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ODYSSEY

A Report of the experiences and research done during the course
of a one-year Sabbatical Leave, from June 1973 to June 1974.

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INTRODUCTORY REMARKS

I had reached eligibility to apply for my Sabbatical Leave in 1971-1972, but I had no pressing or inspiring reasons for doing so. I enjoyed my teaching, got renewal from it and from the interaction with my students, and concluded that I was one of those people who didn't need such "fringe benefits," for any reason. After all, I was not particularly driven to secure a Ph.D., to take additional course work in any large quantities, and felt my present financial situation would have made a year at part-salary impossible, or at least more difficult than I needed.

Then, after a month of teaching in the Fall of 1972, something new and disturbing became apparent to me: I was not getting the "kick" out of teaching that I formerly had, and, worse than that, I wasn't teaching with my former zest and enthusiasm. I have always been an exuberant and energetic teacher (according to informal and formal feedback from students, colleagues, and Department Chairman's evaluations. I felt I was a good teacher, maybe even an excellent teacher, and since teaching is my primary commitment, to suddenly find myself without the zest and inspiration I had always had, caused me a great deal of anguish.

With my colleague, Robert Amick, I had brought out a very successful textbook in 1971, The Struggle for Significance, with an accompanying book of readings and an instructor's manual. This book, a labor of love, actual took a great deal of my time and energy, though I labored earnestly to see to it that it didn't interfere with either my family life or my teaching. Further, Amick and I were contracted to do another textbook with our publishers, Glencoe Press: an introductory psychology text for the non-transfer psychology class, which we call Psychology 50 here at Mt. San Antonio College.

By early October, 1972, my wife and I decided that we would try to see if a Sabbatical Leave was a possibility: it had to be a joint decision, since it would mean an entire year of my being more or less around the house, something neither of us (nor our baby son) had ever experienced for such a long period. We decided that with proper budgetry we could make the 70% of my salary stretch for the 15 actual months that would be involved. So, I applied to the Sabbatical Leave Committee. The rest is history!

GOALS OF THE SABBATICAL

My goals were those of the Committee's and of the Board's: to provide experiences to "help the teacher... in his specific subject field of instruction or duty.... [and] the personal enrichment gained through the sabbatical experience... [and] the benefit of this experience in providing the individual in his interaction with students, fellow teachers, the College, and the community."

So, my goals were very clear. I am a travel-lover and while I dreamed longingly of one of the year-long jaunts through Europe enjoyed by some of my colleagues, we knew we didn't have the money to do this. Further, an infant in diapers presented some technical problems. While these financial and domestic situations may not be of interest to those reading this report, they do serve to illustrate the context of my decision, and will make my summary statements more relevant and, I hope, important.

In submitting my application for a Sabbatical Leave, I indicated that I desired to accomplish three goals, none of which can be said to be more important than any other. These were:

1. To work on, and subsequently to finish, the textbook for the course in Psychology of Human Relations (Psychology 50), in the process of being developed with my co-author, Robert G. Amick;
2. To do travel and research connected with development of a better curriculum and teaching methodology for the Psychology 50 course;
3. To refresh and renew myself, professionally, personally, and cognitively, with the hope that this would enable me to better perform my duties as a psychology-sociology instructor at MSAC.

This proposal, in approximately the above form, was submitted to the Sabbatical Leave Committee, and subsequently accepted. I was to begin my Sabbatical Leave in September 1973 and return to my contract assignment in September 1974. After the necessary formalities and paperwork, I began to plan my itinerary for the 12-15 months of the Sabbatical Year.

AGENDA OF THE SABBATICAL YEAR

A. "Hawaii Calls!"

With the ending of the School Year, in June 1973, I found to my pleasure and surprise that I not only had business in Hawaii, but could plan to spend two weeks more just relaxing and resting-up. Since my wife is from Honolulu, and has parents and other relatives there, our only expenses would be the air fare. So, my wife, infant son, and two older sons emplaned for the Aloha State.

While basking under the sun in Paradise, it came to me that Hawaii is not the primitive idyllic archipelago that Captain Cook found in the 18th Century anymore. More than a few mission schools, Hawaii boasts an excellent University system, including six community colleges. I could begin some of my research at once: Killing two birds with one stone has always been one of my favorite sports!

The fact that our book, The Struggle for Significance, was being used at the University of Hawaii seemed a likely place to start. Interviews with members of the UH Psychology Department gave me clues and leads toward a beginning. I subsequently interviewed members of the psychology and counseling staffs at three of Hawaii's community colleges: Honolulu Community College and Leeward Community College on the island of Oahu, and Maui Community College in Kahului, Maui. I paid a visit to two other CCs during the month in Alohaland, but the faculty offices were empty as Summer vacation had sent many of the instructors scampering off to the Mainland or to other places for vacationing! What an alarming idea: that people already living in the world's Vacationland had to go elsewhere to vacation.

The purpose of my interviews was simple. Psychology 50 was devised to offer the non-majors a fundamental course in the study of human behavior. Most of the students taking this course (then a 2-unit course) were not transfer students. They were working for certificates, diplomas, job advancement, life enhancement, or possibly an AA or AS degree. The course had to be practical, applicable to their life situations, non-technical, and above all, meaningful. Those of us who developed this course several years ago were concerned that we meet not only the students' needs, but the needs also of the college, the discipline of psychology, and our own professionalism. We had only partially

succeeded in all these endeavors. We were, as a body, still dissatisfied.

When Mr. Amick and I were approached by our publishers, Glencoe Press, to develop an introductory psychology textbook, we felt the more pressing need was not for another text for our Psychology 1A course: the book racks were loaded with such books. There was no single book that did what we wanted done for the Psychology 50 course. We convinced our publishers that not only was such a book needed at MSAC, but that there was a market for such a book all over.

