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A STUDY OF CRITICAL INCIDENTS IN THE NESHAMINY HIGH SCHOOL HUMANITIES PROGRAM.

Lehigh University, Ed.D., 1971
Education, curriculum development

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A STUDY OF CRITICAL INCIDENTS IN THE RESEARCH HIGH SCHOOL HUMANITIES PROGRAM

by
David A. Proven

A Dissertation

Presented to the Graduate Committee

of Lehigh University

in Candidacy for the Degree of

Doctor of Education

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July 15, 1971
(date)

Estoy Reddin
Professor in Charge

Accepted, August 18, 1971
(date)

Special committee directing the doctoral work of David A. Proven.

Walter B. Burbank
Chairman

Estoy Reddin

Elvin G. Wagil

Joseph A. Maurer

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A STUDY OF CRITICAL INCIDENTS IN THE NESHAMINY HIGH SCHOOL HUMANITIES PROGRAM

by
David A. Proven

Abstract

Lehigh University

1971

ABSTRACT

The purpose of this study was to determine the nature of the impact on students of the humanities program conducted at Neshaminy High School. Answers to the following questions were sought:

1. Are there differences in the critical incidents in the program as viewed by students in the tenth, eleventh, and twelfth grades?

2. Are there differences in the critical incidents in the program as viewed by students of different abilities?

3. Are there differences in the critical incidents in the program as viewed by faculty and students?

Data were collected through the critical incident technique developed by John C. Flanagan. A total of 1,424 students were asked to describe in writing both a positive and a negative incident in the program which had affected their thinking. The 38 faculty members who had helped plan and administer the humanities program during the 1967-68 school year were also asked to write both a positive and a negative incident in the program which they felt had an effect on the students.

The critical incidents were inductively classified into six categories: "Man and Aesthetic Expression," "Man as an Individual," "Man's Relations with Other Men," "Man and the Natural World," "Man and the Supernatural," and "Mechanics of the Program." The last category contained incidents which related to the planning and presentation of the material rather than to any of the other five topics (categories). To check the reliability of the classification procedure, 50 papers

from each grade level were randomly chosen and classified by a doctoral candidate in the School of Education at Lehigh University before he was aware of the investigator's classification. There was less than 1.5 per cent disagreement in classification.

The number of incidents falling in each category was determined for each ability group within a grade as well as for the total grade group. The chi square test was used to test for differences among the grades in distribution of incidents as well as for differences in distribution among the ability levels. The chi square test was also used to test for differences in distribution of incidents between the students and faculty. Differences were accepted as statistically significant if probability was .05 or less.

The analysis of the data revealed that:

1. There were highly significant differences among the grade levels in the distribution of both positive and negative incidents ($p < .001$). The greatest number of positive and negative incidents at all three grade levels was concerned with "Man's Relations with Other Men." However, a much lower percentage of incidents written by twelfth grade students were in this category. Several students in the eleventh and twelfth grades wrote positive and negative incidents dealing with "Man and the Supernatural"; very few tenth and eleventh grade students did so although all three classes had units dealing with religion. The distribution of incidents in the twelfth grade was much more uniform among the five principal categories than in the other two grades.

2. Differences were also noted among the grades in the types of incidents in each category. In "Man's Relations with Other Men," many incidents in the tenth grade appeared to deal with problems

generally associated with juveniles such as delinquency, drugs, and sex, while in the eleventh and twelfth grades many positive incidents were concerned with more adult topics such as international affairs, mental illness and prison welfare. Some incidents written by eleventh grade students indicated that racial intolerance had been intensified, yet there were no such incidents written by students in the tenth and twelfth grades.

3. At the same time some similarities were found among the types of the incidents written by students in all three grade levels. There was an emphasis in the three grades on an increased awareness and appreciation of fellow students and the problems of the Negro in today's society. Students in all three grades mentioned incidents relating to "Man and the Supernatural" which revealed that they had an interest in new religious ideas.

4. There were no significant differences among the four ability levels in the distribution of the positive incidents. It should be noted, however, that the differences were approaching significance ($.10 \geq p > .05$). Although "Man's Relations with Other Men" ranked first according to percentage of incidents in all four levels, there was a lower percentage of incidents in this category written by students in the first level than in the other three. No students in the third level wrote positive incidents classified as "Mechanics of the Program" but a few did so in the other levels. On the other hand, differences among the four ability levels in the districution of the negative incidents were highly significant ($p < .001$). A higher percentage of incidents written by students in the first and fourth levels was about "Man and the Supernatural" than at the second and third levels; however,

the largest percentage of incidents at each level was about "Man's Relations with Other Men," with the lowest percentage about "Man and the Natural World" at each level.

5. There were highly significant differences between students and faculty in the distributions of both positive and negative incidents ($p < .001$). A much higher percentage of positive incidents written by students than by faculty were concerned with "Man and the Natural World"; on the other hand, twice as high a percentage of positive incidents written by teachers as by students were about "Man as an Individual." Almost three times as large a percentage of students as faculty wrote incidents which were concerned with "Man's Relations with Other Men." The majority of faculty wrote negative incidents concerned with "Mechanics of the Program," whereas the students wrote a few incidents on this category.

CHAPTER I

THE PROBLEM

INTRODUCTION

In recent decades the schools have placed great emphasis on preparing students for specific occupations. No longer can schools do so since the rapid strides in technology are making many jobs obsolete. The emphasis in American education on utilitarian learning has ignored many of the more fundamental problems of man. Despite the great industrial advances that the world has made, the human problems remain much the same as they were when the foundations of Western civilization were laid in the Greek city-states. Man's greatest problems have still remained unsolved. In fact, they have now been compounded with the effects of industrialization, urbanization, and technology.

Within the last few years educators have become concerned about specialization in and fragmentation of the school curriculum. Bellack noted that inadequate attention has been given to the interrelationships that need to be developed among the fields which comprise the curriculum: (a) relationships among allied disciplines that deal with similar phenomena--such as the social sciences, (b) relationships among broad areas of knowledge--such as the sciences and mathematics with the humanities and (c) relationships of knowledge to human affairs--matters that transcend individual disciplines. He believes that knowledge

should be viewed from two complementary perspectives: the first to give emphasis to conceptual schemes and methods of inquiry associated with the broad groupings of knowledge and the second to focus on modes of thought--analytical, empirical, aesthetic, and moral.[1]

Because of increased specialization and alienation among important areas of learning many, like Prior, believe that curricular change in the high schools is necessary. They believe that the public schools should also add another dimension in the curriculum, namely, concern for individual man. This they believe can be accomplished through the humanities. Prior defines the humanities as

> . . . branches of knowledge and activity that have a special capacity, if rightly interpreted by human learning, to mature the intellectual and moral powers and to quicken the sensibilities of the individual.[2]

Keller similarly defines the humanities:

> The humanities acquaint man with the thought, creations, and actions of his predecessors through the ages and of mankind around him. They tell him about his roots and his origins and his neighbors. They impel him to ask basic questions and to propound answers to them . . . the humanities have to do with making man more human.[3]

Stoops also describes the humanities and reflects on their purpose.

---

[1]Arno A. Bellack, Education and the Structure of Knowledge (Chicago: Rand McNally and Company, 1964), pp. 263-67.

[2]Moody E. Prior, Science and the Humanities (Evanston, Illinois: Northwestern University Press, 1964), p. 58.

[3]Charles Keller, Speech at the Fifteenth Annual Fall Conference of the Department of Supervision and Curriculum Development, Pennsylvania State Education Association, Harrisburg, Pennsylvania, November 22, 1965. Quoted in Universal Issues in Human Life: A Pennsylvania Humanities Report (Harrisburg, Pennsylvania: Pennsylvania Department of Public Instruction, 1966), p. 1.

> They (the humanities) differ from courses and conventional learning units in many ways. The most important difference is that they stand apart from the utilitarian and deal with ideas for their own sake--not for material use, but for the purpose of developing reflectivity of mind. They bring the student into confrontation with the universal issues of human life--not for the better service of creature needs, but that the man may reach higher ground in his effort to deal with the universal questions and, thereby, make his own life a thing of greater worth.[4]

Stoops believes that adolescents are concerned with the broad questions of man; therefore, the curriculum should deal with these problems.

> A child brings to his education those burning questions. Why not let him have the questions? Why take them away? These questions are the central thrust of his desire to know. They reflect his constant need to acquire meaning and overcome dread. . . . We seek not to close men, but to open men. Thus education in the humanities should build upon questions, not upon answers. We should bury children in human issues rather than seek to free them from such issues.[5]

Frescoln, likewise, believes that it is in the students' high school years that they are best prepared to deal with the important issues facing man such as those in the themes developed by the Pennsylvania Commission for the Humanities.[6]

Glass and Miller believe, as do Stoops and Frescoln, that the humanities are needed in the school curriculum. They state that:

> 1. Increasing mechanization and complexity in living requires greater intellectual and cultural expansion. . . . To counterbalance tendencies toward greater mechanization and complexity, the schools need to offer opportunities that will help youngsters think about aesthetic and cultural experiences--the humaneness of man.

---

[4]John A. Stoops, The Education of Inner Man (Danville, Illinois: The Interstate Printers & Publishers, Inc., 1969), p. 95.

[5]Ibid., p. 91.

[6]Rees J. Frescoln, "The Humanities: Education for Living" (Langhorne, Pennsylvania: Neshaminy School District, 1964). Mimeographed.

As Jacques Maritain has written:

> The humanities are those disciplines which make men more human, or nurture in man his nature as specifically human, because they convey to him the spiritual fruit and achievements of the labor of generations, and deal with things which are worth being known for their own sake, for the sake of truth or the sake of beauty.

> 2. Awakening sense of values on part of today's youth requires opportunities for intellectual probing. . . . Where in the schools does youth have an opportunity to examine values? In an age where science and technology play a vital role, the vast scope and rapid production of knowledge tends to leave little time for discussing moral and philosophical questions.

> 3. Increasing interest in self-realization evident among youth requires opportunities for individual and group introspection. . . . A role of the humanities is to entice and stimulate young minds into exploring the human experience through what man has written or done.[7]

Human experience takes on significance in proportion to the ability of the individual to keep that experience in proportion to the rest of the world and its workings. Thus, there is less and less room for the narrow specialist who is inclined to be either dogmatic or misguided in fields outside of his own. The Rockefeller Report on Education warns:

> The trend toward specialization has created among other things an extraordinary demand for gifted generalists--men with enough intellectual and technical competence to deal with the specialists and enough breadth to play more versatile roles--whether as managers, teachers, interpreters, or critics. Such individuals will be drawn increasingly from the ranks of those whose education and experience have included both depth and breadth. . . . There is excellence in abstract intellectual activity, in art, in music, in managerial activities, in craftmanship, in human relations, in technical work.[8]

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[7]Carolyn A. Glass and Richard I. Miller, "Humanities and the Secondary School," Educational Theory, 17:227-35, July 1967.

[8]The Rockefeller Report on Education. Cited by Rees J. Frescoln, "The Humanities: Education for Living," op. cit.

STATEMENT OF THE PROBLEM

Within the last decade many high schools have established courses in the humanities. Wilhelms along with other educators, is enthusiastic about the humanities finding their way into the secondary school curriculum. He warns, however, that too often they are erudite and esoteric. Since the essence of the humanities is to help people become human, they have to be for all the students.[9]

Attention is called by Broudy to the diversity in the humanities programs of the schools. He states, "No two humanities programs agree fully on context, approach, or method of instruction."[10] He further suggests that the humanities depict human ideals and that

> . . . the outcome we really expect from the humanities course be called enlightened cherishing. These two words encompass both the commitment of the individual to certain values and the standards by which he justifies the commitment.[11]

Broudy warns against

> . . . stuffing humanities courses with too much material. Today when we make up a program of the humanities, there are 20 centuries [or more] of western civilization alone to be surveyed for possible classics, not only in literature, but in every art. In addition, there is all of contemporary production to consider, so that the danger of suffocation is very great indeed.[12]

Berman believes that humanities courses have the potential to help youth understand themselves and the wider community. While there is diversity in humanities programs, as Broudy has noted, Berman has

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[9]Fred T. Wilhelms, "The Humanities at the Crossroads," NAASP Spotlight, No. 73:1-4, May-June 1966.

[10]Harry S. Broudy, "The Role of the Humanities in the Curriculum," Journal of Aesthetic Education, Vol. 1, No. 2:17-27, July 1966.

[11]Ibid., p. 17 [12]Ibid., p. 18

found that certain common elements are observable in schools where courses labled "the humanities" do exist.

> First, the program is usually multidisciplinary. . . .
>
> Second, humanities courses usually are taught by several instructors. . . .
>
> Third, humanities courses are ordinarily found only at the secondary level in a kindergarten through grade twelve public school program. . . .
>
> Fourth, humanities courses are very often planned for academically talented students with little attention given to the student who experiences average or below average success in school learning. . . .
>
> Fifth, modes of evaluating a student's learning in a humanities program are often not congruent with the stated objectives of the program. . . .
>
> Sixth, our knowledge about current programs in the humanities often grows out of analyses of written courses of study and subjective reports of teachers and administrators.[13]

Interest in the humanities at the high school level has been high in Pennsylvania for several years. In 1964 over 150 high schools were represented at regional meetings in which plans for humanities courses were discussed.[14] A committee sponsored by the Pennsylvania Department of Public Instruction was formed to help high schools get started in humanities projects. The John Hay Fellows Program has furthered the development of humanities programs in high schools by providing summer workshops in the humanities for teachers, as well as

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[13]Louise M. Berman, "The Humanities: The Present Scene and the Potential," The Humanities and the Curriculum, ed. Louise M. Berman (Washington, D.C.: Association for Supervision and Curriculum Development, 1967), pp. 1-5.

[14]Richard A. Gibboney, "The Pennsylvania Humanities Course," Phi Delta Kappan, 46:58-62, October 1964.

school year study in leading colleges and universities.[15] The Neshaminy School District in Bucks County, Pennsylvania was one of the first districts in Pennsylvania to initiate a humanities program.

The purpose of this study was to determine the nature of the impact on students of the humanities program conducted at Neshaminy High School. Answers to the following questions were sought:

1. Are there differences in the critical incidents in the program as viewed by students in the tenth, eleventh, and twelfth grades?

2. Are there differences in the critical incidents in the program as viewed by students of different abilities?

3. Are there differences in the critical incidents in the program as viewed by faculty and students?

BACKGROUND OF THE STUDY

In the early years of the Neshaminy humanities program, which was started in 1960 on a trial basis, the senior English classes met once a week in groups of about 100 students for special programs in the humanities. By 1967 the program had been extended to include all students in the three years of the senior high school, as well as some of the classes in the junior high and elementary schools. Beginning in the 1966-67 school year the program was financed by a three-year federal grant of $220,000.

Basic to the purpose and operation of the Neshaminy program since its inception has been the premise that all students, regardless of I.Q., course selection, or any other divisive criterion, can benefit from and contribute to the humanities. The stated objectives of the program are:

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[15]Frescoln, op. cit., p. 5.

> . . . to assist all those whom we teach regardless of grade level or ability (1) to solve for themselves some of the basic problems in human living, (2) to develop the competent management of the concepts, understandings and relationships among subjects, (3) to develop a social conscience, (4) to formulate a worthwhile philosophy of life, and thus prepare themselves to become effectual members of an adult society.[16]

The Neshaminy humanities program developed around the themes which were formulated by the Pennsylvania Commission for the Humanities: Man's relation to God, truth, the natural world, beauty, society, and freedom. Within the context of these broad areas, weekly programs were prepared for each grade level at a six-week in-service institute held during the summer of 1967 for teachers who were to be connected with the implementation of the program. These programs were to involve the viewing of films or art slides, listening to tapes of live music, listening to lectures by faculty members or guest speakers, or observing student presentations such as plays, readings, or panel discussions. An essential feature was to be student participation in the program. Bibliographies, which had been prepared for the different units, were distributed to the English teachers; it was left to their discretion how much classtime would be devoted to the reading, writing, and discussion of the topics presented. No examinations, credits or grades were distributed in the Neshaminy humanities program from its inception. Individual teachers, however, were free to evaluate in their own classes how the information presented in the humanities had been received.

The seniors participating in the present study had only two years

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[16]"Application for Operational Grant to Support In-service Training and Program Development for the Neshaminy Humanities Program" (Langhorne, Pennsylvania: Neshaminy School District, September 1, 1966), p. 40.

of humanities programs, since there were no humanities programs for tenth grade students in the 1965-66 school year, the year when they were in tenth grade. The juniors also had two years of humanities programs and the sophomores had one year. The programs varied each year from grade to grade, as well as within each grade, as can be seen in the following list of units, used with three groups.

SENIORS

1966-67: Man's Search for Freedom

Man's Identification with the Natural World

1967-68: Man's Search for Truth

Sub-units: Man's Search for Self
Man's Search for God

Man's Search for Beauty

JUNIORS

1966-67: Man's Relationship to Society

Man's Search for God

1967-68: Freedom to Create

Freedom to Change

Freedom to Be

Man's Misuse of Environment

Man's Use of Environment

SOPHOMORES

1967-68 Youth: the Voice of Change.

Sub-units: Youth and Religion
Youth and Social Mores
Adolescent Development
Youth and Fashions
Youth and the Mass Media

Some topics were presented to pupils of more than one grade, as can be seen from an examination of the complete list of programs which appears in Appendix A. Students in all three grades had units dealing with religion. Seniors and juniors had units on the natural world, and juniors and sophomores had units on society. Some programs given to one group were similar in content to programs given to another group as part of a different unit.

DELIMITATION OF THE STUDY

This study was limited to students enrolled in the tenth, eleventh and twelfth grades at Neshaminy High School in Langhorne, Pennsylvania, during the 1967-68 school year. It was further limited to those who had attended only Neshaminy High since the beginning of tenth grade. No students were included who had had a humanities course in ninth grade.

CHAPTER II

RELATED LITERATURE

While much has been written about the need for humanities in the curriculum, there are far fewer references in the literature to the actual implementation of such programs. The literature reviewed in this chapter consists of (1) descriptions of individual programs and (2) investigations of the nature and extent of humanities programs.

DESCRIPTIONS OF INDIVIDUAL PROGRAMS

Most of the programs described in the literature were ones designed for students in secondary schools. Goldstein and Martin[1] reported on a humanities course designed for sophomore students whose formal education would end with high school. English and history were presented "in sequential periods"; this permitted these disciplines to be studied together under the assumption that the general student would profit more under such a plan than under the traditional separation in the usual high school curriculum. It was believed that in such a combined course, based on only the best literature, art and music, the student would confront similar ideas from different angles and be better able to understand and study the ideas in depth. Although at the time of reporting only a slight change had been noted in students under the

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[1]Miriam B. Goldstein and Edward C. Martin, "Humanities Education for the General Student: A Progress Report," The English Leaflet, 63, No. 3:8-30, Fall 1964. (Available from ERIC, ED 027 311.)

new curriculum, Goldstein and Martin felt that the quantity and quality of questions they were asking indicated that the course was beginning to affect their aspirations and self-awareness.

The humanities program described by Reynolds[2] appeared to be an elective course for upper class students at Ann Arbor High School. The course, which surveyed in 38 weeks the history and culture of western man for the past 3,000 years, was presented by an interdisciplinary group of six teachers. Classes met daily for two hours with the first hour devoted to large group instruction and the second hour to small group seminar discussion. The course was considered successful since the enrollment doubled in three years and college freshmen frequently mentioned it in follow=up discussions.

Ringler[3] described a humanities program for 110 seniors at Bakersfield High School, California. Two members of the English Department designed new courses taught through a team-teaching approach with emphasis on visual and aural experiences. An attempt was made to employ three of the mass media--screen, sound tapes, and records--to provide experiences in world culture. The program was built around 23 Encyclopaedia Britannica films. Lecture sessions were held for the entire group on three days of the week with laboratory sessions on the other two days for groups of approximately 27 students. The program contained full length feature films, film strips, lectures, books, and examinations. Ringler stated that the teachers' interest in the use of

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[2]Jean Reynolds, "A Look at Ann Arbor High School," English Journal, 54:188-90, March 1965.

[3]Donald P. Ringler, "Mass Media and the Humanities," English Journal, 53:674-78, December 1964.

films had been stimulated by the program and that the mass media had created awareness among teachers and students that both humanities and communications were daily experiences in their lives, but no indication was given as to how this had been determined.

The humanities program in Winnacunnet High School in Hampton, New Hampshire, reported by Wiggin,[4] also used a team teaching approach. This program consisted of three courses and a club whose sole purpose was to provide opportunities to participate in intellectual activities in the humanities. In one course, which used philosophy as a framework, each student was required to write a long paper which would show some relationship between two or more fields of study and would reflect a better understanding of our cultural heritage. In another course, called American Civilization, students were to write an expository paper which reflected a thorough study of one American author. A third course contained units in philosophy, education, minority groups, and authors, all of which were within the context of the Twentieth Century. A cultural revival among pupils was noted as well as intellectual stimulation among the teachers.

A different type of program was reported by Anderson and Healy.[5] The prime objective of this course, in which a number of students from Maine Township High School in Park Ridge, Illinois, visited eight European countries in 30 days, was a consideration of the spirit of man as it found expression in the late Middle Ages and the Renaissance. Before

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[4]N. A. Wiggin, "Humanities: The Impact on Our Schools," English Journal, 53:679-85, December 1964.

[5]Hazel R. Anderson and Paul E. Healy, "Humanities Abroad," English Journal, 55:585-587, May 1966.

the trip began, students reported on various historical, artistic, or literary aspects of persons, places and things which would be coming within the scope of their attention. Daily lectures were conducted over a loud speaker on the bus as they traveled from one place to another; evening classes were also held. Each student was expected to keep a log and write an evaluation of the course. Anderson and Healy felt that many values accrued to the members of the group, who also served their school, their community, and their nation by establishing a picture of the American teenager as a courteous, considerate, and reasonably serious person, but apparently no formal attempt at evaluation was made.

Copeland[6] provided information about a program in the Fairfield, Connecticut, school district. Sixteen non-college bound high school juniors and seniors met once a week for a year with two to five teachers for a humanities course which included music, history, drama, philosophy, art, and English. At the last session students were given an opportunity to express their reactions to the program. All but two of the students felt the topics of the course were of the right difficulty. There was more diversity in answers to other questions: size of discussions group preferred, activity most enjoyed, subject liked best, and subject which did the most to make them think. Ten recommended homework and credit; six preferred the course as it was without homework or credit.

The above mentioned humanities programs were apparently for students in senior high schools. On the other hand, the course described by Knight[7] was developed for academically able seventh-grade students

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[6]Evelyn M. Copeland, "There Was A Child Went Forth," English Journal, 54:182-184, March 1965.

[7]Bonnie M. Knight, "Humanities in a Junior High School," Foreign Language Newsletter, March 1966. (Available from ERIC ED 010 943.)

in Branciforte Junior High School in Santa Cruz, California. In a daily two-period time block, students learned English literature and linguistics, psychology, philosophy, Greek literature and culture, Hebrew literature and culture, and fine arts. Unifying themes for the course were heroes and heroines of literature and the ethical concepts of different cultures. The resources of the community, the school library, and other courses in the school curriculum were used in developing class projects. No mention was made of the outcome of the program.

