THE DECLINE AND FALL OF THE INTERDISCIPLINARY HUMANITIES PROGRAM AT OKLAHOMA STATE UNIVERSITY

By

JANE A. WATKINS

Bachelor of Music Education
Truman State University
Kirksville, Missouri
1970

Master of Arts
Truman State University
Kirksville, Missouri
1975

Educational Specialist
University of Missouri
Columbia, Missouri
1985

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
December, 1996

THE DECLINE AND FALL OF THE INTERDISCIPLINARY

HUMANITIES PROGRAM AT OKLAHOMA

STATE UNIVERSITY

Thesis Approved:

Thesis Advisor

Martin Burlingame

Kyle M. Yates, Jr.

Eric W. Rugger

Thomas C. Collins

Dean of the Graduate College

DEDICATION

This dissertation is dedicated to the spirit and soul of interdisciplinary humanities programs, in particular to Oklahoma State University, secondly, to all land-grant institutions and thirdly, to all institutions of higher learning in the United States of America.

ACKNOWLEDGMENTS

I wish to offer my sincere gratitude to the individuals who assisted me in this project and during my course work at Oklahoma State University (OSU). In particular, I am sincerely grateful to Dr. Deke Johnson for serving as Chairman of my committee, for his wise counsel and advice, and for his unwavering commitment and dedication to the completion of my program at OSU. In addition, I am indeed indebted to Dr. Martin Burlingame and Dr. Kyle M. Yates, Jr. for their expertise in the writing of the dissertation. Also, I wish to extend my appreciation to Dr. Cecil W. Dugger for serving on my committee, for his patience throughout my doctoral program and for his assistance with the final manuscript. I also extend my appreciation to Dr. David S. Webster for his scholarly, theoretical knowledge and service throughout my doctoral program.

I would like to acknowledge the contribution many individuals made to this project. I am especially grateful to OSU President emeritus, Dr. Robert B. Kamm, for his insight, understanding, and, in particular, inspiration. I also extend my thankfulness to Adelia Hanson for her invaluable resources, plethora of historical documents and rewarding intellectual stimulation.

To the administrators, faculty members, staff and students involved in the OSU interdisciplinary humanities program for their participation in this research study, I express sincere thanks. Without their involvement this research would not have been possible.

To my fellow OSU graduate students in higher education, I demonstrate appreciation for making this program and research project an educational, as well as a socially enriching experience.

I also appreciate Marsha Redmon, Administrative Assistant to the Head of the Division of Science at Truman State University in Kirksville for her excellence in keyboarding abilities, formatting the manuscript and countless hours of work. You made the ending go smoothly. My deepest appreciation is extended to my parents, Mr. and Mrs. Wilson Watkins, for providing moral encouragement, sacrifices and financial support as I completed this research project.

I extend a thank-you to all of these people. Last, but most important, I thank God for his spiritual guidance, continual emotional support and orchestration of circumstances which made the completion of the goal possible.

TABLE OF CONTENTS

LIST OF FIGURES

QUOTES

College students constitute the most neglected, least understood element of the American academic community.

--Frederick Rudolph
in The American College and University: A History

The School should always have as its aim that the young man leave it as a harmonious personality, not as a specialist.

The development of general ability for independent thinking and judgement should always be placed foremost in the acquisition of special knowledge.

--Albert Einstein
as quoted in The College of Business Student Handbook, 1967

" . . . the pleasures of the mind."

--Alexis de Tocqueville

In Life on the Mississippi, Mr. Bixby advises the young Sam Clemens, "My boy, you've got to know the *shape* of the river perfectly. It's all there is to steer by on a very dark night. Everything else is blotted out and gone."

--Mark Twain

CHAPTER I

THE RESEARCH PROBLEM

Introduction

The interdisciplinary humanities program at Oklahoma State University (OSU) in Stillwater, Oklahoma flourished for four decades after its inception in the late 1930s, eventually closing during the 1980s. A myriad of reasons existed concerning "why" this program was terminated. No known study existed which examined closely and carefully the various reasons for the discontinuance of this program as set forth by documents of OSU, the College of Arts and Sciences and the participants who were actually involved as staff, students, faculty members, and administrators in the interdisciplinary humanities program. Therefore, the question remained: Why did the interdisciplinary humanities program at OSU flourish and then decline and fall?

Historical documents showed the interest in and importance of the humanities at OSU since the founding (Kamm, 1965, p. 11) of the Oklahoma Agricultural and Mechanical College (Oklahoma A. and M. College)(Rohrs, 1978, p. 1) on December 25, 1890 (Kamm, 1965, p. 11). OSU demonstrated the real genius of land-grant institutions by providing liberal and vocational programs (Kamm, 1962, p. 21). In the mid-1930s, the interdisciplinary humanities program began to converge liberal and practical education

under the deanship of Schiller Scroggs. Dean Scroggs effected "the correlation of several courses" (Scroggs, 1939, p. 1) formulated on his philosophy of a conceptual framework which dealt with integrative, cross-disciplinary, broad, general knowledge (Beesley, 1940, pp. 25-26). Modeled after pioneer experiments led by Reed College (1921), New Jersey State Teachers College and Stephens College (1929), Colgate University and Johns Hopkins University (1931), and the University of Chicago and Columbia University (1937) (Beesley, 1940, pp. 25, 159-160), OSU was the first land-grant college in the nation to establish a general, interdisciplinary, integrated humanities program after 1936. Courses developed at this time blended history, sociology, philosophy, literature, and the arts (School of Science and Literature, 1936, p. 19).

The program's major period of expansion began during the late 1960s and continued throughout the 1970s when the study of nonwestern humanities was included in the curriculum (Catalog, 1975-1976, pp. 129-130A). The deanships of the College of Arts and Sciences nurtured the program during these years, and helped it flourish by providing an abundance of curricular and extra-curricular "opportunities for students to increase their appreciation of the arts" (Kamm, 1965, p. 6). The inauguration of the School of Fine Arts and Humanistic Studies (SOFAAHS), in July of 1976, brought the art and music faculty into an integrated relationship with faculties from philosophy, religious studies, humanities and theater (Catalog, 1977-1978, p. 94). This program provided an underpinning to the undergraduate general education program for a period of four decades.

Beginning in the 1970s and continuing through the early 1990s, the OSU College of Arts and Sciences emphasized a humanities component in all the documents which defined its philosophy, goals, and objectives. Ironically, the interdisciplinary humanities programming in the general education curriculum of the College of Arts and Sciences took a different direction in 1980. The significant aspect of the Five-Year Plan for the College of Arts and Sciences (1982) addressed learning as the achievement of "a recognizable level of scholarly competence" (p. 1). This statement reflected a movement towards graduate study, research and specialization. In the 1980s, a seven year period witnessed the interdisciplinary humanities school phase-out (Hackett, 1982), the degree program terminate, and the courses discontinue (Holt, 1984).

Although various arguments and motives for the demise of the OSU interdisciplinary humanities program were informally discussed and presented by participants of the program, no systematic inquiry was made concerning the reasons this program closed. This study examined the still unanswered question: Why did the interdisciplinary humanities program at OSU flourish and then decline and fall?

The references cited in the bibliography have to do with the methodology used to help carry forth the study. No known research existed in the area that this study addressed so the review of literature covered parallel studies which demonstrated how this research might be structured. References for this study provided a richness of information that augmented this qualitative study which incorporated a historical chronology, content analysis, and personal interviews.

This study constructed a historical chronology of the OSU interdisciplinary humanities program in order to identify and examine the reasons why the College of Arts and Sciences closed this program. This was a pioneer study into the history of an interdisciplinary humanities program in a university curriculum. This research sought to determine why a previously flourishing program began to collapse and eventually disappear.

This research program used a qualitative methodology which incorporated a content analysis and personal interviews. The content analysis was based on original documents which pertained to the OSU interdisciplinary humanities program from 1936 through 1987. Personal interviews enriched the study of these documents and the content analysis. The subjects surveyed were those individuals who were involved in the OSU interdisciplinary humanities program.

The primary approach used in this research was the descriptive research approach. This technique was used to identify the factors that existed in the termination of the program and to describe the relationship that existed between these factors. All subjects were interviewed face-to-face using a prepared questionnaire.

The information gathered for this study was governed by one primary question: What caused the termination of the interdisciplinary humanities program in the College of Arts and Sciences at OSU? Four secondary questions helped to provide the information necessary to answer the primary question. The four secondary questions focused on data which related to the starting, flourishing, decline and discontinuance of the OSU College of Arts and Sciences interdisciplinary humanities program.

The purpose of this study was to analyze the decline and fall of the OSU interdisciplinary humanities program. By identifying the obstacles to be overcome in maintaining an interdisciplinary humanities program, it was hoped that strategies and recommendations would develop for the revival of the program at OSU and at other colleges and universities. This renaissance could hopefully accomplish several objectives similar to those set forth by Clark Kerr such as increasing the interest in the humanities as an important part of all disciplines, foster communication between departments, and encourage the creation of a community of scholars where members forgo isolationism and come together to share thoughts and ideas. It was hoped that the data collected and the conclusions drawn would awaken an interest in OSU administrative officials to consider re-establishing the interdisciplinary humanities program in the undergraduate general education curriculum.

Revisiting a once successful program and attempting to learn the reasons for its disappearance could have significant implications not only for OSU but for other American educational institutions as well. A successful revival of interest in the OSU program could provide an impetus for other colleges and universities to evaluate their curriculums. Similar studies by other institutions could bring about a renaissance of interdisciplinary humanities programs throughout the country. All of these activities could only result in increasing the general public's interest in the humanities and broadening their knowledge.

Purpose of the Study

The purpose of this research was to review OSU documents and to survey OSU administrators, faculty members, students, and staff, both past and present, in order to ascertain, to examine, and to identify the reasons for the termination of the interdisciplinary humanities program in the College of Arts and Sciences.

Need for the Study

Oklahoma State University was founded in 1890 by an act of the First Territorial Legislature in compliance with the requirements of the Morrill Act of July 2, 1862, which stipulated that the leading objective of land-grant institutions

> . . . shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts . . . in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life (Morrill Act, 1862, p. 504).

President emeritus of OSU, Dr. Robert B. Kamm, referred "to the original statement of purpose" (Kamm, 1965, p. 2) by citing the phrases "without excluding other scientific and classical studies" (Morrill Act, 1862, p. 504) and "to promote liberal. . . education" (Morrill Act, 1862, p. 504). Dr. Kamm provided additional insight regarding the "real genius of Land-Grant institutions" (Kamm, 1962, p. 21) by pointing to the two significant words "'liberal' and 'practical'" (Kamm, 1962, p. 21). Furthermore, looking to the significance of the role of liberal education, more and more we have realized

> . . . that the traditional secondary role of liberal education in the Land-Grant scheme is not quite as intended, and certainly not in the long-term, best interests of the 'marriage.' There is increasingly a recognition that for practical education to be strong and to have maximum meaning in the

> changing world in which we live, there must be a companion liberal arts program of real strength -- a program of dignity and structure (Kamm, 1962, p. 21).

Kamm also emphasized that the founding fathers intended to communicate

> that along with education to make a living must also be education designed to make one's life meaningful and enjoyable, both to oneself and to others. Those areas of learning and of human endeavor which are primarily concerned with enrichment of life (rather than with making a living) are known as the `humanities' (Kamm, 1965, pp. 2-3).

Kamm shared their belief that

> the goals of liberal education (and its 20th Century adaptation, general education) are to `liberate' students; to broaden their horizons; to help young men and women to better understand themselves; their society, and the world of which they are a part; to help students to reason logically, to choose wisely, to communicate clearly; and to help them to gain appreciations for, and understandings of that which is good and beautiful.
>
> The `shrinking' of the world . . . necessitates fuller understandings of the world's peoples, their languages, and their cultures . . . . the need to know and to understand the true meaning of freedom and the American heritage. The availability of more leisure-time . . . argue for more attention to the creative and fine arts . . . and to the study of man himself and his relationships with his fellowmen (Kamm, 1962, p. 21).

With the deanship of Scroggs in the middle of the 1930s, the interdisciplinary humanities program at OSU began to converge the liberal and the practical education. Dean Scroggs effectuated "the correlation of several courses" (Scroggs, 1939, p. 19) formulated on his philosophy of a conceptual framework which dealt with integrative, cross-disciplinary, broad, general knowledge (Scroggs, 1939, pp. 149, 151). Scroggs' vision of the total collegiate experience was developing throughout the United States in other progressive institutions during the 1930s. Innovative courses in integrative humanities during the 1930s, were an outgrowth of the concern that the increase in

specialization and job-oriented education would usher out the traditional goal of liberal education which fostered the development of the well-rounded individual (Beesley, 1940, pp. 25-26).

With George H. White as the Director of General Education during the latter 1940s and throughout the 1950s, OSU continued to balance the practical and liberal education. Professor White wrote "Liberal Education In A Technical Curriculum" (1956, p. 1) and advanced his thinking of education as a "process of maturation" (White, 1956, p. 2). Professor White contended that

> intellectual maturity is indicated by the willingness to search for meaning . . . . value, relationship . . . . The second kind of maturity which characterizes the well-educated man is social maturity . . . . the acceptance by the individual of the responsibility for making his maximum contributions to the welfare of society . . . . Vocational maturity is . . . . competence in one's daily work (White, 1956, pp. 2-6)

and an

> acceptance of the necessity for work . . . . Finally, the well-educated person is mature in aesthetic appreciation . . . . sensitive to beauty and truth and goodness wherever he sees them (White, 1956, pp. 2-6).

With Dr. Kamm as the Dean of the College of Arts and Sciences during the 1960s, the interdisciplinary humanities program at OSU thrived due to his concept that the

> humanities are concerned with <u>man himself</u>, his morals, his goals and understandings of life, his appreciations, his aesthetic tastes, his emotional development, his attitudes toward others and toward God, the level of his conduct, and the quality of his citizenship. The humanities aim to contribute meaningfully to the aesthetic, social, moral and spiritual development of man (Kamm, 1965, p. 3).

In its May 12, 1971 report to Vice-president James H. Boggs, the University Committee on General Education defined general education as follows:

> A series of experiences and opportunities for learning designed to broaden knowledge and understanding; assisting the integration of the many facets of a student's experience (past, present, and . . . future); and enhancing the potential both for personal development and service to society (1973, p. 1).

F. H. T. Rhodes of Cornell University said the "Philosophy of General Education at Oklahoma State University" in April of 1973 stated:

> The role of general education. . . is to assist the student in the pursuit of general knowledge and in the development of skills and attitudes conductive to a lifetime of enlightenment. It must stimulate intellectual curiosity, original thought and expression, the capacity for critical analysis and problem solving and the ability to make conscious value judgements consistent with both personal needs and the public interest. It must be a blend of the timely and the timeless and assist the graduate to live and function in a rapidly changing, complex and cosmopolitan world. . . .The major emphasis of courses especially designed as `General Education' courses should be on the intellectual process and interrelationships. They should stress significance, principles, and integration rather than facts, appreciation rather than information. They should draw upon the wisdom of the ages, but relate to contemporary life and project into the future.
>
> General Education urges the student `to see knowledge in a wider context, to seek a comprehensive view of life, without which technical skill, however refined, may well be misdirected, and scholarship, however subtle, will be barren' (University Committee on General Education, pp. 1-2).

The philosophical basis for delivery of general education included an assurance of greater depth and breadth in general education course work and the completion of one course having an international dimension. The philosophical basis for effective administration of the general education program included the provision of supplying general education instructors, positively influencing the quality of general education course offerings,

provision of incentives for the interdisciplinary activities, and the encouraging and rewarding of effective teaching in the general education course work (University Committee on General Education, April 1973, p. 2).

The "General Education Task Force" in March of 1976 made recommendations to the Vice-president for Academic Affairs which emphasized the need to balance academic achievement with the need to foster the personal development of the individual student, affording the student opportunities to explore personal values, engaging students actively in thought and ideas, and encouraging the establishment of "relationships among courses/disciplines and between academic work and out-of-class experiences" (Robl and Karman, March 24, 1976, Attachment A). In September of 1979 a set of "minimum requirements and criteria" (General Education Council, September 1979, p. 1) for "General Education at Oklahoma State University" (General Education Council, September 1979, p. 1) was established.

> The requirements and criteria stipulated a minimum of thirty-three hours of breadth requirements including the humanities. This document defined the humanities as `the important ideas, beliefs, values, arts and literatures which animate cultures; their world views; and their historical development' (General Education Council, September 1979, p. 2).

On May 28, 1984 the Oklahoma State Regents For Higher Education issued a statement concerning the "policy framework for the development of general education . . . in the college curriculum" (Oklahoma State Regents For Higher Education, May 28, 1984, p. 2) which emphasized

> the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns that are common to all students by virtue of their involvement as human beings living in the latter

> half of the current century and making preparation to enter the twenty-first century (Oklahoma State Regents For Higher Education, May 28, 1984, pp. 2-3).

This general education policy spoke of a

> variety of academic experiences. . . .relatively broad disciplines within the categories identified as areas of common learning. . . .with its foundation in the liberal arts. . . which moves the individual beyond a narrow self-orientation into a position of grasping educational knowledge and experience that is significant for the individual to function adequately in his or her relationship to the larger community (Oklahoma State Regents For Higher Education, May 28, 1984, pp. 2-3).

This document suggested inclusion of the following elements within a four-year program comprising the bachelor's degree:

Basic Objectives of General Education

A. To foster an appreciation of humankind as creatures of worth, capable of rational thought and action.

B. To develop responsible citizens for membership in the human family in a dynamic global society.

C. To facilitate understanding and use of symbols for communicating effectively in society.

D. To explore sensitively those moral and ethical concerns that are common to mankind.

E. To foster understanding of man in relationship to nature.

F. To expose students to those aesthetic aspects of life toward the end that they may appreciate and utilize beauty in its multiform expressions.

G. To demonstrate man's interdependence. . . .

H. To help students develop and maintain good mental and physical health habits and life-styles ((Oklahoma State Regents for Higher Education, May 28, 1984, pp. 2-3).

The end result of general education with its emphasis on the need for "both common and liberal learning should increase the capacity of students to live meaningfully in relation to others" (Oklahoma State Regents For Higher Education, May 28, 1984, pp. 3-4). Components to realize the objectives of general education in this policy included the following:

> an understanding of human heritage and culture . . . . interrelationships between ideas and culture . . . . an understanding and appreciation of the arts . . . . an analysis of the basis of their personal moral and ethical choices . . . . establishing a capstone course or other experience (Oklahoma State Regents for Higher Education, May 28, 1984, pp. 5-7).

In contrast, by the years 1992-1993 the mission statement of OSU's College of Arts and Sciences had shifted abruptly. In these years, 1992-1993, the mission of OSU read:

> to advance the quality of human life through strategically selected programs of instruction, research, and public service, incorporating a strong liberal education component and emphasizing advanced level programs in science and technology that are internationally competitive (Catalog, 1992-1993, p. 6).

Ironically, the liberal arts curriculum, common learning, and interdisciplinary humanities in the general education curriculum of the College of Arts and Sciences at OSU has taken a different direction since 1980. Although both the 1984 Policy Statement of the Oklahoma Regents For Higher Education and the 1992-1993 OSU mission statement emphasized the liberal arts curriculum, six points should be realized:

1. The College of Arts and Sciences presently has no written document specifying the philosophy, goals, and objectives of general education at OSU, but referred to only the 1992-1993 University Mission Statement (Conlon, Personal Interview, 1992);

2. The schools' structure in the OSU College of Arts and Sciences was eliminated in 1980 (The College of Arts and Sciences, 1982, p. 1);

3. The Five-Year Plan for the College of Arts and Sciences included an "operational philosophy and administrative goal with objectives" (1982, p. 1). The significant aspects of this document which addressed learning was the achievement of "a recognizable level of scholarly competence" (College of Arts and Sciences, 1982, p. 1) and the provision of a "conducive atmosphere. . . for faculty and student productivity" (College of Arts and Sciences, 1982, p. 1);

4. The interdisciplinary humanities department was closed in 1982 (Hackett, 1982);

5. The interdisciplinary humanities degree program was discontinued in 1984 (Holt, 1984);

6. The interdisciplinary humanities courses were gradually phased-out and closed in the years 1986 and 1987 (Holt, 1984).

A gap existed between rhetoric and reality. An inquiry needed to be made to ascertain the reasons for the gap between rhetorical emphasis on the humanities and liberal arts while the real emphasis was placed on research, specialization and graduate education, and simultaneously closing the humanities program.

Lynne V. Cheney, Chairman of the National Endowment for the Humanities, explained the place of the humanities in American culture by suggesting that we are really enlarging our understanding of social and moral dilemmas. Controversies and arts of the past tended to enrich the present. Thus, "poetry, history, and philosophy serve ends beyond knowledge . . . . The humanities provide" ("Text," 1988, p. A17) a "context for the decisions we must make as a people by raising" ("Text," 1988, p. A17) life's eternal questions:

> How is it best to live? What deserves our commitment? What should we disdain?. . . .What is a just society? How do we reconcile the rights of the individual with the needs of the community? ("Text," 1988, p. A17).

The Commission on the Humanities raised questions concerning the effects of specialization and materialism.

> When does specialization suffocate creativity?. . . At what point does materialism weaken the will to conduct our lives according to spiritual or moral values? (The Humanities in America, 1980, pp. 3-4).

The humanities are needed to aid us in answering these questions in an intelligent manner, and, in essence, with a spirit and attitude toward humanity. In assessing "America today, many would argue that the humanities are in crisis and would describe this crisis as symptomatic of a general weakening of our vision and resolve" (The Humanities in America, 1980, p. 3). Looking at enrollments in colleges and universities, it was evident that the study of humanities

> has declined among formally enrolled students. Between 1966 and 1986, a period in which the number of bachelor's degrees awarded increased by 88 percent, the number of bachelor's degrees awarded in the humanities declined by 33 percent. . . .
>
> In 1965-66, one of every six college students was majoring in the humanities. In 1985-86, the figure was one in sixteen; one in every four students, by contrast, was majoring in business. . . .it is possible to graduate now, as it was five years ago, from almost 80 percent of the nation's four-year colleges and universities without taking a course in the history of Western Civilization (Humanities in America, 1988, pp. 4-5).

In 1984, William Bennett as Chairman of the National Endowment for the Humanities, issued a report To Reclaim a Legacy. Bennett cited the colleges and universities as sharing responsibility for this current situation. Bennett

> pointed to the need for institutions of higher learning to reestablish a sense of educational purpose, to give form and substance to undergraduate curricula, and to restore the humanities to a central place (Humanities in America, 1988, pp. 4-5).

In 1978 the Rockefeller Foundation sponsored a commission to profile the place of the humanities in America. This assessment pronounced that "in recent years many . . . administrators have abdicated their most basic social responsibility: to help shape a philosophy of education" (The Humanities in America, 1980, p. 5). Lynn V. Cheney, as Chairman of the National Endowment for the Humanities, criticized higher education officials for allowing the budget to determine the curriculum. The administrators have applied the use of cost-accounting methods without consideration for cultural heritage, in order to determine the educational purpose and the curriculum. There were decisions made. There were decisions not made, and, then, there were consequences that followed in the aftermath (Humanities in America, 1988, p. 4).

The humanities have played a central role in the American culture. Public interest in the humanities has grown. At the same time, the humanities programs on our nation's campuses has plunged into a state of crisis. A need has existed to discover the reasons for the demise of the humanities in American's higher educational institutions (Humanities in America, 1988, pp. 4-5).

A third area in need of research was a study of the elimination of academic programs, termination of degree programs in specific disciplines, and closings of departments, schools, and colleges (Mingle and Norris, 1981, p. 1) Every day, academic journals, magazines and newspapers carried articles about reassessment and

retrenchment in the higher education community (Powers, 1982, p. 8). This "spiral of decline" (Mingle and Norris, 1981, p. 2) has been observed in some cases to feed upon itself. At stake has been the public perception and reputation of the institution, and "the social and academic climate on campus" (Mingle and Norris, 1981, p. 2). Retrenchment in higher educational institutions has also resulted in "termination of employment for many colleagues" (Powers, 1982, p. 8) as well as deterioration of many programs "they have nurtured for years" (Powers, 1982, p. 8).

Many institutions face persistent and significant cutbacks for the next twenty years. Few universities have developed adequate policies for coping with program shrinkage or termination. Many institutional leaders have ignored and neglected the composition of fair, equitable, and effective policies for reduction. Other administrations have realized that strategies, procedures, guidelines, and evaluative criteria are essential, as painful and devastating cutbacks continue into the future (Powers, 1982, p. 8). University communities also have a need to clearly delineate methods of adaptation as "their organizational structures" (Mingle and Norris, 1981, p. 4) contract "to a smaller scale of operations" (Mingle and Norris, 1981, p. 4). Effective planning has necessitated careful assessment in "anticipation of decline" (Mingle and Norris, 1981, p. 4). Organizational leadership should have included defining the institutional mission and monitoring the implementation to accomplish the desired outcomes (Mingle and Norris, 1981, pp. 1-2).

Successfully responding to discontinuance required a clear understanding of the origins of this problem. Documents concerning experience in downsizing programs and

the stages occurring during the process did not clearly identify the reasons for this prevalent and disruptive issue in higher education.

Research Questions

The information gathered to complete this study was governed by one primary question: What caused the termination of the interdisciplinary humanities program in the College of Arts and Sciences at OSU? The primary question, subdivided into four subsidiary questions, provided the information necessary to analyze and to provide a comprehensive purview of the findings:

1. What caused the interdisciplinary humanities program to begin?
2. What caused it to flourish?
3. What reasons contributed to the decline of the program?
4. Why did the program eventually close?

Examined to achieve the purpose of this study were the relevant responses of reasons as perceived by involved participants - staff, students, faculty members, and administrators, and by written information in pertinent historical institutional documents.

Assumptions

This research assumed the following:

1. Teaching a knowledge of culture and civilization through the study of history, philosophy, literature, languages, linguistics, music, painting, architecture, sculpture, ethics, comparative religions, archaeology, jurisprudence, and aspects

of the social sciences that employ philosophical and historical approaches, is a priority of undergraduate general education.

2. Teaching a broad, general, liberal education is a priority of undergraduate general education.

3. Teaching of an integrated, related, liberal arts curriculum is a priority of undergraduate general education.

4. Teaching of the exemplary creative expressions and the great ideas of the past is a priority of undergraduate general education.

Delimitations

The delimitations of this research were as follows:

1. The writer approached only one university for participation in the research.

2. The survey sample was composed of different people who were involved in the OSU interdisciplinary humanities program as participants. Therefore, the survey sample was further limited to people who were involved participants in the OSU interdisciplinary humanities program only as administrators, faculty members, students, and staff.

3. This survey sample of involved participants, which was comprised of administrators, faculty members, students, and staff in the OSU interdisciplinary humanities program, was constrained by availability of the various individuals.

4. The survey sample of students was limited only to students who took two or more courses in interdisciplinary humanities, or received a degree in the interdisciplinary humanities program.

5. Another possible limitation was that the historical institutional documents reviewed for this research was constrained to those available.

Limitation

The population of interest was the interdisciplinary humanities program in the College of Arts and Sciences at OSU in Stillwater. The results, therefore, were only representative of land-grant, comprehensive university institutional settings and may or may not apply to others.

Definitions

The writer used the following definitions in the research process of this study:

> 'Humanities,' as defined in the National Foundation on the arts and the Humanities act of 1965, include the study of history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, criticism and theory of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches (National Endowment for the Humanities, 1992).

Humanities, as defined by the Missouri Humanities Council, stated "the study of our history and culture" (Missouri Humanities Council, 1992).

The study of humanities is interdisciplinary, and, therefore, may appear to have nebulous boundaries. Due to the nature of the humanities, characterized by the integration of cross-disciplines, participating teachers and administrators involved in

humanities educational programs prefer to classify humanities according to one or more of the following approaches or combination of approaches. The definition of the classical tradition stated that humanities should be

> approached as separate disciplines. Multiple courses in history, literature, philosophy, English and the ancient languages--Latin and Greek holding the foremost place (Erskine, 1974, pp. 9, 12-14).

A definition of a historical approach to the humanities stated that aesthetic education should be "treated chronologically as a single multi-dimensional course embracing literature, languages, music, art, history and philosophy" (Erskine, 1974, pp. 12-14). The approach which emphasized universal issues in human life stated that humanities education should be

> . . . an integrated, interdisciplinary course using a thematic approach and drawing on literature, history, fine arts, philosophy, political science, non-technical literature in mathematics and science, anthropology and sociology (Erskine, 1974, pp. 13-15).

An anthropological approach stressed man as "a course of study -- his institutions and his values" (Erskine, 1974, pp. 13-15). A geographical approach emphasized "identifying and understanding influences affecting the development of various cultures" (Schwarz, 1979, pp. i, 4). A definition of an ethnocentric approach stated an "investigation of cultural/ethnic differences and similarities" (Schwarz, 1979, pp. i, 5). A political approach was defined as "an examination of political systems through selected art examples" (Schwarz, 1979, pp. i, 5). An approach classified as social groupings in the arts, focused upon "identifying arts as manifestations of class or caste" (Schwarz, 1979, pp. i, 6). The economic approach involved "art career exploration and subsidization of

the arts" (Schwarz, 1979, pp. i, 6-7). The approach categorized as elements and structures provided "theoretical analysis and creative application" (Schwarz, 1979, pp. i, 8-9). The aesthetic principles approach provided an "examination of balance and form" (Schwarz, 1979, pp. i, 10). The approach classified as the psychological approach stated an "integration of knowledge about the artist, work of art, and style" (Schwarz, 1979, pp. i, 11). The approach identified as philosophical concentrated "on the expression of man's ideals" (Schwarz, 1979, pp. i, 12).

Summary

This chapter provided introductory information for the study with respect to the statement of the research problem, purpose, need, research questions, assumptions, delimitations, limitation and definitions. Chapter II will provide a review of the literature pertaining to the discontinuance of other degree programs, disciplines, fields of study, departments, schools, and colleges. Chapter III will present the procedure and method of studying the research problem in order to obtain discernible results.

CHAPTER II

THE REVIEW OF LITERATURE

Introduction

> There are usually two explanations why something is not seriously discussed. Either the subject is taboo and in academic terms regarded as 'not a subject' or it is taboo and not worth writing about anyway (Wyatt, 1986, p. 21).

The closings of academic programs in higher educational institutions has been such a subject. Despite the reality of economic hard times, the field of higher education has maintained internal problems which tended to hinder retrenchment. One element of resistance has been the style of atomistic governance, which, in turn, produced a second element of resistance exemplified in a "self-protective cultural milieu. 'Hari-Kari' . . . ' is not part of (the) culture; deferred maintenance is'" (Franklin, 1982, p. 34).

The feelings of stability and indestructibility in institutions of higher learning have been encouraged by two factors which are interrelated. Since Victorian times, and, in particular, since 1945, these institutions have engaged in expansion, growth, and progress. The liberal tradition, which trusted in and relied on these institutions, also contributed to an illusion of immortality. The shock of extinction has stemmed from the sensation that closings and eliminations in universities and colleges are unnatural.

The reason for the "lack of realism" (Wyatt, 1986, p. 21) has been that this issue of higher education has contained no clear agreement. Although administrators in academia have found rational, reasonable explanations for decision making, they were unable to support the reasoning when defending "their own institutions against external policies and external powers imposing change against them" (Wyatt, 1986, p. 23). In a pro-institutional process, a high priority has been placed on identity, cohesiveness, community, and organizational structure. Acceptable institutional membership has been normally divided between the cosmopolitans, who belonged to national and international organizations, and the "locals" (Wyatt, 1986, p. 24), who belonged to the university community where they worked. In contracting institutions, everyone became locals.

In sketching the "life-to-death cycle (and even an after-life phase)" (Wyatt, 1986, pp. 25-26), death within an institution of higher learning took many forms. An efficient termination strategy engendered human qualities within an academic unit. The first phase was "the fight for survival" (Wyatt, 1986, p. 27). Identity was strongest during this period. Energy was expended into reinforcing identity. There were "alternating phases of hope and despair" (Wyatt, 1986, p. 27) as the full impact of this phase was felt within an academic tribe. The students identified and became loyal. As Wyatt stated: "Silent marches, campaigns with banners, demonstrations, car stickers and all the behavior patterns seen in national issues become the local order of the day" (1986, p. 25). More

often than not the governing board, nonteaching staff, and the local population achieved a unity "which hitherto was not always noticeable" (Wyatt, 1986, p. 25).

The external agents became more prominent at this time. The process was fascinating in terms of power and social positions. This may have been imaginary or real. "Ogres of 'The Department' or 'the Committee'" (Wyatt, 1986, p. 29) were visible as cries of anguish from the powerless became an affliction of members who were "threatened by demise" (Wyatt, 1986, p. 31). Power became confusing and confused with "rapid shifts of focus . . . full of tensions" (Wyatt, 1986, p. 30).

The post-mortem phase was characterized by a determination to preserve some vestige of identity. Wyatt said: "Nostalgic articles are written reconstructing the events of the past, by men and women who have only spent a small proportion of a long life" (1986, pp. 28-29) involved in the program or institution. Yet it has been difficult to kill an academic program in an institution. A great amount of time, as well as physical and mental energy were expended in resisting the decline and trying to keep the comatose patient alive. Experience dictated, however, that the comatose patient did not have much autonomy nor freedom of movement (Wyatt, 1986, p. 28).

The closings of departments presented interesting case studies on the implementation of academic and social policies. With the reality of the economic recession, the entire American higher education community has now been forced to face significant cutbacks. The prospect of this decline will continue to impact the field of higher education for the next 20 years. Two major reasons were stated for this contraction which were diminishing enrollments and declining government support. "In

the institutions studied . . . few were confronted with a simple enrollment and/or fiscal decline caused by a single, clearly identifiable factor" (Mingle and Norris, 1981, pp. 1-2).

Although reports during the 1970s resulted in a continuing growth in the total enrollment, reports from the Carnegie Council on Policy Studies in 1980 showed "twenty-nine percent of all post secondary institutions experienced enrollment declines from 1970 to 1978" (Mingle and Norris, 1981, p. 1). The private institutions were severely effected, resulting in the closings of approximately one hundred institutions during the decade of the 1970s. Imbalances and enrollment shifts have been experienced by numerous colleges and universities. Students began to seek occupational fields of study while shunning the liberal arts. In discussing diminishing enrollments, traditional literature has focused on the decline of the college age population. Demographic patterns, however, "vary substantially from state to state -- and even within states" (Mingle and Norris, 1981, p. 1).

The enrollment level has been impacted extensively by local, state, and federal government incentives and support. During the 1960s, federal finances and initiatives positively impacted black and other minorities participation rates. Public policy has significantly affected higher education enrollments either positively or negatively. Examples of negative impact on enrollment declines were found as results of cutbacks in state financial support as well as in "draft-induced enrollments" (Mingle and Norris, 1981, p. 2) which followed the Vietnam War. Redistributive effects of public policy were seen as the white colleges opened to blacks during the 1970s, slowing the enrollment growth in black colleges.

Governmental financial support fluctuated, and at the same time state revenues wavered with the overall economy. Tuition increases have been insufficient to keep pace with inflation. Since higher educational institutions were highly dependent on state and federal financial support, the revenue shortfalls and midyear cutbacks following the economic recessions of 1974-75 and 1979-80, as well as the recent initiatives in tax cutting, pubic institutions have subsequently encountered retrenchment (Fest and Darnell, 1983, Abstract).

Other external, environmental factors involved in the abolition of collegiate programs included "distrust of the discipline . . . low status of the discipline . . . defining the discipline . . . stressing the importance of . . . education" (Fest and Darnell, 1983, Abstract). The public perception of the institution, or the "changes in this perception" (Mingle and Norris, 1981, p. 2), whether this perception was accurate or inaccurate, tended to cause enrollment and revenue declines. Negative perceptions, such as reactions to media publicity concerning campus violence and drug activity, continued to linger after the media coverage ended.

Internal factors which affected this "spiral of decline" (Mingle and Norris, 1981, p. 2) were those which shaped the "institution's academic, physical, and social climate" (Mingle and Norris, 1981, p. 2). Attracting students was an important response to the external conditions. Key factors were found to influence enrollment and, thus, attraction of students. "The academic program mix was found to be critical" (Mingle and Norris, 1981, p. 2) in the state colleges and universities. "The social and academic climate on campus" (Mingle and Norris, 1981, p. 2) affected retention rates. A drop in enrollment

during a state revenue crisis led to cuts in expenditures, which resulted in the physical deterioration on campus, as well as cuts in personnel, student services and counseling, and, in turn, affected the attitudes of the students and the morale among the faculty.

Other internal factors under attack during times of retrenchment included:

> . . . increasingly numerous and complex demands on the institution from the legislature . . . staffing problems, internal conflicts . . . political arrangements that made the department vulnerable to attack . . . . maintenance of a balance between teaching and research . . . low research output . . . failure to gather information on the employment of graduates . . . collecting information on enrollments . . . . public opposition and lack of procedure for termination (Fest and Darnell, 1983, Abstract).

Organizational politics and "competition for space" (Miller, 1987, p. 5) were also listed as causes for closings of academic units.

In an examination of the reasons for termination, it has been found that despite clearly defined guidelines, adherence to procedures, and well-developed criteria, decisions to close an entire institution or a branch campus, a professional school, a department or a degree program, a research or a public service activity, have been made. Academic administrators no longer grant rubber stamp approval to every budgetary proposal. Capricious and arbitrary termination decisions were found to be insufficient. Decisions representing the best interest of both parties were of utmost importance. The intrinsic merit of the program should be evaluated (Earl, 1981, pp. 32-36). A termination decision within a college or a university

> should be based on more than merely its profitability or its public service . . . . In colleges, the older, traditional argument has been that high-quality education, rather than public service, should be a requirement for longevity. Public service, as a newer goal for schools, has a special connotation as a way of serving neglected groups . . . . In the struggle for survival, it should

> come as no surprise that the victor is not always the best. Survival is often for the fortunate, not the fittest. Yet fitness must remain a goal . . . . College fitness should be measured in terms that are administrative, political, financial, academic, and humanitarian (Shaviro, 1982, pp. 32-33).

This review of literature covered a case study of the closings of three programs in higher education institutions. The closing of the humanities department at the University of Minnesota (UM) was chosen for this review, due to the fact that this closing was in the same field of study as the analysis of the closing in this particular dissertation. Moreover, the fact that Oklahoma State University (OSU) is a land-grant institution and the University of Minnesota is a university with a land-grant added, further related the two types of institutions and the relationship to this research.

Included in this review of literature was the closing of the School of Library Service (SLS) at Columbia University (CU). This closing was chosen for review because library service is a closely related field to interdisciplinary humanities. Both of these fields of study are tied to the preservation of culture and civilization. A civilization cannot exist without a culture. Preserving culture in a contemporary civilization has been impossible without written and illustrative reference materials. It has followed, then, that there must also be a method of categorizing these materials in a highly developed culture. The Columbia University School of Library Service was "the nation's oldest graduate library school" (T. G., 1990, p. 622). The Columbia Library School was founded by Melvil Dewey, publisher of the Dewey Decimal Classification System. Furthermore, this library school was one of many library programs discontinued at this time.

The termination of the sociology department at Washington University (WU) in St. Louis, Missouri was another program reviewed in this literature. The reason for the emphasis on the discontinuance of this program was the involvement and resistance by professional organizations during this dramatic event, which disbanded a department in existence for over eighty years.

The Humanities Department at the University of Minnesota

In January 1992, the State of Minnesota announced that $27 million would be cut from the University of Minnesota's Twin Cities campus. As a "part of the budget cutting plan" (Heller, 1992, p. A20), Julia M. Davis, Dean of the College of Liberal Arts, announced a proposal to eliminate the humanities department as well as the linguistics department. Administrators contended that "the planned cuts . . . will save money and ultimately strengthen the humanities" (Heller, 1992, p. A20). The humanities professors, who had specialized in the interdisciplinary course work, would "be housed in other departments, which would be invigorated by their presence" (Heller, 1992, p. A20). Dean Davis stated that "the selected cuts made more sense than across-the-board slashes or a faculty hiring freeze" (Heller, 1992, p. A20). The Dean estimated a university savings of $150,000 by eliminating the two departments, even though the faculty members would remain and be relocated elsewhere. Dean Julia M. Davis also contended that politics had not entered into her decision.

Several professors, associated with the interdisciplinary humanities department, questioned the influence of other factors in contributing to the decision to eliminate the

program at the end of the spring semester of 1992. Some professors cited "internal political disputes -- and criticism from Lynne V. Cheney, Chairman of the National Endowment for the Humanities" (Heller, 1992, p. A20) as elements which contributed to the "decision to shut down the program" (Heller, 1992, p. A20). During the past few years, the University of Minnesota's humanities department had become embroiled in a bitter "national academic debate . . . about whether the traditional curriculum focusing on the so-called 'old masters' ignores non-Western cultures, women, minorities and working-class people" (Sweeney, 1990, p. 14). Angry disputes over curriculum reform broke-out on the campus in 1990. Traditional scholars were on the one hand, and "those who favored a wide-ranging overhaul of the course offerings" (Heller, 1992, p. A20) were on the opposing side of the issue. The final result of the debate was to retain historical survey course work in the curriculum, while organizing themes for the major around such topics as "'Discursive Practices' and 'Culture and Conflict'" (Heller, 1992, p. A20).

Mrs. Cheney had twice criticized the humanities curriculum at the University of Minnesota "as an example of higher education's problems" (Heller, 1992, p. A20). She pointed to this department's "plans to minimize traditional offerings" (Heller, 1992, p. A20) in a 1990 report entitled Tyrannical Machines: A Report on Educational Practices Gone Wrong and Our Best Hopes for Setting Them Right. She also said that this "department was mistakenly emphasizing mass culture" (Heller, 1992, p. A20), in a speech published by the Journal of the National Association of Scholars, "Academic Questions," in the Spring 1991 issue.

Many professors, however, were shocked by the decision to close the humanities department. Professor Bruce Lincoln added, "for its size, it's the faculty with the most Guggenheims, the most N. E. H. awards, the most books published with the most distinguished presses" (Heller, 1992, p. A20). Earlier, the college review panel had identified the department "as approaching national distinction" (Heller, 1992, p. A20). This department was also "one of only a few programs nationally that offer a doctoral degree in cultural studies" (Heller, 1992, p. A20). Professor of Humanities Richard Leppert said that the University of Minnesota's humanities department was being used as a model for other programs. Professor Leppert further stated that "some 100 undergraduates major in the department, and the graduate program attracts some of the best students of any in the university" (Heller, 1992, p. A20). Professor Leppert also maintained that the reason for the closing was political.

Although humanities departments often emphasized "traditional approaches to culture" (Heller, 1992, p. A20), the program in Minnesota took "a different, and controversial, direction in recent years" (Heller, 1992, p. A20). One side of the academic debate held to the philosophy that the students should first be exposed to the great books and works of art and then develop and learn about values which will allow them to criticize, compare, and evaluate. The other side of this issue believed that students needed to "learn that every artist -- Mozart as much as Madonna -- is influenced by his or her political and cultural surroundings, and that every piece of art reflects these surroundings" (Sweeney, 1990, p. 14). Professor Richard Leppert backed the curriculum changes, and said that he would ask the same types of questions to both Verdi and Hank Williams.

Leppert said he would ask the questions pertaining to how the music they composed related to their culture (Sweeney, 1990, p. 14).

Professor Robert Tapp was one of the two humanities faculty members who opposed the curriculum changes. He "accused those favoring the changes of overemphasizing the political dimension of artists' lives and work" (Sweeney, 1990, p. 14). Tapp said that the matter was one of perspective. He also said it was a deeper matter. In approaching Plato or Jefferson, one has to decide whether or not "they deserve to be approached" (Sweeney, 1990, p. 14).

Professor Bruce Lincoln said that the university administrators and the professors who opposed the curriculum changes "wanted to block the access of undergraduates to a critical education" (Heller, 1992, p. A20). Lincoln believed in teaching the "students to put art and literature in political and historical context" (Heller, 1992, p. A20). Bruce Lincoln taught courses which ranged from "Humanities in the Modern World" to "Landscape and Ideology" to "Sexualities -- From Perversity to Diversity" (Heller, 1992, p. A20).

Professor George Kliger, the other humanities professor who opposed the curriculum changes said, "basically this has split the university as a whole" (Sweeney, 1990, p. 14). Kliger explained that the dispute began in 1989 "with a split vote by the humanities faculty to institute 23 new courses and eventually scrap 10 old courses, while retaining a few of the current offerings. The vote led to petitions by students and professors from outside the department and eventually to a compromise that nobody's very happy with" (Sweeney, 1990, p. 14).

The protest began when 120 university professors signed petitions, after the proposal to discontinue ten Western Civilization survey courses became public. This brought name calling into the arena. Professors who supported the curriculum changes were labeled "neo-Marxist" (Sweeney, 1990, p. 15) and "barbarians at the gates" (Sweeney, 1990, p. 15), while professors who opposed the changes were called a "neo-conservative backlash" (Sweeney, 1990, p. 15). In the spring of 1990, Craig Swan, acting Dean of the College of Liberal Arts, and two College of Liberal Arts faculty-student committees pressured the humanities faculty to agree "to retain 10 survey courses, plus teach the new ones" (Sweeney, 1990, p. 15).

Finally, the dispute produced a resolution from the student government which called for the humanities department to be divided, and ask the "students to boycott the department's classes if the department isn't divided" (Sweeney, 1990, p. 14). Michael Hamberg, a senior political science major who took only one humanities course from Professor Kliger, served on one of the committees. Hamberg said that he originally "entered the debate with no ideological leaning and initially concluded the new curriculum was justified" (Sweeney, 1990, p. 15). He said that later he "changed his mind . . . after talking to students who criticized the classroom approach of some of the professors favoring the new curriculum" (Sweeney, 1990, p. 15). Hamberg stated that the compromise would be unworkable as professors who favored the new curriculum would not teach the survey courses or they would inject their ideology into them. Mr. Hamberg urged university administrators to divide the department between the professors who

supported the curriculum changes, while allowing Kliger and Tapp to teach the Western Civilization survey courses.

W. John Archer, head of the department of humanities, supported a "compromise that embraces both" (Sweeney, 1990, p. 15). Archer, however, defended the curriculum changes as academically more rigorous and "more respectful of students" (Sweeney, 1990, p. 15). He defended his position by stating that this was a quality question -- whether Mickey Spillane's mysteries "deserve to be taught" (Sweeney, 1990, p. 15), or "can be dismissed as not worthy of study" (Sweeney, 1990, p. 15). Archer further argued that students should not be told what the great art works are, but should be empowered to make their own decisions. Professor Archer enthusiastically pointed out that "that kind of elitism respects the student. It doesn't feed him crap" (Sweeney, 1990, p. 15).

Dean Davis joined the university administration in the summer of 1991. She said that the criticisms of Lynne Cheney had not influenced her decision. Ms. Davis also stated that she supported the new curriculum approaches in studying the humanities. She further explained that the cultural-studies approach emphasized teaching works of art from both the high and the popular culture, resulting in courses which relate cultural judgements to the political and social context. Davis concluded, "I wouldn't want to be at a university that said 'Uh-oh, this is too far out,'" (Heller, 1992, p. A20). The college is now undergoing reorganization plans to relocate the humanities and art-history faculty (Heller, 1992, p. A20).

The School of Library Service at Columbia University

On June 4, 1990, the Board of Trustees voted to close the School of Library Service at Columbia University (Cheatham and Cohen, 1990, p. 11). This program was "the only one of its type in North America" ("Columbia Preservation School," 1991, p. 1749). Ostensibly, the reason given for the closing, by the university's administrative officials, was fundamentally a matter of space (T. G., 1990, p. 174). According to university officials, the phasing-out of this School of Library Service was "in preparation for a $50 to $60 million renovation of Butler Library, where the SLS is housed" (Cheatham and Cohen, 1990, p. 11).

The Dean of the College, Robert Wedgeworth, and the school's faculty, responded to Provost Jonathan Cole's decision to close the library school by saying that this decision was "part of a larger political battle" (DeCandido and Rogers, 1990, p. 10) over philosophy, mission, and values. At a June 6, 1990 meeting the faculty "called the entire review process into question" (Cheatham and Cohen, 1990, p. 8). A statement was drafted at this meeting which "vigorously" (Cheatham and Cohen, 1990, p 8) protested the Trustee's decision, and "said in part: 'We fail to see how the University will benefit from closing an intellectually and financially viable professional school . . . a school that by its very nature contributes to the advancement of knowledge'" (Cheatham and Cohen, 1990, p. 8).

Patricia Berger, President of the American Library Association (ALA), stated that she was "'appalled' by the move. 'Libraries are the carrier of culture and if that is not central to education in the United States, I fear what is'" (Grassmuck, 1990, p. A23).

Berger teamed with Major R. Owens from Brooklyn, New York, to write passionate, heartening, eloquent letters of response to the decision to close "the mother of all library schools" (Gerhardt, 1990, p. 4). (Owens was the only librarian currently serving in the U. S. Congress at the time). In excerpts from these letters, the two referred to the New York Public Library (NYPL) as providing

> . . . a daily reminder of our cultural heritage and of the role our libraries have played in making us a nation of individuals who are both literate and educated. Like its counterparts in other urban centers, at the turn of the century the New York Public Library extended its service as the 'People's University' to the newly arrived immigrants from Europe, helping to educate them to American values and ease their assimilation into American society. It was these new citizens who bore and educated those generations of men and women who became our leaders of yesterday and even today. Librarians, not libraries, were the major catalysts for this transformation. One can speculate with a fair degree of certainty that one or more of Columbia's present Trustees can trace her or his success to parents and to grandparents who became prospering citizens thanks to the help of the librarians at NYPL. Two magnificent lions guard the doors of this 'People's University.' Today, remembering that the fight song of Columbia University is 'Roar Lions, Roar!,' these noble animals would, if they could, bow their heads in shame and sorrow (Gerhardt, 1990, p. 4).

Dean Wedgeworth "took issue with the rationale" (Cheatham and Cohen, 1990, p. 11) concerning the closing. Wedgeworth said, "The Report of the Provost distorts and misrepresents (the program of SLS) as well as our professional discipline, and we cannot allow this attack on our reputations and our profession to go unchallenged" (Cheatham and Cohen, 1990, p. 8). Wedgeworth also "maintained that the decision to sever the 103-year-old SLS from the University 'is not just an attack on Columbia, but an attack on the profession'" (Cheatham and Cohen, 1990, pp. 8-11).

Due to the wide publicity caused by the closing of the Columbia University School of Library Service, problems were immediately created for library schools in other universities. Their presidents started to consider alternatives suggested by the Columbia action. These alternatives ranged from downsizing to mergers to outright closings. Professional librarians looked at the bottom line and concluded that "if Columbia can close the most historic library education program of all, anything is possible" (White, 1990, p. 65). Library educators believed that in the future "we will have high-quality library education programs . . . only to the extent to which we insist on having them" (White, 1990, p. 65). These educators also believed that the future excellence in the quality of library education programs depended upon the extent to which credit would be afforded them for making extra effort. The process that has been allowed to develop in the elimination of library schools endangers both the weakest and the strongest. Professional library educators emphasized that "we have had ample opportunity to observe this phenomenon at a variety of institutions" (White, 1990, p. 65). This era has been dubbed the information age, with new roles for information specialists and librarians emerging, while programs which provided education for these individuals were "under attack and going out of business" (Paris, 1990, p. 38).

In 1978, "the Graduate School of Librarianship at the University of Oregon closed its doors" (Paris, 1990, p. 38). In the following decade, thirteen more library education programs closed including:

> Alabama A & M, Ball State, California State at Fullerton, Case Western Reserve, the University of Chicago, the University of Denver, Emory University, the University of Minnesota, the University of Mississippi, the

> State University of New York at Geneseo, Peabody College of Vanderbilt University, the University of Southern California, and Western Michigan University (Paris, 1990, p. 38).

The University of Oregon was "the first library program to be shut down" (Paris, 1990, p. 38). The University's President attributed the closing to financial problems due to a "requirement to cut $1.3 million from the budget" (W. R. E., 1977, p. 794). President William Boyd also stated that other factors such as "unfilled faculty positions" (W. R. E., 1977, p. 794), "the failure to develop a strong curriculum and faculty" (Paris, 1990, p. 38), and declining enrollments, referring to "what he called a 'substantial pool' of unemployed and underemployed librarians in his state" (Paris, 1990, p. 38), contributed to the decision. The President said "the departure of Dean Herman Totten to North Texas State University and Professor Patricia Pond to the University of Pittsburgh was the occasion, but not the cause, of his decision" (W. R. E., 1977, p. 794).

On June 21, 1985, Dean Bernard Franckowiak learned of the decision to close the University of Denver (UD))Graduate School of Librarianship and Information Management (SLIM). In a telephone conference call with university administrators, moments before the decision was to be made public, Franckowiak was informed of the decision to shut down the library school as of August 16, 1985. Chancellor Dwight Smith "was given an ultimatum by the trustees -- reduce the deficit $2 million in the 1984-1985 school year and get the budget in balance by 1986" (Seelmeyer, 1985, p. 96). Enrollment had fallen at the university "as the Baby Boom generation grew up" (Seelmeyer, 1985, p. 95). The university was unable to "keep itself in the black financially during the 1980s" (Seelmeyer, 1985, p. 95) even though tuition continued to rise each school year.

Chancellor Smith formed a reorganization group composed of department heads and deans, known as the "Blue Sky Committee" (Seelmeyer, 1985, p. 96). He also called in a professional consulting firm, Institutional Strategy Associates (ISA), based in Cambridge, Massachusetts, to help devise a reorganization strategy. The Vice Chancellor for Academic Affairs defended the process saying that Franckowiak and the faculty had "ample opportunity to make their case" (Seelmeyer, 1985, p. 95). Franckowiak commented that, "the library school was allowed to make its case only by filling out forms submitted to a reorganization committee, and he says the school had only one 30-minute meeting with the committee which was heavily weighted toward representation from DU's schools of business and arts and sciences" (Seelmeyer, 1985, p. 95). He believed that the process "was a hatchet job" (Seelmeyer, 1985, p. 95) and that the consultants' role was to "prepare a process that would limit the opposition to reorganization" (Seelmeyer, 1985, p. 96).

The decision to close the University of Chicago (UC) Graduate Library School (GLS) came in January, 1989. A letter to the alumni and students announced that the university and faculty intentions were to commit its resources to building "a strong research program in information studies" (T. G., 1989, p. 182) rather than professional education. GLS Acting Dean Don R. Swanson responded to questions by saying "the faculty had agreed on the letter's 'exact wording' and that the letter spoke for him" (T. G., 1989, p. 182). Swanson wrote that "appropriate changes in the name, organization, and structure of the school can be expected in the next 18 months" ("Chicago GLS to close," 1989, p. 111). Citing the founding of the GLS in 1926 and the

significance of librarianship to education, Indiana University Library School Dean, Herbert White commented, "It's very sad . . . . We're losing a connection with a great part of our own history" (T. G., 1989, p. 182).

The faculty of Brigham Young University (BYU) School of Library and Information Sciences (SLIS) was informed in May 1991 that their school would be phased-out over the next two years. The reason for this decision was influenced by the change in the church-related university mission to emphasize teaching undergraduates while reducing expensive graduate programs. Unlike the closings of library schools "in private universities such as Columbia, Emory, and Chicago, tuition cost versus salary after graduation wasn't an issue" (Gaughan, 1991, p. 471). President Rex E. Lee refused to respond to accusations suggesting "evidence that administrators' minds were made up in advance" (Marchant, 1992, p. 33). The library school faculty was not requested to perform a self-study nor allowed an opportunity to contribute to the report. The report further claimed that the faculty had no formalized goal statement and objectives. The SLIS, however, had published these statements in the university catalog for several years. At the center of this issue was a hidden agenda: "What the administration did not express was their perception that library and information sciences are short on scholarly substance, that library education does not enhance the university's scholarly image" (Marchant, 1992, p. 33).

Based on her doctoral dissertation, Marion Paris published a book in 1988 entitled Library School Closings: four case studies. This book consisted of four case studies of library schools that closed between 1982 and 1985. These four schools were given

generic names to protect their anonymity (Hyman, 1991, p. 47). Paris concluded that the reason given by university officials for closing these four schools was "an egregious oversimplification . . . . university officials had wanted interested parties -- including the press -- to believe" (Paris, 1990, pp. 39-40) that these four schools "were closed solely for financial reasons" (Paris, 1990, p. 39). Paris also concluded that the most important reason for the closings was "not retrenchment but politics" (Paris, 1990, p. 39). Other factors involved in the decision to eliminate the library schools were

> the relative isolation of the library schools within their own university communities, unresponsive and complacent library school leadership, a lack of credible justification for the schools' existence, mission redefinition by university administrators, turf battles with such departments and divisions as computer science and business, and poor quality as determined by intra-institutional evaluations (Paris, 1991, pp. 260-261).

Paris stressed that she was astonished at "the degree to which personality conflicts and simple dislike entered into university/library school relations" (Hyman, 1991, p. 49).

On December 10, 1988 the School of Library Service at Columbia University celebrated its 100th anniversary by holding a gala party "on founder Melvil Dewey's birthday" (DeCandido, 1988, p. 16). That same year the Columbia University School of Library Service announced expansion of its MLS program from 36 credit hours to 48 and 52 credit hours, "beginning in the fall of 1989" ("Columbia SLS moves to a two-year MLS program," 1988, p. 23).

