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THE ROLE OF THE FINE ARTS IN THE TOTAL EDUCATION
OF THE TERMINAL STUDENT IN THE PUBLIC
JUNIOR COLLEGES OF MISSISSIPPI

BY

JOSEPH ROBERT ABRAMS

B.S.Ed., Mississippi College, 1954
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A Thesis
Submitted to the Faculty of
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for the Degree of Master of Music
in the Department of Music

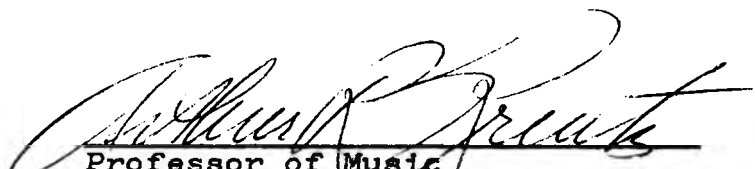
The University of Mississippi

August, 1968

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OF THE TERMINAL STUDENT IN THE PUBLIC
JUNIOR COLLEGES OF MISSISSIPPI

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INTRODUCTION

There has been a rapid growth in the number of junior colleges in our nation and in the total enrollment of these colleges during the past few years, particularly the past decade. The 1968 Junior College Directory¹ indicated the 1967 enrollment of 912 junior colleges in the United States as being 1,671,440 which is a growth of 207,341 students over the 1966 enrollment. Also the number of junior colleges in 1967 indicates a growth of 75 new colleges over the figure of 837 colleges in 1966.

It is generally assumed that not all junior college students will continue with their higher education after completing junior college. Any given year a percentage of the student population of the junior colleges will become terminal and receive no further education. Many of these students will go directly into business or industry. Many will conclude their higher education for other reasons. As far as this study is concerned, the reason for termination of studies after junior college is of no concern. The terminal student himself will be the concern of this study.

¹1968 Junior College Directory, (Washington, D. C.: American Association of Junior Colleges, 1968).

This report will be dealing with those students who terminate their formal higher education upon leaving the junior college.

Studies by Medsker² show that only one out of every three junior college students will go on to institutions of higher learning. This means that two out of every three students in junior colleges will terminate their formal education upon leaving junior college. This indicates that at the present level of junior college enrollment of over one and one half million students, approximately 835,750 of them will become terminal in any given year.

According to the Medsker study almost half of these students had originally planned to transfer, yet actually became terminal. This latter group, apparently not terminal by choice, was very likely enrolled in curricula which would have required senior college or university continuation to complete, but which was not completed because the student did not continue study past junior college.³

Statement of the Problem

Mentioned previously was the fact that approximately 835,750 junior college students will become terminal students in any given year at the present rate of enrollment.

²Leland L. Medsker, The Junior College: Progress And Prospect, (New York: McGraw-Hill Book Company, 1960), 16.

³Ibid., 112.

These students will play a definite role in society as members of family, community, state, nation, and world. The ability of these students to cope with the responsibilities of these various roles is the concern of this report, to the extent of determining the role of the Fine Arts in this total education of these students.

Significance of the Problem

The American people are presently witness to significant social, political, economic, cultural, and moral changes. A great percentage of the American public is actively involved in these changes, involuntarily or through choice.

Socially, barriers to equality are being struck down and eliminated. Economic advances are being made in many quarters to eliminate situations of poverty and unemployment. Advances have been made in the Arts with recognition to the extent that subsidy by the Federal Government is presently a reality. Morality and the field of value judgments is the source of much concern.

These changes are not without cost. Cost in money, tradition, lives, and merchandise is a daily result of these changes. Witness the riot, the boycott, the demonstration, and the political unrest present on the American scene.

On the other hand, witness positive trends such as the shorter work week in many areas of industry with the

resulting leisure time and its potential. It is assumed that this increased leisure time could lead to negative results as well as positive, depending upon the individual involved.

It would appear that membership in society becomes much more of a responsibility to an individual than the simple process of punching a time-clock and satisfactory performance on the job. A great deal of involvement by a great number of individuals is needed to create homes, communities, states, and nations. This participation in a society is not limited to those who possess four-year baccalaureate degrees or the equivalent. The writer repeats the fact that over three-quarters of a million junior college students become terminal in any given year. This means that these individuals join society and assume, to some extent, responsibility for that society.

The attitudes, goals, judgments, and general outlook of these former students will have been determined, in some measure, by their educational background while in junior college.

The writer feels it significant to know the extent of this educational background in relation to two questions:

1. Is the educational background of the junior college terminal student merely a "nuts and bolts" type of curricula, merely giving the student a means of earning a salary?
2. Is the educational background of the junior college terminal student giving him not

only the ability to maintain his chosen employment, but also the background needed to assume his responsibility to a society incorporating family, community, state, nation, and world?

Purpose of the Study

This study will attempt to determine the extent of the role of the Fine Arts in the total education of the terminal student, in relationship to the generally accepted goals and functions of the junior college, particularly the public junior colleges of the state of Mississippi.

Limitations of the Study

The study will confine itself to the identified terminal student in the public junior colleges of Mississippi. The identified terminal student is that student who is enrolled in a course of study which is designed to permit employment upon completion of one or two years of junior college study.

Only an extensive follow-up study would show the identity of transfer-oriented students who actually terminate their higher education after completing junior college, therefore, this student is not considered except as a general projection from a recent junior college study.

