying job, should be the measure of a successful educational experience.

The Program

One of the problems with establishing programs of study is that they revolve around an ethnocentric idea. There are some exceptions to the above statement. For instance, some might point out that in the case of anthropology and sociology this is not so. But one cannot help but suspect that even these disciplines are studied with an ethnocentric twist which can be summarized by "thank God we are not like that."

The phenomenon of ethnocentrism or nationalism can be seen in studying literature which is often used to glorify one's birthplace. Nationalism can also be seen in science which, with or without governmental subsidy, is harnessed not for the benefit of mankind but for national armament races or national prestige in interplanetary explorations. What is extremely sobering is that the social sciences, which claim to deal with man, have too often concerned themselves with men. Curriculum design in the humanities must consider the good of all. It must be universal in scope.

Ideally, therefore, the curriculum should include as much about man as possible. Disciplines should be presented not according to any value judgment scale, such as least useful to most useful, but so as to allow the student to make choices and arrive at conclusions. From a realistic point of view, the disciplines included in a humanities curriculum have to be limited. But even with limitations proper balance can be achieved. A course in philosophy, for instance, should include nonwestern philosophers. A course in religions should not only include Christianity, Judaism, and Islam (all monotheistic) but also other religious expressions, such as Buddhism, Shintoism, etc. Within the limitations, the curriculum should be concerned with the varieties of human experience and existence, not merely the differences.

In addition to sedentary experiences, such as lectures, readings, and discussions, the humanities program should promote immediate involvement. By this it is meant not only visiting museums, attending concerts, etc., but also experiencing different, integrated, multidisciplinary conditions. Metropolitan areas in the United States include a variety of life styles. Yet, association and experience with the various humans living in the city is nonexistent or minimal. They are the other, the "it"; for them nothing is felt. They are forgotten. Somehow "mankind" excludes them and unfortunately, sometimes, so does the curriculum and the school.

The Students

Who should be exposed to the humanities? All students. When should exposure start? Possibly in kindergarten with appropriate curricular modifications. Perhaps the course could be labeled differently in the elementary schools. A good name would be "self discovery"—helping the student identify his feelings and their effect on others. But the governing principle should be the same for elementary education as it is for senior high school or college—that is to say, a consideration of the relationship between the "I," the "thou," and the "we."

Some might object to offering the humanities to all students, but human feelings, such as love, hate, and fear, appreciation for beauty, etc., can be experienced by all—in fact, they are experienced by all. In the discussion of the above the terminology would change depending on the level of ability, sophistication, or cultural varieties, but not the message: learning to appreciate people.

The Schedule, the Budget, the Law

If the humanities program is to furnish experiences to the student beyond the classroom, then it is important that some laws, such as teacher or school liability, attendance, etc., should be altered. The reason for this is that the teacher may minimize experiences outside of the classroom if he thinks that there is an unfair personal liability placed on him.

In many ways there is a relation between money and education. Appropriate funding of the humanities program is important. Too often instructors are

expected to search for free speakers, use outdated, irrelevant, or crude instructional materials. Not too many schools have materials on nonwestern cultures. In fact, even what they have on western culture is, in many cases, old or not well done. A humanities program should be given special funding considerations.

Sometimes I feel that Pavlov's dogs would have enjoyed the contemporary school. The bell is a mighty decision maker. It marks the beginning and the end of learning time with the electronic consistency of fifty-five minute intervals. This is inhuman. What the ringing of the bell means is that the student must terminate his association, at least temporarily, with his classmates, his teacher, and the subject. And, if he is late for continuing the association, he might be punished.

Some people have been concerned with the school schedule for a long time. It is time that the traditional "schedule concept" be seriously revised. A learning task or process may require more than fifty-five minutes. A student may want or need special attention. The instructors may wish to associate with students or with a student for a longer period of time. What is suggested, therefore, is to switch to flexible scheduling or block scheduling. During the week allow enough time for teachers and students to see each other in a nonclassroom situation.

This problem of time is an important one and more should be written on it. It seems that time dictates what we do or how we do it. Schools seem to look at students as machines which must be programmed in a given amount of

hours or years. The student is not allowed to mentally look, search, and perceive, but his mind is stuffed with facts and figures because the test is coming or not too much time is left. Learning some facts is important. But time to investigate, choose, analyze, relate, associate, reflect, internalize, and act is even more important.