We had done much spadework and background consulting with others teaching this course when we began writing the textbook. But, we wanted to find what special techniques, attitudes, programs, projects, and dreams others were using in similar courses. We wanted this not only for the development of a usable Instructor's Manual for our textbooks, but we wanted to amass a number of ideas that could be shared within the Psychology Department at this college.

It was with this double goal in mind that I approached the instructors at the Hawaii Community Colleges, with barely more than a few questions in mind. I developed a more formalized interviewing technique during my later travel interviewing escapades. But the month in Hawaii ended, and I returned to my home to complete the writing portion of my Leave.

B. "Taking Pen in Hand..."

Working on textbook projects was not new to me. With Mr. Amick, I had put together a three-unit writing package during the 1969-1970 year. Our first textbooks, The Struggle for Significance, Significance: The Struggle we Share (an anthology of readings to accompany the text), and an Instructor's Manual for the text, were published by Macmillan's Glencoe Press in January of 1971. During the first 12 months of their lives, these books came to sell nearly 40,000 copies (26,000 of the text and 14,000 of the reader). In the four years since their advent, the text has sold nearly 100,000 copies and one or both of the books is being used in over 300 community colleges, four-year colleges, and universities, including some in Europe, Canada, and Australia.

So, when we undertook to develop a textbook for the Psychology 50-type course, we knew pretty well what we wanted to do. The writing style of the first book was appreciated, so we could proceed on the assumption that this style---personal, conversational, non-technical---could be utilized again.

The new project, a textbook entitled Psychology and Human Experience, an anthology of accompanying articles, entitled Readings in Psychology and Human Experience, a student response manual, called Workbook to Accompany Psychology and Human Experience, and an Instructor's Manual, had to meet a publication date of February 1, 1974.

The textbook and reader were well under way by September 1973. It remained for me to make my way into the offices, and confidences, of psychology professors in varying parts of the country, to get samplings of ideas from a wide range of backgrounds, areas, personalities, types of schools, and teaching philosophies.

The textbook was to introduce the student to psychology, but more importantly, to introduce him to himself. It was to emphasize the experiential, how psychology could be used to understand human experiences. It had to speak the language of the layman: psychology majors probably would not be taking this course. It had to reflect its authors' own experiences, personal and their professional lives as teachers and psychotherapists. It also must be graphic and lively. We were told that the use of four-color process, as we had done in our first book, was prohibitively expensive, so we would use a two-color process and concentrate on securing high quality photography and artwork.

We were fortunate. Claire Steinberg, a brilliant young New York photographer wanted to move West. Her career was really beginning, so she discussed our project with our Development Editor, Ms. Barbara Case. She read what we had written so far. She was very enthusiastic. Ms. Case turned the manuscript over to Ms. Steinberg, who then went out and shot pictures she felt would fit the mood, style, goal, and audience of the manuscript. That she succeeded admirably can be attested by a simple perusal of the textbook in its finished form. For line drawings we turned to our own Robert Ronketti, of the MSAC Art Department. Mr. Ronketti's creativity and flair gave us just the kind of simple, but graphic, drawings we wanted. We are grateful to them both.

Tangentially, we are delighted to have been a part of Ms. Steinberg's developing career: during the Summer of 1974, she was one of seven young American photographers sent to represent the United States in an International Photographic Exhibition in Paris. She was then selected as one of four whose work was displayed in a Paris Museum of Modern Art!

The textbook was to have twelve chapters. As they have finally appeared, the twelve chapters are:

1. "Now That We're Here, What Shall We Do About It?" (What Psychology means and means to you)
2. "What's a Self Like You Doing in a World Like This?" (The Psychology of Selfhood)
3. "Growing Into Being" (Child Psychology)
4. "You Can't Be Human Alone" (Socialization, culture, social psychology, and our relationship to social institutions: government, religion, education, economy, and family)
5. "I Feel, Therefore I Am!" (Jung's four functions: Sensing, Thinking, Feeling, Intuiting; emotionality, consciousness, drugs)
6. "How Come? And What For?" (Motivation theory, Maslow's Self-actualization theory)
7. "Using Your Head" (The brain; learning, reasoning, dreams, memory, and ways of improving learning ability)
8. "Can You Believe Your Eyes?" (How we perceive; stereotyping and prejudice; ESP)
9. "9 to 5, and the Rest of the Day" (Work and play, recreation, leisure time, changes in work, retirement)
10. "And Sometimes I Wonder About Thee!" (Problems in Living; "Normal" and "Abnormal" behavior emotional and mental disturbances)
11. "Come Together" (Comparisons of various means of dealing with problems in living, psychotherapy, Freud, Skinner, Rogers, Perls)
12. "Into Tomorrow" (Human ecology; wholistic psychology, consciousness-raising, violence, the future)

We felt confident that we had a useable book during the writing. It required the perspective of discussing the book and the course it was aimed-at, plus its subsequent adoption, in order for us to find this to be true.