By January 1990, however, "the country's first library school" (DeCandido and Rogers, 1990, p. 20) was "undergoing a university-level program review" (T. G., 1990, p. 96). Dean Wedgeworth told reporters that threats of discontinuance were "greatly

exaggerated" (T. G., 1990, p. 96) and further stated that at "the heart of the issue is space" (DeCandido and Rogers, 1990, p. 20). Provost Jonathan Cole, who had appointed the committee, said that he had asked them to "assess the role of the school in the intellectual life and academic program of the university as a whole" ("Columbia's School of Library Service Up for Review," 1990, p. 13). Concern and speculation "about the future of the nation's first library school" (T. G., 1990, p. 174) heightened when Dean Wedgeworth and Eileen F. King, SLS Alumni Association President, sent letters to Columbia University School of Library Service alumni.

Initially, the impetus for the review seemed to be that the renovation plan of Columbia's Butler Library included "taking over by the university of space occupied on the fifth and sixth floors by the library school" (DeCandido and Rogers, 1990, p. 20). Wedgeworth further stated that SLS occupied 32,000 square feet of space in Butler Library, but that less that 15,000 square feet, or five percent of the usable space was used exclusively by the library school (Chernofsky, 1991, p. 2513). Wedgeworth became aware that this issue was not just a problem of space when a member of the library school faculty was due to come up for tenure review and the university administration "kept stalling on initiating the review" (Chernofsky, 1991, p. 2512). Wedgeworth responded to possible alternatives set forth to move the library school by stating that the place was designed for the SLS under the terms of a "gift that built Butler Library . . . by the Harkness family" (Chernofsky, 1991, pp. 2512-2513). The faculty of "the Nation's oldest library school" (Grassmuck, 1990, p. A23) responded to the university decision by calling attention to fiscal matters: "The School of Library Service, by far the university's smallest

academic unit, represents about $2 million, or less than 1 percent, of Columbia's $700 million budget" (Grassmuck, 1990, p. A23).

University officials contended that they were undergoing a review process which was called "selective excellence" (Grassmuck, 1990, p. A30). This process was described by officials as "a labor-intensive effort to shrink, consolidate, or weed out programs and departments of inferior quality, while cultivating those that are ultimately deemed to be superior" (Grassmuck, 1990, p. A30). This situation angered several of the professors at Columbia University. They complained that university officials were "beefing up" (Grassmuck, 1990, p. A32) "profitable and prestigious programs" (Grassmuck, 1990, p. A23) and "graduate schools" (Grassmuck, 1990, p. A32), "such as medicine and business" (Grassmuck, 1990, p. A23), "that will produce alumni with high earning potential, making them attractive as future donors" (Grassmuck, 1990, p. A32). At the same time, they contended that the officials "are systematically weeding out unprofitable or less prestigious programs" (Grassmuck, 1990, p. A32) "whose graduates typically earn lower wages and might not contribute as much to the institution after they graduate" (Grassmuck, 1990, p. A23). Terry Belanger, an associate professor, called this tendency the "Princeton syndrome" (Grassmuck, 1990, p. A32).

Secondly, "the initial response of the library school faculty to the provost's report took him to task particularly on the subject of minorities and women" (DeCandido and Rogers, 1990, p. 10). Cole previously announced

> explicit intentions to increase the presence of minorities and women on the Columbia faculty. 'Yet in his quest for selective excellence in the university he singles out for first consideration, in a harsh review that has

> been publicly aired to an unprecedented degree, a school led by the only African-American dean at Columbia, with a faculty that includes many women' (DeCandido and Rogers, 1990, p. 10).

The faculty had wide concerns that this "Columbia decision involved a relatively low-paying 'women's profession'" (T. G., 1990, p. 622) and that this motive also threatened other programs under review at Columbia.

Dean Wedgeworth noted that alumni reaction had been "simply overwhelming" (T. G., 1990, p. 622) as the alumni canceled gift pledges and changed their wills. He added that "Columbia's large body of international alumni -- world leaders in the field -- are even 'more shocked' than their U. S. counterparts" (T. G., 1990, p. 622). Wedgeworth emphasized "this is not about quality; this is about space and (educational) values" (T. G., 1990, p. 479). Owens and Berger assailed, "dishonest palaver about the mission of a 'great research university' . . . used to camouflage base, Philistine motives" (T. G., 1990, p. 622). Herbert S. White, Dean and Professor at the School of Library and Information Science at Indiana University in Bloomington, Indiana, wrote about the committee review report at the Columbia University School of Library Science:

> The report reads like Greek tragedy, we can rail at the blindness and unfairness but we understand the inevitability of the outcome . . . . However, railing at an academic committee process that goes through elaborate rituals to document carefully what has already been decided is only an exercise in killing the messenger (White, 1990, p. 63).

The Columbia University School of Library Service Preservation, Conservation Education Program, accepted applications "for the last time . . . in the 1991-1992 academic year" ("Columbia Preservation School," 1991, p. 1749). This program "educates the student for leadership roles in preservation administration" (Harris, 1990,

p. 8). The Rare Book School at the School of Library Service at Columbia University reopened "at the University of Virginia, in Charlottesville, in the summer of 1993, according to Terry Belanger, founder of the successful summer course program . . . . Terry accepted the position of University Professor at the University of Virginia beginning in the fall of 1992" (J. L. C., 1991, p. 2404). This library collection consisted "of more than 220,000 rare books and 11 million manuscripts" (B. G., 1992, p. 126).

On December 6, 1991, the Graduate School and University Center, City University of New York (CUNY) and the School of Library Service at Columbia University signed a letter of agreement proposing the relocation of the SLS from Columbia University to CUNY effective July 1, 1992 ("Columbia SLS Signs Relocation Agreement," 1992, p. 16). The entire SLS faculty agreed to move to CUNY, with the exceptions of Carolyn Harris and Paul Banks of the Conservation Education program to be relocated to the University of Texas, Austin library school, and Terry Belanger of the Rare Books Program to be reopened at the University of Virginia (B. G., 1992, p. 126). Pat Berger, ALA President, commented that it is: "a national disgrace when any college or university, especially a research institute of higher learning, announces publicly that it no longer considers librarianship central to the educational process in this country" (Cheatham and Cohen, 1990, p. 8).

The Sociology Department at Washington University

Chancellor William H. Danforth's letter on April 29, 1989 announced the Washington University's administration's decision to eliminate the sociology department.

In this letter, Chancellor Danforth also attempted to justify the closing decision (Farley, 1989, p. 3B). Chancellor Danforth addressed the rationale for the closing in a June 1989 memorandum to the university community. The Chancellor stated:

> part of the answer is that . . . we . . . cannot escape the tensions between change and continuity. Reviewing the past as well as addressing the present provides perspective (Danforth, 1989, p. 1).

He further emphasized that "the constant goal has been, and remains, improvements in quality and in service" (Danforth, 1989, p. 2). The Chancellor stressed that resources are a key factor. He stated that the "challenge is . . . the effective use of resources to build the strongest possible academic programs" (Danforth, 1989, p. 2). Danforth said that "a dynamic institution will always face budget battles, being forced to pick and choose among exciting possibilities" (Danforth, 1989, p. 2). Chancellor Danforth called attention to the fact that educational costs were rising at a faster rate than the average family income and that each discipline required more faculty, support staff, library, laboratory, and technical resources than in the past.

Dean Martin H. Israel of the Arts and Sciences also announced the phase-out of the Department of Sociology after a thoughtful, year-long review by "a faculty planning committee" (Danforth, 1989, p. 3). Dean Israel emphasized "that the decision represented a reallocation within Arts and Sciences rather than a shift of resources away from Arts and Sciences" (Danforth, 1989, p. 3). Dean Israel further stated that to rebuild the department to the position it had obtained "twenty-five years ago would have been difficult and expensive, drawing on the resources of Arts and Sciences" (Danforth, 1989, p. 3). Israel said:

> As dean, my goal is to strengthen rather than weaken the traditions of liberal education at Washington University. Whether the decisions I make do indeed further the goals we all share is, of course, open to discussion (Israel, 1989, p. 322).

The Dean defended his decision by stating that it depended upon judgement concerning "where the resources are best spent for the overall strength of arts and sciences" (Israel, 1989, p. 323). Dean Israel further pledged that his "decision was made thoughtfully and deliberately with the objective of improving the overall quality of liberal education and scholarship at Washington University" (Israel, 1989, p. 323). Chancellor Danforth maintained that "other strategies are possible" (Danforth, 1989, p. 3B), but that "it is more important than ever" (Danforth, 1989, p. 3B) to preserve and

> to provide a well-rounded education and a vital intellectual community on the campus. The centerpiece of this intellectual community is Arts and Sciences. It is essential that this faculty have breadth and balance (Danforth, 1989, p. 3B).

Professor of Sociology, John E. Farley at the University of Southern Illinois (SIU) in Edwardsville, called Chancellor Danforth's attempts at justification for the decision to discontinue the sociology department "a real masterpiece of non sequitur and irrelevant argument" (Farley, 1989, p 3B). Professor Farley cited two of Danforth's arguments. One of the arguments was "that the department had become small, and the idea of 'a small group of scholars who cover the discipline in depth is no longer appropriate'" (Farley, 1989, p. 3B). Farley then stated the reason why the department became small. He said it was

> not because of weakness in the department but because Danforth's administration turned down nationally prominent scholars when they came up for tenure, again and again, despite unanimous departmental

> recommendations -- and then often did not replace them with new faculty. Thus the smallness is not the department's fault but the administration (Farley, 1989, p. 3B).

Professor Farley further cited "Danforth's second argument" (Farley, 1989, p. 3B) as "even less compelling" (Farley, 1989, p. 3B). Danforth said that he was "not singling out sociology, since 'Washington University . . . has no departments in . . . linguistics, statistics and geography'" (Farley, 1989, p. 3B). Farley responded by stating:

> I certainly wouldn't broadcast it, because 1) this fact has absolutely nothing to do with the question of whether a sociology department is needed and 2) it completely undermines Danforth's claim that his university is committed to the social sciences (Farley, 1989, p. 3B).

Farley concluded that

> with logic like this coming from the helm, it does not surprise me that Washington University is rapidly being transformed from a comprehensive university of national importance into a specialized technical school of little more than local significance (Farley, 1989, p. 3B).

About 250 professors and students held a rally on Monday, April 17, 1989 outside the Washington University administration building to protest the decision "to abolish the sociology department" (Cobbs, 1989, p. 12C). This crowd interrupted speakers with chants of "sav soc, sav soc" (Cobbs, 1989, p. 12C). David Boyd, a junior from Long Island, New York majoring in economics told the crowd: "Our school is actually teaching us to have a closed mind" (Cobbs, 1989, p. 12C).

In letters to the St. Louis Post-Dispatch many sociologists, professors, students and interested individuals urged

> the Chancellor of Washington University and its Board of Trustees to reconsider their decision to close their sociology department. Its closure

> would be a loss to Washington University's students and the St. Louis community as a whole (Wallace, 1989, p. 3B).

Sociologists in colleges and universities throughout the region were "alarmed by the action of Washington University to close its sociology department" (Wallace, 1989, p. 3B). The sociologists maintained that "Sociology involves the study of society" (Wallace, 1989, p. 3B) and that our society is becoming increasingly complex. Therefore, they said they "had reason to become wary of narrow and shortsighted solutions to complex problems" (Wallace, 1989, p. 3B). Sociologists contended that closing the sociology department was "not much different than banning a book, because both inhibit the dissemination of knowledge" (Wallace, 1989, p. 3B).

Danny Kohl, a Washington University Professor of Biology, raised the issue of governance in a letter to the newspaper. He stated that:

> Curriculum is normally considered the purview of the faculty, and all proposals for changes are subject to faculty approval. In this case, the administration made the decision after consulting with a planning committee of seven faculty members, a narrow sample. Not even the chairs of the departments whose subject matter is closest to sociology were consulted (Kohl, 1989, p. 2B).

Since "sociology is the study of society and how individuals function within groups; sociology advances our understanding of the social order" (Berg, 1989, p. 2B). Danforth's view was therefore challenged as a small committee was not "representative of the faculty, students or society at large" (Berg, 1989, p. 2B).

Kohl also argued

> A department whose purview includes, to quote the university's catalog, 'social class and individual opportunity, social stratification and the consequences of racism, crime and the nature of deviance, the complex

> world of work and bureaucracies, and the relation between ethics and politics,' seems to many to be at the heart of the university's mission. To the administration, it seems optional (1989, p. 2B).

Yvonne Huenten, a female student from a modest-income family who majored in sociology at Washington University wrote: "For a school claiming to be diverse and providing equal opportunity, eliminating the sociology department is hypocritical" (Huenten, 1989, p. 2B).

In April 1989, when the Washington University administration announced that the date for the termination of the Department of Sociology would be June 1991, reactions and interpretations were conjured from prominent national leaders in the field. This action announced the demise of a department "with more than eighty years of history. In the 1960s it was ranked as one of the leading sociology departments in the United States" ("Closing the Sociology Department at Washington University," 1989, p. 303).

> Opponents contended the decision to terminate sociology in a
>
> university, whose endowment of $1.2 billion ranks it as the eighth wealthiest in the United States, had weakened the social sciences and humanities while directing more resources to the professional schools, such as business and medicine ("Closing the Sociology Department at Washington University," 1989, p. 303).

"The conservative backlash against sociology as a discipline" (Heydebrand, 1989, pp. 330-331) was considered as a possibility in the analysis of the specific decision. Also, to be taken into account was the "general historical and structural context" (Heydebrand, 1989, p. 330) of the discipline of sociology, as well as "the specific history of the sociology department at Washington University" (Heydebrand, 1989, pp. 330-331). Interpretations also included "more sinister accounts that historically a number of faculty members with

strong personalities created controversy which the administration did not like" ("Closing the Sociology Department at Washington University," 1989, p. 303).

Professor of Sociology at New York University (NYU), Wolf Heydebrand, offered his interpretation of "the cost-benefit argument by the administration" ("Closing the Sociology Department at Washington University," 1989, p. 303). Heydebrand cited phrases used by both Chancellor William Danforth and Dean Martin Israel in defending their decisions like "'limited resources; downsizing; . . . allocating resources selectively;' a 'medium-sized' university cannot do everything; 'achieving appropriate breadth and balance'" (Heydebrand, 1989, p. 331). Professor Heydebrand stated that in emphasizing

> size, resources, and balance, they sound like bankers discussing investment strategy for establishing the profit centers of a multidivisional corporation (Heydebrand, 1989, p. 331).

Heydebrand said that results of the successful fund-raising drive, which have been loudly trumpeted, contradicted their argument of "limited resources" (Heydebrand, 1989, p. 331). Heydebrand cited the false logic of their argument that discontinuing "a 'weak' department . . . to strengthen the liberal arts . . . . would have dictated the strengthening of sociology, not its elimination" (Heydebrand, 1989, p. 331). This professor also maintained that the decision was based upon economic and not intellectual nor educational grounds.

Current and former professors and students contended that this "proud but boisterous program was starved into submission by a conservative business-oriented administration" (Cobbs, 1989, p. 1B). Professor Heydebrand stated:

> It is no accident that sociology has flourished in liberal democracies and, conversely, has been suppressed or sharply limited to a social engineering role in totalitarian, technocratic, or state-socialist settings (Heydebrand, 1989, p. 334).

During the Reagan administration, social science research funds dried-up. The President also expressed his hostility to and perception of sociology by remarking that he did not want the Supreme Court "to be taken over by a 'bunch of sociology majors'" (Heydebrand, 1989, p. 332). Professor Richard Ratcliff published his research from the sociology department at Washington University during the latter 1970s. Ratcliff's primary thesis focused "on the redlining practices of local St. Louis banks" (Heydebrand, 1989, p. 332) and bankers. This sociological insight displeased local entrepreneurs and Washington University trustees, "given the close connections between Washington University" (Pittman and Bodin, 1989, p. 318) and corporate St. Louis. William Danforth, a physician who served as Vice Chancellor of Medical Affairs at Washington University from 1965 to 1971 and became Chancellor in 1971, is also "an heir to the Ralston Purina fortune" (Heydebrand, 1989, p. 317). Heydebrand believed this to be a factor in the demise of sociology at Washington University. He stated:

> In short, it appears that William Danforth is far more interested in representing the interests of Republican social Darwinists as well as private investors and big business board members than those of higher education, and that he feels he is not really accountable to anybody outside his narrow social circle (Heydebrand, 1989, p. 333).

Danforth responded: "I don't think Washington University makes decisions on a conservative-liberal basis. We base them, as best we can, on academic grounds" (Cobbs, 1989, p. 1B).

Departmental in-fighting and internal conflicts in the Department of Sociology at Washington University began in the 1960s when the department was comprised "of a broad range of radical scholars" (Etzkowitz, 1989, p. 346). The "primary conflicts were among Academic Marxists, Activists Marxists and Institution-Formation Sociologists" (Etzkowitz, 1989, p. 347). The area of "American radical sociology contains conflicting positions on basic issues of" (Etzkowitz, 1989, p. 346) practice versus theory and revolution versus reform. The basic issues of disagreement focus upon acceptance of activism, and if activism is accepted, a consensus should be reached concerning the form to pursue. Finally, "reform and revolutionary approaches" (Etzkowitz, 1989, pp. 346-347) may be mutually exclusive or complementary. Etzkowitz also stated originators and representatives of "radicalism in American sociology . . . have been unable to act as a unified force within American sociology as well as within a particular department . . . . The tensions among these positions" (1989, p. 347) could have been pursued in the manner "of collegial sociological debate" (Etzkowitz, 1989, p. 347), but instead became "translated into personal and political vendettas in St. Louis" (Etzkowitz, 1989, p. 347).

Activists believed that in order "to create class consciousness" (Etzkowitz, 1989, p. 347) they must attain revolutionary action. Marxist Academics responded that action "was the province of the working class" (Etzkowitz, 1989, p. 347). Activists charged Academics with an "improper revolutionary lifestyle" (Etzkowitz, 1989, p. 348) by living in fine houses. Academics responded by saying that "the Activists lifestyle was proportionately elegant" (Etzkowitz, 1989, pp. 347-348) as they live in middle class houses. The radical group assembled at Washington University was unable to agree on

strategies and "act as a unified force" (Etzkowitz, 1989, p. 351). Even on issues of commonality, the differences were "far more important" (Etzkowitz, 1989, p. 351) to the group than what they "held in common" (Etzkowitz, 1989, p. 351).

In 1959, Alvin Gouldner became the new Chair of Sociology. According to Professor Hamblin, this marked the beginning of "an unusual administrative period at Washington University" (1989, p. 329). Although he came with "a reputation for abrasiveness" (Hamblin, 1989, p. 325), Gouldner used "his charm and persuasiveness" (Hamblin, 1989, p. 325) to minimize department conflict after "a split had developed" (Hamblin, 1989, p. 324). Gouldner was a "most distinguished sociological researcher" (Hamblin, 1989, p. 325). He was remarkable in his intellectual stimulation and breadth, creativity and "dedication to sociology" (Pittman and Bodin, 1989, p. 310). As "a man of vision" (Pittman and Bodin, 1989, p. 310) and perfection he founded the second journal Trans-action (Pittman and Bodin, 1989, pp. 310-311). "The next six or seven years were the golden ones for sociology at Washington University" (Hamblin, 1989, p. 325), as his leadership led the department to phenomenal expansion and international prominence.

"Toward the end of his tenure as chairman" (Hamblin, 1989, p. 325), the faculty "began hearing reports that he was being abusive to graduate students" (Hamblin, 1989, p. 325). Gouldner "stepped down as chairman about 1964" (Hamblin, 1989, p. 325) and Robert L. Hamblin became Chair, as Tom Eliot became Chancellor. Strife developed when Gouldner "got into a big verbal battle with the managing editor of '*Trans*-Action' . . . . apologizing at the threat of being fired" (Hamblin, 1989, p. 325). Further conflict

continued to develop while "Gouldner was on leave in Europe in 1965-1966" (Pittman and Bodin, 1989, p. 311). Upon

> his return in 1966, a battle between Gouldner and the staff of the publication ensued over its control, involving sociology faculty. Gouldner subsequently lost control of '*Trans*-action' and the internecine warfare so polarized the department (Pittman and Bodin, 1989, pp. 311-312).

At the time of Gouldner's voluntary resignation as Chair in 1964, "the department had in residence approximately seventy-five graduate students and twenty full-time faculty members, fourteen of whom were tenured" (Pittman and Bodin, 1989, p. 310). Gouldner voluntarily withdrew as a faculty member of the sociology department with the compromising agreement that he would then be "appointed Max Weber Research Professor of Social Theory" (Pittman and Bodin, 1989, p. 312).

Open warfare erupted in May 1968 when "derogatory notes on bulletin boards in McMillan Hall . . . attacked Gouldner personally" (Pittman and Bodin, 1989, p. 312). Gouldner held Laud Humphreys, a Ph.D. candidate, responsible for the anonymous notes. Gouldner entered Humphreys' office on May 20 "and an intense encounter ensued" (Pittman and Bodin, 1989, p. 312). Laud Humphreys alleged that Gouldner attacked him physically while verbally threatening "more extreme measures in the future" (Pittman and Bodin, 1989, p. 312).

Professor Hamblin, who was the department Chair at the time, said that tenured members of the department had "never experienced assault and battery before" (Hamblin, 1989, p. 327), and they decided "to report . . . the facts as" (Hamblin, 1989, p. 327) they knew them. The letter drafted by the faculty asked the WU administration to protect them

from further, future violence. Dean Kling appointed a committee of professors close to the administration to investigate the matter. The committee "found Al not guilty of wrong doing" (Hamblin, 1989, p. 327), as the sociology faculty had failed to present evidence to support their conclusion. Hamblin said that the administration then decided they would get rid of him.

Chancellor Tom Eliot, also a lawyer, began to scrutinize Laud Humphrey's dissertation entitled "The Tearoom Trade: Impersonal Sex in Public Places" (Pittman and Bodin, 1989, p. 312), "on homosexual activities in Forest Park toilets" (Hamblin, 1989, p. 328). Eliot "reasoned that homosexual acts were a felony in Missouri, and that Laud's failures to report observed felonies were themselves felonies" (Hamblin, 1989, p. 328). According to Pittman and Bodin "the WU officials denied that the study's homosexual focus was a concern to them; their objectives, they contended centered on research procedures used in obtaining the data, which involved the techniques used by Humphreys to identify the participants in homosexual activities" (1989, pp. 312-313). Action was instituted to "revoke Humphreys' Ph.D." (Hamblin, 1989, p. 328) and to request the withdrawal of the N. I. M. H. multi-hundred-thousand-dollar research grant. Humphrey's book, however, was later published by Aldine Press and "awarded the Wright Mills Award of the Society for the Study of Social Problems" (Pittman and Bodin, 1989, p. 313). "The Humphrey's case became a 'benchmark' issue in guidelines on human subjects research" (Pittman and Bodin, 1989, p. 313). The social and psychological damage "to the sociology faculty, had, however already been done" (Pittman and Bodin, 1989, p. 314).

During the department's heyday in the 1960s, Washington University sociologists "found a sense of mission in examining social ills and suggesting possible solutions" (Cobbs, 1989, p. 1B). While the nation was engrossed in the Vietnam War protests and the civil rights movement, the faculty members in this department "conducted research in . . . race riots, violence in the family, homosexuality, international economic development and urban renewal" (Cobbs, 1989, p. 1B). This research often led to positive results towards ameliorating social problems of the city of St. Louis. Professor David Pittman's research on alcoholism led to the establishment of Malcolm Bliss Mental Health Center. Research and documentation on public housing led to the demolition of the Pruitt-Igoe complex in St. Louis (Cobbs, 1989, p. 1B).

Scuffles ensued, however, as Peter and Patricia Adler related in a scenario they recall. As undergraduate students in the department from 1969 to 1973, they related an occurrence in the antiwar movement during the numerous student protests, demonstrations, speeches, and "the burning of the ROTC building" (Adler and Adler, 1989, p. 337). A friend of theirs

> was arrested during a nonviolent march on the chancellor's residence, along with several others unlucky enough to be caught by the police as they fled the scene. Before she even had to appeal to her shocked parents, sociology professor Robert Boguslaw, among other faculty, made bail for the release of these students, sight unseen, by tendering the mortgages on their homes (Adler and Adler, 1989, p. 37).

After "heated battles between department members and the administration . . . . many stalwarts left the department" (Cobbs, 1989, p. 1B). Department Chair Cummins

said that by the mid-1980s the department was down to "seven professors, only three of whom" (Cobbs, 1989, p. 1B) were tenured. According to Professor

> Pittman, who has been at Washington University for 31 years . . . none of the six people who were recommended by the department to receive tenure between 1976 and 1985 received tenure . . . . No professor in sociology has received tenure since about 1975 (Cobbs, 1989, p. 1B).

Barbara Heyl, Professor of Sociology at Illinois State University stated:

> In 1966 the sociology program was ranked sixteenth in the nation in the Cartter (1966:42, 52) reputational study of academic disciplines; sixty-four graduate programs of sociology were surveyed in the study. This was the only graduate program at Washington University to be nationally ranked within the top twenty, except for pharmacology, which was ranked ninth . . . . By 1980, however, Washington University was no longer ranked in the top thirty universities in the country, dropping from a status it had enjoyed since the 1930's (Webster 1983; Petrowski, Brown and Duffy, 1973, p. 502) (Heyl, 1989, pp. 342, 344).

Although accused of making a narrow-minded political decision, Danforth and Israel said that the decision to close the Sociology Department at Washington University would "not be reversed" (Cobbs, 1989, p. 1B).

Summary

This chapter reviewed the literature that pertained to the downsizing and closing of three academic units in American higher educational institutions. Chapter III presents the methodology and procedures used for examining the research problem.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this research was to ascertain and determine the reasons for the closing of the interdisciplinary humanities program in the College of Arts and Sciences at Oklahoma State University (OSU). This chapter will discuss an overview of the methodology used in this research with respect to the documents reviewed, the subjects surveyed, the theoretical context, the research questions, the variables and the interview process and instrument.

One unique characteristic of this particular research project was that information obtained did not fit readily into distinct, discrete categories. As a supplement to the abundant amounts of qualitative information obtained during the course of the face-to-face interviews, some quantitative data was also collected. (For example, student enrollment and student credit hour totals were collected in the form of quantitative data).

In the book by Glaser and Strauss, The Discovery of Grounded Theory: Strategies for Qualitative Research, a discussion was presented concerning *"slices of data"* (1967, p. 65) as

> different views or vantage points from which to understand a category and to develop its properties . . . . Category development is the goal, and as comparing categories, differences generates properties about them, most any *slice of data* yields some social-structural information. In comparative analysis, conflicting *slices of data* are not seen as tests of one another but as different modes of knowing, enriching rather than disproving one another (Glaser and Strauss, 1967, pp. 65, 68-69).

Clark Kerr, a contemporary educational academician, presented discussions of issues related to undergraduate general education, humanities and integrated, interdisciplinary approaches to teaching and learning. As an outgrowth of the issues, Kerr formulated a future agenda of objectives which included the following: Creation of an awareness of the need for vision in leadership, emphasis on the need to improve teaching skills and undergraduate instruction, creation of a curriculum designed to prepare the generalist as well as the specialist, creation of an environment that will serve students' needs and faculty research interests, establishment of contact between faculty and students and creation of "a more unified intellectual world" (1963, pp. 118-119) by opening channels of conversation across disciplines, drawing knowledge together, and bridging the chasm between the department as teacher and the institute as researcher (1963, pp. 118-119).

The discussion by Glaser and Strauss as well as Clark Kerr, the theoretical context on retrenchment in higher education, and the review of literature which focused on the termination of academic units provided the stimulus and springboard for the facilitation of the development of categories. The reasons for the closing of the OSU interdisciplinary humanities program, as set forth in the publicly-available, institutional historical documents and interviews with administrators, faculty members, students and staff, were thus grouped into the few following categories:

1. The effects of historical and chronological elements found in the evolution, development, and flourishing of the interdisciplinary humanities program at OSU, which related to its decline and closing;
2. The evidence of vision or the lack of vision in leadership which concerned the significance of the interdisciplinary humanities program;
3. The impact of declining institutional funding appropriations and subsequent budgetary allocation restrictions upon the College of Arts and Sciences;
4. The effects of student enrollment and student credit hours in the various disciplines;
5. The effects of utilization of the concepts of populist democracy upon the issue of anti-intellectualism versus liberal learning;
6. The emphasis upon scholarly academic research, and graduate and professional education versus the teaching of undergraduate students and a liberal, general education;
7. The competitive aspect between the specialist and the generalist;
8. The effects of increasing stress on accountability by state and federal government officials concerning a cross-disciplinary, integrated program in which a valid and reliable testing instrument was never fully developed;
9. The effects of turf guarding and competition between and among departments;
10. The effects of interpersonal conflicts, personalities and academic and institutional politics.

Documents

The review of documents for this research included written statements by the Oklahoma State Regents for Higher Education, the Oklahoma State University's Office of Vice-president for Academic Affairs, and the Oklahoma State University's College of Arts and Sciences. Available documents included in the gathering of information were state policy statements concerning standards and criteria for the awarding of undergraduate degrees, general education committee and task force reports to the OSU Vice-president for Academic Affairs, book chapters, published articles, unpublished papers and presentations, OSU Financial Reports, OSU Catalogs, long-range plans, statements on philosophy, requirements and criteria of general education, newsletters, articles in The Daily O'Collegian, committee meeting agendas and reports, internal and external department evaluations, memorandums, and letters.

Survey Subjects

The subjects were surveyed for this research by a face-to-face interview, using a questionnaire instrument. The subjects surveyed were those individuals involved in the OSU interdisciplinary humanities program. Subjects who were personally interviewed included four administrators, 27 faculty members, six students, and one secretary.

The four administrators interviewed were Dr. Robert B. Kamm, President (1966 to 1977), Vice-president for Academic Affairs (1965 to 1966), and Dean of the College of Arts and Sciences (1958 to 1965); Dr. James H. Boggs, Vice-president for Academic Affairs and Research (1966 to 1991), Dean of the Graduate College (1964 to 1967), and

head of the mechanical engineering department (1957 to 1965); Dr. Smith L. Holt, Dean of the College of Arts and Sciences (1980 to the present); and Dr. Neil J. Hackett, Associate Dean of the College of Arts and Sciences (1981 to 1990), and Director of OSU-Kyoto Japan (1990 to present).

Twenty-seven faculty members were interviewed (Appendix A). Twenty of these faculty members held joint appointments with a teaching assignment of one-half time in interdisciplinary humanities and one-half time in a traditional discipline. Thirteen of the faculty members held a joint teaching and administrative position.

Six students interviewed for this research were Adelia Hanson, a graduate in history with an M. A. degree and coauthor of the Arts and Sciences Centennial Histories Series; George Holden, engineer; Reverend Bill Holly, Episcopal Priest; Bernice Mitchell, County Commissioner for Payne County; Patricia Radford, OSU Curator of Visual Resources; and Ellen Ross, OSU Edmon Low Library cataloging staff and graduate student in philosophy. One secretary, Mrs. Diane Celarier, who served the School of Fine Arts and Humanistic Studies (SOFAAHS) from 1970 through 1980, was interviewed.

A survey form was developed for each group of respondents. The three groups included faculty members and administrators (Appendix B), students (Appendix C), and staff (Appendix D). This survey form was directed by the primary question and four subsidiary questions in order to delineate the broad areas in a clear and specific format for the interviewees.

Theoretical Context

Retrenchment in college and university teaching and research programs required confronting the agonizing problem of how higher educational institutions can respond and plan using methods congruent with their educational philosophy, mission, goals and objectives (Mingle, 1981, p. 1). Conditions that led to retrenchment and closing in colleges and universities included "budget reductions" (Powers, 1982, p. 8), diminishing enrollments and changing demographic patterns (Mingle and Norris, 1981, p. 1). During the decade of the 1970s, institutions developed patterns of resistance to decline which included recruitment of older and/or nontraditional students, expansion of off-campus and evening programs, lowering of admission standards, adding vocational courses, and seeking new sources of funding, primarily from private sources (Mingle and Norris, 1981, p. 52).

Higher educational institutions found traditional planning strategies unsuccessful in dealing with and adapting to long-range circumstances (Mingle and Norris, 1981, pp. 56-57). Few colleges and universities had developed adequate policies to cope with reduction. Many institutions tried to ignore this problem by failing to construct effective policies for downsizing and closing.

> Well-defined and clearly documented guidelines . . . . criteria, and procedures for cutbacks . . . . will eliminate considerable debate and disruption as institutions become engaged in retrenchment . . . .
>
> In 1978, the University of Pittsburgh began to develop policies and procedures that would allow necessary retrenchment to proceed in a rational, effective manner generally acceptable to the university community . . . . 'University Policies Relating to Reorganization or Termination of Academic Programs' was approved by the Pitt administration in 1979 and by the faculty senate in 1980 (Powers, 1982, p. 8).

The University of Pittsburgh guidelines described a retrenchment process designed to guide planned change. The first stage of the retrenchment process used at the University of Pittsburgh was the budget review. This included an analysis and forecast of future prospects. The forecast was the statement of

> the situation in which a particular university will have to operate and to define clearly the implications of that situation for the institution. An effective approach to planning involves examination of different circumstances that may arise in the future (Powers, 1982, p. 8).

The administrators were required to thoroughly familiarize themselves with all aspects of the budget review and forecast of future prospects as well as all institutional programs. A professional office of institutional analysis was invaluable and helpful in supplying relevant information concerning regional demographics and projected student demands for programs and courses. State and regional professional and accrediting agencies many times provided insights into student demand for professional programs. The key determinants for student demand in programs in the arts and sciences were sociological and demographic factors (Powers, 1982, pp. 8-9).

The second stage of this retrenchment procedure was the decision process. The University of Pittsburgh strongly recommended that "the decision making process must be carefully designed and clearly articulated. The approach should reflect rationality, sensitivity, fairness, and humanity" (Powers, 1982, p. 9). The most common protest voiced, when a program was scrutinized and in jeopardy, "is that correct process is not being followed" (Powers, 1982, p. 9).

Locus of authority concerning final decisions for the initiation, reduction or termination of programs varied among higher educational institutions. "Some institutions have prepared a formal statement defining the course of the review process and who has final authority for initiating or terminating programs" (Powers, 1982, p. 9). In other institutions, the final decisions regarding the reduction or closing of a degree program may rest with the state coordinating board, board of trustees, president, dean, faculty senate, or vote of the faculty (Powers, 1982, p. 9).

The University of Pittsburgh recommended using a two-fold procedure for the decision-making process. "First, all programs are examined only to the extent needed to identify the ones that appear of questionable value and thus warrant further review" (Powers, 1982, p. 9). After separating the top-quality programs from the vulnerable, "programs singled out are subjected to more careful scrutiny during the second stage" (Powers, 1982, p. 9). Six factors, along with other criteria, were considered in evaluating a program when the issue of termination arose. These six factors were listed as follows:

1.	Centrality.	The centrality of a program to the mission of the institution must be determined. It is important to understand the extent to which the program is essential to the university or necessary to support other vital programs;
2.	Quality.	The quality of the program must be estimated in relation to similar efforts nationwide and to other comparable programs within the institution;
3.	Cost.	The cost of the program must be determined relative to the cost of comparable programs, both at other

		schools and within the parent institution. Determining the relative degree of economic self-sufficiency and the benefit to the university in terms of revenues produced or support provided to other crucial programs is part of the evaluation process;
4.	Potential redistribution of resources.	The effects of redistribution of the resources that will be available as a result of termination of a program must be weighed against costs, lost income, and other negative effects of cutbacks;
5.	Timeliness.	Decisions to terminate programs should take into account proper timing. A vacancy in the leadership of a program, faculty vacancies resulting from an unusual pattern of retirements, resignations or non-renewals, or significant decrease in enrollment or in revenues are critical factors in retrenchment decisions;
6.	Demand for program services.	Applicant flow rates and number and quality of acceptances, services performed by the program to support other programs, prospective market for graduates, and general public need must be considered in determining the demand for program services (Powers, 1982, p. 9).

Expectations of changes with each factor, as well as needs and characteristics of each program in comparison with other institutional programs, were examined. In order to properly conduct an evaluation, a time-line was required to make recommendations and authorize actions. The University of Pittsburgh allowed a period of 60 days for the completion of each stage of the process and a one-year period for the entire procedure (Powers, 1982, p. 9).

Treatment of the faculty was the third stage considered in the retrenchment process.

> Legal issues about faculty appointments must be clarified, among them locus of tenure, which varies among institutions and may reside in the department, the school, the university, or the state system. Interpretations of state court rulings must be examined (Powers, 1982, p. 9).

In cases of termination or reorganization of a program, the University of Pittsburgh recommended that the notice of nonrenewal for tenure stream faculty should follow American Association of University Professors (AAUP) guidelines. Powers stated: "Each faculty member on tenure-stream appointment will be permitted to complete the appointment according to the terms of the contract" (1982, p. 11). Given that tenure was held and a department or departmental program was terminated, faculty members affected by the decision "will be offered by the university a suitable faculty position in a related field" (Powers, 1982, p. 11). As an alternative, "when termination of tenured faculty is contemplated due to termination of a school or campus, the vice president of academic affairs first will attempt to reassign affected faculty members to appropriate academic positions in other schools within the institution" (Powers, 1982, p. 12). If reassignment was impossible or rejected, the tenured faculty member was given a one-year advance termination notice. The terminated tenured faculty member received severance pay. In lieu of severance pay, the administration and faculty member may agree on selection of retirement or a term appointment (Powers, 1982, p. 12).

In cases of financial exigency, institutions may have formal definitions or adopted the AAUP statement of 1976. Before declaring financial exigency, institutions must meet

the specified conditions in the definition. Powers said that the University of Pittsburgh recommended avoidance of financial exigency claims "because it tends to create a sense of crisis that can be counterproductive" (1982, p. 10).

Powers further explained that special circumstances arose when faculty members were "considered state employees and are protected . . . against reductions in force" (1982, p. 10). Another situation for university consideration was faculty unionization. According to Powers, "hearings and teams of lawyers may be required . . . . or courts may have to . . . . determine the substance of many union contracts" (1982, p. 10).

The fourth stage in the retrenchment process was called treatment of constituencies. Powers stated that higher educational institutions have many constituencies which include "students, faculty, trustees, alumni, community agencies, and accreditation groups. When termination of a program is proposed, it is surprising how many groups may voice opinions on the matter or claim stakes in the outcome" (1982, p. 10).

Powers maintained: "Treatment of students is particularly critical" (1982, p. 10). Powers wrote that the phasing-out of an academic program was accomplished in an effective manner "to allow students in the pipeline to complete their studies" (1982, p. 10). The University of Pittsburgh made the recommendation to merge or reorganize programs rather than terminate. In utilizing the retrenchment guidelines, Powers explained that "the University of Pittsburgh . . . has not been forced to terminate any programs or faculty members" (1982, p. 8). The institution had the responsibility to minimize damage to all individuals. Constituents associated with the program in process of elimination, such as students, trustees, alumni, and government agencies, "will exert

pressure to save it . . . . Accrediting organizations may not react officially, but professionals in the field typically petition for reconsideration of the proposal to end the program and allege that accreditation is in jeopardy" (Powers, 1982, p. 10).

Powers stated six general observations concerning the retrenchment process which included the following:

1. Retrenchment procedures should be developed through extensive consultation with faculty leaders and formally adopted before they are needed;
2. It can be expected that a party to a disagreement over a termination who cannot win by evidence or logic will try to win by proving that the process is flawed;
3. If the driving force behind retrenchment is reduction in state subsidies or declining enrollments, that message must reach all constituencies;
4. The highest level of authority required to approve programs must be promptly informed of a decision to initiate program termination proceedings;
5. Faculty members and administrators must share responsibility for ensuring that a retrenchment process is not arbitrary, capricious, or punitive;
6. In a complex, highly political environment, how one acts often determines whether one *can* act. Administrative leadership style is the key to successful implementation of retrenchment decisions (1982, p. 10).

Powers counseled academic leaders to use "patience, proper process, and careful analysis" (1982, p. 11) in the retrenchment process. "Trying times should bring out the best in academic leaders" (Powers, 1982, p. 11).

Research Questions

The information gathered in this study was governed by one primary question: What caused the termination of the interdisciplinary humanities program in the College of

Arts and Sciences at OSU? The primary question, subdivided into four subsidiary questions, provided the information necessary to analyze and to provide a comprehensive purview of the findings:

1. What caused the interdisciplinary humanities program to begin?
2. What caused it to flourish?
3. What reasons contributed to the decline of the program?
4. Why did the program eventually close?

Relevant responses of reasons as perceived by involved participants -- one staff member, six students, 27 faculty members, and four administrators and written information in historical institutional documents were examined to achieve the purpose of this study.

Factors

The factors explored included:

1. The effects of historical and chronological elements found in the evolution, development, and flourishing of the interdisciplinary humanities program at OSU which related to its decline and closing;
2. The evidence of vision or the lack of vision in leadership which concerned the significance of the interdisciplinary humanities program;
3. The impact of declining institutional funding appropriations and subsequent budgetary allocation restrictions upon the College of Arts and Sciences;
4. The effects of student enrollment and student credit hours in the various disciplines;

5. The effects of utilization of the concepts of populist democracy upon the issue of anti-intellectualism versus liberal learning;
6. The emphasis upon scholarly academic research, and graduate and professional education versus the teaching of undergraduate students and a liberal, general education;
7. The competitive aspect between the specialist and the generalist;
8. The effects of increasing stress on accountability by state and federal government officials concerning a cross-disciplinary, integrated program in which a valid and reliable testing instrument was never fully developed;
9. The effects of turf guarding and competition between and among departments;
10. The effects of interpersonal conflicts, personalities and academic and institutional politics.

Research Design

Descriptive Research Approach. The primary approach used in this research was the descriptive research approach. This technique was chosen because it "represents an attempt to provide an accurate description or picture of a particular situation, event, set of events, or phenomenon" (Christensen, 1985, p. 25). The descriptive research method identified the variables or factors that existed in the situation and identified or described "the relationship that exists between these variables" (Christensen, 1985, p. 25). The descriptive approach was also useful in initial and "final stages of investigation into a given" (Christensen, 1985, p. 25) situation.

Survey. The type of survey utilized in this research was the face-to-face interview. This type of survey was chosen primarily to gather information on the interdisciplinary humanities program, and to identify causes or reasons for its decline and closing.

All of the previously listed involved participants in the interdisciplinary humanities program, residing in central Oklahoma, were surveyed in a face-to-face interview. Those participants residing outside of the central Oklahoma area were surveyed with telephone interviews. The exception was Dr. Neil J. Hackett, who was serving as the Director for OSU-Kyoto, and Dr. Azim Nanji, Chairman of the department of religion at the University of Florida in Gainsville. Dr. Hackett and Dr. Nanji were forwarded written questionnaires.

The survey method of involved participants was decided to be the most appropriate technique for this research, as the survey provided valuable information when the inside story was needed (Long, 1986, p. 1). The survey method "brings out opinions, insights, and facts about a . . . situation by questioning the people involved" (Long, 1986, p. 1).

Face-to-Face Interview. The type of survey decided to be the most needed for this research was the face-to-face interview. This particular methodological technique was the most useful for "exploring complex questions that require explanatory answers" (Long, 1986, p. 2). The face-to-face interview was used as a "central means of gathering data" (Zemke and Rossett, 1985, p. 7.). The interviews used in this research were "positioned as a formal, fact-finding affair" (Zemke and Kramlinger, 1985, p. 100) in that these interviews were scheduled, had "rules of conduct, and a defined focus" (Zemke and

Kramlinger, 1985, p. 100). The American Society for Training and Development defined an interview as "an active interchange, either in person or via telephone with one individual or a group" (Zemke and Rossett, 1985, p. 7). According to Borg and Gall, "the interview as a research method in survey research is unique in that it involves the collection of data through direct verbal interaction between . . . . individuals. The interview situation usually permits much greater depth than the other methods of collecting research data" (1983, p. 436). The interview procedure "permits the research worker to follow-up leads and thus obtain more" (Borg and Gall, 1983, p. 436) information.

The face-to-face interviews used in this research combined both the formal and informal structured approach. Structure was maintained with prepared questions and, at the same time, the informal nature was maintained with flexible and casually focused topics that allowed the interviewees to direct the conversation. Borg and Gall stated: "The semi-structured interview . . . has the advantage of being reasonably objective while still permitting a more thorough understanding of the respondent's opinions and the reasons behind them" (1983, p. 442). This combination of structure and flexibility enriched the information by tapping the opinions which evolved spontaneously, and, thereby, added "depth of understanding" (Zemke and Kramlinger, 1985, p. 100). Therefore, the interview agendas used in this research were kept "open to change" (Zemke and Kramlinger, 1985, p. 101) in order to discover "attitudes, opinions, issues, and facts not anticipated beforehand" (Zemke and Kramlinger, 1985, p. 101). Another characteristic nature of the informal interview process was incorporated as a technique in

this research "in the sense that . . . listening for certain kinds of verbal behavior from the respondents" (Zemke and Kramlinger, 1985, p. 101) was continually significant.

The face-to-face interview technique was most advantageous to this research as the respondents were all "experts in their field" (Long, 1986, p. 2). Furthermore, these research issues could not be "observed or learned in other ways" (Zemke and Kramlinger, 1985, p. 100). The participants involved in this general education program were "in a unique position and . . . privy to information" (Zemke and Kramlinger, 1985, p. 100) that could only be obtained from him or her. The face-to-face interview type of survey was also most advantageous to use in this research because all of the "possible responses to the issue" (Long, 1986, p. 2) could not be anticipated and because exploratory and sensitive questions were necessary (Long, 1986, p. 2). Moreover, the interviewer utilized skillful face-to-face interview "techniques to probe ambiguous responses and unexpected leads" (Zemke and Rossett, 1985, p. 7). The "interviewer . . . asked spontaneous questions based on new thought paths" (Long, 1986, p. 2) the participants pursued, and thereby gained "insights and ideas" (Long, 1986, p. 2). The face-to-face interview was advantageous in that the "interviewer could change the tone and style of the questions to match the individual conversation styles of the respondents" (Long, 1986, p. 2). This interview technique was also useful in that the interviewer could immediately clarify questions that the participants did not understand (Long, 1986, p. 2). Therefore, this particular survey method served as a system for clarifying the information, focusing the data, and producing "solid, manageable evidence" (Zemke and Rossett, 1985, p. 7) so the results could then be organized and analyzed accurately (Zemke and Rossett, 1985, p. 7).

The interviewer also received "additional information in the form of non-verbal messages" (Zemke and Rossett, 1985, p. 7). The "interviewees behaviors, their gestures, eye contact and general reactions to questions" (Zemke and Rossett, 1985, p. 7) were used as "additional data or cues for the next question" (Zemke and Rossett, 1985, p. 7). The nonverbal cues from the respondents were significant in that the "respondent's body language" (Long, 1986, p. 2) was "a strong indicator of personal comfort or uneasiness with a question, which" (Long, 1986, p. 2), in turn, affected the "accuracy of the response" (Long, 1986, p. 2).

There were, however, certain disadvantages to the use of the face-to-face interview type of survey. The first and most obvious of these disadvantages was that this type of survey was "extremely time consuming when surveying many people" (Long, 1986, p. 2). The second disadvantage was that "the face-to-face interview is the most expensive type of survey" (Long, 1986, p. 2). The third possible limitation was "the flexibility, adaptability, and human interaction that are unique strengths of the interview also allow subjectivity and possible bias that in some research situations are its greatest weakness" (Borg and Gall, 1983, p. 437). Despite these three disadvantages, the face-to-face interview type of survey was used in this research because the advantages outweighed the disadvantages in obtaining the goals of gathering, analyzing, and interpreting information to answer the research questions.

The Interview Instrument. The anatomy of the structured interview consisted of five steps:

1. Preparing for the interview
2. Starting the interview
3. Conducting the interview
4. Concluding the interview
5. Compiling and analyzing results
   (Zemke and Kramlinger, 1985, p. 101).

"The design of the interview format . . . is the most important factor in generating" (Borg and Gall, 1983, p. 440) the appropriate response effects. Therefore, questions similar in content were grouped together. Within each of the topic areas, the questions were arranged in good psychological order (Ary, Jacobs, and Razavieh, 1985, p. 349). Open-ended questions were asked of the subjects which permitted "a free response . . . rather than restricting the response to a choice from among stated objectives" (Ary, Jacobs, and Razavieh, 1985, p. 342). The participant was "free to respond from his or her own frame of reference" (Ary, Jacobs, and Razavieh, 1985, p. 342).

In preparing for the interview it was decided to begin the questioning with easy, non-threatening, routine questions. These questions included the years during which the participants taught in the program, what courses the participants taught, what percent of the participants time was devoted to this program, and what other departments were attached to the program.

The next group of questions was designed to elicit general information. This question grouping concerned the starting of the program, the number of professors and departments involved in the program, the number of courses and sections which developed, information concerning the disciplines, ranks, tenure, and educational

backgrounds of the faculty members, as well as information concerning the abilities, educational levels, degrees earned, and career paths of the humanities students.

The third question group included more specific information concerning a description of the program and the participants' role in it. The most significant information included in this section focused on reasons for the flourishing of the program, the decline of the program, and the closing of the program in a relatively short time period.

The last section focused upon information concerning the closing of the program. These questions were complex and required explanatory answers as to the most important and influential faculty members and administrators involved in the decision-making process which concerned the staffing, the declining number of majors, and the date of closing.

The interview was concluded by asking if a reasonable possibility existed for this program to become a part of the general education curriculum in the future. Also, an inquiry was made about references to other staff members, students, faculty members and administrators involved in the program that should be included in this survey, as well as a request for any documents pertaining to this program.

The interview questions were, therefore, organized topically in order to keep the interviewee focused. The interviews proceeded through the chronological order of the research questions, concerning the interdisciplinary humanities program -- from its beginning, to its flourishing, its decline, and eventually, to its closing.

The Interview Process. During the preparation stage, it was decided, as stated earlier, that the interview approach would combine structure with an informal flexibility.

The reason for this decision was to generate information so that the informants would respond with "longer answers but better information" (Zemke and Kramlinger, 1985, p. 102). The interviewer, therefore, allowed the participants "room to roam in their heads" (Zemke and Kramlinger, 1985, p. 102) and "ramble than to try to force" (Zemke and Kramlinger, 1985, p. 102) the interviewers "personal ask/answer outline on him or her" (Zemke and Kramlinger, 1985, p. 102). The interviewee was uninterrupted "while he was occupied with another agenda" (Zemke and Rossett, 1985, p. 8). The main objective in conducting the interviews was to "ask the questions in such a way as to obtain valid responses and to record the responses accurately and completely" (Ary, Jacobs, and Razavieh, 1985, p. 343).

The interview meeting was scheduled at the convenience of the interviewee (Zemke and Kramlinger, 1985, p. 103). The interviews were conducted in "comfortable and neutral settings rather than work situations or offices" (Zemke and Rossett, 1985, p. 8) unless it was otherwise requested by the interviewee. The participants were prepared for the interview by a full explanation of the purpose for the interview and the process involved in the procedure.

In conducting interviews, the interviewer requested that all the participants allow the interview to be taped. Each participant was given an opportunity to decline the taping of the interview, as tape recorders many times make participants feel self-conscious and threatened. If a participant requested "that information be kept off the record" (Zemke and Rossett, 1985, p. 8), the request was honored. According to Borg and Gall, the use of tape recorders was a usual method

> for preserving the information collected in the interview . . . . The use of tape recorders . . . . reduces the tendency of the interviewer to make an unconscious selection of data favoring his biases. The tape-recorded data can be played back more than once and can be studied much more thoroughly than would be the case if data were limited to notes taken during the interview. It is also possible to reanalyze the taped interview data . . . . It is possible with tape-recorded data for a person other than the interviewer to evaluate and classify the responses (1983, pp. 445-446).

"Proper survey ethics" (Long, 1986, p. 1) were followed. The participants' trust was not betrayed as "confidentiality is crucial for successful analysis" (Zemke and Rossett, 1985, p. 8). According to Zemke and Kramlinger, interviewees tended to "doubt that the interview will be held in confidence -- especially if a tape recorder is used -- they may not answer the interviewer's questions candidly or fully" (1985, p. 115). The interviewer, therefore, followed "proper survey ethics" (Long, 1986, p. 1) by avoiding playing with statements and twisting the truth. Also, "strong listening skills" (Zemke and Rossett, 1985, p. 8), as well as keeping the interview focused, helped "create a good environment for understanding and communication" (Zemke and Rossett, 1985, p. 8), and, thus, aided in gathering "detailed and accurate information" (Zemke and Rossett, 1985, p. 8).

The interview was started by stimulating interest and concern, one-on-one in the relationship. In this type of interview, there were two types of tension, which were termed relationship tension and task tension. "Before an interview can move to a task plane" (Zemke and Kramlinger, 1985, p. 104), the relationship must be built. Oftentimes, the interviewees were tense. Therefore, content was explored after a "trusting relationship with the interviewee" (Zemke and Kramlinger, 1985, p. 104) had been formed. "A face-to-face interview requires more subtlety in question design and in the way" (Zemke and Kramlinger, 1985, p. 104) the focus was directed. Thus, the interviews were started

slowly and calmly so that the interviewee had an opportunity to get his or her bearings. Nonverbal reinforcement, such as head-nodding, was used by the interviewer (Zemke and Kramlinger, 1985, p. 110).

In conducting the interview, key questions were asked more than once and more than one way, with considerable energy focused on the interviewee. The sequencing of questions was general to specific, with interesting and probing questions, including summarizations of answers or ideas, thus giving the interviewer a double-check. Unexplored avenues were looked for and followed. Interviewees were given respectful silence time, which was time needed to think about a question. Clarifying questions were ask during the interview. Answers were put in perspective by requesting a context through the citing of specific examples. The interviewer made the concept clear that the interview was for the purpose of seeking constructive criticism as the interviewees were not being ask to criticize the institution, "name villains, or point the finger" (Zemke and Kramlinger, 1985, p. 107). This concept was reinforced during the interviews by asking: "Are there any special factors about this issue that I should understand?" (Zemke and Kramlinger, 1985, pp. 107-108).

In order to efficiently manage the interview time, arguments over facts, opinions and trivialities were avoided. Small talk was kept in balance as "some people need small talk to establish trust. Some abhor it. Some hide behind it" (Zemke and Kramlinger, 1985, p. 108). Therefore, the interviewer exercised awareness "in the exchange of small talk" (Zemke and Kramlinger, 1985, p. 108).

During the interview, note-taking was used as the "most flexible and usable approach to capture the data" (Zemke and Kramlinger, 1985, p. 108). A tape recorder

was also used, as stated earlier, to bring "order to the interview process" (Zemke and Kramlinger, 1985, p. 108). The interviewer made considerable effort during the interview to pay more attention to the interviewee than to the pen and paper note-taking (Zemke and Kramlinger, 1985, p. 7). Effective communication and rapport were maintained between the interviewer and the respondent during unstructured questions and probing (Borg and Gall, 1983, p. 445). The note-taking was used "to get the entire, accurate story and all the facts" (Zemke and Rossett, 1985, p. 7). Notes were used "to confirm facts and references" (Zemke and Kramlinger, 1985, p. 108), such as names, dates, spellings, figures, percentages, quotes, quips and anecdotes. In particular, "major conceptual points" (Zemke and Kramlinger, 1985, p. 110) were noted.

The interviews were concluded in a "comfortable, straightforward manner" (Zemke and Rossett, 1985, p. 8). Each participant was thanked graciously for his or her time and for the openness in the way the interviewer was treated (Zemke and Kramlinger, 1985, p. 110).

For the purpose of the analysis of the data and in order to retain the anonymity of the interviewees, the respondents were coded and represented by letters of the alphabet. The respondents were not coded in alphabetical order but were coded in a random manner. The interviewees will be cited henceforth by utilizing the word respondent and their respective alphabet code.

Summary

Chapter III contained an overview of the methodology with respect to the documents reviewed, the survey subjects, the theoretical context, the research questions, the variables and the research design, including the survey, face-to-face interviews, interview instrument and process. Chapter IV contains the findings of the research.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

Chapter I provided introductory information for the study which included the statement of the research problem, purpose, need, research questions, assumptions, delimitations, limitation and definitions. Chapter II presented a review of the literature with respect to the termination of three academic units in American higher educational institutions which were closely related to the study of interdisciplinary humanities. Chapter III explained the methodology and procedures for obtaining the information for the research which included documents, survey subjects, theoretical context, research questions, variables and research design.

This chapter will present an analysis of the data as found in the historical documents and interviews with Oklahoma State University (OSU) administration, faculty members, students and staff involved in the OSU interdisciplinary humanities program. The purpose of this study was to analyze the decline and fall of the OSU interdisciplinary humanities program. This research sought to determine why a previously flourishing program began to collapse and eventually fall. This was a pioneer study into the history of an interdisciplinary humanities program in a modern research university curriculum. No

known systematic inquiry and study existed concerning the reasons this program closed. This study examined the still unanswered question: Why did the interdisciplinary humanities program at OSU flourish, decline, and fall?

Findings

Post-Interview Discussion

The face-to-face interview was used to survey all of the participants involved in the OSU interdisciplinary humanities program who were residing in the Stillwater, Tulsa and Oklahoma City locations. Three different survey forms were used for the face-to-face interviews. One survey form was used for the face-to-face interviews with faculty members and administrators (Appendix B). A second survey form was used for the face-to-face interviews with the students (Appendix C), and a third survey form was used for the face-to-face interview with the staff member (Appendix D).

The interviewer began the interview by stating to the interviewees that this type of survey would focus primarily on the three following areas:

1. Background and historical information concerning the interdisciplinary humanities program;
2. A description of the program during the time of its flourishing;
3. An identification of causes or reasons for its decline and closing.