Staffing

Staffing is the most critical problem in education. I mean this not in terms of teacher availability but in terms of humaneness. A teacher is hired sometimes because it is late August, the school year is going to start shortly, and the system needs him. A teacher is also hired because he has less training and experience than another and is, therefore, cheaper. Those who deal with personnel should take a different attitude. First of all, a teacher should be hired because he is humane and wishes to associate with humans. Second, a teacher should have had a variety of experiences with people, such as traveling or working with minority groups. Third, his academic training should be diversified. I am aware that someone who majored and minored in two social science disciplines is probably more flexible in terms of the needs of the social science department than someone who majored in sociology and minored in chemistry. But in terms of what the humanities attempt to do, diversification is extremely important. Teachers should also be involved and committed to their discipline and to other causes. Teachers must be themselves practitioners of a discipline, not simply storing

facilities for limited facts which they emit when stimulated by the school bell. For instance, it is shocking to read that only five percent of those teaching music have any serious training or experience in music. Only seven percent of all art teachers in the United States have done any serious painting or sculpturing.¹ A teacher who is continually and seriously dedicated to the study of a discipline can make his own curricular guide. He can communicate enthusiasm for the discipline and knows enough anecdotes about it that he can make teaching it humane.

Teachers should also be socially and politically involved and committed. In discussions of teaching methods many approaches are considered. But there is one which is seldom discussed: to teach by example. To talk about humaneness is less important than being humane. To talk about reform is less important than being a reformer. Instructors, therefore, should try to teach not only with the aid of textbooks, films, and other hardware, but they themselves should be a living model.

Some instructors demand exactness. For them, there are right answers and wrong answers. This type of individual is much too rigid for the humanities. In the humanities ambiguity can be creative. The instructor should act as an interlocutor. He should engage the student in a dialogue in an attempt to allow the student to find the answers and choose. Teaching should not be a person-object relationship—a relationship where the person (teacher) takes an object

¹Harold Taylor, "The Humanities and the Schools," The Humanities: The Other Side of the River (Bloomfield Hills, Mich.: Cranbrook Press, 1968), p. 25.

(student) and shapes it. Teaching should be a person-person ("I"- "thou") relationship. Dialogue, not pontification, is the key word in teaching, especially in the humanities. However, teaching methods should not be limited only to the dialogue. Audio-visual materials, lectures, reading, and writing could be employed especially for the sake of the nonverbal student.

The humanities instructor should feel comfortable not only with a variety of teaching methods but also with a variety of physical arrangements. I am referring here not only to seating arrangements within the room but also to the ability to function outside of the classroom—on the mall, for instance. Plans (lesson plans, seating arrangements, etc.) are not that important in a personal, symbiotic relation.

Conclusion

The recommendations for Wayne Memorial High School and the general recommendations are not all inclusive. In order to design and implement a humanities program many limitations must be taken into consideration. However, regardless of the program what I believe should be stressed is sensitivity to the human condition—variety of abilities, cultures, and beliefs.

Future Research

The humanities encompass a variety of disciplines and could affect people. Research, therefore, should be continuous. A longitudinal study of

programs started early in a student's educational career should be undertaken by utilizing records, personal contacts, questionnaires, and interviews in order to attempt to establish the degree of change which might occur in a student's attitude as he progresses through the educational system. For instance, if the student is introduced to the humanities in the fifth grade his experience should be evaluated each year to determine not only academic success but his attitudes. It would be advisable to interview or test the student also once he enters the labor market to establish whether humanistic values are being implemented.

Research on the effectiveness of instructional methodologies should be carried out especially if the humanities program includes all students within a school.

The author's instruments need to be readministered and analyzed statistically in different ways.

The author plans to explore more fully the possibilities of the humanities in the literature and through the use of statistical data gathering instruments and analysis.

Implications

This study has the following implications for those in education and especially for those involved in a humanities program:

1. The student must be considered an individual. He must not be viewed as an "A" or a "B" student. He should

not be defined by the grading scale. The student is an "I" or a "thou." He is part of the "we."

2. Curricular choices available to the student must be increased. These choices should include not only additional "western" disciplines but also "nonwestern" ones. Curricular choices should represent human varieties.
3. The training of teachers must be revised. Specialization in one field is not desirable if the teacher is expected to promote interdisciplinary understanding. The collection of credit hours at the university should be punctuated by experiences, such as traveling and involvement with people. Teachers should also be committed individuals.
4. The construction of school buildings should not be confining but the physical plant should facilitate a multitude of activities initiated by the professional staff and by students.
5. Technicians must be hired if the school is going to make available to the students a variety of audio-visual equipment and materials to expand their interests.
6. Laws and school rules must be less rigid in respect to teacher's liability and the student's classroom hourly commitment.
7. Adequate funding is important for education, but for an effective humanities program it is a must.