In addition to the previously mentioned program for non-college bound students,[8] the Fairfield, Connecticut, schools undertook a humanities program to provide transition from high school to college, another course to facilitate transfer from junior high school to high school and a third course to facilitate transfer from the intermediate grades to junior high school. The objective of the latter course, as described by Strauss and Dufour,[9] is to help the pupil relate to others outside the self--persons, things, situations--that will determine and characterize all of a person's social behavior. The concentration in the course is on role-playing to explore group behavior and the dilemmas of the child as he searches for his identity and personal values. A second major stress in the course is on the role of creativity in the development of identity. The content of the course is related to six weekly themes which explore the area of identity. They are drawn

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[8]Copeland, op. cit.

[9]Jack Strauss and Richard Dufour, "Discovering Who I Am: A Humanities Course for Sixth Grade Students," Elementary English, 47: 85-120, January 1970.

from three of the major elements of the humanities--language and literature, art, and music. The themes include honesty, fairmindedness, self-acceptance, feelings of rejection, friendship, and responsibility. A later report further describes the objectives and methods of the program.[10]

Another humanities program at the elementary school level was described by Ray.[11] The purpose of the program in Southampton, Pennsylvania, was to (1) help develop a concept of the word "Humanities," (2) arouse new dimensions of interest, which would be reflected in choice of television, motion pictures, and reading, (3) see themselves as human beings in a world of humans, (4) deepen insights in respect to other cultures, and (5) provide a different orientation in the arts--expressions about and reactions to man himself. One of the final sessions of the course consisted of a panel discussion in which it was hoped the students would reveal their true feelings about the humanities. Since it was impossible to hear all the children who wanted to discuss their reactions, written evaluations were requested. Examples quoted from these papers indicated an increased appreciate of art and nature on the part of these sixth-grade children.

THE NATURE AND EXTENT OF HUMANITIES PROGRAMS

At least five surveys have been made of humanities programs in

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[10]Stephen R. Smith, "The Fairfield Humanities Program--Up, Up, and Away!" Elementary English, 48:477-81, May 1971.

[11]Henry W. Ray, "The Humanities in Elementary Education," Social Education, 27:459-60, December 1964.

the high schools. Glass and Miller,[12] to determine the extent and nature of humanities courses, constructed two questionnaires. The first one was sent to every state department of education in the United States and to their equivalents in the territories, all of whom responded. None of the territories indicated knowledge of humanities programs in their territory, but 31 state departments responded that they knew of humanities courses in their state. They indicated that an increased interest in the humanities existed for the following reasons: more attention was being paid to the individual needs of the learner, national publicity and conferences were reflecting a new interest in this type of program, and schools were seeing a need to bring about a balance in the curriculum. An analysis of the responses seemed to indicate that state departments of education, with the exception of Pennsylvania, had not taken an active interest in establishing humanities courses. A second questionnaire, sent directly to each school that was listed by a state department as having good humanities programs, sought information about the nature of the programs. Responses to this questionnaire indicated that humanities courses were distributed rather evenly throughout the United States; however, they were most frequently found in the large high schools. Materials were presented most often to the students in the form of allied arts (music, art, et cetera) or in a combination of allied arts, concepts, and philosophy. The major trend among schools having a humanities course was toward team teaching.

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[12]Carolyn A. Glass and Richard I. Miller, "Humanities and the Secondary School," Educational Theory, 17:227-35, July 1967.

The primary objective of Miller and Thompson[13] was to provide information about humanities courses in Florida High Schools which would enable the colleges and universities in their programs for high school teachers to better prepare teachers of the humanities. Data to assess the programs were obtained through responses from principals and teachers. It was found that of 344 schools for which information was available, 136 offered humanities or humanities type courses, seven had previously offered them, and four schools planned such courses. Of 78 responses regarding the course organization, 29 indicated that courses were taught by one instructor, 20 by teacher teams, and 29 by one instructor who was occasionally assisted by subject specialists. One-third of the courses were structured historically, six thematically, and over one-half used a variety of structures. While all humanities teachers held teaching certificates, two-thirds having taught for six or more years, many of these teachers felt at least partly unprepared to teach humanities courses; 71 principals believed that too few humanities teachers were available and advocated more in-service training for them. The investigators also found that the offering of a humanities course was related to school size; the most frequently stated reason offered by principals and teachers for starting a humanities course was the concern that their students be prepared for future college work.

Two listings of humanities programs in secondary schools have

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[13]Robert D. Miller and Allan Thompson, An Analysis of High School Humanities Courses in Florida, Report Number BR-8361, Florida State University, Tallahassee, 1967. (Available from ERIC, ED 016 659.)

been published by the National Council of Teachers of English. Corbin[14] surveyed 135 programs in 1967 and Adler and Applebee[15] 227 schools the following year. Both studies list the schools alphabetically by state and present a brief description of the approach to study used in the particular humanities course. Several of the descriptions include information concerning grade levels; the department administering the program; methods of teaching; quality of students participating; credit given; type of course--elected or required, part of a sequence or a single course of study; and texts, materials, and specific activities.

Three studies have been concerned with the humanities in higher education. Murphey[16] studied how a teacher education program might be constituted and operated to advance the impact of the humanities upon those enrolled in schools and colleges. Three phases of this problem were the primary concerns of the study. The first was the question of the nature of the experience in humanities which should be provided as foundational preparation for all students proposing to teach in schools or colleges. The second concern was that of programming the opportunities necessary for teachers who are specialists in the humanities and scholarly study to contribute toward the advancement of the humanities

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[14]Jonathan Corbin, Annotated Humanities Programs (Champaign, Illinois: National Council of Teachers of English, 1967). Available from ERIC ED 015 210.

[15]Richard R. Adler and Arthur Applebee, Annotated Humanities Programs (Champaign, Illinois: National Council of Teachers of English, 1968). Available from ERIC ED 021 153.

[16]Joseph C. Murphey, "A Program in Integrated Humanities Studies to Provide Academic Foundations for Prospective Teachers at the University of Texas" (unpublished dissertation, University of Texas, Austin, 1963), Dissertation Abstracts, 24:2326.

in education. The third concern was the matter of organization and structure within a major university which could assure effective attention to the field of the humanities as a component of educative experience. The proposals, which were produced to deal with these concerns, were examined against ideational and empirical evidence and a creative synthesis was derived. Murphey concluded that the best approach was one in which the various disciplines would be integrated to show the relationship of art, ideas and values to man and society.

Kickliter[17] studied the seven general education humanities programs in the junior colleges of the University System of Georgia. Data secured from institutional documents, questionnaires, standardized pre- and post-tests, and interviews were analyzed. He found that there were no overall state or institutional objectives; department chairmen and faculties were responsible for the objectives. Common literary experiences occurred in every college. Evaluation of the programs was conducted by the individual instructors involved and not submitted to critical analysis relative to criteria accepted in the field of testing and evaluation; little dissatisfaction with these procedures was evidenced. The amount of time provided in the program, usually two quarters, did not allow enough time for adequate depth study. The faculties of all seven institutions indicated the need for a full academic year to be devoted to sophomore humanities programs.

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[17]Ralph E. Kickliter, "The Humanities in Programs of General Education in the Junior Colleges of the University System of Georgia" (unpublished dissertation, Florida State University, Tallahassee, 1964), Dissertation Abstracts, 26:7117-17.

Lockwood[18] examined the Interdisciplinary Humanities Courses within the community colleges of Michigan to determine what measures might be taken to strenghten their position within the curriculum. Intellective and non-intellective characteristics of the community colleges were determined. Lockwood concluded that the administrators and faculty of the state of Michigan are genuinely concerned with the problem of developing a viable Interdisciplinary Humanities Course. He further concluded that the Community College Humanities Course, if it is to mature, must (1) allow and provide for wide differences in student background, abilities and goals, (2) derive from objectives which are clear, realistic and, wherever possible, stated in behavioral terms, and (3) make use of a full range of verbal and nonverbal techniques.

Three studies at the secondary school level were concerned in part with the effects of humanities programs. The Pennsylvania Humanities Commission[19] attempted to design a curriculum for humanities courses that would be "a direct and deliberate attempt to develop in our young people an awareness of higher levels of being, to make them conscious of greater dimensions of mind and to bring more substance to their own human experience." To test its approach the Commission encouraged the introduction of pilot projects in ten schools during the

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[18]Richard Harrison Lockwood, "Rationale and Design for an Interdisciplinary Humanities Course at the Community College" (unpublished Dissertation, Michigan State University, East Lansing, 1967), Dissertation Abstracts, 28:1623A-24A.

[19]Bureau of Curriculum Planning, Universal Issues in Human Life: A Pennsylvania Humanities Report (Harrisburg, Pennsylvania: Pennsylvania Department of Public Instruction, 1966), pp. 1-7.

1965-66 school year. In late spring, visits were made to the pilot schools to determine if the Commission's guide was being used, how effective it was, and how it could be improved. During these visits, classroom sessions were observed, and principals, teachers, and students were interviewed. It was found that the programs varied from school to school; degrees of success also varied. Student responses seemed to indicate that, after participating in a humanities course, they had a greater awareness and understanding of their own needs and those of others, they had found or strengthened values and convictions, and they had, in general, broadened their horizons.

Buford's[20] study had three purposes: (1) to analyze current programs in the humanities at the secondary level, (2) to design a curriculum for a humanities program at the secondary level to demonstrate that the themes provide the necessary structure for fusion of content, (3) to determine change in pupil behavior in students enrolled in five experimental humanities courses in Wilmington, North Carolina, during the school year 1966-67. Information on 84 humanities programs was obtained and pre- and post-test data on achievement, critical thinking, and values were collected. Buford found that: (1) while definitions of the humanities differ greatly, all refer to humanities as the study of man in an interdisciplinary fashion where two or more subjects are fused; (2) the transmittal of cultural heritage is favored by 60 per cent of current humanities programs as the primary purpose.

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[20]Warren Bruce Buford, Jr., "An Analysis and Design of Humanities Programs in Secondary Schools" (unpublished dissertation, University of North Carolina, Chapel Hill, 1967), Dissertation Abstracts, 28:4523A.

This purpose was favored significantly by those programs having topical content, by those programs using the lecture method primarily, and by those programs being offered to gifted students alone; (3) where themes were used in the organization of content, the original purpose in most cases was humanization of the individual; (4) no effort to evaluate change in pupil behavior is in evidence in humanities programs in the United States today; (5) the Wilmington humanities program was successful in promoting positive change in students' reading achievement, social studies achievement, critical thinking ability, and the theoretical and aesthetic values.

Cox[21] investigated the relationship of certain creative thinking abilities, as measured by the Torrance Tests of Creative Thinking, to participation in a high school humanities program. He found that there was no significant gain in creativity scores for those students enrolled in the humanities program, but the extent of oral participation in class discussion was significantly correlated with Verbal Fluency, Figural Originality, and Figural Elaboration.

SUMMARY

Several reports of humanities programs have appeared in the literature. Most of these programs have been in the secondary schools, but two were designed for elementary school pupils[22,23] and one for

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[21]Otis Cox, "Creative Thinking in a High School Experimental Humanities Program" (unpublished dissertation, University of Alabama, Birmingham, 1969), Dissertation Abstracts, 31:1214A.

[22]Strauss and Dufour, op. cit.

[23]Ray, op. cit.

junior high school pupils.[24] Team teaching and use of multi-media presentations were characteristic of several of the programs in secondary schools.[25,26,27,28,29] One program was carried out primarily through a 30 day visit of eight European countries.[30] In all of these descriptions of programs only two reported attempts at evaluation. Copeland[31] reported informal reactions of secondary school students to a humanities program while Ray[32] reported those of elementary school pupils.

At least four surveys have been made of the extent and nature of humanities programs in secondary schools. Miller and Thompson[33] studied the programs in the state of Florida; the other surveys were of programs throughout the United States.[34,35,36] Both Corbin, as well as Adler and Applebee, presented an annotated listing of the programs.

Two studies emphasized the importance of sufficient time for college humanities programs.[37,38] Lockwood also concluded that if an interdisciplinary humanities course is to mature, it must allow for student differences, derive from clear, realistic objectives, and make use of a full range of verbal and non-verbal techniques. Murphey[39] found that in a teacher education program the best approach to advance

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[24] Knight, op. cit.

[25] Goldstein and Martin, op. cit.

[26] Reynolds, op. cit.

[27] Ringler, op. cit.

[28] Wiggin, op. cit.

[29] Copeland, op. cit.

[30] Anderson and Healy, op. cit.

[31] Copeland, op. cit.

[32] Ray, op. cit.

[33] Miller and Thompson, op. cit.

[34] Glass and Miller, op. cit.

[35] Corbin, op. cit.

[36] Adler and Applebee, op. cit.

[37] Kickliter, op. cit.

[38] Lockwood, op. cit.

[39] Murphey, op. cit.

the impact of the humanities upon those enrolled in schools and colleges was one in which the various disciplines would be integrated to show the values to man and society.

In two studies of high school humanities programs it was concluded that humanities programs were successful in promoting positive change in some areas of students' achievements.[40,41] Cox,[42] on the other hand, found that there was no significant gain in creativity scores for those students enrolled in a humanities program. No study was found that was concerned in its entirety with effects of a humanities program on students.

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[40] Bureau of Curriculum Planning, op. cit.

[41] Buford, op. cit.

[42] Cox, op. cit.

CHAPTER III

DESIGN OF THE STUDY

SUBJECTS

The subjects for this study consisted of two groups, one of students and the other of faculty members, from the Neshaminy High School.

The group of students comprised the major portion of the student body of Neshaminy High School for the 1967-68 school year. None of the students who were then attending the Lower Bucks County Technical School was asked to write critical incidents since they had missed one-half of the humanities programs. A total of 1,564 students in the tenth, eleventh, and twelfth grades participated in the writing of critical incidents; however, of these, 140 subjects were eliminated from the study since 101 had attended schools other than Neshaminy for part of their high school education, 36 had a humanities course in ninth grade and the other three had not given complete information on their papers. This left a total of 1,424 students as subjects. At the conclusion of a school year, each student, with the exception of the vocational-technical students, is assigned for the ensuing year to a level determined by his English teacher on the basis of his interest and ability. Students in level one are the most advanced, and level four are supposedly the lowest. By determining the English class in which a student is enrolled, it is possible to know his ability level.

The distribution of the 1,424 students in this study according to grade and ability level is shown in Table I.

TABLE I

DISTRIBUTION ACCORDING TO GRADE AND ABILITY LEVEL OF THE 1424 STUDENTS WHO SERVED AS SUBJECTS OF THE STUDY

Grade	First Level	Second Level	Third Level	Fourth Level	Total
10	27	184	229	68	508
11	28	300	164	40	532
12	29	213	96	46	384

The other group of subjects was composed of 38 teachers and supervisors who had helped plan and administer the humanities program during the 1967-68 school year. The distribution of these according to their professional assignments is shown in Table II.

TABLE II

DISTRIBUTION OF FACULTY MEMBERS WHO PARTICIPATED IN THE STUDY

Teachers				
Tenth	Eleventh	Twelfth	Supervisors	Total
16	9	10	3	38

SOURCE OF DATA

The data of this investigation were collected through the use

of the critical incident technique which was developed by John C. Flanagan.[1] This technique, according to Flanagan,

> . . . consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles. The critical incident technique outlines procedures for collecting observed incidents having special significance and meeting systematically defined criteria.
>
> By an incident is meant any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose or intent of the act seems fairly clear to the observer and where its consequences are sufficiently definite to leave little doubt concerning its effects.

The incidents may be secured by interview or written by the observer himself. The specific incidents, both effective and ineffective, are then analyzed and interpreted. The two basic principles underlying the critical incident technique may be summarized thus: (1) the reporting of actual facts is preferable to the collection of ratings and opinions based on general impressions; (2) reporting should be limited to incidents which made a significant contribution to the activity. The collection and tabulation of these observations make possible the formulation of critical requirements of an activity. Such a procedure, Flanagan believes, should have wide applicability in establishing standards, determining requirements, or evaluating results.

Although the effective use of the critical incident technique has been questioned by Travers,[2] from methodological checks of the

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[1]John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, 51:327-58, July 1954.

[2]Robert M. W. Travers, An Introduction to Educational Research, (New York: The Macmillan Company, 1964), pp. 265-68.

method Andersson and Nilsson[3] concluded that:

> The material collected seems to represent very well the behavior units that the method may be expected to provide . . .
>
> The number and structure of the incidents were affected only slightly by different interviewers. Nor did the method of collecting the material affect the structure to any great extent. . . .
>
> . . . the stability of the subcategory system appeared to be rather high when the students tried to recategorize the incidents. The method covered the essential points in the job.
>
> . . . it would appear justifiable to conclude that information collected by this method is both reliable and valid.

The Critical Incident technique has been frequently applied to studying job requirements. Several of these studies have been in the field of education. Among these studies are the determination of critical requirements for teachers by Jensen[4] and Konigsburg.[5] Jensen considers it an asset of the technique that it selects only extreme or critical incidents, eliminating those behaviors generally carried out acceptably by everybody. Critical incidents were used by Kirk[6] to

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[3]Bengt-Erik Andersson and Stig-Goran Nilsson, "Studies in the Reliability and Validity of the Critical Incident Technique," Journal of Applied Psychology, 48:398-403, December 1964.

[4]A. C. Jensen, "Determining critical requirements for teachers," Journal of Experimental Education, 20:79-86, 1951.

[5]D. Konigsburg, "The development and preliminary evaluation of an instructor check list based on the critical incident technique" (unpublished doctoral dissertation, University of Pittsburgh, 1954). Cited by John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, 51:327-58, July 1954.

[6]George Kirk, "Critical requirements for public school superintendents" (unpublished doctoral dissertation, University of Pennsylvania, 1959).

determine requirements for public school superintendents. He stated that it is a characteristic of the critical incident technique that categories contain both effective and ineffective incidents. Robson,[7] who also used critical incidents to determine requirements for public school superintendents, found less than three per cent disagreement in the categorizing of incidents used in his study. Devine[8] used the technique for evaluating training directors. He suggested that to insure objectivity of the classification, judgments be obtained from others with regard to the classification of critical incidents by the researchers. The technique was also used by Wilsberg[9] for evaluating teacher behavior in a team teaching situation.

The Critical Incident technique has also been used in evaluating the effectiveness of training programs. Collins[10] found that significantly different incidents were reported by mothers after a two-week training course from those reported at the beginning of the program. The critical incidents appeared to provide a much more sensitive basis

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[7]Howard N. Robson, Success and Failure of Small-School Superintendents (Curriculum and Research Center, University of Wyoming, 1956).

[8]Donald Devine, "Critical requirements for training directors" (unpublished doctoral dissertation, University of Pennsylvania, 1964).

[9]Mary E. Wilsberg, "Effective and ineffective teaching behavior as viewed by teachers in a team teaching situation" (unpublished doctoral dissertation, Columbia University, 1965).

[10]Marjorie G. Collins, "Selected Methods Applied to the Evaluation of a Parent Training Course in Child Management" (unpublished doctoral dissertation, University of Pittsburgh, 1954). Cited by John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, 51:327-58, July 1954.

for revealing changes than other procedures used. Rinehart[11] used a modified Critical Incident technique to determine critical experiences in a graduate school teacher intern program.

A strength of the critical incident technique appears to lie in its largely unstructured format. The respondent is not directed by a question to any particular aspect of the activity, but is free to exercise his own judgment in his own words. This aspect of the technique is seen as an advantage by Oppenheim[12] and Van Dalen.[13] In the present study students and teachers were asked to write both positive and negative critical incidents about a humanities program.

PROCEDURES

Collection of Data

Directions for writing the incidents were prepared and tried out with a humanities class at the senior high school in the Pennridge School District in Pennsylvania. Examination of the 25 papers from these students showed that the majority had given general impressions rather than critical incidents. The directions were revised and administered to another humanities class at the same school. This time the students wrote incidents which were classifiable. These directions

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[11]Alice D. Rinehart, "Critical Experiences of Initiation into Teaching Through a Graduate School Teacher Intern Program for Elementary and Secondary Teachers" (unpublished doctoral dissertation, Lehigh University, 1969).

[12]A. N. Oppenheim, Questionnaire Design and Attitude Measurement (New York: Basic Books, 1966).

[13]Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill Book Company, 1962).

became the ones used in collecting the incidents for this study. Students were asked to name an incident in the humanities program which influenced them in the direction of one or more of the basic issues facing man. On a second paper, students were asked to describe an incident in the program which discouraged their thinking or made them disdain or ridicule something connected with the issues.

In May, 1968, the 38 teachers and supervisors participating in the study were asked to write critical incidents. A week later, on June 7, students were asked to write critical incidents in their English classes. Students were not asked to put their names on their papers. However, on the reverse side of the paper on which they had written the negative critical incidents, they were asked to complete a questionnaire which would make it possible for the investigator to determine which students did not qualify for inclusion in the study. Students were also asked to give the name of their English teacher and period number of their English class. This information made it possible to determine the ability levels of each student who wrote critical incidents. The grade level of each student who wrote critical incidents was easily identifiable, since a different colored paper was used for each grade and for the teachers participating in the studies.

Analysis of Data

When the papers were examined, it was found that many did not contain critical incidents either because they were blank or what had been written did not conform to the directions. Each of the remaining papers contained a critical incident. Thus, when the unusable papers

had been discarded, there was a total of 1,053 positive incidents and 751 negative ones.

The critical incidents were inductively classified. After each paper was read, it was placed on a pile with other papers with which it had a commonality. The papers were then re-read and re-arranged among the groups as necessary. This process was repeated until the investigator was satisfied that the papers were correctly classified. After all of the papers had been classified, a list was compiled of discriminatory features of the papers in each assembly. From these features the titles of categories and sub-categories were determined. A list of the categories and sub-categories as well as the discriminatory features of each classification appears in Appendix C.

To check the reliability of the classification procedure, fifty papers for each grade level were randomly chosen and classified by a doctoral candidate in the School of Education at Lehigh University before he was aware of the investigator's classification. Of the 150 papers examined by the second reader, only seven (less than five per cent) were not put into the same category as the investigator had placed them. When these papers were discussed with the investigator, five were left in the investigator's original classification and two were put into the categories assigned by the second reader. Hence, there was a change on only two of the 150 papers which was less than 1.5 per cent.

The number of incidents falling in each category was determined for each ability group within a grade as well as for the total grade group. The frequencies of categories were classified in 3 x 6 contingency tables for positive and negative incidents separately and the

chi square test[12] for differences among the three grades was applied. To test for differences among the ability levels of both positive and negative incidents the frequencies of categories were classified in 4 x 6 contingency tables and the chi square test was applied. The chi square test was also used to test differences in the distribution of incidents written by students and the faculty members.

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[12]Merle W. Tate, Statistics in Education and Psychology (New York: The Macmillan Company, 1965), pp. 296-99.

CHAPTER IV

DATA OF THE STUDY

The data of the study, which consisted of both positive and negative critical incidents, are described in this chapter according to the four groups who furnished critical incidents, namely, the students of the tenth, eleventh and twelfth grades of Neshaminy High School and the group of faculty members who participated in the humanities program.

CRITICAL INCIDENTS WRITTEN BY TENTH GRADE STUDENTS

When the papers submitted by the 508 tenth grade subjects were examined, it was found that many were not usable, as can be seen in Table III. Among the papers for the positive incidents, 46 were blank and 56 did not contain critical incidents. Whether or not an incident was usable was determined by the investigator. Andersson and Nilsson[1] found that there were no great differences in the number of incidents per interview collected by interviewers. After the blank papers and papers that did not contain a critical incident had been set aside, there remained a total of 406 papers from tenth grade students, each of which contained a critical incident. The majority of the papers that were not

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[1]Bengt-Erik Andersson and Stig-Goran Nilsson, "Studies in the Reliability and Validity of the Critical Incident Technique," Journal of Applied Psychology, 48:398-403, December 1964.