Definition of Terms

Junior College.--This term will be used in the body of this report to conform with terminology accepted in the state of Mississippi to describe an institution known as "two-year college," "two-year institution," or "community college." Medsker describes the institution as "a college which, in addition to offering conventional courses leading to a baccalaureate degree, also plays a major role in the educational, cultural, and civic activities in the community."⁴

Terminal.--This term is utilized in describing that student whose formal higher education is concluded upon the completion of junior college study. The term also will refer to a type of curricula designed to enable a student to go directly into employment in business or industry upon completion of the course.

General Education.--An education background which deals with any type of responsibility to one's fellow man is generally conceded to be the responsibility of that phase of education known as general education. In all probability, arguments could be presented here to further categorize such studies into the realm of the "Humanities." However, in order to stay within common practice as to philosophy and objectives within Mississippi junior colleges,

⁴Ibid., 16.

the writer will group these studies, along with other courses of a general nature, into the generally accepted term--general education.

Definitions of this term are numerous. The writer includes one which seems to embrace ideas from the various philosophies of Mississippi junior colleges.

General education is that part of education which is concerned with the common knowledge, skills, and attitudes needed by each individual to be effective as a person, a member of a family, a worker, and a citizen . . . The general education program aims to help each student increase his competence:

Exercising the privileges and responsibilities of democratic citizenship.

Developing a set of sound moral and spiritual values by which he guides his life.

Expressing his thoughts clearly in speaking and writing and in reading and listening with understanding.

Using the basic mathematical and mechanical skills necessary in everyday life.

Using methods of critical thinking for the solution of problems and for the discrimination among values.

Understanding his cultural heritage so that he may gain a perspective of his time and place in the world.

Understanding his interaction with his biological and physical environment so that he may better adjust to and improve that environment.

Maintaining good mental and physical health for himself, his family, and his community.

Developing a balanced personal and social adjustment.

Sharing in the development of a satisfactory home and family life.

Achieving a satisfactory vocational adjustment.

Taking part in some form of satisfying creative activity and in appreciating the creative activities of others.

General education may, then, tentatively be defined as a process of achieving the goals set forth above.⁵

Fine Arts.--This term will generally refer to the visual and performing arts, in the specific areas of art, music, and theatre.

⁵B. Lamar Johnson, General Education In Action, Washington, D. C.: American Council on Education, 1952), 20-22.

CHAPTER I

THE JUNIOR COLLEGE PHILOSOPHY AND THE TERMINAL STUDENT

General Objectives and Functions

The junior college is a unique institution of higher learning. The make-up of the student population of the junior colleges includes a tremendous diversity of types and backgrounds. This diverse student population, with its greatly differing needs, has brought about the inclusion of curricula which are unique to the junior colleges and not found in four-year colleges and universities..

Bogue indicates that the primary reason for existence of a junior college is that of service, which is given after the community needs are analyzed and a curriculum program built upon these findings.⁶

Medsker mentions three major functions of the junior college as being democratization of higher education, decentralization of post-high school opportunities and a distributive function into many and varied programs.⁷

⁶Jesse P. Bogue, The Community College, (New York: McGraw-Hill Book Company, Inc., 1950), 21.

⁷Medsker, op. cit., 22.

Peterson gives three functions found in California junior colleges which include the transfer function, the vocational-terminal function, and the general education function.⁸

Cosand follows the same initial ideas of the transfer and technical-terminal functions, but adds a remedial or "salvage" program for the academically deficient and also a continuing education program which is aimed toward the community and adult education.⁹

Campion expands the service of the junior college still further. His first four ideas include the functions mentioned previously but his thoughts include, however, a broad guidance program and a general education as he states specifically:

It is intended that every junior-college student shall have opportunity to get an education which will prepare him to function effectively as a member of his family, his community, his state, his nation, and his world.¹⁰

Rios mentions the unique position of the junior college as he states:

The junior college does not possess the advantages of a four-year institution, it does not even plan to possess such advantages. The function of the junior college is one of immediate

⁸B. H. Peterson, "Philosophy of Community Junior College," Junior College Journal, Vol. 53 (November 1966), 35.

⁹J. P. Cosand, "Philosophy of Community Junior College," Junior College Journal, Vol. 53 (November 1966), 35.

¹⁰H. A. Campion, "Role of The Junior College in Higher Education," Junior College Journal, Vol. 26 (November 1960), 20.

all-around education and long-range vocational objectives for all who wish to attend, regardless of previous training.¹¹

It would appear that at this point a general profile of junior college goals and objectives might be formulated. A synthesis of the prevalent thinking will bring to mind the following profile of function:

Transfer function-the freshman and sophomore years of a baccalaureate curriculum.

Terminal function-varying program lengths for those students involved in vocational and technical curricula.

General and continuing education-which will encompass both above functions and include adult education and community relationships.

A study then, of the role of the Fine Arts in the total education of the terminal student would include, therefore, two of the three major functions of the junior college.

Identification of the Terminal Student in the Cooperating Institutions

In this section of the report the cooperating Mississippi junior colleges mentioned are those ten from whom information was received from the Registrars. Sixteen institutional Registrars were sent questionnaires pertaining to enrollment data and the ten responding individuals give this section of the report a 63% return of

¹¹John F. Rios, "Organization and Administration of The Fine Arts in Junior College," California Journal of Secondary Education, Vol. 33 (April 1958), 206.

questionnaire. The projections which result will assume, therefore, a high degree of validity when projected statewide.

Enrollment information desired from the institutions gave not only total enrollment figures but enrollment figures of technical, vocational and other terminal programs.