APPENDICES

APPENDIX I

BASIC ATTITUDINAL AND DATA GATHERING INSTRUMENT

FORMER STUDENTS

BASIC ATTITUDINAL AND DATA GATHERING INSTRUMENT
FORMER STUDENTS

1. Present age _____
2. Sex: Male _____ Female _____
3. Present occupation (excluding summer jobs) _____
Specify _____

4. If you are still in school what university or college are you attending?

5. If you are a 1971 graduate do you intend to enter college in September?
Yes _____ No _____
6. If still in college, what is your present class status?
Freshman _____ Junior _____ Graduate _____
Sophomore _____ Senior _____
7. If you have completed college what institution did you attend? _____

8. Father's occupation _____
9. Mother's occupation _____

Parents' educational background:

10. Years of education completed by father
Elementary _____ High school _____
Junior high _____ College _____

11. Years of education completed by mother

Elementary _____ High school _____

Junior high _____ College _____

12. As a high school student your educational objectives were to:

Attend trade school _____

Just graduate _____

Enter college _____

Do not care _____

13. When you were in high school your parents wanted you to:

Attend trade school _____

Just graduate _____

Enter college _____

Did not care _____

14. As a tenth grader at Wayne Memorial High School were you aware of a curricular

offering called Humanities? Yes _____ No _____

15. Did a member of your family take the course (Humanities) before you decided to

sign up for it? Yes _____ No _____

16. Were your parents aware of curricular offerings at Wayne Memorial High School?

Yes _____ No _____

17. Did your parents influence your educational choices? Yes _____ No _____

18. I signed up for the course (Humanities) because (please complete) _____

If more room is needed to complete answers, please use back of sheet.

19. Did you find the course to be a valuable experience? Yes _____ No _____

20. Explain your answer to number 19 _____

21. As you look back did the course

- a. Increase your political awareness _____
- b. Decrease your political awareness _____
- c. No effect on your political awareness _____
- d. Make you more tolerant _____
- e. Make you less tolerant _____
- f. No effect _____
- g. Increase your appreciation of arts and science _____
- h. Decrease your appreciation of arts and science _____
- i. No effect _____
- j. Reinforce your educational objectives _____
- k. Change your educational objectives _____
- l. No effect _____

Please feel free to explain or elaborate on any of the above responses _____

22. Please make a statement regarding negative or positive feelings you may have concerning the Humanities class _____

If more room is needed to complete answers, please use back of sheet.

23. Please feel free to make recommendations _____

Please rate your appreciation of the Humanities course. Put an "X" on the ladder to show your response.

10 Liked it very much.

9

8

7

6

5

4

3

2

1

0 Did not like it at all.

APPENDIX II

ATTITUDINAIRE

ATTITUDINAIRE

Please respond to the following statements by circling one of the following:

YES = If you definitely agree.

NO = If you definitely do not agree.

yes = If you agree but are not completely sure.

no = If you disagree but are not completely sure.

4 Most desirable
3
2
1 Least desirable

- | | | | | |
|--|--------|-----|-----|-----|
| 1. The Japanese are militarily aggressive. | 4 | 3 | 1 | 2 |
| | 1. NO | no | YES | yes |
| 2. Poverty is the result of laziness. | 1 | 3 | 4 | 2 |
| | 2. YES | no | NO | yes |
| 3. Jews are sneaky. | 3 | 2 | 1 | 4 |
| | 3. no | yes | YES | NO |
| 4. Some nations are artistic, others are not. | 1 | 3 | 2 | 4 |
| | 4. YES | no | yes | NO |
| 5. Technological advance is related to presence of natural resources. | 2 | 4 | 1 | 3 |
| | 5. no | YES | NO | yes |
| 6. Technological advances are dependent on a particular race. | 3 | 1 | 2 | 4 |
| | 6. no | YES | yes | NO |
| 7. Nowadays we have to be careful about who moves into our neighborhood. | 4 | 3 | 1 | 2 |
| | 7. NO | no | YES | yes |
| 8. I know that I cannot get ahead unless others get ahead. | 4 | 1 | 2 | 3 |
| | 8. YES | NO | no | yes |
| 9. I am prepared to respect other people's opinions as long as they are not in the area of religion or Communist politics. | 1 | 3 | 2 | 4 |
| | 9. YES | no | yes | NO |