The interviewer requested that all of the participants allow the interview to be tape recorded. Only one professor declined the opportunity to be tape recorded during the interview (Respondent I, August 26, 1992).

The participants residing outside of the Stillwater, Tulsa and Oklahoma City area were interviewed by telephone. There was a total of five professors living in other states who were interviewed by telephone. Two of these professors were located in Texas, two were in Iowa and one was living in Indiana. There were two exceptions in the case of the telephone interviews. One professor living in another state requested a written survey form, as well as a historical chronology of the OSU interdisciplinary humanities program (Respondent JJ, December 26, 1994). This professor stated a preference for responding in written form. This written response was never received. Also, one administrator who was working in a foreign country during that period of time was also forwarded a written survey form (Respondent F, November 15, 1994). This administrator's written response was never received.

Both the face-to-face and telephone interviews combined the formal and informal structured approach. The combination of both the structured and flexible approach enriched the information obtained during the interview by adding greater depth and breadth as well as clarity, completeness and fullness. The interviewer changed the style and tone of the questions in order to match the individual conversation styles of the respondents. The interviewer also utilized strong listening skills while simultaneously building a relationship for the purpose of overcoming tension. Nonverbal behavioral skills were also used by the interviewer. Proper survey ethics were followed in the areas of confidentiality and anonymity. Questions were clarified that the respondents misunderstood. Note-taking was used to capture the data and information. The interviewer double-checked the answers and ideas of the interviewer by repeating

summarizations. Every attempt was made by the interviewer to keep the interviews flexible, adaptable and maintain a maximum degree of human interactions.

The interviews were scheduled at the convenience of the interviewee. The interviews were also conducted in an environment chosen by the interviewee in order to establish a comfortable environment for the interviewee. The location sites chosen by the interviewees were their OSU offices, homes or local coffee shops.

The interviewees were extremely cooperative and gracious in granting an interview as well as providing valuable verbal and written information. The interviewees described situations, events and sets of events as accurately and objectively as possible for the purpose of representing a complete and total picture. The interviewees granted the interviewer access to all written documents, data and information in their possession upon request. There was only one piece of information requested by the interviewer which was unavailable. This information concerned the matter of OSU's application for membership in Phi Beta Kappa.

The interviewees disclosed facts, information, data, issues, observations, insights, attitudes and opinions in a relaxed manner. The interviewees stated lengthy, explanatory and descriptive answers, with examples, to the questions posed. The interviewees focused on the prepared questions and, at the same time, remained flexible, informal and casual by directing the conversation to ideas and concerns they thought were essential and necessary for a complete understanding of the beginning, flourishing and closing of the interdisciplinary humanities program at OSU.

Only one interviewee was uncomfortable with the survey form. This administrator stated two reasons for his displeasure. This administrator stated "that the survey calls for too many simple responses to be given regarding a very complex subject" (Respondent F, Letter to Jane A. Watkins, November 15, 1994). This administrator also felt that the questions in the survey were "of an administrative nature" (Respondent F, Letter to Jane A. Watkins, November 15, 1994) and seemed to violate "matters of protocol" (Respondent F, Letter to Jane A. Watkins, November 15, 1994).

All of the other interviewees approached the survey in a professional manner with the goal of gathering information. All the respondents were experts in their field and appeared to consider the survey questions concerning the closing of the program as research issues which could not be observed or learned in other ways. The interviewees appeared to provide the information with the intent of presenting a thorough understanding of the research problem.

There were two disadvantages inherent in the particular survey form used. The first disadvantage was that the survey form was too lengthy, and thus, the interviews were too long. The respondents had a great amount of information to convey describing the program during the time that they were involved, the reasons for the closing of the program, and the circumstances and general collegiate environment of the College of Arts and Sciences and OSU as a whole at this time.

Another disadvantage inherent in the nature of the survey form was the list of questions used which opened the interviews. The faculty members and administrators

appeared to resent the lengthy list of questions describing the beginning of the program and the background and history of the program. The reasons for this were as follows:

1. The inception of the program was during the decade of the 1930s. The interviewees were not present when this program originated;
2. The interviewees knew that this information existed in the department files and available historical institutional documents. They considered these questions redundant;
3. The interviewees had information which they thought was essential and necessary to relate and they wanted to spend priority time discussing their information;
4. Including all of the history and background made the interviews far too long. For example, one interview lasted four hours;
5. The most redundant question was question number 14 including both A and B, concerning the role of Harvard and Yale in the OSU interdisciplinary humanities program.

Category 1: The effects of historical and chronological elements found in the evolution, development, and flourishing of the interdisciplinary humanities program at OSU, which related to its decline and closing.

The Early Years

Historical documents have shown the interest in and importance of the humanities at OSU since the founding (Kamm, 1965, p. 11) of the Oklahoma Agricultural and

Mechanical College (Oklahoma A. and M) (Rohrs, 1978, p. 1) on December 25, 1890 (Kamm, 1965, p. 11). The founding of Oklahoma A. and M. College was due to an act of the First Territorial Legislature, in compliance with the July 2, 1862 Morrill Act (Kamm, 1965, p. 11), which stipulated and defined the purposes of the land-grant institution. This act stated

> each State which may take and claim the benefit of this act, to the endowment, support, and maintenance of at least one college where the leading object shall be, *without excluding other scientific and classical studies*, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, *in order to* promote the liberal and practical education of the industrial classes in the several pursuits and professions in life (1862, p. 504).

President emeritus of OSU, Dr. Kamm gave special attention to the latter phrase and "to the two key words within the phrase, 'liberal' and 'practical' . . . . Here, for the first time in the history of American higher education, liberal education and vocational preparation joined hands" (1962, p. 21). Dr. Kamm aptly called this "the wedding of liberal and practical education" (1962, p. 21).

It was initially specified by the State of Oklahoma in the Constitution for the founding of Oklahoma A. and M. College that members of the board must be farmers. Although the evolution of the humanities disciplines have been impacted by the ideals of populist democracy . . . . "Ironically, students enrolled at the Oklahoma Agricultural and Mechanical College during the 1890's were required to take more courses in the humanities disciplines than any time since" (Rohrs, 1978,

p. 1). "Oklahoma A. and M.'s first leaders assumed that the college would provide a liberal arts and sciences education" (Hanson and Stout, 1992, p. 10).

Major Henry E. Alvord became President during the summer session of 1894. George E. Morrow was known as the fourth President.

> Although these two early presidents were strongly committed to agricultural education, they 'assumed that English, history, and civics were important to education . . . . All of Oklahoma A. and M.'s early presidents and faculty, regardless of their areas of specialization . . . . respected the value of a broad curriculum, which provided for the study of literature and the arts along with science and agriculture' (Hanson and Stout, 1992, p. 11).

Angelo C. Scott followed Morrow and was installed as the fifth President of Oklahoma A. and M. College in the year 1899. "Scott rejected the concept, 'that nothing but practical counts.' Consistent with his educational philosophy and his perception of the role of land grant colleges, he instituted major curriculum revisions" (Rohrs, 1978, p. 2). President Scott continued this tradition and encouraged "students to enroll in a variety of courses to broaden their academic exposure" (Rohrs, 1978, p. 2). President Scott held high aspirations and was considered to be "a frontier renaissance man" (Hanson and Stout, 1992, p. 18). Oklahoma A. and M. College experienced its "first golden age" (Hanson and Stout, 1992, p. 16), growing and thriving during Scott's nine years in the presidency (Hanson and Stout, 1992, pp. 16, 21). Scott, however, "had the high-minded ideals of the progressive movement and traditional values which he would not compromise for political gain" (Hanson and Stout, 1992, p. 15).

After 1912, the number of agriculture students outnumbered the science and literature graduates. This increase in agriculture graduates resulted from a political

movement in the state to place primary emphasis on agricultural education in order to preserve an agrarian lifestyle. President of Oklahoma's Constitutional Convention, William H. Murray, nicknamed "Alfalfa Bill" (Hanson and Stout, 1992, p. 25), introduced and advocated a program to reinforce agriculture education. This program terminated the Oklahoma A. and M. College's Board of Regents and placed the college under the responsibility of the Oklahoma State Board of Agriculture. The quality and quantity of agricultural education was upgraded throughout the state with measures under this program (Hanson and Stout, 1992, pp. 25-26).

John H. Connell was chosen as the sixth President of Oklahoma A. and M. College. President Connell and William H. Murray established an administrative machinery which focused on agrarian ideals and the concepts of a populist democracy. "Good populist theory held that government in the hands of the people, rather than big business or the federal government, would be worthy of the people's trust and bring prosperity to the farm" (Hanson and Stout, 1992, p. 27).

During the years of John H. Connell's presidency, enrollment doubled, new buildings were added, and a new course of study was introduced and achieved collegiate status (Hanson and Stout, 1992, pp. 33-34). Music became a department independent of the course of study in science and literature (Hanson and Stout, 1992, p. 41). The Bartlett Center for the Studio Arts was constructed (Hanson and Stout, 1992, p. 33). Also, in the catalog of 1913-1914 the terminology for "'divisions' became 'schools'" (Hanson and Stout, 1992, p. 46). Although Oklahoma A. and M. College experienced expansion and growth under the leadership of John H. Connell, the mission was primarily seen "as

agricultural and technical to the neglect of literary and cultural education" (Hanson and Stout, 1992, p. 10).

The board terminated Connell's employment as President in May 1914 and ask Dean Lowary Lewis to act as President for the 1914-1915 school year (Hanson and Stout, 1992, p. 44). In 1914, under the leadership of "Doc Lew" (Hanson and Stout, 1992, p. 44), as he was called by faculty and students, the department of foreign languages was established. Spanish and French were introduced as the Romance languages (Hanson and Stout, 1992, p. 36).

The next President selected by the board on June 10, 1915 was James W. Cantwell. Cantwell indicated his vision of Oklahoma A. and M. College "was to build a comprehensive college of higher education," (Hanson and Stout, 1992, p. 49). At the same time, the board was "determined to adhere to the principles and traditional emphasis on practical education of the land grant institutions. The humanities disciplines became supplemental to this primary mission of the university" (Rohrs, 1978, p. 3).

During the World War I years and post-war years, disciplines in the humanities expanded and developed (Rohrs, 1978, p. 3). Noble Rockey as head of the English department,

> brought good theater to the college, arranging and staging two open-air productions of Shakespeare. He also brought visiting theater troupes to the campus, among them the Ben Greet players in 1914-1915. In 1920, traveling players from the Norwegian National Theater performed two Henrik Ibsen plays, *A Doll's House* and *Hedda Gabler* (Hanson and Stout, 1992, p. 52).

Debates, readings, and music programs were given by the Omega and Philomathean Literary Societies (Hanson and Stout, 1992, p. 52). A head was appointed for the art department in 1917 (Hanson and Stout, 1992, p. 61). Kappa Kappa Psi, an honorary band fraternity, was founded by band students in 1919 (Hanson and Stout, 1992, p. 56).

James B. Eskridge was inaugurated as President in November 1921, for an administrative period of two years (Hanson and Stout, 1992, pp. 63, 72). Clarence H. McElroy was appointed acting Dean of the School of Science and Literature in September 1922 (Hanson and Stout, 1992, pp. 69, 74). Dean McElroy was described as "a shrewd politician . . . warm, good-humored . . . . soft-spoken, diplomatic, and completely dedicated to his alma mater" (Hanson and Stout, 1992, p. 70).

Bradford Knapp, installed as President in 1923, "signaled another period of resurgence for the humanities disciplines" (Rohrs, 1978, p. 4). The English and history departments expanded, acquiring additional faculty members (Rohrs, 1978, p. 5). Foreign languages experienced growth with an extensive list of course offerings and hiring of new faculty with specialties (Hanson and Stout, 1992, p. 83). The school listed "a total of 282 courses. Music . . . had . . . majors in brass and reed instruments, piano, violin, and voice" (Hanson and Stout, 1992, p. 79). In 1923, the Art Club in the department of art "formed a chapter of the American Federation of Arts" (Hanson and Stout, 1992, p. 88).

With the resignation of Knapp in 1928, Henry G. Bennett was hired by the Board of Agriculture to become the next President of Oklahoma A. and M. College. President Bennett had formerly served as the President of Southeastern State College in Durant (Hanson and Stout, 1992, pp. 91, 103). He had studied progressive educational and

administrative theories at Columbia Teachers College, focusing on the techniques of administration training, centralization of management, "and systematized evaluation of the 'product'" (Hanson and Stout, 1992, p. 118). President Bennett was a charismatic leader and a "skillful politician" (Hanson and Stout, 1992, p. 103). Bennett organized educators into a political network called the Beneficent Order of the Red, Red Rose which acted as a "professional networking group to bring its members to positions of power in order to develop education in Oklahoma" (Hanson and Stout, 1992, p. 118). Although his ambitious plans and projects called the "Twenty-Five Year Plan for Campus Development" (Hanson and Stout, 1992, p. 119) was delayed by the economic realities of the depression, Bennett remained optimistic with his vision of future development "for building a comprehensive college" (Hanson and Stout, 1992, p. 103).

There were 3,999 students enrolled at Oklahoma A. and M. College in 1930 and the faculty members numbered 225 (Hanson and Stout, 1992, p. 103). In the decade of the 1930s, the Bachelor of Arts degree was formalized.

> The school was reorganized into four major departments: the biological sciences, the physical sciences, the humanities and the social sciences . . . . The stated purpose of the School of Science and Literature was to perform a service function for the other schools of the college (Rohrs, 1978, pp. 4-5).

The Deanship of Schiller Scroggs

In 1935, Scroggs became the Dean of the School of Science and Literature (Catalog, 1935-1936, p. 173). "Three years after he assumed the deanship, the School of

Science and Literature changed its name to the School of Arts and Sciences" (Hanson and Stout, 1992, p. 117).

Scroggs had graduated from Southeastern State College in 1924, during Bennett's presidency. Scroggs returned to Southeastern in 1927, taking two positions as professor of educational administration and principal of Demonstration High School. Bennett had appointed Scroggs to the position of Director of Administrative Research, two months after assuming the role as President of Oklahoma A. and M. College. Bennett granted

> Scroggs sabbatical leaves to study for an M. A. from Columbia Teachers College (1932) and a Ph.D. from Yale University (1935) . . . . Scroggs managed to take this study while maintaining his role as registrar, director of statistical research, and founder of the Depression inspired student self-help industries -- an employment device to help maintain enrollment (Hanson and Stout, 1992, pp. 119-120).

Dean Scroggs was born in Rogers, Arkansas on May 10, 1892. His father was Joseph W. Scroggs,

> a Congregational minister, pioneer educator, inventor, author, composer, and community planner whose talents benefitted many public service projects . . . . He established a church and a Cherokee academy in Vinita (Hanson and Stout, 1992, pp. 120-121),

and taught at Kingfisher College. Young Schiller served in the Army from 1912 to 1920, returning to Kingston to teach high school English and marry Marie Landrum. He completed a bachelor's degree at Southeastern Teachers College in Durant while holding the position of Kingston Superintendent of Schools until 1927. His wife, Marie, taught private piano (Hanson and Stout, 1992, p. 121).

According to Hanson and Stout, "Scroggs was a man of cultured sensibilities, the embodiment of a liberal arts professor . . . . Scroggs remained one of Bennett's loyal

advisors throughout the latter's twenty-three year presidency" (1992, p. 120). Dean Scroggs came with a vision -- a dream. Scroggs' dream was to "transmit a broad general education to the coming generation" (Scroggs, 1939, p. 149). By general knowledge Scroggs means "integrative and cross-disciplinary" (Scroggs, 1939, p. 149) general knowledge "dealing with broader issues" (Scroggs, 1939, p. 149). Scroggs' dream focused upon the conceptualization and objectives of general education. These ideals included:

> . . . an experience to broaden the intellectual powers . . . . to present to youth a selection of generalizations or abstract ideas which will be of value to them in coming to understand the world about them and in making their personal adjustment to that world (Scroggs, 1939, p. 18).

Scroggs discussed his philosophy of an interdisciplinary approach by phrases such as "relatedness . . . relations are mental ties made . . . for thinking purposes" (Scroggs, 1939, p. 18). Scroggs further explored his ideals by stating:

> Concepts, viewed as psychosomatic phenomena, are the elements out of which the individual constructs his universe . . . . we must organize our experience conceptually in order to use it effectively . . . . It is the development of the framework for such inference that is the really important task of general, or liberal education (Scroggs, 1953, pp. 21, 23).

Scroggs discussed the philosophical conflict in the program of general education and identified it "as the age-old issue of the particular versus the general" (Scroggs, 1939, p. 18). Scroggs thought specialization was essential for the extension of knowledge, but emphasized commonality of language and fundamental ideas as essential to the communication of specialists with one another, as well as to the ability to integrate knowledge and experience (Scroggs, 1939, p. 18).

On November 1, 1935, Scroggs, Dean of the School of Science and Literature at Oklahoma A. and M. College, presented to the faculty a formal procedure and a plan for "general integrative education" (Scroggs, 1939, p. 1) and curriculum reorganization. "This plan was predicated upon the likelihood of increased enrollments" (Scroggs, 1939, p. 1) which, in turn, would increase class sizes; bringing about high elimination rates, indicating the curriculum did not effectually serve the students; and, upon students' needs, which, therefore, indicated the need of honors courses for gifted students and general courses for all of the students. The general courses were "planned to promote social intelligence and attitudes of social responsibility and to develop as well an integrated view of life" (Scroggs, 1939, p. 1).

At the same time Dean Scroggs was presenting his dream of general education to the faculty at Oklahoma A. and M. College, several American colleges and universities were becoming preoccupied with the development of general courses and "the planning of coordinated general programs" (Thomas, 1962, p. 99) based upon statements of "desired common intellectual experience," (Thomas, 1962, p. 99) "unity of knowledge," (Thomas, 1962, p. 101) and "the great ideas of man" (Thomas, 1962, p. 101). It should be noted that this holistic concept of "general education can be traced to the moral philosophy courses found in American colleges during their first 200 years. These integrative experiences, called the capstone courses, were usually taught by the college president and presented to all students" (Cohen and Brawer, 1984, p. 313). The purpose of the capstone courses was to pull "together knowledge from several areas" (Cohen and Brawer, 1984, p. 313).

The search for the "'modern equivalent' of the classical tradition began" (Henry, 1975, pp. 76-77) in the latter part of the 1910s "with an effort to balance the land-grant emphasis on career education with the subsequent development of specialization in disciplines and professional studies" (Henry, 1975, p. 77). For Bennett and Scroggs at Oklahoma A. and M. College there was also a struggle "to find a balance between some of the fundamental dualities, inherent in the land-grant philosophy of liberal and practical education" (Hanson and Stout, 1992, p. 122). "'General education' became a label to identify courses or programs designed to bring order to what some thought was educational chaos" (Henry, 1975, p. 77). Advocates for "an organizing principle" (Cohen and Brawer, 1984, p. 315) developed a "cluster of survey courses" (Henry, 1975, p. 77) which were designed to integrate the curriculum and thus unify or integrate the educational experience assuring "the continuance of the liberal and humane tradition" (Henry, 1975, p. 77).

The prototype of the survey course was devised at Columbia University. This course was called Contemporary Civilization and was "first offered in 1919" (Cohen and Brawer, 1984, p. 315). The academic discipline became the principle for organizing the course. The purpose of this course "was to define the 'intellectual and spiritual tradition that a man must experience and understand if he is to be called educated'" (Henry, 1975, p. 77). This course gave the students "the overview, the broad sweep" (Cohen and Brawer, 1975, p. 315) of philosophy, literature, music and art (Cohen and Brawer, 1975, p. 331).

Comprehensive humanities courses and humanities divisions were established during the decades of the 1920s and the 1930s, in every type of institution, ranging from state universities and privately endowed universities, through liberal arts colleges, teachers colleges, and junior colleges. The pioneer experiment in the humanities course was led by Reed College in 1921, followed by New Jersey State Teachers College and Stephens College in 1929, Colgate University and Johns Hopkins University in 1931, the University of Chicago, Columbia University, and Oklahoma Agricultural and Mechanical College in 1937. The content of these courses was drawn from literature, fine arts, history, music, and philosophy (Beesley, 1940, pp. 25, 159-160).

Although Western Culture I and II (Catalog, 1935-1936, p. 192) were listed in the 1935-1936 Oklahoma A. and M. College Catalog, (Rolfs, 1936, p. 1), these courses were only in the planning stages at this time. Two professors were on sabbatical leave, working on the development of the School of Science and Literature's interdisciplinary humanities program. Professor Hans H. Andersen surveyed courses at the University of Chicago and Professor George Howard White visited Harvard in order to prepare for the experimentation of the general, cross-disciplinary course (Rolfs, 1936, p. 1).

Professor Andersen was one of the primary individuals contributing to the development of the first interdisciplinary humanities courses. Andersen graduated from the University of Chicago and joined the English faculty of Oklahoma A. and M. College in the 1920s. He stayed for many years of service (Hanson and Stout, 1992, pp. 85, 103). Andersen shared his thoughts and ideas on what he called a "geography from a humanistic

point of view" (Andersen, no date, p. 18) in a paper presented entitled "The Humanities" (Andersen, no date, p. 16). Andersen writes:

> It follows that we must avoid separating the record of man's achievements from life itself. Such separation leads quickly to something like antiquarianism and an industrious preoccupation with names and dates. If the study of our best becomes merely an academic chore, the learning of dull facts that have only this to recommend them that so far as we know they are true, our project is spiritually dead and may as well be officially pronounced so. If the student fully realizes that the good life depends on what may perhaps be called his spiritual adjustment to reality, both reality and the story of man's responses to it will suddenly become vital matters. He will be interested in learning facts, even some apparently otherwise dull ones. He will agree with Oliver in Santayana's The Last Puritan, who in coming to Harvard said:
>
> > I've come to read books and to learn facts -- at least historical facts -- not to cultivate sentiment. If the facts are before a man, he will know well enough how to feel about them. If you come to him with a religion, or a system of ethics, and tell him what he ought to feel before he really feels anything, you merely make a sham and hypocrite of him. That's the way I was brought up, and it's criminal.
>
> The drama of man's long struggle to understand and to come to terms with himself and nature will stir the student's imagination when he senses that he is the same play, an actor on the same stage. Historical facts, poetry, painting, music, and philosophy become then not separate academic subjects or disciplines, but the voices and feelings of human kind -- our aspirations and conclusions in our earthly adventure. The student must keep in mind that life is an adventure and that the voices of the past are man's reactions to long centuries of that adventure (no date, p. 17).

The interdisciplinary humanities courses in Western Culture developed during this time, were designed "to bring the student into immediate contact with our intellectual, moral, and aesthetic heritage" (Report, 1936, p. 18). Through an interpretation "of the great sources of western culture" (Report, 1936, p. 19), and within the "framework of history, of society, philosophy, literature, and the arts" (Catalog, 1935-1936, p. 192) the student would "develop his humanity" (Report, 1936, p. 19). The ultimate goal for

student outcomes at this time was stated as follows: "To deepen his understanding 'to the point where he sees for himself that the constant factors in life throughout the history of the western world are of far higher import than the changing factors'" (Report, 1936, p. 19). The course objective was focused upon experience, rather than knowledge.

The actual classroom teaching of the interdisciplinary humanities courses, Western Culture I and II (Catalog, 1935-1936, p. 192) at Oklahoma A. and M. College, began in the year 1937. The humanities curriculum established at this time remained stable until 1974 when the course "was reduced to a three-hour" (Hanson and Stout, 1992, p. 134) format.

The content of this course was to remain flexible, within the chronological topics including the ancient world, the middle ages, the renaissance, and the modern world. The primary method of teaching was the lecture method with illustrative material and assigned readings. Students could earn four hours of course credit each semester, with a total of eight hours credit. The classes met "five times a week" (Report, 1936, p. 18).

The academic discipline used as the organizing principle for this course was literature, modeled after the Great Books approach at the University of Chicago. Lectures were presented three times per week covering the literary emphasis, with two supplemental labs in the related areas of art, music, history, philosophy and religion (Hanson and Stout, 1992, p. 134). Illustrative materials for the visual and performing arts were introduced by "slides, talking films, phonograph records, etc." (Report, 1936, p. 18). The English laboratory provided opportunities for discussion and writing of assigned papers over required readings (Report, 1936, p. 18). "There was an English composition

class to be taken concurrently" (Hanson and Stout, 1992, p. 134). The lectures were originally planned to be presented "to classes of about one hundred fifty students . . . . One hour each week or every other week" (Report, 1936, p, 18) was "set aside for tests over the lectures and the required readings" (Report, 1936, p. 18).

The first professors teaching this course were "Hans Andersen, Agnes Berrigan, George White" (Hanson and Stout, 1992, p. 134) from English (Hanson and Stout, 1992, p. 85) and Doel Reed from art (Hanson and Stout, 1992, pp. 134, 80). The two semesters in interdisciplinary humanities "encompassed Homer to the nineteenth century and was the richest course in the whole university" (Hanson and Stout, 1992, p. 134).

Scroggs' interest in and perception of general education shaped the Oklahoma A. and M. College's School of Science and Literature into a total collegiate experience. Scroggs' educational objectives included developing the student's thought processes by aspiring to integrate knowledge, while accentuating broad conceptualizations and synthesis of information across the disciplines (Scroggs, 1939, pp. 149, 151, 191).

The dream of Scroggs' interdisciplinary philosophy and concept of general education continued to evolve at Oklahoma A. and M. College in the School of Science and Literature during the next two decades. Faculty members continued to collaborate with other higher educational institutions in the United States initiating general education programs. During the summer of 1947, Edwin R. Walker, Chairman of General Education, planned an itinerary including visits to other institutions in three different sections of the country. To highlight his schedule, Walker studied the work at the

University of California at Los Angeles, Scripps College and Stanford University from June 29 to July 23. During the period of August 3 to 17, he visited Kansas State College, the University of Iowa, the University of Chicago, and the University of Minnesota. Walker spent time at Colgate, Yale, Columbia and Harvard University from August 24 to September 14 (Walker, 1947, p. 2).

Another individual who was instrumental in organizing the interdisciplinary humanities courses at Oklahoma A. and M. College was Professor G. H. White. Professor White

> was born on November 26, 1899, in the county of Cornwall near Plymouth, England . . . .
>
> In June of 1914, one month before the outbreak of World War I, he, his mother and family journeyed to the United States to join his father, who had worked in America for two years so that they could move to their new home.
>
> George had completed his schooling in England, graduating with enough high school units to qualify him for college. His father, however, disapproved of his going away to college, for he was only 14 years old. The elder White wanted his son to 'make new friends and acquaintances,' and to receive his education with American children his own age.
>
> Two years later, George graduated from a high school located in the Black Hills country of South Dakota (Oklahoma State Alumnus Magazine, 1962, p. 16).

"He received an A. B. degree from William Jewell college in Liberty, Missouri in 1920" (Oklahoma State Alumnus Magazine, 1964, p. 27). White concentrated his studies by

> majoring in the classical languages, Latin and Greek . . . .
> In 1923, two months before his 24th birthday, White became acting head of the department of classical languages at William Jewell College. Two years later, he was a graduate student in Chicago.

> His major field was English, but his academic interests included literature, philosophy, and history (Oklahoma State Alumnus Magazine, 1962, p. 16).

Due to unfortunate circumstances, White

> never received his advanced degree . . . .
> Professor White married the former Bertha Owings of Moberly, Missouri, in December of 1921 (Oklahoma State Alumnus Magazine, 1962, p. 17).

They had "four children, all of whom are graduates of OSU" (Oklahoma State Alumnus Magazine, 1962, p. 17).

White joined the Oklahoma A. and M. College faculty in 1929 as an assistant professor in the English department (Hanson and Stout, 1992, p. 85). In 1936, White was named as Oklahoma A. and M. College's "first director of student personnel" (Hanson and Stout, 1992, p. 135). By 1949, Dean Scroggs had appointed Professor White as the "director of general education and chairman of humanities, in addition to his other duties" (Oklahoma State Alumnus Magazine, 1964, p. 27).

White described the objectives of "the General Course in Humanities at Oklahoma A. and M. College" (White, 1949, p. 183) in a book chapter. White stated: "The primary aim was to let masterpieces in the arts speak for themselves to students who were free to explore them without bias" (White, 1949, p. 183). The result of this objective was not to be memorization of information, but a response to the meaning of art, intellectually, morally, and aesthetically in a humanistic manner.

White stated a second distinctive aim by saying:

> . . . to enable the student to trace the biographies of great ideas and to identify those which have survived to the present and which have entered

> into his own heritage of beliefs and attitudes. Maturity in intellectual, social and aesthetic behavior brings perspective and vision. The general course in humanities was intended to promote such maturity . . . . This disposition to see life whole, rather than fragmented by departmental and specialized investigation makes possible saner judgement and more wholesome living (White, 1949, p. 183).

In describing his third objective, White continued by writing:

> . . . the student should be encouraged to develop himself as an individual, not merely for the sake of making a more valuable contribution to the community as a citizen or to any institution as a member, but also, and primarily, for the improvement of the quality of his own thinking and feeling, the enrichment of his inner life . . . . He would acquire a more sensitive conscience and a greater appreciation for the basic qualities of courage, and integrity, and for the practice of tolerance (White, 1949, pp. 183-184).

White also wrote in this chapter that minor changes were made yearly in this course, "but the course remained essentially the same for eleven years" (White, 1949, p. 186).

Students, faculty, and administrators praised Professor White's work. In 1961-1962 he was selected as the outstanding teacher for the university (Oklahoma State Alumnus Magazine, 1964, p. 27). A former student described Professor White's teaching by saying

> he was a crafty storyteller. He simply told you the story in an engaging way. He held classes in the Prairie Playhouse. He would stand on the stage and hold forth. He had the ability to hold an audience in the palm of his hand. He had it and he knew it (Respondent L, Personal Interview, November 29, 1994).

President emeritus, Dr. Kamm stated:

> One of the best things to happen to me professionally through the years was to have Professor White as a member of the Arts and Sciences administrative team and faculty during my years as Arts and Sciences dean (September 12, 1989).

In 1951, the Humanities Faculty Club was founded with membership "open to faculty members of any school on the campus interested in humanist subjects such as art, literature and humanities" (O'Collegian, 1951, p. 3). The Humanities Faculty Club elected "as its officers three of the charter members. The officers" (O'Collegian, 1951, p. 3) included "Dr. Richard E. Bailey, president, Dr. Agnes Berrigan, vice-president, and Professor Doel Reed, program chairman" (O'Collegian, 1951, p. 3). The new club was organized "for the study and discussion of subjects in the field of humanities" (O'Collegian, 1951, p. 3). The group held "seven monthly meetings each year" (O'Collegian, 1951, p. 3). "The group met for dinner and speaker of the evening in the Student Union cafeteria's Mural Room . . . . The sessions . . . attracted not only the faculty but also spouses and others interested in cultural enrichment from a variety of perspectives" (Hanson and Stout, 1992, p. 138).

On February 22, 1951 a student group organized the Film Arts Club with the purpose of planning a series of nonprofit film presentations. This organizations first presentation in the Prairie Playhouse was "*Dreams That Money Can Buy*, a surrealist film produced in New York and directed by the head of the film department of New York City College, Hans Richter" (O'Collegian, 1951, p. 8).

In 1958, at the age of 66, Dean Scroggs resigned. Scroggs had served "as dean for more than two decades" (Hanson and Stout, 1992, p. 117). Cyclone Covey of the music department recalled: "He told me matter-of-factly that the decisions he had (been ordered) to make over time had inevitably created too many enemies for his continued tenability" (Hanson and Stout, 1992, p. 214).

Dean Scroggs had exhibited a complex personality. He had a high mental capacity in both the quantitative and qualitative realms. Professionally, he was known for his background in statistics and scientific management (Hanson and Stout, 1992, pp. 119, 138). At the same time, Dean Scroggs also had a reputation as a poet. His favorite hobby was writing poetry while listening to classical music (Hanson and Stout, 1992, p. 138). His personality and leadership style was formal, authoritarian, distant and aloof. He was unpopular with many faculty members. "He had a reputation -- only partially true -- of being Bennett's 'hatchet man'" (Hanson and Stout, 1992, p. 139).

During the deanship of Scroggs, Oklahoma A. and M. College's general education program had developed a prototype model to be followed by many other colleges across the country. Upon Scroggs' arrival, the number of majors in the arts and sciences totaled 350 students. By 1956, this school had grown to 1,600. Despite obstacles, Dean Scroggs had made his vision of the liberal arts and sciences a reality (Hanson and Stout, 1992, p. 215).

The Deanship of Robert B. Kamm

In 1958 a faculty committee interviewed and selected Kamm as the new Dean of Arts and Sciences. This was the first time in the history of Oklahoma A. and M. College that a committee composed of faculty members participated in the search process and hiring of a Dean. As the son of Swiss immigrants, Kamm was born in the year 1919 in the small settlement of West Union, Iowa. His background of Swiss heritage taught him to place a high value on education. The University of Northern Iowa (UNI) granted Kamm

his B. A. degree in 1940. Kamm had focused his studies on the disciplines of English and theater and held membership in Theta Alpha Phi. While earning his bachelors degree at UNI, "he met and married a fellow student, Maxine Moen" (Hanson and Stout, 1992, p. 225).

After teaching briefly in the public school system of Iowa, Kamm joined the Navy after the beginning of World War II. During this time, Kamm spent a period of three months on the Oklahoma A. and M. College campus in "an aviation radar technician" (Hanson and Stout, 1992, p. 226) training program. After the end of the war, "Kamm completed the M. A. and Ph.D. in counseling psychology, and higher education at the University of Minnesota. He served as Dean of Students at Drake University between 1948 and 1955" (Hanson and Stout, 1992, p. 226). His daughter Susan was born in 1948 and his son Steve arrived in 1953. From 1955 to 1958 Kamm served at Texas A. and M. College as the Dean of Student Affairs, and Dean of the Basic Division overseeing the undergraduate general education program (Kamm, 1996).

Kamm was appointed to the deanship during a time when the institution was experiencing expansion and growth. In 1957 Oklahoma A. and M. College was "formally designated Oklahoma State University of Agriculture and Applied Science. Simultaneously, the School of Arts and Sciences was renamed a college" (Hanson and Stout, 1992, p. 227).

Kamm and Scroggs agreed on their basic educational philosophy, in that the purposes of the liberal arts was to foster and cultivate the values of intellectual and cultural enrichment. Kamm believed in "the classical ideal of the good life" (Hanson and

Stout, 1992, p. 227). Dean Kamm realized that "man lives by more than bread alone" (Kamm, 1962, p. 21). He believed that "Americans, in addition to being practical, are also sensitive to other values and dimensions which lead to the good life" (Kamm, 1962, p. 21). Kamm differed from Scroggs, however, in his leadership style, personality, and interpersonal skills. His manner was easy, engaging, warm, friendly, inviting, and accessible. Communication was a key element in Kamm's administrative style. Being people-oriented, he preferred to deal with problems "face-to-face over a cup of coffee" (Hanson and Stout, 1992, p. 229). The management style of Kamm allowed more autonomy and creative thinking for the faculty and various committees than in the previous administration (Hanson and Stout, 1992, p. 239).

Under the deanship of Kamm, the music department grew from 101 majors in 1962 to 128 majors in 1966. In cooperation with the College of Education, a masters degree program in music education was established. The music and theater departments collaborated in the production of musical comedies. The productions of *West Side Story* (1963) and *My Fair Lady* (1964) were presented in Tulsa and Oklahoma City with the ticket sales proceeds used for the funding of music scholarships. New faculty members were hired to replace old-timers (Hanson and Stout, 1992, p. 255).

Doel Reed, chairman of the art department, retired in 1959. J. Jay McVicker followed Reed as the new Chairman. The art department served students in architecture,

> education, home economics, and arts and sciences. The program offered major fields in drawing and painting, applied arts and crafts, commercial art, and art education leading to the degrees of bachelor of arts, bachelor of fine arts, and bachelor of art education (Hanson and Stout, 1992, p. 256).

The departments of foreign language, speech, theater, English, and history blossomed during the Kamm years acquiring additional faculty and courses in the curriculum (Hanson and Stout, 1992, pp. 239, 258-259, 261). In 1959, the honors program which had been discussed for seven years, was inaugurated. Departments offered honors sections for freshman level courses with sophomore level honors sections offered the following year (Hanson and Stout, 1992, p. 233).

On June 24, 1964, George White died at Stillwater Memorial Hospital, following a week of hospitalization for a heart attack. The George H. White Memorial Scholarship Fund was established in his memory (Oklahoma State Alumnus Magazine, 1964, p. 27).

Upon the sudden death of White in 1964, Kamm appointed Daniel R. Kroll to fill the position as Director of General Education (Oklahoma State Alumnus Magazine, 1964, p. 27; O'Collegian, 1975, p. 4). Kroll received his

> master's degree from the University of Michigan and his Ph.D. from Columbia University. Both were in English literature.
>
> Kroll was in the English department and taught literature and drama courses until 1964 (O'Collegian, 1975, p. 4).

Kroll redefined the mission of the general studies subcommittee and requested this group to research national trends and requirements in general and report these recommendations, along with administrator and faculty suggestions, to the Committee on Scholastic Standards and Curriculum Organization (CSSCO)(Hanson and Stout, 1992, p. 240). Kroll explained his curriculum philosophy by stating to the academicians they must become

> aware of two things: cost and the fact that we cannot do all things for all people . . . .

> An academic department first must determine its academic thrust before it can add new courses.
>
> 'We can't have a cafeteria where students select anything they want. For one thing it's expensive, and for another you can't have quality in curriculum when you diffuse your resources and energy' (Stillwater NewsPress, 1974).

Kamm also appointed Richard E. Bailey as Chairman of the interdisciplinary humanities program. "Bailey had a doctorate from the Universite de Dijon and taught French at Oklahoma A. and M./OSU since 1930" (Hanson and Stout, 1992, p. 358). As Chairman of humanities, Bailey offered a six credit hour "Study Tour of Europe," (Kamm, 1965, p. 6) in the summers of 1964 and 1965 to the countries of "England, France, Italy and Greece" (Kamm, 1965, p. 6). Students could obtain credit in either the humanities or foreign language for the "nine-week study tours to Europe" (Hanson and Stout, 1992, p. 365). Upon the sudden death of his mother in 1970, Bailey retired to Brussels, Belgium. When Bailey died in 1982, "his brother established a Bailey Family Memorial Trust Scholarship in the foreign language department, to provide funds for the expenses of one-year's study at a foreign university for a foreign language student" (Hanson and Stout, 1992, p. 365).

Mary H. Rohrberger was added to the OSU faculty in 1961. She had received her doctoral degree from Tulane University in New Orleans. She achieved a great deal of popularity with the students. Drawing on her specialty in modern short stories, she collaborated with Samuel H. Woods in publishing an anthology entitled An Introduction to Literature (Hanson and Stout, 1992, p. 260). Woods had received his degree from Harvard University and Yale University, "specializing in eighteenth century studies"

(Hanson and Stout, 1992, p. 206). He joined the faculty in 1956 (Hanson and Stout, 1992, p. 206). "Rohrberger served the college twenty-nine years before moving to a department headship at the University of Northern Iowa" (Hanson and Stout, 1992, p. 260).

Geoffrey Pill came to visit the campus in 1963 with "an M. A. from Oxford University and doctorate from Grenoble, France" (Hanson and Stout, 1992, p. 260). His wife was a native born Oklahoman and they were in the process of moving to the state when he and Kamm "established a friendship" (Hanson and Stout, 1992, p. 260). There were no openings in the department of foreign languages at that time, so Pill was appointed to the English department. Within a period of two years he obtained a position in "foreign languages, where he remained until retirement" (Hanson and Stout, 1992, p. 260).

To provide a counterbalance to the nationwide emphasis on strengthening and upgrading science education, there was also a national trend to revive interest in the arts, humanities and social sciences. Congress introduced bills to provide federal support for the arts and humanities (Henry, 1975, p. 129).

> In order 'to promote progress and scholarship in the humanities and the arts in the United Stated,' Congress enacted the National Foundation on the Arts and the Humanities Act of 1965. This act established the National Endowment for the Humanities as an independent grant-making agency of the federal government to support research, education, and public programs in the humanities (Overview of Endowment Programs, 1995, p. 2).

The same act also established the National Endowment for the Arts which "has expanded from six funding programs (Music, Dance, Theater, Literature, Visual Arts, and

Education) in 1965 to a total of 18 programs today" (National Endowment for the Arts, 1992, p. 7). The National Endowment for the Humanities (NEH) fulfills the mandate of

> original legislation which states: 'Americans should receive in school, background and preparation in the arts and humanities to enable them to recognize and appreciate the aesthetic dimension of our lives, the diversity of excellence which comprises our cultural heritage, and artistic and scholarly expression' (National Endowment for the Arts, 1992, p. 6).

As a parallel effort to this renewal of interest in the humanities the Committee on Scholastic Standards and Curriculum Organization (CSSCO) Chaired by Norman N. Durham, reviewed the interdisciplinary humanities courses in the general education curriculum.

> The committee . . . concluded . . . . that the number of complaints against the interdisciplinary courses was relatively small and that the courses provided service to other colleges. They recommended that those courses be continued -- which the faculty approved in April 1960 (Hanson and Stout, 1992, p. 240).

The faculty considered and approved authorization of additional course sequence offerings from among various departments to meet lower division requirements (Hanson and Stout, 1992, p. 240).

The Humanities Faculty Club continued and in 1961 held nine dinner and speaker monthly meetings in the Mural Room of the Student Union. The theme for this year was "The Image of Man in Contemporary Culture" (Bulletin, 1961, p. 1). The speakers discussed the concept of the image of man in relationship to works in the humanities such as architecture, psychology, drama, modern poetry, music, philosophy, painting, sculpture, theology, and contemporary culture (Bulletin, 1961, p. 1). In 1962 the theme shifted to "The Impact of the Sciences on the Humanities" (Bulletin, 1962, p. 1), which included

speaker presentations on the universe, physics, earth sciences, plants, disease, molecular biology, and anthropology (Bulletin, 1962, p. 1). "Evenings with the Masters, Past and Present" (Bulletin, 1963, p. 1) was the title for the 1963 series, which included faculty lectures on William Faulkner, Nathaniel Hawthorne, Claude Debussy, Immanuel Kant, Eero Saarinen, Aristophanes, Franz Schubert, and Matisse (Bulletin, 1963, p. 1).

The interdisciplinary humanities program at OSU continued to develop and flourish during the later 1950s and through the mid-1960s decade under the leadership of Dean Kamm, of the College of Arts and Sciences. Dean Kamm nurtured the OSU interdisciplinary humanities program with his verbal encouragement and active support.

Oklahoma State University's humanities provided an "abundance of opportunities for students to grow in appreciation of the arts" (Kamm, 1965, p. 6) with both curricular and extra-curricular offerings.

> The Allied Arts series, under the direction of Dr. Max Mitchell, Head of the Department of Music . . . brought to the campus . . . such renowned individuals and groups as Van Cliburn, pianist; Isaac Stern, violinist; the Roger Wagner Chorale and Orchestra; Jerome Hines, bass; the Boston Pops Orchestra; Roberta Peters, soprano; the Robert Shaw Chorale and Orchestra; Hal Holbrook as 'Mark Twain'; the Roberto Iglesias Espanol Ballet; Jan Peerce, tenor; and Nathan Milstein, violinist, to mention but a few (Kamm, 1965, p. 6).

The autumn Festival of Fine Arts highlighted each year with a "week of concentrated offerings in music, painting, sculpture, theater, the dance and the photographic arts" (Kamm, 1965, p. 6). This festival

> blossomed in 1961 into a Fine Arts Symposium, an event with invited outside artists and scholars. The November 1962 pre-festival events began on a Sunday with an art exhibit with faculty from the University of Tulsa, the University of Oklahoma, and OSU participating. The same afternoon,

> the Student Council held its reception for students and faculty in the Chinese Lounge in the Student Union. A concert by Carl Amt on the library carillon broadcast the beginning of the festival the following Wednesday noon. A composer from Munich University, Peter Jona Korn, delivered the first of three lectures on 'A Composer's Treasure Chest of Popular Myths and How to Explode Them.' Paul Baker, chairman of the drama department at Baylor University, also participated. That evening, Martha Sharp directed the first performance of the OSU Theater Guild's play *The Trial* by Kafka. Musicales in the French Lounge in the Student Union on successive days offered the University Trio (Frank Hladky, Victor Wolfram, and Stanley Green); Frederic Fisher on piano; Amt on the organ; and a guest harpsichordist. Between major events were Browsing Room concerts and showings of the film *Venice Concert.* On Friday night, the Boris Goldovsky Grand Opera Theater performed Verdi's 'La Traviata' as the Allied Arts event. The symposium was held on Saturday and featured discussions in the various arts areas between faculty and the visiting consultants. Except for the symposium and Allied Arts, admission to all events was free (Hanson and Stout, 1992, p. 254).
>
> An all-time highlight in December of 1964 was a presentation of Handel's 'The Messiah.' Add in the many faculty and student recitals, as well as the choral and instrumental presentations of the Department of Music; the several art shows by Art faculty members and students, as well as a number of imported exhibitions; some four to six major theater productions annually by the OSU Theater Guild (including Shakespeare's 'The Taming of the Shrew' in October of 1964); dance concerts by the women's physical education department; the Library Browsing Room recorded concerts; the many music offerings of campus radio stations; and the various fine arts activities sponsored by the Student Union--and one realizes the great extent of fine arts offerings at OSU! (Kamm, 1965, pp. 6-7).

Many activities were organized during this time to broaden the perspectives of the student body as well as enlighten and increase their understanding of social issues, national and global affairs. During the decade of the 1950s, Samuel Olkinetzky, art historian along with other faculty members in the humanities, sponsored a series in foreign films. Early in the 1960s, Thomas Mayberry and John R. Bosworth of philosophy in coordination with

David Addington in speech, organized a series of art films for campus showings (Hanson and Stout, 1992, pp. 254-255).

Students participated in Religious Emphasis Week and Government Week to "help in the formulation of proper attitudes and values" (Kamm, 1965, p. 7). Religious Emphasis Week began by inviting local pastors to the campus to speak "on religious topics" (Hanson and Stout, 1992, p. 264). Later, scholarly theologians and national religious figures were invited to the campus, as more funding became available (Hanson and Stout, 1992, p. 264).

Government Week began as a "manifestation of increased student concern with social issues" (Hanson and Stout, 1992, p. 265). Chris Delaporte, a 1960 junior political science student, felt the student body was apathetic concerning political affairs and began to devise a way of stimulating interest and awareness in government. He and a group of interested students began collecting information on educational programs in government and proceeded to plan and raise funds from corporations and other organizations in the state (Hanson and Stout, 1992, p. 265).

> The first Government Week was held in May 1961 with political scientist Robert S. Walker as the faculty sponsor. The program consisted of lectures, seminars, and discussion groups led by guest or on-campus professors. Guest speakers were U. S. Senator Frank Church and former Secretary of the Interior Andrew Seaton. The second year, the theme focused on United States foreign policy and brought U. S. Senator Eugene McCarthy and Captain Edward Rickenbacker to campus. In 1964, the Arts and Science Lectureship Committee contributed to the sponsorship of U. S. Senator Morris Udall of Arizona; U. S. Senator Carl Curtis of Nebraska; Marshall Green, Deputy Assistant Secretary of State for Far Eastern Affairs; and William Gaud, Deputy Minister of the Agency for International Development. The topics included the 'U. S. Policy in the Far East--The

Red Chinese and the Vietnam Triangle' and 'Civil Rights in America in the Mid-Twentieth Century' (Hanson and Stout, 1992, pp. 265-266).

On February 1, 1965, the Regents appointed Kamm as the Vice-president for Academic Affairs, following the resignation of Robert MacVicar. The faculty and students presented Kamm with many honors for serving as leader of the college. During the time that Kamm had served as Dean of the College of Arts and Sciences, "enrollment had grown to 4,153, the largest college in the university" (Hanson and Stout, 1992, p. 268). After serving one year as Vice-president, Kamm was chosen as the President of OSU, making him "the first former dean of arts and sciences to achieve OSU's presidency" (Hanson and Stout, 1992, p. 269). On March 26, 1976, Kamm resigned as OSU President, emphasizing "that he was not resigning from the university but from the presidency" (Hanson and Stout, 1992, pp. 269-270).

The Deanship of James R. Scales

After assuming the role of Vice-president for Academic Affairs, Kamm simultaneously acted as interim Dean for the College of Arts and Sciences as well as serving as acting President during Oliver S. Wilham's foreign tour (Hanson and Stout, 1992, p. 280). James R. Scales assumed the position as Dean of OSU' s College of Arts and Sciences on September 1, 1965. The search committee followed Kamm's suggestions and chose a person with connections in the state of Oklahoma (Hanson and Stout, 1992, pp. 279, 281).

Scales was born "one-sixteenth Cherokee" (Hanson and Stout, 1992, p. 279) in the town of Jay, Oklahoma in the year 1918. His father "was a Delaware County judge and

Baptist pastor" (Hanson and Stout, 1992, p. 279). Scales attended the Miami public schools and received a B. A. degree at Oklahoma Baptist University studying "history and political science" (Hanson and Stout, 1992, p. 279). The University of Oklahoma granted Scales a masters degree and doctorate degree. Scales took postdoctoral work "at the University of Chicago and the University of London" (Hanson and Stout, 1992, p. 279). Scales updated his doctoral dissertation entitled "A Political History of Oklahoma" (Hanson and Stout, 1992, p 279) in 1982. According to Hanson and Stout, Scales' publication "Oklahoma Politics, A History" (Hanson and Stout, 1992, p. 279) was "an authoritative source on Oklahoma political history" (Hanson and Stout, 1992, p. 279). After serving in the Navy during the war, "Scales returned to Oklahoma Baptist University in 1940" (Hanson and Stout, 1992, p. 279). He and his wife Betty, a political science teacher, "had two daughters, Ann and Laura" (Hanson and Stout, 1992, p. 280).

The Oklahoma Baptist University Board of Trustees, along with students, faculty, and alumni, were disappointed to lose Scales. Scales assumed the position as OSU Dean of the College of Arts and Sciences during a period of

> ideological struggle between the traditional values of the state's rural past--agriculture, conservative religion, and racial segregation--against the realities of modern life--more urban, more technological, more educated, and more tolerant (Hanson and Stout, 1992, p. 281).

Scales used the word poetry symbolically to express his concern "for the nonmaterial values of art and humanities" (Hanson and Stout, 1992, p. 283). At the invitation of Scales, Melvin Tolson, an "African-American poet" (Hanson and Stout, 1992, p. 283)

spoke on "The Ladder of the Mind" (Hanson and Stout, 1992, p. 283) at the arts and sciences banquet.

Dean Scales immediately began planning strategies to upgrade the quality of education in the foreign languages, humanities, and fine arts (Hanson and Stout, 1992, p. 283). Since its inauguration in 1937, the faculty members teaching in the interdisciplinary humanities program had been paid one-half of their salaries by their home departments and one-half from the Dean's office (Hanson and Stout, 1992, p. 306). In his first year as Dean of Arts and Sciences, Scales allowed Bailey to appoint "a full-time humanities professor, Clifton L. Warren" (Hanson and Stout, 1992, p. 306). Clifton Lanier Warren had received a B. A. degree from Richmond College, a M. A. from the University of Richmond, and a Ph.D. from Indiana University (College of Arts and Sciences, 1965-1966, p. 1).

In attempting to upgrade the curriculum, the general studies committee reviewed the 1966 publication by Columbia University Press in New York, The Reforming of General Education authored by Daniel Bell. In 1968 Professor Bell visited the OSU campus and delivered a speech at the banquet. In this message he emphasized that a good specialist needs general education

> for knowledge is interrelated . . . . It may be expected that a man, in the sciences and social sciences at least, may have to retrain twice and three times during a lifetime . . . . Only a broad grasp of method, and of the nature of conceptual innovation and renovation, can prepare a person for work in the decades ahead . . . .
>
> The function of the social sciences is to indicate the differentiations and variations in human actions; hence the emphasis on linkages. The humanities have a different intent: to heighten sensibility (that fusion of intellect and feeling) and to impart a sense of coherence about human

> experience--heroism, pride, love, loneliness, tragedy, confrontation with death. The purpose of the classroom, the function of the teacher and critic, is to make the creative accessible . . . .
>
> There is little question that the Humanities A course is one of the great courses in American education. For the past quarter of a century and more, it has been the keystone course of Columbia College. A recent survey of student reaction showed that it still had the power to provoke interest and excite the imagination (General Studies in the College of Arts and Sciences, 1968, pp. 2, 5-6).

The requirements for the B. A. and B. S. degrees were reviewed and revised by the general studies subcommittee (Hanson and Stout, 1992, p. 283). The result of these "changes put more emphasis on humanities and social sciences"(O'Collegian, 1968, p. 1). A faculty vote on May 7, 1968 accepted the proposed requirements which decreased the hours in the sciences and mathematics and increased the hours to twelve each in the humanities and social sciences. "The number and variety of courses greatly increased during the decade . . . . The number of courses that could meet the requirement as general education likewise began to expand" (Hanson and Stout, 1992, p. 285).

Scales hired Jeanne Adams and Will Wray, both of whom had previously taught at Oklahoma Baptist University in Shawnee and East Central State College in Ada. Scales arranged for Jeanne to serve "one-half time in the dean's office" (Hanson and Stout, 1992, p. 286) as his administrative assistant and cultural director and one-half time as a speech instructor. Will was appointed to the English department (Hanson and Stout, 1992, p. 286).

During his first year, Scales was also raising funds and laying plans for "the literary quarterly, the Cimarron Review" (Hanson and Stout, 1992, p. 285). When the first issue was published during September of 1967, Scales was no longer at OSU. In April of 1967,

Scales resigned to become the President of Wake Forest University in Winston-Salem, North Carolina. In 1983, Scales became President emeritus at this university (Hanson and Stout, 1992, pp. 301-302).

The Interim Deanship of V. Brown Monnett

V. Brown Monnett was appointed acting Dean for the College of Arts and Sciences following the resignation of Scales in 1967. Monnett came to OSU in 1947 as the head of the geology department. He had been appointed Associate Dean of Arts and Sciences in 1966 for the purpose of handling "the colleges finances" (Hanson and Stout, 1992, pp. 302-303). After completing one year as the college's acting Dean, he continued his position as Associate Dean serving as fiscal officer until his retirement in 1980 (Hanson and Stout, 1992, p. 324).

During the year that Monnett served as acting Dean, Vice-president Boggs requested that the interdisciplinary humanities Chairman, Bailey, submit a cost breakdown for this program. These figures were difficult to calculate due to the fact that the budget was supplied from different sources. The interdisciplinary humanities program already had a maintenance budget. Boggs then proceeded to establish for the program "line items for the salary budget" (Hanson and Stout, 1992, p. 306). Later, Dean Gries "wrote that from this point on, humanities" (Hanson and Stout, 1992, p. 307) acted like a department and recruited its own faculty.

In 1967 the department of religious studies was in the process of transferring from the College of Education to the College of Arts and Sciences. In 1960, Walter G. Scott

had been appointed as "professor of medieval philosophy and philosophy of religion" (Hanson and Stout, 1992, p. 289). He also served as "volunteer coordinator of the religious studies program" (Hanson and Stout, 1992, p. 289). Dean Scales had been holding discussions concerning a similar move with the department of philosophy. "Though the department had only a few majors, it also had a master's program . . . . By the 1960s, several new faculty came with half-time appointments in the humanities" (Hanson and Stout, 1992, p. 289). Neil R. Luebke was appointed in 1961 and Bosworth and Robert T. Radford were appointed in the years 1962 and 1963 (Hanson and Stout, 1992, p. 289).

James Kirby was appointed "as professor and head of the Department of Religion" (Hanson and Stout, 1992, p. 304) in January, 1967. Kirby "received his B. A. degree in 1954 from McMurry College and his B. S. from the Perkins School of Theology at Southern Methodist in 1957. In 1963 he received his Ph.D. from Drew University" (O'Collegian, 1967, p. 4). At the time of his hiring he was "an assistant professor at Sweet Briar" (Hanson and Stout, 1992, p. 289). Dean Scales and Dr. Kirby met on board a ship to London and Scales had become impressed by Kirby (Hanson and Stout, 1992, p. 289). Kirby "arrived on campus in the summer of 1967, just as Scales left" (Hanson and Stout, 1992, p. 304). Kirby was "a vigorous spokesman for the humanities point of view" (Hanson and Stout, 1992, p. 304).

At this time there was considerable controversy among the Baptists to establishing a department of religion. "In fact, one group threatened to sue if we went ahead; another,

on campus, threatened to sue if we did not" (Kirby, James, Letter to Adelia Hanson, February 21, 1991).

Bailey and Kirby had offices next to each other and shared a secretary. At this time they agreed to begin sharing faculty as well. "Monnett gave Kirby one faculty position and by splitting it with humanities, Kirby was able to hire two persons with doctorates in January 1968" (Hanson and Stout, 1992, p. 305). Kirby hired James F. Smurl with a liberal arts background and a S. T. D. degree from Catholic University emphasizing religious psychology. Hyla S. Converse was also hired at this time. Converse held a B. D. from Union Theological Seminary and a Ph.D. from Columbia University in religious history. "She had been born in India--the part that became Pakistan--and those countries' culture and religions were the focus of her interest" (Hanson and Stout, 1992, p. 305). Kirby also taught two courses and began planning four more (Hanson and Stout, 1992, p. 305).