This total enrollment information is shown on Table 1.

TABLE 1
ENROLLMENT DATA FROM THE TEN
COOPERATING INSTITUTIONS*

Institution	Total Enrollment	Total Transfer-	Total Terminal	Per Cent [†] Terminal
#1	623	370	253	41%
#2	1,044	452	592	57%
#4	759	598	161	21%
#5	1,014	723	291	29%
#6	2,554	2,090	464	18%
#7	534	438	96	18%
#8	712	523	189	27%
#10	1,073	884	189	18%
#12	3,281	2,492	789	24%
#14	759	584	175	22%
Total	12,353	7,686	3,199	26%

*Note institution identification key in Appendix A.

It will be noted that total enrollment of the ten cooperating institutions is 12,353. This includes all students, transfer and terminal.

The separate totals of Technical and vocational students was not possible since this information was not available in this form from one of the institutions.

The total of Technical and vocational students combined was found to be 2,891. However, three separate categories of terminal students not included in either Technical or vocational bring the total of all terminal students to 3,199. This is 26% of the total enrollment of the ten cooperating junior colleges or approximately one out of every four students.

This percentage of terminal students as compared to total student enrollment varied from institution to institution.

It will be noted that in institutions #6, #7, and #10 that the percentage of terminal students is 18% or one out of five students being identified as terminal.

Institution #2, on the other hand, has a majority of identified terminal students, with 57% of the total student body being terminal, or approximately three of each five students.

Institution #1 has a high percentage of identified terminal students with 41% of the student body being so classified.

CHAPTER II

TERMINAL CURRICULA ANALYSIS

The analysis of terminal curricula data was gathered from materials sent by the academic Deans of twelve of the Mississippi public junior colleges, in response to the general request from all of the colleges.

The request to the Deans was for information regarding actual semester by semester course requirements of all terminal programs. The total number of all terminal programs of the twelve cooperating institutions was 208.

Terminal curricula is divided into two basic types in the institutions studied, technical curricula and vocational curricula.

Technical programs are more nearly related to traditional academic programs. At least ten types of courses relating to general education are represented in technical curricula (See Table 4, page 18). The majority of technical programs of two or more years lead to an Associate degree from the college.

In contrast, the vocational curricula programs are nearly 100% oriented to the skill involved. Except in one institution, no significant course requirements were found

in vocational programs outside of the lecture and laboratory time required for the traditional Certificate, which is given upon satisfactory completion of the course.

Course requirements for the vocational curricula seem to be more uniform, on a statewide basis.

Technical Curricula

There were 43 different types of technical curricula found in 100 technical programs in the cooperating institutions. Those programs offered by at least two of the cooperating institutions are shown in Table 2, along with the frequency of appearance.

TABLE 2

TECHNICAL PROGRAMS OFFERED WITH
FREQUENCY OF APPEARANCE

Program	Number times offered in 100 Technical programs
Business (Secretarial)	11
Drafting & Design Technology	11
Data Processing	9
Electronics Technology	9
A. A. Nursing	7
Business (General)	6
Medical (Secretarial)	5
Building Construction	4
Civil Technology	4
Mechanical Technology	4
Medical Technology	4
Distribution & Marketing Technology	3
Chemical Technology	2
Refrigeration, Air Conditioning	2
Tool & Die Making	2

Vocational Curricula

A survey of the Vocational programs indicates 108 total vocational programs in the cooperating institutions. Those programs offered by at least two of the institutions are shown in Table 3.

TABLE 3

VOCATIONAL PROGRAMS OFFERED WITH
FREQUENCY OF APPEARANCE

Program	Number times offered in 108 vocational programs
Welding	12
Auto Mechanics	11
General Machine Shop	11
Refrigeration, Air Conditioning	7
Industrial (General) Electricity	7
Practical Nurse	7
Secretarial (General)	6
Sheet Metal Work	5
Radio & Television Repair	4
Body & Fender Repair	3
Building Trades	3
Television Production	3
Cosmotology	2
Operating Room Assistant	2
Offset Printing	2

In the combined terminal programs, as noted in the identification of the terminal student, the total identified terminal student population, as reported by the ten cooperating institutions, is 3,199 or 26% of the total student body of 12,353. It will be noted again, that approximately one out of every four students in the cooperating colleges are terminal by identification.

Terminal Curricula Requirements

The 100 Technical programs in the cooperating colleges were studied for their relationship to the college philosophy in general. As reported previously, there were ten basic types of courses relating to general education found in the technical programs. These types along with frequency of requirement are shown in Table 4, page 18.

Since there were a total of 100 Technical programs found in the cooperating colleges, the number of times a given course was required is easily thought of as a percentage.

The course required most frequently was found to be basic English composition, as shown by the fact that 93% of the Technical programs required this course.

Physical education was found to be a requirement of 62% of the Technical programs. This requirement varied from one semester in some programs to four semesters in other programs. The overall Physical education average was two semesters required for Technical students.

Opportunity for elective courses was found in 51% of the programs. In many cases, a list of approved courses was given, from which the electives were to be chosen.

Vocational Course Requirements

As stated previously, vocational curricula requirements are almost 100% oriented to the skill involved.

TABLE 4

GENERAL EDUCATION REQUIREMENTS FOUND
IN THE 100 TECHNICAL PROGRAMS

Course	Number of times course required in 100 Technical programs
English	93
Physical Education	62
Elective Opportunity	51
Speech	38
Economics	23
General Psychology	23
Social Science	16
History	16
Government	14
English Literature	12
Sociology	11
Music Appreciation	1
Music or Art Appreciation	1

Except in the case of Health service programs or Business programs, courses of a general education nature are found in vocational programs of only one institution in the cooperating group.