10. I could never empathize with aliens.	10.	1 YES	3 no	4 NO	2 yes
11. Foreigners can only have a detrimental influence on the United States.	11.	4 NO	3 no	2 yes	1 YES
12. I critically analyze my convictions every once in a while.	12.	1 NO	2 no	4 YES	3 yes
13. Conformity is more important than diversity.	13.	1 YES	4 NO	3 no	2 yes
14. Being a citizen of the United States I have very little in common with western civilization.	14.	1 YES	2 yes	3 no	4 NO
15. We can learn little from other civilizations since we invent so much ourselves.	15.	4 NO	3 no	2 yes	1 YES
16. The United States is an advanced country: the rest of the world is not really so progressive.	16.	3 no	4 NO	2 yes	1 YES
17. Our government is almost always right.	17.	1 YES	4 NO	2 yes	3 no
18. People of the United States are on the whole just and wise, unlike people of other countries.	18.	4 NO	3 no	2 yes	1 YES
19. I would like to learn more about other cultures.	19.	2 no	3 yes	4 YES	1 NO
20. I believe in the principle of Japan for the Japanese, Italy for the Italians, and America for Americans.	20.	1 YES	3 no	4 NO	2 yes
21. The causes of war are clearly identifiable.	21.	2 yes	3 no	4 NO	1 YES

22. The history of mankind is more important than nationalistic history.	22.	4 YES	1 NO	2 no	3 yes
23. Other people's cultures are worth much study.	23.	2 no	4 YES	1 NO	3 yes
24. We should only associate with people and countries that help us.	24.	4 NO	2 yes	1 YES	3 no
25. The United States is as selfish as any other country.	25.	4 YES	1 NO	2 no	3 yes
26. A speaker advocating Communism should have the right to hold an evening meeting in the assembly hall of the school building.	26.	1 NO	2 no	3 yes	4 YES
27. Property rights should be protected even at the expense of human rights.	27.	1 YES	4 NO	3 no	2 yes
28. Laws represent justice in a society.	28.	1 YES	3 no	2 yes	4 NO
29. Conflicts can sometimes be resolved by free discussion.	29.	2 no	4 YES	1 NO	3 yes
30. Permanent peace of the world is dependent on the elimination of evil people.	30.	4 NO	3 no	2 yes	1 YES
31. War is an instrument which the United States must use as a last resort if necessary to civilize the world.	31.	3 no	2 yes	1 YES	4 NO
32. I support my country, right or wrong.	32.	1 YES	3 no	4 NO	2 yes
33. Censorship is necessary for everything subversive and obscene.	33.	4 NO	2 yes	1 YES	3 no

34. Free, open, and even radical criticism of the government is a constitutional right.	34.	2 no	4 YES	3 yes	1 NO
35. Foreigners should submit to the U.S.	35.	1 YES	2 yes	4 NO	3 no
36. Free competition and capitalism must survive at all costs.	36.	2 yes	3 no	4 NO	1 YES
37. Usually criminals cannot be rehabilitated.	37.	3 no	2 yes	1 YES	4 NO
38. All people have creative ability.	38.	4 YES	1 NO	2 no	3 yes
39. Each person is a completely unique individual.	39.	1 NO	2 no	3 yes	4 YES
40. To do good is more important than to be wealthy.	40.	1 NO	2 no	4 YES	3 yes
41. Students should be encouraged to think as individuals, but only within carefully prescribed limits.	41.	3 no	1 YES	4 NO	2 yes
42. I would be willing to enter an organization like the Peace Corps.	42.	4 YES	1 NO	2 no	3 yes
43. In general, I don't trust people.	43.	3 no	1 YES	2 yes	4 NO
44. I would violate a number of laws if I were sure of not getting caught.	44.	4 NO	2 yes	1 YES	3 no
45. Philosophy doesn't really make any difference in one's life.	45.	1 YES	4 NO	3 no	2 yes