Also, at this time, Raymond A. Young decided to contribute the Phoebe Schertz Young endowed chair in religion to honor his mother's memory. Young was the President of T. G. & Y., a retail store chain. He was a Stillwater native and graduated from OSU in 1929. He was also "a trustee of Oklahoma Baptist University and a founding governor of the OSU Foundation" (Hanson and Stout, 1992, p. 305). His contribution to the "support of a biblical scholar" (Hanson and Stout, 1992, p. 305) was "the first endowed chair in arts and sciences" (Hanson and Stout, 1992, p. 305).

Kyle Yates was selected to fill this chair in 1969. "Yates had a Ph.D. from Southern Baptist Seminary in Louisville in Near Eastern studies and had for sixteen years

been on the faculty of the Golden Gate Baptist Seminary" (Hanson and Stout, 1992, p. 305). Yates had also done postdoctoral work at Harvard University. He began teaching biblical studies at OSU. Near Eastern archaeology was his area of specialty. "Yates organized three summer archaeological digs at the Greco-Roman site of Caesarea Maritima, Israel. Students and faculty from OSU and a consortium of other schools participated in this research" (Hanson and Stout, 1992, p. 306).

In the 1966-1967 academic year, the Humanities Faculty Club met seven times for dinner and conversation. A variety of topics were presented during this year, such as "A Tribute to Woody" (Bulletin, 1966-1967, p. 1) by Dr. Warren, "Twentieth Century Sculpture" (Bulletin, 1966-1967, p. 1) by Mr. James Riggs, and "Science and Art" (Bulletin, 1966-1967, p. 1) by Dr. David Addington. The topic for the 1968 meetings of the Humanities Faculty Club was "Toward International Understanding" (Hanson and Stout, 1992, p. 307). "The Humanities Faculty Club quietly disappeared in 1968 for unknown reasons" (Hanson and Stout, 1992, p. 138).

The Deanship of George A. Gries

A major period of expansion for the OSU interdisciplinary humanities program occurred during the late 1960s and throughout the decade of the 1970s when Dr. George A. Gries, a botanist, assumed the College of Arts and Sciences deanship on July 1, 1968 (O'Collegian, 1968, p. 1). Gries was born in Cambridge, Massachusetts and received an A. B. degree from Miami University, a M. S. degree from Kansas State University and a Ph.D. from the University of Wisconsin. At the time of his arrival at OSU, he had

authored "three books, seventeen journal articles and several dozen other technical and non-technical articles" (O'Collegian, 1968, p. 1). Since receiving his doctorate in 1942, Gries had "held positions with the Connecticut agricultural experiment station, Purdue University, the University of Wales (on sabbatical leave) and the University of Arizona where he" (O'Collegian, 1968, p. 1) had "been a faculty member since 1960" (O'Collegian, 1968, p. 1). Before his appointment at OSU, Gries was the head of "the University of Arizona department of biological sciences, which included the departments of botany, zoology, biology, wildlife biology and fisheries biology" (O'Collegian, 1968, p. 1).

Gries assumed the OSU College of Arts and Sciences deanship at the age of 51 (O'Collegian, 1968, p. 1). He was married and the couple had two children, James C. and Judy Lynn (Hanson and Stout, 1992, p. 335).

Upon his arrival at OSU, Dean Gries immediately

> proposed that the Board of Faculty Representatives (BFR) reorganize the college's committee structure. The major revision was in the committee dealing with curriculum, reflecting rapid changes and expansion of course work taking place in the college. The old Committee on Scholastic Standards and Curriculum Organization became the Scholastics Standards Council -- a conference committee or umbrella organization to which four subcommittees reported. These were Curriculum, Curriculum Innovation, General Studies, and Honors Committees (Hanson and Stout, 1992, p. 341).

"Oklahoma State's departments of religion, philosophy, and humanities" (O'Collegian, 1970, p. 1) combined in the year 1970 to create the "School of Humanistic Studies" (O'Collegian, 1970, p. 1). Dr. Kirby became the head of the new school. Dean Gries stipulated that "the three departments" (O'Collegian, 1970, p. 1) would "retain full

autonomy" (O'Collegian, 1970, p. 1) while attempting to streamline administration and budgetary matters, as well as stimulate interdisciplinary activity (O'Collegian, 1970, p. 1).

Gries described his reasoning for organizing the schools' structure by stating:

> It is our desire to combine closely related groups throughout the entire college through schools so that the people in the schools will have much closer control of their budgets . . . . The head of the school will serve as a coordinator and handle the budget. Instead of the budget being handled directly by the College of Arts and Sciences, it will be controlled by 'people with much more knowledge in the area' (O'Collegian, 1970, p. 1).

There was "also an academic interest involved" (O'Collegian, 1970, p. 1). Gries hoped interdisciplinary schools would "'stimulate faculty members to get a little closer together' and plan programs to reduce the redundancy which" (O'Collegian, 1970, p. 1) existed "due to the numerous related departments offering similar courses" (O'Collegian, 1970, p. 1). Each of the three departments would have "its own chairman, program of studies and instructors" (O'Collegian, 1970, p. 1).

In the fall semester of 1970, the faculty of the humanities department consisted of 19 instructors, teaching eight courses in multiple sections, which accounted for 56 percent "of the total enrollment for the entire school" (ASITIS, 1970, p. 1). The department faculty was specifically described as follows:

> . . . a hybrid sort of arrangement, insofar as most of its faculty have joint appointments split between Humanities and other departments, namely English, Philosophy, Religion, Music, Art, Foreign Languages, and Speech . . . only three instructors (Moon, Berchman, and Tymitz) teach full time exclusively within the Department (ASITIS, 1970, p. 1).

The School of Humanistic Studies had "thirteen single-section undergraduate courses with an enrollment of 408 students, and four single-section graduate courses with an enrollment

of thirty-three. The grand total for the School" (ASITIS, 1970, p. 1) was "an impressive seventy-five sections with 3115 students" (ASITIS, 1970, p. 1).

In the spring semester of 1970 Yates became the Chairman of the religious studies department, Smurl became Chairman for the humanities department, and Scott became the Chairman of the philosophy department. Smurl then resigned and accepted a position at the University of Indiana. Converse then became the Chairwoman of the department of humanities. In 1976, Robert F. Weir became the Chair of religion and Luebke became the Chair of philosophy. Nelson Moon, Edward Berchman, and Dixie Tymitz were the three full-time faculty members in the department of humanities. "The rest held split appointments" (Hanson and Stout, 1992, p. 366). The department of English began to reduce their number of faculty members teaching in the interdisciplinary humanities program. "The religious studies department now provided the largest number of split appointments" (Hanson and Stout, 1992, p. 366). During this decade many new faculty members were appointed which "included Lionel Arnold, Richard Bush, Azim Nanji, Robert Weir, Joseph Byrnes, and Kenneth Dollarhide. Philosophy added Richard T. Eggerman, Edward G. Lawry, and David L. Levine" (Hanson and Stout, 1992, p 366).

Through Dean Gries' tenure, the interdisciplinary humanities program expanded with the inclusion of nonwestern humanities courses in the curriculum. The curriculum grew to include the following:

> Studies in African Cultures, Studies in Black American Culture, American Indian Humanities, American Humanities, Asian Humanities: India and Pakistan, Asian Humanities: China and Japan, and 'The World of Islam-Cultural Perspectives' (Catalog, 1975-1976, pp. 129-130A).

Converse held a split appointment in the departments of religious studies and humanities and brought her background to the India studies (Hanson and Stout, 1992, p. 309). Converse taught "the first non-western humanities course" (Hanson and Stout, 1992, p. 369) in September 1968. Cross-cultural courses continued through the latter part of the 1970s. By 1982 the humanities curriculum incorporated courses entitled Women in Western Civilization, Perspectives on Death and Dying, and Contemporary Global Issues in Humanistic Perspective (Catalog, 1982-1983, pp. 117A-118A).

Since 1968, the former Chairman of humanities, Bailey, had been working toward establishing an African humanities course. In 1968 riots in the inner cities had taken place as the result of the Robert F. Kennedy and Martin Luther King assassinations. There were national drives to integrate housing, increase the hiring of minorities, and include black studies in the educational curriculum. Bailey taught the first African humanities course in the spring semester of 1968. Getatchew Haile, an exchange instructor for Haile Selassie I University in Ethiopia, taught the course in the 1970-1971 academic year. The next year, "Lionel Arnold accepted a three-way appointment in humanities, religion, and English to teach Afro-American literature and humanities. Arnold was appointed as a full professor, having been dean of arts and sciences at LeMoune-Owen College in Memphis, Tennessee" (Hanson and Stout, 1992, pp. 369-370).

The China specialists were Paul Lin and Bush of the departments of humanities and religious studies. Dollarhide, of the department of religion, was a specialist in Buddhism and brought the language and cultural dimensions to the area of Japanese studies. Dollarhide later served as the head of the foreign language department. Nancy

Wilkinson covered Asian art history and Nanji contributed to Islam in Asia studies (Hanson and Stout, 1992, p. 309).

Because there was no graduate program, all courses were taught by doctoral faculty. Nevertheless, throughout the seventies when teaching loads in the social sciences began to drop -- the sciences were already low -- humanities carried twelve-hour teaching loads with the student credit hours ranging from 900 to 1,000. Kirby himself taught nine hours in addition to his administrative duties . . . . Nevertheless, the humanities-religion faculty managed to publish (Hanson and Stout, 1992, p. 366).

In December of 1970, the department of theater "joined the School of Humanistic Studies" (Hanson and Stout, 1992 p. 367). During the 1967-1968 academic year, the departments of humanities and religious studies moved to Hanner Hall. Williams Hall, which had been the seat of the School of Science and Literature, was demolished during the spring semester of 1969 "to make room for the new Seretean Center for the Performing Arts . . . . Money donated by alumnus Martin B. 'Bud' Seretean, supplemented by state and federal funds, provided a new building for the arts and humanities" (Hanson and Stout, 1992, p. 314). The departments of humanities, music, and theater moved into the newly constructed Seretean Center for the Performing Arts in April of 1971 (Hanson and Stout, 1992, p. 367).

During the fall semester of 1971, the total number of students majoring in the humanities was 40, and by 1975, the total number of majors was 49 (Hanson and Stout, 1992, p. 368). In the fall semester of 1971, the School of Humanistic Studies offered a black studies degree option.

> OSU appointed five faculty and six professional staff members of African-American heritage. Only one person graduated with this degree, Bernice Mitchell. She was later elected county commissioner, Payne County's first black officeholder (Hanson and Stout, 1992, p. 370).

Kirby remembered, "these were exciting years. We got a large and immediate response from students to our new courses; we had a good time together as colleagues and believed in what we were doing" (Hanson and Stout, 1992, p. 368).

The National Endowment for the Humanities started programs based in the state in 1972. This resulted in the establishment of the Oklahoma Humanities Committee. Kirby served on this committee and the humanities department was the recipient of grants sponsoring regional workshops focused on leadership. "Justice in America" (Hanson and Stout, 1992, p. 368) was the theme of one of the workshops. This committee later changed its name to the Oklahoma Foundation for the Humanities. OSU faculty members serving later on this foundation "were Smith Holt, Neil Hackett, and Neil Luebke" (Hanson and Stout, 1992, p. 368).

Oklahoma State University held a medieval fair on the lawn west of the Seretean Center during the afternoon of April 27, 1972. Apple cider, meat and apple pies were served. The special event was the presentation of two mystery plays. Live entertainment was provided by the strolling minstrels, wrestlers, tumblers, magicians, alchemists, archers, jugglers, and fortune tellers. A marionette show was also presented. Medieval booths featured leather crafts, candles, jewelry, medieval masks, money exchangers, puppets, dolls, bird feeders and cages, toys and marbles, and silk cloth. Various items were sold at the fair (Bulletin, 1972, p. 1).

Meanwhile, activities of the Committee for General Studies, which would eventually affect the course of general education,

> were underway. The entire curriculum had been steadily expanding since the 1960s. Individual departments claimed that for various reasons the list of recommended general studies courses on the original degree sheets, as voted on in 1968 and 1970, did not suit their requirements and requested 'their department's offerings' be added. Courses designated 'general' began to proliferate. Furthermore, some advisors more loosely interpreted the specified courses as 'recommended' than others. Substitutions in individual cases were easily obtained.
>
> In the fall of 1973, Chairman Hackett noted this trend in a report to the faculty in which he stated that 'the list has lost much of its effectiveness' (Hanson and Stout, 1992, p. 342).

The committee established a set of criteria to be used as a guide for proposed courses which included "concept-oriented, life-related, self-contained, dynamic, inquiry-oriented and aimed at the 'whole man' rather than being cognitive only" (Hanson and Stout, 1992, p. 342).

> The proliferation of courses recommended to satisfy the requirements continued. Much of the committee's time was spent scrutinizing whether individual offerings did in fact meet the criteria. By 1975, the list of specified general education courses had 'grown until very little is excluded.' The General Studies Committee and its superior organization, the Scholastic Standards Council, feeling that having a list had grown pointless, recommended that the faculty vote to abolish it at their November meeting. This did not happen (Hanson and Stout, 1992, p. 343).

In June 1975, Kroll retired as the Director of Curricular Affairs. Pill replaced Kroll in this position. Pill, a French professor, "held the Docteur-es-Lettres degree from the University of Grenoble, France" (Hanson and Stout, 1992, p. 343).

Thus, the OSU College of Arts and Sciences confronted the issue of balancing "the professional interests of departments" (Hanson and Stout, 1992, p. 343) on the one hand,

while at the same time on the other hand, "maintaining the integrity of the curriculum" (Hanson and Stout, 1992, p. 343). The departments were driven by economic forces and

> were committed to supporting their own programs, to supporting their graduate students with assistantships, to allowing their faculty time for research, and to generating the requisite [SCH ratings] which serve as a basis for budget allocations. Integrated courses did not help departments in these goals and so were not likely to be supported vigorously (Hanson and Stout, 1992, p. 343).

Individual professors, deans, and outside agencies such as the Oklahoma State Regents for Higher Education and North Central Association pressured for educational integrity and felt "the list should be discriminating in its meaning" (Hanson and Stout, 1992, p. 343).

At the same time, OSU and the state's junior colleges were attempting to formulate an articulation policy for arts and sciences general education requirements. The effect of these attempts for the interdisciplinary humanities

> resulted in the decision to drop one hour from the basic Western humanities course. Since its establishment in 1937, the course had been four hours per semester, three of which were lecture-discussion sections in literature. The additional hour was a laboratory and consisted of two meetings per week of lectures on art, architecture, music, philosophy, and theater as related to the literature of the period. During the period of boom enrollments, these lab sessions had grown large and unwieldy -- in the neighborhood of 900 -- and met in the Concert Hall of the Seretean Center (Hanson and Stout, 1992, p. 368).

On January 30, 1973, the humanities department began to organize task force groups (Hanson, 1991, p. 4) "in consultation with the General Studies Committee" (Hanson and Stout, 1992, p. 368). Courses previously numerically identified as 214 and 224 were reworked by the task force groups into courses numerically identified as 2113

and 2223. These two courses "would become the new three-hour version of the old four-hour basic course" (Hanson, 1991, p. 4). This three-hour format would be

> more easily meshed with other schools' requirements.
>
> Eliminating the lab guest lectures in the fall of 1974 required literature instructors to work the art and music areas outside of their primary expertise into the regular classroom meetings. Nancy Wilkinson (art history) and William McMurtry (music history) produced a syllabus, tapes, and slides to facilitate integration of these materials into the classroom. At the same time, some faculty wanted to create their own syntheses of mid-twentieth century humanities. They campaigned and received a freshman level course, Introduction to Humanities: The Search for Identity. Almost immediately, the course generated complaints that it took students from the sophomore survey; that it was too difficult, too easy, or too narrow; and that it shifted the humanities emphasis from general education to specialization. Both these changes created an undercurrent of discontent that produced repercussions in the 1980s as the humanities department was challenged to define its own identity (Hanson and Stout, 1992, pp. 368-369).

Gries received approval from the OSU administration in November 1975 to organize the College of Arts and Sciences into eight schools (Hanson and Stout, 1992, p. 392). The School of Fine Arts and Humanistic Studies, (SOFAAHS), was inaugurated in July of 1976. This new school brought the art and music faculty into an integrated relationship with the four faculties of philosophy, religious studies, humanities, and theatre, which previously constituted the School of Humanistic Studies (Catalog, 1977-1978, p. 94).

Simultaneously, Kirby, Director of the School of Humanistic Studies, resigned and Bush was chosen by the Dean to follow Kirby as the Director of the SOFAAHS. Bush had joined the OSU faculty in 1971 and had held a joint appointment split between humanities and religious studies. Bush had previously authored Religion in Communist

China and had taught the culture of Hong Kong and religious history as well as directed the center for the study of Chinese religion "at Tunghai University in Taiwan" (Hanson and Stout, 1992, p. 393).

At this time, Gries decided to eliminate four degree programs which included the bachelor of fine arts degree, the bachelor of music degree, and the master's degree programs in theater and philosophy (Hanson and Stout, 1992, p. 392). For the SOFAAHS position as Chairman of the art department, Herbert Gottfried replaced "the retiring Jay McVicker" (Hanson and Stout, 1992, p. 393). Gottfried became a dynamic Chairman and sought to overcome the obstacle posed by losing the fine arts degree program. He restructured the art curriculum and revived the Fine Arts Festival. The Arts Week lasted two weeks and started in April of 1978. The Arts Week included exhibits and performances. "Theater and music jointly produced *Camelot*, which sold out five performances" (Hanson and Stout, 1992, p. 394). Lectures were presented by two guest speakers on the topics of '"Art and Ancient Geometry' and 'Environmental Design Sculpture'" (Hanson and Stout, 1992, p. 394). In 1980 Gottfried resigned and was succeeded by Richard Bivens as the next department head (Hanson and Stout, 1992, p. 394). In 1969, two faculty members were hired "and remain to the present time" (Hanson and Stout, 1992, p. 394). Marty Avrett, who specializes in painting and drawing exhibited both nationally and internationally. Nancy B. Wilkinson, who specialized in Asian art and history of art, has Chaired the department since 1991 (Hanson and Stout, 1992, p. 394).

In 1968, the department of music added faculty which included "John H. Enis (piano), William McMurtry (music history), Evan Tonsing (cello, composition), and Sunny

Van Eaton (vocal music)" (Hanson and Stout, 1992, p. 394). Carol J. Planthaber (piano) was hired in 1969, and Victor Wolfram took a sabbatical to study harpsichord. Gerald D. Frank arrived with the organist appointment in 1972. Department Chairman, Max Mitchell retired in 1977 and was followed by Andrew H. Harper (Hanson and Stout, 1992, p. 394).

The SOFAAHS continued to provide cultural enrichment for the entire university. "The SOFAAHS bulletins of this era poured out a steady stream of announcements for art exhibits, concerts, recitals, and theater performances" (Hanson and Stout, 1992, p. 395). Sunny Van Eaton started a children's opera workshop. The department of music continued their traditional musical performances. The department of theater began a children's theater, and in 1978, presented the play *At the Sweet Gum Bridge*. A tour of this play was sponsored by the Arts and Humanities Council of Oklahoma. In 1972, Lawry from the department of philosophy

> began a lecture discussion series called Friends of the Forms that has continued to the present. Twice a month through the school year, this group invites speakers -- usually on campus -- from many disciplines . . . . Friends of the Forms consistently has provided some of the brightest intellectual discussions at OSU (Hanson and Stout, 1992, p. 395).

The department of music and the Student Union began a cooperative enterprise in 1975 with the Madrigal Dinners.

> The dinners were elaborate portrayals of Renaissance English Christmas feasts with wassail toasts and authentic menu. Dramatics and music were provided by a chorus of music students in rich costumes of the era. It seemed a promising way to raise money for music scholarships (Hanson and Stout, 1992, pp. 395-396).

This production was a two evening dinner the first year, expanding to four performances the third year, and later to seven performances over a period of two weekends. Students in floral design from the horticulture department contributed by decorating the ballroom. "The Madrigal Dinners by the centennial year had become a cherished Christmas tradition for the university and surrounding community" (Hanson and Stout, 1992, p. 396).

Under the Gries deanship, the OSU College of Arts and Sciences made application to Phi Beta Kappa. Phi Beta Kappa was

> founded at the college of William and Mary the same year the Declaration of Independence was written. For two hundred years, membership in the society had been the ultimate academic honor for students at select liberal arts and sciences institutions (Hanson and Stout, 1992, p. 345).

There appears to be an earlier attempt in 1933 to form a Phi Beta Kappa chapter on the OSU campus. Very little is known, however, concerning this previous application. In 1961, OSU applied again for Phi Beta Kappa membership. The response from the national secretary of the United Chapters indicated "that more time should elapse to see how the liberal arts would fare as the institution matured" (Hanson and Stout, 1992, pp. 345-346). Oklahoma State University then reapplied for Phi Beta Kappa membership in 1969. This application was also denied (Hanson and Stout, 1992, p. 346).

> In 1980, Gries decided to try for Phi Beta Kappa again . . . . Once again OSU was denied a chapter. By now, OSU was the only Big Eight school that did not have Phi Beta Kappa . . . . Specific weaknesses . . . caused the membership committee to turn down the application on the grounds of heavy teaching loads, large class size, excessive use of graduate assistants, . . . the uneven quality of the honors program, decline in the number of B. A. degrees, diminished support for the library, and 'an alleged regard of the college by the higher administration as a service' agency (Hanson and Stout, 1992, p. 417).

Gries resigned effective August 1980. By this time, Lawrence L. Boger was the President of OSU and James Boggs was the Vice-president (Hanson and Stout, 1992, p. 419). "Hackett was named acting associate dean of arts and sciences in charge of the transition of the college to the new dean" (Hanson and Stout, 1992, p. 424). Hackett had been serving as the Director of the School of Social Sciences as well as editor of the Cimarron Review (Hanson and Stout, 1992, p. 424).

The Deanship of Smith L. Holt

In May of 1980, the search committee for the deanship interviewed two candidates. President Boger recommended Holt, Chairman of the chemistry department at the University of Georgia, for the appointment at the June meeting of the Regents (Hanson and Stout, 1992, p. 422).

Holt, a Ponca City native (OSU Outreach, 1981), was born on December 8, 1938 in Oklahoma. "His mother . . . came from a pioneer family who had made the Cherokee Strip run" (Hanson and Stout, 1992, p. 432). His parents were the owners of a Ponca City clothing store and his mother operated a local real estate business. After graduation from Ponca City High School, Holt attended Northwestern University and completed "a B. S. degree in science in 1961" (Hanson and Stout, 1992, p. 432). During his undergraduate studies, Holt returned home to work at Continental Oil Company as a chemist. In 1965, he earned his Ph.D. in inorganic chemistry from Brown University (Hanson and Stout, 1992, p. 432). Holt married a fellow doctoral student, Elizabeth Manners. Elizabeth Holt majored in chemistry and earned a B. A. from Smith College and

a Ph.D. from Brown University in 1965. "The couple have two children, Alexandra, born in 1967, and Smith III, born in 1969" (Hanson and Stout, 1992, pp. 432-433).

Holt held a fellowship with the North Atlantic Treaty Organization in Copenhagen, Denmark and a Fulbright-Hayes fellowship at the University of Bordeaux, France. He accepted a position at Polytechnic Institute of Brooklyn, and then the University of Wyoming, achieving the rank of professor. In 1978, Holt accepted the position as "professor and head of the chemistry department at the University of Georgia" (Hanson and Stout, 1992, p. 433).

Holt chose as one of his Associate Deans, Neil J. Hackett, who was to assume responsibility for the departments of "arts, humanities, languages, and social sciences" (Hanson and Stout, 1992, p. 435). Hackett, a native of Ohio, received his "B. A. and M. A. degrees in history from Southern Illinois University, and a Ph.D. degree in history from the University of Cincinnati" (OSU Outreach, 1979). Since 1969, Hackett has served as an OSU history instructor and has authored one book, The World of Europe: The Ancient World to 800 (OSU Outreach, 1979). In March of 1979, Hackett accepted the job as chief editor of the OSU literary quarterly, the Cimarron Review (OSU Outreach, 1979).

During the second year of Holt's deanship, Pill's title changed from the Director of Curricular Affairs to the Director of the Honors Program. Rohrberger was appointed as the "director of liberal learning and general studies" (Hanson and Stout, 1992, p. 438). During the 1983 and 1984 academic years, Rohrberger directed curricular and student services. In May 1983, Rohrberger "proposed an additional program to address the

problem of students' generally substandard writing and communication skills" (Hanson and Stout, 1992, p. 443). The arts and sciences students were required to take three of these general education courses which were called "Enhanced Discussion and Writing Component or ENDW/C" (Hanson and Stout, 1992, p. 443). This program was closed by the Arts and Sciences General Education Committee in 1988, due to lack of financial support, which led to large enrollments, and thus negated the purpose of the courses (Hanson and Stout, 1992, p. 444).

The direction of the interdisciplinary humanities program began to change with the hiring of Holt of the College of Arts and Sciences in 1980. Dean Holt stated his aggressive and ambitious philosophy for his administration in a new "Design for Excellence" (College of Arts and Sciences, 1982, p. 1) for the college. Holt's guiding goal was: "All areas of the College must achieve a recognizable level of scholarly competence if the College is to progress" (College of Arts and Sciences, 1982, p. 1). His objective was "to identify specific departments or programs to be given high priority backing for significant growth" (College of Arts and Sciences, 1982, p. 1). The new Dean stated that the priority of his plan was "to develop Centers of Excellence which will be the key building blocks for developing our national and international reputation" (College of Arts and Sciences, 1982, p. 1). Seven core areas were "designated as Centers of Excellence" (College of Arts and Sciences, 1982, p. 1), which included a "Center for Global Studies" (College of Arts and Sciences, 1982, p. 1) as well as a "Center for Arts and Culture of the Southwest" (College of Arts and Sciences, 1982, p. 1).

Holt called a faculty meeting on December 10, 1980 and announced the elimination of the schools' structure to be effective January 1, 1981. Simultaneously, the department structure was to be restored. There were three exceptions which included military sciences; journalism and broadcasting; and health, physical education, and leisure services. The school format had been working effectively in these areas and would be retained (O'Collegian, 1980, pp. 1, 6). Dr. Holt stated: "In some cases a school structure makes sense" (Bush, 1980, p. 1). At this time Bush, Director of SOFAAHS, resigned to accept the position as Dean of Religious Studies at Oklahoma City University (Hanson and Stout, 1992, p. 436).

Holt arrived at OSU during "an economic boom. Between 1978 and 1981, the price of oil rose from $10 to $35 per barrel; the value of natural gas rose 1,729 percent" (Hanson and Stout, 1992, p. 434). With this increase in prosperity came an increase in the realization of Holt's dream to achieve regional prominence (Hanson and Stout, 1992, p. 434).

The art department was one of the disciplines Holt targeted to strengthen. "With the restoration of the bachelor of fine arts degree, the department experienced an enrollment boom" (Hanson and Stout, 1992, p. 448). When the degree program was discontinued, the enrollment totaled 85 majors. The enrollment increased to 160, "then dropped back to an average of 140 to 150 majors. The number of faculty increased from ten to fourteen, then decreased by one after the budget cutbacks of the mid-decade" (Hanson and Stout, 1992, p. 448).

A million-dollar donation from alumni F. M. 'Pete' and Helen J. 'Pat' Bartlett made possible the renovation of Gardiner Hall. Gardiner Hall was built in 1910 as a women's residence hall and had served the departments of "home economics, business, foreign languages, and speech" (Hanson and Stout, 1992, pp. 446-447). In 1984,

> the art department moved into the renamed Bartlett Center for the Studio Arts . . . . The Bartletts also contributed the 5,000-pound steel sculpture called *Blue and Rust* decorating the front of the building. Crafted by California sculptor, Johanna Jordan, it represents Oklahoma's blue sky and red earth (Hanson and Stout, 1992, p. 447).

The Bartletts were honored with the Henry G. Bennett Award and named as a Distinguished Fellow of the College of Arts and Sciences. "The building was renamed the Bartlett Center for the Studio Arts" (Hanson and Stout, 1992, p. 448).

The Department of Music was another one of the liberal arts disciplines Dean Holt hoped to encourage. Holt "reestablished the bachelor of music degrees with two options, education and performance. In 1987, a new business option was begun for those interested in arts marketing or management" (Hanson and Stout, 1992, p. 480). In 1990, the OSU music department was reaccredited by the National Association of Schools of Music, largely due to "the dedication and competence of the faculty and its service to the community" (Hanson and Stout, 1992, p. 480).

The Friends of Music was formed in 1983 to provide support and raise funds for student scholarship money, the purchase of equipment, and musical events. By 1990, this group had raised a total of $130,000. The Friends of Music inaugurated the President's Masterworks Concert which in 1984 featured a performance of Brahms' "A German Requiem" combining the OSU symphony orchestra with the town and gown chorus.

"Since then, the Masterworks Concert has presented an annual spring event supported by the Oklahoma State Arts Council and ticket sales" (Hanson and Stout, 1992, p. 482). The music department "installed a $35,000 custom built practice organ" (Stillwater NewsPress, 1981, p. 8A), which was funded partially from the Dean's budget as well as private donors. The OSU marching band purchased "$65,000 worth of new uniforms" (Stillwater NewsPress, 1981, p. 8A).

Dollarhide became the new head of the department of foreign languages. He "had transferred to foreign languages when the faculties of humanities and religion were dispersed to other departments" (Hanson and Stout, 1992, p. 466). Dollarhide received a doctorate from McMaster University in Ontario and was "a scholar of Japanese language and culture" (Hanson and Stout, 1992, p. 466).

Foreign languages tenure track faculty totaled a number of 17 in 1980. By 1986, this number had steadily increased to 23. "Once the state's economic bust prevented raises, many of the new people found other opportunities. Faculty numbers dropped -- to a low of sixteen in 1991" (Hanson and Stout, 1992, p. 465). One replacement and three additional positions brought the total to 20 by 1992 (Hanson and Stout, 1992, p. 466).

Holt was successful in increasing the number of foreign language faculty and increasing the awareness of the importance of the study of foreign languages. Holt promoted foreign language studies, throughout Oklahoma's public school system. The Dean also advocated "a foreign language requirement for the arts and sciences B. S. degree" (Hanson and Stout, 1992, p. 464).

Another discipline "targeted for growth as part of the plan to strengthen the departments traditionally designated as humanities" (Hanson and Stout, 1992, p. 466) was the department of English. The number of faculty members increased from 24 to a total of 29. By 1990, this number decreased to 25, and replacements have never been possible (Hanson and Stout, 1992, p. 467).

The department of history decreased in number of faculty members due to a series of retirements which included Dr. Douglas Hale. Three faculty members "Helga H. Harriman, Joseph F. Byrnes, and Hyla Converse (until retirement shortly before her death in 1991) transferred from the Department of Humanities and Religious Studies" (Hanson and Stout, 1992, pp. 467-468).

As the United States economic development became more internationally interdependent, education recognized the need for global studies in the curriculum. Dean Holt designed the concept of a Center for Global Studies, and appointed Nanji from humanities as the Director. "An ambitious program" (Hanson and Stout, 1992, p. 463) was developed which focused on

> three areas: international education, research and training, and outreach . . . . The full potential of the center, however, did not develop, largely the result of cutbacks in federal grant money for the humanities and the state's budgetary hard times (Hanson and Stout, 1992, p. 463).

The Southwestern Cultural Heritage Festival held in October of 1981 was "a week-long potpourri of creative works" (OSU Outreach, 1981, p. 12) featuring the arts and humanities of the southwest. The faculty began laying plans for organizing the week-long festival in January 1981. The festival was designed as a showcase of "the arts and

humanities program at OSU" (OSU Outreach, 1981, p. 12), presenting a "wide range of creative achievement present in the Southwest" (OSU Outreach, 1981, p. 12) including "concerts, plays, dances, exhibits, art, symposia, literature and films" (OSU Outreach, 1981, p. 12). The premiere event of the festival was a play *A Piece of Moon* (OSU Outreach, 1981, p. 12) by Linda Hogan. In 1980 this play was the first prize winner in the "Five Civilized Tribes Play Writing Competition" (OSU Outreach, 1981, p. 12).

Another noteworthy event included in the festival was "a gala concert with compositions by Louis Ballard and Aaron Copland" (OSU Outreach, 1981, p. 12). "The world premiere of a major new work for organ, flute, and cello" (OSU Outreach, 1981, p. 12) was performed in a recital by Gerald Frank, OSU music professor. Another event included a film script reading of "*The Sawdust Trail*, a study of the twilight of Tom Mix's career" (OSU Outreach, 1981, p. 12). Festival highlights also included "a two-hour presentation of the works of Bob Wills by a local band" (OSU Outreach, 1981, p. 12) and the Cimarron Swingsters.

> The OSU Southwestern Cultural Heritage Festival
>
> was one of seventeen special events selected by the Association of American Colleges for technical assistance because it fit the AAC's requirements of events aimed at increasing public awareness of the value of a liberal education (OSU Outreach, 1981, p. 12).

Funding for the festival was provided "by grants from the College of Arts and Sciences at OSU, the OSU Foundation, the National Endowment for the Humanities, and the Oklahoma Humanities Committee" (OSU Outreach, 1981, p. 12). "The Center of Southwestern Art and Culture thrived for a time, then succumbed to hard-time budgets"

(Hanson and Stout, 1992, p. 452). In 1982, OSU applied again for membership in Phi Beta Kappa. "The evaluation team visited the following spring and rejected the application once again" (Hanson and Stout, 1992, p. 434).

Due to Oklahoma's thriving economy at the beginning of Holt's deanship, expectations were high for the OSU College of Arts and Sciences. From 1978 to 1981, surpluses in the state budget allowed appropriations to increase 105 percent. Campaigns to raise funds from private donors, alumni as well as corporations, were extremely successful. Beginning in 1982, Oklahoma's "oil and natural gas industry" (Hanson and Stout, 1992, p. 450) began to shrink.

The major threat to Holt's plan came with the budget crunch of 1983. Oklahoma State University had traditionally perceived the arts and sciences disciplines as service departments, while at the same time, encouraged an emphasis on research and the seeking of outside funding. Departments diverted their budgeted allotment for general education to their graduate and professional development programs. The faculty reward system and incentives continued to emphasize publications and research (Hanson and Stout, 1992, pp. 513-515). "When new faculty were appointed to teach general education courses, they switched to upper division courses and research as soon as they could in the interest of their professional advancement" (Hanson and Stout, 1992, p. 514). "Pride in fine teaching would be its own reward" (Hanson and Stout, 1992, p. 518).

By the fall of the 1989-1990 academic year, the college had an instructional budget deficit totaling $1.25 million. Although class size in existing sections continued to

increase, Vice-president Boggs insisted that the college repay this deficit (Hanson and Stout, 1992, pp. 515-516).

> Dean Holt asked in his fiscal year 1990 budget request for additional faculty positions over the next three years for lower division general education instruction. He documented the reasonableness of the request with figures showing that OSU's faculty size in each department was smaller in almost every case than the like department at the University of Oklahoma, Kansas Sate University, and Iowa State University. No new positions were allowed (Hanson and Stout, 1992, p. 517).

Rohrberger summarized the problem by stating: "There is no way we can afford the kind of general education program that we dream of. Committees are called to plan an ideal program, then soon realize that there is no money to support it" (Hanson and Stout, 1992, p. 514).

With the conclusion of the second year of Holt's administration, faculty response to the Dean's office was mixed and divided. Few faculty members "were neutral about him" (Hanson and Stout, 1992, p. 444). John Schweitzer of foreign language stated: "His attitude and approach are the most encouraging things I've seen in a long time. Even if he can't accomplish all the things he wants to do, it is good to see such a go get 'em attitude" (O'Collegian, 1980, pp. 1, 6). An article in the Stillwater NewsPress entitled "Mad Scientist or Messiah for A & S?" (1982, p. 8A) expressed this division of opinion. One skeptic cited "Holt's razzle-dazzle formula for producing dollars, dreams, and drive in the college" (Stillwater NewsPress, 1982, p. 8D). Others criticized "the rookie dean" (Stillwater NewsPress, 1981, p. 8A) for his "fast-lane style of management" (Stillwater NewsPress, 1981, p. 8A). Faculty members termed him "brutal . . . crudely power hungry . . . . arrogant . . . refreshing and supportive" (Stillwater NewsPress, 1982, p. 8D).

Holt recognized the unfavorable attitudes toward him but expressed this response as unavoidable. Holt acknowledged: "The process of change has been very painful for some departments, but to make the best contribution you can, you have to take chances" (Stillwater NewsPress, 1982, p. 8D). Holt further responded to detractor's charges by saying "I want nothing less than to work at a comprehensive university" (Stillwater NewsPress, 1981, p. 8A).

On November 13 and 14, 1980, Dr. Dale Davis, from "the Humanities Committee in the College of Arts and Sciences at Texas Tech University (with approval of the T. T. U./N. E. H. Humanities Consultant)" (Davis, 1980, p. 1), voluntarily studied and evaluated the interdisciplinary humanities program at OSU. Davis prepared a written report which was highly supportive of the OSU humanities program. In 1937, OSU

> was the first land-grant college in the nation to establish a general, interdisciplinary, integrated humanities course (in which the literature, music, and visual arts of a particular historical period are studied together as mutually illuminating cultural expressions of the meaning and values in human existence) (Davis, 1980, p. 2).

Davis commended the OSU humanities program as "widely recognized and highly regarded" (1980, p. 1).

Holt appointed a task force in 1980 with Rohrberger as the head. The purpose of this task force was to study the Rockefeller Commission's Report, The Humanities in America and to identify workable ideas for the College of Arts and Sciences (Hanson and Stout, 1992, p. 482). This report argued that "the need to interrelate the humanities . . . has probably never been greater than today" (Rockefeller Commission on the Humanities, 1980, p. 6). In the interdisciplinary humanities, outcomes of student learning cannot be

obtained by utilizing narrow applications of quantitative measurements of productivity (Rockefeller Commission on the Humanities, 1980, p. 4).

> The humanities presume particular methods of expression and inquiry -- language, dialogue, reflection, imagination, and metaphor. In the humanities the aims of these activities of mind are not geometric proof and quantitative measure, but rather insight, perspective, critical understanding, discrimination, and creativity (Rockefeller Commission on the Humanities, 1980, p. 2).
>
> Some of the task force's recommendations were implemented with little trouble . . . . However, the task force hoped to expedite creation of the Oklahoma State Center for the Arts and Humanities and the requisite half-time director with the help of a grant from the National Endowment for the Humanities. The first proposal for an outside consultant and for interdisciplinary liberal learning courses was funded, and four new courses were taught for one semester (Hanson and Stout, 1992, p. 485).

When the grant ended, the departments no longer continued the courses (Hanson and Stout, 1992, p. 489).

> The large grant proposal, 'Fostering Coherence Throughout an Institution,' submitted in 1983 for the center and director was not funded . . . . The next year, Rohrberger resubmitted a Fostering Coherence grant. This time it was given more positive response with specific suggestions for revisions. The rewritten version went only as far as the vice president for academic affairs office where it was rejected (Hanson and Stout, 1992, p. 485).

Beginning in 1981, the interdisciplinary humanities program came under pressure from Holt's office. The new Dean had plans to create and develop a "Center for Global Studies" (College of Arts and Sciences, 1982, p. 1) and a "Center for Arts and Culture of the Southwest" (College of Arts and Sciences, 1982, p. 1) in his "core of seven areas designated as Centers of Excellence" (College of Arts and Sciences, 1982, p. 1). Since the time of interim Dean Monnett the interdisciplinary humanities program had been established as an autonomous budget (Hanson and Stout, 1992, p. 306). The faculty,

however, had continued to hold split appointments in other departments, the majority of which were with the religious studies department. Only three of the appointments were "exclusively humanities" (Hanson and Stout, 1992, p. 486). Upon Holt's arrival, he began to dismantle the SOFAAHS and therefore, ended the long-standing arrangement of split appointments by informing the faculty to "select a home department" (Hanson and Stout, 1992, p. 486).

Converse and others wrote to the Dean requesting reconsideration of his decision. Converse explained that previously faculty members had been recruited due to their "breadth of interest that would make them capable of and interested in teaching our basic humanities course" (Converse, 1981, p. 2). Converse further explained "that the recruiting aim was to find new faculty who were less professionally narrow, more humanistic in their outlook, an aim which I believe to be a prime necessity for all humanistic departments in a land grant university" (Converse, 1981, pp. 1-2).

Holt then established the interdisciplinary humanities program as

> a free-standing department . . . . In choosing the head, the dean bypassed Converse and Richard Bush and selected Azim Nanji . . . . Holt then appointed Nanji half time to global studies and gave him sabbatical leave (Hanson and Stout, 1992, p. 486).

Arnold was then appointed as acting head of the interdisciplinary humanities department (Hanson and Stout, 1992, p. 486).

Associate Dean Hackett then requested the faculty members of the interdisciplinary humanities department to define their mission statement and identity "as an integrated discipline" (Hanson and Stout, 1992, p. 486). At the same time, Hackett provided

assurance to the department that this activity "was not meant as a threat" (Hanson and Stout, 1992, p. 486) to the existence of the department. During this time, Hackett served as Associate Dean as well as

> a part-time member of the humanities faculty.
> . . . The humanities faculty consisted of ten people whose appointments were split with the religion department; two split with history; two with philosophy; and one each with art, foreign languages and literatures, music, and theater. This conglomerate had difficulty producing a well defined identity and mission statement (Hanson and Stout, 1992, p. 486).

Personality problems, coupled with the inherent problems found in precisely defining interdisciplinary humanities, contributed to the difficulty of this procedure. The interdisciplinary humanities department integrated several disciplines and thus had overarching boundaries. In addition, there are various approaches or combination of approaches used in classifying cross-disciplinary humanities course work (Erskine, 1974, pp. 9, 12-15; Schwarz, 1979, pp. i, 4-9). Differences in ideological perspectives prevented the department from "presenting a sufficiently unified front to satisfy the dean's office" (Hanson and Stout, 1992, pp. 486-487). Some of the faculty preferred the original method of teaching the basic Western Culture humanities course, while others favored the new method which integrated art and music. "Others were more interested in developing humanities perspectives on contemporary life -- for example, black studies, women's studies, and Native American studies -- than in the classics course" (Hanson and Stout, 1992, p. 486). At the completion of the self-study, the department was unified. "The faculty voted 9-1 in favor of a departmental structure rather than a program" (The Faculty Department of Humanities, 1982, p. 1).

Associate Dean Hackett made comments to the humanities faculty during their self-study. In a memorandum dated September 29, 1981, Hackett asked "What need do these courses fill? If all these courses suddenly vanished, what would the College be lacking? How does what you do differ from what happens in Art, English, History, etc.?" (p. 1). Associate Dean Hackett later commented that the minutes of the humanities department faculty could be characterized by "uncertainty" (1982, p. 1) and "disorder" (1982, p. 1).

In January 1982, Dr. Paul Valliere, an outside consultant, visited and evaluated the OSU humanities department. Valliere served as "the head of the humanities program at Columbia University" (Hanson and Stout, 1992, p. 487) and consultant for the National Endowment for the Humanities. Valliere compiled a detailed report in which he identified the "chief strengths of the Department" (1982, p. 2) as follows:

1. The curricular and administrative independence of the Humanities Department . . . .
2. The focus of the general education effort on a small number of core courses . . . .
3. The incorporation of art and music along with literary and philosophical texts . . . .
4. Rich faculty resources in non-Western and non-majoritarian areas of study (1982, p. 2).

Chief weaknesses of the humanities department were also identified by Valliere as follows:

1. The lack of strong staff structures in the core courses . . . .
2. Insufficient institutional support and rewards for faculty service in the general education courses . . . .
3. A certain diffuseness (in the case of Hum. 1013) . . . .
4. The disrepair of some of the audio-visual materials . . . .
5. Uncertainty about the institutional status of the Humanities Department (1982, pp. 2-3).

Valliere addressed the present conflict in his report by stating:

> The College of Arts and Sciences at OSU is an exciting place to be right now as the faculty seeks to respond to Dean Holt's initiatives aimed at upgrading the disciplines and revitalizing general education. The anxiety that mingles with the excitement is understandable, for of course the Dean's initiatives pull the faculty in two different directions at the same time; on the one hand away from the classroom toward the discipline as nationally defined, on the other hand back toward the classroom and the non-disciplinary and interdisciplinary tasks of general education . . . above all, that faculty needs encouragement and institutional support in both areas (1982, p. 4).

Valliere continued his report by writing:

> The issue of whether humanities at OSU should continue to be organized as a department or transformed into a college-wide program is a difficult one, and it is the source of a good deal of anxiety among the faculty. I do not have enough knowledge of the structure, planning and politics of OSU to judge this issue one way or the other . . . .
>
> It is somewhat anomalous, although not unparalleled, to organize general humanities in a department rather than a program . . . . The most successful general humanities operations are not those that look neatest on paper, but those that find their own unique structure and place in the local 'ecology' of their university . . . .
>
> At OSU, however, the departmental system in humanities areas is not so highly developed or diversified as in many universities. Separate departments of Classics and Comparative Literature, to cite two obvious examples from among the normal contributors to humanities programs, do not exist -- to say nothing of departments of Slavic, Middle Eastern, South Asian or East Asian languages and cultures . . . .
>
> Therefore, it would seem useful for OSU's purposes of enrichment of the arts and sciences curriculum, general education, and the wider community to have scholars in the non-traditional areas grouped together in a Humanities Department, rather than to disperse these people into existing departments which are no more related to their specialties than the Humanities Department, (sometimes less) and which may be less likely to give them a strong sense of their mission in the college curriculum (1982, pp. 9, 15-16).

The traditional liberal arts disciplines began to perceive the humanities department as a threat and competition as the humanities course work "expanded its upper division

offerings beyond the service function" (Hanson and Stout, 1992, p. 487). The history department head, W. David Baird, expressed his concern "that humanities appointed history Ph.D'.s who appeared to be in competition with the interests of the history department. The same was true of literature, philosophy, and anthropology" (Baird, 1982, p. 1). This opinion was shared by the acting head of foreign languages and literatures, John Deveny, who stated that "it is in the best interests of the College to reorganize the administration of courses currently taught through the Humanities Department" (Deveny, 1982, p. 1).

"On Thursday, March 24," (Faculty Department of Humanities, 1982, p. 1) 1982, "the Acting Head of the Humanities Department . . . was informed by Mr. Neil Hackett, the Associate Dean, that he would recommend to you the dissolution of the Humanities Department and the formation of a program" (Faculty Department of Humanities, 1982, p. 1). Professor Arnold and the faculty members of the humanities department explained to Dean Holt that they had "undertaken a self-study" (Faculty Department of Humanities, 1982, p. 1) and "brought in a consultant" (Faculty Department of Humanities, 1982, p. 1). The majority of the faculty then voted "in favor of a departmental structure rather than a program" (Faculty Department of Humanities, 1982, p. 1). Professor Arnold and the department faculty replied:

> If a department is to be discontinued the Policies and Procedures of the University require that a specific due process be followed . . . . This due process includes: (a) a program of self-study, (b) evaluation, and (c) administrative review. (a) We have completed a program of self-study and come to the judgement that teaching and research in our area are best served by a departmental structure. (b) The evaluation requires the establishment of 'a review committee made up of faculty members not in

> the program', which will review our self-study and evaluate our program. The review committee must use certain specified objective criteria in making its evaluation. (c) The Department Head, the Dean, and the Vice-President for Academic Affairs and Research must review all proposals for change (Faculty Department of Humanities, 1982, p. 1).

Holt then appointed a review committee to evaluate the humanities department. Luebke was appointed Chairman of this committee. Other members were: Samuel Woods, Charles Edgley, Keith Harries and Kenneth Cox. The purpose of this committee as stated by Holt was "to examine all documents, interview faculty and administrators as necessary, and report their findings and recommendations" (Holt, 1982, p. 1). Holt requested "that this committee report . . . within two weeks" (Holt, 1982, p. 1). The committee scheduled all humanities faculty members for interviews. The interviews were held on Friday, April 16, Monday, April 19, and Tuesday, April 20, 1982 in "the small conference room across the hall from" (Luebke, 1982, p. 1) Dr. Luebke's office. The humanities review committee stated that their

> written charge was to investigate and to make recommendations on what 'future direction' in the humanities would 'best serve the needs of the College at its present stage of development.' Of primary concern was the issue of 'A Humanities Department or a Humanities program' (Luebke, 1982, p. 1).

This committee concurred with the Valliere evaluation, stating:

> Professor Paul Valliere's report should be considered carefully and any recommendations which oppose his findings ought to require extraordinary justifications. As we understand his report, our recommendations are thoroughly consistent with his (Luebke, 1982, p. 2).

The committee recommended "that there continue to be a separate budgetary and administrative unit, called 'the Department of Humanities,' and that it be administered by a

person designated 'Head'" (Luebke, 1982, p. 2). This review committee further recommended "that all appointments to the Humanities Department be joint appointments with another existing department" (Luebke, 1982, p. 3). The committee concluded by suggesting that "a differently instituted review group would be required" (Luebke, 1982, p. 6) to carefully examine "possible curricular realignment" (Luebke, 1982, p. 6).

Holt then appointed an ad hoc committee on the humanities curriculum. Pill was appointed Chairman (Holt, 1982, p. 1). Other members of the committee included Kyle M. Yates, Jr., Edgar L. Webster, Bruce Southard, Michael M. Smith, Helga H. Harriman, Jerry L. Davis and Robert O. Anderson (Pill, 1982, p. 1). The humanities curricular review committee specifically recommended that 1013, the new freshman level course, Introduction to Humanities: The Search for Identity, "not be offered after Fall 1982" (Pill, 1982, p. 1). This committee further recommended adjustments in other humanities course work (Pill, 1982, pp. 2-3). The humanities curriculum review committee "did not recommend changing the basic two-semester Western humanities course" (Hanson and Stout, 1992, p. 488).

Associate Dean Hackett said

> the committee report is off base. They never have addressed the problem of whether we should have an introductory survey of Western culture . . . .
> The committee did not examine what they were charged to do . . . .
> I recommend that we tell the committee thanks but no thanks (1982, p. 2).

Holt then proceeded to inform the committee that

> a number of concerns relating to the humanities program and answers to these problems as I perceive them have not been forthcoming from this review. As a consequence, I am asking Dr. Azim Nanji, . . . to work with

> this office at his earliest convenience to effect a resolution to problems which still remain (1982, p. 1).

Meanwhile, Holt encouraged

> the humanities department to stress professional development and publication . . . . The dean's office prepared the application for National Endowment for the Humanities funds to establish a college center for programs and research in humanities (Hanson and Stout, 1992, pp. 487-488).

In a January 11, 1984 letter to Vice-president Boggs, Dean Holt recommended "that the Humanities degree program, major 1461, be dropped from the curriculum of the College of Arts and Sciences as of Fall 1984" (Holt, 1984, p. 1). "The upper administration approved the dissolution of the department and the degree then disapproved the dean's office proposal for the new humanities center" (Hanson and Stout, 1992, p. 488). The College of Arts and Sciences had traditionally used the need for faculty members to teach the basic two semester humanities courses, with the large number of student credit hours, as an argument to persuade the

> upper administration of the need to hire more faculty in the humanities disciplines. Eliminating the basic Western humanities class meant the loss of this rationale. The faculty positions gained when religion and humanities faculty left or retired went primarily to foreign languages and English. As the economic crisis persisted, however, these departments also experienced a net loss of faculty (Hanson and Stout, 1992, pp. 488-489).
>
> Most of the eighteen humanities courses disappeared at once. The basic Western humanities course was offered as an interdisciplinary prefix (IDS) based in the dean's office for two more years; then it, too, was discontinued. Two of the old humanities courses were added to history, one to philosophy, and one to theater. Otherwise, the traditional humanities disciplines declined to offer the interdisciplinary and multicultural courses that the humanities department had. In 1988, the Department of Foreign Languages and Literatures began to offer two or three sections of a new Masterworks of Western culture -- without the interdisciplinary art and music -- compared to the average eight or ten

> sections of each during the peak period of the old courses. The English department offered a few sections of Masterpieces of Literature. In 1992, Kenneth Dollarhide, head of foreign languages and literatures, reintroduced Asian Humanities, China and Japan -- the course he taught in the humanities department. Except for this handful, there was a drastic drop in the number of course offerings in fulfillment of the humanities requirement . . . . Strengthening departments and stressing published scholarship combined with the action against the humanities department convinced most faculty that teaching service courses outside their departments amounted to professional suicide (Hanson and Stout, 1992, pp. 489-490).

Another consequence of disbanding the interdisciplinary humanities program was the response of the faculty members involved in teaching the humanities course work. The emotional reactions of faculty "ranged from upset to embittered" (Hanson and Stout, 1992, p. 490). Some of the faculty had enough years of service to choose the option of taking advantage of the early retirement program and benefits of the later 1980s. Other faculty members chose to accept positions elsewhere (Hanson and Stout, 1992, p. 490). "Richard Bush, who taught the culture and religions of China, left in 1981" (Hanson and Stout, 1992, p. 490) "to become dean of the School of Religion at Oklahoma City University" (Hanson and Stout, 1992, p. 436).

> Lionel Arnold, who taught black literature, retired after the demise of the Western humanities course. Azim Nanji, who taught Islamic studies, left in 1989. Holt and Hackett allowed the two remaining religious studies faculty to take sabbaticals and informed them that the college would attach no penalty if they found other jobs. Hyla Converse retired in 1989 leaving no one in history where she had moved to teach her course on India and Pakistan. It is now no longer offered. William McMurtry retired in 1990, and the music history position was suspended. Both the retirement policy and the failure to replace the positions were effects of the hard-time budgets that afflicted the college through most of the 1980s. In addition, there was a lack of upper administration support for cultural studies (Hanson and Stout, 1992, p. 490).

The Daily O'Collegian published articles opposing the demise of the interdisciplinary humanities program in the College of Arts and Sciences. Dr. David Berkeley, an OSU professor of English literature, ask "Is a Classical Education Obsolete?" (O'Collegian, 1986, p. 14) in a speech delivered at Morrill Hall on September 25, 1986. Professor Berkeley observed the

> general de-emphasis in classical education . . . . Most students do not know why King Agamemnon warred against Troy . . . . These same students will likely find their career alternatives limited once they enter their chosen fields (O'Collegian, 1986, p. 14).

Douglas Fox of the Tulsa Tribune wrote an article "Hard Times and the Humanities," (Fox, 1986, p. 6) in which he blamed the Oklahoma economic depression not on the downturn of the oil industry, but on the Oklahoma public's low esteem for the humanities and the arts. Fox emphasized that the Oklahoma people needed a better understanding of broad, liberal studies and humanistic education. This type of education would allow them more flexibility, and thus, be more readily adaptable to changing conditions, socially and economically. In turn, this would encourage a diversified economy, and allow Oklahoma graduates to remain in the state rather than seek employment elsewhere (Fox, 1986, pp. 6-7).

Curt Allen, O'Collegian columnist, published an article entitled "OSU dehumanizing humanities interest" (O'Collegian, 1989, p. 4) in which he stated:

> 'The superior man is not an implement' -- Confucius, Analects.
>
> What Confucius means by this statement is that to be a good and thoroughly educated person, one cannot be simply a tool, destined for a single, specific purpose, but a person who has a broad understanding of the world and who has the ability to operate in different situations and environments.

> The way to achieve this broadness of mind is primarily through the study of humanities. Unfortunately, the Powers That Be at this school believe differently (Perhaps they would have benefitted from a liberal education.)
>
> For the past five years the whole humanities curricula at Oklahoma State has been steadily chipped away; however, the destruction is most apparent in the Religion Department. This department, or 'Sunday School' as it is referred to by the foreman of the wrecking crew, Arts and Science Dean Smith Holt, has been reduced from more than a dozen professors to only one (O'Collegian, 1989, p. 4).

Allen continued by saying:

> OSU's anti-humanities reputation is well known . . . .
>
> At the same time the rape of humanities was occurring, OSU had the gall to ask to be reconsidered for membership in the Phi Beta Kappa Honor Society. Phi Beta Kappa is a highly prestigious honor society, superior to Phi Kappa Phi (the highest national honor society which OSU is a member) in the way that Socrates, Plato and Aristotle are to Moe, Larry and Curly.
>
> When OSU applied previously, the answer was 'Sorry, but your Humanities Department is too weak.' So, via some twisted logic the school continued to dismantle the humanities and then reapplied to Phi Beta Kappa (O'Collegian, 1989, p. 4).

Allen concluded the article by stating:

> If the administration is going to continue taking apart the liberal arts programs of OSU, they need to make it known that this school is not a University (which offer broad educations) but a collection of professional schools. Since there is a demand for this type of education, I can understand the move away from offering a complete education, but the name of this school needs to be changed so that the uninformed will not be led into thinking they can get a university education in Stillwater. Oklahoma State Vo-Tech sounds a little severe, but to change the name of OSU to Oklahoma Agricultural, Mechanical and Business College would be perfect, except the whole name would not fit on football jerseys (O'Collegian, 1989, p. 4).

Other articles supported the decision to close the interdisciplinary humanities program. Dr. Kenneth Cox, OSU department head of theater, responded to Curt Allen's

column in a letter to the editor "O'Collegian columnist must get the facts" (O'Collegian, 1989, p. 4). Cox stated:

> Studies in the humanities are not limited to studies in religion, as Allen might lead the uninitiated to believe. Nor do we need to resume the old OSU system of synthesizing the humanities for the student in courses such as 'Humanities: Ancient and Medieval' or 'Modern Humanities.' Such categorization taught students to overlook humanistic studies in their natural environments: departments of languages and literatures, both foreign and English; history; philosophy; theater; art; music; and yes religious studies. The courses are here, the faculty are here and the students are here -- whether or not they've learned the meaning of the 'H' designation in the course schedule and catalog (O'Collegian, 1989, p. 4).