The anthology posed some special problems. There were hundreds of books of readings for use in all sorts of psychology classes. Many of them used the same old articles from the same old journals and books. We felt we needed to keep fresh material foremost and only utilize traditional or classical articles when nothing better was available. It is not the simple task many people think it is to put together an anthology. First there is the reading of all the possible and potential articles, and the narrowing down to the ones we will

use. Then, assigned articles must be commissioned or found. We used the original work of a student of Mr. Amick's, a neighbor of his, and some other commissioned work. Mr. Amick is primarily responsible for the development of this Book of Readings, while I concentrated primarily on the textbook itself. We feel we have assembled a varied and rich assortment of articles, poems, excerpts from novels and other longer books. As published, here is the Table of Contents from that Book of Readings:

1. "Psychology: Hot Course on Campus" (Newsweek)
2. "Science Psalm" (Alan Simpson and R. A. Baker)
3. "The Me You See" (Margaret King, former MSAC student)
4. "Winners and Losers" (Muriel James and Dorothy Jongeward)
5. "I" (Barry Stevens)
6. "Where Should You Touch?" (H. E. F. Donohue)
7. "The Deprived Child: Is He Doomed to be Retarded?" (Jerome Kagan)
8. "Erikson's Developmental Chart" (adapted by Anne Parrott)
9. "Spotting Boozers While They're Young" (San Francisco Chronicle)
10. "Growing Up Without Father" (Sarah Williamson)
11. "Religion and the Young: A Risk of Alienation" (Eli S. Chesen)
12. "Presenting the Handy Disposable Marriage" (Ralph Keyes)
13. "Politically Perfect" (Judith Viorst)
14. "Alternative Schools: Do they Promise System Reform?" (D. W. Robinson)
15. "How Children Fail" (John Holt)
16. "The Church Remains a Major Sanctuary for Segregation" (Louis Cassels)
17. "Even the Saints" (Theodore Rubin)
18. "The Many Disguises of Anger" (Leo Madow)
19. "Prologue from Joy (William C. Schutz)
20. "Most Alcoholics are Young Men" (United Press International)
21. "How Stress Can Hurt Your Child" (Janet H. Fithian)
22. "Cyclical Orgies: The Way America Works" (Hall T. Sprague)
23. "The Litany" (from Hunger, USA)
24. "The Journey Beyond Trips" (Allan Y. Cohen, M. D.)
25. "Suicide: Self-directed Hostility" (Leonard Berkowitz)
26. "A Call to Celebration" (Ivan Illich)
27. "The Mind" (Time)
28. "The Major Triad" (Edward T. Hall)
29. "How to Use Dreams to Solve Your Problems" (C. Rule and J. Toomey)

30. "Get Thin, Stay Thin" (Alice Lake)
31. "The Working-Class Woman's Perception of Herself
in the World" (L. Rainwater, R.P. Coleman, & G. Handel)
32. "Coach Says Long-Hairs Are Sissies" (UPI)
33. "Experiencing Your Body: You Are What You Feel" (Seymour
Fisher)
34. "A Tale of a Tub" (W. H. Blanchard)
35. "Free Time: The New Imperative in Our Society" (Donald N. Mi-
chael)
36. "The Heritage" (Richard M. Huber)
37. "Time Given, Time Taken Away" (Sebastian de Grazia)
38. "Work to Earn Time for Leisure" (UPI)
39. "Sons of Disneyland" (Newsweek)
40. "Avoid Sickness: How Life Changes Affect Your Health" (Susan
Wise Wolfe)
41. "The American Obsession with Fun" (Ann Nietzsche)
42. "How to Walk in a Crowd" (Robert Hershon)
43. "Are Homosexuals Sick?" (Newsweek)
44. "A Little-Known Country" (Anton T. Boisen)
45. "All About the New Sex Therapy" (Newsweek)
46. "The Timid Souls" (Newsweek)
47. "'Rolfing, 'Aikido, 'Hypnodrama, Psychokinesis, and Other
Things Beyond the Here & Now" (Leo Litwak)
48. "A Comprehensive Approach to the Treatment of Young Adults"
(Harold K. Dudley, Jr., Jack Williams, and Bob Huweiler)
49. "i love you much (most beautiful darling)" (e. e. cummings)
50. "The Rosy Future is a Hoax" (Stephanie Mills)
51. "A Place for Snakes as Well as Naked Lovers" (George B. Leonard)
52. "The Unanimous Declaration of Interdependence" (Ecology Action
Group)
53. "Psychology in the Year 2000" (Elton B. McNeil)

Another extremely time-consuming and nettling task is the securing of the permission to reprint these articles. After selecting the article, it must be decided how much of it to use, especially the longer pieces. We fill out a form, indicating just exactly which portions of the article are wanted, how

many words are being used, and then it is sent to the original publisher of the piece (hardly ever to the author), who decides if it may be reprinted in our anthology and how much we will have to pay them for the use of it. Often these forms take two or three months to come back to us and our Permissions Editor finds her lovely brown hair turning grey with the suspense of the waiting.

Since I had begun my cross-country travel during the writing of both the text and the reader, I had to correspond with Mr. Amick from various strange and distant places, checking and cross-checking our work. I had roughed-out the Student Workbook and Instructor's Manual with him, so I knew what to look for in my interviewing, and then I would send it back to him and with the help of our student assistants, the two smaller pieces began to take shape.

The text, Psychology and Human Experience, and the anthology, Readings in Psychology and Human Experience, came out as per deadline the first of February of this year (1974). The Workbook and Instructor's Manual came out subsequently. It is impossible to estimate the acceptance or progress of this package, but as of June 1974, approximately 5000 copies of the text and reader were sold, and half that many Workbooks. Of course, the Instructor's Manual goes along free to any professor adopting the text or reader for his or her classes.

We had realized that our first set of books (published in 1971) would need revising. Our editors felt a five-year revision cycle was realistic, but we knew that the sort of book we had done would require more frequent up-dating and revision. So, early in the Spring or late Winter of 1974, we set about to improve and contemporize the "Significance" package.

The Struggle for Significance has been very widely- and well-received by teachers of the Adjustment and/or Personality courses (our Psychology 33: The Psychology of Personal and Social Adjustment). Ours was the first text in this area written from the Humanistic perspective. It has been interesting to note how many have appeared since January 1971, some even utilizing our concept of "significant selfhood". The thesis of this text is that in today's fast-paced and complex world, many of us feel ourselves to be insignificant, to have no value or place in the scheme of things. We get lost in the cogs of the Big Wheels of government, industry, business, and international affairs. Using the humanistic frameworks developed by Abraham Maslow, Gordon Allport, Carl R. Rogers, Sidney Jourard, Frederick Perls, and others, we tried to outline the condition of modern man, and to suggest ways in which we could better realize and appre-

ciate the place each of us plays and occupies in the complex network of human relationships and experiences.

