Bell: Reforming General Education

Liberal Education

The university cannot remain a world (though in
upholding standards it plays an important role) if two
years is to accomplish a liberal education. It cannot
be liberalized without enrolling a liberal education and
the function of the college years.

1. Liberal education is the ability of the student
to overcome provincialism.
2. It is to appreciate the centrality of method
(i.e., the role of concepts).
3. It is to gain an understanding of history.
4. It is to develop a love for the arts.
5. It is to demonstrate the civilizing role of the
humanities.

Why Reform?

The world is changing and so is the present.
Schools have been keeping pace with the new.
2. The college is the largest single-gender
college in the country, but it is still a
prestigious institution.
3. The college is the only one with the
ability to attract the best students.
4. The college is the only one that can
prepare students for the future.
5. The college is the only one that can
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Bell: 'Some Modest Proposals'

(Continued from S-1)

The study of such a period shows us a society which held a different view of religion and man, and provided an important basis for the subsequent discussions of the different world views of Christian and Oriental culture.

2. The classical period provides the basis for Western political experience—the idea of democracy and the ideals of liberty.

3. The historical distance, and the relatively unified nature of the period are essential for understanding the experiences of these societies. Thus, we should not be too surprised at the way certain historical figures, such as Ptolemy of Alexandria, Zeno, Zeno, Epicurus, and Socrates, have the same ideas as their modern counterparts. This is not to say that we should ignore the historical context. It is simply to say that the method of historical interpretation is not necessarily the same as that of a modern historian.

4. The critical period sets the stage for understanding the role of force and the military, the meaning of imperialism.

5. The problem of historical explanation—whether the first term of Contemporary Civilization is reconsidered to begin with a term in selected topics of Greek and Roman history.

This brings us to the problem of covering subsequent European history to the present. It is clear that this cannot be done in a single year. The effort to do so in the present C.C. is a failure. The beginning, with the medieval period, leads to a stop-start and jump process which is not conducive to the development of good writing. In order to avoid this, I propose to concentrate on the history of Western civilization, with an emphasis on political history, economic history, and intellectual history.

6. The humanities are at the heart of a single term's work. In economics, geography, government, anthropology, and sociology, the humanities are everywhere.

7. Humanities: A present subject, a set of great works. The literature of the contemporary period is a subject to be taken seriously.

The humanities are present in both the course and the essay, and the main purpose of the course is to make students aware of the nature and function of intellectual understanding and control. The course is not only to make a student aware of a text of the scholarly context in which it is used; not only of its own sensibility, emotions, and response to the original, but also of its place in the current body of knowledge. The problem of the "naive" response, for instance, is to some extent a product of the use of such a text. Moreover, the whole idea of "naive" response is to some extent a product of the context in which it is used. It is the function of intellectual understanding and control, which is the aim of this course.

8. The criteria for the term of Humanities in the course and in the essay. The criteria for the term of Humanities in the course and in the essay are that the essay should be relevant to the context in which it is written, and that the essay should be a product of the context in which it is written. The essay should be a product of the context in which it is written. The essay should be a product of the context in which it is written. The essay should be a product of the context in which it is written. The essay should be a product of the context in which it is written. The essay should be a product of the context in which it is written. The essay should be a product of the context in which it is written. The essay should be a product of the context in which it is written.
Report Urges 'Third Tier' of Gen Ed Courses

(Continued from page 1) to create as much change in biology in the next two decades as the theory of relativity or quantum mechanics created in physics in the first two decades of this century.

Major Requirement

What is the function of the major? Most departments would argue to provide a basic minimum of specialization and coverage in a field. But to what end? As a direct stepping-stone to a profession or major career; if the student's knowledge is not developed enough to take a major in graduate school; if the student wants to go on to graduate study in the field; or if he is planning to spend his whole career in the field; then they should demand of the major in question the highest possible professional standard. It is clear that the present major is not designed to serve any of these ends. But it may well be that there is a need for "multitracks" in the major programs of all institutions, in order to meet the varied needs of all students. As well as in order to meet the varied needs of all students, there is a need for a major that will meet more adequately the needs of the students.

The concept of a "Third Tier" implies a method of analyzing and organizing courses of study in a college curriculum where the focus is on a deeper understanding of the nature of knowledge and the intellectual skills necessary to function effectively in society. This concept is derived from the belief that higher education should not only provide students with the knowledge and skills necessary for professional success, but also with the critical thinking skills necessary for effective citizenship.

In principle, there would be four kinds of courses in the Third Tier:

1. The historical foundations of the intellectual disciplines in the field;
2. The intellectual and philosophical presuppositions of the disciplines;
3. The examination of the various disciplines as a whole, as well as the major disciplines in the field;
4. The evaluation of the various disciplines as a whole, as well as the major disciplines in the field.