TABLE III

RESPONSES OF 508 TENTH GRADE STUDENTS

Incident Requested	Type of Response	First Level		Second Level		Third Level		Fourth Level		Total	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
POSITIVE	Critical Incidents	25	92.5	163	88.6	162	70.7	56	82.4	406	80.0
	Non-Usable Responses	2	7.5	10	5.4	38	16.6	6	8.8	56	11.0
	Blank Papers	0	0	11	6.0	29	12.7	6	8.8	46	9.0
	Total	27	100.0	184	100.0	229	100.0	68	100.0	508	100.0
NEGATIVE	Critical Incidents	25	92.5	143	77.8	125	54.6	24	35.3	317	62.4
	Non-Usable Responses	2	7.5	24	13.0	76	35.2	28	41.2	130	25.6
	Blank Papers	0	0	17	9.2	28	12.2	16	23.5	61	12.0
	Total	27	100.0	184	100.0	229	100.0	68	100.0	508	100.0

usable came from students in the third level (see Table III), no blank papers came from those in the first level.

Many more of the papers on which the negative incidents were to be written did not contain critical incidents. There were 130 non-usable responses and 61 blank papers; thus only 317 negative incidents were received from tenth grade students. The majority of the unusable papers were again from level-three students, as can be seen in Table III. Students in ability level one again submitted no blank papers.

When the incidents were classified, it was found that the majority of incidents, both positive and negative, were about "Man's Relations with Other Men," as can be seen from examination of Table IV. Many of the positive incidents were concerned with social problems, especially that of racial prejudice. Other incidents dealt with peer prejudice. Examples of such incidents follow.

> Our neighbors are colored people who live behind us. Those people are very well mannered. They take care of their homes and try to improve their yard. They try to be good citizens in the community. We also have a women's committee in the neighborhood. This committee tries to improve the community park and area. They would not let this colored woman into the committee because of race. But of course they tried to find a legitimate excuse. Normally I would have not been interested but from the humanities programs on prejudice and society I became very interested and aware of society today. This was the most outstanding incident. (3)*

> The program on prejudice. Before the program I never really noticed people showing prejudice towards one another. After seeing how people show prejudice in actions, talk, looks and general attitude, I began to notice how much prejudice there really was around us. The most prejudice is shown in school. Kids laugh at, tease other kids who aren't quite as smart, good looking or as popular as they <u>think</u> they are. (3)

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*The number in parenthesis at the end of each incident represents the ability level of the student who wrote the incident.

TABLE IV

DISTRIBUTION OF CRITICAL INCIDENTS WRITTEN BY TENTH GRADE STUDENTS

Incident Requested	Category	First Level		Second Level		Third Level		Fourth Level		Total	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
POSITIVE	Man and Aesthetic Expression	3	12.0	26	15.8	47	29.0	16	28.6	92	22.6
	Man as an Individual	6	24.0	22	13.5	10	6.2	2	3.6	40	9.9
	Man's Relations With Other Men	16	64.0	112	68.9	103	63.6	37	66.0	268	66.0
	Man and the Natural World	0	0	0	0	0	0	0	0	0	0
	Man and the Supernatural	0	0	3	1.8	2	1.2	1	1.8	6	1.5
	Mechanics of the Program	0	0	0	0	0	0	0	0	0	0
	Total	25	100.0	163	100.0	162	100.0	56	100.0	406	100.0
NEGATIVE	Man and Aesthetic Expression	2	8.0	11	7.7	29	23.2	10	41.2	52	16.4
	Man as an Individual	1	4.0	12	8.4	16	12.8	0	0	29	9.2
	Man's Relations With Other Men	17	68.0	91	63.6	61	48.8	11	46.0	180	56.7
	Man and the Natural World	0	0	0	0	0	0	0	0	0	0
	Man and the Supernatural	0	0	4	2.8	5	4.0	1	4.4	10	3.2
	Mechanics of the Program	5	20.0	25	17.5	14	11.2	2	8.4	46	14.5
	Total	25	100.0	143	100.0	125	100.0	24	100.0	317	100.0

Other positive incidents in this category were concerned with peer problems such as juvenile delinquency, drugs, and sex.

> The one on drugs and sex. These two subjects are never spoken about in our home. Oh, my parents think it is just indecent to talk about sex with me. And my parents think that I would never even think about drugs. Man, they don't know how many questions I had on those subjects. The humanities program covered many of my questions. (2)

A number of the negative incidents about "Man's Relations with Other Men," appeared to reflect peer disdain, both of program and "audience members." This can be seen in the following incidents.

> There was a panel discussion with a few students on it and a teacher. They discussed the usual problems that occur in everyone's family. But so what? They didn't give any answers. There was no communication between the audience and the panel; and when the panel had the chance to ask the audience some questions, there wasn't any response. I wouldn't respond either because it was stupid. The kids on the panel weren't experts. So why bother to waste time on a subject no one can honestly talk on. (3)

> During our study of drugs we had a "student-ran" program which resulted in nothing but lack of discipline. The students obviously knew very little about what they were discussing. In fact, one student went so far as to say he would try marijuana if he had the chance. And I thought the reason for the program was to discourage the use of drugs. (2)

Much of the peer disdain came from incidents which seemed to indicate prejudice on the part of classmates. This is shown in the following:

> I really don't think that next year we should have any panel discussions but have someone talk to us about it, general opinions (not their own), and then let us personally make up our own opinions about religion. This panel discussion brought out quite a bit of prejudice. When one religion was mentioned, the audience would boo, or make disgusting noises and everyone of the religion would feel insulted. They had every right to and then after the humanities period was over, those kids would argue about it for the rest of the day. If issues are going to cause such chaos, we'd better just forget about them. (3)

Sometimes actions by the speaker or person conducting the program promoted negative feelings.

> Nobody listens when you have an opion [sic]. The incident that bring this to my mind was that "clothing expert" who served to inspire prejudice against some you [sic] can't afford nice clothes. When I tryed [sic] to make a comment to this effect, this woman turned it around on me and made me look like a jackass. Which I didn't mind so much as when people walked out and started not talking to anybody who didn't dress like she said. (2)

> A man from the Civil Liberties Union was there and he told us about all of the thing [sic] the Union does. He stated the fact that one should be able to burn the U. S. flag. He said the U. S. flag meant nothing and arguments were raised and whenever the person said anything he just turned his head and called on someone else. I left feeling that this wasn't for me. (2)

The second highest number of both positive and negative incidents was in "Man and Aesthetic Expression." Many of these incidents seem to reflect increased appreciation of art and music, as can be seen in the following:

> The session on art and design was very interesting. Even through the squeaking seats and crude classmates, the interested students could learn a great deal. I was able to see how a purpose must be taken into consideration before a design is planned; one could also comprehend the changes in appearance due to a variation of shape, color, and arrangement. This knowledge can easily be applied to the planning of any artistic arrangement for the home, or for a school project. (1)

> I never really paid attention to anything except what was said by local d j's disc jockeys . Now I have been opened to the worlds of folk, psychedelic, and classical music. I was on the panel that discussed this music and I am the better for it. (2)

Some of the negative comments relating to aesthetic expression reflected the feeling that the person conducting the program was imposing his values on the students.

> One that discouraged was the one about the colors. That guy tried to change what you think should be what color, like the circles, they wanted to put what color the circle should be, and I put red because I felt that the majority of the children in grade school color their balloons red and the answer was blue! That really got me mad! (3)

The third largest group of positive critical incidents consisted of those classified as "Man as an Individual." Some of these incidents indicated an increased self-awareness and purposefulness.

> When the movie Nobody Waved Goodbye. I felt that this influenced my thinking into knowing what I want to do with my life. The main character got himself entangled in nothing but trouble never accomplished anything. Although I had little doubt I wanted to go to college this movie gave me a certain decision to try for college and keep with it. (2)

Negative incidents in this category indicated that when some students were confronted with conflicting ideas they became cynical and/or confused.

> The program on drugs was mainly one big lie. To say that marijuana is addicting when we can read in any magazine that it is not, doesn't make any sense to me. If students are aware that the program lied about one subject, they could think that everything they talked about was a lie. (3)

> The program on drugs discourages my fear of drugs and now I wonder what it's really like because clear facts weren't presented. (3)

Similarities were noted in the distribution of positive and negative incidents written by tenth graders. The largest number of incidents, both positive (268) and negative (180) were concerned with "Man's Relations with Other Men" with the second highest number of both positive and negative incidents concerned with "Man and Aesthetic Expression." There were no critical incidents written, positive or negative, which fell into "Man and the Natural World." There were some differences in the distribution of the remaining positive and negative incidents. The third highest number of positive incidents were concerned with "Man as an Individual"; on the other hand, "Mechanics of the Program" ranked third for the negative incidents. No positive incidents were classified as "Mechanics of the Program."

When the distributions of incidents among the different ability levels of tenth grade were compared, it was found that the largest percentage of both positive and negative incidents at all four ability levels were likewise concerned with "Man's Relations with Other Men," as can be seen in Table IV. The first level, however, was somewhat different from the other levels in the distribution of other incidents. Unlike students in levels two, three, and four, proportionately more students in level one wrote incidents that were about "Man as an Individual" than about "Man and Aesthetic Expression." No student in level one wrote an incident about "Man and the Supernatural," but a few in the other levels did.

CRITICAL INCIDENTS WRITTEN BY ELEVENTH GRADE STUDENTS

Of the papers for positive incidents, 118 were not usable since 75 were blank and 43 did not contain critical incidents. Almost one-half of the unusable papers were submitted by students in the second ability level as can be seen in Table V. This left a total of 414 usable papers, each of which contained a positive incident.

More than one-half of the papers on which the negative incidents were to be written either did not contain critical incidents or were blank. The remaining papers each contained an incident, making a total of 243 negative incidents written by eleventh-grade students. One-half of the non-usable papers came from students in the second ability level. More than one-half of the papers submitted by ability level three were blank. No blank papers were submitted by students in ability level four.

More than half of the positive incidents were classified as

TABLE V

RESPONSES OF 532 ELEVENTH GRADE STUDENTS

Incident Requested	Type of Response	First Level		Second Level		Third Level		Fourth Level		Total	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
POSITIVE	Critical Incidents	25	89.3	245	93.5	129	91.5	15	83.2	414	92.2
	Non-Usable Responses	3	10.7	18	2.3	14	3.5	8	5.6	43	3.3
	Blank Papers	0	0	37	4.2	21	5.0	17	11.2	75	4.5
	Total	28	100.0	300	100.0	164	100.0	40	100.0	532	100.0
NEGATIVE	Critical Incidents	15	53.6	158	60.3	61	43.4	9	22.5	243	45.6
	Non-Usable Responses	6	21.4	32	6.9	16	2.8	10	25.0	64	12.0
	Blank Papers	7	25.0	110	32.8	87	53.8	21	52.5	225	42.4
	Total	28	100.0	300	100.0	164	100.0	40	100.0	532	100.0

"Man's Relations with Other Men," as can be seen from examination of Table VI. The great majority of these incidents showed an increased awareness of and concern with slum conditions in Philadelphia.

> One man who came to talk about the slum conditions in Philadelphia had an influence on me. I was glad to learn that some action is being taken to alleviate these undesirable conditions. I was also happy to find that some people still feel a compassion and responsibility toward their fellow man. (2)

Several other incidents in this category showed an appreciation of the capabilities of peers, especially those attending the Lower Bucks County Technical School.

> Tech school--how a girl my age could style another girl's hair up in curls and how a boy could actually decorate a cake so beautifully that you couldn't believe he was only seventeen. (3)

Nearly one-half of the negative incidents (46.1 per cent) were in the same category, that is, "Man's Relations with Other Men." Many of these showed that the discussion of problems in the ghetto may have aggravated racial enmity, as can be seen in the following.

> The man who talked about poverty in Philadelphia. Sending in people to help these illiterate colored with illegitimate children is wrong. Whoever came around to help my Dad when he was out of work? No one. This discussion in humanities intensified my prejudice. (2)

Other negative incidents in this category were concerned with peer behavior.

> On the humanities trip to McCarter Theater the behavior of the audience was dreadful. I was shocked that students would be allowed to create the disturbance that they did. (1)

The second longest number of positive incidents were classified as "Man and the Natural World." These incidents showed an increased concern with ecological problems.

"There is not one natural body of water in the United States

TABLE VI

DISTRIBUTION OF CRITICAL INCIDENTS WRITTEN BY ELEVENTH GRADE STUDENTS ACCORDING TO ABILITY LEVELS

Incident Requested	Category	First Level		Second Level		Third Level		Fourth Level		Total	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
POSITIVE	Man and Aesthetic Expression	3	12.0	29	11.8	10	7.7	1	6.7	43	10.4
	Man as an Individual	3	12.0	17	6.9	10	7.7	3	20.0	33	8.0
	Man's Relations With Other Men	9	36.0	142	58.0	79	61.3	7	46.6	237	57.2
	Man and the Natural World	8	32.0	55	22.5	29	22.5	4	26.7	96	23.2
	Man and the Supernatural	2	8.0	2	.8	1	.8	0	0	5	1.2
	Mechanics of the Program	0	0	0	0	0	0	0	0	0	0
	Total	25	100.0	245	100.0	129	100.0	15	100.0	414	100.0
NEGATIVE	Man and Aesthetic Expression	0	0	31	19.6	13	21.3	2	22.2	46	18.9
	Man as an Individual	3	20.0	14	8.9	6	9.8	2	22.2	25	10.2
	Man's Relationship With Other Men	6	40.0	81	51.3	23	37.6	4	44.4	114	46.0
	Man and the Natural World	2	13.3	15	9.5	3	4.9	1	11.1	21	8.6
	Man and the Supernatural	0	0	1	.6	4	6.6	0	0	5	2.0
	Mechanics of the Program	4	26.7	16	10.1	12	19.8	0	0	32	14.3
	Total	15	100.0	158	100.0	61	100.0	9	100.0	243	100.0

> that stands unpolluted," Mr. _____ said. It makes me angry and if I can't make a change to the polution [sic] condition, I might end up going someplace else. Maybe Sweden. (3)

Several students appeared upset about having ecological problems presented without any solutions suggested.

> In the lectures on air and water pollution, the specialists offered no solution yet they could have given us some idea of what we could do. They lectured to us on how serious the problem is and how our lives will be shortened because of it and we are supposed to sit back and let it happen. (2)

Most of the incidents in the category "Man as an Individual" were related to a film The Red Balloon.

> The movie The Red Balloon effected [sic] my thinking in a great many respects. After seeing this film I felt an appreciation of life. I felt like the world was really worth living in. I guess you could say that this film put me in an appreciative mood. Now, several months after the viewing of this film, I often think back upon The Red Balloon and sense a sparkle of life! (2)

There were negative incidents in all of the categories, but there were no positive incidents in "Mechanics of the Program." The greatest number of both positive and negative incidents were about "Man's Relations with Other Men," as can be seen in Table VI. This was true for all ability levels as well as for the total group, although the percentage was lower for the first level than for the others. The second highest number of positive incidents for the total group, as well as each ability level, was about "Man and the Natural World"; however, less than nine per cent of the negative incidents were concerned with this category, which gave it the next to the fewest number of negative incidents. The third highest number of positive incidents were about "Man and Aesthetic Expression"; this category had the second highest number of negative incidents. Although students in levels two,

three and four wrote critical incidents concerning "Man and Aesthetic Expression," no students in the first level did. There were only a few incidents, both positive and negative, which were about "Man and the Supernatural."

CRITICAL INCIDENTS WRITTEN BY TWELFTH GRADE STUDENTS

A total of 384 twelfth grade students was asked to write critical incidents. It was found that 151 of the papers for positive incidents were not usable since 61 were blank and 90 did not contain critical incidents. As can be seen in Table VII proportionately more unusable papers came from levels three and four than from levels one and two. Thus there were 233 usable papers, each of which contained a positive incident.

These same 384 students were also asked to write negative critical incidents. Of the papers for negative incidents, 150 were blank and 34 did not contain critical incidents. This left a total of 191 papers, each of which contained a critical incident. Proportionately more blank and unusable papers again came from students in levels three and four than from those in levels one and two. In fact, the majority of papers submitted by students in levels three and four were blank.

The largest number of incidents, both positive and negative, were about "Man's Relations with Other Men," as can be seen in Table VIII. Many positive incidents indicated that pupils were stimulated into thought or concern regarding international affairs. The following are examples of such incidents.

> _____ made everyone think about the world problems so that when you read the paper or watch TV you think about what they

TABLE VII

RESPONSES OF 384 TWELFTH GRADE STUDENTS

Incident Requested	Type of Response	First Level		Second Level		Third Level		Fourth Level		Total	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
POSITIVE	Critical Incidents	20	71.5	138	70.4	51	59.3	24	58.5	233	66.4
	Non-Usable Responses	6	21.4	53	21.4	24	22.1	7	12.2	90	20.5
	Blank Papers	3	7.1	22	8.2	21	18.6	15	29.3	61	13.1
	Total	29	100.0	213	100.0	96	100.0	46	100.0	384	100.0
NEGATIVE	Critical Incidents	20	71.5	124	63.3	34	39.5	13	31.6	191	54.4
	Non-Usable Responses	0	0	19	7.1	9	7.0	6	9.8	34	6.8
	Blank Papers	9	28.5	70	29.6	53	53.5	27	58.6	159	38.8
	Total	29	100.0	213	100.0	96	100.0	46	100.0	384	100.0

TABLE VIII

DISTRIBUTION OF CRITICAL INCIDENTS WRITTEN BY TWELFTH GRADE STUDENTS ACCORDING TO ABILITY LEVELS

Incident Requested	Category	First Level		Second Level		Third Level		Fourth Level		Total	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
POSITIVE	Man and Aesthetic Expression	3	15.0	24	17.3	13	25.5	4	16.8	44	18.9
	Man as an Individual	2	10.0	20	14.4	8	15.7	4	16.8	34	14.6
	Man's Relations With Other Men	5	25.0	37	26.8	12	23.6	6	25.2	60	25.7
	Man and the Natural World	3	15.0	26	18.9	8	15.7	7	29.4	44	18.9
	Man and the Supernatural	5	25.0	30	21.6	10	19.6	2	8.4	47	20.2
	Mechanics of the Program	2	10.0	1	1.4	0	0	1	4.2	4	1.7
	Total	20	100.0	138	100.0	51	100.0	24	100.0	233	100.0
NEGATIVE	Man and Aesthetic Expression	2	10.0	33	26.7	12	35.3	2	15.4	49	25.9
	Man as an Individual	0	0	10	8.1	3	8.7	0	0	13	6.5
	Man's Relations With Other Men	8	40.0	40	32.1	11	32.4	5	38.4	64	33.3
	Man and the Natural World	0	0	0	0	0	0	0	0	0	0
	Man and the Supernatural	9	45.0	29	23.4	4	11.8	6	46.2	48	25.0
	Mechanics of the Program	1	5.0	12	9.7	4	11.8	0	0	17	9.3
	Total	20	100.0	124	100.0	34	100.0	13	100.0	191	100.0

are talking about. If you talk to a friend about the problems that are in the paper I think about _____ [the speaker]. (3)

_____'s discussion raised the point of small Viet Nam's cropping up all over the world. This was explained further that Viet Nam could have been prevented if we had given them $1,000,000 in aid. I think this was an over-simplification and over-generalization, but it raised an important thought. Many Americans complain about the costs and U. S. involvement in Viet Nam. If they had a choice, I'm sure it would be a few dollars in foreign aid, rather than millions of dollars and thousands of American lives. (1)

In eleventh grade the one program that inspired in me pity, sorrow, pain thus causing me to think and wonder was one picture flashed on a screen (Hiroshima) a young child physically destroyed. It brought to mind some pictures I had seen before of Viet Nam and I realized in that one instance how useless and wasteful war really is. (2)

Other positive incidents appeared to reflect changes in peer attitudes and relationships, as in the following.

In the recent humanities program I was lucky enough to hear the opera singer perform. After she finished her selection the audience applauded enthusiastically. This was the incident in three years which most affected my way of thinking. In past years my humanities section has been inhabited by many rude students which destroyed my faith in the student body. Upon hearing the applause for the opera singer, my faith in students was restored. (2)

When _____ [a student] gave his recital I realized what true talent was and the importance of that specialty to him. And so, that day made me realize and made me put forth an extra effort to try and understand other people and their "special" talents. (2)

The reading of "Inherit the Wind." The prosecutor was so one-sided, not letting Clarence Darrow speak. It made me so mad that anyone could be so closed minded about something. It made me realize that we should listen to other opinions because your own opinion is not always correct. (2)

A great many of the negative incidents in this category indicated student dissatisfaction with teacher attitudes.

My humanities section was shown two excellent films on modern art which encouraged me into thinking that some of the staid ideas of the teachers were being won over by the newer ideas. This encouragement was completely shattered when these new

> ideas were ridiculed by my humanities teacher and to hear them ridiculed discouraged me more than any other aspect of the humanities. (2)

> Many of the faculty here at Neshaminy expressed negative attitudes toward the psychedelic light show which was presented for humanities. They seemed to think it was worthless, non-artistic, ridiculous, etc. These attitudes discouraged me, because they seem to point toward the one track minds of today's adult society. "How could that thing be worthwhile for anyone," the teacher said. (2)

Other negative incidents indicated concern with the humber of films shown and the procedure related to the use of films.

> We saw a film in humanities which concerned a red balloon. To be quite frank, the film was really messed up. Granted, there might have been an inner meaning, but the teachers never explained or interpreted the movie to us. Therefore, I became disenchanted with the whole humanities program and haven't benefitted from it since. Anyway who wants to sit and watch fifty-million movies? (3)

The second highest number of both positive and negative incidents were classified as "Man and the Supernatural." Many of these incidents revealed a broader understanding or greater tolerance of other religions, as seen in the following:

> I can remember a panel discussion which included several of the predominant religions. Each speaker told about his beliefs and answered questions. Many times since then I have been talking to a person who mentioned something that I recalled hearing during that discussion. It made me realize there are other religions besides my own. (2)

Other pupils indicated that their religious beliefs had been intensified by incidents in the humanities.

> During the unit of man's search for God, I heard many interesting speakers. Many people, I know, don't believe in God. I remember a speaker who lectured on "Is God Dead?" During this time, I have been trying to decide about my religion. I believe in God, very much so, you wouldn't know it. But, up until this time, I was trying to decide if I should change my religion. I felt it wasn't strong enough. But after listening to other people talk about their religion and how God affects them, I decided I could go about worshipping my own way. (1)

Most of the negative incidents in this category showed a concern about religious prejudice on the part of both students and guest speakers. The following incidents are examples of this.

> There was a humanities program about religion this year. Several students talked about there [sic] own views on their religions. . . . there was one kid who didn't believe in an actual God but more of a scientific view of everything. He was constantly asked questions and he didn't know the answers to them. I actually don't think that a program of this sort should be allowed. The kids were not prepared and their beliefs in their religions were being questioned and cut down. They were being ridiculed for their beliefs in some things and I don't think it was right. (3)

> The minister who talked about bringing all the churches together was prejudiced against Catholics and the Eastern religions. He was limited in his outlook as it has to be his God. (4)

Several students felt confusion apparently because their beliefs were challenged.

> During the unit Man and his Search for G_d [sic] I began to seriously think about my religion and about G_d. Up until this time I had more or less accepted my religion without much question and accepted my belief in a G_d. Now I'm not sure. I no longer know whether there is a G_d or not. I also no longer regard my religion as a truly wonderful thing, something to be obeyed. Before I went to church every week, and tried to obey the laws of the religion. Now I don't. Before when I was very upset about something, I would pray and it would make me feel better. Now I don't pray because I don't know whether or not there is a G_d listening. I no longer have the security of believing there is a higher plan for the world. In short, I am totally confused and see no solution.

