

Revision of CC Under Discussion

DEC 5 1960 — Spec
Instruction Committee
Considers Suggestions

By Dov M. Grunschlag
(Second in a Series)

Two major problems confront the Committee on Instruction this year: revision of the Contemporary Civilization courses and the science requirement.

As part of its work in CC revision, the Committee is now weighing the recommendations of the President's Committee on the future of CC.

According to Bernard W. Wishy, assistant professor of history and chairman of the editorial committee of the CC staff in charge of the CC curriculum, the President's Committee was originally formed to solve the staffing problems of the CC courses. But, he added, the Committee has primarily offered suggestions for curriculum changes, which "will not solve the staffing problem."

Professor Wishy declined to disclose specific information on the proposed changes. But the President's report "raises basic questions on the nature of future CC programs," he noted.

The report deals primarily with CC B, in which "radical revision" is likely by 1962-63. Professor Wishy foresees no major changes in CC A in the near fu-



Asst. Prof. Bernard W. Wishy.

ture.

He termed the report of the President's Committee "purely advisory." The agenda for discussion of CC revision will be drawn by the Committee on Instruction, which is not bound by the President's report. The suggestions of the Committee on Instruction are in turn subject to general faculty approval.

The staffing problem is created by the general nature of the CC course. According to Professor

Wishy Questions Present Value of CC Courses

Wishy, the departments from which CC instructors are recruited do not — and cannot — regard even "fine teaching" in CC as assurance that the instructor is worthy of promotion in his department.

Additional staffing difficulties, he said, involve "enormous turnover" of teachers which prevents a "sense of continuity about what the course is trying to achieve," and, among some teachers, a lack of enthusiasm for teaching a general education course.

One way of solving the staffing problems, at least for CC B, is to redesign the course "along departmental lines." The revised course, Professor Wishy said, would serve as a "kind of introduction" to a specific discipline in a way "basically congenial" to the teaching method and "scholarly interests" of the individual department.

But though this might foster consideration of teaching in CC as the equivalent of departmental work, Professor Wishy observed, it may not achieve a "greater expertness or sense of a

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CC Revision

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The CC course, he said, must give "greater general assurance" that students will get down to "scholarly work and closer to mastering a subject."

It is time for "radical revision" of the two CC courses, Professor Wishy maintains. Perhaps students should "read more deeply in a few authors with associated background readings in the history of the author's time," he suggested.

DEC 5 1960 (to be continued)