Institutional Philosophy and Terminal
Program Requirements

Five of the twelve cooperating institutions mentioned general education specifically in their institution philosophy. This is apparently transfer-oriented as evidenced by the small percentage of programs requiring this type course (see Table 4 above).

Nine of the twelve cooperating institutions mentioned the development of cultural aspects of the individual

as part of the institution philosophy. This is also apparently transfer-oriented as evidenced by the small percentage of Technical programs requiring this type course.

Two institutions of the twelve mentioned the development of aesthetic values as part of institution philosophy. A study of the terminal programs of these two institutions revealed, however, no required courses in this area. Of the elective courses suggested for those terminal programs with elective opportunity, none in a Fine Arts area was mentioned.

One institution of the twelve mentioned development of wise use of leisure time as part of institution philosophy. No Fine Arts requirement was found as part of the terminal programs in this institution.

CHAPTER III

THE QUESTIONNAIRE

One source of data for the study involved representatives of each Fine Arts department in the cooperating colleges. When possible, the chairman of the department was contacted by questionnaire. If no chairman, or if the chairman was unavailable during the time of the study, another department member was contacted. This occurred only once in the gathering of this data.

The writer was dependent upon the initial response of academic Deans of the institutions to the request for catalog and curriculum information. This information was forthcoming from eleven colleges at the time needed. The information was obtained from another source from at least one institution.

The questionnaire was designed to determine the thought given to the terminal student by the Fine Arts faculties in the area of departmental philosophy, goals and objectives.

The questionnaire was sent to twenty-eight Fine Arts representatives in fifteen junior colleges. Actual subject fields represented are shown below:

Music	15 questionnaires
Art	10 questionnaires
Theatre	<u>3</u> questionnaires
Total	28 questionnaires

Twenty replies were received for a seventy-one per cent return of the questionnaire. Music departments of eleven institutions responded. Art departments of eight of the colleges responded. One response was received from the field of theatre.

The questions are numbered below as they appeared on the questionnaire. The questionnaire was in two parts with the first six questions attempting to establish the present status in regard to meeting the needs of the terminal student. The final two questions, Part II, dealt with the personal opinions of the respondents as to specific curriculum procedures for the terminal student.

Part I

1. Do the goals and objectives of your department include meeting the needs of the terminal student?

	<u>Yes</u>	<u>No</u>	<u>No Answer</u>
Music instructors	6	3	2
Art instructors	5	3	
Theatre instructors	<u>1</u>	<u> </u>	<u> </u>
	12	6	2

Thirty per cent of the Fine Arts departments responding apparently have no formal provision for the needs

of the terminal student. Sixty per cent indicated that the terminal student was included in departmental goals. There were no comments here from the two respondents indicating no answer.

2. Are there courses taught in your department which are required for any terminal student?

	<u>Yes</u>	<u>No</u>
Music instructors	2	9
Art instructors	1	7
Theatre instructors	<u>1</u>	<u> </u>
	4	16

One music course indicated by the Yes response was reported as Music Appreciation. The one art response gave Introduction to Art as being a required course for terminal students. Fundamentals of Speech was the required course indicated by the theatre instructor.

Examination of the terminal curricula from the institution of the reporting Art Department revealed one General Business Curriculum containing three semester hours of "Art or Music Appreciation." The catalog information stated that this General Business Curriculum "may be used as a satisfactory terminal course in business."

Examination of the terminal curricula of the institution from which the Music Appreciation course was mentioned as required actually revealed no terminal curricula for which the course was required.

The speech course mentioned above actually takes this particular course outside of the definition of the performing and visual arts as set forth at the beginning of this study.

3. Are there courses or organizations in your department which are open to terminal students?

	<u>Yes</u>	<u>No</u>
Music instructors	11	
Art instructors	8	
Theatre instructors	<u>1</u>	
	20	

It is apparent that 100% of the twenty responding departments offer some type of course open to terminal students. The various types of courses, with frequency of offering to terminal students, is shown on Table 5.

TABLE 5

FINE ARTS COURSES OPEN TO TERMINAL STUDENTS
WITH FREQUENCY OF OFFERING BY DEPARTMENTS

Course	Number of Fine Arts Departments reporting course open to terminal student
Choir	12
Band	11
Art Appreciation	10
Drawing	10
Music Appreciation	10
Play Production	10
Applied Music	8
Painting	6
Design	5
Ceramics	4
Introduction to Theatre	3
Music Theory	2

Twelve types of courses are open to terminal students. The studio or participation type of course is far more widely available to the terminal student. There are eight types of courses in this category being offered by sixty-three departments.

The lecture-type of formal class, of which there appear to be four types, is offered by twenty-five departments. The "appreciation" type of course is found within this category.

4. Does your department teach a course specifically designed to meet General Education needs of the terminal student?

	<u>Yes</u>	<u>No</u>	<u>No Answer</u>
Music instructors	1	10	
Art instructors	2	5	1
Theatre instructors	<u>1</u>	<u> </u>	<u> </u>
	4	15	1

One art Yes response indicated that Introduction to Art was the specific course designed for the terminal student. The second art Yes response was reported as a course in Art Appreciation, designed for the terminal student. Examination of the terminal curricula from the institution represented by this second response indicated, in actuality, no Fine Arts requirement for the student in the thirteen identified terminal programs. In fact, none of the thirteen programs suggested an elective which might have been filled by a Fine Arts course.