> In one humanities program on religion, one said that man was put here by a God and another said he evolved from apes. This is very confusing to me because we defend both sides and we don't find out the truth. (2)

Some twelfth-grade students mentioned incidents from their eleventh-grade humanities programs. Most of these incidents were about "Man and the Natural World." Many students expressed a concern over man's abuse of nature, as follows:

> Mr. _____'s discussion on wild life and landscaping in my junior year. He discussed ruthless killing off of trees, grassland and water purity with industry and man doing the killing. (4)
>
> Last year we had a program on conservation. This program was very interesting and it made me realize that America must use wisdom to protect its great natural wealth and beauty. The program dealt with many aspects of conservation, but it emphasized the destruction of certain forms of wild life that were unique to America. (2)

Other incidents in this category indicated an increased awareness of nature.

> A gentleman presented a program with photographs he took of various objects of everyday life that to him showed something that was not originally intended. Such as a crack in the sidewalk looking like a chicken hatching or the end of a log like the face of a man. He also showed us some paintings done by another artist that were very unusual in that there was a rock suspended in mid-air and a house in the woods which blended into the trees in a unconventional way. We looked at the pictures and were amused but the man was very sincere and you could tell he enjoyed his hobby. He made me more aware of the things of nature. (3)

Several incidents classified as "Man and Aesthetic Expression," revealed an increased appreciation of and interest in the arts.

> The film we saw about baleigh [ballet] impressed me. Before, I thought of baleigh as a lot of trash. I never got anything out of it. After seeing the film I realized there is something to it and you can get a message from it. I see how people can learn something from life just from baleigh. (3)
>
> While watching TV one night, a show with modern dance came on. I was able to interpret it from the program we had about dance. I could see beauty in the movement. (2)
>
> An actor gave a talk on acting and drama as expression of man's emotions. I found his talk awakened in me a new interest in plays. (1)

Some negative incidents in this category showed that certain students' attitudes toward the arts were influenced by their peers.

> When we saw the films and the demonstrations on the art of dancing, many of my friends ridiculed and laughed about it. I love to watch ballet, but when I saw that no one liked the

> way it was brought here, I started to ridicule it too, and not consciously. I realized this later when I watched the Nutcracker Suite which is one of my favorites. (2)

Other incidents in this category indicated that some students felt a need for more information before they could appreciate some of the arts.

> Not enough time was given to the explanation of many of the cultures. For example, in the ballet more background is necessary for me and the rest of the audience to appreciate it. (2)

Some incidents about "Man as an Individual" showed increased interest in various subjects.

> Mr. _____'s speech on heredity influenced my thinking to the extent of majoring in biology--to go on to be a geneticist in college. (2)

> That lecture on existentialism. Previously to the discussion on the topic I was completely ignorant. The presentation gave me an incite [sic] to better concepts and ideals. This encouragement sent me to the library where I cured my curiosities. Books were read by the influence of _____ [the speaker and discussion leader]. (3)

Often students did not see the purpose of a program or its context in a unit. Such incidents were classified as "Mechanics of the Program."

> Half the time we just saw some dumb movie they stuck in for the lack of anything else. (3)

> Once when a speaker failed to arrive, we were shown a film we had seen three times. (1)

> I had trouble seeing how the programs were related to each other. There was no continuity from one week to the next. These were my incidents. (2)

As in grades ten and eleven, the greatest number of critical incidents, both positive and negative, were classified as "Man's Relations with Other Men." However, the percentage of incidents in this category was much lower in twelfth grade than in the tenth and eleventh grades. This was true of both positive and negative incidents. The

second highest number of positive incidents were concerned with "Man and the Supernatural"; this category included the third largest number of negative incidents. The third highest number of positive incidents were in two categories: "Man and Aesthetic Expression" and "Man and the Natural World." On the other hand, the second highest number of negative incidents were about "Man and Aesthetic Expression"; no negative incidents were concerned with "Man and the Natural World." While only a few positive incidents were about "Mechanics of the Program," there were proportionately many more negative incidents in this category.

When the distributions of incidents among the different ability levels of twelfth grade were examined, differences were noted. While there was a slightly larger percentage of incidents in the category "Man's Relations with Other Men" for the group as a whole, this was not true for each ability level. Only the second ability level had more incidents, both positive and negative, in this category than in other categories. The percentage of incidents written by students of the first level was equal to the number about "Man and the Supernatural," the category which contained the second largest percentage of incidents for the twelfth grade students as a whole. Students in the fourth level wrote more incidents about "Man and the Natural World" than about any of the other categories, while students in the first level wrote proportionately more incidents concerned with "Mechanics of the Program" than did students of the other levels. The largest number of negative incidents written by ability levels one and four were concerned with "Man and the Supernatural," but students in these two levels wrote no negative incidents about "Man as an Individual."

CRITICAL INCIDENTS WRITTEN BY FACULTY WHO PARTICIPATED IN THE HUMANITIES PROGRAM

Thirty-eight papers were submitted by faculty members who supervised the humanities program for the 1967-68 school year. When the papers for positive incidents were examined, it was found that seven contained unusable responses and two were blank, as can be seen in Table IX. This left 29 papers, each of which contained a critical incident. There were four unusable responses and three blank papers among the papers for negative incidents, leaving a total of 31 papers, each of which contained a critical incident.

Teachers of all three grade levels wrote positive and negative incidents about "Man's Relations with Other Men," as can be seen in Table X. Four of the twelve positive incidents in Category III showed that the faculty judged that students were encouraged to a further awareness and consideration of foreign cultures and/or our relations with them as follows:

> Rev. Hibbs' discussion about the customs of South American Indians made students realize that there are many cultures very different from our own. The incident was his description of the treatment of twins born to Indian parents. It was shocking to the students that people could be so primitive in their thinking and beliefs.

> Mr. Barnhouse's statement that had we "spent one billion dollars on foreign aid ten years ago there would now be no need to spend thirty billion in Vietnam" generated considerable discussion on the lack of social conscience. Students asked to discuss this topic in class and many did additional research.

Four others indicated that students were activated into discussion and action concerning social problems, particularly poverty.

> The talk by the gentleman from the Friends who aided the poverty stricken in S. Philadelphia caused the children to collect clothing and request permission to go down for a

TABLE IX

RESPONSES OF 38 SUPERVISING FACULTY

Incident Requested	Type of Response	Tenth Grade		Eleventh Grade		Twelfth Grade		Supervisors		Total	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
POSITIVE	Critical Incidents	13	81.3	5	55.5	9	90.0	2	66.7	29	76.3
	Non-Usable Responses	3	18.7	4	44.5	0	0	0	0	7	18.4
	Blank Papers	0	0	0	0	1	10.0	1	33.3	2	5.3
	Total	16	100.0	9	100.0	10	100.0	3	100.0	38	100.0
NEGATIVE	Critical Incidents	14	87.5	6	66.7	9	90.0	2	66.7	31	81.6
	Non-Usable Responses	2	12.5	2	22.3	0	0	0	0	4	10.5
	Blank Papers	0	0	1	11.1	1	10.0	1	33.3	3	7.9
	Total	16	100.0	9	100.0	10	100.0	3	100.0	38	100.0

TABLE X

DISTRIBUTION OF CRITICAL INCIDENTS WRITTEN BY 38 TEACHERS ACCORDING TO GRADE LEVEL THEY SUPERVISED

Incident Requested	Category	Tenth Grade		Eleventh Grade		Twelfth Grade		Supervisors		Total	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
POSITIVE	Man and Aesthetic Expression	3	23.1	0	0	0	0	0	0	3	10.3
	Man as an Individual	4	30.8	2	40.0	0	0	0	0	6	20.7
	Man's Relations With Other Men	5	38.4	3	60.0	3	33.3	1	50.0	12	41.4
	Man and the Natural World	0	0	0	0	0	0	1	50.0	1	3.5
	Man and the Supernatural	0	0	0	0	3	33.3	0	0	3	10.3
	Mechanics of the Program	1	7.7	0	0	3	33.3	0	0	4	13.8
	Total	13	100.0	5	100.0	9	99.9	2	100.0	29	100.0
NEGATIVE	Man and Aesthetic Expression	0	0	1	16.7	1	11.1	1	50.0	3	9.7
	Man as an Individual	0	0	0	0	0	0	0	0	0	0
	Man's Relations With Other Men	3	21.4	1	16.7	1	11.1	0	0	5	16.1
	Man and the Natural World	0	0	2	33.3	0	0	0	0	2	6.4
	Man and the Supernatural	1	7.2	0	0	1	11.1	0	0	2	6.4
	Mechanics of the Program	10	71.4	2	33.3	6	66.7	1	50.0	19	61.4
	Total	14	100.0	6	100.0	9	100.0	2	100.0	31	100.0

week-end. The clothing drive was slow to get started and how many students went down for the week-end I don't know. What they gained I can't tell but an action was taken.

One of the better programs at NHS, I feel was the one concerning the Mantua section of Philadelphia. This program impressed the students to a sufficient degree to stimulate class discussion for 3 days. The speaker explained, in detail and in a concise manner, the way of life in a ghetto section. Some of the students objected, some agreed, some felt pity, some couldn't care, some were sad, some thought it "too bad"--but all I came in contact with thought. I feel topics that are relevant to todays world are the most interesting and get the students involved--especially if it concerns people. The kids have to be "hit" with something real to the world yet unreal in their realm of experience. They need excitement, even if the activity is a quiet or aesthetic one, to get the spark ignited.

Two other incidents in "Man's Relations with Other Men" concerned the teen-age problem of drugs and delinquency.

During one of the sophomore humanities programs there were two speakers who supposedly had been drug addicts for at least ten years or more. These men have found rehabilitation through an "evangelistic" agency. Their deliveries related to the students the horror, confusion, ease of accessibility to drugs, and pain of withdrawal (with constant referral to God) that addicts suffer. The students were, at the same time, impressed and disgusted with the "reliability" of the information given to them. The speakers said several things that conflicted with a movie on addiction the week before and with common medical knowledge. The program did, however, make the students think about addiction and the choice "to be or not to be," and it also made them question the "snow-job" the adults sometimes try to give them.

Two teachers were impressed with a program on sex education. Their incidents follow.

The speech of Dr. _____ formerly of Lankenau Hospital, was a ringing challenge to the students who heard him. His sincerity was unmistakable. I feel sure that the students considered the fact that he had given up a successful pediatric practice in order to work with such groups as theirs a significant measure of importance he attaches to the attitude that our young people take toward sex.

Dr. _____ showed the respect for the individual student that cannot be successfully feigned. When he called a student

> forward to help him he did so not merely as a gimmick of audience involvement but also, more importantly, as a most revealing means at hand of demonstrating the points that he was making. Thus he showed that there is more involved in holding a girl's hand than in merely providing an anchor for an otherwise awkward digital extremity.
>
> The young man who asked, "When and where will you be speaking next in the area?" was speaking a question of interest to most of the group.
>
> Student discussion on the way out was impressive to this inveterate eavesdropper.

Four of the five negative incidents about "Man's Relations with Other Men" were concerned with student attitudes toward other students.

> A general insensitivity toward the aesthetic feelings (or opinions) of fellow students. A representative illustration would be the recent negative undertones of the student audience during the Humanities Arts Festival of last week.
>
> _____ operatic solos in the Arts Festival were received with no appreciation and great rudeness by a segment of the audience--who probably shouldn't have been there anyway. Perhaps a fuller explanation of the meanings of her songs beforehand would have alleviated some of this unfortunate reaction, but the chief problem was too little selectivity of audience.

The fifth negative incident in this category, although not specific, is nevertheless a problem to one teacher.

> Disinterest of so-called educators whose security within the confines of classroom is threatened as the world "horns" in. No one to discuss the programs with favorably might tend to lessen interest.

Almost two-thirds of negative incidents were classified as "Mechanics of the Program." Most of these were concerned with the lack of follow-up discussion or better controlled discussion, typical of which are the following.

> The student panel introduction to drugs was in poor taste because it lacked the necessary follow-up, i.e. the deliberate misrepresentation of factual "data" by student "experts" was not followed by proper clarification.
>
> Not an incident, but a failure to provide leadership in presentation of the section on drugs. Students voicing their

> opinions of the subject were regarded by several students to be giving information; attitude was presented and accepted as fact. This criticism is not intended to diminish the students role in preparing and presenting the programs; but that it should be limited to areas wherein they are competent to speak with authority; or in areas where the subject is one of their own creativity. Closer adult guidance is needed in preparation of the programs.
>
> The open "student-led" discussion on religion seemed purposeless and therefore unproductive. Students in the audience made comments that were irrelevant to the comments that preceded them and that were not followed up with discussion. I feel that a resource person (e.g. a clergyman, psychologist, teacher) should have been present (and on-stage) to do something meaningful to coordinate the many comments which students made. It was worse than boring; it was confusing and frustrating.

In conjunction with the absence of discussion, some teachers cited an apparent lack of consideration for the timing of the program as well as program changes, as follows:

> Use of films which left no time for a follow up discussion in those sections which were not allotted specific follow up periods. This tended to leave issues and ideas hanging in mid air.
>
> The students often felt slighted by the change in program for the afternoon group--those that need it most don't absorb anything. The time element was always a problem and the students seemed to resent watching three-fourths of a movie.
>
> In listening to comments from the students, they felt too much time was spent in talking about the program before it started and therefore, many times they were unable to see or hear the complete program.
>
> The group I helped supervise many times did not receive the same program scheduled for the morning classes and the students knew this and felt cheated.

Other respondents mentioned the students' failure to see the relevancy to the humanities of a particular program.

> The students in my classes definitely disliked the presentation by the "sales woman" from Strawbridge & Clothier. They felt sincerely that it was totally irrelevant to a humanities program, and for them they felt this particular program to be insufferably dull. Their prevailing attitude was that this woman was simply trying to sell them clothing and that her

> prime motivation was to drag them by the collar into the store, a la South Street in Philadelphia. Many of the students said that her pitch was exactly what they have heard before when purchasing clothing.

As can be seen in Table X, there were positive critical incidents in all six categories, although there were very few incidents, either positive or negative, about "Man and Aesthetic Expression" or "Man and the Natural World"; there were no negative incidents about "Man as an Individual." The largest group of positive incidents was concerned with "Man's Relations with Other Men," while the largest group of negative incidents were concerned with "Mechanics of the Program." Some diversity was noted. There was a smaller percentage of incidents written by teachers of the twelfth grade than those teaching in other grades. Only teachers of the tenth grade students wrote positive incidents dealing with "Man and the Natural World," one faculty member, who was a supervisor, wrote an incident in this category. Only teachers supervising the twelfth grade wrote positive incidents concerned with "Man and the Supernatural."

CHAPTER V

FINDINGS OF THE STUDY

This study was designed to answer three questions:

1. Are there differences in the critical incidents in the program as viewed by students in the tenth, eleventh, and twelfth grades?

2. Are there differences in the critical incidents in the program as viewed by students of different abilities?

3. Are there differences in the critical incidents in the program as viewed by teachers and students?

The findings are reported according to the order of these questions.

COMPARISON AMONG GRADES

When a comparison was made of the critical incidents written by students of the three grade levels, it was found that there were differences among the grades in the distribution of positive incidents, as can be seen in Table XI. Although "Man's Relations with Other Men" ranked first on all three grade levels, there was a much lower percentage of such incidents written by twelfth grade students than by students of the other two grades. Many students in the eleventh and twelfth grades wrote incidents which were classified as "Man and the Natural World," yet there were no such incidents written by students in the tenth grade. A number of twelfth grade students wrote positive incidents which fell into "Man and the Supernatural." There were very few

TABLE XI

CRITICAL INCIDENTS ACCORDING TO CATEGORY AND GRADE LEVEL

Incident Requested	Category	Tenth Grade		Eleventh Grade		Twelfth Grade	
		Per Cent	Rank	Per Cent	Rank	Per Cent	Rank
POSITIVE	Man and Aesthetic Expression	22.6	2	10.4	3	18.8	4
	Man as an Individual	9.9	3	8.0	4	14.6	5
	Man's Relations With Other Men	66.0	1	57.2	1	25.7	1
	Man and the Natural World	0	5.5	23.2	2	19.0	3
	Man and the Supernatural	1.5	4	1.2	5	20.2	2
	Mechanics of the Program	0	5.5	0	6	1.7	6
	Total	100.0		100.0		100.0	
NEGATIVE	Man and Aesthetic Expression	16.4	2	18.8	2	25.9	2
	Man as an Individual	9.2	4	10.2	4	6.5	5
	Man's Relations With Other Men	56.7	1	46.1	1	33.3	1
	Man and the Natural World	0	6	8.6	5	0	6
	Man and the Supernatural	3.2	5	2.0	6	25.0	3
	Mechanics of the Program	14.5	3	14.3	3	9.3	4
	Total	100.0		100.0		100.0	

such incidents written by students in tenth and eleventh grades. The differences in the distributions of the incidents can be seen in Figure 1. When the chi square test was applied, it was found that the differences among the grades in the distribution of incidents were highly significant ($p < .001$), as can be seen in Table XII.

There were also differences among the three grade levels in the distribution of negative incidents. These differences are shown in Figure 2. In "Man's Relations with Other Men," as in the positive incidents, there was a decreasing percentage from the tenth to the twelfth grades. Although very few positive incidents were classified as "Mechanics of the Program," there were many such negative incidents. In "Man and the Supernatural" there were only a few negative critical incidents written by students in the tenth and eleventh grades; on the other hand, one-fourth of the incidents written in the twelfth grade made up this category. Some negative incidents written by students in the eleventh grade were classified as "Man and the Natural World," but there were no such incidents written by students in the tenth and twelfth grades. When the chi square test was applied, it was found that the differences among the grades in the distribution of negative incidents were highly significant ($p < .001$), as can be seen in Table XII.

Differences also existed among the grade levels in the types of incidents in each category. In "Man's Relations with Other Men," many incidents written by students in the tenth grade appeared to deal with problems generally associated with juveniles such as delinquency, drugs, and sex, while in the eleventh and twelfth grades many positive incidents were concerned with more adult topics such as international affairs, mental illness, and prison welfare. In incidents classified

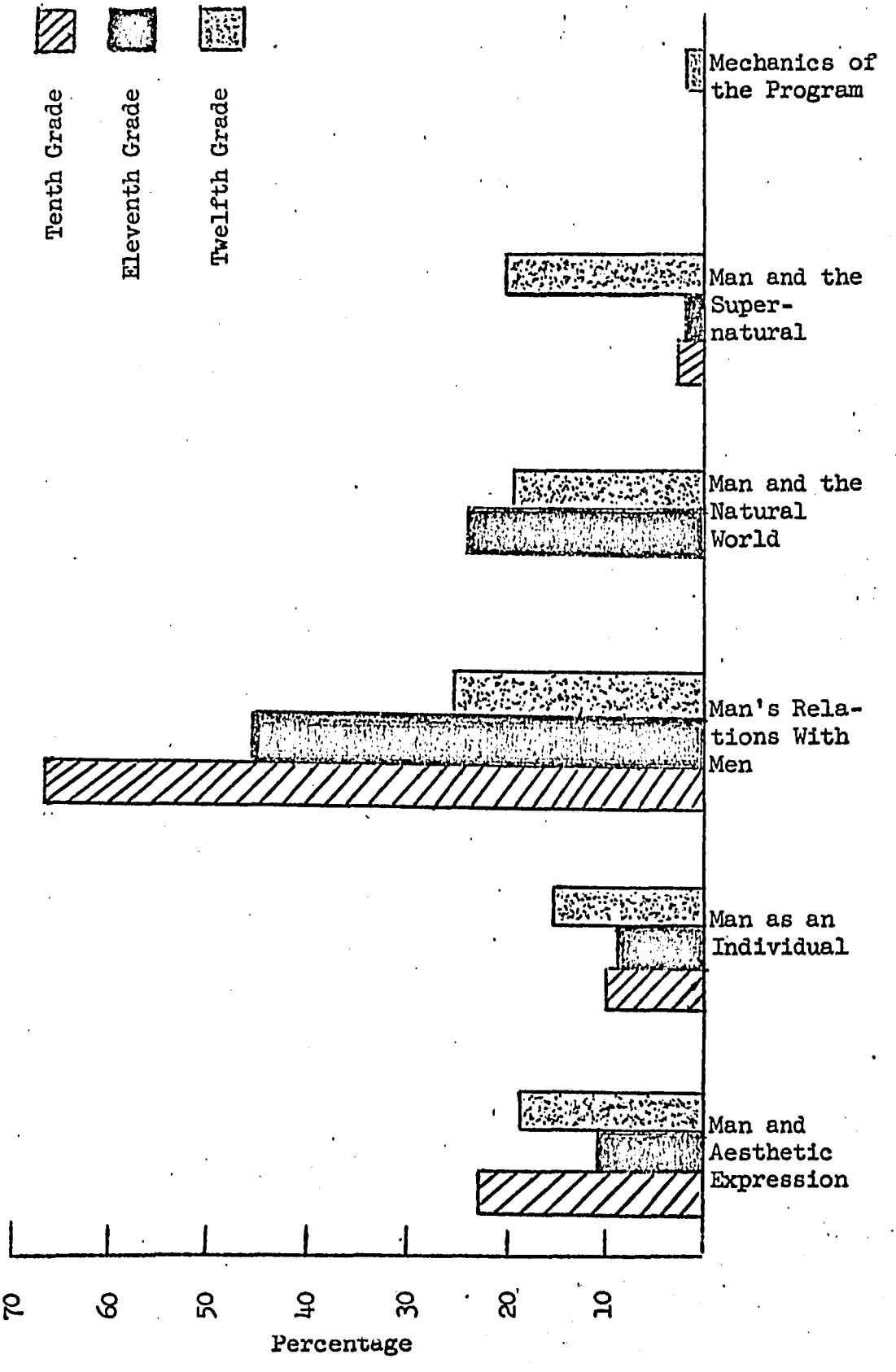


Figure 1. Percentage of Positive Incidents in Each Category According to Grade Level

TABLE XII

COMPARISON OF INCIDENTS BY CATEGORIES AND GRADE LEVEL

Incident Requested	Category	Tenth Grade	Eleventh Grade	Twelfth Grade	Value of Chi Square	d.f.	P
POSITIVE	Man and Aesthetic Expression	92	43	44	279.9	10	<.001
	Man as an Individual	40	33	34			
	Man's Relations With Other Men	268	237	60			
	Man and the Natural World	0	96	44			
	Man and the Supernatural	6	5	47			
	Mechanics of the Program	0	0	4			
	Total	406	414	233			
NEGATIVE	Man and Aesthetic Expression	52	46	49	151.3	10	<.001
	Man as an Individual	29	25	13			
	Man's Relations With Other Men	180	114	64			
	Man and the Natural World	0	21	0			
	Man and the Supernatural	10	5	48			
	Mechanics of the Program	46	32	17			
	Total	317	243	191			