The original textbook utilized four-color photography, with most of the pictures being taken by MSAC student photographers, showing scenes of campus life. The language was fresh, personal, student-oriented and timely—without trying to be cute or "in". It seemed to work.

Yet, times change. Emphases and fashions change. Newer concerns were manifesting themselves. We had highlighted many of them in the first edition (racism, sexism, elitism, fear of death, etc.), but for the new edition we found it necessary to delve deeper into many of them. So, the new edition of the text is approximately 60% new material—a major effort! It will have all new photographs, but unfortunately Ms. Claire Steinberg's newfound success has necessitated a 300-400% increase in her fees. So, we used other people's work. It will have a new cover, and be several pages longer. As it now rests on the proof desk at Glencoe, its contents are as follows:

- Chap. 1: "Significant Selfhood: An Introduction to a Way of Living"
- Chap. 2: "What a Piece of Work is Man!" (The nature of man and the human values)
- Chap. 3: "Neither Ape Nor Angel" (The bio-social nature of man; motivation; sexuality; Freudian psychology)
- Chap. 4: "Once More With Feeling" (Emotions and consciousness)
- Chap. 5: "No Man is an Island" (Our social relations)
- Chap. 6: "As Ye Sow, So Shall Ye Reap" (The Work-Sin Ethic; productivity; creativity)
- Chap. 7: "All Work and No Play...?" (Re-creation; leisure; play)
- Chap. 8: "Masks and Beyond" (Living partially; stereotyping; consciousness-raising among women, minorities, youth, et al.)
- Chap. 9: "The Enemy Within" (The self in conflict; emotional disorders)
- Chap. 10: "Will the Real Self Please Stand Up" (Clues to authentic living; methods of psychotherapy and self-help)
- Chap. 11: "Love is Happening" (The meaning of love; sexuality; marriage)
- Chap. 12: "The Transcendent Self" (The cosmic experience; higher states of consciousness)

Needless to say, both Mr. Amick and I pleased with this newer edition and eagerly await its appearance in January 1975.

As with the text, the reader (Significance: The Struggle We Share) had to be re-done. Some of the previous articles were judged by students, peers, and ourselves to be out-of-date, too pedantic or stuffy, or incomplete. So, we have expanded the original reader by one-third. It too gets a new cover. Its contents will include:

1. Excerpt from Zorba the Greek (Nikos Kazantzakis)
2. Excerpt from The Stranger (Albert Camus)
3. "Soon There Will Be No More Me" (Lyn Helton)
4. "Dying" (Robert S. Morison)
5. "A Fresh Look at the Human Design" (Hadley Cantril)
6. "What Does it Mean to be Human?" (from Erich Fromm's, The Revolution of Hope)
7. "A Note on Progress" (from Pierre Teilhard de Chardin's The Future of Man)
8. "Man, An Epic Question," (Everett Hoagland)
9. "Optimal Jones and His Wife Belle" (Robert G. Amick)
10. "The Mind-Body Correlation" (from Abraham Maslow's, The Further Reaches of Human Nature)
11. "Early Warnings of Future Disaster" (Mary H. Cadwalader)
12. "Make Love Not War in Your Own Life" (Barbara Kevles)
13. "Violence in the Family: A Secret U. S. Tragedy" (Kitty Hanson)
14. "Depression: A Painful Pall Over Lives of Millions" (Eleanor Brown)
15. Excerpt from Steppenwolf (Hermann Hesse)
16. "The Man Who Knew the Price of All Fish" (Anthony C. Winkler)
17. "A Call to Action" (from Alan M. Dahms', Emotional Intimacy)
18. "Reflections on the American Identity" (from Erik Erikson's Childhood and Society)
19. "The Creative Person" (from Don Fabun's You and Creativity)
20. "Work in the Secular City" (from Harvey Cox's The Secular City)
21. "The Job Blahs" (Newsweek)
22. "The Uses of Ecstasy" (from Geo. B. Leonard's Education & Ecstasy)
23. "Society's Need for Respectable Check-out Places" (from Sidney Jourard's Disclosing Man to Himself)
24. "A Serious Look at the Way We Play" (Ursula Vils)
25. "Whitey's Sport" (Jonathan J. Brower)
26. "Disclosing Oneself to Others" (from Zick Rubin's Liking & Loving)

27. "The Power of Style" (from Alvin Toffler's Future Shock)
28. "Sex Stereotyping in the Secondary School Curriculum" (Janice Law Trecker)
29. "The Man Who Was Put in a Cage" (from Rollo May's Psychology and the Human Dilemma)
30. "Coping" (from Wendell Johnson and Dorothy Moeller's Living With Change)
31. Excerpt from I Never Promised You a Rose Garden (Hannah Green)
32. "Self-revelment as a Step Toward Encountering" (from April O'Connell and Terry O'Banion's The Shared Journey)
33. "Bio-feedback Training" (Barnard Law Collier)
34. Excerpt from Three Worlds of Therapy (Anthony Barton)
35. "Little Brother is Changing You" (Farnum Gray)
36. "Loving and Trembling" (from Marshall Hodge's Your Fear of Love)
37. "The Mysteries of Love" (John H. Brennecke)
38. "Gee, You Didn't Have to Get Nasty About It" (David B. Throckmorton)
39. "Aspects of the Love Act" (from Rollo May's Love and Will)
40. "Transcendental Experience" (from R. D. Laing's The Politics of Experience)
41. Excerpt from The Bell Jar (Sylvia Plath)
42. "It" (from Alan W. Watts' The Book)
43. "Two Brain Studies Hint We're Two Personalities" (Newsday)

This anthology will also come out in January 1975, as will an entirely new Instructor's Manual.