46. A task-oriented individual is more valuable than a thinking one.	46.	2 yes	4 NO	3 no	1 YES
47. All people should be more humane.	47.	2 no	3 yes	1 NO	4 YES
48. In the practical world I cannot be "my brother's keeper."	48.	4 NO	1 YES	3 no	2 yes
49. Man is basically evil and must always be restrained by law.	49.	2 yes	3 no	1 YES	4 NO
50. Doubting one's own character is a sign of weakness of character.	50.	4 NO	1 YES	3 no	2 yes
51. There are good and evil people in the world.	51.	1 YES	3 no	2 yes	4 NO
52. Training for occupation is less important than training to live with people.	52.	2 no	1 NO	3 yes	4 YES
53. After all is said and done, might makes right.	53.	2 yes	4 NO	3 no	1 YES
54. There is no relationship between music and political ideology.	54.	3 no	1 YES	2 yes	4 NO
55. Visual arts express ideas.	55.	4 YES	2 no	1 NO	3 yes
56. Art is a waste of time.	56.	4 NO	1 YES	2 yes	3 no
57. Visiting museums is usually a bore.	57.	4 NO	3 no	1 YES	2 yes
58. Art shows, theaters, and music halls should only present native American works.	58.	1 YES	4 NO	2 yes	3 no

59. The theater is only a medium for entertainment.	2 yes	3 no	4 NO	1 YES
60. Artists are nonproductive.	3 no	1 YES	2 yes	4 NO
61. A successful artist is more important than a successful business man.	1 NO	2 no	4 YES	3 yes
62. The only purpose of music is entertainment.	1 YES	2 yes	3 no	4 NO
63. Great painted masterpieces are only decorative.	4 NO	3 no	1 YES	2 yes
64. Much less money should be spent on the humanities.	1 YES	4 NO	2 yes	3 no
65. Different religions should cooperate.	3 yes	1 NO	2 no	4 YES
66. The theory of evolution is basically incorrect.	4 NO	2 yes	1 YES	3 no
67. There is some scientific evidence that the theory of evolution is wrong.	1 YES	3 no	2 yes	4 NO
68. Non-Christians are atheists.	3 no	4 NO	1 YES	2 yes
69. Muslims will not be saved.	2 yes	1 YES	3 no	4 NO
70. There is too much freedom of religion in the country.	1 YES	4 NO	2 yes	3 no

APPENDIX III

GUIDE QUESTIONS FOR PERSONAL INTERVIEW

GUIDE QUESTIONS FOR PERSONAL INTERVIEW

Male _____ Female _____ Age _____

Present occupation _____

1. What do you now consider the most valuable course you had in high school? Why?

2. Did you have a method to choose your course or teachers? (For instance: easy teacher, interesting course, etc.)

3. What courses did you find most stimulating? Why? _____

4. Were you encouraged to question and explore in high school? _____

5. Were there any courses offered which gave you an opportunity to do this? _____

APPENDIX IV

QUESTIONNAIRE

INSTRUCTORS OF HUMANITIES

QUESTIONNAIRE
INSTRUCTORS OF HUMANITIES

1. Is the Humanities program necessary?

2. Is such a program of value to the students?

3. Were students adequately prepared for this experience?

4. Was enough time allowed for your preparation and for the total development of the student?

5. Were the presentations well integrated?

6. Should the program be extended?

7. Recommendations and additional criticisms:

APPENDIX V

OCCUPATIONAL CLASSIFICATION

OCCUPATIONAL CLASSIFICATION¹

(The single letter or 3-digit number in the left margin is the code symbol for the occupation category; "n.e.c." means not elsewhere classified)

PROFESSIONAL, TECHNICAL, AND KINDRED WORKERS (1)

000	Accountants and auditors
010	Actors and actresses
012	Airplane pilots and navigators
013	Architects
014	Artists and art teachers
015	Athletes
020	Authors
021	Chemists
022	Chiropractors
023	Clergymen
	College presidents, professors, and instructors (n.e.c.)
030	College presidents and deans
031	Professors and instructors, agricultural sciences
032	Professors and instructors, biological sciences
034	Professors and instructors, chemistry
035	Professors and instructors, economics
040	Professors and instructors, engineering
041	Professors and instructors, geology and geophysics
042	Professors and instructors, mathematics
043	Professors and instructors, medical sciences
045	Professors and instructors, physics
050	Professors and instructors, psychology
051	Professors and instructors, statistics
052	Professors and instructors, natural sciences (n.e.c.)
053	Professors and instructors, social sciences (n.e.c.)
054	Professors and instructors, nonscientific subjects
060	Professors and instructors, subject not specified
070	Dancers and dancing teachers
071	Dentists
072	Designers
073	Dietitians and nutritionists
074	Draftsmen
075	Editors and reporters
080	Engineers, aeronautical
081	Engineers, chemical
082	Engineers, civil
083	Engineers, electrical
084	Engineers, industrial
085	Engineers, mechanical
090	Engineers, metallurgical, and metallurgists
091	Engineers, mining
092	Engineers, sales
093	Engineers (n.e.c.)
101	Entertainers (n.e.c.)
102	Farm and home management advisers
103	Foresters and conservationists
104	Funeral directors and embalmers
105	Lawyers and judges
111	Librarians
120	Musicians and music teachers

¹Numbers in parenthesis are the author's.