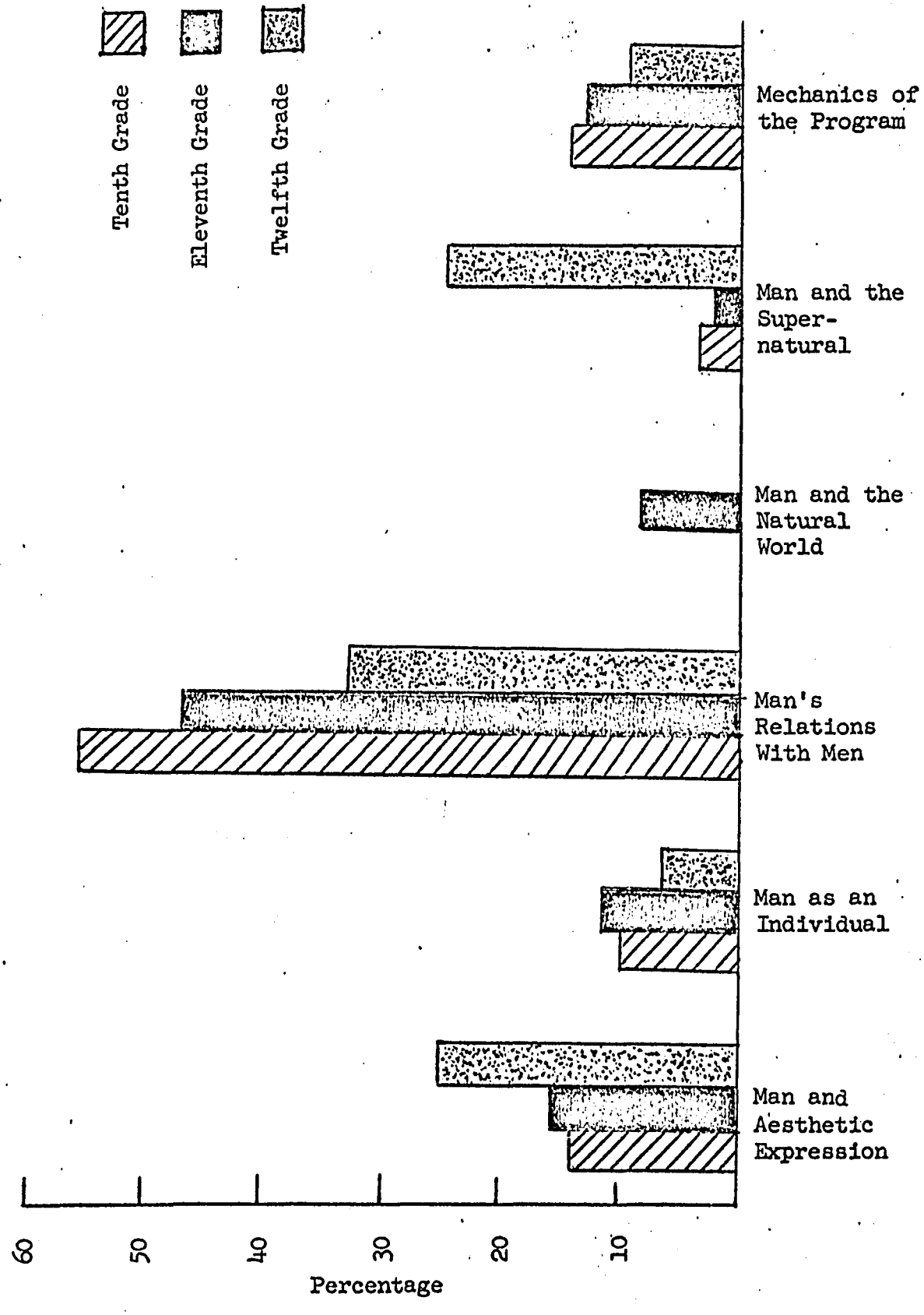


Figure 2. Percentage of Negative Incidents in Each Category According to Grade Level

as "Man and the Supernatural" several students in the twelfth grade indicated a reinforcement of previously held beliefs; a few students in the eleventh grade mentioned this reinforcement; none in the tenth grade mentioned it.

A few differences within categories also existed among the negative incidents. There were some incidents written by eleventh grade students and classified as "Man's Relations with Other Men" which indicated that racial intolerance had been intensified. There were no such incidents written by students in the tenth and twelfth grades. In incidents classified as "Mechanics of the Program," some students in the twelfth grade cited technical breakdowns of audio-visual equipment. This was not mentioned by students in the other two grades.

At the same time some similarities were noted among the three grades. Incidents in the category "Man's Relations with Other Men" contained common characteristics at all three grade levels. In the positive incidents there was an emphasis on an increased awareness and appreciation of fellow students and the problems of the Negro in today's society. Both eleventh- and twelfth-grade students cited incidents which expressed increased appreciation of the beauty of nature as well as a greater concern for man's interaction with his environment. Among the incidents classified as "Man and the Supernatural" in all three grades there were many which revealed an interest in new religious ideas.

Similarities were also noted in the negative critical incidents written by students in the three grades. Many incidents classified as "Man's Relations with Other Men" focused on student misbehavior, student prejudice, and teacher disparagement of the humanities program. Many

of the incidents classified as "Mechanics of the Program" in the three grades showed that students were concerned with what they considered to be the excessive number of films shown, the negative atmosphere of the room where the programs were held, and the lack of student discipline. Also common to the three grades were negative incidents concerned with incomplete programs and lack of follow-up discussions. Nearly all of the negative incidents classified as "Man and the Natural World" expressed frustration because of the immensity of the environmental problems presented and the lack of proposed solutions.

COMPARISON AMONG ABILITY LEVELS

When critical incidents written by students in the four ability levels were compared, a few differences were found in the distribution of the positive incidents. Although "Man's Relations with Other Men" ranked first according to percentage of incidents in all four levels, there was a lower percentage of incidents in this category written by students in the first level than in the other three, as can be seen in Table XIII. Differences were also seen in percentages of incidents classified as "Mechanics of the Program." No students in the third level wrote positive incidents which were so classified; a few did so in the other levels.

At the same time similarities were noted among the positive incidents written by students in all four ability levels. The largest percentage of incidents from each ability level was classified as "Man's Relations with Other Men." In addition, it should be noted that there was no difference in the ranking of categories for the third and fourth levels and only a slight difference between the first and second levels.

TABLE XIII

DISTRIBUTION OF CRITICAL INCIDENTS WRITTEN BY ALL STUDENTS ACCORDING TO ABILITY LEVEL

Incident Requested	Category	First Level		Second Level		Third Level		Fourth Level	
		Per Cent	Rank	Per Cent	Rank	Per Cent	Rank	Per Cent	Rank
POSITIVE	Man and Aesthetic Expression	12.9	4	14.5	3	20.4	2	22.1	2
	Man as an Individual	15.7	2.5	10.8	4	8.2	4	9.5	4
	Man's Relations With Other Men	42.9	1	53.3	1	56.9	1	52.7	1
	Man and the Natural World	15.7	2.5	14.8	2	10.8	3	11.6	3
	Man and the Supernatural	10.0	5	6.4	5	3.8	5	3.1	5
	Mechanics of the Program	2.8	6	0.2	6	0	6	1.0	6
NEGATIVE	Man and Aesthetic Expression	6.7	4.5	17.6	2	24.5	2	30.4	2
	Man as an Individual	6.7	4.5	8.5	4	11.4	4	4.3	4.5
	Man's Relations With Other Men	51.6	1	50.0	1	43.2	1	43.5	1
	Man and the Natural World	3.3	6	3.5	6	1.4	6	12.2	6
	Man and the Supernatural	15.0	3	8.0	5	5.9	5	15.2	3
	Mechanics of the Program	16.7	2	12.5	3	13.6	3	4.3	4.5

Figure 3 shows the distribution of positive incidents by ability level. When the chi square test was applied, it was found that differences among the ability levels in the distributions of positive incidents were not significant, although they were approaching significance ($.10 \geq p > .05$), as can be seen in Table XIV.

When the distribution of negative incidents was compared by ability level, differences were noted. These differences can be seen in Figure 4. A higher percentage of incidents written by students in the first and fourth levels were about "Man and the Supernatural" than in the other two levels. A higher percentage of students in level one wrote negative incidents concerning "Mechanics of the Program" than did students in the other levels. At the same time some similarities were noted in the distributions of negative incidents. The largest percentage of incidents at each of the ability levels was in "Man's Relations with Other Men" with the lowest percentage in "Man and the Natural World." When the chi square test was applied, it was found that differences in the distribution of negative incidents were highly significant ($p < .001$), as can be seen in Table XIV.

COMPARISON OF FACULTY AND STUDENTS

When the positive critical incidents written by teachers and students were compared, it was found that, whereas only a few incidents written by students were classified as "Mechanics of the Program," a much higher percentage of incidents written by faculty was in this category, as can be seen in Table XV. A much higher percentage of positive incidents written by students than by faculty were concerned with "Man and the Natural World"; on the other hand, twice as high a

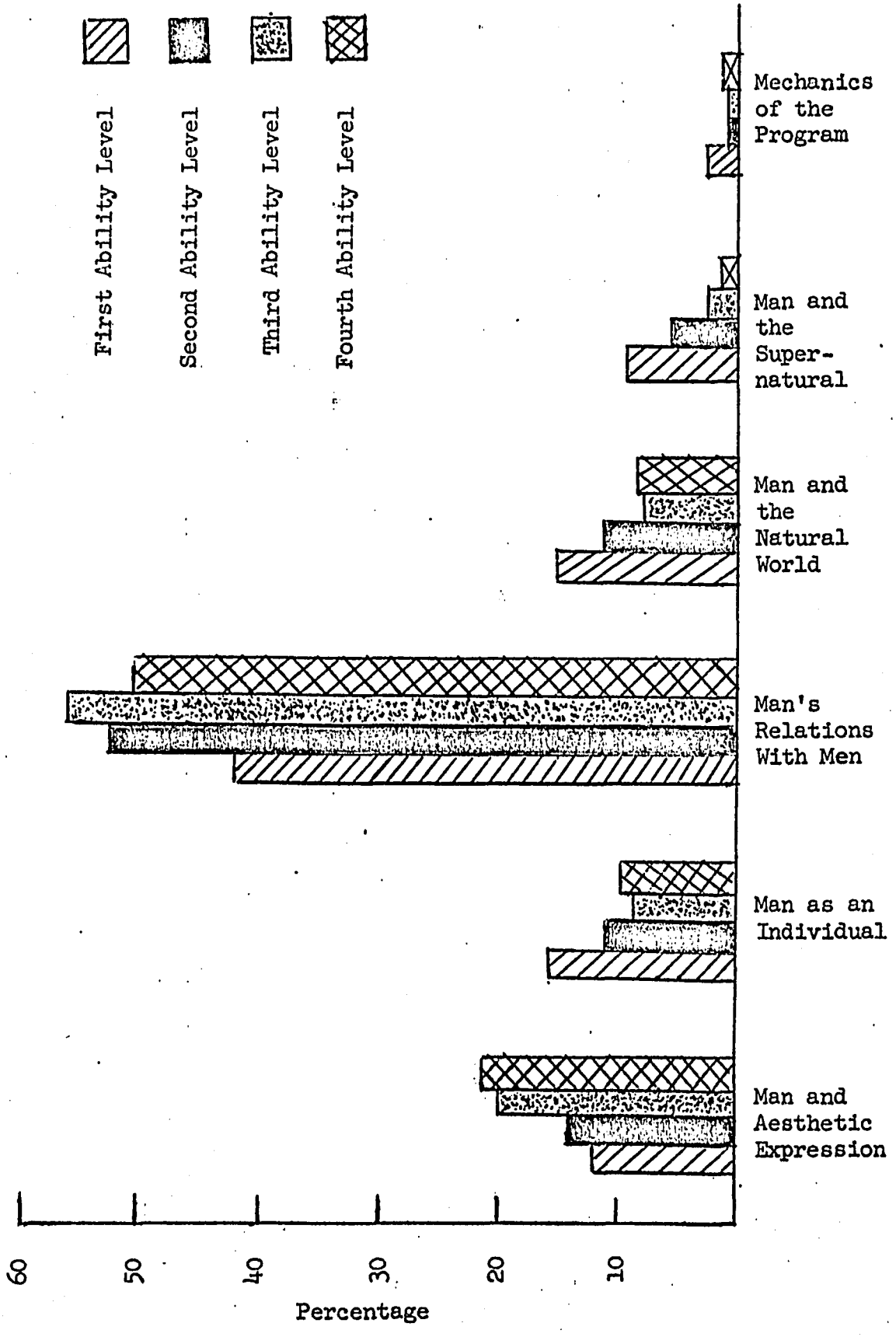


Figure 3. Percentage of Positive Incidents in Each Category by Ability Level

TABLE XIV

COMPARISON OF INCIDENTS BY CATEGORY AND ABILITY LEVEL

Incident Requested	Category	First Level	Second Level	Third Level	Fourth Level	Value of Chi Square	d.f.	P
POSITIVE	Man and Aesthetic Expression	9	79	70	21	24.3	15	.10>P>.05
	Man as an Individual	11	59	28	9			
	Man's Relations With Other Men	30	291	194	50			
	Man and the Natural World	11	81	37	11			
	Man and the Supernatural	7	35	13	3			
	Mechanics of the Program	2	1	0	1			
	Total	70	546	342	95			
NEGATIVE	Man and Aesthetic Expression	4	75	54	14	30.8	15	<.001
	Man as an Individual	4	36	25	2			
	Man's Relations With Other Men	31	212	95	20			
	Man and the Natural World	2	15	3	1			
	Man and the Supernatural	9	34	13	7			
	Mechanics of the Program	10	53	30	2			
	Total	60	425	220	46			

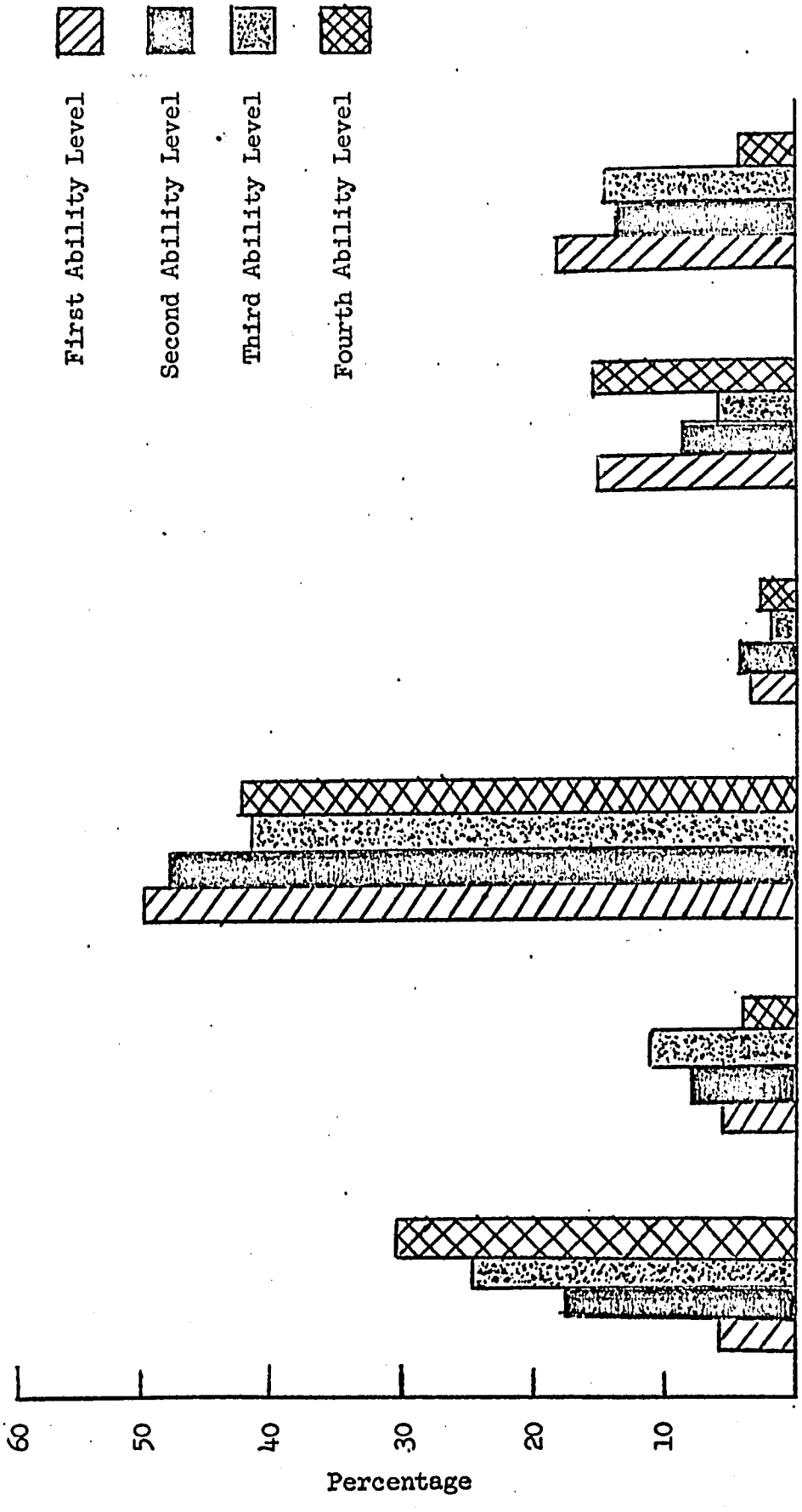


Figure 4. Percentage of Negative Incidents in Each Category by Ability Level

TABLE XV

DISTRIBUTION OF CRITICAL INCIDENTS WRITTEN BY STUDENTS AND FACULTY

Incident Requested	Category	Students		Faculty	
		Per Cent	Rank	Per Cent	Rank
POSITIVE	Man and Aesthetic Expression	17.0	2	10.3	4.5
	Man as an Individual	10.1	4	20.7	2
	Man's Relations With Other Men	53.5	1	41.4	1
	Man and the Natural World	13.5	3	3.5	6
	Man and the Supernatural	5.5	5	10.3	4.5
	Mechanics of the Program	0.4	6	13.8	3
NEGATIVE	Man and Aesthetic Expression	19.6	2	9.7	3
	Man as an Individual	8.9	4	0	6
	Man's Relations With Other Men	47.7	1	16.1	2
	Man and the Natural World	2.8	6	6.4	4.5
	Man and the Supernatural	8.4	5	6.4	4.5
	Mechanics of the Program	12.6	3	61.4	1

percentage of incidents written by teachers as by students were about "Man as an Individual." There was, at the same time, some similarity between the two groups. "Man's Relations with Other Men" contained the highest percentage of positive incidents in both groups. Figure 5 shows the differences in the distribution of positive incidents between faculty and students. When the chi square test was applied, it was found that the difference between distributions of incidents written by students and teachers was highly significant ($p < .005$), as can be seen in Table XVI.

When a comparison was made of the negative incidents written by faculty and students, it was found that almost three times as large a percentage of pupils as faculty wrote negative incidents which were concerned with "Man's Relations with Other Men." The differences between the faculty and students in the distribution of negative incidents can be seen in Figure 6. The majority of negative incidents written by faculty were classified as "Mechanics of the Program." It should be noted that there are many more negative than positive incidents in this category. It should also be noted that the faculty wrote proportionately almost five times as many incidents concerned with "Man as an Individual" as did the students, but there was none in this category written by teachers. When the chi square test was applied, as shown in Table XVI, it was found that the difference between the two groups was highly significant ($p < .001$).

Some differences as well as some similarities as to the types of incidents were noted between the two groups. None of the incidents, classified as "Man's Relations with Other Men," which were written by faculty members cited an increased appreciation of other students as

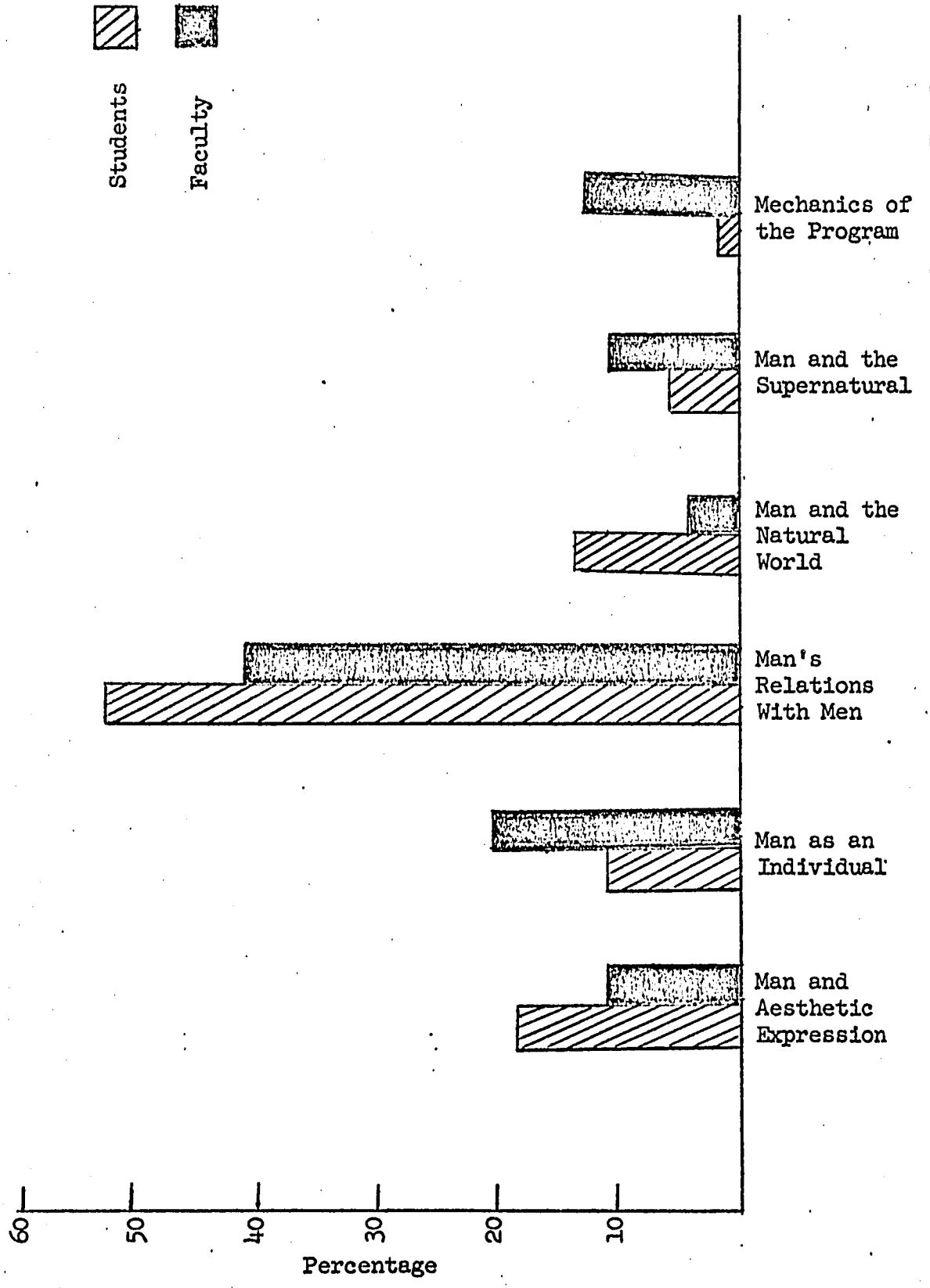


Figure 5. Percentage of Positive Incidents in Each Category by Students and Faculty