Just this past summer, a new wrinkle has developed. Our publisher's high school publishing department wants to bring Psychology and Human Experience out in a hard-cover, high school edition, with a new title (not as yet decided) with a new cover design. This will become a fait accompli in January 1975 as well. So, much of the past year has been spent in the writing, re-writing and revising arena.

C. "Gangway, America: Here I Come!"

The need to visit different parts of the country, to sample differing tastes, techniques, ideas, curricula, teaching philosophies, and types of institutions was stimulated by the possibility of taking in two psychology conventions in

Montreal, Quebec.

My original expedition had been planned to include my wife and infant son, packing them into our 1969 Volkswagen van and doing the Grand Tour for the year. Several factors made this impractical, not the least of which was the necessity to do the above-mentioned writing. It was during this time that gas prices skyrocketed and our money would not have stretched. The baby was still fondly attached to his diapers and this would have been a very difficult maneuver to manage for a long period of time. Further, we ran into some unexpected additional expenses at this time. So, my wife decided to stay home and encouraged me to make my own solitary Odyssey.

Packing the van with hundreds of pounds of canned goods, bottles of wine, biscuits, vitamins, tobacco, and clothing, I set out late one evening and headed east, but by a more southerly route. My first stop was Yuma, Arizona, where I stopped at Arizona Western University and conducted my first interviews with the Psychology Department staff. From there I headed for Tucson and the highly avante garde programs of Pima College. Pima was started as an innovation in two-year education, with a large emphasis on minority students, especially Native Americans and Chicanos.

The psychology and ethnic studies faculties gave me very helpful information, and this was one of my most enjoyable stops along the road. I got very little sleep, but gained immeasurably from my all-night rap sessions with the Pima people.

Heading north through Phoenix, I went to the north rim of Scottsdale, to Arcosanti to visit Paolo Soleri, the arcologist. What does arcology (architecture plus ecology) have to do with my project? Only incidentally, since I deal with psycho-ecology and the study of future in the book; but centrally, in the sense that human relations today will affect all of the lifestyles of the people of the future. Paolo Soleri is designing a prototype city to show us what we can expect in the future, giving human needs priority in the planning, but at no point sacrificing the needs of the environment. I could have spent a week talking and working with this delightful and visionary old man and his students.

Instead, my head still filled with sugar-plum dreams of What Tomorrow Will Be, I turned off the main highway to follow a "short-cut" that seemed to be more interesting than the freeway. This "short-cut," like so many, required that I take 4 hours to make only 60 miles of nothing! It was the worst road I encountered on the entire journey, and with the exception of a washed-out road in Yugoslavia in 1969, the worst I've ever travelled.

Finally, back on the main road, I turned east at Flagstaff and visited the mile-wide meteor crater in the desert. In Gallup, New Mexico, my W. A. S. P. liberalism was sorely tested (and failed!) as I ran into what apparently is a weekly occurrence: Navajo Saturday Night! I am sure my unconscious stereotypes about Native Americans and alcohol had something to do with my perception of the situation, but I found myself being followed through the Indian quarter by a pick-up truck filled with fun-loving(!) Navajos, brandishing liquor bottles and making angry "Yankee Go Home!" gestures and cat-calls. Not willing to press my luck I drove all that night through the Navajo Reservation, past Ship Rock, and found a campground in Cortez, Colorado, about 4 a.m. I figured the recent Wounded Knee demonstration had aggravated the already-fragile relations between Indians in that area and the "White Eyes" who owned so much of the land and benefits.

After spending some delicious time driving slowly through the Colorado Rockies, I got to Denver, where I was the house guest for several days of Mr. and Mrs. Phil Walker. Mr. Walker had, until three years ago, been a counselor at MSAC and our friendship had continued over the years. In addition to his work with the Denver Anti-Crime Commission, Mr. Walker taught part-time at Metropolitan State College. He introduced me to members of the Ethnic Studies faculty and the Psychology faculty, where we were both pleasantly surprised to find that *The Struggle for Significance* was being used. So, I concluded more interviews, met with the Macmillan-Glencoe sales conference being held in Denver, and pressed on for the Cornhusker State.

My next stop was Kearney State College in Kearney, Nebraska. At the risk of alienating any of you readers who hail from Nebraska, I must admit this was the least-interesting state I visited. Miles and miles of nothing but miles and miles! Yet, the Cornhuskers seemed to love it. They couldn't understand how we Californians put up with smog, crowds, and earthquakes. I don't either!

At Omaha, I made a decision to hit the North Central region, since I'd never really seen it. So, I followed the wide Missouri north to Sioux City, Iowa, and visited many fascinating areas in Minnesota, before finding myself in Grand Rapids, Minnesota (not Michigan). Here, at Itasca Community College, I again had the good fortune of running into an old colleague from my Chicago graduate school days. My interviews with the Psychology people were fruitful, and the Minnesota hospitality was excellent and refreshing.

At Duluth, another crossroads, I had to decide whether to go north through the Province of Ontario or press on more easterly. I finally decided to see where the Green Bay Packers lived and worked. After finding no interviews

in Green Bay, I went up to Sturgeon Bay and caught the ferry across Lake Michigan and landed at Frankfort, Michigan. In Traverse City I found the friendly people of Northwestern Michigan College. Interviews were plentiful and rewarding.

From here I made my way down to Port Huron and across into Ontario, since the opening date of the American Psychological Association conference was upon me. The Queen's Highway across Ontario and Quebec was delightful and restorative to my freeway-jangled nerves.