OCCUPATIONAL CLASSIFICATION--Con.

PROFESSIONAL, TECHNICAL, AND KINDRED WORKERS--Con.

Natural scientists (n.e.c.)

- 130 Agricultural scientists
- 131 Biological scientists
- 134 Geologists and geophysicists
- 135 Mathematicians
- 140 Physicists
- 145 Miscellaneous natural scientists
- 150 Nurses, professional
- 151 Nurses, student professional
- 152 Optometrists
- 153 Osteopaths
- 154 Personnel and labor relations workers
- 160 Pharmacists
- 161 Photographers
- 162 Physicians and surgeons
- 163 Public relations men and publicity writers
- 164 Radio operators
- 165 Recreation and group workers
- 170 Religious workers
- 171 Social and welfare workers, except group
Social scientists
- 172 Economists
- 173 Psychologists
- 174 Statisticians and actuaries
- 175 Miscellaneous social scientists
- 180 Sports instructors and officials
- 181 Surveyors
- 182 Teachers, elementary schools
- 183 Teachers, secondary schools
- 184 Teachers (n.e.c.)
- 185 Technicians, medical and dental
- 190 Technicians, electrical and electronic
- 191 Technicians, other engineering and physical sciences
- 192 Technicians (n.e.c.)
- 193 Therapists and healers (n.e.c.)
- 194 Veterinarians
- 195 Professional, technical, and kindred workers (n.e.c.)

FARMERS AND FARM MANAGERS

- N Farmers (owners and tenants)
- 222 Farm managers

MANAGERS, OFFICIALS, AND PROPRIETORS, EXCEPT FARM (2)

- 250 Buyers and department heads, store
- 251 Buyers and shippers, farm products
- 252 Conductors, railroad
- 253 Credit men
- 254 Floor men and floor managers, store
- 260 Inspectors, public administration
- 262 Managers and superintendents, building
- 265 Officers, pilots, pursers, and engineers, ship
- 270 Officials and administrators (n.e.c.), public administration
- 275 Officials, lodge, society, union, etc.
- 280 Postmasters
- 285 Purchasing agents and buyers (n.e.c.)
- R Managers, officials, and proprietors (n.e.c.)

OCCUPATIONAL CLASSIFICATION--Con.

CLERICAL AND KINDRED WORKERS (3)

301 Agents (n.e.c.)
 302 Attendants and assistants, library
 303 Attendants, physician's and dentist's office
 304 Baggage men, transportation
 305 Bank tellers
 310 Bookkeepers
 312 Cashiers
 313 Collectors, bill and account
 314 Dispatchers and starters, vehicle
 315 Express messengers and railway mail clerks
 320 File clerks
 321 Insurance adjusters, examiners, and investigators
 323 Mail carriers
 324 Messengers and office boys
 325 Office machine operators
 333 Payroll and timekeeping clerks
 340 Postal clerks
 341 Receptionists
 Z Secretaries
 343 Shipping and receiving clerks
 345 Stenographers
 350 Stock clerks and storekeepers
 351 Telegraph messengers
 352 Telegraph operators
 353 Telephone operators
 354 Ticket, station, and express agents
 360 Typists
 Y Clerical and kindred workers (n.e.c.)

SALES WORKERS (3)

380 Advertising agents and salesmen
 381 Auctioneers
 382 Demonstrators
 383 Hucksters and peddlers
 385 Insurance agents, brokers, and underwriters
 390 Newsboys
 393 Real estate agents and brokers
 395 Stock and bond salesmen
 S Salesmen and sales clerks (n.e.c.)