TABLE XVI

COMPARISON OF INCIDENTS BY CATEGORIES AND STUDENTS AND FACULTY

Incident Requested	Category	Students	Teachers	Value of Chi Square	d.f.	P
POSITIVE	Man and Aesthetic Expression	179	3	9.2	5	$<.005$
	Man as an Individual	107	6			
	Man's Relations With Other Men	565	12			
	Man and the Natural World	140	1			
	Man and the Supernatural	58	3			
	Mechanics of presentation	4	4			
	Total	1053	29			
NEGATIVE	Man and Aesthetic Expression	144	6	54.2	5	$<.001$
	Man as an Individual	64	3			
	Man's Relations With Other Men	348	14			
	Man and the Natural World	23	1			
	Man and the Supernatural	63	2			
	Mechanics of the Program	109	5			
	Total	751	31			

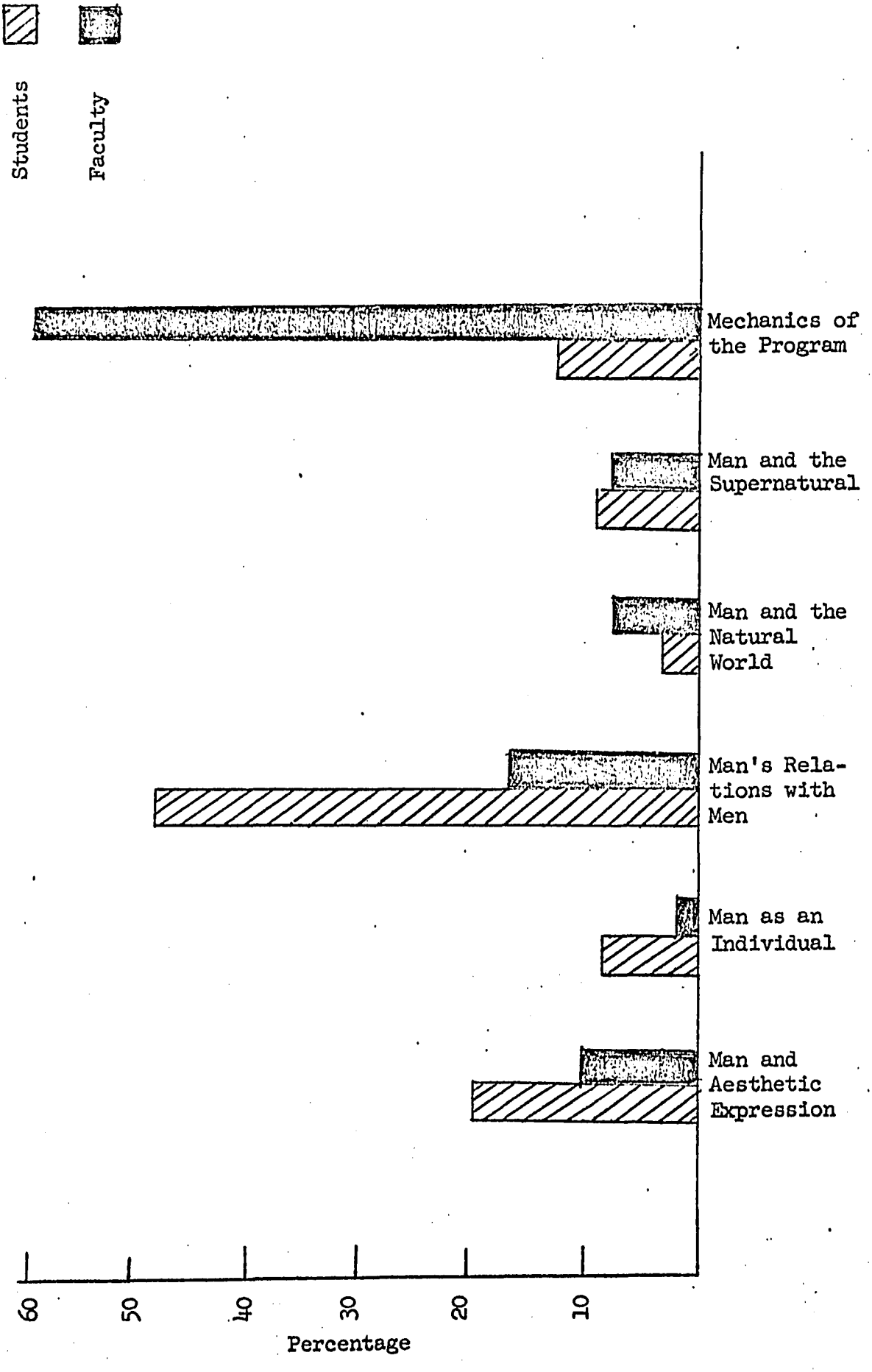


Figure 6. Percentage of Negative Incidents in Each Category by Students and Faculty

did some written by students. On the other hand, both students and faculty wrote incidents which indicated that a greater understanding of foreign cultures and international affairs was derived, that students were activated into helping alleviate poverty in a Negro ghetto, and that there was a deeper understanding of teen-age relationships. Among the incidents classified as "Mechanics of the Program," both groups cited positive incidents reflecting experiences in follow-up discussions.

Some similarities were also noted in the negative incidents written by the two groups. Both students and faculty cited incidents, classified as "Man's Relations with Other Men," which mentioned student misbehavior, teacher disparagement of the humanities program, and uninformed or poorly prepared participants in panel discussions. Commonalities among students and faculty in incidents classified as "Mechanics of the Program" included lack of follow-up discussions, incomplete programs and poorly organized panel discussions. Both students and faculty mentioned that the relevancy of some topics to the humanities was not always clear, that there were too many "fill-in" movies, and that students with afternoon classes felt "cheated" because they often had movies instead of a guest speaker.

DISCUSSION

The majority of students at all grade levels wrote critical incidents; the percentages for positive incidents were 80, 92, and 66, for the tenth, eleventh, and twelfth grades respectively and 62, 54, and 54 for the negative incidents. Thus it would appear that the program had an impact on the students. Students in all ability levels in every grade contributed positive incidents. There were no noticeable

differences among the ability levels as to the nature of the incidents within each category. This would seem to substantiate Wilhelm's view that the humanities are for all students regardless of ability.[1]

The incidents given showed that many students are concerned with the problems of man. This is in agreement with Stoops and Frescoln who believe that adolescents are concerned with the broad questions of man and that it is in the student's high school years that they are best prepared to deal with the important issues facing man.[2]

While the majority of the students in each grade gave incidents related to "Man and His Relations with Other Men," there were highly significant differences among the grade levels. There are two reasonable explanations for this. First is the structure of the program and the variety of topics that were dealt with. Some grades may be exposed to more kinds of incidents than other grades. Although students in both eleventh and twelfth grades gave incidents about "Man and the Natural World," no students in the tenth grade did so. This is not surprising since there was no unit in the tenth grade program concerned with this topic.

A second reason for differences between grade levels may lie in the students themselves. While all three grade levels were exposed to units on religion, only the twelfth grade students contributed many incidents concerned with "Man and the Supernatural." Possibly seniors, because of their age and maturation, have more interest in abstract topics such as religion as well as a greater tendency to question the

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[1] Supra, p. 9

[2] Supra, p. 7

values which they have acquired in this area. In addition, the quality of programs on the twelfth grade level may have elicited more response. There was more diversity in the distribution of incidents written by students in the twelfth grade than in the other two grades. Some twelfth grade students even reached back into eleventh grade for their incidents, particularly the unit on "Man and the Natural World." It is possible that added maturity had negated peer influence, possibly enabling seniors to think more for themselves. Differences among students were also seen in the impact which a particular program had. An incident which some students cited as having an effect on their thinking, reading, discussion, or other activities other students would cite as discouraging their thinking or making them disdain or ridicule somethink connected with the issues with which the incident was involved. Examples of such incidents were connected with a speaker on poverty in the ghetto[3] and the movie "The Red Balloon."[4]

There were significant differences between the distributions of incidents written by faculty and by students. Proportionately more of the incidents, both positive and negative, written by faculty fell into "Mechanics of the Program." This is probably due to the more direct concern of faculty members with the mechanics of the program as well as the fact that faculty would be more knowledgeable of mechanical successes and failures.

Approximately one-fourth of the students contributed no positive incidents and forty per cent no negative incidents. Many of the papers

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[3] Supra, p. 48

[4] Supra, p. 50, 55

submitted were not usable either because they were blank or because the statements were too general or not related to the directions. The highest percentage of blank papers came from twelfth grade. This may be due to the fact that the data were collected late in the school year. Many seniors have a flippant attitude toward school projects in the last days of their final year. On the other hand, the ability level of the student was apparently not a factor in whether or not he handed in a blank paper. The blank papers did not consistently come from any one level. The greatest percentage of blank papers came from the third ability level in the tenth grade, the second ability level in the eleventh grade, and the fourth ability level in the twelfth grade. There are at least two plausible reasons for the unusable papers. First, the structure of the program was such that it was probably difficult for some students to see the relationship between weekly presentations; some incidents were cited to this effect. This is understandable since apparently students were not formally prepared for the programs nor was there any follow-up discussion or testing, except for experimental discussion periods provided for some seniors during the 1967-68 school year. Thus, there was little immediate evaluation of the effects of the material presented. Furthermore, the attitudes of some students towards the humanities may have been affected by adaptations made in the programs at times. Both students and faculty cited incidents which revealed that the different sections of the humanities classes were not always given the same program on a given day. Sometimes a guest speaker was present at the morning classes, which consisted primarily of upper level students, while in the afternoon classes, which consisted largely of lower level students, a movie was shown. This situation apparently

affected negatively the attitudes of some students towards the humanities.

A second possible reason for the unusable papers was that students' responses may have been affected by the attitudes of some of the faculty members. Both students and faculty wrote critical incidents which mentioned the unsympathetic posture of some faculty members toward the humanities program. As the papers were examined, one could see that nearly all of the papers submitted by students of some teachers contained either emotional outbursts or general negative statements, while practically all of those submitted by students of other teachers contained clearly written incidents or were at least constructive in tone. One student even wrote, "This is not Mr. _____'s fault that I write the humanities is terrible!" It is not surprising that so many blank papers were returned by students when one considers that the faculty also returned some blank papers.

CHAPTER VI

SUMMARY AND CONCLUDING REMARKS

In recent decades the schools have placed great emphasis on preparing students for specific occupations. No longer can schools do so since the rapid strides in technology are making many jobs obsolete. The emphasis in American education on utilitarian learning has ignored many of the more fundamental problems of man. Many educators believe that the public schools should add another dimension in the curriculum, namely, concern for individual man. Some believe that adolescents are concerned with the broad questions of man and that the curriculum should deal with these problems. Human experience takes on significance in proportion to the ability of the individual to keep that experience in proportion to the rest of the world and its workings. Thus, there is less and less room for the narrow specialist who is inclined to be either dogmatic or misguided in fields outside of his own.

Within the last decade many humanities courses have been established in the high schools. While much has been written about the need for humanities in the curriculum, there are far fewer references in the literature to the actual implementation of such programs. Nearly all reports of humanities programs which have appeared in the literature have been concerned with the secondary schools. Some surveys have been made of the extent and nature of humanities programs throughout the United States and in the State of Florida. A few studies have been concerned in part with the effects of a humanities program in the

secondary school, but no study was found that was entirely concerned with the effects of a humanities program on students.

The purpose of this study was to determine the nature of the impact on students of the humanities program conducted at Neshaminy High School. Answers to the following questions were sought:

1. Are there differences in the critical incidents in the program as viewed by students in the tenth, eleventh, and twelfth grades?

2. Are there differences in the critical incidents in the program as viewed by students of different abilities?

3. Are there differences in the critical incidents in the program as viewed by faculty and students?

The subjects for this study consisted of two groups, one of 1,424 students and the other of 38 faculty members who had helped plan and administer the humanities program during the 1967-68 school year.

Data for the study were collected through the use of the critical incident technique, developed by John C. Flanagan. In May, 1968, the 38 faculty members participating in the study were asked to describe in writing both a positive and a negative incident in the humanities program which they felt had an effect on the students. A week later, on June 7, all students were asked to describe in writing both a positive and a negative incident in the program which had affected their thinking. On the reverse side of the paper, students were asked to supply information which would make it possible to determine which students did not qualify for inclusion in the study and the ability levels of the students who were included.

The critical incidents were inductively classified into six

categories: "Man and Aesthetic Expression," "Man as an Individual," "Man's Relations with Other Men," "Man and the Natural World," "Man and the Supernatural," and "Mechanics of the Program." The last category contained incidents which related to the planning and presentation of the material rather than to any of the other five topics (categories). To check the reliability of the classification procedure, 50 papers from each grade level were randomly chosen and classified by a doctoral candidate in the School of Education at Lehigh University before he was aware of the investigator's classification. There was less than 1.5 per cent disagreement in classification.

The number of incidents falling in each category were determined for each ability group within a grade as well as for the total grade group. The chi square test was used to test for differences among the grades in distributions of incidents as well as for differences in distribution among the ability levels. The chi square test was also used to test for differences in distributions of incidents between the students and faculty. Differences were accepted as statistically significant if probability was .05 or less.

The analysis of the data revealed that:

1. There were highly significant differences among the grade levels in the distribution of both positive and negative incidents ($p < .001$). The greatest number of positive and negative incidents at all three grade levels were concerned with "Man's Relations with Other Men." However, a much lower percentage of incidents written by twelfth grade students were in this category. Several students in the eleventh and twelfth grades wrote positive and negative incidents dealing with "Man and the Supernatural"; very few tenth and eleventh grade students

did so although all three classes had units dealing with religion. The distribution of incidents in the twelfth grade was much more uniform among the five principal categories than in the other two grades.

2. Differences were also noted among the grades in the types of incidents in each category. In "Man's Relations with Other Men" many incidents in the tenth grade appeared to deal with problems generally associated with juveniles such as delinquency, drugs and sex, while in the eleventh and twelfth grades many positive incidents were concerned with more adult topics such as international affairs, mental illness and prison welfare. Some incidents written by eleventh grade students indicated that racial intolerance had been intensified, yet there were no such incidents written by students in the tenth and twelfth grades.

3. At the same time some similarities were found among the types of the incidents written by students in all three grade levels. There was an emphasis in the three grades on an increased awareness and appreciation of fellow students and the problems of the Negro in today's society. Students in all three grades mentioned incidents relating to "Man and the Supernatural" which revealed that they had an interest in new religious ideas.

4. There were no significant differences among the four ability levels in the distribution of the positive incidents. It should be noted, however, that the differences were approaching significance ($.10 \geq p \geq .05$). Although "Man's Relations with Other Men" ranked first according to percentage of incidents in all four levels, there was a lower percentage of incidents in this category written by students in the first level than in the other three. No students in the third

level wrote positive incidents classified as "Mechanics of the Program" but a few did so in the other levels. There was no difference in the ranking of categories for the third and fourth levels and only a slight difference between the first and second levels. On the other hand, differences among the four ability levels in the distribution of the negative incidents were highly significant ($p < .001$). A higher percentage of incidents written by students in the first and fourth levels was about "Man and the Supernatural" than at the second and third levels; however, the largest percentage of incidents at each level was about "Man's Relations with Other Men," with the lowest percentage about "Man and the Natural World" at each level.

5. There were highly significant differences between students and faculty in the distributions of both positive and negative incidents ($p < .001$). A much higher percentage of positive incidents written by students than by faculty were concerned with "Man and the Natural World"; on the other hand, twice as high a percentage of positive incidents written by teachers as by students were about "Man as an Individual." Almost three times as large a percentage of students as faculty wrote incidents which were concerned with "Man's Relations with Other Men." The majority of faculty wrote negative incidents concerned with "Mechanics of the Program," whereas the students wrote a few incidents on this category. Students wrote some negative critical incidents classified as "Man as an Individual," but there were none written by faculty in this category.

CONCLUDING REMARKS

Many educators are in agreement that curricular change is needed. The Neshaminy High School humanities program apparently deals with problems that interest many adolescents. This study gave indications from a wide range of topics and activities presented as to which fields of inquiry and methods had an impact on secondary school students. The Neshaminy program differs from many other humanities programs in that students of all ability levels participate. This is in accordance with Wilhelms[1] who believes that the humanities should be for all students, regardless of ability. It was found in this study that there was an impact on students in all ability levels. It would seem that humanities programs are appropriate for secondary school students, regardless of ability.

There were differences among the grade levels as has been previously noted, both in distribution of incidents in the different categories and in the nature of the incidents within a category. These differences may be due to the nature of the program, that is, students in some grades may have become acquainted with subjects and methods that were not presented to students of other grades. A second reason for the differences may lie in the students themselves. Although all three grades had units on religion, only students in the twelfth grade wrote a large number of incidents in this category. Further investigation might be concerned with the suitability of different topics for the different grade levels.

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[1] Supra, p. 9

As Bellack[2] has noted, inadequate attention has been given to the interrelationships among the fields of knowledge which comprise the curriculum of the secondary school. Humanities programs, such as the one which was the basis of the present study, may possibly be a viable method of bringing together the disciplines. To accomplish this, attention needs to be given to at least two major areas. One area is that of the structure and theoretical basis of the program. Consideration should be given to developing continuity in the information presented in weekly presentations so that the program does not result in a series of disjointed episodes. Some form of preparation might be useful in doing this. Preparation of students might include providing a mental set to foster consideration of the concepts which are presented in the weekly programs. It was probably hoped that each program would provide a mental set for the following one. However, to provide a mental set a week in advance means that the students encounter too great a time lag between expectation and realization. Follow-up discussions of the weekly programs might also be helpful in providing continuity and at the same time greater depth in a subject. If carried out in smaller groups, such follow-ups would give students more opportunity for self-expression than in the large group in which the lesson was presented. Thus, thought should be given to restructuring the program for accommodation of preparation and follow-up with students.

No grades are given in the Neshaminy humanities program. This practice, which is an exception to that in the rest of the school

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[2] Supra, p. 5-6

curriculum, should be accepted by students for the purposes intended, and not be seen as affording them easy credit for lack of demanding work. Students, after having been conditioned to a high value placed on grades throughout their schooling, might reasonably be expected to be disdainful of compulsory scholastic activities from which this value has been lifted. It would seem that some exploration of motivational techniques in the humanities is needed. Thought should also be given to the role of evaluation in a humanities program.

Consideration might also be given to broadening the experiences of all students involved in the humanities program. Rather than a heavy diet of normal teenage fare such as movies, light shows, and rock and roll music, greater utilization might be made of art works and music with which the student might not otherwise come into contact. Little mention was made in the incidents of the use of books. This may be due to the fact that their use was not encouraged. Consideration should be given to preparing more bibliographies related to the program and encouraging students to use them.

Another area to be considered in the development of humanities programs in the high school is that of the role of faculty members. Perhaps an effort should be made to educate all faculty members to the purpose and program of the humanities. A more sympathetic attitude towards the humanities might be engendered among the faculty were such an effort initiated. Careful consideration should be given to the selection of faculty to participate in the program; selection should be made on the basis of interest and efficiency. Preparation of faculty through workshops and seminars and an opportunity for the faculty to work with students in small groups, or even individually, might

alleviate the apparent lack of discipline among students and faculty. At the same time this might help to give more continuity to the program.

APPENDIX A

The Humanities Programs

THE HUMANITIES PROGRAM
NESHAMINY SENIOR HIGH SCHOOL

JUNIOR CLASS
1966-67

I. MAN'S SEARCH FOR FREEDOM

Sept.	28	"Every Man is Born Free, No Man is Born Free" (Illustrated lecture - Mrs. Constance Sigler, English Department, George School)
Oct.	5	"Man's Inhumanity to Man" (Illustrated lecture - Mr. Webster, Chairman, English Department)
Oct.	12	The "Have-not" of Asia and their Search for Freedom (Lecture - Mrs. Ella Rhoades, Head, Department of Social Studies, William Tennent High School)
Oct.	19	"No Man Is An Island" (Lecture - Mr. William Macht, Neshaminy High School Guidance Department)
Oct.	26	Our Moral Responsibilities in a Free Society (John D. Case, Warden, Bucks County Prison; Major, USMC (ret.))
Nov.	2	Washington Crosses the Delaware (Film - lecture-- Mr. Bruce Daubert, Social Studies Department)
Nov.	9	Freedom and Creativity as Expressed in the Arts and Crafts of our Colonists (Illustrated lecture - Mr. George Douris, Art Coordinator, Neshaminy School District)
Nov.	16	Local Government: A Concern for Each Citizen (Lecture - Martin G. Ragsdale, Commissioner, Middletown Twp.)
Nov.	23	Preparation for Program of November 30
Nov.	30	The Responsibility of Government to Promote Freedom (Student panel discussion - Mrs. Walker, English Dept. and Mr. Schlicher, Director of Humanities, Senior High)
Dec.	7	"What Does Huckleberry Finn Say" (Filmed lecture)
Dec.	14	"The Art of Huckleberry Finn" (Filmed lecture)
Dec.	21	"Huckleberry Finn and the American Experience" (Filmed lecture)
Jan.	11	Freedom of Expression in Design (Lecture - demonstration--Mr. Percy Hunt, Chairman of Industrial Arts Dept.)

II. MAN'S IDENTIFICATION WITH THE NATURAL WORLD

Jan.	18	Introduction to Nature Unit: In-class Planning
Jan.	25	The Naturalist and Nature (Lecture - discussion-- Mr. Chris Poff, Science Department)
Feb.	1	"Canadian Landscapes" (Filmed tour of Canada's natural splendor)
Feb.	8	"The Plundering of America's Natural Resources: A Historical Perspective" (Lecture - Mr. Daubert)
Feb.	15	"Ansel Adams, Photographer" (Filmed lecture concerning the artist's interpretation of nature)
Feb.	22	"The Pond and the City" (Filmed documentary of America's vanishing natural beauty)
March	1	"Art and Nature" (Lecture - demonstration by Mr. George Douris)
March	8	"Beauty in Nature" (Illustrated lecture by Dr. Henry Ray, William Tennent High School)
March	15	"Nature and Man, A Genetic Viewpoint" (Illustrated lecture - Mr. Chris Melley, Science Dept.)
March	22	Spring Vacation
March	30	"Some Ecological Considerations" (Lecture by Dr. Francis Trembley, Lehigh University)
April	5	Air and Water Pollution, A Growing Problem (Student Panel Discussion)
April	12	The Composer Looks at Nature (Musicale planned and directed by Messrs. Kloos and Webster, Chairmen of Music and English Depts. respectively, and executed by student ensemble)
April	19	Governmental Responsibility in Maintaining Our Natural Beauty (Lecture - demonstration by Messrs. Robert Pierson and Lester Thomas, Bucks County Park Commission)
April	26	Appreciating and Beautifying Our Natural Environment (Lecture by Mr. Stevenson W. Fletcher, Principal, Newtown Friends School; landscape architect)
May	3	Preparation for Arts Festival

May 10 Presentation of Arts Festival

May 17 Evaluation

THE HUMANITIES PROGRAM
NESHAMINY SENIOR HIGH SCHOOL

SENIOR CLASS
1967-68

MAN'S SEARCH FOR TRUTH

UNIT I: THE SEARCH FOR SELF

Sept. 11 Seating arrangements and Attitude Inventory to be filled out by students (Mr. Richard C. Schlicher, High School Program Director)

An Introduction to the Bucks County Community College Theatre Company's 1967-68 program at the Bucks County Playhouse and its relationship to the Neshaminy Humanities Program (Dr. Jay Byer, Associate Professor of Theatre, Bucks County Community College)

Sept. 18 Existentialism (Lecture - analysis--Dr. John Spahr, Pastor, First Presbyterian Church, Levittown) Periods 2, 3, 4

An Orientation to the Humanities
(Mr. Richard C. Schlicher) Periods 5 & 6

Sept. 25 La Strada (Film involving applied existentialism)

Oct. 2 Truth of Self (Lecture - Dr. John Dunn, Psychiatrist) Periods 2, 3, 4

Truth as Revealed in Humor (Readings from the works of great humorists - Mr. Rees Frescoln, Director of the Humanities, Neshaminy School District) Periods 5 & 6

Oct. 9 Profiles in Courage (Filmed drama involving affirmation of the self-image)

Oct. 16 Galileo (Selections from the drama by Berthold Brecht - Student presentation--Neshaminy drama class under the direction of Mr. U. Waltersdorff, English Dept., Neshaminy High School.