Again, the theatre response indicated Fundamentals of Speech for Technical Education.

The music Yes response indicated Music Appreciation as the course designed for the terminal student. Examination of terminal curricula from this institution indicated that out of eighteen identified terminal curricula, only ten allowed for free electives. In addition, none of the electives suggested for these curricula were courses related to the Fine Arts.

5. Does your department participate in a course specifically designed to meet General Education needs of the terminal student?

	<u>Yes</u>	<u>No</u>	<u>No Answer</u>
Music instructors	1	10	
Art instructors	2	5	1
Theatre instructors	<u> </u>	<u> 1 </u>	<u> </u>
	3	16	1

The one Yes response from a music instructor was indicated as a course entitled Survey of Music. In relation to the meaning of the term "participation" and in the absence of evidence of other departments sharing in the course, this particular response would better fit the category indicated by question four.

The same situation would hold true with one of the two Art responses. In this case, the respondent indicated any applied art course would fit this category. However, in the absence of evidence of other departments sharing in

the teaching of the courses, the category of question four would better fit this response.

The remaining art response was to a course in the area of lettering, which was actually shared with a technical program.

6. Does your department teach a course designed to meet General Education needs of the student body at large?

	<u>Yes</u>	<u>No</u>
Music instructors	11	
Art instructors	8	
Theatre instructors	<u>1</u>	
	20	

Eight types of courses in this category were mentioned by the respondents. Only three were found to be taught by more than one institution. These were Music Appreciation, reported by ten institutions, Art Appreciation, reported by eight institutions, and Survey of Music, reported by two institutions.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The terminal student represents one out of every four junior college students in the public junior colleges of Mississippi. Twenty-six per cent of the total junior college student population is identified as terminal. These students will, in all probability, engage in very little formal higher education after junior college.

Attitudes in the area of citizenship, values, aesthetic and cultural affairs will, to a great extent, have been formed by the time of the students' completion of junior college work. According to the various philosophies expressed by the various institutions involved in the study, contributions are made toward the development of these various attitudes in the individual student.

However, assuming that the basic purpose and reason for the existence of a junior college is to give formal instruction in various areas by providing adequate physical facilities and instruction; then, the fact must be observed that the above philosophies and ideals are not, in fact, applied to the identified terminal students in these institutions.

These philosophies, it would appear, are definitely for transfer-oriented students. Seventy-five per cent of the institutions studied have, as part of their purpose, ideals which relate to the development of cultural areas of student life. This area of institutional philosophy, particularly, is not reflected in the terminal student program content.

This is shown by the fact that terminal programs of only one-third of the institutions in the seventy-five per cent required a course in literature, as noted in Table 4, page 18. Only one-third of the seventy-five per cent required a course in History. Only two of the institutions in the seventy-five per cent required a course in the Fine Arts area and this occurred in only one single technical program of the two institutions.

This does not indicate a valid concern for implementation of stated goals and ideals as related to the terminal student.

In the majority of the technical programs, the time of the student was consumed largely in courses relating to the development of his chosen skill. This would indicate a lack of concern for provision of time toward study of a general nature.

However, Table 4 does indicate that other than the basic English composition requirement (93% of programs require this), the next course requirement of greatest frequency was that of Physical Education. Sixty-two per

cent of the technical programs required an average of two semesters of Physical Education. It would appear that these institutions and programs felt a definite responsibility for the development of the individual's physical being. Indeed, it would seem that the institution felt that not only was this so important as to have a definite requirement, but that the average of two semesters was necessary to accomplish the desired goals of physical development.

If time is present in quantity sufficient to develop the physical being, it would seem that time could be found, as well, for the development of possible life-long attitudes relating to the Fine Arts.

Opportunity for elective courses was found in 51% of the technical programs studied. However, in all cases, when electives were suggested, not one in a Fine Arts area was mentioned.

There was found a significant lack of thought given to the needs of the terminal student by the various Fine Arts departments studied. One-third of the departments had no provision for this student category in the departmental goals and objectives. Uncertainty was present in that two individuals did not answer this particular questionnaire section and one individual commented that "if there is a need, it is met."

Seventy-five per cent of the Fine Arts departments neither taught nor participated in a course specifically

designed to meet general education needs of the terminal student. This means that even though all of the Fine Arts departments reported courses open to terminal students, these courses are evidently transfer-oriented.

It should again be noted that the terminal student under discussion here is the identified terminal student numbering 3,199 out of a total student population of 12,353 in ten public junior colleges in Mississippi. One out of four students in these colleges are definitely identified as terminal students.

On the basis, therefore, of the data utilized in this study, it would be difficult to come to any conclusion other than the fact that the Fine Arts play no significant role in the formal education of the terminal student in the public junior colleges of Mississippi.

CHAPTER V

RECOMMENDATIONS

The first recommendation is that the total needs of the terminal student, including aesthetic areas, be considered in the goals and purposes of individual institutions. These goals and purposes should then be actively implemented in the formal program of study for the terminal student.

College administrations might well consider naming committees to study the terminal student, his total developmental needs, and the college responsibility toward these needs.

It has been noted that the identified terminal student numbers one out of every four students in the public junior colleges cooperating in the study. In addition, according to the Medsker study,¹² one student in every three pursues a transfer-oriented curriculum only to later terminate his studies without transferring to a college or university. This means that, according to the Medsker projection, approximately 4,118 of the 12,353 students in

¹²Medsker, op. cit., 97.

the ten cooperation institutions are presently pursuing a transfer-oriented curriculum but will, in actuality, become terminal. The sum total, therefore, of identified terminal students and those who will in all probability become terminal, would be 7,317 or 50% of the total student population of the ten cooperating colleges or three out of five students.

