

To: President Eldon E. Pearce
Subject: Sabbatical Leave Report for the Board of Trustees
From: Bruce L. Paulson
Date: October 27, 1972

Summary:

My Sabbatical Leave during the first five and one-half months of this year, January 1 - June 15, 1972, was for the purpose of completing the requirements for the Doctor of Education Degree at the University of California, Los Angeles. I presented my dissertation proposal and passed the Oral Qualifying Examination in February, conducted my study during March and April and wrote the dissertation during the months of May and June. I passed my Final Oral Examination with a successful defense of my dissertation on July 24, 1972. This culminated five years of continuous study at U.C.L.A. in pursuit of the Ed.D.

Statement of Sabbatical Leave Value:

The Sabbatical Leave, of course, made it possible for me to achieve my professional training goal. The course work with a major in community college education and minors in administration and vocational education has obvious direct relationships to my administrative position. The study which was conducted on community college campuses provided an exceptional opportunity to gain insights and understandings of effective administrative conduct. Specifically, the leave has provided the opportunity to become further prepared for leadership in administration at Mt. San Antonio College.

Accompanying Document:

A copy of my dissertation, "An Investigation of the Activities to Improve Instruction by the Dean of Instruction in Selected California Community Colleges," is submitted with this report for placement in the College Library.

UNIVERSITY OF CALIFORNIA

Los Angeles

An Investigation of the Activities to Improve Instruction
by the Dean of Instruction in Selected
California Community Colleges

A dissertation submitted in partial satisfaction
of the requirements for the degree
Doctor of Education

by

Bruce Leonard Paulson

Committee in charge:

Professor Frederick C. Kintzer, Chairman

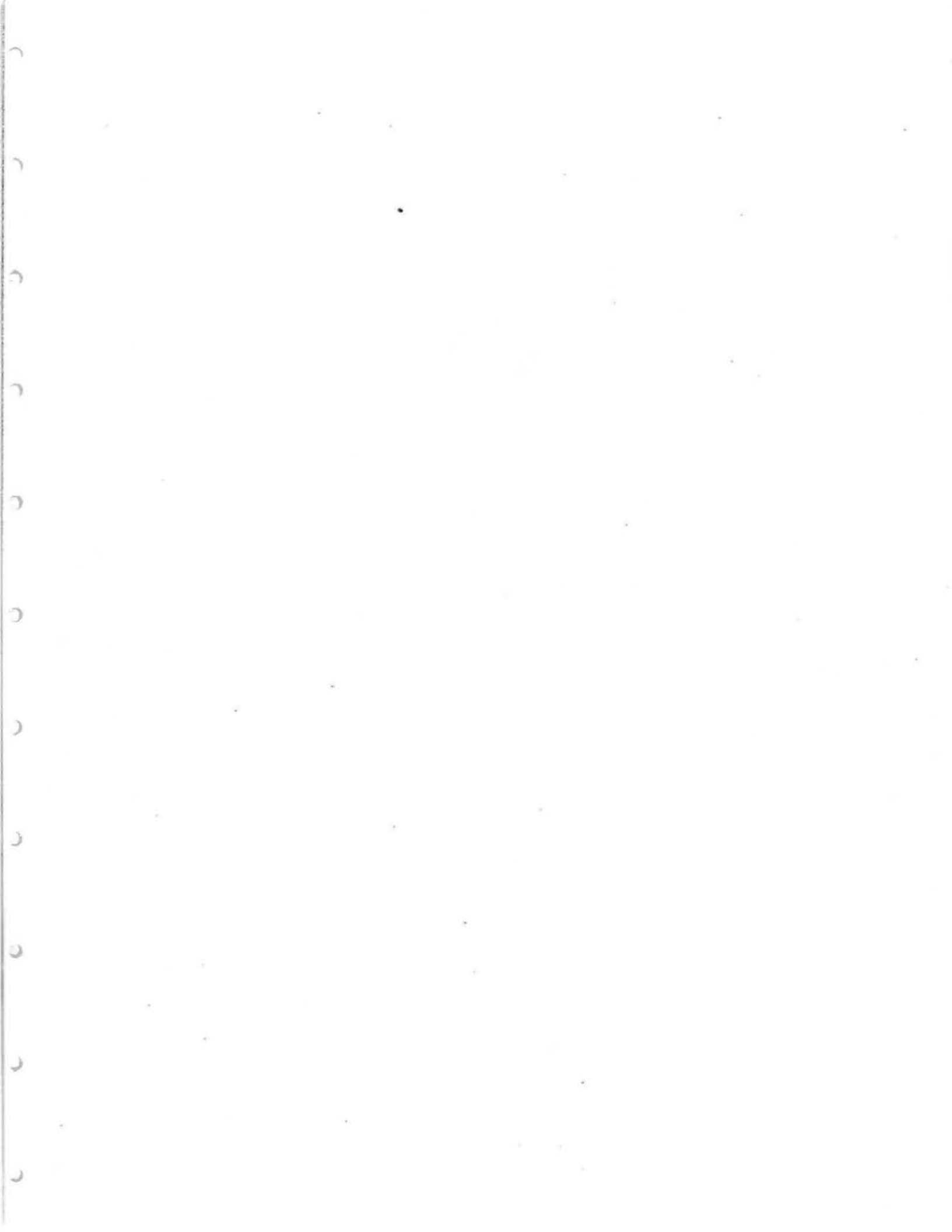
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1972