Oct. 23 The Family of Man (Illustrated Lecture - Mrs. Helen Nelson, English Department, Neshaminy High School) Periods 2, 3, 4

Emperor and Slave (Filmed lecture, Encyclopaedia Britannica Educational Corporation) Periods 5 & 6

Oct. 30 Truth in Language (Lecture showing the limitations of human communication - Mr. Richard C. Schlicher)

Nov. 6 Truth: The Dramatist's Search (Lecture - Mr. G. Peckett, Bucks County Community College) Periods 2, 3, 4

Nobody Waved Goodbye Part I (Film) Periods 5 & 6

Nov. 13 Emperor and Slave (Filmed lecture, Encyclopaedia Britannica Educational Corporation) Periods 2, 3, 4

Nobody Waved Goodbye Part II (Film concluded) Periods 5 & 6

Nov. 20 Economic and Political Truth in the World Today (Lecture - discussion--Dr. Donald Barnhouse, Political Analyst and News Commentator, WCAU Radio and WCAU TV, Philadelphia)

UNIT II: MAN'S SEARCH FOR GOD

Nov. 27 A View of Modern Theology (Lecture - discussion--Rev. Albert Mahan, St. Matthews Episcopal Church, Maple Glen, Pa.) Periods 2, 3, 4

What's Your Question? (Discussion of student inquiries relating to religion - Mr. William Macht, Guidance Department, Neshaminy High School) Periods 5 & 6

Dec. 4 God in Music (Lecture - demonstration illustrating connotations in religious music--Mr. Theodore Kloos, Department of Music, Neshaminy High School)

Dec. 11 Ecumenism, Its Present Status and Direction (Lecture - The Rev. Theodore Getz, Christ Evangelical Lutheran Church, Levittown, Pa.) Periods 2, 3, 4

What Do You Know About the Church Across the Street? (Exchange of information among students regarding their own churches) Periods 5 & 6

Dec. 18 Religion in Art (Illustrated lecture - Mr. George Douris, Media Specialist for the Humanities, Neshaminy School District) Periods 2, 3, 4

Jan. 8 What Do You Know About the Church Across the Street? (Concluding discussion of previous week's presentation) Periods 5 & 6

The Missionary's Quest (Slide lecture - Life among the Indian tribes of Peru--Reverend Kenneth Hibbs, Laurel Springs, N. J., Neshaminy High School, Class of 1954)

Jan. 15 The Psychology of Religion, An Objective Assessment of Belief in God (Lecture - Dr. Robert G. Foulkes, The Presbyterian Church, Newtown, Pa.) Periods 2, 3, 4

Chartres Cathedral (Filmed analysis of the architectural splendor of one of the world's great churches - Encyclopaedia Britannica Educational Corporation) Periods 5 & 6

Jan. 22 The Bible as Literature (Lecture and readings - Mrs. Ruth Hopf, Dept. of English, Neshaminy High School) Periods 2, 3, 4

God's War (Filmed presentation - Part I) Periods 5 & 6

Jan. 29 Science and Religion, Are They Incompatible? (Lecture - Dr. Peter Beuchler, The Mobile Oil Company) Periods 2, 3, 4

God's War (Filmed presentation - Part II) Periods 5 & 6

Feb. 5 Inherit the Wind (Dramatic readings by students under the direction of Mrs. Helen Nelson, Dept. of English, Neshaminy High School)

Feb. 12 Michelangelo (Filmed dramatization of the Renaissance sculptor - Encyclopaedia Britannica Educational Corporation)

Feb. 19 "In the Eye of the Beholder"; Global Concepts of Beauty Throughout the Ages (Illustrated lecture - Mr. Bruce Daubert, Social Studies Dept., Neshaminy High School) Periods 2, 3, 4

An Aesthetic Inventory (Conducted by Mr. Schlicher in conjunction with the film "Michelangelo")

March 4 Expressive Forms of Beauty in Jazz (Presentation by the Pennsbury High School Concert Jazz Band under the direction of Mr. Barry Vannauker)

March 11 Beauty in the Dance: "The Body as an Instrument" (Lecture - demonstration by Mrs. Nadia Nahumck, Director of the Philadelphia Dance Academy and her students)

March 18 The Carmen Ballet (A filmed analysis of the classic dance)

March 25 The Beauty of the Human Body (Lecture - demonstration by Mr. Howard Troxell, Dept. of Health and Physical Education, Shippensburg State College)

April 1 A Psychedelic Experience in Light and Sound (Student presentation under the direction of Mr. Zenon Iwasiw, English Department, Neshaminy High School)

April 8 The Art of Cinematography: The Early Years (Film presentation and lecture by John Dougherty, Class of 1968, Neshaminy High School)

April 22 The Meaning of Modern Painting (Filmed lecture - Encyclopaedia Britannica Educational Corporation)

April 29 A Demonstration in Portraiture (One-sitting pastel portraits of student subjects by Mrs. Cynthia Coates of Langhorne, Pa.) Periods 2, 3, 4

The Design of the American Automobile from Its Beginnings (General Motors film) Periods 5 & 6

May 6 The Louvre (Filmed lecture tour of one of the world's great art galleries - Encyclopaedia Britannica Educational Corporation)

May 13 A Festival of the Arts (Planned and presented by the students of Neshaminy High School, under the direction of Messrs. Schlicher and Douris)

May 20 Beauty in Language (Readings and discussion by Mr. Robert Neseth, Language Department, Neshaminy High School) Periods 2, 3, 4

Evaluation Periods 5 & 6

May 21 Evaluation Periods 2, 3, 4

THE HUMANITIES PROGRAM
NESHAMINY SENIOR HIGH SCHOOL

SOPHOMORE CLASS
1966-67

I. MAN'S RELATIONSHIP TO SOCIETY

Sept.	16	"Mondo Cane" (Film)
Sept.	23	"How Green Was My Valley" (Film)
Sept.	30	The Adolescent's Responsibilities in Today's Society (Taped lecture by Pearl Buck - Mr. George Douris, Art Coordinator, Neshaminy School District)
Oct.	7	"The Humanities: What They Are and What They Do" (Filmed lecture)
Oct.	14	Family Life as Portrayed in Art (Illustrated lecture - Mr. Douris)
Oct.	21	Family Life (Student dramatic presentations of scenes from plays portraying family life - Mrs. Janet Alvey, English Department)
Oct.	28	Economics as a Foundation for Government (Mr. Brian Dittenhafer, Economist, Philco Corp.)
Nov.	4	"Emperor and Slave" (Filmed lecture on the individual's dedication to world order)
Nov.	11	The Changing Role of World Government (Students from International House, Philadelphia: Miss Luisa Loiserowics, Argentina; Messrs. Wai-twu W. Fan, Taiwan; Saidu Kamara, Sierra Leone; Jean P. Blachere, France--Mr. James Burtt, Social Studies Dept., Moderator.)
Nov.	18	The Responsibilities and Freedoms of the Individual in a Democratic vs. a Communistic society (Student panel discussion - Mr. Sidney Watson, Science Dept., Moderator)
Dec.	2	"The Lord Of the Flies" (Student dramatization and presentation of scenes from the novel - Mrs. Esther Holby's English Class)
Dec.	9	"The Lord Of the Flies" (Student panel discussion of the sociological aspects and implications - Mrs. Alvey, Moderator)
Dec.	16	Government and the Arts (Faculty panel discussion: Mrs. Helen Nelson, English Dept.; Messrs. Paul Anderson, English Dept., Neshaminy Junior High; Robert

Morton, Art Dept., Sandburg Junior High; and Richard Schlicher, Director of the Humanities, Neshaminy Senior High - Mr. Douris, Moderator)

Jan. 13 "Stay in School and Graduate" (Film - discussion--Miss Staehle, Mr. Chew, Mr. Macht of Neshaminy High School Guidance Department)

Jan. 20 Education in the Soviet Union (Lecture - discussion period led by representatives of the U.S.S.R. Embassy)

Jan. 27 "The Role of Independent, Public and Religious Schools in Our Society" (Panel discussion: Dr. Heckman, Neshaminy Superintendent (retired); Father Schaeflein, Principal, Bishop Conwell High School; Mr. James A. Tempest, Headmaster, George School)

Feb. 3 "Boundary Lines" (Film: an inventory of prejudices - discussion--Mr. James Burtt, Social Studies Dept.)

Feb. 10 "Brainwashing in Advertising Education" (Lecture - Mr. Roger Cook, advertising executive)

Feb. 17 "Education in India" (Lecture - Dr. Dimitro Bourandas, Assistant Superintendent in Charge of Curriculum, Neshaminy School District)

II. MAN'S SEARCH FOR GOD

Feb. 24 "Religion For Today's World" (Lecture - The Reverend Albert L. Mahan)

March 3 "Four Religions" (Filmed Lecture - Arnold Toynbee)

March 17 "Four Religions" (Filmed Lecture - Arnold Toynbee)

April 7 "Man's Search for God in Music" (Lecture - demonstration - Mr. Theodore Kloos, Music Department)

April 14 "Man's Search for God in Art" (Lecture -demonstration --Mr. Robert Morton)

April 21 Mythology and Polytheism of the East (Illustrated Lecture - Mr. James Burtt)

April 28 God in Literature (Student panel discussion - Mr. Sidney Watson, Science Dept., Moderator)

May 5 "A Code of Ethics for Today's World" (Panel discussion and forum: Mr. Myron Harris, Attorney; Mr. George Gray, Editor, Bristol Courier; Dr. J. Frederic Scull, D.D.S.; Mr. Richard Schlicher, Moderator)

May 12 Arts Festival

May 19 Evaluation

THE HUMANITIES PROGRAM
NESHAMINY SENIOR HIGH SCHOOL

JUNIOR CLASS
1967-68

UNIT I: FREEDOM TO CREATE

Sept. 13 — Seating arrangements, student information cards and orientation (Mr. Richard C. Schlicher)

An Introduction to the Bucks County Community College Theatre Arts Program (Mr. Schlicher)

Sept. 20 — The Humanities, What They Are and What They Do (Filmed lecture - Encyclopaedia Britannica Films)

Sept. 27 — The Theatre as One of the Humanities (Filmed lecture - Encyclopaedia Britannica Films)

Oct. 4 — Creativity as Expressed in the Arts and Crafts of America (Illustrated lecture - Mr. George Douris)

Oct. 11 — Creativity in the World of Design and Fashion (Illustrated lecture presented by Department of Home Economics, Drexel Institute of Technology)

Oct. 18 — Michaelangelo (Filmed dramatization of the Renaissance Sculptor's life - Encyclopaedia Britannica Films)

Oct. 25 — Creativity in Engineering (Lecture - Mr. Robert Anderson, Naval Air Propulsion Test Center, Trenton, N. J.) Periods 2, 3, 4

Science and the Humanities (Lecture - Mr. Robert Peruzzi, Rohm and Haas, Inc.) Periods 5 & 6

Nov. 1 — The Red Balloon (Film presentation highlighting the affective impact of silent motion pictures)

Nov. 8 — The Artist as a Creator (Illustrated lecture - Miss Betty Powell, Art Instructor, George School)

Nov. 15 — Creativity in Architectural Design (Illustrated lecture - Mr. Percival B. Hunt, Chairman, Industrial Arts Dept., Neshaminy High School) Periods 2, 3, 4

Innovations in Education (Lecture - Dr. Esther Wenrich, Director of Elementary Education, Neshaminy School District) Periods 5 & 6

Nov. 22 — Innovations in Education (Lecture - Dr. Esther Wenrich) Periods 2, 3, 4

Creativity in Architectural Design (Lecture, illustrated - Mr. Percival B. Hunt) Periods 5 & 6

Nov. 29 A Free Expression of Creativity (Bucks County Technical School student presentation of expertise in Electronics, Industrial Chemistry, Ice Carving, Cake Decorating and Hairdressing)

Dec. 6 A Free Expression of Creativity (Neshaminy High School student presentation of expertise in Music, Poetry, Art and Gymnastics)

UNIT II: FREEDOM TO CHANGE

Dec. 13 A Time for Burning (Filmed introduction to Unit II)

Dec. 20 A Holiday Musical Interlude (Neshaminy, Poquessing and Carl Sandburg Junior High Schools student instrumental ensembles under the direction of Messrs. Ronald Daggett, Neshaminy; Carroll Davenport, Poquessing; and Galen Herr, Coordinator of Music, Neshaminy School District and Supervisor of Instrumental Music, Carl Sandburg)

Jan. 3 What Does Huck Finn Say? (filmed lecture - an analysis of Mark Twain's novel--Encyclopaedia Britannica Films)

Jan. 10 The Art of Huck Finn (Filmed lecture and discussion of the mood, theme, and plot of the novel - led by Mr. Jerry Sprague, Dept. of English, Neshaminy High School--Encyclopaedia Britannica Film)

Jan. 17 Huck Finn and the American Experience (filmed lecture and discussion of the American traditions of freedom found in the novel - led by Mrs. Elizabeth Hetman, Acting Head, Dept. of English, Neshaminy High School --Encyclopaedia Britannica Film)

Jan. 24 Our Urban Slums and the Need for Change (Illustrated lecture - Mr. David Richie, Executive Director, Friends Social Order Committee, Philadelphia)

Jan. 31 India: Yesterday and Today (Illustrated lecture - Mr. M. L. Jain, Principal, Boys Government High School, New Delhi, India)

Feb. 7 The Need for Change in Society's Attitude Toward the Mentally Retarded (Lecture - Mr. Bruce Packard, Curriculum Coordinator of Special Education, Neshaminy School District) Periods 2, 3, 4

The Need for Change in Society's Attitude Toward the Social Offender (Major John D. Case, U. S. Marine Corps, retired, Warden, Bucks County Prison) Periods 5 & 6

UNIT III: FREEDOM TO BE

Feb. 14 The High Lonesome Sound (Film demonstrating the difficulty of maintaining individuality)

Feb. 21 The Right of Minority Groups (Lecture - Mrs. Ella Rhoades, Chairman, Department of Social Studies, William Tennent High School)

Feb. 28 Know Thyself (Lecture - discussion--Mr. William Macht, Guidance Department, Neshaminy High School)

March 6 The Concerns and Problems of Teen-agers, As Seen By the Psychologist (Lecture - Dr. Aino Paclisanu, Bucks County Psychiatric Clinic) Periods 2, 3, 4

The Concerns and Problems of Teen-agers As Seen By the Psychologist (Lecture - Dr. Gerald Thompson, Eastern State School)

March 13 The Crucible (at Princeton, N. J. - Presentation of the play by the McCarter Professional Repertory Company, McCarter Theatre, Dr. Arthur Lithgow, Executive Director)

UNIT IV: MAN'S MISUSE OF HIS ENVIRONMENT

March 20 The Pond and the City (Encyclopaedia Britannica film presentation - discussion led by Mr. Christopher Poff, Science Dept., Neshaminy High School)

March 27 Air, Water and Noise Pollution (Student panel discussion, introduced by Mr. William Craighead, Director of the Delaware River Basin Commission)

April 3 Some Ecological Consideration Regarding Man's Misuse of His Environment (Lecture and discussion by Dr. Francis Trembley, Professor of Ecology, Lehigh University.

UNIT V: MAN'S USE OF HIS ENVIRONMENT

April 17 Man and Nature from a Genetic Point of View (Lecture - demonstration and discussion by Mr. Christopher Melley, Science Dept., Neshaminy High School) Periods 2, 3, 4

		Appreciating and Beautifying Our Natural Environment (Lecture and discussion by Mr. Stevenson W. Fletcher, Jr., Landscape Architect and Principal, Newtown Friends School) Periods 5 & 6
April	24	Appreciating and Beautifying Our Natural Environment (Lecture and discussion by Architect and Principal, Newtown Friends School) Periods 2, 3, 4
		Man and Nature from a Genetic Point of View (Lecture - demonstration and discussion by Mr. Christopher Melley, Science Dept., Neshaminy High School) Periods 5 & 6
May	1	How Our Colonial Forefathers Harnessed the Natural Environment of Bucks County (Illustrated lecture by Mr. Robert R. Macdonald, Curator of the Mercer Museum, Doylestown, Pa.)
May	8	A Festival of the Arts (Planned and presented by the students of Neshaminy Senior High School under the direction of Messrs. Douris and Schlicher)
May	15	World Without Sun (Film presentation - Part I)
May	22	World Without Sun (Film presentation - Part II)
May	29	Beauty in Nature (Illustrated lecture by Dr. Henry W. Ray, Director of Learning and Teaching Resources, Centennial School District)
June	5	Evaluation

THE HUMANITIES PROGRAM
NESHAMINY SENIOR HIGH SCHOOL

SOPHOMORE CLASS
1967-68

THEME: YOUTH--THE VOICE OF CHANGE

Sept. 8 — Seating arrangements, student information cards, administration of student attitude inventory (Mr. Schlicher)

Sept. 15 — Orientation to the Humanities and preview of the program for the year (Mr. Schlicher)

Introduction to the Bucks County Community College Theatre Program (Dr. Jay Byer, Bucks County Community College)

Sept. 22 — An Analysis of the Outstanding Protestors in Modern Musical Composition: "Sounds of Youth" (Student presentation)

Sept. 29 — Original compositions performed by students

Oct. 6 — The Musicologist and Modern Composition (An analysis by Mr. Richard Averre, Bucks County Community College, of the music presented by students on September 29.

Oct. 13 — Drugs and Narcotics: What They Are and What They Do (Student panel discussion)

Oct. 20 — Narcotics: The Decision (Staff presentation of Pennsylvania Narcotics Bureau program for teen-agers)

Oct. 27 — Narcotics: The Decision (Conclusion of October 20 program)

Nov. 3 — Youth and Modern Art (Discussion and explanation of art exhibition held on October 30 - Mr. Douris)

Nov. 10 — Art: A Form of Expression (Lecture and slide demonstration by Mr. George Douris)

Nov. 17 — The Creative Artist Speaks (Lecture and demonstration by Mr. Robert Morton, Plymouth State College, Plymouth, N. H.)

YOUTH AND RELIGION

Dec. 1 — Youth and Religion (Lecture - discussion--Reverend Charles J. Schaeflein, Principal, Bishop Conwell High School)

Dec. 8 Folk Mass Music and Missa Bossa Nova (Father Joachim Deveaux and the Liturgical Club of Bishop Conwell High School)

Dec. 15 Teen-age Attitudes Toward Religion (Student panel discussion following the filmed introduction: "The House I Live In")

Dec. 22 A Holiday Interlude (Pennsbury High School Dramatics Club under the direction of Mr. John Roach, presents award winning play in Bucks County Competition)

Jan. 3 Nobody Waved Goodbye (Film presentation concerned with youth and its value judgments)

YOUTH AND SOCIAL MORES

Jan. 5 Cheating, Why? (Student panel discussion and forum)

Jan. 12 Family Living: The Youth's Role (Student discussion following film presentation: "Our Changing Family Life")

Jan. 19 The Nature of War (Film, "One World or None," as an introduction to student-faculty panel discussion)

Jan. 26 Sophomore Class Elections (Mr. Cunfer and Mr. Weber presiding)

ADOLESCENT DEVELOPMENT

Feb. 2 The Semantics of Sex Education (Student panel analysis and discussion of misinformation and misconceptions regarding sex education)

Feb. 9 Early Marriage (Film presentation and discussion)

Feb. 16 Human Reproduction (Lecture - Dr. Steven Homel, Lankenau Hospital, Philadelphia)

March 1 Combating Your Prejudices (Lecture and discussion by Mr. Nick Landacre, Representative of the Bucks County Chapter, American Civil Liberties Union)

March 8 Dispelling Common Fallacies (Film and student discussion led by Mr. Schlicher)

March 15 A Consideration of Prejudice in the Merchant of Venice (Lecture and discussion by Dr. Arthur Lithgow of Princeton University and Executive Director of the McCarter Theatre)

March 20 The Merchant of Venice (Special presentation at Princeton of the play by the McCarter Professional Repertory Company for the Sophomore Class of Neshaminy High School)

YOUTH AND FASHIONS

March 22 An Aesthetic Inventory (Problems in color and design - Messrs. Douris and Schlicher)

March 29 If Boys Wore the Skirts (Presented by the Neshaminy High School Dramatics Class under the direction of Mrs. Feintuch, English Dept., Neshaminy High School)

April 5 Styles for Teen-agers: The Influence of Youth on Fashions (Presentation by a fashion consultant from Strawbridge and Clothier Department Store)

April 19 The Loneliness of the Long Distance Runner (Film presentation - Part I)

April 26 The Loneliness of the Long Distance Runner (Film presentation - Part II)

May 3 What Is Happening In Literature? (An analysis of slogans, graffitis and protest literature by Mr. Zenon Iwasiw, English Dept., Neshaminy High School)

YOUTH AND MASS MEDIA

May 10 A Festival of the Arts (Planned and presented by the students of Neshaminy Senior High School under the direction of Messrs. Schlicher and Douris)

May 17 Objectivity in Journalism (Lecture and discussion by Dr. Fred Hyde, Dept. of English, Bucks County Community College)

May 24 Evaluation and Post-attitude Test

APPENDIX B

INSTRUCTIONS FOR WRITING INCIDENTS

(DIRECTIONS FOR TWELFTH GRADE STUDENTS)

During the past three years you have been participating in a humanities program which has been organized around basic issues facing man. Name an incident in any of these three years which influenced you in the direction of one or more of these issues; that is, an incident which had an effect on your thinking, reading, discussion, or other activities. Describe briefly in detail this incident in the space below.

Describe in detail an incident in the program which discouraged your thinking about one or more of these issues or made you disdain or ridicule something connected with the issues.

(DIRECTIONS FOR ELEVENTH GRADE STUDENTS)

During the past two years you have been participating in a humanities program which has been organized around basic issues facing man. Name an incident in any of these two years which influenced you in the direction of one or more of these issues; that is, an incident which had an effect on your thinking, reading, discussion, or other activities. Describe briefly in detail this incident in the space below.

Describe in detail an incident in the program which discouraged your thinking about one or more of these issues or made you disdain or ridicule something connected with the issues.

(DIRECTIONS FOR TENTH GRADE STUDENTS)

During the past year you have been participating in a humanities program which has been organized around basic issues facing man. Name an incident this year which influenced you in the direction of one or more of these issues; that is, an incident which had an effect on your thinking, reading, discussion, or other activities. Describe briefly in detail this incident in the space below.

Describe in detail an incident in the program which discouraged your thinking about one or more of these issues or made you disdain or ridicule something connected with the issues.

(DIRECTIONS FOR FACULTY)

During the past seven years there has been a humanities program in effect at Neshaminy High School. You have observed that program one or more of these years. Please describe in detail an incident in the program which you feel had an effect on the students' thinking, reading, discussions, or other activities.

Please describe in detail an incident in the program which you feel discouraged the students' thinking about the issues involved and made them disdain or ridicule something connected with the issues.