CRAFTSMEN, FOREMEN, AND KINDRED WORKERS (4)

401 Bakers
 402 Blacksmiths
 403 Boilermakers
 404 Bookbinders
 405 Brickmasons, stonemasons, and tile setters
 410 Cabinetmakers
 Q Carpenters
 413 Cement and concrete finishers
 414 Compositors and typesetters
 415 Cranemen, derrickmen, and hoistmen
 420 Decorators and window dressers
 421 Electricians
 423 Electrotypers and stereotypers

OCCUPATIONAL CLASSIFICATION--Con.

CRAFTSMEN, FOREMEN, AND KINDRED WORKERS--Con.

- 424 Engravers, except photoengravers
- 425 Excavating, grading, and road machinery operators
- 430 Foremen (n.e.c.)
- 431 Forgemen and hammermen
- 432 Furriers
- 434 Glaziers
- 435 Heat treaters, annealers, and temperers
- 444 Inspectors, scalers, and graders, log and lumber
- 450 Inspectors (n.e.c.)
- 451 Jewelers, watchmakers, goldsmiths, and silversmiths
- 452 Job setters, metal
- 453 Linemen and servicemen, telegraph, telephone, and power
- 454 Locomotive engineers
- 460 Locomotive firemen
- 461 Locom fixers
- 465 Machinists
- 470 Mechanics and repairmen, air conditioning, heating, and refrigeration
- 471 Mechanics and repairmen, airplane
- 472 Mechanics and repairmen, automobile
- 473 Mechanics and repairmen, office machine
- 474 Mechanics and repairmen, radio and television
- 475 Mechanics and repairmen, railroad and car shop
- 480 Mechanics and repairmen (n.e.c.)
- 490 Millers, grain, flour, feed, etc.
- 491 Millwrights
- 492 Molders, metal
- 493 Motion picture projectionists
- 494 Opticians, and lens grinders and polishers
- 495 Painters, construction and maintenance
- 501 Paperhangers
- 502 Pattern and model makers, except paper
- 503 Photoengravers and lithographers
- 504 Piano and organ tuners and repairmen
- 505 Plasterers
- 510 Plumbers and pipe fitters
- 512 Pressmen and plate printers, printing
- 513 Rollers and roll hands, metal
- 514 Roofers and slaters
- 515 Shoemakers and repairers, except factory
- 520 Stationary engineers
- 521 Stone cutters and stone carvers
- 523 Structural metal workers
- 524 Tailors and tailoresses
- 525 Tinsmiths, coppersmiths, and sheet metal workers
- 530 Toolmakers, and die makers and setter.
- 535 Upholsterers
- 545 Craftsmen and kindred workers (n.e.c.)
- 555 Members of the armed forces

OPERATIVES AND KINDRED WORKERS¹ (5)

- 601 Apprentice auto mechanics
- 602 Apprentice bricklayers and masons
- 603 Apprentice carpenters
- 604 Apprentice electricians
- 605 Apprentice machinists and toolmakers
- 610 Apprentice mechanics, except auto

OCCUPATIONAL CLASSIFICATION--Con.

OPERATIVES AND KINDRED WORKERS--Con.

612	Apprentice plumbers and pipe fitters
613	Apprentices, building trades (n.e.c.)
614	Apprentices, metalworking trades (n.e.c.)
615	Apprentices, printing trades
620	Apprentices, other specified trades
621	Apprentices, trade not specified
630	Asbestos and insulation workers
631	Assemblers
632	Attendants, auto service and parking
634	Blasters and powdermen
635	Boatmen, canalmen, and lock keepers
640	Brakemen, railroad
641	Bus drivers
642	Chainmen, rodmen, and axmen, surveying
643	Checkers, examiners, and inspectors, manufacturing
645	Conductors, bus and street railway
650	Deliverymen and routemen
651	Dressmakers and seamstresses, except factory
652	Dyers
653	Filers, grinders, and polishers, metal
654	Fruit, nut, and vegetable graders and packers, except factory
670	Furnacemen, smeltermen, and pourers
671	Graders and sorters, manufacturing
672	Heaters, metal
673	Knitters, loopers, and toppers, textile
674	Laundry and dry cleaning operatives
675	Meat cutters, except slaughter and packing house
680	Milliners
685	Mine operatives and laborers (n.e.c.)
690	Motormen, mine, factory, logging camp, etc.
691	Motormen, street, subway, and elevated railway
692	Oilers and greasers, except auto
693	Packers and wrappers (n.e.c.)
694	Painters, except construction and maintenance
695	Photographic process workers
701	Power station operators
703	Sailors and deck hands
704	Sawyers
705	Sewers and stitchers, manufacturing
710	Spinners, textile
712	Stationary firemen
713	Switchmen, railroad
714	Taxicab drivers and chauffeurs
T	Truck and tractor drivers
720	Weavers, textile
721	Welders and flame-cutters
W	Operatives and kindred workers (n.e.c.)