In Montreal, enjoying a week with old friends and acquaintances, at the APA and Association for Humanistic Psychology meetings, I missed a chance to interview Lambert Gardiner at McGill, but enjoyed myself immensely and gained wonderful insights from both conferences.

After motor trouble in Montreal, I finally got going again and headed south through New York. At Suffern, I found an old friend working at Rockland Community College, where I visited for several days, making side-trips by public transportation to "Fun City," New York City itself! I hadn't been here since 1958 or 1959.

My car still wasn't working right, so I had it worked on in Suffern and after some delay, I was on my way. I headed across the Hudson River into Connecticut. I ran into more traffic jams in this state than in any other! Finally, I got to Massachusetts, where in a campground on Cape Cod, I ran into a coincidental bit of good luck! Two couples I met there were from New York. The husbands were old friends, both psychology teachers, one from Adirondack Community College in Glens Falls, and the other from Community College of the Finger Lakes in Canandaigua. What made this so extraordinary was that only a year before I had been invited as Visiting Professor by the Psychology Department of CCFL! This man was new to the Psychology Department, so I had not met him during my stay in Canandaigua, but both he and his friend helped me greatly with my interviewing.

In North Dartmouth, Massachusetts, I visited my old friend Everett Hoagland (who taught English at MSAC two years ago). He is now in the English Department of Southeastern Massachusetts University. I enjoyed my days in New Bedford with Everett and got good interviews with the SMU psychology faculty.

Making my way back across Rhode Island and Connecticut, I again crossed the Hudson River and went south into New Jersey. In Princeton, I visited an

old friend who is a Vice-President of Educational Testing Service, and I got some excellent insights into the testing programs now being developed, especially for the vocational and non-transfer students.

From his home in Bucks County Pennsylvania, I visited two schools in Eastern Pennsylvania: Lafayette College and Northampton County Area CC, both in Easton. I learned a great deal at this latter school, which my summary will explain.

Going through Philadelphia, I continued my Odyssey south, to Washington, D. C., where I spent some time visiting my brother and his family. I had not seen them for five years and a lot of making up for lost time went on. I also got to visit our capital.

But, back on the road, I went south through Richmond, finding no useable interviews along the way. But, in Burlington, North Carolina, I chanced upon Technical Institute of Alamance, where Kay Maves gave me enormous insights into vocational education in the southeast.

Here I decided to head west, but I recalled that the Brennecke/Amick writing team had "fans" in Maryland, so I headed northwest through the beautiful Blue Ridge mountains and the Alleghenies until I got to Allegany CC in Cumberland, MD. Here I enjoyed talking with users of our books and gained insights into their particular problems: most of the students here were non-transfers.

I went up to Pittsburgh to Allegheny County CC, where I got other insights and renewed old acquaintances.

From here I headed north and west. I visited Triton College in Northlake, Illinois and Chicago State College, again adding information to my study. Then, across Iowa, where I visited Marshalltown Community College and Drake University (Des Moines), renewing old acquaintances. Once again across Nebraska to Sidney, where I interviewed at Western Nebraska Vocational-Technical School, hoping to find out more about the psychology courses offered to non-majors.

Swinging northwest, I cut across the northeast corner of Colorado into Wyoming (purely out of curiosity: I got no interviews in this state), I moved down into Utah, where I enjoyed myself in Salt Lake City.

Here I first began to feel the pinch of time and money. Gas was almost equated with gold in Utah, and I consider myself fortunate in getting across the Great Salt Desert into Nevada. From Reno, I swung south on Highway 395, taking the "back road" south to my home.

I had covered 8660 miles in my cross-country Odyssey, renewing many

old acquaintances, seeing new sights, meeting new people, refreshing my mind and spirit, and adding to my professional insights. Which of these was more important would be hard to say, perhaps even foolish to try to say.

Then, I immersed myself in the writing and re-writing projects described earlier, making occasional forays out into the sunshine to interview at Citrus, Chaffey, and San Bernardino Valley College. A week in San Diego acquainted me with the psychology personnel at the fine schools in the San Diego CC system.

Finally, with the writing done, the galley proofs checked and re-checked, I decided to hit the road again. With my wife, infant son, Jason (now potty-trained) and my 13-year-old son, Jeffrey, we loaded up the van and headed north on a combination vacation-interviewing trip.

In all, we covered 3660 miles going up to Victoria, B. C. and back, stopping at nine community colleges altogether. This time, the old reliable van really began feeling the toll of its overuse. However, we made it back and all of us were safe and renewed.

SUMMARY OF THE COLLEGE & UNIVERSITY INTERVIEWS

Several important findings emerged from this long study. One important problem was that, while I covered a wide variety of geographical regions and differing types of institutions, the overall sample was too small to afford me a satisfactory generalization.

Briefly, however, I found this:

1. Many two-year schools provide no separate curriculum for "vocational" or "Non-transfer" students. Some refuse even to classify students in this manner.
2. The California community colleges do have separate tracks for majors and non-majors, transfer and non-transfer, academic and vocational students.
3. Almost every school visited had problems of getting and keeping students. This was especially true of students with 4-year and graduate school goals, but also true of students interested in commercial, vocational, technical and agricultural areas. Either they were going to private schools, getting their training in on-the-job or apprentice programs, through the military, or from some other means. The major problem with non-academic students (those majoring in more technical or manual skills) was that the traditional curriculum was too academic for them, or the instructors were pointing their "best shots" toward the more academic student and ignoring, alienating, or talking down to the non-transfer

type student.