If this projection is applied to the total student population of all of the public junior colleges of Mississippi, the probable number of terminal students in 1967 would have been 10,854 students. This is based on the 1967 enrollment of the public junior colleges according to the 1968 Junior College Directory.¹³ The 26% ratio of identified terminal students as found in the ten cooperating institutions would project to 4,757 students in the total statewide figure of 18,295 students. The Medsker projection would account for 6,098 students for a combined total of 10,854 probable terminal students in 1967 in the public junior colleges of Mississippi.

In terms of these probable 10,854 terminal students, no culture could afford such numbers of individuals joining its ranks, periodically, with only the bare essentials of vocational or technical skill at their command, when opportunities for creative citizenship could have been made available.

¹³1968 Junior College Directory, op. cit., 69.

Bogue states that:

Man has always been more than dust. He is now more than an intelligent adjunct to a machine. Even the machine and the man who is skilled in operating it are inadequate for sustained production, unless the humanity of man is clearly understood and ample provision made to preserve it. Too often man has been considered as another cog in the machine for production, processing, and distribution. . . . Assembly-line methods of production often chain men to treadmill processes. Education should be offered, therefore, for the proper use of leisure time. The machine must become man's avocation. His real vocation must be found in living a richer and fuller life.¹⁴

Previous data has indicated that quite possibly over half of the students in Mississippi public junior colleges will have concluded their formal higher education upon completion of junior college work. In this event, attitudes and ideals (including those related to aesthetic areas), which might be thought to have been developed in a senior college or university, will never receive such opportunity. Therefore, the junior college must accept some responsibility for such development, if the individual student is to receive such development at all.

The many problems inherent in a multi-purpose institution such as the junior college should not overshadow the consideration of the problem of the total education of the terminal student.

In relation to the problem of every student having the opportunity of a complete education, Foerster states:

¹⁴Bogue, op. cit., 17-18.

The very word humanities . . . should remind us that they concern all humankind, are not exclusive, not for any class, not for an artificial aristocracy of intelligence, but for all men and women. . . . An education inspired by the humanistic ideal will be a liberal education. It alone is fully worthy of the dignity of man. Its object is clear: to liberate the young from ignorance, prejudice, foolishness, and the like; to aid them to attain freedom through realization of their capacities as men and women. An education aiming at something less is so far barbarous, for example the slavish education of the totalitarian state, or a vocational education which degrades men to tools.¹⁵

The question which a junior college administration is urged to consider is not whether a student or a program could afford the time for such total education but whether a society could afford not to have members with such a background.

Van Doren comments on the importance of this education for all people as he remarks:

No human being should miss the education proper to human being. Either his differences from Tom or Harry are absolute, and so beyond the reach of any influence, or they are relative; in which latter case there is something that can and should be done about them. . . . A democracy that is interested in its future will give each of its members as much liberal education as he can take, nor will it let him elect to miss that much because he is in a hurry to become something less than a man. . . . A democracy must be prepared to give the entire quantity of its soul that can be taken.¹⁶

¹⁵Norman Foerster, The Humanities And The Common Man, (Chapel Hill: The University of North Carolina Press, 1946), 32.

¹⁶Mark Van Doren, Liberal Education, (Boston: Beacon Press, 1959), 29-33.

A further relation of this type of total education to the needs of society is mentioned by Perry:

"The humanities" is not to be employed as a mere class name for certain divisions or parts of a scholastic curriculum . . . but to signify a certain condition of freedom which these may serve to create . . . But what is meant by freedom? . . . By freedom I mean enlightened choice. I mean the action in which habit, reflex or suggestion are superseded by an individual's fundamental judgments of good and evil, the action whose premises are explicit, the action which proceeds from personal reflection and integration.¹⁷

The terminal student will take his place in society and participate in social political, economic, cultural, and moral developments. As signified in the original problem, the attitudes, goals, judgments, and general outlook of these students will have been determined, to a great extent, by the educational background received while in the junior college.

The recommendation appears valid, then, that public junior college administrators consider a study of their individual institution, its terminal student, and the apparent responsibility to the total education of these students.

The second recommendation is that the needs of terminal students be considered in goals and purposes of Fine Arts departments in the area of formal course work.

¹⁷Ralph Barton Perry et al., The Meaning of the Humanities, (Princeton: Princeton University Press, 1938), 4.

Formal course work is stipulated here since this is a definite approach to the problem. The indirect results of the influence of concerts, exhibitions, plays and other artistic performances upon the development of the aesthetic ideals of the individual terminal student, are beyond the realm of this study, though by no means insignificant.

The inclusion of the Fine Arts in any consideration of general education is noted in the Report of the Commission of the Humanities in this statement:

The humanities may be regarded as a body of knowledge and insight, as modes of expression, as a program for education, as an underlying attitude toward life. The body of knowledge is usually taken to include the study of history, literature, the arts, religion, and philosophy . . . The commission regards the arts, both visual and performing, as part of the humanities and indeed essential to their existence.¹⁸

Jones comments, concerning the humanities role in total education, include mention of the function of the Fine Arts as he states:

The primary business of the humanities is to make the human heritage man looks back upon meaningful and available as individual experience rather than as man and generalization. . . . The lesson of human experience in this sense constitutes whatever wisdom man has learned from the processes of history and from those enduring expressions or interpretations of experience we call philosophy, religion, in a broad and generous sense, works of literature, and works in the fine arts, including music . . .¹⁹

¹⁸American Council of Learned Societies, Report of the Commission on the Humanities, (New York: American Council of Learned Societies, 1964).