Mark Edward Potts, an OSU graduate student in mathematics, wrote an editorial in the O'Colley entitled "Future universities will decrease in humanities" (O'Collegian, 1989, p. 5). Potts maintained

> Because the theory of evolution has given us some definite answers to age-old questions about human nature, everything written on this subject before 1859 (when Charles Darwin published 'The Origin of Species') is based on incorrect assumptions and can be ignored. The 'humanities' tradition is the product of this pre-Darwinian dark age, and needs to be re-evaluated in light of modern evolutionary biology (O'Collegian, 1989, p. 5).

Meanwhile, the United States Department of Education published A Nation at Risk. This commission criticized higher educational institutions for emphasizing vocational education rather than a broad liberal education, strengthening graduate programs while diluting the quality of undergraduate education, and the lack of support for undergraduate education and teaching (Commission on Excellence in Education, 1983, pp. 26, 33, 59, 61).

In 1985, the Association of American Colleges (AAC) asserted that the undergraduate curriculum needed a structure and a framework. The AAC urged colleges

to place more emphasis on interdisciplinary course work where fields of study overlap (Association of American Colleges, 1985, pp. 75, 82). The AAC further criticized the "do your own thing" (Association of American Colleges, 1985, p. 70) ethic where colleges are the supermarkets, students are the shoppers, and professors are the merchants (Association of American Colleges, 1985, p. 70).

The Interim Deanship of Neil J. Hackett

Dean Holt took a leave of absence from the OSU College of Arts and Sciences "from February 1987 to March 1988" (Hanson and Stout, 1992, p. 500). During this time, Holt held an appointment by Governor Henry Bellmon as Secretary of Education (Hanson and Stout, 1992, p. 500).

During that year, Hackett served the college as acting Dean. Hackett held a meeting of faculty members interested in reapplying for membership in the liberal arts society, Phi Beta Kappa.

> The administration wanted to have the membership in time for the centennial year celebrations. The discussion, however, revealed a significant minority believed that the university, far from having met the shortcomings found in 1981, had slipped even farther below the standards for membership in the prestigious group. Nevertheless, the minority voted to make application. A committee led by Perry Gethner (foreign languages) drafted a preliminary report sent in late October 1988. The next spring, the Phi Beta Kappa Committee on Qualifications informed OSU that it had not been chosen for further review during the triennium ending in 1991. When the next triennium arrived, OSU began the process again (Hanson and Stout, 1992, pp. 506-507).

One of the most outstanding events of Hackett's interim deanship was a symposium held at the OSU Student Union to which an invitation was extended to all

interested persons (Hanson and Stout, 1992, p. 507). This college symposium consisted of a lively debate and spirited discussion over three recently published books and contemporary issues and trends in higher education.

One of the books explored by the panel of debaters was The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students, by Allan Bloom, a distinguished political philosopher at the University of Chicago (Hanson and Stout, 1992, p. 507; Watkins, 1988, notes). Bloom argued that our universities no longer provided an education in the great tradition of western culture (Bloom, 1987, pp. 336-337). Having given up on western culture and its significance to self-knowledge and today's society, universities have hosted vulgarized ideas such as nihilism, cultural relativism, and literary deconstructionism. The result of the lack of purpose in the university and the lack of learning in the students, is not a social and political crisis, but an intellectual crisis (Bloom, 1987, p. 337; Hanson and Stout, 1992, p. 507; Watkins, 1988, notes).

The second book discussed was College: The Undergraduate Experience in America, authored by Ernest L. Boyer, and sponsored by the Carnegie Foundation for the Advancement of Teaching. In this book, Boyer decried the modern college for intense careerism, vocationalism, narrow departmentalism and specialization as the enemies of the liberal arts and the vital mission of the university (Boyer, 1987, pp. 7, 41). Boyer also rejected the fragmentation and smorgasbord in the general education curriculum and expressed the need for an integrated core (Boyer, 1987, p. 83).

Cultural Literacy: What Every American Needs to Know by E. D. Hirsch, Jr. was the third book debated at this spring symposium. Hirsch emphasized that cultural literacy should be the priority of the collegiate experience (Hirsch, 1987, p. 139). Hirsch defined and compiled a core body of knowledge including people, places, and events (Hirsch, 1987, p. 19). This shared body of knowledge covered the fields of humanities, literature, history, science, politics, geography, and democratic traditions (Hirsch, 1987, p. 135).

The Returning Deanship of Smith L. Holt

In the summer of 1990, there were changes in the Dean's office of the College of Arts and Sciences. Rohrberger left OSU to accept a position at another university. Due to budget constraints, her position as Director of Curricular Affairs was not replaced. "Neil J. Hackett accepted the directorship of OSU's branch campus in Kameoka, Japan, and moved to the Office of the Vice President for Academic Affairs and Research to arrange the new school's affairs" (Hanson and Stout, 1992, p. 522).

On Wednesday, October 2, 1991 at the Student Union Theater, OSU inaugurated the "'Hyla S. Converse Memorial Lectureship in the Humanities' commemorating the life and career of Hyla S. Converse, beloved teacher of the Humanities at Oklahoma State University for 20 years, who died October 6, 1990" ("An Invitation," 1991, p. 1). The first of this lecture series was "Hindu Nationalism: A Dilemma and a Danger for South Asia" ("An Invitation," 1991, p. 1) presented by Dr. Ainslie T. Embree, a professor of history at Columbia University and a "world-renowned scholar of South Asian history and culture" ("An Invitation," 1991, p. 1).

> Born of missionary parents in Lahore, India, Converse
>
> graduated Magna Cum Honor from Smith College in 1943. She received a B. D. degree from Union Theological Seminary, graduating Cum Laude, and her doctorate in the history of religion from Columbia University in New York City in 1967 . . . . She was a member of St. Andrew's; Phi Beta Kappa, and the American Oriental Society (Stillwater NewsPress, October 9, 1990).
>
> Hyla Converse taught at OSU with rare vigor and excellence between 1968 and 1988 . . . . She never lost her love for the culture of her birthplace and made its history, religion, and art come alive for countless of OSU students in her religious studies and humanities classes. In her sixties she made a grueling trek across the Kashmir mountains on a research expedition into the culture of the great Moghul emperors.
>
> Wherever she went, she brought back pictures and stories which delighted and informed. She won a University Outstanding Teaching Award during the later years of her career, but by then she was legend among many students as an exquisite combination of grace, learning, and concern for the highest standards ("An Invitation," 1991, p. 1).

Again in 1992 another article appeared in the O'Colly which decried the role of the humanities at OSU. Lawry wrote in

> 'Liberal arts: The meat and potatoes of any university' . . . . It is whispered that the 'administrators of the hidden agenda' are about to deal a debilitating blow to the 'liberal arts' in favor of a more vocational technical education (O'Collegian, 1992, p. 4).

The Lawry article continued by stating:

> A university, even a public university, serves its civil and economic society only indirectly. It serves its citizens severally first. It tries to provide an opportunity for every person who enrolls in its courses of study to build an intellectual vision, to find a moral center, and to develop a robust and refined sensibility. It could do this (though not nearly so well) without dairy science, mechanical engineering, physics, accounting, or counseling psychology. Indeed it did do it for centuries without those studies. It cannot do it without literature, philosophy, history, or the arts (O'Collegian, 1992, p. 4).

A rebirth of the two basic interdisciplinary Western humanities courses began during the fall semester of 1989. At this time, Becky Johnson, Dean of Undergraduate Studies in the Office of the Vice-president for Academic Affairs and Research, approved honors humanities 2113 and 2223 for the College of Arts and Sciences Honors Program (Bullington, 1995). The course description for the revival of these two courses read as follows:

> This is a two-semester course on the development of the western tradition in the arts. The first semester will trace the development of western culture from the pre-classical world of the Babylonian Kingdom through Greece, Rome, the Christian culture of the middle ages, and up through the European Renaissance. The second semester will proceed from post-Renaissance Europe through the Reformation and Enlightenment, up to the modern world of post-war Europe and America. In both semesters we will study visual arts, music, literature, and philosophy to gain a thorough sense of the character of each age and of the great tradition of western culture as a whole. Sculpture, painting, and architecture from all periods will come under our scrutiny. Readings in philosophy and literature will range from The Pyramid Texts, the Iliad, and The City of God, to Principia Mathematica, The Sound and the Fury and Soul on Ice (Course Description, Fall 1992).

The instructors for honors humanities 2113 and 2223 were Nancy Wilkinson (art history) and Martin Wallen (English) (Spurrier, 1995). The actual teaching of these courses became effective in the fall of 1990 (Bullington, 1995).

The Arts and Sciences Honors Program changed its name to University Honors Program during the fall semester of 1989 (Spurrier, 1995). The renaissance in interdisciplinary humanities continued by replacing honors humanities 2113 and 2223 with a sequence of four courses. In June of 1994 this four course sequence was approved by the Dean of Undergraduate Studies (Bullington, 1995). The first course in this sequence

was honors humanities 1013, The Ancient World, which consisted of an "interdisciplinary study of art, history, philosophy, and literature from Ancient Greece and Rome as well as the religious ideas central to Judaism and Christianity" ("University Honors Program," Fall 1994). The second course, honors humanities 1023, The Middle Ages and Renaissance, was an "interdisciplinary study of art, history, philosophy, and literature from the Middle Ages to the early Renaissance" ("University Honors Program," Fall 1994). Honors humanities 1033, The Early Modern World was the third course in the sequence and included an "interdisciplinary study of art, history, philosophy, and literature from the late Renaissance to the mid-Nineteenth Century" ("University Honors Program," Fall 1994). The fourth course, honors humanities 1043, The Twentieth Century, focused on an "interdisciplinary study of art, history, philosophy and literature from the late 19th Century to the present" ("University Honors Program," Fall 1994). Honors humanities 1013 and 1023 replaced honor 2113, and honors humanities 1033 and 1043 replaced honor 2223. The honors humanities four course sequence was taught by Nancy Wilkinson from art history, Helga H. Harriman from history, Edward Jones from English, and Doren Recker from philosophy. The university honors program began teaching these four sequence humanities courses in the fall semester of 1994 (Bullington, 1995). These additions to the honors program, while a step forward, failed to revive the interest in interdisciplinary humanities courses in the College of Arts and Sciences general education curriculum.

Category 2: The evidence of vision or the lack of vision in leadership which concerned the significance of the interdisciplinary humanities program.

Respondent E's Rationale to Disband Interdisciplinary Humanities Program Was Basically Financial Difficulties

Respondent E defended the decision to close the interdisciplinary humanities program due to lack of financial resources. Respondent E stated that there were two fundamental reasons on which he based his decisions. These two reasons included quality and financial resources. Respondent E explained that the reason for the termination of this program was basically financial which was the "same reason we have had other programs closed" (Personal Interview, November 28, 1994). Respondent E articulated that "the core departments were too small" (Personal Interview, November 28, 1994) and that "it was not in the best interests of the university to strengthen this interdisciplinary program" (Respondent E, Personal Interview, November 28, 1994). Respondent E thought that the "faculty at this university was too small to support such" (Personal Interview, November 28, 1994) a program and that this interdisciplinary program was a "drain on other departments" (Respondent E, Personal Interview, November 28, 1994). Also, respondent E stated: "The university then experienced a significant assault upon its resources . . . . We wanted to strengthen individual faculties rather than one which had a limited function" (Personal Interview, November 28, 1994).

Respondent E further commented that

> there was an issue or question on the part of some in this office: 'Was the humanities course meeting the needs of its students?' While I was privy to

> that debate in the office, I was not on one side or the other. My concern was the lack of resources available to the constituent departments . . . . I might point out that it is not necessary to have a department to have an interdisciplinary program (Personal Interview, November 28, 1994).

Respondent E continued to explain by saying: "It means that the courses the department wants to offer can be offered. I find it difficult to believe that you can have a strong interdisciplinary program without strong constituent departments" (Personal Interview, November 28, 1994).

Cost Reduction Due to Dismantling the Schools' Structure

Respondent E discussed the rationale for dismantling the schools' structure by saying: "The faculty wanted to get back to the discipline department structure" (Personal Interview, November 28, 1994). Respondent E explained that "the administrative costs were very high under the schools' structure" (Personal Interview, November 28, 1994). Respondent E stated that there was a savings of $500,000 within the first three years and probably $250,000 reduction as a direct result of the elimination of the schools' structure. "We did some other things too" (Respondent E, Personal Interview, November 28, 1994). Respondent E further explained that there was a secretarial staff for the school heads and department heads. The school head was paid a proportion between 25 percent to 50 percent of their salary for the administration of the school. This included the summer as well. Respondent E said that duplication was a problem and there was "significant cost savings" (Personal Interview, November 28, 1994) due to dismantling the schools' structure. Respondent E explained that the "schools' structure wasn't working . . . . That was good and sound management . . . to reduce the overhead as much as we could reduce

it . . . . We were not having a financial crisis at that time" (Personal Interview, November 28, 1994).

Respondent E concluded:

> I don't rehash decisions once they are made. I don't sit around and cogitate on what might have been . . . . Usually things are done for very simple reasons. I'm not devious. I'm open (Personal Interview, November 28, 1994.

Other Administrative Explanations Which Concerned the Downsizing Decision

Respondents L and II further explained the administrative viewpoint for dismantling the schools' structure and closing the interdisciplinary humanities program. Respondent L stated that President emeritus Lawrence L. Boger told this respondent that Dean Holt came with a mandate to dismantle the schools' organization in the College of Arts and Sciences (Personal Interview, November 29, 1994). Respondent L also drew conclusions from correspondence with respondent II that the Vice-president emeritus of Academic Affairs was "interested in A. and S. teaching general education because he conceives of A. and S. (especially humanities type departments) as service departments" (May 14, 1990).

Respondent II explained the closing of the OSU interdisciplinary humanities program by saying that when the new Dean "did away with the schools he was faced with the problem of what to do with the humanities. So, he made it a department. Once it was made into a department, the Associate Dean asked the newly formed department: What its mission was? What its purpose was? What its content was?" (Telephone Interview, February 1, 1995). Respondent II further commented that "this was a department that had

never been a department, that had no mission and no publications . . . . They had one year to figure out what their mission was" (Telephone Interview, February 1, 1995). Respondent II stated that the Associate Dean disbanded the department. Respondent II said: "I tried to keep them going. I even hired an adjunct to assist in teaching the courses . . . . The then Associate Dean would have been most likely to have thrown me the blame" (Telephone Interview, February 1, 1995). In an interview with respondent L, however, respondent II stated "grown-up universities don't have humanities departments" (May 14, 1990).

One Respondent Agreed with Respondent E's Decision

Only one respondent was found to have agreed with respondent E's decision to terminate the interdisciplinary humanities program. Respondent GG maintained: "There was lots of vision. There was vision all over" (Personal Interview, October 12, 1994). Respondent GG explained his point of view by saying:

> Simply because we are not departmentalized does not mean that the humanities are dead or in hiding. The program did not fail or deteriorate. It simply changed its pattern of organization, and as to who was responsible, Smith Holt was finally convinced to do something many of us had wanted done for a long time (Personal Interview, October 12, 1994).

Respondents Said Lack of Vision in Leadership Closed the Program

According to respondents G, D, X, HH, C, I, CC, FF, KK, and V, lack of vision in leadership was a major factor in the closing of the OSU interdisciplinary humanities program. Respondent G said that the fall of the interdisciplinary humanities program at OSU was the "failure of the top leadership in our university" (Personal Interview, June 12,

1991). They "abdicated their roles" (Respondent G, Personal Interview, June 12, 1991). Respondent G emphasized the importance of the role of the President as well as the role of the Dean in supporting the interdisciplinary humanities program. Respondent G's concept of leadership was to provide an education to help the student "to become totally developed . . . . an orientation they are not getting now" (Personal Interview, June 12, 1991).

Respondent D stated: "That decision was made totally in the College of Arts and Sciences" (Personal Interview, November 21, 1994). Respondent X stated that the OSU interdisciplinary humanities department was abolished "because of an administrative decision by Dean Smith Holt" (Personal Interview, November 1, 1994). Respondent HH said that "only the Dean had the power to make the decision . . . . Dean Holt came in and decided to restructure the administrative structure" (Personal Interview, October 11, 1994). At that time

> there was a change in the academic atmosphere . . . . Holt did this for administrative reasons. It was easier to run . . . . As the interdisciplinary humanities deteriorated, so did the religious studies department. The head of the school left -- James Kirby. Kirby was a fairly strong leader. He was brought in to make a religious studies department. He was a strong administrator. This is why he ended up at Southern Methodist University (Respondent HH, Personal Interview, October 11, 1994).

The decisions were made in the College of Arts and Sciences by the Dean and Associate Dean. The Associate Dean was a historian. The arts and humanities were handled by the Associate Dean. Respondent HH reported that the Associate Dean told him "two years after he had dismantled the humanities, that dismantling the humanities was a bad decision in terms of time, money and energy" (Personal Interview, October 11,

1994). Respondent HH said the Associate Dean admitted to him that his idea had been to go back to the departments "and strengthen them and at that time he acknowledged that this had not happened" (Personal Interview, October 11, 1994).

Respondent C said the reason for the closing of the interdisciplinary humanities program was that the Dean "did not understand the program and couldn't see anything there that was in it for him" (Personal Interview, November 17, 1994). Respondent C continued by saying:

> I would not say administrators abdicated their responsibilities. What's good? What is really good for people? What is the good life? They didn't know. They didn't understand. It, the humanities department, was alien to them. Boger, he would do what was expedient to make people happy. You have to have commitment (Personal Interview, November 17, 1994).

As an example, respondent C said

> Homer uses a parable in the Illiad about a pet who grew up and its true nature came out. This pet was a lion. It was totally different. It attack the sheep. There's a lot of philosophy, psychology, and history in Shakespeare. He borrowed. Beethoven took a theme from a country song and wrote a symphony. He expounded it. You need to understand that temperament and intellectuality make a great deal of difference. People without these characteristics should not determine general education (Personal Interview, November 17, 1994).

Respondent C referred to Shelley's ideal in that "democracy presupposes a literate public. We are putting the wrong types of people into these roles" (Personal Interview, November 17, 1994).

Respondent I stated that the reason for the demise of the OSU interdisciplinary humanities program was the lack of leadership by the Dean. The Dean was "not all that committed . . . . Holt always finds someone to do his dirty work" (Respondent I, Personal

Interview, August 26, 1992). Respondent I stated that he knew nothing about the T. T. U. evaluation by Dr. Dale Davis. "That's the way this university operates" (Respondent I, Personal Interview, August 26, 1992). Respondent I's interpretation was that these three people killed the program -- the Dean, the Associate Dean, and the Director of Curricular Affairs (Personal Interview, August 26, 1992). Respondent I continued by saying that these three people offered a rationale and a justification for closing the interdisciplinary humanities program. Respondent I said that these statements were merely "excuses not reasons, and a defense for having done what they did" (Personal Interview, August 26, 1992).

Respondent CC stated that the OSU interdisciplinary humanities program was eliminated because "of the bias of the Dean" (Personal Interview, October 25, 1994). Respondent CC stated further that the Dean "first wanted to do away with the religious studies . . . . The Dean then was determined to go after the humanities department" (Personal Interview, October 25, 1994). Respondent CC explained that the Dean "is a pure scientist . . . . He feels that the generalists never accomplish anything" (Personal Interview, October 25, 1994). Respondent CC said that the Dean believed in "publish or perish" (Personal Interview, October 25, 1994). Respondent CC further commented that the Dean "thinks that the generalists never publish" (Personal Interview, October 25, 1994). Respondent CC made the point that the Dean "is a specialist, a chemist" (Personal Interview, October 25, 1994) and therefore, the Dean believed that "you shouldn't have a hybrid anything" (Respondent CC, Personal Interview, October 25, 1994). Respondent CC added that the person who was the Vice-president for Academic Affairs at the time of

the closing of the humanities program was an engineer and he "never fully realized what a comprehensive university is" (Personal Interview, October 5, 1994). Respondent CC said that this Vice-president for Academic Affairs supported the Arts and Sciences decision because he thought we had too much humanities for a comprehensive university. It was "the Dean who made the final decision, but he had the backing of Jay Boggs. Boggs had a lot of power at that time" (Respondent CC, Personal Interview, October 25, 1994).

Respondent FF said that the major reason the department of humanities closed was

> the Dean didn't want it . . . . He did away with the school arrangement and went back to the departments. He made it clear that he did not see any reason in a state university to have a department of humanities and a department of religious studies (Telephone Interview, January 31, 1995).

Respondent FF continued by saying the Dean

> then nibbled away at the humanities and religious studies. He didn't replace people who left. He had been trained as a chemist. He had taught at the University of Wyoming and the University of Georgia and neither of these had a religious studies department. This was coupled with the simplicity of his own thinking (Telephone Interview, January 31, 1995).

As an example of the Dean's attitude toward the departments of religious studies and humanities, respondent FF related that when Kyle Yates retired the Dean had an open endowed chair -- the Phoebe Schertz Young Chair in Religion. The Dean went to see Raymond Young, founder of T. G. & Y., as this endowed chair was given in honor of his mother. The dean tried to convince Raymond Young

> to keep the endowed chair in the university but make it an endowed chair in chemistry. Raymond Young was infuriated. He threatened to take away his endowed chair (Respondent FF, Telephone Interview, January 31, 1995).

Respondent KK stated:

> I tell everyone that when the Dean gets bored he abolishes a humanities department. We have abolished majors in religious studies (only two faculty members are left), and a major in anthropology (only one faculty member is left, Don Brown in the sociology department) and we sit right in the middle of Indian country (Personal Interview, October 11, 1994).

Respondent KK attributed the demise of the humanities to the "unthinking administrators -- the upgraders" (Personal Interview, October 11, 1994). Respondent KK continued by saying that the administrators "look at the so-called great universities and try to imitate them" (Personal Interview, October 11, 1994). Professor KK stated that the rationale was that the leading universities do not have humanities, "therefore, we don't want one" (Personal Interview, October 11, 1994).

Respondent V stated that "Dean Gries was interested in integrated, interdisciplinary kind of things" (Telephone Interview, November 11, 1994). Respondent V continued to explain by saying "his successor was a scientist" (Telephone Interview, November 11, 1994) and was "not interested and excited about integrated, interdisciplinary" (Respondent V, Telephone Interview, November 11, 1994) studies. Respondent V explained further by saying:

> Bob Kamm never did have reservations about it. Kamm was supportive and nurtured the program . . . . Jay Boggs also had reservations concerning religious studies being a valid course in university studies. He was the Provost during the whole time (Telephone Interview, November 11, 1994).

Respondents Criticized Administrative Handling of Program Closing

Respondents O, L, W, CC, M, B, LL, H, R, J, and K were critical of the administrative handling of the interdisciplinary humanities program closing. Respondent O remarked on the administrative handling of the closing of this program by saying: "I never really got an explanation. I came back and my department was not there anymore. I walked in and the music department was there. I had no warning that this was going to happen" (Personal Interview, October 18, 1994).

Respondent L stated that part of the lack of leadership was found in the Chairperson for the department of humanities. There was a "weak department leadership but a strong leader was never appointed as department Chairperson" (Respondent L, Personal Interview, November 29, 1994). "In choosing the head, the Dean bypassed Converse and Richard Bush" (Hanson and Stout, 1992, p. 486). "He could have appointed Converse or Bush, but he didn't. He appointed" (Respondent L, Personal Interview, November 29, 1994) another person as department Chair. "Then a year later" (Respondent L, Personal Interview, November 29, 1994) this person "was appointed one-half time to global studies. There was a stand-in. Leave them off balance from the beginning . . . gunning for what he considered weak sisters" (Respondent L, Personal Interview, November 29, 1994).

Respondent W confirmed this statement by saying "after Hyla . . . an ineffective department Chair" (Personal Interview, October 18, 1994) was appointed. "He was charming. He was not able to deal with problems of a critical nature" (Respondent W, Personal Interview, October 18, 1994). Respondent W concluded by saying "the Dean's

Office of Arts and Sciences made the final decision" (Personal Interview, October 18, 1994).

Respondent CC commented on the weakness of the humanities department Chair by saying: "Hyla would have fought it. She did fight it. She took a sabbatical" (Personal Interview, October 25, 1994). The new department Chair "was not strong in that regard. He wouldn't fight. He would flow more" (Respondent CC, Personal Interview, October 25, 1994).

Respondent MM discussed the issue of weak leadership "within our group" (Personal Interview, October 17, 1994). The department Chairperson "was a good leader, a good administrator, a good consensus maker, but he was not a visionary. If there had been a leader who could have taken them and made them see the writing on the wall" (Respondent MM, Personal Interview, October 17, 1994) at the departmental faculty meetings, the outcome might have been different. The leader needed to say to the group "give us a rationale . . . . Tell us why we should keep you" (Respondent MM, Personal Interview, October 17, 1994).

Respondent MM spoke on leadership during the review process by saying: "This is another chapter in the way that they went about it. It was not very good" (Personal Interview, October 17, 1994). Respondent MM continued by stating that they "never told them they were thinking of cutting them . . . Smith never discussed it with" (Personal Interview, October 17, 1994) the department Chair.

> He didn't come to him and say: 'I'm looking at your program to cut or to do away with. He didn't!' He said: 'It appears to me that you are a weak department.' This is not a good way of working with this. I think he has

> matured. I think that he wouldn't do this now . . . . We suspected something but was never told . . . . Our self-study -- reevaluation -- all of that work. For nothing -- it was as if they had already made up their minds. If they had told them . . . they . . . would have handled the self-study evaluation differently. There is a strong student base. We are good. We held agonizing meetings from 1981 through 1983. Then, they would come back and say: 'No, you are not good '. . . . It was handled very poorly. . . . It shouldn't have been carried on for three years. It shouldn't have been handled like this. They always ask us for more reasons . . . . From my point of view, they never really wanted to work it out. They wanted a divorce . . . .
>
> This is what I think happened. Smith Holt came in 1980. He looked around to see how we could reorganize the college. I respect him. We had a difference of opinion. That doesn't mean that I don't respect him. Holt's focus was on religious studies and humanities, downsizing and retrenchment. He wanted to strengthen the disciplines. He saw this interdisciplinary program as weak (Respondent MM, Personal Interview, October 17, 1994).

Respondent MM explained that in the 1980s there was a trend "all across the country to retrench into your own specialty" (Personal Interview, October 17, 1994).

Respondent MM described the circumstances by saying that when Holt "came in he was accosted by and influenced by" (Personal Interview, October 17, 1994) the person who "got a new position as Director of Curricular Affairs" (Respondent MM, Personal Interview, October 17, 1994). The Director of Curricular Affairs "did not like the humanities program . . . . It is not a discipline. It's not being done right and I can do it better" (Respondent MM, Personal Interview, October 17, 1994). The Director of Curricular Affairs talked to and influenced Holt via this new position. Respondent MM continued to explain that "Smith's big thing was the grants. He grew the grant program. How can we get grants in the humanities?" (Personal Interview, October 17, 1994). So the Director of Curricular Affairs

> says: 'Here is the way.' Several things happened at once. The manner it was done was bad. Smith wanted to streamline the college, strengthen strong departments, and perhaps eliminate weaker departments. The idea being there are only so many resources (Respondent MM, Personal Interview, October 17, 1994).

The Associate Dean and the Director of Curricular Affairs "had a lot of power" (Respondent MM, Personal Interview, October 17, 1994). The Associate Dean said "the humanities program should not have arts and music, only the Great Books" (Respondent MM, Personal Interview, October 17, 1994).

Respondent CC said that the Dean made the Director of Curricular Affairs the director of humanities. "She wasn't for it -- humanities . . . . It was given to her to kill" (Respondent CC, Personal Interview, October 25, 1994).

Respondent B discussed the closing of the OSU interdisciplinary humanities program by stating:

> It failed because the Dean didn't think we needed the interdisciplinary humanities. Holt thought every faculty member belonged in a discipline (philosophy, chemistry, history, English and art) . . . . Holt made the decisions concerning: 1) program, 2) staffing, and 3) majors, in opposition to the Luebke committee recommendation of continuation of the program (Personal Interview, October 10, 1994).

Respondent LL concluded the interview by making one last point stating:

> I think the above course would have survived except for Dean Smith Holt. As the Dean of the College of Arts and Sciences, I think that he felt that there was a lack of direct control over the members of the humanities faculty because we were in two departments. So, each of us had two departments and two chairs. With the dissolution of the humanities program, faculty members went back to their home departments, under the control of the department. Each faculty was absorbed by his or her home department, and therefore under the control of one department head. This fit in with the Dean's sense of organization and control.

> The demise of the program took a few years. We went through years of busy work. We had a consultant from Columbia University, Valliere. We, the humanities faculty, spent several sessions with him. We had many meetings on designing new courses. Busy work! The program was broken-up (Telephone Interview, November 23, 1994).

Respondent H stated that "the Dean" (Personal Interview, September 26, 1994) made the decision concerning the closing of the program. Respondent H related a number of scenarios concerning the handling of administrative matters by the Dean. One scenario concerned the religious studies meeting which was being held "to hire a new person" (Respondent H. Personal Interview, September 26, 1994). The Dean and Associate Dean "walked in and said: 'This department is dissolved'" (Respondent H, Personal Interview, September 26, 1994).

Respondent H further discussed the Dean's administrative handling of decisions by relating the procedure used in the dissolution of the schools' structure. In 1981, Dean Holt dissolved the schools' structure and relocated the directors of the schools. This decision was announced on KOSU radio. "Holt never had told the directors of the schools this. Holt blamed the radio announcement on the P. R. person" (Respondent H, Personal Interview, September 26, 1994).

Respondent H continued by saying that the Dean's

> home department is chemistry, which received permission to add a new faculty member shortly after Holt arrived. They went over the dossiers, sent three names to Holt, *not* including Holt's former colleague at the University of Georgia. Holt decided on his former colleague. The department decided to forego the additional faculty slot (Letter to Jane A. Watkins, September 27, 1994).

Respondent H concluded by stating:

> Finally, I could tell you of my going to Smith Holt to tell him that I was considering a deanship at OCU and he encouraged me. I made it clear that I had not made a decision, but wanted to keep him informed, as is cricket in academe. The next morning my sabbatical application was in the office mail and a humanities prof with much lower standing received word that her sabbatical request had been granted . . . . It does indicate the way Smith Holt operates (Letter to Jane A. Watkins, September 27, 1994).

Respondent R also discussed the administrative handling of the closing of the program by focusing on the evaluation process. "We were going through the procedures of evaluation and yet we knew they were going to close it all along. It was a sham. This was just my feeling about it" (Respondent R, Personal Interview, November 16, 1994).

Respondent CC spoke on the evaluations of the interdisciplinary humanities program by stating: "The Pill committee report was pro-interdisciplinary approach. Jeff told me that the Dean took one look at it and tossed it aside. The Pill report was rejected immediately by the Dean" (Personal Interview, October 25, 1994). Paul Valliere, the external evaluator, said it was "a model and should continue with little or no modification" (Respondent CC, Personal Interview, October 25, 1994).

Respondent J described the Luebke committee evaluation process and report by stating:

> The Dean basically wanted to do away with the humanities department. Like most administrators he wanted to create some sort of a consensus. So, he created a task force. The task force didn't support what he wanted to do.
>
> The Dean didn't say he wanted to do away with it. He said he wanted to decide the future direction of it, but everyone knew it was on the chopping block. Neil Luebke Chaired the committee. He brought in every member of the humanities department. We interviewed them . . . .

> Everyone wanted to keep the humanities department (Personal Interview, November 8, 1994).

The decision of the task force concluded that

> not only should it -- the humanities department -- be retained, it should be strengthened. But, the Dean did away with it . . . . The Dean didn't get from the committee what he wanted. This is a very strong, powerful Dean's system . . . . and when the Dean decides to do something like this, he does it (Respondent J, Personal Interview, November 8, 1994).

Respondent K described the Luebke committee in 1982 as a committee "appointed by the Dean to organize the humanities on the campus . . . . The faculty members testified . . . . The recommendations were ignored" (Personal Interview, October 10, 1994). The Dean "dispensed with the humanities department" (Respondent K, Personal Interview, October 10, 1994).

Category 3: The impact of declining institutional funding appropriations and subsequent budgetary allocation restrictions upon the College of Arts and Sciences.

Diminishing Financial Resources

Respondents E, L, II, HH, and H stated that the decision to close the interdisciplinary humanities program was influenced by the national and state economic recessions and diminished financial resources. Respondent E stated that his primary reason for the elimination of the OSU interdisciplinary humanities program was financial. "The university . . . experienced a significant assault upon its resources" (Respondent E, Personal Interview, November 28, 1994). Respondent E was largely concerned about the lack of available resources to the traditional departments (Personal Interview, November 28, 1994). Respondent E explained that "we were not having a financial crisis at"

(Personal Interview, November 28, 1994) the time of the dismantling of the schools' structure. The "elimination of the humanities came at a time when we were experiencing some difficult times, plus an inadequate concern for the constituent departments" (Respondent E, Personal Interview, November 28, 1994). Respondent E explained further that there was a problem of duplication with the schools' structure. When this structure was dismantled there was a "significant . . . savings" (Respondent E, Personal Interview, November 28, 1994). Respondent E concluded by saying financial reasons was one of the factors contributing to the final decision to close the interdisciplinary humanities program. Quality was the other reason (Respondent E, Personal Interview, November 28, 1994).

Respondent L cited another factor in the closing of the OSU interdisciplinary humanities department in correspondence to respondent II as "the Reagan administration and diminished federal funding" (January 21, 1992). Respondent L termed this factor one of the "uncontrollable outside forces" (Letter to Respondent II, January 21, 1992). Respondent L further stated in correspondence to respondent II that "it is also true that Smith -- whose mandate was to dismantle the schools -- had too many departments leftover at the end of his budget" (March 12, 1991).

Respondent II commented, in a personal interview with respondent L, that

> there is no way we can afford the kind of general education that we can dream of. Committees are called to dream up the ideal general education programs, but they soon realize there is no money to support it. The new general education program doesn't have a ghost of a chance . . . . Even in the best of times (economic) there isn't enough money. If the Dean gives money to departments it doesn't go to general education. Academic Affairs has no intention of paying for general education (the new program). It will

> never come to be. Cindy Ross held a meeting of people interested in general education (the 1986 Task Force). The faculty took the job seriously, generated ideas, brought in experts, brought in a report that a new program would need more money. The last person to speak was Jay Boggs. He commented: 'Very good, but there will be no additional money.' The faculty committee members were incensed, but if the faculty were in charge they wouldn't give money to general education either . . . . At this university we have no way to distribute money except through departments (May 14, 1990).

Respondent HH stated there was "some interest in shutting down the department" (Personal Interview, October 11, 1994) for the purpose of saving money. Respondent H discussed many reasons for the termination of the OSU interdisciplinary humanities program by stating: "These mounted in intensity, under the pressures of budget constraints. Budget constraints were quite real at the time, and the program was phased-out" (Personal Interview, September 26, 1994).

State Funding Formulas, Student Credit Hours, and the Faculty Reward Systems

Respondents D, L, F, U, and S discussed the relationships between the state funding formulas, student credit hours and the faculty reward systems effecting the demise of the interdisciplinary humanities program. Respondent D explained the impact of declining institutional funding appropriations and subsequent budgetary allocation restrictions upon the College of Arts and Sciences by saying the

> student credit hours (S.C.H.) produced by students fall into certain categories such as humanities and social sciences . . . . Everyone was putting-in for a course. Everyone wanted to capture student credit hours. The budget depends on student credit hours (Personal Interview, November 21, 1994).

The solution to this problem was to "reduce, so we don't scatter our resources" (Respondent D, Personal Interview, November 21, 1994). Therefore we attempted to "concentrate on fewer courses and do the best job we can do" (Respondent D, Personal Interview, November 21, 1994).

Respondent L concluded the following from the interview with respondent II:

> Holt is trying to build up the professionalism of the departments. There is too little money; therefore departments continue to divert funds earmarked for general education to the rest of their programs. While Hackett was acting Dean, the V.P.A.A. gave money for hiring faculty in departments to teach general education courses. This doesn't last long because young faculty are interested in moving to the upper division courses (May 14, 1990).

Respondent F, in an interview with respondent L, spoke on the need for change in the areas of the faculty reward systems, better budgetary mechanisms, and state funding formulas "as . . . money comes to the university from tuition and is based on S. C. H. and enrollment" (May 1, 1990). Respondent F commented to respondent L that

> ever since the budget crunch of the 1980s, faculty who retired or left were not replaced in the same numbers. This was especially true in the humanities . . . . We're hiring a laser physicist instead -- one who's coming in this year has requested that he not be burdened with teaching at all his first year and only have one course his second (May 1, 1990).

Respondent F further explained that "the departments didn't wish to spend funds on" (Personal Interview with Respondent L, May 1, 1990) the humanities general education courses. Money given to departments for general education would turn up later in their graduate programs.

> But that is the way the reward system is structured for departments and, unfortunately for professors; get the publications and you'll get a big raise . . . . Maybe the way general education is run reflects the priorities of the

> university, but I'm afraid the university hasn't really defined what its priorities are (Respondent F, Personal Interview with Respondent L, May 1, 1990).

Respondent U said:

> I enjoyed the students, but I took a financial beating. My salary was held back by teaching the humanities courses and by the head of the humanities program. Bailey was a tight fisted S. O. B. and wanted to turn the money back to the Dean every year and not use it all (Personal Interview, November 1, 1994).

Concerning raises and promotions, there was no reason for people to take the teaching of general education humanities courses seriously (Respondent U, Personal Interview, November 1, 1994).

Respondent S remarked: "My salary reflects the value placed upon liberal arts here and their degree programs . . . . The fact is they are building-in failure. Then, the program suffers. Then, cuts come. Then, cuts come in the liberal arts" (Personal Interview, October 11, 1994).

The Battle-of-the-Budget

Respondents BB and K explained the issue of the battle-of-the-budget. Respondent BB explained the issue of declining budgets by saying

> when money is short within a College of Arts and Sciences, competition becomes very keen and personal -- WAR. Each department claims it should teach Mongolian History. Within a department -- WAR -- the music department has a war between band and chorus (Personal Interview, October 11, 1994).

Respondent K emphasized that there was no economic downturn during the time that the humanities program was discontinued. Some people dreamed of inaugurating

new programs. Their idea was to eliminate the humanities department and use the funding to establish other programs (Respondent K, Personal Interview, October 10, 1994).

One Respondent Thought the Decision Strengthened the Traditional Humanities Disciplines

Respondent MM explained how the decision to terminate the interdisciplinary humanities program resulted in strengthening the traditional disciplines. Respondent MM said that the Office of the Dean of the College of Arts and Sciences thought there was "a need to redistribute resources within the college. Here is a department that is so dispersed and yet has all these resources . . . . He put his money where his mouth was. We benefitted in the art camp. Art added one person and" (Personal Interview, October 17, 1994) another faculty member "was back in art totally. This was about 1980" (Respondent MM, Personal Interview, October 17, 1994). Respondent MM thought foreign language benefitted also (Personal Interview, October 17, 1994).

Two Respondents Thought the Traditional Disciplines Were Not Strengthened by the Decision

Respondents F and CC did not think the traditional humanities disciplines were strengthened by discontinuing the interdisciplinary humanities program. Respondent F discussed the closing of the interdisciplinary humanities program by stating:

> I would defend that course of action based on priorities of the college and based on enrollments and majors. And all along, what Smith intended was that those positions wouldn't go out of the humanities, that they would go back into departments that were traditional in the humanities. That's where it fell apart; that's where it didn't happen. The funds weren't there (Personal Interview with Respondent L, May 1, 1990).

Respondent CC explained that the humanities faculty members held joint appointments and dissolving the department did not save money because the faculty members were moved to other departments. The religious studies department was cut from 14 to two faculty members. The religious studies budget and secretary were taken away and almost all of the faculty members went to foreign language. "Humanities never was a fully recognized department -- only a budget" (Respondent CC, Personal Interview, October 25, 1994). This threatened the faculty. They were in limbo and asked for an outside evaluator. Concerning "the impact of funding . . . . There was a problem but the money he saved he put into foreign language and a little bit into journalism. The money was there. It just made a difference where you put it" (Respondent CC, Personal Interview, October 25, 1994).

Leadership and Funding

Respondents G, FF, R, J, C, V, I, Z, and KK discussed the issue of leadership in relationship to funding. Respondent G stated that the closing of the OSU interdisciplinary humanities program was due to "lack of leadership" (Personal Interview, June 12, 1991) and "lack of vision" (Respondent G, Personal Interview, June 12, 1991). It "follows then lack of funding" (Respondent G, Personal Interview, June 12, 1991). We did "not have a committed Dean of Arts and Sciences" (Respondent G, Personal Interview, June 12, 1991). The leadership of the Presidents and the Arts and Sciences Deans did not "understand the need for education in these areas" (Respondent G, Personal Interview, June 12, 1991). They were "hard sciences people" (Respondent G, Personal Interview,

June 12, 1991). The Presidents did not "appreciate and understand the role of humanities" (Respondent G, Personal Interview, June 12, 1991). Also, respondent G explained they "fought for dollars to keep themselves" (Personal Interview, June 12, 1991). Respondent G termed this the "battle-of-the-budget" (Personal Interview, June 12, 1991).

Respondent FF stated that "the College of Arts and Sciences never was blessed with lots of money" (Telephone Interview, January 31, 1995). Respondent FF stated that the reason the OSU interdisciplinary humanities program flourished was due to administrative support.

> In the 1970s, because Dean George Gries came-up with the notion to organize the College of Arts and Sciences into school arrangements for budgetary reasons . . . . At the same time, President Bob Kamm believed that some departments should be service departments and teach students with not much research . . . . This provided a rationale for the faculty member's salaries without expectations for research. Along comes Smith Holt, a Dean who didn't want it and a drying-up of funds by the Dean that had been directed at the humanities (Respondent FF, Telephone Interview, January 31, 1995).

Respondent R stated that the closing of the OSU interdisciplinary humanities program was

> one way to cut costs . . . . I think that budget was the thing that determined the closing of the humanities and they looked for places to cut . . . . Money was the reason. This is the bottom line. Money was the major reason. Had we had enough money they would have let it go. No, I'm not so sure of that. We were getting a new Dean. He had some overall plans for his college. He dismantled the schools (Personal Interview, November 16, 1994).

Respondent J discussed the issue of "funding and bringing-in grants. The humanities department" (Personal Interview, November 8, 1994) did some work in these areas but it was "modest in terms of the Dean's standards" (Respondent J, Personal

Interview, November 8, 1994). Moreover, the joint appointments for faculty members in the humanities department, were expensive (Respondent J, Personal Interview, November 8, 1994).

Respondent C indicated that shrinking budgets were not a factor in the closing of the program. The operation of the program was inexpensive (Respondent C, Personal Interview, November 17, 1994). Respondent V answered by saying: "I suspect one of Dean Holt's reasons will be money, the lack of" (Telephone Interview, November 11, 1994). Respondent I answered by stating: "Money never stopped anyone from doing what they want to do" (Personal Interview, August 26, 1992). We were in a money crunch at the time. "It would take money to strengthen the humanities, so they killed it" (Respondent I, Personal Interview, August 26, 1992).

Respondent Z took opposition to the statement that the OSU interdisciplinary humanities program was terminated due to shrinking budgets. "Humanities was killed when OSU was relatively fat. So, how can they revive it if they killed it when it was relatively fat?" (Respondent Z, Personal Interview, October 27, 1994).

Respondent KK said: "The budget never was a real concern. It was this naive upgrading. It was this unthoughtful, worship of the 'so-called' traditional disciplines" (Personal Interview, October 11, 1994).

Category 4: The effects of student enrollment and student credit hours in the various disciplines.

Total Student Credit Hours Compared to Total Student Enrollment for OSU Interdisciplinary Humanities Program

In order to clarify and further describe information, the bar graph in Figure 1 was used as a visual depiction comparing the total student credit hours with the total number of students enrolled in the OSU interdisciplinary humanities program over a three decade timespan. The OSU Office of the Registrar supplied information including course number, course, number of students, student credit hours, departmental totals for lower level courses, departmental totals for upper level courses, and departmental totals for all courses for the years 1969, 1976, and 1986 (Appendixes E, F, and G). It was important to note here that records for the year 1966 were unavailable due to a loss during a relocation move by this office. As shown in Figure 1 on the next page, and for the purpose of this study, the numerical data for the year 1969 was substituted for the year 1966 in the three decade comparison. In 1969, the total student credit hours for the OSU interdisciplinary humanities program was 14,525 and the total number of students enrolled in the program was 3,694 (Office of the Registrar, 1969). The interdisciplinary humanities program for the year 1976 totaled 8,210 in student credit hours and totaled 2,934 in the number of students enrolled (Office of the Registrar, 1976). The total number of student credit hours for the year 1986 was 2,558 with a total number of students enrolled in the program at 845 (Office of the Registrar, 1986).

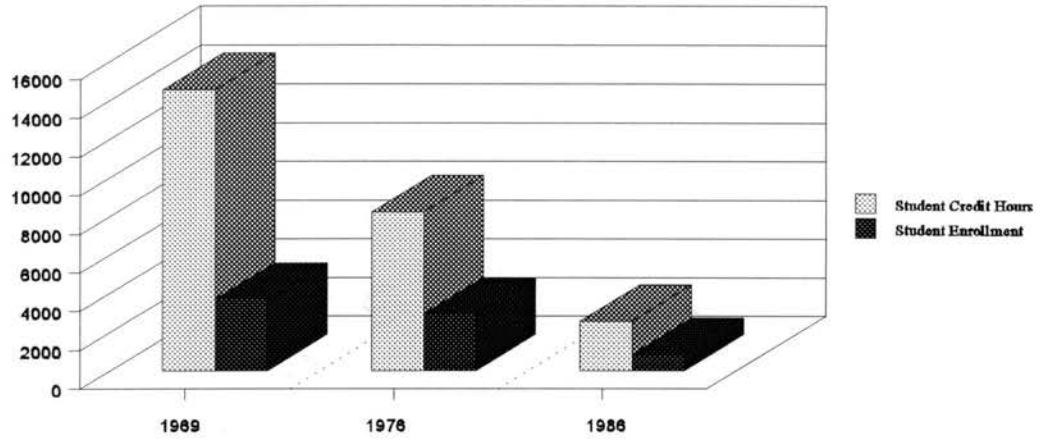

Figure 1. Comparison of Total Student Credit Hours (S. C. H.)/Total Student Enrollment for OSU Interdisciplinary Humanities Program.

Interdisciplinary Humanities Had High Student Enrollments and Generated More Student Credit Hours than Traditional Disciplines

According to Hanson and Stout and four respondents, enrollments and student credit hours were high in the interdisciplinary humanities program. Respondent R remarked: "Humanities created more S. C. H.s. We made numerous graphs demonstrating that we peaked in the early 1970s. Our enrollment was the highest. We had more students and we generated more S. C. H.s than the disciplines" (Personal Interview, November 16, 1994).

Respondent V explained: "We became huge -- quite large. This was a sizeable chunk of undergraduate course work. We had 60 faculty members, 25,000 student credit hours, 4,200 people taking humanities courses and 2,000 students taking religious studies courses" (Telephone Interview, November 11, 1994).

Respondent C stated:

> This program was cheap to operate. The classes were huge -- student credit hours. The people in the various disciplines weren't paid to give these lectures. I had classes so big in the four hour course, I had to have an assistant. The enrollment and student credit hours were going-up. The classes were big and the people who taught in the labs were not paid for it. Money was not a factor . . . . It was an honor to be asked (Personal Interview, November 17, 1994).

Respondent H said:

> The fact that enrollments were high didn't seem to be noticed . . . . At OSU student credit hours are powerful. The department had a 1,000 student credit hours. It was a good department. We didn't focus on numbers although we had high enrollments. The emphasis was on values, not on how many people we could crowd into the classroom (Personal Interview, September 26, 1994).

Dean George A. Gries recommended uniting the departments of philosophy, humanities, and religion into the first school, which was called the School of Humanistic Studies, effective March 1, 1970 (Hanson and Stout, 1992, pp. 363-364). The School of Humanistic Studies had a large number of class sections, student enrollments, and student credit hours, while the faculty continued with 12 hour teaching assignments.

> The total number of class sections offered by the School of Humanistic Studies was 75, filled with 3,115 students. The basic Western humanities course accounted for 56 percent of the school's enrollment. The school expanded its curriculum, particularly in the international dimension which added to the interdisciplinary international area studies programs. New courses included the culture and religions of India, Japan, China, Africa, and the Islamic world. Courses in Judaism and Native American religions were also offered. Because there was no graduate program, all courses were taught by doctoral faculty. Nevertheless, throughout the seventies when teaching loads in the social sciences began to drop -- the sciences were already low -- humanities faculty carried twelve-hour teaching loads with the student credit hours ranging from 900 to 1,000. Kirby himself taught nine hours in addition to his administrative duties. Additional faculty could have eased this load and allowed some released time for

> research, but university priorities did not permit (Hanson and Stout, 1992, p. 366).

Enrollment Growth and Proliferation of General Education Courses

Evidence demonstrated that the OSU College of Arts and Sciences experienced a growth in student enrollment, an expansion of departments, and an explosion of course offerings in the undergraduate general education program. Enrollment growth had doubled in the College of Arts and Sciences during the 1960s. In 1960, student enrollment in the College of Arts and Sciences was 2,138. This figure doubled to 4,424 by 1968. In 1970 the last new department was added to the College of Arts and Sciences, bringing the total to 27 (Hanson and Stout, 1992, p. 333).

The entire general education curriculum had also "been steadily expanding since the 1960s" (Hanson and Stout, 1992, p. 342). Departments began requesting the addition of department offerings. Thus, began the proliferation of general studies courses. Some of the advisors interpreted required as recommended. Other advisors granted substitutions. Neil Hackett, perceiving that the list had become ineffective, prompted the general studies committee to develop a list of criteria to be used as a guide. By 1975 the general studies committee, under the Scholastic Standards Committee, noted that the list had "grown until very little was excluded . . . . The faculty voted to abolish it . . . . This did not happen" (Hanson and Stout, 1992, p. 343).

Respondent F discussed the Report of the Arts and Sciences general education committee in 1973 by saying:

> It was the committee's feeling that the general education program was out of control; it had grown like a topsy, without definition. We interviewed lots of people in the college. It was a time when it was important to departments to get on the list for the important S. C. H.s. We thought there needed to be a better definition of what determines a general education course. We felt that instead of addressing this, the new chairman (following Hackett) John Bosworth, thought that eliminating the list and starting again should be put to a vote of the whole faculty. This was done in 1975, just as Geoffrey Pill became Director of Curricular Affairs. Department politics was mixed in, they were aware the list needed paring down, they were also aware of the measuring device of the student credit hour. This was the problem (Personal Interview with Respondent L, April 2, 1990).

Respondent F continued by commenting on the need to change the reward systems and improve the budgetary mechanism.

> Our funding is based on our being an undergraduate institution. Our enrollment is now dropping, the higher administration sees this as a danger, a loss of revenue because of the way our financing is set up. In some ways a lower enrollment is a good thing because it means smaller classes for instance. But funding priorities are based only on numbers, not on other elements that might reflect quality (Respondent F, Personal Interview with Respondent L, April 2, 1990).

As an example, respondent F spoke on the relationship between student enrollment and writing across the curriculum.

> The main goal is to produce somebody that can put thoughts into writing at the end of the college process . . . . If you have professors who don't want to teach, they sure as heck don't want to grade a bunch of essays . . . . Say you have Huston with a W course, with enrollment held at 35. But then from pressure of enrollment, you give Huston two more classes, with an enrollment of 250 each. You have defeated the purpose, you haven't saved that person any time, you've just put it in other places. That is why Endwac went crazy. This was enhanced discussion and writing across the curriculum, Arts and Sciences offered about five years ago. All our students had to take three Endwac courses. It worked all right at first until the professors discovered their other classes were growing in enrollments . . . . Enrollment limit to the Endwac courses was 35. It was a nice idea, but totally impractical . . . . Endwac was Mary

Rohrberger's brainchild (Respondent F, Personal Interview with Respondent L, April 2, 1990).

Departmental Offerings Increased to Satisfy Humanities Requirements and Degree Programs Changed

As the number of courses which satisfied a humanities requirement increased and degree programs changed, enrollments declined in interdisciplinary humanities. Respondent B explained "it failed or closed due to the opening-up of the general education program so that many more courses would satisfy a general education requirement. The attraction of the humanities per se could not compete" (Personal Interview, October 10, 1994).

Respondent W spoke on student enrollments by stating: "There were many, many students involved in the program, but the enrollments were going down. The degree programs were changing. Fewer and fewer students were required to take interdisciplinary humanities" (Personal Interview, October 18, 1994).

The Student Credit Hour Factor in the Closing of the Interdisciplinary Humanities Program

Respondent I called the student credit hour factor in the closing of the humanities program the "battle for S. C. H.s" (Personal Interview, August 26, 1992). Respondent I explained that "the quarreling for student credit hours with the department heads was a question of survival" (Personal Interview, August 26, 1992). The departments wanted "to usurp student credit hours. A large

number of people were drained-off and they wanted a piece of the action" (Respondent I, Personal Interview, August 26, 1992).

Respondent G explained that the departments "don't want to give-up students to take the humanities courses" (Personal Interview, June 12, 1991) due to the full time equivalent (F. T. E.) student enrollment. Respondent MM described the student credit hour factor in the closing of the humanities program by saying:

> There was an enormous number of students going through the humanities. They, like foreign language, saw all those humanities students and they wanted to get those students into one department. Smith was also very in favor of foreign language. They have not faired well, however (Personal Interview, October 17, 1994).

Respondent D said: "Everyone was putting-in for a course. Everyone wanted to capture student credit hours. The budget depends on student credit hours" (Personal Interview, November 21, 1994).

Respondent L stated in correspondence to respondent II "that the history department felt the humanities basic course competed with Western Civilization for the coveted S.C.H. rating" (March 12, 1991). Respondent U stated "at some point the College of Arts and Sciences wanted to get a part of the action and get courses in the College of Agriculture, etc. and students take their courses. I assume there are administrative incentives for that!" (Personal Interview, November 1, 1994).

Category 5: The effects of utilization of the concepts of populist democracy upon the issue of anti-intellectualism versus liberal learning.

The Effects of Utilization of the Concepts of Populist Democracy

Respondents BB, G, J, I, R, T, O, L, and M discussed the concepts of populist democracy as this philosophy affected the attitudes towards the humanities and liberal arts. Respondent BB explained, people did not understand that "job training and education are not the same" (Personal Interview, October 11, 1994). Respondent BB described the populist attitude by saying: "Teach them a job but don't you dare give them exposure to a new idea . . . . If you go to college, you won't love Jesus" (Personal Interview, October 11, 1994). Respondent BB said part of the problem was the "filling station" (Personal Interview, October 11, 1994) concept of higher educational institutions. "No one should be denied higher education, but all are equal -- just enroll and go to one" (Respondent BB, Personal Interview, October 11, 1994). Respondent BB continued by saying the university college had become a diagnostic area. The student did not need to declare a major. If needed, we provided you with remedial. "Wherever you are, we will meet you where you are and take you where you want" (Respondent BB, Personal Interview, October 11, 1994). Respondent BB also stated the marketplace value of an education effected the humanities and liberal learning. "A plumber can make more than an M.D." (Respondent BB, Personal Interview, October 11, 1994).

Respondent G emphasized the "increase in materialism and technology influx" (Personal Interview, June 12, 1991) as an aspect which had a role in impacting the

curriculum. "People thought everything rested on technology and leadership" (Respondent G, Personal Interview, June 12, 1991). Respondent G explained that this was a "narrow-thinking approach in terms of serving people and their needs. We don't deal with people segmentally. We deal with them totally." (Personal Interview, June 12, 1991).

Respondent J stated:

> We are in the midst of a science and agriculture and engineering school. Humanities needed the support of the Dean. When you begin to sort all of this out, you will never get through dealing with the unfairness of it all . . . . That's basically all I remember (Personal Interview, November 8, 1994).

Respondent I discussed the problems associated with the utilization of the concepts of populist democracy and the issue of anti-intellectualism in relationship to the demise of the OSU interdisciplinary humanities program by explaining:

> It is a question of survival. The east and west have a proper conception of the word liberal. This is not so in backwater. The farmer has no concept of what learning is about. At Oklahoma State people have to cope with the weather and drought and hard work. They have to be practical. The kids look for jobs that provide a cushion for the rest of their life. This is not going to happen anymore. There is very little emphasis on the arts. Harvard and Columbia University and Chicago are elite and wealthy. Students are trained in a discipline of art and music. There is anti-intellectualism in America and a distrust of those who appreciate Western culture (Personal Interview, August 26, 1992).

Thoughts were shared by respondent R concerning the concepts of populist democracy, the issue of anti-intellectualism and the elimination of the OSU interdisciplinary humanities program with the following:

> Campus wide, nobody compares with engineering students and with business students. The dollar is the bottom line. Money is the bottom line.

> They work harder than anyone. They are 'go-getters.' They go to school to get a degree to get out of school to make money. They would work that plan of study down to the one credit hour to get the degree. They don't go to school to get an education. They go to school to make lots of money. The motivation of these students is get a degree, get a better job and make more money. Many wealthy men are drop-outs and do not have a college degree. The humanities people have other interests. The humanities people were some of the best students we had on campus. The best students on campus were not business and engineering students because these students were not intellectuals. Humanities students were intellectuals (Personal Interview, November 16, 1994).