In far too many cases, I found instructors suffering from "professoritis," an exaggerated notion of their own professional importance. They often talked about the non-transfer student as if he or she were too stupid or unimportant for them to work with. When I mentioned that this group represents 30-40% of our entire enrollment at MSAC, some said they felt this would damage our overall academic standards! I hastened to point out that this had not been the case, and that on purely practical grounds, no school could afford to ignore or minimize such a large fraction of its ADA. I also felt personally that such attitudes were not so obvious at MSAC, certainly not in the Psychology, Sociology, Philosophy Department. I found I was prouder of our school than ever!

4. Schools where no bi-tracking system were found (like Northampton County Area CC in Easton, PA) were interesting to me. I was fortunate at this school to interview the President, Dr. Richard E. Richardson, jr. He became nearly livid when I used the term "non-transfer student" telling me that such a term was discriminatory (which it is!) and that at NCACC all students were considered the same. If you were a Psychology major or a Welding major you took the same Introductory Psychology course. If you needed any special help, they had an entire department devoted to tutoring, study skills, learning abilities, and other "helps". I came away impressed and humbled.

5. The Vocational and Technical schools (remember, my sample was small) didn't impress me with their enthusiasm or commitment, with the exception of the Technical Institute of Alamance in North Carolina. There, the student was prized and made to feel important. This is similar to what I feel happens at MSAC. However, courses like psychology were not considered as important at these schools as I think they are at our school.

6. Even with the above attitudes generally felt by the instructors, my impression was that most of the schools felt they would be getting more and more students in this "non-transfer" area and would have to re-tool to handle them. This was in response to my question as to what they felt the future of such courses would be. The general reaction was that the trend would be toward more "practical" or "applied" courses and curricula.

7. Almost all the instructors interviewed found frustrations in working with "non-transfer" students, mostly because they were using traditional methods that assumed a high degree of cognitive interest and facility. It varied from student to student, but all hoped they could find the "key". One instructor said

she felt many students would be delirious if we could find a way to distill knowledge down into a solution that could be injected via hypodermic needles!

It seemed to me that while MSAC does a good job with its present set-up, having no sharp division between "transfer" and "non-transfer" or between "academic" and "applied" students, we could do some things to make our system even better.

If the terms "transfer" and "non-transfer" are in fact discriminatory, with the latter term being considered "derogatory" we could make very certain that we orient ourselves at every level to eliminate such thinking. It's not always possible to stop cognitive trends, but we can do a lot to make sure we don't act as if we had prejudicial ideas. This will be difficult. We always like our majors. We find we often teach to them. We must overcome this tendency if we have not already done so.

If the two- or multi-track system is a hindrance, we must do away with it. However, following Dr. Richardson's suggestion, this would necessitate our giving a lot more time, space, money, and support to our Learning Skills Center. This can become the heart of the educational operation. Since so many of our students do come to us with lower academic skills than we expect, we must find some way to make involvement with the Learning Center an integral part of their educational experience. Some will object that this is not our job, that this job belongs to elementary and secondary schools. True or not, we are an open-door institution and it may be necessary for us to concentrate on a "remedial" or "salvage" function with a great many more of our students than some of us might wish to. All of this costs money and takes extra energy, but we have for years preached the philosophy that the two-year school is a place for the student to "find himself," to make up his mind and/or change it. It may be that we have the duty to perform these functions for the students who come through our institution.

On the following page is a sample of the kind of interviewing form I took with me. It covers a lot of ground, but I was trying to gain as much information in each interview as I could. I don't know if this was the best interviewing instrument I could have devised, but it seemed to cover all that I was looking for. A study like this must of necessity involve far more time and scope than I could give it, but I am glad I had the chance to do this much.

(FACSIMILE OF INTERVIEW FORM)

NAME:

CITY:

STATE:

POSITION:

INSTITUTION:

1. What psychology courses are offered in the lower division curriculum?
Psych. 1A _____ Psych. 1B _____ Psych. 33 _____ Psych. 50 _____ Others _____
2. What classification of students take the 1A-type course?
Majors _____ Transfers _____ All _____ Other _____
3. If any, does there exist a separate course in psychology for non-majors? _____
For non-transfers? _____ Others? _____
4. Units credit offered for this non-majors/non-transfer course:
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ Qtr Hrs _____ Sem Hrs _____ Other _____
5. Can the course referred to be taken for Credit/No Credit? Yes _____ No _____
Explain:
6. What proportion of student body is non-transfer?
7. What are their basic needs? Vocational Preparation _____; liberal arts broadening _____; life adjustment emphasis _____; human relations insights _____; Other _____
8. Most successful approach used in this course?
9. Techniques or experiences used in this course?
10. Worst experiences you have had in teaching such a course
11. Opinion as to the future of such a course with these students
12. What would be the ideal situation for teaching these students?

5. Can this course be taken for Credit/No Credit (includes Pass/Fail)
Yes: 2; No: 1;
6. What proportion of student body is non-transfer? 100%: 3;
7. Basic Needs of students taking Psych. 50-type course: (overlapping)
Voc. Prep: 2; Life Adjustment: 1; Other: 5 (many of the
Lib. Arts: 2; Human Re 1: 5; similar answers
were given)
8. Most successful approach used in this course: (N : 7 respondents)
Lecture; 2; Lecture/Discussion: 2;
Lecture/Lab: 1; Roundtable/Seminar: 2;
9. Techniques or experiences used: Similar answers were given here as were
given at the traditional 2-year schools, but some interesting variations were
found, such as Small Group methods, observations, communications exper-
iments.
10. Worst Experiences: Similar to those given above, though fewer students once
enrolled in this type of school tended to drop out.
11. Future of this type of course? All respondents thought it was the way they
had to do it, that other vocation-technical schools ran their courses the same
way, that other community colleges would do well to offer such courses.
12. Ideal situation for such a course: there was no unanimity here, but 5 respon-
dents felt no grades would help them and their students. All wanted more sup-
port from their colleagues and administrators, since they were teaching in
areas considered tangential to the vocational goals of the students!