APPENDIX C

Criteria for Classifying Incidents

I. Man and Aesthetic Expression

This category fell into two subdivisions:

A. appreciation of aesthetic expression

B. understanding of aesthetic expression

Appreciation of aesthetic expression included the following:

1. interest in the arts
2. self-expression in the arts
3. enjoyment of the arts
4. appreciation of student talent

Understanding of aesthetic expression included:

1. ability to identify art works
2. refinement of taste
3. ability to interpret art
4. knowledge of artistic technique
5. awareness of new artistic expression
6. awareness of freedom in artistic expression

II. Man as an Individual

This category includes those incidents which affect the individual and do not fall under any of the other categories:

1. increased tolerance toward new ideas
2. increased general awareness
3. new topics opened for thought, discussion, and reading
4. helped define abstract terms such as beauty
5. increased self-awareness
6. created mood

III. Man's Relations with Other Men

This category contains three subdivisions:

A. understanding of other men

1. insight into people or human nature
2. insight into social relations
3. insight into treatment of social problems
4. increased knowledge changed perspective on war
5. better able to define abstract terms dealing with social behavior such as freedom
6. greater knowledge of foreign cultures

B. concern and interest in other men

1. upset by peer attitudes toward others
2. appreciated peer attitudes toward others
3. mistreatment of other people
4. civil rights
5. inhumanity of war
6. communications among men
7. inquisitiveness into social problems
8. peer relationships
9. encouraged discussion on international affairs or social problems

C. non-classifiable--a title or general statement but clearly relevant to this category

IV. Man and the Natural World

This category also fell into three categories:

A. appreciation of nature

1. beauty in nature
2. tranquility of nature
3. thought encouraged by nature
4. enjoyed natural stimulus

B. awareness of man's interaction with his natural environment

1. air and water pollution
2. conservation

C. man as a natural animal

1. appreciation of human body
2. knowledge of body types
3. interest in the human body
4. genetic problems and heredity

V. Man and the Supernatural

This category fell into two major subdivisions:

A. broadening and understanding of religious ideas

1. found God in nature
2. tolerance of others' religious beliefs
3. interest in new religious ideas
4. interest in new modes of religious expression
5. questioned religious values

B. stronger belief in previously held religious ideas

1. increased activity related to old religious beliefs
2. closer understanding of religious beliefs
3. more aware of activities in church
4. rejection of new religious ideas

5. helped reconcile religion and science

VI. Mechanics of the Program

This category relates to the planning and presentation of the material rather than to the subject matter itself. Two subdivisions emerged:

A. program planning
   1. repetition of films
   2. difficult programs
   3. depth and time of programs
   4. continuity
   5. seating arrangement
   6. schedule of arts festival
   7. lack of follow-up

B. nature of presentation
   1. lack of discipline
   2. technical breakdowns

APPENDIX D

ADDITIONAL CRITICAL INCIDENTS

POSITIVE INCIDENTS WRITTEN BY TENTH GRADE STUDENTS

Probably the only talk that had any effect on me was the man who talked about the poor Negroes who live in the ghettos. Until that time, I could never understand why the Negroes didn't just move out. It was a great surprise to me that the living conditions were as bad as he said. Now when I read the newspaper I get a completely different feeling towards the Negroes. I begin to see their side of the problem and understand their feelings. (1)

A man spoke about the activities of the American Civil Liberties Union. He was an effective speaker and expressed the positions that this organization defends. He explained why the founding of the Civil Liberties Union was vital to the American ideals. There was a fairly good discussion and quite a few differences of opinions from the students. The man's talk reinforced my beliefs and made me see these ideas more clearly. (1)

There was a time when a man came and said that he and his associates defended flag burners and draft card burners. It made me wonder whether the adults are any better than the kids. I think it was good that this type of thing was brought out. (3)

The art show was one of the most interesting programs. It was the one in which everyone discussed what they thought was the meaning of a particular painting or sculpture. Some of the art had deep meanings which made one think about it. Although the view of the audience did not always agree with the views of the artist, it was interesting to find out the artist's conception of his work. In this way, modern art is a little easier to understand. (2)

Approximately two weeks ago a program concerning modern literature was presented in humanities. A certain book which the speaker talked about was Listen to the Worm by Rod McKuen. I had been searching for this book for several months and could not find it. By talking with the speaker after the program I learned where it could be found. This program was beneficial because it provoked me to read and therefore learn. (2)

I think that the most interesting program was the one about the statistics of the preference of colors and shapes to the humans. There were slides of different pictures and shapes of colors, and it showed how and why some were more appealing than the others. (2)

During the program about civil liberties I noticed that everyone was ridiculing the lawyer who defended people that burned flags, draft cards, etc. I could not understand why my fellow students did not grasp what this man was doing. I realized that by defending these people's rights he was also defending ours. (2)

The incident of cheating clearly showed why it was done. The panel discussion gave many perspectives. It brought about a deeper thinking

of the causes of cheating. The key words were "overcome these pressures and cheating would cease." (2)

The one that I enjoyed most was the one that involved the singing group, the folk singer and the pianist. Although I enjoy popular music I think that I began to have a greater appreciation of classical music after hearing students in my age group perform so well. I enjoyed listening to the folk singer, but I got so much more out of the pianist and I can't explain why. (2)

The most outstanding incident was the one concerned with human relationships. I recall the speaker remarking that if there were more people in the world there would be fewer problems. This man clearly presented the idea that no man is an island, and that no matter what any of us does in this life he is becoming committed. We become committed in two ways: first, we acknowledge life, and second, we present our point of view. (2)

Dr. Hummell was very personable and extremely interesting. Calling up a girl to the front of the room and holding her hand was perhaps unexpected, but it certainly got his point across to us. Sex has to mean something according to this speaker, and I think that he started many people thinking about that which is apparently what we need. (2)

The appearance of the representative of the American Civil Liberties Union had a profound effect on my thinking. An articulate defense of the young boy who refused to cut his hair by the spokesman was very provocative. He explained that the purpose of ACLU is to defend a person's right not necessarily the wisdom of their actions. I have been able to apply this reasoning to other cases, such as draft-dodging and I now have a greater appreciation of the rights of Americans. (2)

I was most impressed with the one program which dealt with the taking of drugs. Because in this class we the students were able to voice our opinion and knowledge on the subject. The idea of taking drugs is known to be bad and harmful to your health but this was about all we knew about this. Then we were fortunate to have two men visit our school and tell us more about this subject. Because they had at one time been drug addicts. (4)

The one where I saw the presentation of the play "Funny Nose." In this play all the children except for one girl didn't have a nose. Because of this difference in appearance, this girl was always made fun of and wasn't permitted by the other children to join in their games. The theme of this play--don't make fun of people just because they seem to be different--has greatly affected my life. (1)

The movie <u>The Hat</u> was a current representation of the biased thought and feelings of the world. It caused me to think about situations of the world and how they come from small incidents. (1)

I thought the program in which students put on display and discussed

pieces of art they had created was excellent. Because the art was done by fellow students, I felt it was much more interesting and important to me than discussing professional art. The program was especially good because it was one of the few in which the students really participated and showed enthusiasm. Also it gave us a chance to see and appreciate the talent some of fellow students have. (1)

I think that the man who talked about the newspaper was influencing me because he said something about not telling what news goes on actually in Viet Nam and I believe it myself. (4)

The program where they had ex-drug addicts. The ex-addicts each spoke and told of the experience they had with drugs such as heroin. They said it all started with sniffing glue. Then they explained how they went to a sort of farm to recuperate. (3)

Music--I have become more involved in music since the program at the beginning of the year--when the Impossible Dream then the Motley Crew played. They can really show all the beauty in a guitar. They stopped a good thing too soon, just when everyone got involved they jumped to religion. (3)

I think the program that influenced me the most was the movie "Nobody Waved Goodbye." Most movies we have to watch are too old and have characters in them we cannot identify with. The boy and girl in this movie, and especially the family arguments seemed very realistic. This movie showed the consequences of premarital sex and running away. (2)

I participated in a panel on religion. I thought it was very interesting and thought provoking. The time we spent preparing and discussing the issue prior to the presentation was most enlightening to me. (2)

NEGATIVE INCIDENTS WRITTEN BY TENTH GRADE STUDENTS

The woman who spoke on fashions was only interested in getting us to her store. She kept mentioning the store's name. (2)

I was disappointed in the program on drug abuse in which the boy was behind a white sheet answering questions for the audience. This was foolish and insulted the intelligence of anyone who was watching. You could plainly see they were faking it. (2)

I hated every program dealing with prejudice. Especially that speaker you had come in made me sick. He was so self-righteous and unable to listen to any thoughts but his own. Why have a man talking about the subject when he is a bad figure to follow? (3)

They had this guy make this kid jump up and down in front of the kids who were laughing at him to prove that he could make the kid do that without the kid even wanting to. So what? (3)

I think that the film "Rebel without a cause" (sic) because it didn't really bring out what it was supposed to be. I would like to discuss about it with somebody who really knew what was going on. (4)

The Frank Sinatra movie about prejudice was so full of generalized principles that one couldn't help disdaining and ridiculing the humanities. (2)

The attitude and behavior of the audience at the program on sex education denoted that either the people there were not old enough for this kind of program or that they didn't need any more encouraging. The something connected with the issues was the degraded morals of my classmates. (2)

The period when a group of students sat around "Leading" a discussion supposedly encouraging the other students to join in. These students didn't have anything to say; the discussions are only surface discussions; and the students aren't stimulated enough to put forth the effort to be in this dull discussion. (1)

I didn't like the movie "The Onion" because it showed hate and sorrow. (3)

The program on the Merchant of Venice was presented at a time when our class had not even started reading the play and as a result most people were asleep. (2)

In the most recent humanities program, which was concerned with journalism, I discovered that the unpleasant facts of life extended into the world of the press. I was informed by the editor of the Philadelphia Inquirer that sensationalism plays a key role in the writing of an article. The story which attracts most people is the main concern of the editor, which surprised me because I thought the most important

papers concerned themselves with publishing the most important news. (2)

Instead of talking about fashions we would have been better off talking about civil rights or politics, two things which were not discussed at all. These are basic issues facing man not fashions. (2)

I thought the discussion about the use of drugs and narcotics was senseless and useless. We learn about this in health, and we read about it in the paper. Why not spend this time on something of a more useful nature? (2)

In the beginning of the year they had all that junk about drugs. I was sick and tired of hearing about the drugs and what they would do to you. After just having had it in health for about a month, the humanities picked it up. The way the school acted you'd swear everyone was on LSD and the other drugs. It really made me sick. (2)

The main problem is the students. I think the discipline is too lax because some of these kids just don't know how to behave. (2)

Humanities should not have movies to fill in when a program cannot be presented as scheduled. There should always be another program that can be presented when something goes wrong. All those movies were a pain. (2)

The panel on religion. Those kids don't know anymore than I do! (2)

That lady that spoke on styles telling me what I should wear. I didn't like that. (2)

The acoustics are poor and some students were inhibited because they could not clearly be heard when they tried to contribute to the program. Because of the audio difficulty many students decided to interrupt the discussion by privately conversing without <u>any</u> disciplinary actions from the teachers. (1)

POSITIVE INCIDENTS WRITTEN BY ELEVENTH GRADE STUDENTS

The comments about landscape architecture were very useful in the light of our current day situation covering greenery with concrete. (2)

There was a film on pollution and destruction of the beautiful forests, meadows, streams, just so some can enjoy their life-time. The large factory owner who makes millions and poisons the rivers, killing fish and wildlife, and someday the human. (2)

When Dr. Trembley said misuse of our resources leads to femine (sic) which eventually leads to death. (2)

The brief description of the technical school proved quite interesting. I went and looked further into the field. (2)

The program that influenced me the most was where Mr. Macht gave a talk on life. Man has the choice of what he can do with his life. I feel Mr. Macht encouraged me to try and seek more from like than just the obvious. (2)

When the man from Mercer Museum came and talked about archaeology, it got me thinking a little and I've been looking into it a bit more. Since he's come I've read AKU--AKU by Tor Heyerdahl. (2)

The Arts Festival when I heard that girl sing opera. It was a new experience for me which I shall never forget. (2)

The film about the little boy and his balloon gave me a feeling of contentment because so many other people appreciated it as I did. Very seldom are the students likely to express their appreciation of beauty. They haven't much of an opportunity, but the comments and discussion that followed that program showed me that the appreciation was there, in existence. (2)

The discussion on heredity by Mr. Melley made me be aware of the good as well as bad points of discovering "cures" for diseases. (2)

I thought that it was good to see that white people care about the blacks. The way they ran this clean-up campaigne (sic) for the ghettos. (2)

I was alarmed to hear of the very poor conditions that the people in Mantua, Phila., live in. I was interested in some of the programs started to help these people. I think it would be interesting to have the speaker return next year and tell about progress. (2)

NEGATIVE INCIDENTS WRITTEN BY ELEVENTH GRADE STUDENTS

When those girls from Tech School, Beauty Culture Class, came to demonstrate I just about quit school. Ever since I was in kindergarten I wanted to be a beautician and I never got the chance. I wasn't allowed to go to tech--the creeps wouldn't let me in. (2)

There was a speaker concerning the subject of engineering early in the year, and this speaker was greatly disturbing as the subject matter was very long and hard to take at one sitting. The atmosphere was not conducive to asking questions, and I just lost interest from then on. (1)

I think that brief explanations or discussions following films are necessary to make me more aware of the points I might have missed. They run right to the bell and there's no time. (1)

The movie Mondo Cane discouraged my thinking about some of the other societies in the world because of their customs. It was horrible for me to see people inflict pain on others as a ritual. (2)

The program on air and water pollution discouraged me. It made me think that soon the world will be a big mess and that soon everyone will die and we can't do anything about it. (2)

I didn't see the point of the speaker's discussion on amino acids. (2)

The movie Huck Finn. Since I did not have any previous knowledge of the story of Huck Finn, the humanities program was my introduction to this world renowned book. The film was a bad piece of art trying to represent what was supposed to be a good piece. There was little discussion on the film and this program erased every desire I had to read the book. (2)

I didn't like the art recognition contest. Those kids who didn't know anything about art just copied from the kids who did. I think the program didn't teach anything or make anyone think. It was just to fill time because there wasn't anything instructional said about the paintings and the next time they're seen, they still won't be recognized. (2)

The man who spoke to us on the situation in Mantua made me wonder. Most of the work being done in the ghettos is fine. However, many of the points this man made did not make sense. They prompted me to wonder if all of those people are really that bad off. That perhaps a man should have enough pride to keep things clean and neat. No one needs to do it for him. He stated particularly that because a boy might get beaten up on the way to school he refuses to go. I say that boy doesn't really want an education. If a person doesn't want to help himself, why should I help him? (1)

POSITIVE INCIDENTS WRITTEN BY TWELFTH GRADE STUDENTS

This year a boy named Henry talked to us and he said he didn't believe in God. I didn't like what he had to say because I think he is a little confussed (sic). This had a big effect on my thinking. The rest of the humanities program was good. (4)

The light show. It opened up a new area to me that before I thought was silly and immature. (3)

I never cared about or thought about the beauty which is around us. Last year we saw a movie on flowers how beautiful they are, and I take (sic) notice and appriate (sic) the beauty of them now. (4)

I have become more aware of things around me. We have paintings at home that we brought from Europe when we moved to this country that are over 100 years old. I never really noticed them or gave them much thought until the art program in humanities. (3)

During the 1968 Arts Festival, there were a certain number of participants who performed in such areas that were either unfamiliar to, or generally disliked by the greater part of the student body. I am especially thinking of the operatic solos of _____ (a student) and semi-classical piano renditions of _____ (a student). Although many among the student body do not appreciate these types of performances, I was very pleased with the warm applause and reception that these students generally received. Even in classes and hallways one heard favorable comments about these performances. (1)

Mr. _____'s talk on the body. It helped get me interested in Health and phys. ed. as a sucject and future job. (3)

The film on the many paintings of well-known artists was very, very, very, very, very interesting. It gave me inscentive (sic) to try art on my own, and I did, it turned out pretty good. (3)

The light show caused me to stop and think whether this loud music, flashy lights, and total confusion was the example of this nation's younger generation's emotional state or a sort of escape from reality. Most of the younger people came from the room in a daze while the people who were older came out shaking their heads in disbelief. (3)

You had several art programs explaining modern art and its meaning. Before the program I had no idea what the so called art work stood for. After looking at slides and listening to lectures, I got a glimpse of what it was all about. (3)

During one of our lectures, I suddenly became very aware of the world we live in. So many people are starving, even within the U.S.; whites are not the majority race in the world. Although I knew such facts to be true, the presentation was such that it made me think. (1)

In the theme of mans (sic) search for God when the minister who was a missionary in Africa or some far out place came he said a few things which I applied to my own life. He said when a husband and wife argue about something, take for example him (sic) drinking too much, they will shout back and forth and he will give hundreds of reasons why she is wrong. The point is however that she thinks this way so they should argue about why she thinks this way or what caused it. I did this in my own disagreements and found out everything turned out better. (2)

Mr. Poff's discussion on wildlife and landscaping in my junior year. He discussed the ruthless killing off of trees, grassland and water purity with industry and man doing the killing. (4)

Last year we had a program on conservation. This program was very interesting and it made me realize that America must use wisdom to protect its great natural wealth and beauty. The program emphasized the destruction of certain forms of wildlife that are unique to America. (2)

Rev. Hibbs showed us many "home-taken" pictures and slides. He showed us samples of the tools they use, the clothes they wear, and the food they eat which was mostly bananas. He spoke to us very nicely and on a familiar level which I enjoyed. He got me very interested in missionary work. (2)

My parents are from two different religious backgrounds--so for the first years of my life I didn't go to church. After reaching high school, having still not been baptised, I wasn't particularly keen on going to church, however since our unit on Man's Search for God, I have become deeply interested in church and attend regularly. (2)

They had a debate once concerning birth control and the views from different religions. I was able to listen to other people's views and develop my own. It showed the many different ideas of people my own age and how they're influenced by religion and their parents. (3)

NEGATIVE INCIDENTS WRITTEN BY TWELFTH GRADE STUDENTS

The one program which discouraged my thinking was the one in which a group of modern dancers performed on the stage. Although this program did show me exactly what modern dancing is, the dances themselves seemed to me so pointless as art but they were possibly a form of amusement and exercise for the dancers. (2)

The follow-ups are mostly taken up by the teacher and are not as open as they should be. (2)

This year you gave a program about the so called modern art. I am personally against a majority of things which are considered modern art. When the program started, I felt like sleeping, but as it went on, I got to think more and more negatively about modern painting and when it was over it seemed to prove my point. (3)

When Mr. _____ spoke on paintings, my mind turned off. His ideas and definitions threw me. He took paintings and literally tore them apart by breaking down the mechanics in painting. How does he have the authority to debase paintings that way? Now when I look at paintings, I get a "eech" feeling. (2)

I cannot remember the man's name or his topic. The thing that turned me off was the lack of enthusiasm in his voice. I realize not everyone is a good speaker, but I feel as long as someone is living in this world, some feeling or emotion should be portrayed in his voice. But this person showed a lack of feeling or emotion. (2)

_____'s presentation made a mockery of ecumenism. He was supposedly to speak on the unification of Christian religions and in particular the movement being lead by the Catholic Church. His presentation and viewpoints made the excellent type of the ecumenical movement worthless. (1)

I thought Mr. _____'s lecture on body types, even though he presented it well, had nothing to do with the humanities program. This is something you would hear in a health class. This did not have anything in it to show man's search for freedom, religion, beauty or anything. (3)

The presentation on the Bible was horrible. _____ did a very poor job in selecting portions to be read, and did even worse in presenting it. It was presented as a bunch of kiddie stories, and I don't enjoy being talked down to. I think it didn't exactly help my faith in the Bible. (1)

POSITIVE INCIDENTS WRITTEN BY FACULTY

Mr. Morton's explanation of an artist's view of the process of artistic creation and expression. More programs of creator relating to the audience his own specialty rather than speakers speaking at the students.

The dancing programs presented by Nadja's Academy as well as the dance programs at the arts festival made a positive impression on many of our students. I believe they became more inclined to accept dancing as an art form and not a "queer" thing.

Several years ago, author James Michener created quite an impression upon the student body when he stressed the importance of learning to write so that the message communicates. He stressed the fact that the students be concerned about their learning the basic elements now while they are in the secondary school. The fact that Mr. Michener re-copied Hawii so many times made my students think.

The most impressive program to me and the students was the one given by Mr. Melley on genetics. The students showed by their reactions that for the first time they considered the possibility of creating children that might be substandard. This seemed not only to shock them, but for the first time in their thinking, they recognized the tremendous implications of parenthood.

I believe the program which affected the students most was the one featuring the drug addicts. The students were most quiet and interested--perhaps because the addicts were close to their own age--perhaps because the topic was controversial--this entire area of drugs seemed of interest to the students.

The only program which I feel appealed to the students at all was the tech school demonstration: food preparation and decoration, simple chemistry, silk-screen process, etc. The students were attentive and they remembered the program.

The social worker from the Friends Society seemed to spark more interest than any other. The students came to class after hearing this (shouldn't they have heard more opinion on the same subject?) and were eager to talk and wanted to volunteer their help in Phila., were upset at police brutality, felt compassion for culturally deprived people, and recognized their own well-being. These could have been pursued more deeply.

NEGATIVE INCIDENTS WRITTEN BY FACULTY

The program with old movies showed women and children being killed by the cossacks. By today's standards this was done quite crudely and the students missed the point involved and laughed as a result.

Use of films which left no time for a follow-up discussion in those sections which were not allotted specific follow-up period. This tended to leave issues and ideas hanging in mid-air.

The choices for the student panel, who no doubt are fine young people, were not the type who encourage student discussion. It was not a well-rounded panel. Someone, adult or otherwise, with psychology know-how is needed to encourage and stimulate student participation.

The period began late almost without exception and, therefore, many otherwise worthwhile programs were cut short to comply with bells and passing of classes. The groups needed all possible motivation and, after 5 - 10 minutes of waiting, talking, and grumbling, much of the good material was lost on them.

I personally feel too much time was spent on the waste of natural resources. The program was good from my point of view, but a few weeks of preaching "gloom and doom" is not what today's youth want to hear. The program could have been more effective if written from a different viewpoint.

Not an incident--actually a common occurrence: lack of preparation and relation to previous topics. Flicking slides on a screen without proper motivation disgraces the purpose of the humanities, and to (sic) many programs are presented this way.

Fill-in films.

In Man's Search For God many of the students felt we were getting a narrow Portestant point of view--we should have had more diversity. They felt they were being brainwashed.

The reason for ridicule or disdain of any program is the result of its poor structure. Students need direction and guidance. Because programs were not discussed either before or after the period, many students were left in a state of confusion, thereby allowing an opportunity for ridicule or disdain.

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VITA

David A. Proven was born in Philadelphia, Pennsylvania, the son of Alexander Crawford Proven and Florence Lytle Proven. He attended the public schools of that city, and graduated from Northeast High School in January, 1947. He attended West Chester State College as an English and social studies major in Secondary Education. After graduating with a Bachelor of Science degree in 1951, he served two years in the United States Army, including a year in Europe.

He began teaching in the Philadelphia schools in 1954, and after two years moved to Pennsbury, Pennsylvania, High School. In 1959 he started teaching in the Neshaminy schools, Langhorne, Pennsylvania, where he is presently employed as a teacher of English and social studies.

Since 1964 Mr. Proven has been an adjunct instructor in the English Department at Trenton State College and has served as a reading instructor for the New Jersey State Civil Service and the United States Army at Fort Dix.

Mr. Proven received a Master of Arts in Secondary Education from Lehigh University in 1967. He and his wife, the former Barbara Morris of Philadelphia, are the parents of five children: Robin, April, David, Glenn, and Bruce.