Respondent R said the interdisciplinary humanities program

> had been something we thought was pretty necessary for a long time. This is not a liberal arts college. This is still aggie. Agriculture is the main thing here and I always felt like our area, we were sort of stepchildren . . . . No, I do not see any possibility of this starting-up on campus because in our lifestyles we have gone more technical and humanities will be even less and less important. My grandchildren, there is nothing in their life that is conducive to this kind of study (Personal Interview, November 16, 1994).

Respondent T spoke on the attitudes inherent in the concepts of a populist democracy and the issue of anti-intellectualism which effected the closing of the OSU interdisciplinary humanities program.

> It was as if this was of no interest to them. If you ask them one-on-one in a man-on-the-street interview, eventually they will tell you 'I want to go back and operate my family's business.' The majority of them were coming from a limited background, a narrow point of view. They don't want to know about people. I think that is a typical Oklahoma reaction (Respondent T, Personal Interview, October 13, 1994).

Respondent T explained it was this "attitude: 'I hate art.' It is that negative type of feeling. The majority of students were caught-up in agriculture and that was the end of it. They put everyone in their little box. Trying to explain to them why this, fell on deaf ears" (Personal Interview, October 13, 1994).

Respondent O spoke on the image of the interdisciplinary humanities program and the marketplace value of an education.

> The image of the program in general is really hard to say. Many people were not aware there were any interdisciplinary humanities courses. The liberal arts courses were taken to meet requirements.
>
> . . . When I would tell people I'm getting a humanities degree they would ask: 'What are you going to do with it?' I wasn't thinking of that at the time. I was thinking of getting an education. Here the emphasis is on vocationalism and specialization . . . . The students go into business because their parents want them too. Get a better job and make more money (Respondent O, Personal Interview, October 18,1994).

Respondent L discussed the "idea of a populist democracy" (Personal Interview, November 29, 1994) by saying "the republicans have taken it and used it" (Respondent L, Personal Interview, November 29, 1994). Respondent M also discussed the issue of populist democracy by stating: "There was a communist cell there supposedly led by agrarians trying to get more socialistic programs for farmers during the depression" (Personal Interview, September 29, 1994).

The Effects of the Issue of Anti-Intellectualism

According to respondents AA, C, LL, MM, W, S, and I the issue of anti-intellectualism affected the interdisciplinary humanites program and liberal learning. Respondent AA made a final point by emphasizing that the interdisciplinary humanities program was injured by the contemporary movement in higher education towards increasing specialization, research, and graduate education (Telephone Interview, November 22, 1994).

Respondent C "does not deny agriculture, engineering, etc. needed strong support, but the general education program needed support. It is one thing to make an atomic bomb and another thing to know when to use it" (Personal Interview, November 17, 1994). Respondent C commented that "most people aren't" (Personal Interview, November 17, 1994) suspicious.

> If you are going to make mass production out of Shakespeare, you had better make and keep it simple. Yes, there is anti-intellectualism. TV deteriorates yearly. Who are our heroes today? Magic Johnson. The symphonies wouldn't last long if they were publicly supported. Anti-intellectualism, the people are demanding it (Respondent C, Personal Interview, November 17, 1994).

Respondent C asserted that the emphasis was placed on "research, graduate education, professionalism and specialization. I believe in the democracy of opportunity and the aristocracy of achievement. In Plato's Republic the philosopher kings, some become soldiers and some become philosophers" (Personal Interview, November 17, 1994.

> Some faculty wanted to create their own syntheses of mid-twentieth century humanities. They campaigned and received a freshman level course, Introduction to Humanities: the Search for Identity. Almost immediately, the course generated complaints that it took students from the sophomore survey; that it was too difficult, too easy, or too narrow; and that it shifted the humanities emphasis from general education to specialization (Hanson and Stout, 1992, pp. 368-369).

This was one of the two changes that "created an undercurrent of discontent that produced repercussions in the 1980s as the humanities department was challenged to define its own identity" (Hanson and Stout, 1992, pp. 368-369). Respondent LL said one of the reasons for the discontinuance of the OSU interdisciplinary humanities program was

> the growing anti-academic and anti-scholastic attitude of the students of the 1970s, and their woeful lack of understanding of history was simply another factor in the demise. Too many students, I feel, lack the background and the interest posed by our basic humanities courses, unfortunately . . . . So, bowing to the pressure by the administration to create more relevance in what can be considered humanities, there was an accommodation of the lower demands and expectations of the student taking non-major courses designed for his enrichment. In other words, students like to gripe about taking courses outside of their major fields, but you don't have to cave-in to that.
>
> This took the form within the humanities program itself, by adding or offering a new freshman level course as an alternative and in competition with the two long standing sophomore level Western Culture courses. I felt that this introductory course, which attempted to organize lectures and artistic discussions around themes -- the idea of heroism from the Greeks to modern day -- I feel that this lacked organization and real meaning. It simply didn't have the substance nor chronological organization of the two Western Cultures. This was another move in watering-down, watering-down and accommodation (Telephone Interview, November 23, 1994).

Respondent MM explained the attempt at accommodation to the anti-intellectualist movement by saying:

> For a long time there were only two courses, 1) ancient and medieval, and 2) modern at the 2000 level. In 1975, we added a third course at the 1000 level which was more thematic and organized around themes such as love and relationships. That course was one of the problem areas. That class was a large draw. We had a need for a lot of teachers. We hired lots of adjunct people to teach this. The adjunct was not as qualified and involved. The subject matter was so loose that it sort of fell apart. It was a good idea, but it needed to be carried through with more vigor. Some people went off on their own tangent. The quality or rigor in the 2000 level, there were no questions, they were solid courses (Personal Interview, October 17, 1994).

Respondent W also explained the accommodation to the anti-intellectual movement and subsequent effects upon the demise of the OSU interdisciplinary humanities program by stating:

> There were the three lower division courses that attracted lots of students. 1013 was a highly controversial course . . . . It was started just to generate numbers . . . . It was a weak course. No real attempt was made to upgrade it. It was there that the opposition began to coalesce against the humanities department . . . . The students wrote poems and constructed sculptures which were almost impossible to grade (Personal Interview, October 18, 1994).

Respondent S made comments which focused on vocational education and the marketplace value of an education versus the humanities and liberal arts. It was a matter of

> supply and demand and a skewed perspective of the value of the program. The students ask: 'What will you do with that?' . . . The scholars marketplace is a university . . . . Without the liberal arts, the institution is just a trade school and a big vo-tech. This is what distinguishes a university from a trade school and a big vo-tech . . . . One of the students ask a professor: 'Why do we have to take this course?'
>
> . . . Agriculture is the major focus. The salaries reflect values. In the marketplace if the faculty can't go out and make $60,000, then they won't pay you that. You have to pay. We do not pay a reasonable wage for the quality of work. When the brightest and best leave you or won't come, or you won't support their research, the liberal arts salaries drop. You have to offer the faculty a good place to be. It is natural the rest of the liberal arts will fail and topple. It's a 'catch-22.'
>
> . . . In 1963 my father finished his course work at the University of Texas for a Ph.D. He chose OSU due to the promise of free tuition to faculty children. They didn't do anything about it when he came. The salaries were lower. The cultural life was more limited. He supported two children, my mother and a mother-in-law and he made less than $20,000. He couldn't afford to go anywhere else. This would not have been my first choice (Respondent S, Personal Interview, October 11, 1994).

Respondent S explained that her father declined faculty position offers from Tulane and other more prestigious universities because OSU

> was going to help provide for our education. He took a professional sacrifice. I am hurt by what the university did to my father. He was taken advantage of.

> . . . If you were to visit with the retirees over the last twenty years in the liberal arts, you would find some bitter people -- sadness and frustration. John Bosworth . . . was one of the best teachers. He sparked students interest. He raised them up to a higher plane . . . . The focus is on bringing in new people rather than reward dynamic and wonderful faculty members. This is a place where the young faculty come and they leave us. The ones who don't leave us, sometimes we wish they had (Personal Interview, October 11, 1994).

Respondent I further explained there was a "graciousness that comes with humanities" (Personal Interview, August 26, 1992) and "personality comes from reading, listening to music and viewing art . . . . These are some of the values that are not being stressed today" (Respondent I, Personal Interview, August 26, 1992). The resulting attitude was "you old fogeys always have a way of comparing the present with the past" (Respondent I, Personal Interview, August 26, 1992).

Category 6: The emphasis upon scholarly academic research, and graduate and professional education versus the teaching of undergraduate students and a liberal, general education.

The Professionalization of the Faculty

Evidence demonstrated that efforts to increase the professionalization of the faculty influenced the decision to discontinue the interdisciplinary humanities program. Respondent E stated that continuing this program was "not in the best interests of the university when the size of the core departments were too small to support the basic educational mission of the university" (Personal Interview, November 28, 1994). The mission statement read as follows:

> Oklahoma State University is a modern comprehensive land grant university that serves the state, national and international communities by

> providing its students with exceptional academic experiences, by conducting scholarly research and other creative activities that advance fundamental knowledge, and by disseminating knowledge to the people of Oklahoma and throughout the world (Catalog, 1994-1995, p. 6).

Respondent II answered by saying "basically, almost no publications were coming out of that group" (Telephone Interview, February 1, 1995). One of the reasons stated for the closing of the OSU interdisciplinary humanities program, in correspondence from respondent L to respondent II, was the "increased professionalism . . . of the faculty" (January 21, 1992). Respondent L also reported from notes taken during an interview with respondent II that respondent II "supported the decision to get rid of the humanities department" (May 14, 1990). Respondent II also expressed thoughts that mature universities did not have interdisciplinary humanities departments (Personal Interview with Respondent L, May 14, 1990).

Respondent L reported the following from notes taken during an interview with Respondent F: How respondent F

> reconstructs it in his own mind was that when Smith came in 1980 his basic program was the professionalism of the college and increasing of the importance of research, and although he did not specifically recommend downplaying general education, that was one of the spinoffs. As a pendulum effect, research was the word of the day and the whole college was geared to put research as a priority. His thinking is still that if we are going to respond properly to all the signals we get to be a comprehensive research university, that still has to be a major part of what we do. But the pendulum has begun to swing the other way because of national attention, because of the reports critical of general education, it now needs to have more of our attention. Smith is still not comfortable with specifying a portion of the college's budget to be spent for general education, but Boggs has been pushing us to do that. Smith is dragging his feet. And for what it's worth I'm about convinced it (specifically budgeting for general education) has to be done . . . .

> So as it is we are defeating ourselves if we become known only as a research institution and ignore our teaching responsibility. This is how some of our publicity literature reads. But if we become known as a place solely for graduate education and research, we will be destroying our own base as a place where parents can send their young people for an education. Our funding is based on our being an undergraduate institution . . . . But . . . the way the reward system is structured for departments and, unfortunately for professors; get the publications and you'll get a big raise (May 1, 1990).

Respondent L stated: "Holt was mandated to bring us into the world of serious academics, like in grown-up universities" (Personal Interview, November 29, 1994).

Lack of Publications and Grant Funding Opportunities in the Humanities

According to respondents X, J, and CC there was a lack of opportunity for publications and grant funding in the field of interdisciplinary humanities.

Respondent X stated

> because the humanities department had no home department support, it was lacking in certain productivity by the faculty. There was not enough publication to satisfy minimal requirements. Secondly, it was not bringing in enough grant money. It did not carry its weight in terms of productivity and financial gains. It was a divergent of resources, so associate humanities faculty with home departments would have access to publication opportunities and grant funding opportunities. There were numerous opportunities in history, English, and so on (Personal Interview, November 1, 1994).

Respondent J answered by saying "research and funding and bringing in grants. The humanities department did some, but it was modest in terms of the Dean's standards" (Personal Interview, November 8, 1994). Respondent CC said there was "not much opportunity for research and publication as a generalist" (Personal Interview, October 25,

1994). The specialists published in refereed journals (Respondent CC, Personal Interview, October 25, 1994).

Increased Emphasis on Research and Graduate Education

According to 11 respondents, the increased emphasis on research and graduate education also impacted the demise of the interdisciplinary humanities program. Respondent C stated that part of the reason for the closing of the OSU interdisciplinary humanities program was the increasing emphasis placed on research and graduate education (Personal Interview, November 17, 1994). Respondent AA stated his last point by saying: "We became a victim of that whole trend of research, specialization and graduate education" (Telephone Interview, November 22, 1994). Respondent BB stated that emphasis on research was part of the reason for the closing of the OSU interdisciplinary humanities program in that research became quantitative after the renaissance (Personal Interview, October 11, 1994). Respondent I said in the past we had a "community of scholars" (Personal Interview, August 26, 1992). "With the rise of the German model" (Respondent I, Personal Interview, August 26, 1992) we began the "fragmentation of the university" (Respondent I, Personal Interview, August 26, 1992).

Respondent K thought one of the reasons for the closing of the OSU interdisciplinary humanities program was the emphasis on increasing research. Respondent K explained "prior to the 1960s it was not publish or perish. The emphasis was placed on teaching. As the university grew" (Personal Interview, October 10, 1994) the faculty "couldn't get promoted without publications" (Respondent K, Personal

Interview, October 10, 1994). Before this time, the faculty had looked upon research and publication "as a diversion" (Respondent K, Personal Interview, October 10, 1994). Respondent K stated further that along with the emphasis on increasing research came an emphasis on increasing graduate assistantships. The departments then developed departmental courses because they "must have something for the graduate assistants to do" (Respondent K, Personal Interview, October 10, 1994). Respondent KK shared his thoughts on the issue of research by stating: "The administrators' idea of a professor is someone who sits on the phone all the time and talks to Washington, D.C. to extract money" (Personal Interview, October 10, 1994).

Respondent G answered by stating the leadership of the presidents and the arts and sciences deans did not understand the need for education in the area of the humanities, and at the same time, those in leadership roles placed "emphasis upon research, technology and the hard sciences" (Personal Interview, June 12, 1991). Respondent S discussed the issue of research versus teaching by saying: "We need to emphasize teaching" (Personal Interview, October 11, 1994). Leadership needed to realize "as long as research is the main focus of the university, the students are neglected. Research is important. Research brings in money" (Respondent S, Personal Interview, October 11, 1994). Respondent O made observations concerning the OSU interdisciplinary humanities program by saying "the teachers were interested in what they were studying and teaching and in their students. As a department, the general tenor of the department was more interested in students" (Personal Interview, October 18, 1994).

Respondent U made it clear that although there was enjoyment in teaching and interacting with the students, the faculty members suffered financial disasters by teaching the interdisciplinary humanities courses. Respondent U said salary increments were deferred as a result of teaching general education humanities courses. There were no faculty incentives such as raises and promotions, to reward effective teaching of the humanities courses in the undergraduate general education curriculum. Therefore, faculty members were not motivated to take the teaching of these courses seriously (Respondent U, Personal Interview, November 1, 1994). Respondent MM remarked "we need to reward the general education faculty equally" (Personal Interview, October 17, 1994) with the faculty members who engaged in research. "Research is always rewarded more" (Respondent MM, Personal Interview, October 17, 1994).

Scholarly Productivity Was Not a Reason

Respondents E, V, FF, N, and Kyle M. Yates, Jr. in A History of Religious Programs at Oklahoma State University stated that faculty members in the School of Fine Arts and Humanistic Studies were productive in terms of research and publications. Respondent E stated that "many of these people in this program were very good scholars. They published" (Personal Interview, November 28, 1994). Scholarly productivity was not a reason. The reasons for the closing of the interdisciplinary humanities program "were totally different than that" (Respondent E, Personal Interview, November 28, 1994).

Respondent V said "the Dean can't justify research" (Telephone Interview, November 11, 1994) as a reason for the closing of the OSU interdisciplinary humanities

program. The productivity of the School of Fine Arts and Humanistic Studies was "more than any nonscientific school in terms of research and publications" (Respondent V, Telephone Interview, November 11, 1994). Respondent FF stated that the religious studies department "far out did the publications" (Telephone Interview, January 31, 1995) of other departments. This was in 1981 and respondent FF had Chaired the religious studies department for five years. Respondent FF went to a meeting with the Dean and the Associate Dean. The Dean "made it clear he did not see any reason in a state university to have a department of humanities and a department of religious studies" (Respondent FF, Telephone Interview, January 31, 1995). The Dean then told respondent FF that he "was going to do away with the department of religious studies" (Respondent FF, Telephone Interview, January 31, 1995). Respondent FF challenged the Dean "to pick any department in the university and compare it with the religious studies department" (Telephone Interview, January 31, 1995) in terms of publications.

Respondent N commented by saying:

> We had an incredible faculty. It was a fine education and experience. The faculty was very well able to communicate difficult concepts and different ways of looking at the world. The reason they wrote the textbook on an introduction to world religions was due to the fact that there were none good enough so they wrote their own (Personal Interview, October 20, 1994).

It should be noted that "many . . . features demonstrate the scholarly excellence of the faculty in religious studies. At a time when many questioned whether excellence could be required in both teaching and scholarly output in publication, the faculty members were able to excel in both areas" (Yates, 1991, p. 18).

In the Centennial Histories Series A History of Religious Programs at Oklahoma State University, author Kyle M. Yates, Jr. stated:

> The high quality of the faculty can be illustrated in many ways. The members since 1968 . . . have produced as much research per capita as any department in the College of Arts and Sciences, and have consistently won awards for teaching . . . . During the period between 1981 and 1986, each faculty member delivered at national and international meetings an average of one academic paper a semester. Within the same period, the faculty produced seven books, edited two book-length collections of essays, published thirty-five articles in major refereed journals, and wrote thirteen articles for various encyclopedias in the field of religious studies. Two of the books mentioned received long reviews in the New York Times Book Review and the Times (London) Literary Supplement.
>
> The outstanding evidence of quality research is illustrated by a textbook on world religions, The Religious World: Communities of Faith, which was jointly written by eight members of the department. In a spirit of unusual cooperation, the authors each dealt with the material of his or her expertise and yet worked so closely together that the individual approaches merged into a homogeneous whole. The first edition, published by MacMillan, appeared in 1982 and was used by nearly 100 colleges and universities. The response was so great that the publisher requested a second edition, which appeared in greatly revised form in 1988. The success of this volume was due to two factors: the individual chapters being produced by specialists in the area of the world being surveyed and the use of student input all the way through the process . . . . Extensive use of time lines, charts, line drawings, and glossaries at the end of each chapter helped to make the volume teachable . . . . The publisher . . . requested a third edition for 1992.
>
> Another form of research has carried both students and faculty to the Near East for study and archaeological work. During the summers of 1972, 1974, and 1976, Yates selected and prepared academically three different teams for an archaeological dig at Caesarea Maritima in Israel. OSU students, as well as two other faculty members, V. Brown Monnett and Don Fisher, joined with several other universities from the United States and Canada in a consortium relationship. OSU's participation and valued contributions have established the Stillwater university as a regional leader in this type of research. The expedition was recorded in a thirty-minute documentary produced by Russ Grove of the Office of Public Information at OSU The film has been shown on major television stations across Oklahoma and in many other states (1991, pp. 16-17).

Category 7: The competitive aspect between the specialist and the generalist.

The Viewpoints of the Specialists

Respondents E, II, L, KK, AA, HH, GG, MM, and K expressed the viewpoints of the specialists toward the integrated, interdisciplinary humanities program. Respondent E emphasized that the reason for the closing of the OSU interdisciplinary humanities program was "the lack of resources available to the" (Personal Interview, November 28, 1994) traditional disciplines. Respondent E also commented "we did not see it as having a future of its own independent of other departments . . . . I might point out that it is not necessary to have a department to have an interdisciplinary program" (Personal Interview, November 28, 1994).

Respondent II discussed the reasons for the closing of the interdisciplinary humanities program in an interview with respondent L by saying, "a university is different from a college. The main responsibility of the faculty is to be at the cutting edge of knowledge. The point of having a Ph.D. is specialized knowledge" (May 14, 1990).

Respondent L stated in correspondence to respondent II that "the increased professionalism (specialization) of the faculty" (January 21, 1992) was one of the reasons for the termination of the interdisciplinary humanities program. Respondent L thought the idea was to "beef-up the disciplines" (Personal Interview, November 29, 1994). Respondent L said the traditional disciplines such as history, English and foreign language were given more money. The Dean was primarily building up the area of foreign language which had hired more people and changed the name to foreign language and literature

(Respondent L, Telephone Interview, February 27, 1995). Respondent L also commented that "new, young professors . . . . are not going to teach general education very long" (Personal Interview, November 29, 1994) as the "rewards are for publishing" (Respondent L, Personal Interview, November 29, 1994).

Respondent KK commented that the reason for the termination of the OSU interdisciplinary humanities program was "their devotion to alleged upgrading and the traditional disciplines" (Personal Interview, October 11, 1994). Respondent AA emphasized the interdisciplinary humanities program fell because it was sacrificed due to the general direction in higher education towards increasing specialization as well as graduate education and research (Telephone Interview, November 22, 1994).

Respondent HH thought the Dean of the College of Arts and Sciences disbanded the interdisciplinary humanities program for the purpose of discipline purity. Respondent HH referred to Bruce Wilshire's book The Moral Collapse of the University which explained the origin of discipline purity arising from the puritan heritage in this country. The Dean wanted to send people back to their disciplines and place more rigorous emphasis upon the disciplines (Respondent HH, Personal Interview, October 11, 1994).

Respondent GG remarked:

> I think our system is better than it was . . . . Part of teaching humanities, we used to be told, was that it synthesizes things for the students. When we give him courses in the various fields taught by those who know them well, I might add, that we are putting them on the brink of doing their own synthesizing. Making the discoveries is leading into their synthesizing information . . . . Simply because we are not departmentalized does not mean that the humanities are dead or in hiding. The program did not fail or deteriorate, it simply changed its pattern of organization . . . . There was lots of vision. There was vision all over, but that vision had a blind eye for

humanistic study outside the department of humanities (Personal Interview, October 12, 1994).

Respondent MM described the elimination of the OSU interdisciplinary humanities program by saying the Dean began to "focus on religious studies and humanities" (Personal Interview, October 17, 1994) for "downsizing and retrenchment. He wanted to strengthen the disciplines. He saw this interdisciplinary program as weak" (Respondent MM, Personal Interview, October 17, 1994). There was a national tendency in higher education during the 1980s to economize and specialize (Respondent MM, Personal Interview, October 17, 1994).

Respondent K explained, until Smith Holt "each department in the school had a Chairperson but not a head" (Personal Interview, October 10, 1994). In 1981, all the Chairs were put back in the department and made a head. They were given a budget for their departments. There was "less support for general education requirements" (Respondent K, Personal Interview, October 10, 1994). The students were then "taking individual department courses. The smorgasbord of distribution then expanded. So, that meant less institutional support for humanities and less support from the department" (Respondent K, Personal Interview, October 10, 1994).

The Viewpoints of the Generalists

The viewpoints of the generalists toward an integrated, interdisciplinary humanities program were expressed by ten respondents. Respondent G remarked "the specialists fight the generalists" (Personal Interview, June 12, 1991). Respondent G expressed a vision that leadership needed to "delineate the concept of humanities" (Personal Interview,

June 12, 1991). Integrated humanities means to generalize relationships and generalize understandings as opposed to specialized courses with one course in music, in art, and in philosophy (Respondent G, Personal Interview, June 12, 1991).

Respondent I stated that Dean Holt wanted to place emphasis on the department. There was "no sense of unity" (Respondent I, Personal Interview, August 26, 1992). Respondent I described Holt's plan as segmenting the humanities into philosophy, religion, music and art people. Respondent I expressed the concept that

> humanities is NOT a discipline. The Dean is a chemist . . . . The Dean doesn't respect and understand cross-disciplines. The Dean doesn't have a grasp of interdisciplinary . . . . The Dean is narrow. He is not a cross-disciplinary person. Liberal means to be free. Liberal does not mean the freedom to spout-off and to be hostile (Personal Interview, August 26, 1992).

Respondent V shared his perspective on the reasons for the elimination of the OSU interdisciplinary humanities program by saying the new Dean was a scientist and he was "not interested and excited about interdisciplinary" (Telephone Interview, November 11, 1994) studies.

Respondent MM asserted, in response to respondent GG's idea of students fulfilling general education requirements in the various fields, departments and disciplines "yes, we have humanities. They are humanities courses but not interdisciplinary" (Personal Interview, October 17, 1994).

Respondent W said: "I would make the observation that the degree sheets are so highly specialized that the students aren't really getting a good general education. Sure," (Personal Interview, October 18, 1994) respondent GG's

> observation would be fine if the students really took this spectrum of courses. We do not have good general education here. We do not have much general education. The kids come directly from the high school and there is not much general education there either. There are only little splinter courses on the campus today . . . . Epstein's FLL 2103 and FLL 2203 Masterworks of Western Culture -- there is not any art and music, just literature (Respondent W, Personal Interview, October 18, 1994).

Respondent LL expressed his thoughts on creative synthesis found in the interdisciplinary humanities program by stating:

> It provided a unique integration of art, literature, music, history, and some philosophy of the European western culture for the general education of the university student. It was designed as an enrichment course to broaden her or his horizons. The integrative and chronological approach gave the student a grasp of the humanistic ideas held in common by the artistic disciplines at any given historical period . . . . An integrative course is more successful than appreciation courses in the separate disciplines. It was designed to acquaint the student in a broad sense. If a student just takes Music Appreciation and History he is not becoming familiar with artistic movements in sculpture, architecture, etc. I found this approach early in the 1950s as a music student at OSU. I learned much about art and literature that I would not have learned otherwise, simply because I would *not* have taken individual, separate courses such as art and literature. As much as no student would be taking these separate courses in art, music, and literature, and there would not be enough students with the interests, nor the inclination and the space in the schedules to do this synthesis and integrate on their own. In the humanities program we study art, music, literature, etc. One of the strengths of this program is to keep parallels. If you are your own man and teach music or art, so the students have to create their own synthesis -- I just don't think that they do that! (Telephone Interview, November 23, 1994).

Respondent LL continued explaining by saying:

> This was another move in watering-down, watering-down and accommodation. The administrative demand was to enlarge the number of courses that could be taken to fulfill the humanities requirement in the general university's program. The unique and viable two semester course was undermined by a host of appreciation courses in the various arts and humanities. Any one or two of which could be taken to fulfill the humanities requirement.

> These appreciation courses included art, music, English literature, history, philosophy, but also fringe area courses in psychology and sociology. When they opened the flood gates, we had a flood. I really think that they included courses that were not in the arts. Psychology and sociology are not humanities courses to fulfill the humanities requirement. I do not consider these last two, psychology and sociology, as humanities (Telephone Interview, November 23, 1994).

Respondent C explained this issue by saying: "We have to impose upon specialists this core. We have to give everybody this common core -- philosophy, history, ethical, aesthetic -- and a general comprehension of the core" (Personal Interview, November 17, 1994). On general education, respondent C said: "You ought to have some understanding of science, literature, and the arts. We have to have a core. That's what ties us together. Humanities is a part of general education. There has to be some knowledge which is accessible to all people" (Personal Interview, November 17, 1994). Respondent C said "I believe that the students must have a context in which the literature is written . . . . There are many people in other colleges who do not have the slightest notion of what humanities is all about" (Personal Interview, November 17, 1994).

Respondent C explained further, when anyone

> tried to do something about general education courses, everyone wanted in on the act. They squeaked . . . . Mary Rohrberger was department centered . . . . People fight to get courses for their department. There is tremendous rivalry . . . . This is the competitive aspect between the specialist and the generalist (Personal Interview, November 17, 1994).

Respondent CC discussed the issue of the specialist versus the generalist by saying:

> The School of Fine Arts and Humanistic Studies lasted until Smith Holt came. First he disbanded the school and went back to a department. He tried to do away with the religious studies. When that didn't work, he dissolved humanities (Personal Interview, October 25, 1994).

Respondent CC referred to Holt's scientific background as a chemist, his preference for specialists, and his lack of appreciation for generalists.

> Our students are already too specialized and it was making them more specialized. Why do we have interdisciplinary? . . . Every school has a specialized course that meets the humanities requirement like History of Textiles, History of Architecture and History of Engineering. All of these are insider courses. We may have several courses to choose from, but they are more introverted. These courses are not a broadening experience (Respondent CC, Personal Interview, October 25, 1994).

Respondent T explained the dismantling of the OSU interdisciplinary humanities program with the word "specialize" (Personal Interview, October 13, 1994). The administrators looked for the weakest link and then tried to "do away with it rather than try to strengthen it . . . . It robbed a lot of the students" (Respondent T, Personal Interview, October 13, 1994). Leadership needed to "try to find out how this really helped" (Respondent T, Personal Interview, October 13, 1994) the students, but they "just simply said we're not going to do it anymore" (Respondent T, Personal Interview, October 13, 1994).

Respondent O stated: "Not everyone wants that broad an experience, but I think it is a shame to take it away from people who do want it. I think they did a disservice to the teachers" (Personal Interview, October 18, 1994). Respondent O thought the teachers were "dedicated. They added to the department they went into" (Personal Interview, October 18, 1994). The teachers were broken-up and "injected into other departments" (Respondent O, Personal Interview, October 18, 1994).

Category 8: The effects of increasing stress on accountability by state and federal government officials concerning a cross-disciplinary, integrated program in which a valid and reliable testing instrument was never fully developed.

Oklahoma State Regents for Higher Education Changed Requirements and Articulation Policy

The Oklahoma State Regents for Higher Education changed the graduation requirements and articulation policy during the early decade of the 1970s. Respondent M discussed the change in undergraduate general education requirements for graduation. Hanson and Stout and respondent L explained the change in the articulation policy and the effect on the interdisciplinary humanities program. Respondent M stated

> the decline of the humanities program began after I left in the 1970s. The Oklahoma State Regents for Higher Education became more lenient in their allowances for various credits . . . . Foreign language was not required to graduate. The requirements were more relaxed for the minorities (Personal Interview, September 29, 1994).

In the early 1970s, the OSU College of Arts and Sciences began to develop an articulation policy with the state's junior colleges. The resulting effects of this attempt to articulate the general education requirements was a decision to delete one hour from each of the interdisciplinary courses in Western humanities. These courses had traditionally been four hour semester courses, since their inauguration in 1937. Three of these hours focused on literature, while the one hour laboratory sections focused on weekly lectures on art, music, architecture, philosophy, and theater, relating to the literature of each period. These sections were held in the Concert Hall of the Seretean Center due to the

large enrollments. The number of students participating in laboratory sections during the enrollment boom reached a total of 900 or more.

When the laboratory sections were disbanded in 1974, instructors were then required to incorporate the music and art disciplines into their classroom presentations. Since the music and art areas were outside of their disciplines, William McMurtry of the music department and Nancy Wilkinson of the art department facilitated integration of these areas into the classroom by writing a syllabus, and producing "tapes and slides" (Hanson and Stout, 1992, pp. 368-369).

Respondent L discussed the effort by the College of Arts and Sciences to articulate the general education requirements with those of the community colleges. This attempt resulted in the decision to drop one hour from the traditional four hours per semester Western Culture courses. In 1973, the two Western Culture courses were reworked into a three hour format. The literature instructors were then required to work the art and music disciplines into their classroom meetings. For many instructors, the disciplines of art and music were outside of their primary disciplines of expertise. This required the art and music historians to develop teaching materials, such as syllabus, slides, and tapes for the purpose of facilitating instruction (Hanson and Stout, 1992, pp. 368-369). Respondent L stated "one of the reasons for tinkering around with humanities was the Oklahoma State Regents for Higher Education articulation policy . . . . They tinkered around with it to make it fit the articulation policy. The lecturers did not like to do this" (Personal Interview, November 29, 1994).

Transition from Four Semester Hours to Three Semester Hours in Western Culture Courses

Respondents GG, Y, MM, and L discussed the effects of the transition from the traditional four hours per semester Western Culture courses to the three hours per semester. Respondent GG stated after this format was reworked

> there was no such thing as team teaching . . . . Without team teaching this was a sham. We were all departmentalized. I was assigned to teach Renaissance to Modern Times. The syllabi was devised by other people . . . . I went to lab so I could learn myself . . . . The teachers didn't know what they were teaching. The teachers were not qualified to teach (Personal Interview, October 12, 1994).

Respondent GG described the faculty morale at this time by saying there was "resentment and harping" (Personal Interview, October 12, 1994). At this time respondent GG asked to have his appointment changed to 100 percent in his home department. Respondent GG said humanities was under "false colors when it says interdisciplinary. The content was from a lot of subjects. The teachers were from various disciplines" (Personal Interview, October 12, 1994).

Concerning the termination of the OSU interdisciplinary humanities program, respondent GG stated: "At the time it happened, I was so glad" (Personal Interview, October 12, 1994). Respondent GG favored departmentalization.

> The legitimate areas of humanities studies could retain their birthright . . . . All of these courses are being taught by people who have a knowledge and expertise in their subjects. Not by one person who knows his subject and feels his way around another that he is supposed to teach (Respondent GG, Personal Interview, October 12, 1994).

Respondent Y described the transition period from the traditional four credit hours per semester to three credit hours as a hassle. "There was a problem with the articulation

agreement" (Respondent Y, Personal Interview, November 2, 1994). Respondent Y called this "the university and the two year colleges -- the two year hassle . . . . The music and art people prepared slides and music with the text, called teaching modules, to be integrated with the reading" (Personal Interview, November 2, 1994).

Respondent MM stated "by the 1970s all of the courses went to three hours and humanities was a four credit" (Personal Interview, October 17, 1994) hour course. "After tremendous discussion" (Respondent MM, Personal Interview, October 17, 1994) humanities was changed to a three hour credit course and only met "three times a week instead of five. This changed the format so that all the materials were presented in each section. This major change was a headache -- running labs, grading, monitoring, taking attendance. How was this to be done?" (Respondent MM, Personal Interview, October 17, 1994). The art and music historians "were asked to prepare materials on art and music that could be used in the same sections" (Respondent MM, Personal Interview, October 17, 1994). The art historian

> prepared nine programs for the ancient and ten programs for the modern. Each program was in a carousel which had to be taken to audiovisual and duplicated four times in color. It was an enormous project. We did four video tapes which were interdisciplinary . . . .
>
> We made a slide tray with a carousel with a script so they could just read the lecture. Then we did the outline for the students . . . . Some people just said: 'It's too much trouble!' People like Helga did art and music. There were certain people who absolutely refused from the standpoint that they didn't feel qualified to do it. The programs prepared were just not enough. Some people thought they were dorky. The others just went to Great Books -- *de facto*. In theory, we had a textbook by William Fleming, Arts and Ideas, 1955, eighth edition . . . . The faculty did not want to do this. They thought it was not important. They felt intimidated. They just thought do philosophy and literature. Toward the end, some people just didn't do art and music . . . . They were

> overwhelmed with their own work and large classes. In those days we taught four classes. They would have to write a book and learn about art and music at the same time. The interdisciplinary nature declined. A certain faction thought you should just have the Great Books . . . . Their vision of this course prevailed. The result was a course with a more narrow focus. It was not interdisciplinary and did not include art and music. It just included philosophy and literature (Respondent MM, Personal Interview, October 17, 1994).

Respondent LL explained "on Tuesday and Thursday, we held the large labs which covered the art and music. There was nothing wrong with the labs. They were just large" (Telephone Interview, November 23, 1994). Respondent LL described the Tuesday and Thursday lab sessions by saying

> we used the 'Kenneth Clark Civilization Theories' on film, which was a thirteen part series with text . . . . As an example of the renaissance period, Wilkinson covered painting, sculpture and architecture and McMurtry covered renaissance music. Also, we would use the Clark film 'Man the Measure of All Things' and discuss the Italian Florentine period . . . . We changed the lab format because of the large size and dehumanizing nature. So, we bowed to that pressure . . . . The art and music Tuesday and Thursday lab sections were . . . restructured into a Monday, Wednesday, and Friday format. Packets were prepared by McMurtry and Wilkinson. This took place in 1974 . . . . We developed art and music packets that could be used by many instructors. Many instructors followed through on this format . . . . Some instructors were hesitant to incorporate these materials in their courses. Therefore, we no longer had interdisciplinary humanities courses . . . . Thus, we had literature and history and philosophy. I see no reason for the demise of the labs and the griping because of the large size (Telephone Interview, November 23, 1994).

The Undergraduate General Education Curriculum

Four respondents discussed the undergraduate general education curriculum which concerned the addition of courses, committee meetings, Task Force, budgets and a comprehensive core. Respondent II stated: "In the beginning humanities was required in

general education" (Telephone Interview, February 1, 1995). Respondent II explained, later "different people added different courses under the general education rubric" (Telephone Interview, February 1, 1995).

Respondent L interviewed respondent F on April 2, 1990 concerning the Report of the Arts and Sciences general education committee in 1975 which was Chaired by respondent F. Respondent F said:

> It was the committee's feeling that the general education program was out of control; it had grown like a topsy, without definition. We interviewed lots of people in the college. It was a time when it was important in departments to get on the list for the important S. C. H.s. We thought there needed to be a better definition of what determines a general education course. We felt that instead of addressing this, the new chairman . . . John Bosworth, thought that eliminating the list and starting again should be put to a vote of the whole faculty. This was done in 1975, just as Geoffrey Pill became Director of Curricular Affairs. Departmental politics was mixed in. They were aware the list needed paring down, they were also aware of the measuring device of the student credit hour. This was the problem, so we didn't see things pick up in intensity until Kamm called for the Task Force in 1976 (in response to the Arts and Sciences self-study and Gries' 'A Plan for Modernization').
>
> The major recommendation of the Task Force was that there should be a standing committee, university-wide, chaired by the Dean of Arts and Sciences. This was the beginning of the University General Education Council, the 'bane of George Gries' existence (Personal Interview with Respondent L, April 2, 1990).

Respondent F explained that Dean Gries was general education minded, but

> it was just the constant meetings and the debating society that went on hours and hours. You know, 'What is general education?', the perennial question; the criteria, looking at all the courses in the university this time. This committee was very inclusive. Instead of trying to make qualitative judgements, they included massive numbers of courses (in the end, over 450). The people on the committee just worked their tails off, but it was inclusive, the number just got bigger and bigger. There are those who would say that this general education committee came up with the best general education program in the state. Where they are correct was that

> we did a lot of thinking about what general education should be in the philosophy of it and espousing the importance of it a lot earlier than many of the others. (Basore said that OU had only this year proclaimed a general education program). Where we fell down was the application. The 1978 Philosophy document is the one we still use as the basis for what we are doing now; the definition and criteria of general education, the international dimension requirement (Personal Interview with Respondent L, April 2, 1990).

Respondent L asked respondent F about the Council's constitutional change of 1980 when Gries left. "The constitution was changed so that V.P.A.A. named the chair instead of the chairmanship automatically being the Arts and Sciences Dean's job" (Respondent F, Personal Interview with Respondent L, May 1, 1990). Respondent F explained that this was the idea of

> Smith's (Holt). He was lined up to be chair of the Council unquestionably, before Evans came. The constitution was amended at Smith's request to allow the V.P.A.A. to choose. Smith was not interested. Evans was then appointed (he had been hired August 1980, after three years was not given tenure, left December 1983). But Evans and Holt didn't get along, it was a personality conflict first . . . but the conflict over general education was a part. Territoriality entered into it but after the fact, after he gave up the chairmanship.
>
> The main area of conflict about general education was the size of the list, and over budgetary control. Gries's 'Plan for Modernization' called for the Director of general education to have an independent budget to contract for courses. Smith resisted this idea. His philosophical underpinning was that departments should support general education as a part of their job. Rather than specify a percentage of their budgets to be used for general education, he approached it in a 'Platonic' way.
>
> . . . When Smith came in 1980 his basic program was the professionalization of the college and increasing of the importance of research, and although he did not specifically recommend downplaying general education, that was one of the spinoffs. A pendulum effect, research was the word of the day and the whole college was geared to put research as a priority. His thinking is still that if we are going to respond properly to all the signals we get to be a comprehensive research university that still has to be a major part of what we do. But the pendulum has begun to swing the other way because of national attention, because of the

> reports critical of general education, it now needs to have more of our attention. Smith is still not comfortable with specifying a portion of the college's budget to be spent for general education, but Boggs has been pushing us to do that. Smith is dragging his feet. And for what it's worth I'm convinced it (specifically budgeting for general education) has to be done (Personal Interview with Respondent L, May 1, 1990).

Respondent F further reported his observations "that all major institutions like ours have a university college, an undergraduate institution whose function it is to educate students. This is what I see as a need for us. What general education for undergraduates needs is an advocate with budgetary clout" (Personal Interview with Respondent L, May 1, 1990).

Respondent F discussed the work of the Council in 1985 by saying:

> They were still meeting and reviewing, but Boggs essentially decided that it was time to end that process and begin another look at it, the new Task Force (1986) (Personal Interview with Respondent L, May 1, 1990).

Respondent F admitted

> that the main Dean complaining about the list was Holt, so that must mean that Boggs was bowing to pressure from Holt . . . . but also from Dr. Ross; she is definitely an advocate for the general education program and clearly used her influence to convince Boggs. Cindy Ross' commitment to general education has really helped this process.
>
> The people who have been very committed and helpful in the process of bringing general education to the university level are those that Bennett Basore named: Gries, Pill, and Robl were definitely movers and shakers. In the modern era it has been Basore and Cindy Ross and . . . you know the one person I thought was influential in getting the Deans to come along was Sandmeyer (Dean of Business). If I were going to pick out an administrator who really did lend some weight to it it would be Sandmeyer. All this was taking place the year I was interim Dean and his support more than any other Dean was helpful to the process . . . . The next year will sort of summarize what the situation is -- Get the program approved, plant in somebody's mind something that is heretical to Smith; that there has to be a long look at the way the program is administered. Maybe the way general education is run reflects the priorities of the university, but I'm

> afraid the university hasn't really defined what its priorities are, and I think it is definitely in our interest that somebody be specified as being responsible for this program and be given the wherewithal to back it up. Or, the Vice President saying to the Dean of Arts and Sciences, 'You will fix a budget and you will see that this program lives and prospers.' But you see, Boggs has been asking the Dean of Arts and Sciences for two-and-one-half years for a budget, and . . . we are working on it. Not on a separate budget, but just for figures about what the general education budget for each department is now. We could do that now, just count up every course that's general education, but you know, that's too much money. By any measurement -- take the lower division courses -- and just go through and figure up the salaries of everybody that teaches general education courses and compare that with ten years ago and there would be an appreciable decline in the amount we're spending. Well Smith doesn't want to reinforce that.
>
> Of course Smith would say -- and I'd go along with him there -- that there is a lot more tied up in the general education budget. Graduate students teach many of the general education courses; these are part and parcel of the graduate program so these things are interrelated. So that if a director of general education said, look zoology, you are doing a terrible job, we have to cut back on your funding, essentially you are cutting back their graduate program. But still I think those things have to happen. The threat has to be there, otherwise they do what they damn well please (Personal Interview with Respondent L, May 1, 1990).

Respondent L reported that "the last topic of conversation was about the Higher Regents new policy statement striking down wording that specified OU specialize in fine arts and OSU in agriculture and engineering" (Personal Interview with Respondent L, May 1, 1990). Respondent F stated

> maybe a hopeful sign that we can be a real university, but . . . pointed out that they still send out directives restricting areas where we may develop graduate programs -- not in the humanities. Regent Springer came to campus and talked about priorities and general education wasn't one of them. Kay Bull wrote him a good letter reminding him of this function. He also promised to show me a directive that had to do with areas where we were not to develop graduate programs. (The first was sent, but not the second) (Personal Interview with Respondent L, May 1, 1990).

Respondent C spoke on accountability as one of the problems inherent in the discontinuance of the OSU interdisciplinary humanities program. Respondent C emphasized his thoughts on the need for a common core in undergraduate general education with interdisciplinary humanities as a segment of this comprehensive core. "You can lead a horse to water, but you can't make him drink. If you expose him you might. If they are not exposed, they will not" (Respondent C, Personal Interview, November 17, 1994).

Category 9: The effects of turf guarding and competition between and among departments.

The Dismantling of the Schools' Structure

Respondent G described the beginning of the decline and fall of the OSU interdisciplinary humanities program as the elimination of the schools' structure. "Many of us thought this was a very workable structure" (Respondent G, Personal Interview, June 12, 1991). In referring to the School of Fine Arts and Humanistic Studies, respondent G said it had its "heyday, then the whole structure collapsed" (Personal Interview, June 12, 1991). Respondent G explained that one of the reasons for the dismantling of this structure was the budgetary competition among departments (Personal Interview, June 12, 1991).

Respondent FF described the turf problems which effected the discontinuance of the interdisciplinary humanities program by explaining that Dean George Gries organized

the school arrangements in the College of Arts and Sciences for administrative and budgetary reasons.

> Some people did not like this. It took away from the department autonomy . . . . In the late 1960s and up through much of the 1970s there was a cluster of independent faculty members . . . . Six or seven individuals, trained in individual disciplines, were willing to give-up part of the traditional professional identity and were willing to work interdisciplinary. This was unusual at the time and still is unusual. They didn't mind being known as faculty members in the humanities. That didn't bother them.
>
> There were a number of other people who were also in small ways a part of the humanities faculty and resisted the idea of being called humanities. They wanted to be known in terms of their traditional training in a discipline . . . . These were uncomfortable with that. They preferred to think in classical terms of the humanities, as a segment of the humanities.
>
> The first group of people identified with the humanities. Hyla Converse was an exemplary humanities faculty member. She affirmed the interdisciplinary humanities at OSU The second group . . . fought humanities and preferred being known by their discipline . . . .
>
> The School of Humanistic Studies, under the leadership of James Kirby, changed into the School of Fine Arts and Humanistic Studies (SOFAAHS) under Dick Bush. This was the beginning of the demise. When they added the department of art and the department of music, they added two departments who were largely autonomous. There was in-fighting and disgruntlement among the faculty.
>
> Along came Smith Holt. Smith Holt was the reason. . . . At that same time in the 1980s, there were still a number of faculty members who had connections with that department and faculty members who were willing to go back to the department arrangement. Hyla Converse made noble attempts to save the department of humanities. There was a cluster of faculty members pulling back and willing to go back to the department and let the humanities dry up (Respondent FF, Telephone Interview, January 31, 1995).

The Attempt to Strengthen Individual Departments

Respondents E, GG, MM, W, AA, BB, C, M, B, T, O, and L discussed the effort to strengthen the individual departments in relationship to the demise of the

interdisciplinary humanities program. Respondent E stated the reason for the termination of the OSU interdisciplinary humanities program was due to the fact that "we wanted to strengthen individual" (Personal Interview, November 28, 1994) departments.

Respondent GG discussed the turf war as a contributing factor in the closing of the interdisciplinary humanities program. Respondent GG "wanted more people to take Introduction to Theater and get humanities credit for it" (Personal Interview, October 12, 1994). Respondent GG made reference to the department degree sheet by saying:

> In addition to all of these theater courses of the major, we have to have six hours of humanities which are not theater plus another nine hours which are not arts and theater, and anytime you want to find out where the humanities courses are, simply pull out the catalog and look for that big capital H . . . . First of all, we are getting people out and about into various humanistic disciplines, all of which are taught with a humanistic approach . . . . As to who was responsible, Smith Holt was finally convinced to do something many of us had wanted done for a long time (Personal Interview, October 12, 1994).

Respondent MM emphasized that the courses currently listed in the catalog are not interdisciplinary humanities courses. "We talk about history, religion, and social problems" (Respondent MM, Personal Interview, October 17, 1994). Respondent W concluded by saying: "The interdisciplinary program without art and music. What a laugh!" (Personal Interview, October 18, 1994).

One of respondent AA's hypotheses for the discontinuance of the OSU interdisciplinary humanities program was contained in the statement: "We fell a victim of self-interests" (Telephone Interview, November 22, 1994). Respondent BB stated the reason for the discontinuance of the interdisciplinary humanities program by saying: "Turf. We are 100 yards apart and light years away" (Personal Interview, October 11, 1994).

Respondent C said: "There is tremendous rivalry . . . . People fight to get courses for their department" (Personal Interview, November 17, 1994).

Respondent M discussed the closing of the OSU interdisciplinary humanities program by stating: "The departments became more territorial. Under the Nixon administration" (Personal Interview, September 29, 1994) the departments became more "self-centered and selfish . . . . Small-minded administrators disavowed its success and dismantled its structure through territorial aggression" (Respondent M, Personal Interview, September 29, 1994).

Respondent B described the retrenchment into academic disciplines by stating:

> And then, in the late 1970s there was a movement to adopt a university wide general education program. At this point each college was setting up their own general education requirements. Then, the numbers really began to proliferate . . . . So, it failed or closed because general education began to proliferate more courses to satisfy the humanities requirement. . . . People were hired in the humanities only with no discipline. They tried to create a discipline for themselves with the humanities. They killed themselves that way (Personal Interview, October 10, 1994)

Respondent T described the attitudes which accompanied the strengthening of academic departments and the subsequent discontinuance of the humanities program by saying: "If you don't understand something, put it in a box and steer clear . . . . Some of them may not have even known what humanities is or was . . . . Just get on this highway and thumb a ride. Get on the boat. We have forgotten this area. I think this area is lost for good" (Respondent T, Personal Interview, October 13, 1994). Respondent T described "the negative mood" (Personal Interview, October 13, 1994) attached to the closing of the humanities program as exemplary of an "erosion of moral and ethical

values" (Respondent T, Personal Interview, October 13, 1994). The perception of the humanities was negative. "They don't understand, but they don't want to understand. Take the negative and be popular" (Respondent T, Personal Interview, October 13, 1994).

Respondent O described the effects of the changes in the departmental courses of study and demise of the interdisciplinary humanities degree by saying:

> People think that I know a lot about a lot of different things, because my studies have been so spread out . . . . We do not have any program where they study a variety of areas -- exposure . . . . I think they lost a lot of vision when they did that . . . . It was enriching for the teachers. They worked together. It is not cross-disciplinary now. I think that is a lost opportunity. That kind of exposure is really enriching for the students and the professors . . . . The umbrella of humanities allows for greater explanation of a topic than just Black Literature (Personal Interview, October 18, 1994).

Respondent L stated in correspondence to respondent II:

> Greed over turf by the free-standing humanities departments also has to be part of the equation . . . . The tragedy is that they taught classes that none of the well-defined disciplines did nor does to this day. Valliere was right when he observed that humanities filled a niche in the OSU ecology -- a niche that existed <u>because</u> there never had been money (i.e. administrative will) to create humanities departments in the plural. The need to staff the basic humanities courses (with its fine S.C.H. rating) provided the rationale to convince upper administration of the need to hire more faculty in the humanities disciplines. In fact the loss of the class has meant that the humanities departments no longer get to replace faculty. This is the awful impact that loss of the course has meant to every humanities department (March 12, 1991).

The Interdisciplinary Humanities Program Was Sabotaged by Traditional Departments and Individuals

According to respondents H, MM, W, II, HH, I, T, and K, other departments sabotaged the interdisciplinary humanities program. Respondent K explained further that

particular individuals also had motives for sabotaging the humanities program. Respondent H did not think the interdisciplinary humanities program failed or deteriorated. Respondent H commented: "At OSU, the courses are judged by what they can contribute to agriculture . . . . If it doesn't contribute to agriculture it isn't any good" (Personal Interview, September 26, 1994).

Respondent MM continued by explaining the turf war.

> There was a group of different factions outside the program who did everything to denigrate it. They just had that rumor that it was not very good . . . . The problem was that English was never a part of this. It had to do with personalities and turf problems. English thought that we were not doing justice to literature. They felt that they were teaching the same course in their department (Respondent MM, Personal Interview, October 17, 1994).

Respondent MM explained further that a "certain faction thought you should just have the Great Books . . . and delete art and music . . . . Their vision of this course prevailed. The result was a course with a more narrow focus. It was not interdisciplinary and did not include art and music. It just included philosophy and literature" (Personal Interview, October 17, 1994).

Respondent W explained the beginning of the demise of the OSU interdisciplinary humanities program by saying the "touchstone was 1013" (Personal Interview, October 18, 1994) and secondly "the hostility of the English department . . . . The most adamant was the English department and so did the history department object also" (Respondent W, Personal Interview, October 18, 1994). Respondent II stated: "Quite a few people were in English teaching humanities. The reading and writing materials used in humanities . . . deliberately overlapped . . . . The composition classes could never keep up with

humanities" (Telephone Interview, February 1, 1995). Respondent HH discussed turf problems relating to the beginning of the dismantling of the OSU interdisciplinary humanities program by stating: "This movement was spearheaded by the people in the English department" (Personal Interview, October 11, 1994).

Respondent I shared his interpretation of the demise of the humanities program by stating it was "a turf battle. This was the number one reason for the termination of the humanities program. English resented us. We taught literature in translation. Music and art, some of them resented us too" (Personal Interview, August 26, 1992). Respondent I described a "Machiavellian kind of twist" (Personal Interview, August 26, 1992) in interpersonal interactions during the termination phases of the humanities program. "The Muslims defend their place and the Christians defend their place. Academia will go after people and tear at them" (Respondent I, Personal Interview, August 26, 1992). In academia this was done in a very subtle way. Everyone was

> battling for a piece of the turf . . . . So, Neil Hackett takes all that. Dean Holt was not all that committed . . . . There was a lack of anyone standing up to the Dean. He had the power and used it to sabotage the operation. . . . The Dean thought we were talking about generalities. . . . You can't be gracious without the humanities (Respondent I, Personal Interview, August 26, 1992).

Respondent T simply stated the primary reason for the closing of the interdisciplinary humanities program: "I think a couple of professors sabotaged it" (Personal Interview, October 13, 1994).

Respondent K explained "one step and then another led to the demise of the humanities program" (Personal Interview, October 10, 1994). The faculty "didn't always

think of the consequences" (Respondent K, Personal Interview, October 10, 1994) of each event. Respondent K was not sure the humanities program "failed. It was had at by various other departments" (Personal Interview, October 10, 1994).

In the other departments, the "old survey courses were virtually all dead. History and political science took themselves out of the social science survey. The departments then developed departmental courses . . . . We were all hired with that background" (Respondent K, Personal Interview, October 10, 1994). For example,

> Mary Rohrberger was hired with one-half time in English and one-half time in humanities. English was the first to start pulling its people out . . . . At the same time the departments were pulling their people out -- their faculty members out, people were hired in religious studies to teach humanities also. When Kirby came, his mission was to develop a religious studies program. He taught some humanities himself . . . . Subsequently, everyone he hired was to teach humanities one-half time and teach religious studies one-half time. Kirby added Asian Humanities with hiring Hyla Converse. Azim Nanji taught Middle Eastern. He was Arabic. Religious studies filled the gap with the hiring of a few people just to teach humanities (Respondent K, Personal Interview, October 10, 1994).

Respondent K said Bush was "subsequent to Kirby . . . . When he came in the die was already cast" (Personal Interview, October 10, 1994).

Respondent K emphasized the importance of salary allocation as one of the turf problems leading to the demise of the humanities program by saying, "up until 1965 the humanities program was funded directly out of the Dean's office" (Personal Interview, October 10, 1994). Respondent K said, for example, a philosophy faculty member "would be listed on the budget as philosophy and the Arts and Sciences Dean's office" (Personal Interview, October 10, 1994). One-half of the faculty members salary was budgeted in philosophy and one-half was in the Dean's budget. When "Bailey was the Chairman of

humanities, V. Brown Monnett, for budgetary reasons, made humanities a separate" (Respondent K, Personal Interview, October 10, 1994) line item in the budget. "Bailey hired a person just to teach humanities, Clifton Warren, with a background in comparative literature. He went to Central State. Bailey promised the moon, but was stingy on his promises. It became time to form the schools" (Respondent K, Personal Interview, October 10, 1994). Respondent K explained that his school was originally formed with "religious studies, philosophy and humanities . . . . Then, theater joined this school" (Personal Interview, October 10, 1994). When Smith Holt came, humanities became one of the departments in that school. Holt then placed all the faculty members in a department and gave each department a separate budget (Respondent K, Personal Interview, October 10, 1994).

Respondent K continued by stating "prior to 1965 there were no upper division humanities, just two survey courses taught as cross-disciplinary and just one independent study course" (Personal Interview, October 10, 1994). The period came when individual departments expanded their course offerings. As a result, there was less support for general education requirements, and therefore, less support for humanities. "Looking back, when education changed its requirements and agriculture and business and engineering," (Respondent K, Personal Interview, October 10, 1994) this was one of the steps leading to the demise of this humanities program. The question was:

> What courses would satisfy a humanities requirement with a human prefix? Now there was competition with the department with the humanities survey courses. They started taking on American Humanities. If they would have left the humanities curriculum with the basic humanities

> courses: 1) Ancient and Medieval and, 2) Modern, I was for this (Respondent K, Personal Interview, October 10, 1994).

In the 1970s the institution "strengthened graduate courses" (Respondent K, Personal Interview, October 10, 1994). We then started to "increase research and increase graduate assistantships" (Respondent K, Personal Interview, October 10, 1994). Respondent K also explained that another turf problem developed with the reward system. Emphasis shifted from teaching to research and publication. "Teaching a survey course doesn't specialize a faculty member in a discipline" (Respondent K, Personal Interview, October 10, 1994). This had "consequences for the people in the humanities. It served as an incentive for the faculty members to develop a specialty within the humanities. Attracting staff was difficult. There was nothing to do but teach these basic survey courses" (Respondent K, Personal Interview, October 10, 1994).

Respondent K discussed the issue of funding as it related to the turf problems.