¹⁹Howard M. Jones, One Great Society, (New York: Harcourt Brace & Co., 1959), 9.

The closeness of the relationship between the Fine Arts and the humanities is mentioned by Stevens:

The humanities are distinct from Sciences and Social Sciences in being centered about the meanings of life to man as an individual. . . . His ideas and feelings are made known articulately in languages, symbolically through all the arts, and with philosophical or historical concern for values as he turns toward the inner or outward meanings of human experience.²⁰

As to simple terminology, Hadas states that "the old Liberal Arts program is General Education . . . distinguished from specialized education."²¹ The Fine Arts departments should feel a definite relationship to the general field of studies known as the "Humanities." General education must include areas related to the humanities in its total scope. Therefore a definite line of responsibility is present for the Fine Arts departments in the general education of the total student body. The total student body would include the terminal as well as the transfer-oriented student. The recommendation is valid, therefore, which suggests that the Fine Arts departments consider including the total education needs of the terminal student as a part of the departmental philosophy. Appropriate implementation of the philosophy should be included in departmental action.

²⁰David H. Stevens, The Changing Humanities, An Appraisal of Old Values and New Uses, (New York: Harper & Brothers, 1953), 1.

²¹Moses Hadas, Old Wine, New Bottles, A Humanist Teacher at Work, (New York: Simon & Schuster, 1962), 14.

The Course of Study

The above recommendation would ideally be implemented with thought given to a definite Fine Arts course designed specifically for the needs of the terminal student. There is no evidence that such a course presently exists in the Mississippi public junior colleges included in this study. The data from the departmental respondents indicates that Fine Arts courses, as presently taught, are oriented to the potential transfer student. This means that, except for the Appreciation type of course, other courses open to terminal students have requirements which are the same whether the student is majoring in the area or not. Therefore, terminal students finding themselves in these courses will possibly encounter a problem stated by Johnson:

A sampling from many fields of knowledge . . . is ordinarily referred to as the liberal arts approach to general education. One of the difficulties in this approach to general education is the too frequent tendency to teach each beginning course in a field as though every student en- in it is planning to take postgraduate and professional work in the field.²²

Granted that the Appreciation type of course is more oriented to the general student than the introductory type of course mentioned above, the fact remains that neither type of course is positively oriented to the student who is planning to terminate his formal higher education in a semester or so.

²²Johnson, op. cit., 43.

The Fine Arts respondents were in favor of such a course of study designed specifically for terminal students, as shown by Part II of the questionnaire.

Part II

The questions are stated exactly as they appeared on the original questionnaire.

7. Many junior colleges are aware of the great amount of time needed by the terminal student simply to develop his chosen skill in the one-year or two-year curriculum. These colleges are utilizing one or two semesters courses of an integrated nature giving the student an insight into music, art, drama, etc., utilizing one or more instructors from these departments in teaching the course. Would you indicate your feeling concerning this type of approach as a Fine Arts offering for Terminal students.

	<u>Approve</u>	<u>Disapprove</u>	<u>No Comment</u>
Music instructors	10		
Art instructors	7		2
Theatre instructors	<u>1</u>		<u> </u>
	18		2

Ninety per cent of the total Fine Arts representatives approve the integrated approach to such a course of study.

One of the art instructors not commenting as to approval or disapproval did state that "this is my first encounter with this idea. It sounds like a good idea but I would want to put more thought into it before agreeing or disagreeing."

One music instructor indicated that the "integrated course has been discussed briefly, but no steps have been

taken to initiate such an offering. Problem . . . is organization of such a course."

Another positive art response was that:

One of the most felt needs is awareness of need for creativity in modern life. Such a course should be taught in all schools as early as possible in depth. Especially this is needed for those who confine their higher education to a vocational end. Often their lives are needlessly narrow.

An additional art comment was:

A fine arts course would, in my opinion, be of great benefit. It would expose the student to a survey of man's expression as well as exposure only of his given area. Any course which would offer benefits to a given student is desire, but on such as this would be extremely helpful. As most surveys agree, the junior college student is from a low income background and is usually deprived of facilities. This would be one factor deeming it desirable to strengthen his curriculum and future. I am emphatically in agreement with introducing the Fine Arts into the terminal student's study . . .

The respondents to this question were recorded as being greatly in favor of such an integrated course of study specifically for the terminal student.

Question 8 deals with the idea of such a course being a definite requirement not only for the identified but the potential terminal student.

8. Studies indicate that one out of every three junior college students will go through one or two years of college work with the intention of transferring to a senior college when in reality, his formal education will terminate after junior college. Would you give your reaction to the following statement.

A course in the Fine Arts should be required of all junior college students even though the senior college transfer requirements might not justify such a course.

	<u>Agree</u>	<u>Disagree</u>	<u>No Comment</u>
Music instructors	9	1	
Art instructors	7	2	
Theatre instructors	<u>1</u>	<u>—</u>	
	17	3	

In this case, 85% of the total Fine Arts departmental representatives indicated a favorable attitude concerning such a course of study as a definite requirement.

Comments were varied with the majority opinion favoring the general idea.