The "Third Tier" is a way of organizing courses of study in a college curriculum where the focus is on a deeper understanding of the nature of knowledge and the intellectual skills necessary to function effectively in society. This concept is derived from the belief that higher education should not only provide students with the knowledge and skills necessary for professional success, but also with the critical thinking skills necessary for effective citizenship.
Call for College Expansion to Retain Leadership

(Continued from S.3)

and with a philosophy and understanding of the student's needs and environment. The college is constantly striving to provide opportunities for leadership and personal growth.

The structure of Columbia University offers an additional burden on the College. Within Columbia, a student's primary role is to be not in his faculty but to his department. For the senior professor, the various courses created by the expansion of the graduate school are merely part of his responsibilities. Against his highest level in the academic world, the student must still probably work out seminars or lecture courses, and, if possible, one College course. In the College, he must teach a senior seminar, an upper-level lecture course, an introductory departmental course, or a lower-level general-education course. Since teaching Contemporary Civilizations of Humanities requires considerable preparation, he rarely chooses to teach one of these courses.

The problem is not one of good will, for much of this already exists. The problem lies in reducing the pressure on the faculty—the scope of which is beyond the range of this inquiry. There remain the vexing problems of staff for the Contemporary Civilizations and the Humanities courses.

"I have a feeling that if the idea of the college has been called into question, Columbia College must now resolve the issues of the students and the Teachers College at the present time. Expansion is a necessary condition for new experimentation. It is also the premise for the survival of Columbia as a first-class school."

The problems, as they have existed for the past dozen years, are twofold: a low proportion of senior men teaching these courses. And in itself the presence of a large number of young contributors to the Contemporary Civilizations and Humanities courses is too great a drawback. These courses are best given by retrained teachers who want to broaden their backgrounds. But because these staff courses, some proportion of professors is necessary to give a proper experience to Columbia College.

"If the Contemporary Civilizations and Humanities courses are to be viable as staff courses the college, it seems to me, has to find a new orientation toward them. It may be that what is needed are the 'superior instructors' that John Burgess talked about, and a staff should be set up on this basis. There are, I think, two sources of teachers for such persons. One and the other is a market to which all men who have already completed their education, who would want to spend the first few years of Columbia, benefiting from the association with the university, before going on to teach, rather than continue on with the same responsibility in many areas outside the country."

A second and thirdly, a challenge is the problem about to retire. Columbia University has

bursaries, law, and area studies) to raise their own funds, rather than from a centralized university policy. In consequence, the College, lacking the leverage of other university schools, has suffered somewhat in staff and facilities.

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Another problem is the need for more faculty to join the College. Although the College has a large faculty, it is not large enough. There are still a few schools in the United States where one can find the intellectual level of a high-yielding student body with the resources of an eminent faculty, but none that are run by public rules. Only a few universities, who meet minimal standards in the state, have been able to support a good student body. A number of small liberal arts colleges, by providing individual attention, are able to foster students who represent all areas of the body, but often lack the broad resources that a major university provides. Columbia University, which by the number of students, serves as a central role in the constellation of American colleges.

There is a compelling case to be made for the expansion of Columbia College—both the Committee in 1964 and the Board of Governors in 1966 have already made clear the need for 2,000 students. It could expand to 4,000 without losing its identity, or doubling the artistic quality of its student body and students. A review of the competition and the fact that the College has turned away many qualified applicants with the promise of a corresponding community, the institutional reasons cited by the Board, and also the impression that the College is not as far advanced as the University in relation to other sections of the University.

But these are not the only reasons. There is also the need to improve the relationship with and the separation of the curriculum, which can be accomplished not only within a larger student body. The questions are not only how to expand the college and how to expand its resources in the future, but also whether the new students will contribute to the University as a whole. The failure of the college to expand is also the failure of the whole University to act on expansion. The solution is not "wide-open experimentation" and the policy of securing "all American colleges" by open experimentation. It is difficult to escape the conclusion that the College is threatening not to expand. The situation at the time of the "idea of the college" was not as urgent then. At a time when the "idea of the college" was the key question, the College, in the past, because of its traditions and university resources, was able to lead the way in such a meaningful and creative way in the educational scheme. Expansion is a necessary condition for new experimentation. It is also the premise for the survival of Columbia College as a first-class school.

Coda

The liberal arts, which this book offers, have their own hard and difficult place, which is too often easily surrendered when a university seems too easily to escape those who run the institution. The liberal arts is not an opposition to orthodoxy, but to its enforcement; but against virtue, but against its imposition, whatever the spirit. It should be noted, and not as a democratic device, that the liberal arts are a means to an end, and not an end in themselves. The liberal arts must have an end, as an end, when confronting the young: both self-consciousness, and self-transcendence. It is the end, then, that is the harder, the more difficult and the more difficult. And if it is the more difficult, it is also the more meaningful.