> The period during which the department was eliminated was not an economic crisis. It was done for the basis to get some programs going for which there would be funding. There were more people who wanted to start new programs. So, eliminate the humanities program and run with it. Mary Rohrberger wanted to start an interdisciplinary program on her own. She had a strong commitment to doing this. Hackett wants to start a classics department. I would not trust the guy. I would not turn my back on him in the street surrounded by fifty people . . . . Humanities was a vulnerable program. Humanities was weakened by vultures (Respondent K, Personal Interview, October 10, 1994).

Respondent K described another turf problem as a reason for the demise of the humanities program by saying: "Humanities was spread out all over the place . . . . There was no one to come to its rescue" (Personal Interview, October 10, 1994).

Category 10: The effects of interpersonal conflicts, personalities, and academic and institutional politics.

The Intellectual Debates

Two respondents said the humanities faculty entered into intellectual discussions which appeared to be incomprehensible to the Dean and other administrators. Respondent KK attributed the closing of the interdisciplinary humanities program to "the short sightedness of the Dean and the Associate Dean" (Personal Interview, October 11, 1994). Respondent KK also said the Dean and the Associate Dean did not understand intellectual debating and disputes. The interdisciplinary humanities faculty was an "intellectually lively" (Respondent KK, Personal Interview, October 11, 1994) group. Respondent KK stated: "As a result of our being in the humanities department, Helga Harriman and I have been arguing and disputing friends for a long time" (Personal Interview, October 11, 1994).

Respondent S explained that the interdisciplinary humanities faculty constantly engaged in intellectual debate. Respondent S referred to this as a "mental exercise among the humanities faculty . . . . I suppose the Dean saw it as bickering. When they got upset with each other, it was not whooping and hollering" (Personal Interview, October 11, 1994).

The Issue Focused on Departments and Specialization

Respondents E and MM said the issue debated focused on the availability of resources for departments and specialization. Respondent E stated that the issue debated

in his office focused upon the question of whether or not "the humanities course was meeting the needs of its students" (Personal Interview, November 28, 1994). Respondent E said that he "was not on one side or the other" (Personal Interview, November 28, 1994) of this debate. Respondent E discussed his concern as "the lack of resources available to the constituent departments" (Personal Interview, November 28, 1994).

Respondent MM reported that respondent KK wanted to teach "a specialized course in Shakespeare . . . . The course now being offered entitled Masterworks is not an accident. It is not integrated with art and music. This is just a Great Books course with . . . some literature" (Personal Interview, October 17, 1994).

Personalities, Politics, and Defensive Behaviors

Five respondents described the aspects of personalities, politics, and defensive behaviors as the threat of demise increased. Respondent H did not think that the program deteriorated or failed. Respondent H commented: "I think it was politics" (Personal Interview, September 26, 1994). Respondent HH spoke on interpersonal conflicts and politics by saying: "There are lots of people who don't want to talk due to personalities and politics" (Personal Interview, October 11, 1994). Respondent DD explained that it was important to understand the "politics of why it got canned, if you will find people who will talk to you. Personalities were a large part of it" (Personal Interview, October 11, 1994).

Respondent L explained the interpersonal conflicts concerning the closing of the interdisciplinary humanities program by saying that the people had a lot of anxiety when

they discussed this issue. There were "people who think that mentioning these social problems is the same as making them" (Respondent L, Personal Interview, November 29, 1994).

Respondent L related that another problem with personality conflicts was the aspect of defensive behavior that manifest as "their turf is threatened" (Personal Interview, November 29, 1994). This was a "symptom of the conflict and not a reason" (Respondent L, Personal Interview, November 29, 1994). As an example of this type of defensive behavior, respondent L related the scenario of respondent KK's writing of snide comments at faculty meetings. The Associate Dean perceived this to be childish behavior and disliked respondent KK's snide comments (Respondent L, Personal Interview, November 29, 1994).

Respondent L reported from notes taken during an interview with respondent II that the Dean "asked the department to define its mission. It met regularly all year. Minutes of these meetings were written by" (May 14, 1990) respondent KK

> from an 'Olympian position,' full of snide remarks about how meaningless chunks of the discussion were. Hackett was on this faculty and received the minutes. Reading one of these accounts, he threw them down and said: 'By God that does it,' and he wrote a note telling the department that he was getting rid of them. The first thing Lionel did was question procedures about which he had a valid case (Respondent II, Personal Interview with Respondent L, May 14, 1990).

Respondent MM explained the interpersonal conflicts and defensive behavior among the faculty members during the evaluation process by saying:

> There was bickering within the humanities group. Someone needed to say, 'you are arguing about these petty things when the Dean has you by your necks. If you believe in the concept, you better get your act together. Do

> you want to be here? Then, shape-up' . . . . When you are drowning, hang together (Personal Interview, October 17, 1994).

The External Evaluator

Two respondents discussed the institutional politics involved in the external evaluation by Dr. Paul Valliere. Respondent II stated in correspondence to respondent L that "the N. E. H. consultant . . . seemed more interested in taking a job as head of a new humanities program" (February 21, 1991). Respondent Z reported that "Valliere was from a more prestigious university than this. The next year he took a position as Dean at a more prestigious university" (Personal Interview, October 27, 1994). Respondent Z further explained that "Paul Valliere, the external evaluator" (Personal Interview, October 27, 1994) was from Columbia University. "When he left Columbia he became Dean at Butler University" (Respondent Z, Personal Interview, October 27, 1994).

The Villains -- Mary Rohrberger and Neil Hackett

Respondents L, MM, K, I, C, CC, and Z attributed the demise of the interdisciplinary humanities program to Mary Rohrberger and Neil Hackett. Respondent L further explained that "Mary Rohrberger's personality did not match, fit or balance the other personalities" (Personal Interview, November 29, 1994). Respondent L discussed this aspect by saying "when putting together a team" (Personal Interview, November 29, 1994) (department), "you try to find personalities that will match (compliment) and work together" (Respondent L, Personal Interview, November 29, 1994).

Respondent MM also discussed the politics in the termination of the interdisciplinary humanities program by stating: "We believed we were being bad mouthed. Mary Rohrberger thought we were not very good . . . . She could have worked with this, but she didn't work well with this group" (Personal Interview, October 17, 1994). Respondent MM concluded by saying: "Neil Hackett and Mary Rohrberger had a lot of power" (Personal Interview, October 17, 1994). Respondent K asserted that both Mary Rohrberger, Director of Curricular Affairs, and Neil Hackett, Associate Dean, wanted to start new programs (Personal Interview, October 10, 1994).

Respondent I stated that the interdisciplinary humanities program was sabotaged by particular faculty members. Respondent KK would "go and give off the cuff reports to the Dean" (Respondent I, Personal Interview, August 26, 1992). Respondent I perceived the Director of Curricular Affairs to have sabotaged the interdisciplinary humanities program as this Director would "go to the Dean and tattle" (Personal Interview, August 26, 1992). Respondent I said the Director of Curricular Affairs was a "silent supporter" (Personal Interview, August 26, 1992). Respondent I described the Director of Curricular Affairs as having the ability to "twist with words" (Personal Interview, August 26, 1992). Respondent I explained that this person was shrewd. She

> was jealous of the interdisciplinary humanities people. She was against the program for this reason. Her jealousy was due to the fact that she is an intellectual and the humanities faculty were creative people. You can be an intellectual and not be creative. Genius in its truest sense carries an element of creativity. Therefore, due to her lack of creativity, she was jealous of those who possessed it (Respondent I, Personal Interview, August 26, 1992).

Respondent I also said that the Associate Dean "was a flake" (Personal Interview, August 26, 1992). Respondent I related that the Associate Dean was "the Dean's hatchet man" (Personal Interview, August 26, 1992). Respondent I concluded by saying: "Then, both of these left" (Personal Interview, August 26, 1992).

Respondent C clearly stated that the reason for the closing of the interdisciplinary humanities program could be summarized with the following:

> It was the people who had the responsibility . . . . Mary Rohrberger subsequently took my place. She was not even neutral. She was disinterested. She never was interested in this program . . . . Mary Rohrberger -- she was the villain of the whole thing. She was not in the humanities mold. She gave students an A in English after they had failed upper division humanities courses and examinations. If it were up to Mary Rohrberger students would have taken 70 hours in English and nothing else . . . . Holt closed the department because of Mary Rohrberger (Personal Interview, November 17, 1994).

Respondent CC commented that the reason for the closing of the interdisciplinary humanities program was "Mary Rohrberger -- Holt made her the director of humanities. She wasn't for it . . . . It was given to her to kill . . . . Mary Rohrberger would do things in Neil Hackett's name and she would make a ruling and credit it to him" (Personal Interview, October 25, 1994).

Respondent Z described the flourishing and closing of the interdisciplinary humanities program by saying: "It was flourishing in 1977 when I came and continued to flourish until Neil Hackett came and decided to kill it. It was one of the dumbest decisions ever made by the administration at this university" (Personal Interview, October 27, 1994). Respondent Z further explained the demise of the OSU interdisciplinary humanities program by saying that "Mary Rohrberger talked to Dean Holt. She was

opposed to it. We are friends, but she was wrong about this" (Personal Interview, October 27, 1994).

Summary

This chapter described the results of the research study. The writer organized and developed ten categories to present the data obtained from historical institutional documents and face-to-face interviews with participants involved in the OSU interdisciplinary humanities program.

Chapter V presents a discussion and observation of the results obtained from the information sought and gathered in the ten categories. Chapter V also includes conclusions from the study and recommendations for further research.

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

As stated in Chapter I, the purpose of the study was to identify and examine the reasons, events and conditions which culminated in the closing of the Oklahoma State University (OSU) interdisciplinary humanities program in the College of Arts and Sciences. A discussion of the discontinuance of three academic units, which were related to the field of interdisciplinary humanities, constituted the review of literature in Chapter II. The methodology and procedures explained in Chapter III, utilized for gathering the information, included face-to-face interviews with university administrators, faculty, students, and staff, and reviews of publicly-available, historical documentary evidence.

The results were presented in an organization of ten categories in Chapter IV. The purpose of these categories was to identify the factors which contributed to the termination of the interdisciplinary humanities program. The issues posed by Clark Kerr in The Uses of the University, the theoretical context, and the review of literature pertaining to the elimination of three academic units at other universities generated questions and provided a framework for analysis which resulted in the development of the ten categories. Emphasis was placed on the perceptions of involved participants as they recalled events

that transpired on the OSU campus, and available historical institutional documents specifically relating to the flourishing, decline and fall of the OSU interdisciplinary humanities program. Therefore, a number of conclusions were drawn. Chapter V includes a discussion and observations of the results of the study, conclusions from the research, and recommendations for future study.

Discussion

Category 1: The effects of historical and chronological elements found in the evolution, development, and flourishing of the interdisciplinary humanities program at OSU, which related to its decline and closing.

A commonality was found to exist in comparing the historical backgrounds and terminations of the three academic units discussed in Chapter II with the historical chronology and discontinuance of the OSU interdisciplinary humanities program. All of these programs had been in existence for decades and were well-developed, established, flourishing programs when the university officials made the decisions to close them. The University of Minnesota humanities department was the recipient of more Guggenheim and National Endowment for the Humanities (NEH) awards than any department in the university. This department also had more books published by distinguished presses than other university departments. The University of Minnesota's humanities department was used as a model for other programs. Davis then made the decision to eliminate the department in the spring semester of 1992 (Heller, 1992, p. A20). The Columbia University's School of Library Service, founded by Melvil Dewey, was the first library

school established in the United States (DeCandido and Rogers, 1990, p. 20). This program had "celebrated its 100th anniversary" (DeCandido, 1988, p. 16) on December 10, 1988. The Board of Trustees then voted to discontinue this program on June 4, 1990 (Cheatham and Cohen, 1990, p. 11). The Washington University's department of sociology was ranked 16th in Cartter's national reputational rankings of academic disciplines, in which 64 sociology graduate programs were studied. This program, with the exception of pharmacology, was the only graduate program in the university to be ranked within the top 20 (Webster 1983; Petrowski, Brown and Duffy, 1973, p. 502) (Heyl, 1989, pp. 342, 344). Chancellor Danforth announced the administration's decision to eliminate the sociology department in a letter dated April 29, 1989 (Farley, 1989, p. 3B).

Beginning in 1937, OSU "was the first land grant college in the nation to establish a general, interdisciplinary, integrated humanities course" (Davis, 1980, p. 2). This program, which had provided a coherence, structure, and glue to the undergraduate general education program for a period of four decades, collapsed and fell. Although various arguments and motives for the demise of the humanities had been informally discussed and stated by the participants involved in this program, no known systematic inquiry had been made concerning the causes for the closing of this interdisciplinary humanities program.

The Early Years

Historical documents showed the interest in and importance of the humanities at OSU since the founding (Kamm, 1965, p. 11) of the Oklahoma Agricultural and Mechanical College (Oklahoma A. and M. College) (Rohrs, 1978, p. 1) on December 25, 1890 (Kamm, 1965, p. 11). The founding of the Oklahoma A. and M. College was due to an act of the First Territorial Legislature, in compliance with the July 2, 1862 Morrill Act (Kamm, 1965, p. 11), which stipulated and defined the purposes of the land-grant institutions ". . . to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life" (Morrill Act, 1862, p. 504). President emeritus of OSU, Dr. Robert B. Kamm gave special attention to this phrase and "to the two key words within the phrase, 'liberal' and 'practical' . . . . Here, for the first time in the history of American higher education, liberal education and vocational preparation joined hands" (Kamm, 1962, p. 21). Kamm aptly called this "the wedding of liberal and practical education" (Kamm, 1962, p. 21).

It was initially specified by the State of Oklahoma in the Constitution for the founding of Oklahoma A. and M. College that members of the board must be farmers. Although the evolution of the humanities disciplines have been impacted by the ideals of populist democracy, Rohrs stated: "Ironically, students enrolled at the Oklahoma Agricultural and Mechanical College during the 1890s were required to take more courses in the humanities disciplines than any time since" (1978, p. 1).

Angelo C. Scott was installed as the fifth President of Oklahoma A. and M. College in the year 1899. According to Rohrs

> Scott rejected the concept, 'that nothing but practical counts.' Consistent with his educational philosophy and his perception of the role of land grant colleges, he instituted major curriculum revisions (1978, p 2).

President Scott continued this tradition and encouraged "students to enroll in a variety of courses to broaden their academic exposure" (Rohrs, 1978, p. 2).

From 1900 to World War I, disciplines in the humanities expanded and developed. During the pre-war years, however, President J. W. Cantwell (1915) and the Board of Regents were determined to adhere to the principles and traditional emphasis on practical education of the land-grant institutions. The humanities disciplines became supplemental to this primary mission of the university (Rohrs, 1978, p. 3).

Bradford Knapp, installed as President in 1923, "signaled another period of resurgence for the humanities disciplines" (Rohrs, 1978, p. 4). The English and history departments expanded, acquiring additional faculty members.

With the resignation of Knapp in 1928, Henry G. Bennett was selected by the Board of Agriculture to become the next President of Oklahoma A. and M. (Hanson and Stout, 1992, p. 91). As an optimistic President, Bennett developed ambitious plans "for building a comprehensive college" (Hanson and Stout, 1992, p. 103). In the decade of the 1930s, the Bachelor of Arts degree was formalized. According to Rohrs, "the school was reorganized into four major departments: the biological sciences, the physical sciences, the humanities and the social sciences" (1978, p. 5). The stated purpose of the School of Science and Literature was to perform a service function "for the other schools of the college" (Rohrs, 1978, pp. 4-5).

The Deanship of Schiller Scroggs

In 1935, Schiller Scroggs became the Dean of the School of Science and Literature (Catalog, 1935-1936, p. 173). Dean Scroggs came with a vision -- a dream. Scroggs' dream was to "transmit a broad general education to the coming generation" (Scroggs, 1939, p. 149). By general knowledge Scroggs meant "integrative and cross-disciplinary" (Scroggs, 1939, p. 149) general knowledge "dealing with broader issues" (Scroggs, 1939, p. 149).

Scroggs' dream focused upon the conceptualization and objectives of general education. These ideals included:

> . . . an experience to broaden the intellectual powers . . . to present to youth a selection of generalizations or abstract ideas which will be of value to them in coming to understand the world about them and in making their personal adjustment to that world (Scroggs, 1939, p. 18).

Scroggs discussed his philosophy of an interdisciplinary approach by phrases such as "relatedness . . . relations are mental ties made . . . for thinking purposes" (Scroggs, 1939, p. 18). Scroggs further explored his ideals by stating:

> Concepts, viewed as psychosomatic phenomena, are the elements out of which the individual constructs his universe . . . we must organize our experience conceptually in order to use it effectively . . . . It is the development of the framework for such inference that is the really important task of general, or liberal education (Scroggs, 1953, pp. 21, 23).

Scroggs discussed the philosophical conflict in the program of general education and identified it "as the age-old issue of the particular versus the general" (Scroggs, 1939, p. 18). Scroggs thought specialization was essential for the extension of knowledge, but emphasized commonality of language and fundamental ideas as essential to the

communication of specialists with one another, as well as to the ability to integrate knowledge and experience (Scroggs, 1939, p. 18).

On November 1, 1935, Scroggs, Dean of the School of Science and Literature at Oklahoma A. and M. College, presented to the faculty a formal procedure and a plan for "general integrative education" (Scroggs, 1939, p. 1) and curriculum reorganization. "This plan was predicated upon the likelihood of increased enrollments," (Scroggs, 1939, p. 1) which, in turn, would increase class sizes; bringing about high elimination rates, indicating the curriculum did not effectually serve the students; and, upon students' needs, which, therefore, indicated the need of honors courses for gifted students and general courses for all of the students. The general courses were "planned to promote social intelligence and attitudes of social responsibility and to develop as well an integrated view of life" (Scroggs, 1939, p. 1).

At the same time Dean Scroggs was presenting his dream of general education to the faculty at Oklahoma A. and M. College, several American colleges and universities were becoming preoccupied with the development of general courses and "the planning of coordinated general programs" (Thomas, 1962, p. 99) based upon statements of "desired common intellectual experience," (Thomas, 1962, p. 99) "unity of knowledge," (Thomas, 1962, p. 101) and "<u>the great ideas of man</u>" (Thomas, 1962, p. 101). Comprehensive humanities courses and humanities divisions were established during the decades of the 1920s and the 1930s, in every type of institution, ranging from state universities and privately endowed universities, through liberal arts colleges, teachers colleges, and junior colleges. The pioneer experiment in the humanities course was led by Reed College in

1921, followed by New Jersey State Teachers College and Stephens College in 1929, Colgate University and Johns Hopkins University in 1931, the University of Chicago, Columbia University, and Oklahoma A. and M. College in 1937. The content of these courses was drawn from literature, fine arts, history, music, and philosophy (Beesley, 1940, pp. 25, 159-160).

Although Western Culture I and II, (Catalog, 1935-1936, p. 192) were listed in the 1935-1936 Oklahoma A. and M. College Catalog, (Rolfs, 1936, p. 1), these courses were only in the planning stages at that time. Two professors were on sabbatical leave working on the development of the School of Science and Literature's interdisciplinary humanities program. Professor H. H. Andersen surveyed courses at the University of Chicago and Professor White visited Harvard in order to prepare for the experimentation of the general, cross-disciplinary course (Rolfs, 1936, p. 1).

The interdisciplinary humanities courses in Western Culture (Report, 1936, p. 18) developed during this time, were designed "to bring the student into immediate contact with our intellectual, moral, and aesthetic heritage" (Report, 1936, p. 18). Through an interpretation "of the great sources of western culture" (Report, 1936, p 19), and within the "framework of history, of society, philosophy, literature, and the arts" (Catalog, 1935-1936, p. 192) the student would "develop his humanity" (Report, 1936, p. 19). The ultimate goal for student outcomes at this time was stated as follows:

> To deepen his understanding 'to the point where he sees for himself that the constant factors in life throughout the history of the western world are of far higher import than the changing factors' (Report, 1936, p. 19).

The course objective was focused upon experience, rather than knowledge. The content of this course was to remain flexible, within the chronological topics including the ancient world, the middle ages, the renaissance, and the modern world. The classes met "four times a week" (Report, 1936, p. 18). The primary method of teaching was the lecture method with illustrative material and assigned readings. Students could earn four hours of course credit each semester, with a total of eight hours credit (Report, 1936, p. 18).

Scroggs' interest in and perception of general education shaped the Oklahoma A. and M. College's School of Science and Literature into a total collegiate experience. Scroggs' educational objectives included developing the student's thought processes by aspiring to integrate knowledge, while accentuating broad conceptualizations and synthesis of information across the disciplines (Scroggs, 1939, pp. 149, 151, 191).

The dream of Schiller Scroggs' interdisciplinary philosophy and concept of general education continued to evolve at Oklahoma A. and M. College in the School of Science and Literature during the next two decades. Faculty members continued to collaborate with other higher educational institutions in the United States initiating general education programs. During the summer of 1947, Edwin R. Walker, Chairman of General Education, planned an itinerary including visits to other institutions in three different sections of the country. To highlight his schedule, Walker studied the work at the University of California at Los Angeles, the University of Minnesota, and Yale and Harvard Universities (Walker, 1947).

By 1949, George H. White became the Director of General Education and Chairman of humanities. He described the objectives of "the General Course in

Humanities at Oklahoma A. and M. College" (White, 1949, p. 183) in a book chapter. White stated: "The primary aim was to let masterpieces in the arts speak for themselves to students who were free to explore them without bias" (1949, p. 183). The result of this objective was not to be memorization of information, but a response to the meaning of art, intellectually, morally, and aesthetically in a humanistic manner.

White stated a second distinctive aim by saying:

> . . . to enable the student to trace the biographies of great ideas and to identify those which have survived to the present and which have entered into his own heritage of beliefs and attitudes. Maturity in intellectual, social and aesthetic behavior brings perspective and vision. The general course in humanities was intended to promote such maturity . . . . This disposition to see life whole, rather than fragmented by departmental and specialized investigation makes possible saner judgement and more wholesome living (1949, p. 183).

In describing his third objective, White continued by writing:

> . . . the student should be encouraged to develop himself as an individual, not merely for the sake of making a more valuable contribution to the community as a citizen or to any institution as a member, but also, and primarily, for the improvement of the quality of his own thinking and feeling, the enrichment of his inner life . . . . He would acquire a more sensitive conscience and a greater appreciation for the basic qualities of courage, and integrity, and for the practice of tolerance (1949, pp. 183-184).

White also wrote in this chapter that minor changes were made yearly in this course, "but the course remained essentially the same for eleven years" (1949, p. 186).

In 1951, the Humanities Faculty Club was formed with membership "open to faculty members of any school on the campus interested in humanist subjects such as art, literature and humanities" (O'Collegian, 1951, p. 3). Also, in 1951, a student group

organized the Film Arts Club with the purpose of planning a series of nonprofit film presentations (O'Collegian, 1951, p. 8).

The Deanship of Robert B. Kamm

The interdisciplinary humanities program at OSU continued to develop and flourish during the later 1950s and through the mid-1960s decade under the leadership of Dean Kamm, of the College of Arts and Sciences. Dean Kamm realized that "man lives by more than bread alone" (Kamm, 1962, p. 21). He believed that "Americans, in addition to being practical, are also sensitive to other values and dimensions which lead to the good life" (Kamm, 1962, p. 21). Dean Kamm nurtured the OSU interdisciplinary humanities program with his verbal encouragement and active support.

Oklahoma State University's humanities provided an "abundance of opportunities for students to grow in appreciation of the arts" (Kamm, 1965, p. 6) with both curricular and extracurricular offerings. The Allied Arts series brought to the campus "renowned individuals and groups" (Kamm, 1965, p. 6). The Autumn Festival of Fine Arts highlighted each year with a "week of concentrated offerings" (Kamm, 1965, p. 6) in the arts.

Students participated in Religious Emphasis Week and Government Week to "help in the formulation of proper attitudes and values" (Kamm, 1965, p. 7). Dr. Richard Bailey, Chairman of humanities, offered a six credit hour "Study Tour of Europe," (Kamm, 1965, p. 6) in the summer of 1965.

The Deanship of James R. Scales

James R. Scales assumed the position as Dean of OSU's College of Arts and Sciences on September 1, 1965 (Hanson and Stout, 1992, pp. 279-281). In his first year as Dean "a full-time humanities professor Clifton L. Warren" (Hanson and Stout, 1992, p. 306) was appointed.

The Interim Deanship of V. Brown Monnett

In April of 1967, Scales resigned and V. Brown Monnett was appointed acting Dean (Hanson and Stout, 1992, pp. 301-303). In 1967, humanities became a separate line item in the budget, under the College of Arts and Sciences (Financial Report, 1967, p. 61).

The Deanship of George A. Gries

A major period of expansion for the OSU interdisciplinary humanities program occurred during the late 1960s and throughout the decade of the 1970s with the inclusion of nonwestern humanities in the curriculum. Dr. George A. Gries, a botanist, assumed the College of Arts and Sciences deanship on July 1, 1968 (O'Collegian, 1968, p. 1). Through Dean Gries' tenure, the humanities curriculum grew to include the following:

> Studies in African Cultures, Studies in Black American Culture, American Indian Humanities, American Humanities, Asian Humanities: India and Pakistan, Asian Humanities: China and Japan, and 'The World of Islam-Cultural Perspectives' (Catalog, 1975-1976, pp. 129-130A).

"Oklahoma State's departments of religion, philosophy, and humanities" (O'Collegian, 1970, p. 1) combined in the year 1970 to create the "School of Humanistic Studies" (O'Collegian, 1970, p. 1). Dr. James Kirby became the head of the new school.

Dean Gries stipulated that "the three departments" (O'Collegian, 1970, p. 1) would "retain full autonomy" (O'Collegian, 1970, p. 1) while attempting to streamline administration and budgetary matters, as well as stimulate interdisciplinary activity (O'Collegian, 1970, p. 1).

In the fall semester of 1970, the faculty of the humanities department consisted of 19 instructors, teaching eight courses in multiple sections, which accounted for 56 percent "of the total enrollment for the entire school" (ASITIS, 1970, p. 1). The department faculty was specifically described in the following article:

> . . . a hybrid sort of arrangement, insofar as most of its faculty have joint appointments split between Humanities and other departments, namely English, Philosophy, Religion, Music, Art, Foreign Languages, and Speech . . . only three instructors (Moon, Berchman, and Tymitz) teach full time exclusively within the Department (ASITIS, 1970, p. 1).

"The proliferation of courses recommended to satisfy the" (Hanson and Stout, 1992, p. 343) general education requirement continued to expand through the 1960s and 1970s. The Committee for General Studies confronted the age-old issue of balancing departmental interests with "maintaining the integrity of the curriculum" (Hanson and Stout, 1992, p. 343). Departments were economically committed to supporting their own courses, to providing assistantships for their graduate students, to scheduling research time for their faculty, "and to generating the requisite S.C.H. ratings which serve as a basis for budget allocations" (Hanson and Stout, 1992, p. 343). Integrated courses did not aid departments in achieving their goals, and thus were less vigorously supported (Hanson and Stout, 1992, p. 343).

Meanwhile, OSU and the state's junior colleges attempted to formulate an articulation policy for the arts and sciences general education requirements. This "resulted in the decision to drop one hour from the basic Western humanities course" (Hanson and Stout, 1992, p. 368). On January 30, 1973, a task force began "to rework 2113 and 2223 which would become the new three-hour version of the old basic course" (Hanson, 1991, p. 4) previously identified as 214 and 224. Eliminating the labs in the fall semester of 1974 allowed the three-hour format to fit the requirements of the other schools. The humanities instructors were then burdened with the responsibility of teaching music and art, which were outside of their primary discipline (Hanson and Stout, 1992, pp. 368-369).

At the same time, some faculty wanted to create a new "freshman level course, Introduction to Humanities: The Search for Identity" (Hanson and Stout, 1992, pp. 368-369). Complaints were immediately generated that this course was taking students away from the sophomore survey course. Others thought the course was too difficult, while still another faction thought the course was too easy or narrow. These two changes produced repercussions during the 1980s as the humanities department was evaluated and requested to define its purpose (Hanson and Stout, 1992, pp. 368-369).

The School of Fine Arts and Humanistic Studies, (SOFAAHS), was inaugurated in July of 1976. This new school brought the art and music faculty into an integrated relationship with the four faculties of philosophy, religious studies, humanities, and theater, which previously constituted the School of Humanistic Studies (Catalog, 1977-1978, p. 94).

Cross-cultural courses continued through the latter part of the 1970s. By 1982 the humanities curriculum incorporated courses entitled Women in Western Civilization, Perspectives on Death and Dying, and Contemporary Global Issues in Humanistic Perspective (Catalog, 1982-1983, pp. 117A-118A).

The Deanship of Smith L. Holt

The direction of this program began to change, however, with the hiring of a new Dean of the College of Arts and Sciences in 1980. Dean Smith L. Holt emphasized superlative scholarly and academic achievement in a new five-year plan (College of Arts and Sciences, 1982, p. 1). First, a decision was made in the fall of 1980 to terminate the schools' structure in the College of Arts and Sciences (College of Arts and Sciences, 1982, p. 1). Holt then strengthened the departments of art, music, foreign languages, English, and history (Hanson and Stout, 1992, pp. 448, 480, 466-468). Third, the faculty of the humanities department was requested to undertake an internal self-study (The Faculty, Department of Humanities, 1982) to define its mission and purposes, and to establish the rules by which it would function. At the same time, assurance was provided to the department that no threat was intended to its existence (Hanson and Stout, 1992, p. 486). Fourth, a supportive voluntary external consultant, Dale Davis of Texas Tech University studied "the widely recognized and highly regarded O.S.U. program" (Davis, 1980, p. 1). Fifth, an external evaluation, by Paul Valliere commented on the "unique structure and place" (Valliere, 1982, p. 15) of the humanities program "in the local 'ecology' of" (Valliere, 1982, p. 15) the university.

Finally, two committees were established to evaluate the interdisciplinary humanities program. The recommendations of the first review committee were "thoroughly consistent" (Luebke, 1982, p. 2) with Valliere's. This committee recommended "that there continue to be a separate budgetary and administrative unit, called 'the Department of Humanities,' and that it be administered by a person designated 'Head'" (Luebke, 1982, p. 2). The committee further recommended "that all appointments to the Humanities Department be joint appointments with another existing department" (Luebke, 1982, p. 3). The second committee reviewed the curriculum for the interdisciplinary humanities program. This committee also concurred with the Valliere evaluation and recommended minor curricular adjustments, but emphasized the retention of "the basic two-semester Western Humanities course" (Hanson and Stout, 1992, p. 488). Yet, within a period of seven years, the interdisciplinary humanities department was phased-out (Hackett, 1982), the degree program discontinued (Holt, 1984), and the courses closed (Holt, 1984).

A renaissance of the two basic interdisciplinary humanities courses occurred in 1989 with the approval of 2113 and 2223 for the College of Arts and Sciences Honors Program (Bullington, 1995). The rebirth of the humanities continued when the University Honors Program replaced the two courses with a four course sequence including 1013, 1023, 1033, and 1043 in the fall of 1994 ("University Honors Program," Fall 1994). The honors program, however, failed to revive the interdisciplinary humanities courses in the College of Arts and Sciences general education curriculum.

Category 2: The evidence of vision or the lack of vision in leadership which concerned the significance of the interdisciplinary humanities program.

The closing of the OSU interdisciplinary humanities program related to the eliminations of the three academic units reviewed in Chapter II in that administrative officials gave financial constraints as the reason for termination decisions. Many involved participants, which included faculty members, students and alumni, expressed their views that leadership lacked an intellectual vision concerning the value of their programs. As stated by Shaviro, the involved participants in these closings did not perceive that the decisions were based upon high-quality education provided to the students, but weighted towards profitability and public service (1982, pp. 32-33).

President emeritus Boger confirmed that Dean Holt came with a mandate to dismantle the schools' organization in the College of Arts and Sciences (Respondent L, Personal Interview, November 29, 1994). Respondent E stated that he based his decisions on two fundamental reasons which were quality and financial. Respondent E explained that he dismantled the schools' structure due to the high administrative costs associated with maintaining this organization. Respondent E further stated that disbanding the schools' structure resulted in a significant savings to the College of Arts and Sciences (Personal Interview, November 28, 1994).

The closings of the OSU interdisciplinary humanities program and the Washington University's sociology department related in that the faculty did not think closing the programs was a logical strategy to strengthen the liberal arts disciplines. In the words of Washington University's Professor Heydebrand, eliminating a weaker department to

strengthen other liberal arts studies should have led to strengthening the weak program rather than discontinuing it (1989, p. 331). Respondent E stated that his reason for disbanding this humanities program was basically financial and that he wanted to utilize available resources to strengthen the individual departments (Personal Interview, November 28, 1994). Respondent HH said that the Associate Dean admitted to him two years later that closing the interdisciplinary humanities program "was a bad decision in terms of time, money and energy" (Personal Interview, October 11, 1994). The Associate Dean also admitted that the idea was to strengthen the departments and "that this had not happened" (Respondent HH, Personal Interview, October 11, 1994).

Only one faculty member supported the decision to terminate the interdisciplinary humanities program (Respondent GG, Personal Interview, October 12, 1994). Ten participants involved in this program thought that the reason for the discontinuance of this program was lack of vision in leadership on the part of the upper administration at the university. These participants explained that the Dean was a scientist, a chemist, and a specialist, and lacked an understanding of the generalist. Some faculty members emphasized that the Dean never appointed a strong leader for this department (Respondent G, Personal Interview, June 12, 1991; Respondent D, Personal Interview, November 1, 1994; Respondent X, Personal Interview, November 1, 1994; Respondent HH, Personal Interview, October 11, 1994; Respondent C, Personal Interview, November 17, 1994; Respondent I, Personal Interview, August 26, 1992; Respondent CC, Personal Interview, October 25, 1994; Respondent FF, Telephone Interview, January 31, 1995;

Respondent KK, Personal Interview, October 11, 1994; Respondent V, Telephone Interview, November 11, 1994).

Likewise, faculty members criticized the review process. Dean White at Indiana University's School of Library and Information Science wrote that the review report was blind and unfair and an elaborate ritual which documented what had already been decided (1990, p. 63). Many OSU faculty members criticized the evaluation process and described the procedure as a sham (Respondent MM, Personal Interview, October 17, 1994; Respondent CC, Personal Interview, October 25, 1994; Respondent J, Personal Interview, November 8, 1994; Respondent CC, Personal Interview, October 25, 1994).

Category 3: The impact of declining institutional funding appropriations and subsequent budgetary allocation restrictions upon the College of Arts and Sciences.

The discontinuance of the OSU interdisciplinary humanities program related to the doctoral dissertation published by Marion Paris (1988) in which four case studies of closed library schools were researched. Paris concluded that the reason presented by university officials for the closings of these library units was financial and was "an egregious oversimplification" (1990, pp. 39-40). Likewise, participants involved in the OSU interdisciplinary humanities program thought that the lack of money was given as an excuse and not a reason for the closing of the humanities program. Because the humanities faculty members held joint appointments, the humanities program was not expensive to operate and there was very little money saved by closing the humanities program as the faculty members moved to their home departments (Respondent CC, Personal Interview, October 25, 1994).

It should be noted that at this time the Reagan administration was reducing federal funding. Several respondents, however, did not think the interdisciplinary humanities program was closed during economically hard times (Respondent L, Letter to Respondent II, January 21, 1992; Respondent II, Personal Interview with Respondent L, May 14, 1990; Respondent HH, Personal Interview, October 11, 1994; Respondent H, Personal Interview, September 26, 1994). Two respondents thought the economic crisis was used as an excuse by people who wanted to use the funds to start new programs (Respondent F, Personal Interview, October 10, 1994; Respondent W, Personal Interview, October 18, 1994).

The upper administration continued to uphold the decision to terminate the interdisciplinary humanities program due to budgetary restrictions which, in turn, would result in reducing the number of courses and concentrating on strengthening these (Respondent E, Personal Interview, November 28, 1994). One respondent clearly stated that the real reason for the closing was due to a lack of appreciation and understanding of the humanities on the part of the top leadership at the university (Respondent G, Personal Interview, June 12, 1991). Another respondent emphasized that OSU cannot afford an ideal general education program (Respondent II, Personal Interview with Respondent L, May 14, 1990). There was no consensus among respondents concerning whether or not Dean Holt achieved his goal of strengthening individual departments.

Five respondents commented on the relationship between the faculty reward system and the general education program effecting the budget for the humanities program. These five respondents were also concerned that departments tended to divert

funds earmarked for general education to their graduate programs, which also resulted in shrinking budgets for the humanities (Respondent D, Personal Interview, November 21, 1994; Respondent L, Personal Interview, November 29, 1994; Respondent F, Personal Interview with Respondent L, May 1, 1990; Respondent U, Personal Interview, November 1, 1994; Respondent S, Personal Interview, October 11, 1994).

Category 4: The effects of student enrollment and student credit hours in the various disciplines.

According to Mingle and Norris, internal factors influenced retrenchment and "the spiral of decline" (1981, p. 2). Institutions responded to external environmental factors by placing more and more emphasis on recruiting and attracting students. Key factors which influenced enrollments and, therefore, attracted students were the "institution's academic, physical, and social climate" (Mingle and Norris, 1981, p. 2) including "the academic program mix" (Mingle and Norris, 1981, p. 2). Retention rates were found to be largely dependent upon the social and academic climate. State and federal revenue shortfalls and cutbacks during economic recessions resulted in cuts in expenditures, drops in enrollments, cuts in academic support services, deteriorating infrastructures, and lowering of morale among the faculty and student body (Mingle and Norris, 1981, p. 2).

The tug-of-war for student credit hours (S. C. H.) was also found to be a factor in the closing of the OSU interdisciplinary humanities program. This program generated high enrollments and student credit hours (Hanson and Stout, 1992, pp. 368-369; Respondent R, Personal Interview, November 16, 1994; Respondent V, Personal Interview, November 11, 1994; Respondent C, Personal Interview, November 17, 1994;

Respondent H, Personal Interview, September 26, 1994). The S. C. H. ratings were used as the basis for budgetary allocations. Therefore, the departments began seeking approval for departmental offerings in order to usurp and capture student credit hours. Courses in general education proliferated until the list became ineffective and nondiscriminating. Attempts at paring down the list were perceived as threats to the departments and their S. C. H. ratings (Hanson and Stout, 1992, pp. 333-334). Funding priorities were not based on quality, but on numbers. Although the humanities continued to involve an enormous number of students, enrollments began to decline due to changing degree programs that required fewer students to enroll in interdisciplinary humanities courses (Respondent W, Personal Interview, October 18, 1994).

Category 5: The effects of utilization of the concepts of populist democracy upon the issue of anti-intellectualism versus liberal learning.

Mingle and Norris predicted that retrenchment will continue to influence the entire higher education community during the coming 20 years. Declining enrollments and diminishing government support were the two major factors that impacted this contraction. Thus, imbalances, changing demographic patterns, enrollment shifts, and decline in the college-age population were found to be characteristics of many higher educational institutions. As a result of these trends, students began to pursue studies in vocational and occupational fields "while shunning the liberal arts" (Mingle and Norris, 1981, pp. 1-2).

The concepts of a populist democracy and accommodation to the anti-intellectual movement influenced the demise of the OSU interdisciplinary humanities program. The

influx of television, materialism and technology (Respondent G, Personal Interview, June 12, 1991), lack of understanding between job training and education, national politics, open access, remedial education, and the filling station concept of higher education were found to be contributing factors. At OSU the marketplace value of an education resulted in a de-emphasis on the humanities and liberal arts, which in turn, resulted in low faculty salaries for these disciplines (Respondent BB, Personal Interview, October 11, 1994). Thus, the faculty members became bitter and frustrated (Respondent S, Personal Interview, October 11, 1994). Emphasis at OSU focused on vocationalism, specialization, science, agriculture, engineering, and business (Respondent J, Personal Interview, November 8, 1994). The humanities continued to lack the support from leadership which it needed to succeed (Respondent S, Personal Interview, October 11, 1994). The farmers in Oklahoma failed to understand the values and graciousness taught in the humanities (Respondent I, Personal Interview, August 26, 1991). Parents encouraged the students to go to school to get a degree, a better job, and make more money (Respondent R, Personal Interview, November 16, 1994). The humanities department caved in to pressures from administrators and students and made accommodations by offering a new watered-down 1000 level freshman humanities course. This course generated large student enrollments and competed with the two long-standing 2000 level sophomore Western Culture courses (Respondent W, Personal Interview, October 18, 1994).

Category 6: The emphasis upon scholarly academic research, and graduate and professional education versus the teaching of undergraduate students and a liberal general education.

Brigham Young University informed their faculty in May 1991 that the School of Library and Information Sciences would be phased-out during the following two years (Gaughan, 1991, p. 471). Many faculty members thought the issue centered around a hidden agenda. "What the administration did not express was their perception that library and information sciences are short on scholarly substance, that library education does not enhance the university's scholarly image" (Marchant, 1992, p. 33). The results of research by Fest and Darnell found two internal factors which contributed to retrenchment in higher education, including "low research output" (1983, Abstract) and "maintenance of a balance between teaching and research" (Fest and Darnell, 1983, Abstract). Similarly, Kerr discussed two major contemporary issues in higher education as the need to strike a balance between teaching and research, undergraduates and graduates, and students' needs and faculty interests (1963, pp. 118-119).

Although respondent E stated that many of the faculty members involved in the OSU interdisciplinary humanities program were good scholars and published, and that scholarly productivity was not the reason for closing this program (Personal Interview, November 28, 1994), 15 respondents disagreed with respondent E's answer and thought that part of the reason for the discontinuance of the program was the increasing emphasis on research, specialization, and graduate and professional education. Some faculty members thought the Dean decided to send the humanities faculty back to their home

departments in order to increase opportunities for publications and grant funding (Respondent X, Personal Interview, November 1, 1994; Respondent J, Personal Interview, November 8, 1994; Respondent CC, Personal Interview, October 25, 1994). Respondent E continued to explain the closing by saying that retention of this program was "not in the best interests of the university when the size of the core departments were too small to support the basic educational mission of the university" (Personal Interview, November 28, 1994). The mission statement emphasized "conducting scholarly research and other creative activities" (Catalog, 1994-1995, p. 6). According to Kyle M. Yates, Jr. the faculty members in the department of religious studies, however, excelled in teaching, research, and scholarly productivity in publications (1991, p. 18).

Category 7: The competitive aspect between the specialist and the generalist.

In The Uses of the University, Kerr discussed recent reform movements in the American university and sub-problems yet to be successfully solved. Kerr predicted that in order to be productive, the total system must discover ways to prepare the specialist as well as the generalist during a time when the surrounding society would be increasingly more highly specialized, and, at the same time, seeking better generalists. Kerr then challenged higher education to unify the intellectual world by creating contact between "the many cultures" (1963, pp. 118-119). Kerr further perceived that the future task of the American university would be to work toward closing the gap among the specialists and the generalists by opening channels of discussion among academic disciplines, thus overcoming fragmentation (1963, pp. 118-119).

As early as 1939, Dean Scroggs identified the philosophical conflict inherent in his vision and dream of conceptualizing and developing an interdisciplinary humanities program in the undergraduate general education curriculum at OSU. Scroggs discussed what he called "the age-old issue of the particular versus the general" (1939, p. 18). Dean Scroggs explained that specialization contributed to extending knowledge, but commonalities of language and fundamental ideas were equally essential for communication among specialists, and integration of knowledge and experience (1939, p. 18).

The age-old issue of the competitive aspect between the specialist versus the generalist was also found to be a factor in the discontinuance of the OSU interdisciplinary humanities program during the 1980s. Respondent E was concerned about available resources for the constituent departments (Personal Interview, November 28, 1994). Two respondents agreed that the Dean planned to increase departmental budgets and thereby emphasize traditional disciplines (Respondent II, Letter to Respondent L, January 21, 1992; Respondent L, Personal Interview, November 29, 1994). One respondent thought this decision resulted in less support for general education (Respondent K, Personal Interview, October 10, 1994). Respondent AA remarked that he thought the interdisciplinary humanities program "became a victim of that whole trend of research, specialization, and graduate education" (Telephone Interview, November 22, 1994).

Only one respondent was found to support the Dean's decision in that students enrolled in courses in individual departments would create their own synthesis (Respondent GG, Personal Interview, October 12, 1994). Three respondents disagreed

with this approach as these humanities courses were not interdisciplinary and there would be a lack of time in the schedule for individual students to enroll in all of the separate discipline offerings (Respondent C, Personal Interview, November 17, 1994; Respondent MM, Personal Interview, October 17, 1994; Respondent W, Personal Interview, October 18, 1994). There was tremendous rivalry, fighting, and competition among departments for courses to fulfill the general education requirements (Respondent C, Personal Interview, November 17, 1994). Many of these courses are not a broadening and enriching experience. Several respondents commented on the Dean's lack of understanding of the generalist and cross-disciplinary studies (Respondent W, Personal Interview, October 18, 1994). Other respondents remarked on the lack of vision and the failure to understand the purpose of interdisciplinary humanities in the general education curriculum shown by top leadership at the university (Respondent G, Personal Interview, June 12, 1991).

Category 8: The effects of increasing stress on accountability by state and federal government officials concerning a cross-disciplinary, integrated program in which a valid and reliable testing instrument was not fully developed.

The research by Fest and Darnell found that external pressures placed on our centers of higher learning contributed to retrenchment. One of these external factors included "increasingly numerous and complex demands on the institution from the legislature" (Fest and Darnell, 1983, Abstract).

Increasing stress for accountability by state and federal government officials also effected the decline and eventual demise of the OSU interdisciplinary humanities program.

In response to a new articulation policy for general education by the Oklahoma State Regents for Higher Education, the two four-hour Western Culture courses were reworked into a three-hour format. The humanities instructors were required to teach art and music outside of their disciplines of expertise (Hanson and Stout, 1992, pp. 368-369; Respondent L, Personal Interview, November 29, 1994). These courses were weakened by this action as the team teaching ended at this time and the instructors were overwhelmed by their workloads and felt intimidated by teaching areas outside of their primary disciplines (Respondent GG, Personal Interview, October 12, 1994; Respondent MM, Personal Interview, October 17, 1994). The preparation of syllabus, tapes, and slides by the art and music historians was an extensive project. Some instructors did not utilize the facilitative aids and the result was a course with a narrower focus which excluded art and music (Respondent MM, Personal Interview, October 17, 1994).

As the courses in general education proliferated, committees devoted countless hours to revising the list of course offerings. The new Dean was uninterested in Chairing the University General Education Council, so the constitution was changed and the Vice-president for Academic Affairs began to name the Chair (Respondent F, Personal Interview with Respondent L, May 1, 1990). The Oklahoma State Regents for Higher Education became more lenient in graduation requirements and relaxed standards for minority students (Respondent M, Personal Interview, September 29, 1994).

Category 9: The effects of turf guarding and competition between and among departments.

The decision to disband the Washington University sociology department paralleled the decision to discontinue the OSU interdisciplinary humanities program. Involved participants thought these termination decisions appeared to have been based upon economic and not intellectual nor educational grounds (Heydebrand, 1989, p. 31). As in the words of Shaviro, the victor in the struggle for survival was oftentimes the most fortunate, rather than the fittest. Shaviro found that many termination decisions were not based upon collegiate fitness, which should have included terms such as "administrative, political, financial, academic, and humanitarian" (Shaviro, 1982, pp. 32-33).

Another commonality was found between the results of the doctoral dissertation by Marion Paris (1988) on the case studies of the closings of four library schools and the termination of the OSU interdisciplinary humanities program. Paris concluded that one of the factors involved in the decision to eliminate the library schools was turf battles with other "departments and divisions" (1991, pp. 260-261) such as "computer science and business" (Paris, 1991, pp. 260-261).

Academic turf guarding and competition between and among departments was also part of the equation effecting the termination of the OSU interdisciplinary humanities program. Most respondents agreed that the Dean made the final decision to close this program (Respondent G, Personal Interview, June 12, 1991; Respondent D, Personal Interview, November 21, 1994; Respondent X, Personal Interview, November 1, 1994; Respondent HH, Personal Interview, October 11, 1994; Respondent C, Personal

Interview, November 17, 1994; Respondent I, Personal Interview, August 26, 1992; Respondent CC, Personal Interview, October 25, 1994; Respondent FF, Telephone Interview, January 31, 1995; Respondent KK, Personal Interview, October 11, 1994; Respondent V, Telephone Interview, November 11, 1994). Respondent E stated the reason for his action was to strengthen individual faculties (Personal Interview, November 28, 1994). Some respondents thought the beginning of the fall of this program was the dismantling of the schools' structure (Respondent G, Personal Interview, June 12, 1991; Respondent M, Personal Interview, September 29, 1994). There was in-fighting among the faculty during this time as some faculty preferred to be thought of in classical terms while others relinquished professional identity and worked interdisciplinary (Respondent FF, Telephone Interview, January 31, 1995). One respondent opposed the interdisciplinary approach and wanted a larger student enrollment in Introduction to Theater (Respondent GG, Personal Interview, October 12, 1994). Most respondents disagreed because they thought the students did not enroll in the entire spectrum of courses and the departmental courses were more highly specialized (Respondent MM, Personal Interview, October 17, 1994; Respondent W, Personal Interview, October 18, 1994).

Course 1013 was perceived to be a touchstone to the closing of the interdisciplinary program as it was a weak course and the content overlapped with English. The opposition then began to coalesce against the humanities department. Most respondents agreed that English spearheaded the movement (Respondent W, Personal Interview, October 18, 1994).

Most of the respondents also agreed that turf guarding, due to rivalry and competition over general education courses, was part of the problem. Several respondents did not think the program failed or deteriorated (Respondent FF, Telephone Interview, January 31, 1995; Respondent K, Personal Interview, October 10, 1994; Respondent LL, Telephone Interview, November 23, 1994). The greed over turf resulted in an unfulfilled niche at OSU. The impact of the tragedy has been felt by all humanities disciplines as faculty members are no longer replaced and the rationale to convince upper administrators to hire more humanities faculty has been lost (Respondent L, Personal Interview, November 29, 1994).

Category 10: The effects of interpersonal conflicts, personalities, and academic and institutional politics.

Similarities also existed in the closings of the four library schools researched by Marion Paris and the closing of the OSU interdisciplinary humanities program. Paris concluded that the reason for the closing of these four schools was "not retrenchment but politics" (1990, p. 39). Likewise, commonalities were discovered in the discontinuance of the Columbia University's School of Library Service and the elimination of the OSU interdisciplinary humanities program. Dean Wedgeworth expressed his perception on the closing of the library school. Wedgeworth said the termination decision involved a university-level political battle over philosophy, mission, and values (DeCandido and Rogers, 1990, p. 10).

Also, in both the research on retrenchment in higher education by Fest and Darnell and the closing of the OSU interdisciplinary humanities program, other internal factors

were found to be under attack. One of these factors included "political arrangements that made the department vulnerable to attack" (Fest and Darnell, 1983, Abstract). This parallel extended to the closings of the humanities department at the University of Minnesota and the interdisciplinary humanities program at OSU. At these two universities there were disagreements over defining the interdisciplinary humanities, and subsequently, due to this, internal department conflicts developed. These humanities units began to include offerings beyond the traditional which focused on "non-Western cultures, women, minorities and working-class people" (Sweeney, 1980, p. 14).

Therefore, the effects of interpersonal conflicts, personalities, and academic and institutional politics could not be ignored as a category for determining the reasons for the closing of the OSU interdisciplinary humanities program. Some respondents thought faculty members would be reluctant to interview due to politics (Respondent HH, Personal Interview, October 11, 1994; Respondent DD, Personal Interview, October 11, 1994). Other faculty members manifested symptoms of defensive behavior as the humanities group became more threatened (Respondent L, Personal Interview, November 29, 1994). The Dean and Associate Dean were unable to comprehend the intellectual debates within the humanities group and perceived this as bickering (Respondent KK, Personal Interview, October 11, 1994; Respondent S, Personal Interview, October 11, 1994). Many respondents thought Mary Rohrberger, Director of Curricular Affairs, and Neil Hackett, Associate Dean, sabotaged the interdisciplinary humanities program (Respondent L, Personal Interview, November 29, 1994; Respondent MM, Personal Interview, October 17, 1994; Respondent K, Personal Interview, October 10, 1994; Respondent I, Personal

Interview, August 26, 1994; Respondent C, Personal Interview, November 17, 1994; Respondent CC, Personal Interview, October 25, 1994; Respondent Z, Personal Interview, October 27, 1994). Both Rohrberger and Hackett were committed to starting new programs of their own. Eliminating humanities meant funding would be available for this purpose. One respondent thought the professors who sabotaged the program did so in an attempt to be popular (Respondent C, Personal Interview, November 17, 1994). Mary Rohrberger's personality did not match the other members of the humanities team (Respondent L, Personal Interview, November 29, 1994). Many respondents also thought Rohrberger was influential and persuasive with Dean Holt (Respondent CC, Personal Interview, October 25, 1994). Respondent E said the debate in his office focused on whether or not the interdisciplinary humanities program was meeting the needs of the students. Respondent E said his most important concern, however, was resources for traditional disciplines (Personal Interview, November 28, 1994).

Observations

Similarities and parallels existed among the termination of the interdisciplinary humanities program in the OSU College of Arts and Sciences and the closings of the three academic units reviewed in Chapter II. The first observation concerned the fact that all four of these programs were established, highly developed programs when the university administrators made the decisions to terminate them. Secondly, the closings of these four programs were done in a relatively short period of time, largely within a few years. Beginning in 1937, OSU was the first land-grant college in the United States to establish

an interdisciplinary humanities program. This program flourished for four decades and provided an underpinning to the undergraduate general education curriculum. With the hiring of Dean Holt in 1980, this interdisciplinary humanities program was discontinued (Holt, 1984, p. 1). According to Lincoln the department of humanities at the University of Minnesota was the holder of distinguished awards and publications when Dean Davis announced the proposal to eliminate the department and relocate the faculty members. The School of Library Service at Columbia University, founded by Melvil Dewey (DeCandido, 1988, p. 16) as the oldest library school established in the United States (DeCandido and Rogers, 1990, p. 20), had celebrated its centennial (DeCandido, 1988, p. 16) when Provost Cole decided to close the program. The sociology department at Washington University was one of two graduate programs at this university to be ranked in the top 20 (Heyl, 1989, pp. 342, 344) when Chancellor Danforth announced the decision to terminate this program (Farley, 1989, p. 3B).

The third parallel related to the issue of due process. Of these four program closings, only one academic unit was given the opportunity by the administration for due process. The Washington University department of sociology had a faculty planning committee that engaged in an in-depth review (Danforth, 1989, p. 3). Conversely, the professors in the humanities department at the University of Minnesota were shocked when the decision to close their program was announced (Heller, 1992, p. A20). Also, the faculty members of the School of Library Service at Columbia University were told that threats of elimination were exaggerations and that the program review applied to the university level as an assessment procedure (T. G., 1990, p. 96). Likewise, the faculty

members in the humanities program at OSU were led to believe that this program was not under consideration for discontinuance. When the program began to come under pressure from Dean Holt's office, the faculty then replied by calling attention to the University's Policies and Procedures for due process. The Dean then appointed two review committees to evaluate the humanities department and curriculum (The Faculty, Department of Humanities, 1982). Although the committees disagreed with the Dean's decision, the humanities program was discontinued (Holt, 1984, p. 1). Therefore, one program elimination followed due process; one program closing had no opportunity for due process; one program termination had only a university-wide assessment; and, the closing of the OSU interdisciplinary humanities program had a faculty review after pressuring the administration.

Thus, the fourth observation related to the four closings of academic units by the perceptions of involved participants toward the discontinuance decisions. The faculty members involved in these program terminations thought the decision-making process was a hatchet job and the faculty review processes were allowed only to mitigate opposition to the decision that had already been made (Seelmeyer, 1985, p. 95).

The fifth parallel among the four academic terminations was the reason stated by university officials for the discontinuance decisions. These were due to financial constraints. The perceptions of the involved participants in these four programs disagreed with the reason presented by the university administrators. The involved participants thought the institutional leadership wanted the press and the general public to believe that financial belt-tightening was the major reason for terminating these programs.

Furthermore, the involved participants thought that budget constraints were merely excuses and not reasons for terminating these four programs.

The sixth similarity was that all four of the programs closed had focused on teaching topics dealing with culture, civilization and society. The purpose of the School of Library Service at Columbia University was to study the preservation of culture and civilization. Secondly, the purpose of the humanities department at the University of Minnesota and the interdisciplinary humanities program at OSU was to study the great artistic expressions of culture and civilization. Finally, the purpose of the sociology department at Washington University was to study social problems and social issues of culture and civilization.

Therefore, the seventh common thread found in the elimination of these four programs was that the involved participants thought there was a lack of understanding on the part of the institutional leadership concerning the purposes of these liberal arts programs. The involved participants also thought the lack of vision in leadership resulted in a de-emphasis and devaluation of the liberal arts in their university community. Moreover, it was the perceptions of the involved participants that the lack of vision in leadership and de-emphasis on the liberal arts, in turn resulted in difficulty in maintaining the integrity of the curriculum.

The eighth observation was that the loss of these programs ultimately meant a loss for the students. The humanities department at the University of Minnesota attracted some of the best students enrolled in the university (Heller, 1992, p. A20). Similarly, the students on the OSU campus majoring in humanities "were some of the best students . . .

on campus" (Respondent R, Personal Interview, November 16, 1994). Students majoring in humanities were intellectuals, unlike the business and engineering students. The students majoring in humanities were also interested in a variety of disciplines and fields of study (Respondent R, Personal Interview, November 16, 1994). Interdisciplinary humanities study is now a lost opportunity on the OSU campus. No programs were established to include the variety of areas, exposure, and enrichment of the interdisciplinary humanities program. Respondent O stated: "Not everyone wants that broad an experience, but . . . it is a shame to take it away from people who do want it" (Personal Interview, October 18, 1994).