One music instructor indicated "in many cases I think a person would be introduced to the enjoyment of the Fine Arts for the first time. Some would continue to find pleasure in the arts who would not have (otherwise), before being exposed."

Another music instructor stated that "since most public schools do not give the student adequate music education--this is our last chance on the majority of these students."

An additional music respondent stated that "I like the idea of an integrated humanities course as a requirement for all students."

Three of the respondents disapproved of the idea of a definite requirement.

One art instructor stated that "requiring a terminal student to take a course that he could care less about is like requiring an art student to take a basic mechanics course; where there is a desire, they should have the opportunity."

The other art instructor indicated:

I don't feel that a Fine Arts course would be advantageous to the student or the junior college. I do not and cannot in good conscience subscribe to the idea, as do many educators, that each college can and should have one course that is uniquely and distinctively their own, and that it be required of all students.

Responses to this section of the questionnaire were weighted heavily to a positive requirement for such a course of study in terminal programs.

This initial course of study could be an experimental formal course of an integrated nature including Music, Art, and Theatre areas, developed by and taught by representatives of each. The course time and hours would be coordinated with appropriate administrative officials. This presupposes, at this point, action and approval of such a course of study by these individuals.

A plan for such a course would meet for one semester, three hours per week (or equivalent in quarter hours) for three semester hours course credit. The time would be equally shared by the Fine Arts areas involved with each area utilizing (1) six consecutive weeks for its complete

section of the course, or (2) one complete week at intervals to total six weeks, or (3) any other combination of course area and time deemed necessary according to the particular institution involved.

A suggested course outline is shown in Appendix B, page 46. Certainly, each institution's Fine Arts staff would develop its own plan and program according to the needs of its particular student body and philosophy.

APPENDIX A

INSTITUTION NUMBERING KEY FOR USE IN IDENTIFICATION
OF COLLEGES MENTIONED DURING
THE COURSE OF STUDY²³

INSTITUTION NUMBER ASSIGNED FOR STUDY	INSTITUTION NAME
#1	Copiah-Lincoln Junior College, Wesson.
#2	Itawamba Junior College, Fulton.
#3	Jones County Junior College, Ellisville.
#4	Mississippi Delta Junior College, Moorhead.
#5	Northeast Junior College, Booneville.
#6	Northwest Junior College, Senatobia.
#7	Southwest Junior College, Summit.
#8	Perkinston College, Perkinston.
#9	Jackson County Junior College, Gautier.
#10	Jefferson Davis Junior College, Handsboro.

²³Data was requested from Academic Deans, Registrars, and Fine Arts (Music, Art, and Theatre) departments of public junior colleges of Mississippi. If data was received from any one source mentioned, the institution was listed above.

- #11 Pearl River Junior College,
Poplarville.
- #12 Hinds Junior College, Raymond.
- #13 East Mississippi Junior College,
Scooba.
- #14 East Central Junior College,
Decatur.
- #15 Holmes Junior College, Goodman.

APPENDIX B

A SUGGESTED FINE ARTS COURSE OUTLINE
OF ONE SEMESTER DURATION

Class Meeting	Course Outline
1-3	Introduction of course, instructors, general comments.
4	Music-Introduction to Sound and Instruments.
5	Music-Basic elements and Form. I
6	Music-Basic elements and Form. II
7	Music-Religious Music. I
8	Music-Religious Music. II
9	Music-Musical Drama. Elements of Opera, Operetta.
10	Music-Musical Drama. Operetta, Musicals. I
11	Music-Musicals. II
12	Music-Program Music.
13	Music-Solo Music-Basics of Concert & Recital Performance.
14	Music-The Concert Stage. Chamber Ensemble to Symphony.
15	Music-Contemporary Sounds. The Contemporary Composer:
16	Music-Jazz.
17	Music-School Music. What Value to Your Children?
18	Music-Fine.

- 19 Art-Discussion-Art In The World
Around Us.
- 20 Art-Contemporary Art I.
- 21 Art-Contemporary Art II.
- 22 Art-Palette Talk-Basic Elements, I.
- 23 Art-Basic Elements, II.
- 24 Art-Design I.
- 25 Art-Design II.
- 26 Art-Sculpture.
- 27 Art-Architecture I.
- 28 Art-Architecture II.
- 29 Art-Drawing
- 30 Art-Graphics I.
- 31 Art-Graphics II.
- 32 Art-Ceramics
- 33 Art-Painting I.
- 34 Art-Painting II.
- 35 Art-Standards of Judgment in Art.
- 36 Art-Final Summary.
- 37 Theatre-The Stage & the Actor,
Introduction.
- 38 Theatre-Technical Talk I,
The Elements.
- 39 Theatre-The Elements II.
- 40 Theatre-The Stage and the
Course of History.
- 41 Theatre-Best Plays of 1967
(Or any given year.)

- 42 Theatre-Best Plays, II.
- 43 Theatre-One Acts.
- 44 Theatre-A Major 19th. Century
Drama-Intensive I.
- 45 Theatre-19th. Century Drama II.
- 46 Theatre-19th. Century Drama III.
- 47 Theatre-A Major 20th. Century
Drama-Intensive I.
- 48 Theatre-20th. Century Drama II.
- 49 Theatre-20th. Century Drama III.
- 50 Theatre-Motion Pictures.
Trends & Criticisms
- 51 Theatre-Television, Trends and
Criticisms I.
- 52 Theatre-Television II.
- 53 Theatre-Little Theatre Movement
and Community Life.
- 54 Theatre-Final Summary.

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