PRIVATE HOUSEHOLD WORKERS (6)

801	Baby sitters, private household
802	Housekeepers, private household
803	Laundresses, private household
P	Private household workers (n.e.c.)

OCCUPATIONAL CLASSIFICATION--Con.

SERVICE WORKERS, EXCEPT PRIVATE HOUSEHOLD (6)

810	Attendants, hospital and other institutions
812	Attendants, professional and personal service (n.e.c.)
813	Attendants, recreation and amusement
814	Barbers
815	Bartenders
820	Bootblacks
821	Boarding and lodging house keepers
823	Chambermaids and maids, except private household
824	Charwomen and cleaners
825	Cooks, except private household
830	Counter and fountain workers
831	Elevator operators
843	Hairdressers and cosmetologists
832	Housekeepers and stewards, except private household
834	Janitors and sextons
835	Kitchen workers (n.e.c.), except private household
840	Midwives
841	Porters
842	Practical nurses
	Protective service workers
850	Firemen, fire protection
851	Guards, watchmen, and doorkeepers
852	Marshals and constables
853	Policemen and detectives
854	Sheriffs and bailiffs
860	Watchmen (crossing) and bridge tenders
874	Ushers, recreation and amusement
875	Waiters and waitresses
890	Service workers, except private household (n.e.c.)

FARM LABORERS AND FOREMEN

901	Farm foremen
U	Farm laborers, wage workers
V	Farm laborers, unpaid family workers
905	Farm service laborers, self-employed

LABORERS, EXCEPT FARM AND MINE¹ (7)

960	Carpenters' helpers, except logging and mining
962	Fishermen and oystermen
963	Garage laborers, and car washers and greasers
964	Gardeners, except farm, and groundskeepers
965	Longshoremen and stevedores
970	Lumbermen, raftsmen, and woodchoppers
971	Teamsters
972	Truck drivers' helpers
973	Warehousemen (n.e.c.)
X	Laborers (n.e.c.)

INEPT²

NOT IN LABOR FORCE;
HOUSEWIFE; RETIRED (8)
OCCUPATION NOT AVAILABLE (9)
DECEASED (0)

¹ Mine laborers are included in the major group "Operatives and kindred workers."

² Classifications 0, 8, and 9 are the author's.

APPENDIX VI

MISCELLANEOUS

Mario Di Ponio
Wayne Memorial High School
3001 Fourth Street
Wayne, Michigan 48184

August 17, 1971

Dear Graduate of Wayne Memorial High School:

I am presently a doctoral candidate at Wayne State University. As part of my dissertation I have chosen as a sample some graduates of Wayne Memorial High School who took the Humanities course.

I would be very grateful to you if you would complete and return the enclosed questionnaire as soon as convenient. Be assured that all the information will be treated with secrecy and integrity. The questionnaires are not marked. You need not sign your name. The results will be used for statistical purposes only.

The objective of this questionnaire is not only to help me earn a doctorate but also to find data which could be used to design an educational program at Wayne Memorial High School which will be beneficial to the students and community.

I sincerely hope that you will respond.

Gratefully yours,

Mario Di Ponio

WAYNE MEMORIAL HIGH SCHOOL

PRINCIPAL
George R. Bell

ASS'T PRINCIPAL
Dennis J. O'Neill

ASS'T PRINCIPAL
Palmer R. Brown

ASS'T PRINCIPAL for
STUDENT AFFAIRS
Thomas Svitkovich



April 12, 1972


Mr. Mario DiPonio
Wayne Memorial High School
3001 Fourth Street
Wayne, Michigan 48184

Dear Mario:

Your proposal for your doctoral dissertation at Wayne State University holds every prospect of an exciting project, both to you in achieving the degree and to Wayne Memorial High School sharing in the research and findings of your study. As principal of Wayne Memorial High School this letter will officially grant you permission to carry out the research using the name of Wayne Memorial High School. However, I must request that you preserve the anonymity of any student whose records are used as a part of your study.

Other than the above restrictions you have our blessings and best wishes for good luck.

Sincerely,


George R. Bell
Principal

GRB:jc

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