FOUR-YEAR COLLEGES AND UNIVERSITIES:

5 schools visited; 9 respondents interviewed)

QUESTION:

1. Courses offered: In all cases the colleges and universities offered the usual
psychology offerings, including a Psych. 1A-type course, plus anywhere from
8 to 30 others! Only 2 institutions offered a Psych. 50-type course, though
it wasn't considered a non-transfer course. It was simply an elective course.
2. Type of students taking Psych. 1A (or its equivalent):
Majors: 5; Non-transfers: Not applicable;
Transfers: Not applicable (Others took the course as part of a major,
not psychology, or out of interest)
3. Not applicable
4. Credits offered for this Psych. 50-type course:
3 Sem. Hrs: 1;
4 Qr. Hrs: 1;

5. Credit/No Credit: Yes: 0; No: 5;
6. Not applicable;
7. Basic Needs of students taking Psych. 50-type class: (overlapping answers)
Voc. Prep: 4; Life Adj; 3; Other: 2
Lib. Arts: 2; Human Rel: 2;
8. Most successful approach used in this class?
Lecture: 3; Lecture/Discussion: 0;
Lecture/Lab: 2; Roundtable/Seminar: 4;
9. Techniques or experiences used: 5 of the respondents used case studies. 3 respondents liked role-playing. 1 respondent involved the students in field trips. All 9 had employed guest lectures.
10. Worst Experiences: only 1 respondent had negative experiences and this was a man who disliked the course and felt it had been given to him out of negative rapport with his Division Chairman.
11. Future of this type of course: 7 respondents thought this kind of course ought to be instituted at 4-year schools. 2 thought it was a fad or a passing experiment. 5 said they thought the course belonged in two-year institutions.
12. Ideal situation: 8 respondents thought their set-up was adequate, and only the 1 negative respondent couldn't find anything good about the course nor could he envision any situation being good for him connected with the course.

SUMMARY OF THE ENTIRE YEAR'S EXPERIENCES

Now that I am back on the job, I find that my appreciation for the year's leave is growing. During the year, I had mixed reactions, since I was bogged-down with so much writing responsibility. Minor problems, like the breakdown of my car, the outrageous price of gasoline, the occasional irritant one finds in campgrounds, and my need to be with my wife and children added to the mixture of the blessings.

Several facts emerge: I needed to get away from teaching and to get into some new vistas of experience. I needed to travel. In addition, I needed to get some major writing done. I had hoped there might be time left over to do other writing, but this did not happen.

I find that I did miss teaching. I missed the campus (MSAC) and the kind

of interaction that I've become used to. I am very happy to be back at work. I had heard stories during the year off that student apathy was at an all-time high, that students weren't interested in their classes, that they didn't want to work, that they wanted A's for merely showing up, sometimes!

I have not found this to be the case with my 250 daytime students nor the 40 I have in the evening. If anything, they seem more highly motivated than the ones I had before I took my leave. But, perhaps the real motivation is in me. I knew the change would be good for me. I sensed that it was necessary. Now, I can affirm that position. I believe all teachers get stale or routine in the performance of their duties. Routine sets in with familiarity of the material, and as a way of simplifying the job. Routine and sameness are death to a classroom teacher and the student soon picks this up. My conclusion then is that for a lot of teachers it is they who have become bored or apathetic, not necessarily the students. There will always be bored, lazy, apathetic, or defeated students. If the teacher "catches" this problem, then it affects (and infects) the entire class.

For this reason, I would say that a Sabbatical Leave is of enormous importance. I could not limit this to any particular kind of Leave, since different kinds of activities and changes affect different people in various ways. Some will indeed benefit and grow from travel, here or abroad. Others will be better off taking courses for their professional growth or to pursue a higher degree. Many will use the time to write or create, possibly doing it better because the other pressures are off. All of them, however, should benefit from the variety.

I cannot emphasize this fact enough: teachers, like front-line combatants, need R & R: Rest and Rehabilitation! It is a difficult job, especially if you are doing it well. The rewards (apart from the financial, which is a different essay!) in teaching are a long-time in coming, since we cannot always see the flowering of what seeds we sow in the students. In 13 years of teaching, I've been visited by, or written to by, perhaps 50 former students. This isn't a large sample of the 4000-5000 students I've taught at 4 institutions. With this absence of immediate feedback, you get defeated or at the very least, you carry around this continual question: How am I doing? Am I doing a good job? This can be a wearing thing and add to the emotional and physical energy drain that ordinarily accompanies teaching.

So, I am grateful to many people for this year's Leave: to the department members who had to pick up my share of the load, to the department chairman for his encouragement (Dr. Stanley Honer, and later Mr. Robert G. Amick),

to the Sabbatical Leave Committee for their encouragement, to the Administration and Trustees of MSAC for making it possible. I know how much I have benefitted from this Leave. It remains for me to show this in a tangible way by doing a better job in my classes. This is already happening, if I can believe the reports I am getting from my students, directly or indirectly.

I would encourage the Committee, Administration, and Board to continue providing this necessary and highly beneficial program for MSAC instructors. I could wish all schools had a similar policy. Even industry is getting the message: Kaiser Steel requires each of its employees to take a year's leave every seven years, even if the employee uses the year to find other work!

I would counsel all Department Chairpersons to see to it that each of their department members seriously considers the advisability of taking his/her Leave. It would even be beneficial if the Sabbatical Leave option came up more often than every seven years---though it might have to have a different name!

In conclusion, I can think of few experiences I have had in my 40 years that have given me so much, or which have helped me to become a better person and professional. I am sincere in my feelings and in my appreciation.

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