The final observation among the closings of these four academic units was the demonstrated lack of communication and understanding between the liberal arts faculties and the university administrators. It appeared that financial constraints and subsequent belt-tightening during the 1980s provided a rationale for program evaluations and justifications for terminations of these programs. Strengthening the liberal arts programs was never considered as an option by administrators. The university administrators did not perceive the need for these liberal arts programs on their campuses. Other disciplines could fulfill student demand. In parallel terms, the liberal arts faculties were unable to convince the university administrators that the programs should be strengthened and retained. They failed to articulate and justify the need for the liberal arts programs.

Conclusions

The researcher has concluded that the reason for the closing of the interdisciplinary humanities program in the OSU College of Arts and Sciences was lack of vision in leadership. Other factors contributed to the decision to terminate this program. For example, the national and state economic recessions resulted in a decline in funding appropriations for the institution and subsequently resulted in budgetary allocation restrictions upon the OSU College of Arts and Sciences. Another factor was the battle-of-the-budget which resulted in a tug-of-war for student enrollments and student credit hours, because student enrollments translated into student credit hours and, in turn, student credit hours translated into dollars. The tug-of-war for student credit hours also resulted in turf guarding and competition among departments. As the turf guarding and competition among departments increased, interpersonal conflicts, personalities, and academic and institutional politics escalated. Personality conflicts and institutional politics were found to be symptoms of the issue related to the demise of the program rather than causes or reasons.

Other factors on the state and federal level were found to have contributed to this decision also. Stress was placed upon the institution for accountability by government officials. An integrated, interdisciplinary, cross-disciplinary humanities program had yet to develop a valid and reliable testing instrument. In addition, a national and state trend towards utilizing the concepts of populist democracy, as well as an anti-intellectual climate, placed emphasis upon vocational areas, and simultaneously de-emphasized and devaluated the liberal arts studies.

Attempts to build a national and international reputation also contributed to the decision to close this program. Increasing emphasis was placed upon the specialist as opposed to the generalist. Additionally, more emphasis was placed upon research and graduate and professional education as opposed to the teaching of undergraduate students and a broad, liberal education.

In an era of rapid change and economic instability when we have come to expect technology to solve all the societal problems, many persons, including educators, found no value in the liberal arts disciplines and the interdisciplinary learning approach. Difficult times demand strong leadership.

Perhaps the wrong types of individuals have been placed in academic administrative roles. Administrators whose professional backgrounds lacked a broad, liberal arts education had no appreciation and understanding of the contribution interrelated, integrated humanities programs made to the undergraduate general education curriculum. The orientation of interdisciplinary humanities education was to provide help to the students to become totally developed. "An orientation they are not getting now" (Respondent G, Personal Interview, June 12, 1991). Philosopher Cicero expressed his idea of the need for the "powerful humanistic element" (1971, p. 39) in order to achieve the good life which he believed consisted "of distinguishing between the things we ought to aim at and the things we ought to avoid" (Cicero, 1971, pp. 88-89). Immanuel Kant believed that there should be training for the mind to transform experiences into a unity of thought and see the big picture (Durant, 1933, p. 292). In the words of Ed Lawry, the study of the liberal arts provided students with the opportunity "to build an intellectual

vision, to find a moral center, and to develop . . . refined sensibility" (O'Collegian, 1992, p. 4). Plato concluded that true knowledge was focused on general principles (1950, p. 346) and that the highest good was knowledge of the most universal kind (Plato, 1950, p. 356). Thus, Plato believed that leaders should have a vision of the totality. This led to Plato's most famous statement in the Republic: "Until philosophers are Kings, or Kings" (1950, p. 343) have philosophy, so philosophical wisdom and political power are united in the same persons, there will be no end to evil in the world. Plato detested popular educators in that they corrupted society by perpetuating plebeian values (1950, pp. 354-355) which resulted in a patchwork educational system and a hodge-podge society (Plato, 1950, p. 280).

Perhaps the problem developed because we had been putting small-minded men in high places. Leadership had utilized a narrow-thinking approach to education. Leadership in higher education did not understand that the institution should have provided opportunities in the undergraduate general education curriculum which would have developed the WHOLE human being -- intellectually, emotionally, spiritually, aesthetically and physically. Leadership has not successfully responded to the five purposes of an undergraduate education which are listed as follows:

1. To learn basic knowledge and skills;
2. To learn about culture and civilization;
3. To learn values and ethics;
4. To learn to think and reason; and,
5. To prepare for a career and/or vocation.

During the middle of the nineteenth century when the German universities were becoming the new model, emphasis in higher education began to shift from the humanists, generalists and the undergraduates to the scientists, specialists and the graduate students (Kerr, 1963, pp. 3, 8). Contemporary higher educational leadership has placed a major emphasis on career and vocational educational, while at the same time, de-emphasized areas of study designed to bring about student development in thinking and reasoning, improvement in values and ethics and increased knowledge of culture and civilization. Job training and education are not the same types of schooling. Moreover, the corporate world has been training employees more effectively and efficiently.

The aftermath which followed a lack of vision in leadership in higher educational institutional administrators, was lack of funding, battles over student credit hours, competition between the specialists and the generalists, turf battles among departments, interpersonal conflicts and academic politics, increased attention to research and neglect of undergraduate students, an anti-intellectual learning environment, and increased stress for accountability by state and federal government officials. The consequential result was a reverse robinhood effect for the student body coming from the lower socioeconomic stratum in the United States higher educational institutional system. This student body was granted a degree without receiving exposure to an education.

Finally, the humanities faculty did not communicate with the leadership and effectively and successfully justify their existence. The OSU interdisciplinary humanities faculty failed to demonstrate how and why this interdisciplinary program did not overlap with the other liberal arts course offerings. Interdisciplinary humanities faculty must

effectively explain what they teach and why they teach it if the future is to bring forth a successful renaissance of the OSU interdisciplinary humanities program and a revival of interest in interdisciplinary humanities studies throughout the country.

Recommendations for Further Research

If this particular study were to be repeated, the survey forms should be shortened from a lengthy list of specific questions to three broad question areas. Three major questions, listed as follows would have been sufficient for each interview:

1. What was your academic discipline?
    - A. What academic rank did you hold at OSU?
    - B. Were you granted tenure at OSU?
    - C. Please describe your educational background:
        - 1) What was the highest degree you held -- A. A., B. S., B. A., M. A., Ed. D., or Ph.D.?
        - 2) What institution granted your degree?
2. Why did the OSU interdisciplinary humanities program flourish?
3. Why did the OSU interdisciplinary humanities program close?

All of these three questions taken together would have consumed one hour or more of time. Due to the fact that all of the interviewees were willing and able to respond, the survey focusing on two broad questions describing the flourishing and closing of the OSU interdisciplinary humanities program would have been complete.

From time to time American institutions of higher education have experienced downsizing and retrenchment, which resulted in closings at other universities. Therefore, case studies which described other terminations of degree programs, disciplines, fields of study, departments, schools, and colleges in other universities would be a useful addition to the literature, particularly if the findings of the present research study were incorporated in the theoretical framework and used to generate questions or hypotheses. Equally useful in case study research describing the closings of academic units at other universities, would perhaps be a comparison of the reasons subsequently gathered to the findings of this study, to illuminate to what extent the reasons associated with the terminations were the same reasons or different reasons.

Also, research studies should be done to identify the reasons for the closings of other undergraduate interdisciplinary humanities programs at other institutions of higher learning to determine to what extent, if any, these programs have been terminated for the same or different reasons than in the present study. Finally, a study comparing surviving interdisciplinary humanities programs with those that have closed should be useful. How did these programs differ? What were some of the obstacles characterizing the programs which were discontinued? What were some of the characteristics manifested by programs that survived? What were the attributes and components of successful interdisciplinary humanities programs?

Summary

This research study focused on determining the reasons for the closing of the interdisciplinary humanities program by the College of Arts and Sciences at OSU. It reviewed the terminations of three academic units in American institutions of higher learning. Through interviews with university administrators, faculty members, staff and students, and aided by publicly-available, institutional-historical documents, the author sought to describe the closing of this program as perceived by participants involved. Issues from a contemporary educational academician, the theoretical context, and literature review provided a foundation for the development of a framework of ten categories for presenting the results of the study. Conclusions were then drawn from the results in the form of a discussion, observations, recommendations for further research and summary.

As an overview of themes derived from the conclusions, the trends toward specialization, vocational and professional education had resulted in a decline of the humanities and liberal arts on our nation's campuses (The Humanities in America, 1980, pp. 3-5). It appeared that the students we had graduated as higher educational leaders had backgrounds as specialists and career educators, and therefore lacked the broader background in the humanities necessary for a mature philosophical vision. They were the product of people placed in higher educational administrative roles who came from this same specialized background. If we had aimed at striking a balance among the humanities and liberal arts, sciences and vocational and professional education, we would have

fulfilled our goal of providing an "education to make a life" (Kamm, 1965, p. 12) as well as an "education to make a living" (Kamm, 1965, p. 12).

With an increased priority placed on specialization and technology, such as robotics, CD ROMS and the Internet, there has been less human interaction. Therefore, we needed to place a greater emphasis on values and the finer things of man's creativity in the realm of aesthetics. Instead of just training people we should have been educating them. This research helped to create a thirst for that humanistic, intellectual and artistic development and learning so we can reach out and touch and facilitate communication within and across cultures, making us more culturally literate.

It is hoped that the data collected and the conclusions drawn will awaken an interest in OSU administrative officials to consider re-establishing the interdisciplinary humanities program in the undergraduate general education curriculum. It is further hoped that the results of this study will increase interest in the humanities as an important part of all disciplines, foster communication among departments, and encourage the creation of a community of scholars where members forgo isolationism and come together to share thoughts and ideas.

Revisiting a once successful program and attempting to learn the reasons for its disappearance could have significant implications not only for OSU but for other American educational institutions as well. A successful revival of interest in the OSU program could provide an impetus for other colleges and universities to evaluate their curricula. Similar studies by other institutions could bring about a renaissance of interdisciplinary humanities programs throughout the country. All of these activities could

only result in increasing the general public's interest in the humanities and broadening their knowledge.

SELECTED BIBLIOGRAPHY

"A & S Changes Requirements." The Daily O'Collegian, Vol. 73, No. 138 (May 8, 1968), p. 1.

Adler, Patricia A., and Adler, Peter. "Whither the Decline?" The American Sociologist, Vol. 20, No. 4 (Winter 1989-90), pp. 336-340.

Allen, Curt. "O. S. U. dehumanizing humanities interest." The Daily O'Collegian, Vol. 95, No. 18 (September 14, 1989), p. 4.

"An Invitation." Bulletin. Stillwater, Oklahoma: Edmon Low Library, University Archives, 1991.

Andersen, Hans H. "The Humanities." Stillwater, Oklahoma: Edmon Low Library, University Archives, No Date.

"Arts & Sciences dean sets high goals." O. S. U. Outreach, Vol. 52, No. 5 (July 1981).

Ary, Donald; Jacobs, Lucy Cheser; and Razavieh, Asghar. Introduction to Research in Education. 3rd Ed. New York, New York: CBS College Publishing, 1985.

Association of American Colleges. "The Decline and Devaluation of the Undergraduate Degree." In Curriculum in Transition: Perspectives on the Undergraduate Experience, pp. 65-94. Edited by Clifton F. Conrad and Jennifer Grant Haworth. Needham Heights, MA: Ginn Press, 1990.

Baird, David W. Letter to Neil Hackett. Stillwater, Oklahoma: Edmon Low Library, University Archives, April 9, 1982.

Beesley, Patricia. The Revival of the Humanities In American Education. New York: Columbia University Press, 1940.

Berg, Jean Stewart. "Farewell To Sociology 101?" St. Louis Post-Dispatch. 9 May 1989, p. 2B.

Bloom, Allan. The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished The Souls of Today's Students. New York: Simon and Schuster, 1987.

"Boger OK's reorganization of A and S college." The Daily O'Collegian, Vol. 86, No. 72 (December 3, 1980), p. 7.

Borg, Walter R. and Gall, Meredith Damien. Educational Research an Introduction. 4th Ed. New York, New York: Longman Inc., 1983.

Boyer, Ernest L. College: The Undergraduate Experience in America. New York: Harper and Row, Publishers, 1987.

Bullington, Bev. Telephone Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, June 30, 1995.

Bush, Richard. Letter to Faculty of the School of Fine Arts and Humanistic Studies. Stillwater, Oklahoma: Edmon Low Library, University Archives, December 1981.

C., J. L. "Rare Book School Will Move To University of Virginia." AB Bookman's Weekly, Vol. 87, No. 23 (June 10, 1991), p. 2404.

Cheatham, Bertha M., and Cohen, Andrew. "Columbia SLS To Close: Faculty Fires Off Protest." School Library Journal, Vol. 36 (July 1990), p. 8.

Cheatham, Bertha M., and Cohen, Andrew. "Columbia's Trustees to Decide Fate of Library School." School Library Journal, Vol. 36 (June 1990), p. 11.

Cheney, Lynne V. "Text of Cheney's 'Report to the President; the Congress, and the American People' on the Humanities in America." The Chronicle of Higher Education, Vol. 35, No. 4 (September 21, 1988), pp. A17-A23.

Cheney, Lynne V. Humanities in America. Washington, D.C.: National Endowment for the Humanities, September 1988.

Chernofsky, Jacob L. "What Happened at Columbia? Wedgeworth's Fight to Salvage a Library School." AB Bookman's Weekly, Vol. 87, No. 25 (June 17, 1991), pp. 2510-2515, 2519-2520.

"Chicago GLS to close." Library Journal, Vol. 114 (February 15, 1989), p. 111.

Christensen, Larry B. Experimental Methodology. 3rd Ed. Boston, Massachusetts: Allyn and Bacon, Inc., 1985.

Cicero, Marcus Tullius. On the Good Life. London, England: Penguin Books, 1971.

"Closing the Sociology Department at Washington University." The American Sociologist, Vol. 20, No. 4 (Winter 1989-90), pp. 303-304.

Cobbs, Ann Scales. "250 Protest Washington U. Decision." St. Louis Post-Dispatch. 18 April 1989, p. 12C.

Cobbs, Ann Scales. "Sociology Program At Issue." St. Louis Post-Dispatch. 16 April 1989, p. 1B.

Cohen, Arthur M., and Brawer, Florence B. The American Community College. San Francisco: Jossey-Bass, Inc., 1984.

"Columbia SLS Signs Relocation Agreement." Wilson Library Bulletin, Vol. 66, No. 6 (February 18, 1992), p. 16.

"Columbia Preservation School." AB Bookman's Weekly, Vol. 87, No. 17 (April 29, 1991), p. 1749.

"Columbia's School of Library Service Up For Review." Wilson Library Bulletin, Vol. 64, No. 6 (February 1990), p. 13.

"Columbia SLS moves to a two-year MLS program." Library Journal, Vol. 113, No. 12 (July 1988), p. 23.

Commission on Excellence in Education. A Nation At Risk. Washington, D. C.: United States Department of Education, 1983.

Commission on the Humanities. The Humanities in America. Berkeley, California: University of California Press, October 1980.

Conlon, Jacqueline. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, September 16, 1992.

Converse, Hyla. Letter to Dean Smith L. Holt. Stillwater, Oklahoma: Edmon Low Library, University Archives, January 21, 1981.

"Course Description." University Honors Program. Stillwater, Oklahoma: Edmon Low Library, Room 509, Fall 1992.

Cox, Kenneth. "O'Collegian columnist must get the facts." The Daily O'Collegian, Vol. 95, No. 20 (September 18, 1989), p. 4.

"Dan Kroll: Could Be Pompous, But He's Not." Stillwater NewsPress, (December 25, 1974).

Danforth, William H. "Why The Sociology Department Has To Die." St. Louis Post-Dispatch. 29 April 1989, p. 3B.

Danforth, William H. Memorandum To Washington University Community. St. Louis, Missouri: Washington University, June 1989.

Davis, Dr. Dale. A Report on the O. S. U. Humanities Program with Recommendations for T. T. U. Consideration. Stillwater, Oklahoma: Edmon Low Library, University Archives, November 1980.

DeCandido, Graceanne A. "World's First Library School Celebrates Centennial." Library Journal, Vol. 113, No. 1 (January 1988), p. 16.

DeCandido, Graceanne A., and Rogers, Michael. "University Administration Reviews Columbia SLS." Library Journal, Vol. 115, No. 1 (January 1990), pp. 20-21.

DeCandido, Graceanne A., and Rogers, Michael. "Provost Considers Closing Columbia SLS." Library Journal, Vol. 115, No. 9 (May 15, 1990), pp. 10-11.

"Departmental Profile: Humanistic Studies & Humanities." ASITIS Facts and Opinions College of Arts and Sciences Issue No. 1. Stillwater, Oklahoma: Edmon Low Library, University Archives, November 1970.

"Design for Excellence in the College of Arts and Sciences at Oklahoma State University." Five-Year Plan FY1982-FY1986 Request Budget. Stillwater, Oklahoma: Edmon Low Library, University Archives, 1982.

Deveny, John. Letter to Neil Hackett. Stillwater, Oklahoma: Edmon Low Library, University Archives, April 1, 1982.

"Dr. George A. Gries Will Assume A & S Deanship on July 1." The Daily O'Collegian, Vol. 73, No. 141 (May 11, 1968), p. 1.

Durant, Will. "Immanuel Kant and German Idealism." In The Story of Philosophy, pp. 276-317. New York: Garden City Publishing Co., Inc., 1933.

E., W. R. "Death at an early age: library schools in Oregon and California in jeopardy." Wilson Library Bulletin, Vol. 51, No. 10 (June 1977), p. 794.

Earl, Archie W., Sr. The Role of Statewide Coordinating Agencies in Program Review. Suffolk, Virginia: Association for the Study of Higher Education, 1981.

Erskine, John C. "Approaches to the Humanities." The Humanities Journal, Vol. VII, No. 2 (February 1974), pp. 9-17.

Etzkowitz, Henry. "The Brief Rise and Early Decline of Radical Sociology at Washington University: 1969-1972." The American Sociologist, Vol. 20, No. 4 (Winter 1989-90), pp. 346-352.

Faculty, Department of Humanities, Letter to Smith L. Holt. Oklahoma State University, College of Arts and Sciences. Stillwater, Oklahoma: Edmon Low Library, University Archives, March 27, 1982.

Farley, John E. "The Economics of Sociology." St. Louis Post-Dispatch. 13 May 1989, p. 3B.

Fest, Thorrel B., and Darnell, Donald K. "The Communication Department in Crisis." (Unpublished paper presented at the Annual Meeting of the Western Speech Communication Association, Albuquerque, New Mexico: February 19-22, 1983) Educational Resources Information Center ED 227 538.

Fox, Douglas. "Hard Times and the Humanities." Humanities Interview, Vol. 4, No. 2 (Summer 1986), pp. 6-7.

Franklin, Phyllis. "Duke University." Educational Record, Vol. 63, No. 3 (Summer 1982), pp. 34-38.

G., B. "Columbia library school signs agreement to move to CUNY." American Libraries, Vol. 23, No. 2 (February 1992), p. 126.

G., T. "Outrage over Columbia decision to close SLS." American Libraries, Vol 21, No. 7 (July/August 1990), p. 622.

G., T. "Columbia provost's report faults SLS and librarianship." American Libraries, Vol. 21, No. 6 (June 1990), p. 479.

G., T. "Letters Raise New Concern Over Columbia SLS Fate." American Libraries, Vol. 21, No. 3 (March 1990), p. 174.

G., T. "Threat to Columbia library school greatly exaggerated: Wedgeworth." American Libraries, Vol. 21, No. 2 (February 1990), p. 96.

G., T. "Librarianship out, information studies in at Chicago's Graduate Library School." American Libraries, Vol. 20, No. 3 (March 1989), p. 182.

Gaughan, T. M. "Different reasons, same result: BYU library school to close." American Libraries, Vol. 22, No. 6 (June 1991), p. 471.

General Education Council. General Education at Oklahoma State University Minimum Requirements and Criteria. Stillwater, Oklahoma: Edmon Low Library, University Archives, September 1979.

Gerhardt, Lillian N. "In the SLS Den." School Library Journal, Vol. 36 (July 1990), p. 4.

Glaser, Barney, and Strauss, Anselm L. The Discovery of Grounded Theory: Strategies for Qualitative Research. New York: Aldine Publishing Co., 1967.

Grassmuck, Karen. "Columbia U. Uses Philosophy of 'Selective Excellence' to Make Painful Cuts in Programs, Administration." The Chronicle of Higher Education, Vol. 36, No. 32 (April 25, 1990), pp. A30-A33.

Grassmuck, Karen. "Columbia U. to Phase Out Library School; Officials Hope to Move It to Another Campus." The Chronicle of Higher Education, Vol. 36, No. 39 (June 13, 1990), p. A23.

Hackett, Neil J. Letter to the Faculty Department of Humanities. Stillwater, Oklahoma: Edmon Low Library, University Archives, September 29, 1981.

Hackett, Neil J. Letter to Smith L. Holt. Stillwater, Oklahoma: Edmon Low Library, University Archives, July 19, 1982.

Hackett, Neil J. Memorandum to Smith L. Holt. Stillwater, Oklahoma: Edmon Low Library, University Archives, April 1, 1982.

Hackett, Neil J. Letter to Lionel Arnold. Stillwater, Oklahoma: Edmon Low Library, University Archives, February 16, 1982.

Hackett, Neil J. Letter to Lionel Arnold. Stillwater, Oklahoma: Edmon Low Library, University Archives, February 12, 1982.

Hamblin, Robert L. "Sociology and a Developing Administrative Tradition at Washington University: 1957-1971." The American Sociologist, Vol. 20, No. 4 (Winter 1989-90), pp. 324-329.

Hanson, Adelia N. "HUMANITIES CHRONOLOGY for Centennial History." (Unpublished paper.) Stillwater, Oklahoma: Edmon Low Library, University Archives, January 10, 1991.

Hanson, Adelia N., and Stout, Joseph A., Jr. Arts and Sciences Centennial Histories Series. Stillwater, Oklahoma: Oklahoma State University Centennial History Series, 1992.

Harris, Carolyn. "Education for Preservation Administration: Part I." Conservation Administration News, No. 42 (July 1990), pp. 8-9, 24.

"Heart Attack is Fatal to White." Oklahoma State Alumnus Magazine, Vol. V, No. VIII (September 1964), p. 27.

Heller, Scott. "Some Professors See Politics in Minnesota's Plan to Close Their Department." The Chronicle of Higher Education, Vol. 38, No. 21 (January 29, 1992), p. A20.

Henry, David D. Challenges Past, Challenges Present. San Francisco: Jossey-Bass Publishers, 1975.

Heydebrand, Wolf. "Sociology at Washington University." The American Sociologist, Vol. 20, No. 4 (Winter 1989-90), pp. 330-335.

Heyl, Barbara Sherman. "Washington University's Pig Roast: Ending Sociology and Jeopardizing Liberal Arts." The American Sociologist, Vol. 20, No. 4 (Winter 1989-90), pp. 341-345.

Hirsch, E. D., Jr. Cultural Literacy: What Every American Needs to Know. Boston: Houghton Mifflin Company, 1987.

"History meets literature with Hackett." O. S. U. Outreach, Vol. 51, No. 2 (December 1979).

Holt, Smith L. Letter to James H. Boggs. Stillwater, Oklahoma: Edmon Low Library, University Archives, January 11, 1984.

Holt, Smith L. Memorandum to Faculty Teaching in the Humanities Department. Stillwater, Oklahoma: Edmon Low Library, University Archives, January 11, 1984.

Holt, Smith L. Letter to Geoffrey Pill. Stillwater, Oklahoma: Edmon Low Library, University Archives, July 23, 1982.

Holt, Smith L. Letter to Geoffrey Pill. Stillwater, Oklahoma: Edmon Low Library, University Archives, May 10, 1982.

Holt, Smith L. Letter to Neil Luebke. Stillwater, Oklahoma: Edmon Low Library, University Archives, April 7, 1982.

Huenten, Yvonne. "Minority Report." St. Louis Post-Dispatch. 25 May 1989, p. 2B.

"Humanities Faculty Club." Bulletin. Stillwater, Oklahoma: Edmon Low Library, University Archives, 1966-1967.

"Humanities Faculty Club." Bulletin. Stillwater, Oklahoma: Edmon Low Library, University Archives, 1963.

"Humanities Faculty Club." Bulletin. Stillwater, Oklahoma: Edmon Low Library, University Archives, 1962.

"Humanities Faculty Club." Bulletin. Stillwater, Oklahoma: Edmon Low Library, University Archives, 1961.

"Humanities Faculty Club is Organized; Faculty Membership Open." The Daily O'Collegian, Vol. 56, No. 134 (April 19, 1951), p. 3.

Hyman, Richard. "Library Schools in Crisis: Stemming the Tide." Wilson Library Bulletin, Vol. 65, No. 5 (January 1991), pp. 46-49.

"In A & S Merged to Form School." The Daily O'Collegian, Vol. 75, No. 15 (June 26, 1970), p. 1.

Israel, Martin H. "Sociology Cut Lets Washington University Emphasize Excellence." The American Sociologist, Vol. 20, No. 4 (Winter 1989-90), pp. 322-323.

Kamm, Robert B. "Biographical Data Robert B. Kamm." (Unpublished paper.) Stillwater, Oklahoma: Oklahoma State University, August 1996.

Kamm, Robert B. "Statement about George White." Stillwater, Oklahoma: Edmon Low Library, University Archives, September 12, 1989.

Kamm, Robert B. "The Humanities at O. S. U." (Address.) Stillwater, Oklahoma: Oklahoma State University, 1965.

Kamm, Robert B. "There is National Concern for the Humanities in the Trinity of....Bread, Beauty and Brotherhood." Oklahoma State Alumnus Magazine, Vol. VI, No. IV (April 1965), pp. 10-13.

Kamm, Robert B. "The Role of Liberal Education In Pursuit of the Unique Land-Grant Philosophy." Oklahoma State Alumnus Magazine, Vol. III, No. IV (April 1962), p. 21.

Kerr, Clark. The Uses of the University. Cambridge: Harvard University Press, 1963.

Kirby, James. Letter to Adelia Hanson. Stillwater, Oklahoma: Edmon Low Library, University Archives, February 21, 1991.

Kohl, Danny. "Farewell To Sociology 101?" St. Louis Post-Dispatch. 9 May 1989, p. 2B.

"Kroll looks back on 27 years." The Daily O'Collegian, Vol. 80, No. 161 (June 26, 1975), pp. 4, 6.

Lawry, Ed. "Liberal arts: The meat and potatoes of any university." The Daily O'Collegian, Vol. 98, No. 32 (October 7, 1992), p. 4.

Lehman, Don. "A and S restructuring sparks faculty reply." The Daily O'Collegian, Vol. 86, No. 79 (December 12, 1980), pp. 1, 6.

Long, Lori. Surveys From Start To Finish: Face-to-Face Interviews Telephone Interviews Written Questionnaires. Alexandria, Virginia: American Society for Training and Development, December 1986.

Luebke, Neil. Report of the Committee. Stillwater, Oklahoma: Edmon Low Library, University Archives, April 23, 1982.

Luebke, Neil. Letter to Humanities Review Committee. Stillwater, Oklahoma: Edmon Low Library, University Archives, April 13, 1982.

Marchant, Maurice P. "The closing of the library school at Brigham Young University." American Libraries, Vol. 23, No. 1 (January 1992), pp. 32-33, 36.

Miller, Susan A. "Remaining Afloat: The Survival of a Child Development Laboratory School." (Unpublished paper presented at the Annual Meeting of the National Association for the Education of Young Children, Chicago, Illinois: November 12, 1987) Educational Resources Information Center ED 289 612.

Mingle, James R. and Associates. The Challenges of Retrenchment. San Francisco: Jossey-Bass, 1981.

Mingle, James R., and Norris, Donald M. "Colleges Respond to Decline: Resistance versus Application." Educational Resources Information Center Ed 207 390, Atlanta, Georgia: Southern Regional Education Board, 1981.

Missouri Humanities Council. Missouri Humanities Council. Saint Louis, Missouri, 1992.

Morrill Act. United States Statutes at Large, Vol. 12 (July 2, 1862).

National Endowment for the Arts. Washington, D. C.: The Nancy Hanks Center, 1992.

National Endowment for the Humanities. Overview of Endowment Programs. Washington, D. C.: NEH Public Information Office, 1995, p. 2.

National Endowment for the Humanities. FACTS. Washington, D. C.: NEH Public Information Office, NEH-91-023, 1992.

"New Faculty Members." College of Arts and Sciences. Stillwater, Oklahoma: Edmon Low Library, University Archives, 1965-1966.

"New Religion Head Looking Forward to University Job." The Daily O'Collegian, Vol. 72, No. 163 (July 25, 1967), p. 4.

"Newly Formed Film Arts Club Schedules Play." The Daily O'Collegian, Vol. 56, No. 108 (March 9, 1951), p. 8.

Office of the Registrar. "Student Credit Hours." Stillwater, Oklahoma: Oklahoma State University, 1986.

Office of the Registrar. "Student Credit Hours." Stillwater, Oklahoma: Oklahoma State University, 1976.

Office of the Registrar. "Student Credit Hours." Stillwater, Oklahoma: Oklahoma State University, 1969.

Oklahoma Agricultural and Mechanical College Forty-Fifth General Catalog Issue 1935-1936. Vol. 33, No. 4, Stillwater, Oklahoma: Edmon Low Library, University Archives, April 1936.

Oklahoma State Regents for Higher Education. Policy Statement on Requirements and Standards for Awarding Bachelor's Degrees at Colleges and Universities of the State System. Oklahoma City: State Capitol,. May 28, 1984.

Oklahoma State University. Financial Report for the Fiscal Year ended June 30, 1967. Stillwater, Oklahoma: Comptroller, 1967.

Oklahoma State University Catalog 1994-1995. Stillwater, Oklahoma: Edmon Low Library, University Archives, August 1994.

Oklahoma State University Catalog 1992-1993. Stillwater, Oklahoma: Edmon Low Library, University Archives, August 1992.

Oklahoma State University Catalog 1982-1983. Vol. 82, No. 2, Stillwater, Oklahoma: Edmon Low Library, University Archives, August 1982.

Oklahoma State University Catalog 1977-1978. Vol. 77, No. 2, Stillwater, Oklahoma: Edmon Low Library, University Archives, August 1977.

Oklahoma State University Catalog 1975-1976. Vol. 75, No. 2, Stillwater, Oklahoma: Edmon Low Library, University Archives, August 1975.

Paris, Marion. "Perspectives On The Elimination Of Graduate Programs In Library And Information Studies: A Symposium." The Library Quarterly, Vol. 61, No. 3 (July 1991), pp. 259-292.

Paris, Marion. "Why Library Schools Fail." Library Journal, Vol. 115, No. 16 (October 1, 1990), p. 38.

Pill, Geoffrey. Report of Committee on Humanities Curriculum. Stillwater, Oklahoma: Edmon Low Library, University Archives, June 23, 1982.

Pittman, David J., and Boden, Deirdre. "Sociology at Washington University in St. Louis: History and Reflections, 1906-1989." The American Sociologist, Vol. 20, No. 4 (Winter 1989-90), pp. 305-321.

Plato. Republic. New York: Washington Square Press, Inc., 1950.

Potts, Mark Edward. "Future universities will decrease in humanities" The Daily O'Collegian, Vol. 95, No. 25 (September 25, 1989), p. 5.

Powers, David R. "Reducing the Pain of Retrenchment." Educational Record, Vol. 63, No. 3 (Summer 1982), pp. 8-12.

Report of the Committee on Curriculum Reorganization for the School of Science and Literature. Stillwater, Oklahoma: Oklahoma Agricultural and Mechanical College, February 25, 1936.

"Report of the Rockefeller Commission on the Humanities." The Humanities in America. Berkeley, California: University of California Press, October 1980.

Reports by Four Faculty Committees of the School of Science and Literature. A Liberal College in the Making. Stillwater, Oklahoma: Oklahoma Agricultural and Mechanical College, Bulletin Vol. 34, No. 11 (November 1937).

Respondent B. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 10, 1994.

Respondent C. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, November 17, 1994.

Respondent D. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, November 21, 1994.

Respondent E. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, November 28, 1994.

Respondent F. Letter to Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, November 15, 1994.

Respondent F. Personal Interview with Respondent L. Stillwater, Oklahoma: Oklahoma State University, May 1, 1990.

Respondent F. Personal Interview with Respondent L. Stillwater, Oklahoma: Oklahoma State University, April 2, 1990.

Respondent G. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, June 12, 1991.

Respondent H. Letter to Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, September 27, 1994.

Respondent H. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, September 26, 1994.

Respondent I. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, August 26, 1992.

Respondent J. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, November 8, 1994.

Respondent K. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 10, 1994.

Respondent L. Telephone Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, February 27, 1995.

Respondent L. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, November 29, 1994.

Respondent L. Letter to Respondent II. Stillwater, Oklahoma: Oklahoma State University, January 21, 1992.

Respondent L. Letter to Respondent II. Stillwater, Oklahoma: Oklahoma State University, March 12, 1991.

Respondent L. Written Conclusions to Personal Interview with Respondent II. Stillwater, Oklahoma: Oklahoma State University, May 14, 1990.

Respondent M. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, September 29, 1994.

Respondent N. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 20, 1994.

Respondent O. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 18, 1994.

Respondent R. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, November 16, 1994.

Respondent S. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 11, 1994.

Respondent T. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 13, 1994.

Respondent U. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, November 1, 1994.

Respondent V. Telephone Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, November 11, 1994.

Respondent W. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 18, 1994.

Respondent X. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, November 1, 1994.

Respondent Y. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, November 2, 1994.

Respondent Z. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 27, 1994.

Respondent AA. Telephone Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, November 22, 1994.

Respondent BB. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 11, 1994.

Respondent CC. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 25, 1994.

Respondent DD. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 11, 1994.

Respondent FF. Telephone Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, January 31, 1995.

Respondent GG. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 12, 1994.

Respondent HH. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 11, 1994.

Respondent II. Telephone Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, February 1, 1995.

Respondent II. Letter to Respondent L. Stillwater, Oklahoma: Oklahoma State University, February 21, 1991.

Respondent II. Personal Interview with Respondent L. Stillwater, Oklahoma: Oklahoma State University, May 14, 1990.

Respondent JJ. Telephone Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, December 26, 1994.

Respondent KK. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 11, 1994.

Respondent LL. Telephone Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, November 23, 1994.

Respondent MM. Personal Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, October 17, 1994.

Rohrs, Richard C. "The Evolution of the Humanities Disciplines at Oklahoma State University: An Historical Perspective." Stillwater, Oklahoma: Edmon Low Library, University Archives, February 10, 1978.

Rolfs, F. M. "Agenda for Science and Literature Faculty Meeting." Stillwater, Oklahoma: Edmon Low Library, University Archives, November 12, 1936.

School of Science and Literature. Report of the Committee on Curriculum Reorganization for the School of Science and Literature. Stillwater, Oklahoma: Oklahoma Agriculture and Mechanical College, February 25, 1936.

Schwarz, Ira P. Arts and Humanities: PERSPECTIVES. Brockport, New York: State University of New York, College at Brockport, 1979, pp. i, 4-15.

Scroggs, Schiller. "Blueprint for Living." The A & M College Magazine, Vol. 23, No. 1 (Undated), p. 191.

Scroggs, Schiller. "General Education As Liberal Education." Teacher Education Quarterly, Vol. XI, No. 1 (Fall 1953), pp. 21-23.

Scroggs, Schiller. The Organization And Administration of General Education. Ed. W. Hugh Stickler. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1951.

Scroggs, Schiller. "The Further Integration of our General Education Program." Arts and Sciences Newsletter. OSURG No. 1405 (May 1939), pp. 18-20.

Scroggs, Schiller. "Some Factors in General Education." Journal of Higher Education, Vol. X, No. 3 (March 1939), pp. 149, 151.

Seelmeyer, John. "The anatomy of a library school shutdown." American Libraries, Vol. 16, No. 2 (February 1985), pp. 95-96, 113.

"Services Set for Converse." Stillwater NewsPress, (October 1990).

Shaviro, Sol. "College Survival: For the Fit or the Fortunate?" Educational Record, Vol. 63, No. 3 (Summer 1982), pp. 32-33.

"Smith Holt: Mad Scientist or Messiah For A & S?" Stillwater NewsPress, (June 13, 1982), p. 8D.

"Smith Holt Has Changed A & S In Year." Stillwater NewsPress, (December 27, 1981), p. 8A.

"Some Food For Thought." General Studies in the College of Arts and Sciences. Stillwater, Oklahoma: Edmon Low Library, University Archives, 1968.

Spurrier, Robert L. Telephone Interview with Jane Watkins. Stillwater, Oklahoma: Oklahoma State University, July 3, 1995.

Sweeney, Patrick. "'U' humanities controversy pits Madonna against Mozart." St. Paul (Minnesota) Pioneer Press-Dispatch. 8 May 1990, sec. 49, pp. B14-B15.

The Faculty, Department of Humanities. Letter to Smith L. Holt. Stillwater, Oklahoma: Edmon Low Library, University Archives, March 27, 1982.

"The Medieval Fair." Bulletin. Stillwater, Oklahoma: Edmon Low Library, University Archives, April 27, 1972.

"The Philosophy of an Outstanding Teacher." Oklahoma State Alumnus Magazine, Vol. III, No. X (November 1962), pp. 16-17.

"The Southwestern Cultural Heritage Festival." O. S. U. Outreach, Vol. 53, No. 2 (Winter 1981), p. 12.

Thomas, Russell. The Search for a Common Learning: General Education, 1800-1960. New York: McGraw-Hill Book Company, Inc., 1962.

Thomson, David. "English prof to speak on demise of classics." The Daily O'Collegian, Vol. 92, No. 23 (September 25, 1986), p. 14.

University Committee on General Education. The Philosophy of General Education at Oklahoma State University. Stillwater, Oklahoma: Edmon Low Library, University Archives, April 1973.

University Committee on General Education. Report to Vice President Boggs at Oklahoma State University. Stillwater, Oklahoma: Edmon Low Library, University Archives, May 12, 1971.

"University Honors Program." Stillwater Oklahoma: Edmon Low Library, Room 509, Fall 1994.

Valliere, Paul. Evaluation of the Humanities Department, College of Arts and Sciences, Oklahoma State University. Stillwater, Oklahoma: Edmon Low Library, University Archives, January 22, 1982.

Walker, Edwin R. Letter to Dean Schiller Scroggs. Oklahoma Agricultural and Mechanical College, School of Arts and Sciences Office of the Dean. Stillwater, Oklahoma: Edmon Low Library, University Archives, March 20, 1947.

Wallace, Steven P. "Sociologists In Solidarity." St. Louis Post-Dispatch. 31 May 1989, p. 3B

Watkins, Jane A. Personal Attendance. Stillwater, Oklahoma: Oklahoma State University, Spring Semester, 1988.

White, George H. "Liberal Education in a Technical Curriculum." (Unpublished paper.) Stillwater, Oklahoma: Edmon Low Library, University Archives, November 1956.

White, George H. "The General Course in Humanities at Oklahoma A. and M. College." The Humanities in General Education. Ed. Earl James McGrath. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1949, pp. 182-193.

White, Herbert S. "A Requiem for the Mother School of Us All." Library Journal, Vol. 115, No. 12 (July 1990), pp. 63-65.

Wyatt, J. F. "Institutional Identity and Its Extinction." Higher Education Review, Vol. 18, No. 2 (Spring 1986), pp. 21-32.

Yates, Kyle M., Jr. A History of Religious Programs at Oklahoma State University Centennial Histories Series. Stillwater, Oklahoma: Oklahoma State University Centennial History Series, 1991.

Zemke, Ron and Rossett, Allison. Be a Better Needs Analyst. Alexandria, Virginia: American Society for Training and Development, February 1985.

Zemke, Ron and Kramlinger, Thomas. Figuring Things Out: A Trainer's Guide to Needs and Task Analysis. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., May 1985.

APPENDIXES

APPENDIX A

INTERVIEWEES: LIST OF FACULTY MEMBERS AND THEIR RESPECTIVE DEPARTMENTS

FACULTY MEMBERS		DEPARTMENTS
1.	Dr. Lionel Arnold	Humanities - Religious Studies - Head of Humanities
2.	Dr. John R. Bosworth	Humanities - Philosophy
3.	Dr. Richard C. Bush	Humanities - Religious Studies - Director of School of Fine Arts and Humanitic Studies
4.	Dr. Kenneth D. Cox	Humanities - Theater
5.	Dr. Kenneth J. Dollarhide	Humanities - Religious Studies - Foreign Languages - Head of Foreign Languages
6.	Dr. Charles K. Edgley	Sociology - Chairperson of Sociology Department
7.	Dr. Paul D. Epstein	Humanities - Foreign Languages
8.	Dr. Perry J. Gethner	Foreign Languages
9.	Dr. Doug Hale	Humanities - History
10.	Dr. Helga H. Harriman	Humanities - History
11.	Dr. James E. Kirby	Religious Studies - Head of Religious Studies - Director of School of Humanistic Studies
12.	Dr. Daniel R. Kroll	English - Director of Academic Affairs
13.	Dr. Edward G. Lawry	Humanities - Philosophy
14.	Dr. Neil R. Luebke	Humanities - Philosophy - Head of Philosophy
15.	Dr. William M. McMurtry	Humanities - Music
16.	Dr. Azim Nanji	Humanities - Religious Studies - Head of Humanities
17.	Dr. Robert T. Radford	Humanities - Philosophy
18.	Dr. Mary H. Rohrberger	English - Director of Liberal Learning and General Studies - Director of Curricular and Student Affairs
19.	Dr. Walter G. Scott	Humanities - Philosophy - Chairperson of Philosophy
20.	Dr. James F. Smurl	Humanities - Religious Studies - Chairperson of Humanities
21.	Dr. Robert L. Spurrier	Director of Arts and Sciences University Honors Program
22.	Dr. James S. Thayer	Humanities - Religious Studies
23.	Dr. Clifton L. Warren	Humanities - English
24.	Dr. Robert F. Weir	Humanities - Religious Studies

25.	Nancy B. Wilkinson, M.A.	Humanities - Art
26.	Dr. John P. Wilson	Music - Theater
27.	Dr. Kyle M. Yates	Humanities - Religious Studies - Chairperson of Religious Studies

APPENDIX B

SURVEY: FACE-TO-FACE INTERVIEW SCHEDULE

FACULTY MEMBERS, ADMINISTRATORS

SURVEY: FACE-TO-FACE INTERVIEW SCHEDULE
Topic: Oklahoma State University's Interdisciplinary Humanities Program
Participants: Faculty Members, Administrators
Focus: Who? How? Why?

Group A: Background and Descriptive Information

1. What was your role in the interdisciplinary humanities program at Oklahoma State University?

2. During what years did you administrate and/or teach in this program?

3. What courses did you administrate and/or teach in this program?

4. What percent of your time was devoted to the program?

5. What other departments were attached to the interdisciplinary humanities program?

6. How many departments were involved?

7. How many professors were involved in this program?

8. How many students were involved in the program?

9. How many courses were offered by the interdisciplinary humanities program?

10. How many sections of these courses were offered?

11. What is your academic discipline?

    A. What academic rank do you hold?

    B. Have you been granted tenure?

    C. Please describe your educational background:

        1. What is the highest degree you hold -- a master's degree or a doctorate degree?
        2. What institution granted your highest degree?

12. In what year of their career were most of your students -- freshman, sophomore, junior, senior -- first, second, third, or fourth year of graduate school -- master's or doctorate degree?

    A. What degrees did your students earn -- B. S., B.A., M.A., Ed.D., or Ph.D.?

    B. Were the students who majored in interdisciplinary humanities academically superior or inferior to the students in other degree programs?

    C. Do you have any information and/or data available concerning the career paths that students majoring in interdisciplinary humanities followed after graduation?

Group B: Chronology of the Program

13. Who was responsible for starting the program?

14. How was the program started?

    A. I've heard from others that Harvard and Columbia Universities were involved in starting this program. How did Harvard and Columbia Universities become involved?

    B. What was the nature of Harvard and Columbia Universities' involvement?

15. When was the interdisciplinary humanities program at OSU the most flourishing?

16. Please describe this program during the years that it was the most flourishing?

17. Why did the program flourish, and then fail?

Group C: Closing

18. Why did the interdisciplinary humanities program fail in a relatively short time?

19. What caused this program to close?

20. Who made the decisions concerning the closing of this program?

    A. Who made the decisions concerning staffing?

    B. Who made the decisions regarding the declining number of majors?

21. When did the program close?

22. Do you see any reasonable possibility of this program starting again on this campus?

23. Were there other people involved in this program at OSU, including staff, faculty members, administrators, and retirees, whom I should interview?

24. Do you have any documents, published articles, prepared papers, letters, and memorandums concerning this program during its periods of origin, flourishing, decline, and closing?

25. Who were the students that you taught?

    A. Would any of these students have useful things to say about the program?

    B. Do any of these students still live in this area?

APPENDIX C

SURVEY: FACE-TO-FACE INTERVIEW SCHEDULE

STUDENTS

SURVEY: FACE-TO-FACE INTERVIEW SCHEDULE
Topic: Oklahoma State University's Interdisciplinary Humanities Program
Participants: Students
Focus: Who? How? Why?

Include:

1. Students who took courses (two or more courses, not just one course), and never earned a degree in interdisciplinary humanities;
2. As well as students who got a degree in interdisciplinary humanities.

Group A: Background and Descriptive Information

1. What year or years did you take the interdisciplinary humanities courses?

2. What was the quality of teaching you received?

3. What was the quality of the courses?

4. What was the image of the interdisciplinary humanities program in general?

5. What was the image of the interdisciplinary humanities program in other departments?

   For example, what was the image of the interdisciplinary humanities program in the departments of English, mathematics, philosophy, and science?

6. What was the image of the interdisciplinary humanities program on the campus?

Group B: Chronology of the Department

7. Please describe the interdisciplinary humanities program during the years that you took course work in this department?

8. Why did the program flourish, and then fail?

9. Why do you think the interdisciplinary humanities program was ultimately abolished?

Group C: Closing

10. The following questions are for those who did not major in the interdisciplinary humanities program:

A. What did you major in?

B. Did you major in some area of the humanities?

C. Or, did you major in something entirely different?

11. The following questions are for those who did major in interdisciplinary humanities:

A. Why did you come to OSU and major in interdisciplinary humanities?

B. Why did you major in interdisciplinary humanities as opposed to a specific discipline within the humanities area?

12. What effect, if any, have the interdisciplinary humanities courses had on your life?

A. What are the positive results of the interdisciplinary humanities courses?

B. What are the negative results of the interdisciplinary humanities courses?

13. How, if at all, have the interdisciplinary humanities courses helped you in your job?

14. What have been the reactions of employers or potential employers to the interdisciplinary humanities course work when you applied for jobs?

15. Do you have any copies of "O'Colley" articles or any other newspaper articles concerning the OSU interdisciplinary humanities program?

16. What students took interdisciplinary humanities courses with you?

A. Within this student group, what students are still living in this area?

B. Within this student group, what students would have useful things to say about the interdisciplinary humanities program?

APPENDIX D

SURVEY: FACE-TO-FACE INTERVIEW SCHEDULE

STAFF MEMBERS

SURVEY: FACE-TO-FACE INTERVIEW SCHEDULE
Topic: Oklahoma State University's Interdisciplinary Humanities Program
Participants: Staff Members
Focus: Who? How? Why?

Group A: Background and Descriptive Information

1. What was your role in the interdisciplinary humanities program at Oklahoma State University?

2. During what years did you work with this program?

3. What courses did you work with in this program?

4. What percent of your time was devoted to the program?

5. What other departments were attached to the interdisciplinary humanities program?

6. How many departments were involved?

7. How many professors were involved in this program?

8. How many students were involved in the program?

9. How many courses were offered by the interdisciplinary humanities program?

10. How many sections of these courses were offered?

11. Please describe your educational background:

    A. What is the highest degree you hold -- A.A., B. S., B.A., M.A., Ed. D., or Ph.D.?

    B. What institution granted your highest degree?

12. In what year of their career were most of the students during the time you worked with this program -- freshman, sophomore, junior, senior -- first, second, third, or fourth year of graduate school -- master's or doctorate degree?

    A. What degrees did the students earn -- B. S., B.A., M.A., Ed.D., or Ph.D.?

B. Were the students who majored in interdisciplinary humanities academically superior or inferior to the students in other degree programs?

C. Do you have any information and/or data available concerning the career paths that students majoring in interdisciplinary humanities followed after graduation?

Group B: Chronology of the Program

13. Who was responsible for starting the program?

14. How was the program started?

A. I've heard from others that Harvard and Columbia Universities were involved in starting this program. How did Harvard and Columbia Universities become involved?

B. What was the nature of Harvard and Columbia Universities' involvement?

15. When was the interdisciplinary humanities program at OSU the most flourishing?

16. Please describe this program during the years that it was the most flourishing?

17. Why did the program flourish, and then fail?

Group C: Closing

18. Why did the interdisciplinary humanities program fail in a relatively short time?

19. What caused this program to close?

20. Who made the decisions concerning the closing of this program?

A. Who made the decisions concerning staffing?

B. Who made the decisions regarding the declining number of majors.

21. When did the program close?

22. Do you see any reasonable possibility of this program starting again on this campus?

23. Were there other people involved in this program at OSU, including staff, faculty members, administrators, and retirees, whom I should interview?

24. Do you have any documents, published articles, prepared papers, letters, and memorandums concerning this program during its periods of origin, flourishing, decline, and closing?

25. Who were the students that took courses in the interdisciplinary humanities program, during the time that you were involved with this program?

    A. Would any of these students have useful things to say about the program?

    B. Do any of these students still live in this area?

APPENDIX E

OSU OFFICE OF THE REGISTRAR:

STUDENT ENROLLMENT AND STUDENT CREDIT HOURS

FOR 1969

OSU OFFICE OF THE REGISTRAR 1969: STUDENT ENROLLMENT AND STUDENT CREDIT HOURS

SPRING SEMESTER

Department and Course No.	Course	No. of Students	S. C. H.
HUMAN 2114	Humanities in Western Culture	98	392
HUMAN 2224	Humanities in Western Culture	84	336
Departmental Totals for Lower Level Courses		**182**	**728**
Departmental Totals for All Courses		**182**	**728**

SUMMER SEMESTER

Department and Course No.	Course	No. of Students	S. C. H.
HUMAN 2114	Humanities in Western Culture	606	2924
HUMAN 2224	Humanities in Western Culture	1019	3576
Departmental Totals for Lower Level Courses		**1625**	**6500**
HUMAN 3050	Humanities in Nonwestern Culture	65	195
HUMAN 3060	Humanities in Nonwestern Culture	48	147
HUMAN 4050	Studies in Contemporary Philosophy, Literature, and the Fine Arts	31	91
Departmental Totals for Upper Level Courses		**144**	**433**
Departmental Totals for All Courses		**1769**	**6933**

FALL SEMESTER

Department and Course No.	Course	No. of Students	S. C. H.
HUMAN 2114	Humanities in Western Culture	446	2984
HUMAN 2224	Humanities in Western Culture	1196	3584
Departmental Totals for Lower Level Courses		**1642**	**6568**
HUMAN 3050	Humanities in Nonwestern Culture	42	126
HUMAN 3060	Humanities in Nonwestern Culture	34	102
HUMAN 4050	Studies in Contemporary Philosophy, Literature, and the Fine Arts	25	68
Departmental Totals for Upper Level Courses		**101**	**296**
Departmental Totals for All Courses		**1743**	**6864**

APPENDIX F

OSU OFFICE OF THE REGISTRAR:

STUDENT ENROLLMENT AND STUDENT CREDIT HOURS

FOR 1976

OSU OFFICE OF THE REGISTRAR 1976: STUDENT ENROLLMENT AND STUDENT CREDIT HOURS

SPRING SEMESTER

Department and Course No.	Course	No. of Students	S. C. H.
HUMAN 1013	Human Experience and the Humanities	450	1350
HUMAN 2111	American Humanities	96	96
HUMAN 2113	American Humanities	311	933
HUMAN 2223	American Humanities	273	822
HUMAN 2333	American Humanities	44	132
Departmental Totals for Lower Level Courses		**1174**	**3333**
HUMAN 3203	Studies in Black American Culture	7	21
HUMAN 3403	American Indian Humanities	23	69
HUMAN 4050	Studies in the Humanities	104	304
Departmental Totals for Upper Level Courses		**134**	**394**
Departmental Totals for All Courses		**1308**	**3727**

SUMMER SEMESTER

Department and Course No.	Course	No. of Students	S. C. H.
HUMAN 1013	Human Experience and the Humanities	71	213
HUMAN 2113	American Humanities	40	120
HUMAN 2223	American Humanities	24	72
Departmental Totals for Lower Level Courses		**135**	**405**
HUMAN 4050	Studies in the Humanities	7	23
Departmental Totals for Upper Level Courses		**7**	**23**
Departmental Totals for All Courses		**142**	**428**

FALL SEMESTER

Department and Course No.	Course	No. of Students	S. C. H.
HUMAN 1013	Human Experience and the Humanities	453	1359
HUMAN 2111	American Humanities	98	98
HUMAN 2113	American Humanities	349	1047
HUMAN 2221	American Humanities	101	101
HUMAN 2223	American Humanities	336	1008
HUMAN 2333	American Humanities	29	87
Departmental Totals for Lower Level Courses		**1366**	**3700**

FALL SEMESTER
(continued)

Department and Course No.	Course	No. of Students	S. C. H.
HUMAN 3103	Studies in African Culture	38	114
HUMAN 3503	Asian Humanities: China and Japan	33	99
HUMAN 4050	Studies in the Humanities	46	139
HUMAN 4060	Studies in the Humanities	1	3
Departmental Totals for Upper Level Courses		**118**	**355**
Departmental Totals for All Courses		**1484**	**4055**

APPENDIX G

OSU OFFICE OF THE REGISTRAR:

STUDENT ENROLLMENT AND STUDENT CREDIT HOURS

FOR 1986

OSU OFFICE OF THE REGISTRAR 1986: STUDENT ENROLLMENT AND STUDENT CREDIT HOURS

SPRING SEMESTER

Department and Course No.	Course	No. of Students	S. C. H.
HUMAN 1103	Human Experience and the Humanities	30	90
HUMAN 2003	American Humanities	3	9
HUMAN 2103	Western Humanities (Ancient-Medieval)	178	534
HUMAN 2123	Western Humanities (Ancient-Medieval)	18	54
HUMAN 2203	Western Humanities (Modern)	109	327
Departmental Totals for Lower Level Courses		**338**	**1014**
HUMAN 3733	Life, Love and Truth: Religious and Psychological Approaches	16	48
HUMAN 4050	Studies in the Humanities	12	36
Departmental Totals for Upper Level Courses		**28**	**84**
Departmental Totals for All Courses		**366**	**1098**

SUMMER SEMESTER

Department and Course No.	Course	No. of Students	S. C. H.
HUMAN 4050	Studies in the Humanities	2	6
Departmental Totals for Upper Level Courses		**2**	**6**
Departmental Totals for All Courses		**2**	**6**

FALL SEMESTER

Department and Course No.	Course	No. of Students	S. C. H.
HUMAN 2103	Western Humanities (Ancient-Medieval)	209	627
HUMAN 2203	Western Humanities (Modern)	50	470
Departmental Totals for Lower Level Courses		**359**	**1097**
HUMAN 3103	Studies in African Culture	49	147
HUMAN 3503	Asian Humanities: China and Japan	67	201
HUMAN 4910	Research Problems in the Humanities	2	9
Departmental Totals for Upper Level Courses		**118**	**357**
Departmental Totals for All Courses		**477**	**1454**

VITA

Jane A. Watkins

Candidate for the Degree of

Doctor of Education

Dissertation: THE DECLINE AND FALL OF THE INTERDISCIPLINARY HUMANITIES PROGRAM AT OKLAHOMA STATE UNIVERSITY

Major Field: Higher Education

Biographical:

Personal Data: Born in Kirksville, Missouri, January 9, 1948

Education:

Bachelor of Music Education
Truman State University, Kirksville, Missouri
Graduated 1970 Cumulative GPA: 3.11/4.00

Master of Arts in Aesthetic Education, Humanities and Allied Arts
Truman State University, Kirksville, Missouri
Graduated 1975 Cumulative GPA: 3.90/4.00

Educational Specialist in Higher and Adult Education and Foundations
Support Areas: Career Development, Curriculum and Instruction, and Research
University of Missouri, Columbia, Missouri
Graduated 1985 Cumulative GPA: 3.96/4.00

Doctor of Education in Educational Administration and Higher Education
Oklahoma State University, Stillwater, Oklahoma
Graduation Date: December 1996 Cumulative GPA: 3.90/4.00

Professional Experience:

Lenihan Junior High School, Marshalltown, Iowa, Music Teacher: 1970-73

Central Junior High School, St. Louis, Missouri, Music Teacher: 1976-79

Oklahoma State University, Stillwater, Oklahoma, Graduate Assistant in Research: 1988-90

Private Piano, Organ, and Voice Lessons in all towns of residence: 1958-present

Private tutor for undergraduate and graduate students, Stillwater, Oklahoma: 1989-94

Honors and Awards:

Honor Roll throughout undergraduate and graduate education

Award for Academic Excellence "with distinction" for outstanding performance on doctoral comprehensive examinations

Professional Organizations:

Phi Delta Kappa
Sigma Alpha Iota, Professional Women's Music Fraternity