The dissertation of Bruce Leonard Paulson is approved, and it is acceptable in quality for publication on microfilm.

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ABSTRACT OF THE DISSERTATION

An Investigation of the Activities to Improve Instruction
by the Dean of Instruction in Selected
California Community Colleges

by

Bruce Leonard Paulson

Doctor of Education

University of California, Los Angeles, 1972

Professor Frederick C. Kintzer

This study was an investigation of the activities of the dean of instruction which had a significant effect on instruction in community colleges. The case-study survey approach was used in this investigation conducted at five selected Southern California community colleges. The investigator, using the critical incident technique, interviewed sixty-seven participants--presidents, deans of instruction, department chairmen, faculty leaders, and instructors. Reports of significant effective and ineffective activities of the dean of instruction were collected, analyzed for classification, and adapted for further computer assisted analyses.

A total of 699 activities--critical incidents--of the dean of instruction which were perceived by the

participants to have a significant effect on instruction were collected. Of this total number of activities, 438 were effective and 261 were ineffective. These activities were classified into five general areas which were formed to represent the natural grouping tendency of the activities. These general areas for both effective and ineffective activities were: Administrative Style, Directive Actions, Involvement of Faculty, Personnel Practices, and Responsive Actions. Each general area had its own set of from six to nine specific categories within which the activities were categorized. Thus, activities reported by selected groups, established on the basis of positions held at the colleges, and sub-groups, established on the basis of selected background criteria, were analyzed and interpreted for implications.

The presidents and representative faculty reported 371 effective activities and 237 ineffective activities. The effective activities were most often classified in the general areas of Administrative Style (27%) and Personnel Practices (24%). Similarly, 33 per cent and 28 per cent of the ineffective activities were respectively classified in these same general areas.

The deans of instruction reported 67 effective activities and 24 ineffective activities. The effective activities were most often classified in the general areas of Administrative Style (27%), Directive Actions (24%),

and Personnel Practices (24%). Ineffective activities were most often classified in the general areas of Involvement of Faculty (33%) and Personnel Practices (30%). The deans of instruction judged their effective actions as more effective and their ineffective actions as less ineffective than did the presidents and representative faculty as a group.

A total of 41 implications for deans of instruction in their efforts to improve instruction were determined from interpretations of the data. Generally, they implied needs for: (1) providing inspirational leadership, (2) establishing close working relationships with the faculty, (3) being involved and familiar with the classroom instruction, (4) providing functional organization, (5) selecting outstanding personnel, (6) involving faculty in improvement activities, (7) de-emphasizing directive actions, and (8) matching activities to improve instruction with faculty group expectations. Although deans of instruction appeared to have a realistic understanding of the effectiveness or ineffectiveness of their activities to improve instruction, the urgent need for inspirational leadership in this key position was clearly documented in this investigation.

CHAPTER I

INTRODUCTION

The community junior college is widely acknowledged as a teaching--not a research--institution. As the newest member of the higher education family, one not bound by tradition and historical regime, great hope was placed at its doorstep for quality instruction.

The California community colleges, however, are not pleased nor satisfied with their instructional programs and reported it as their number one problem--how to improve instruction--in 1965.¹ Leading junior college authorities have called for innovation, instruction based on measurable objectives, evaluation, and accountability.

The dean of instruction in the community college is charged with the responsibility for improving instruction. It is true that the president of the college is ultimately responsible and that he must provide inspirational leadership, but one of his right-hand men, the dean of instruction, is by title and position responsible for administering quality instructional programs. It is also true that

¹Basil Peterson, *Critical Problems and Needs of California Junior Colleges* (Sacramento: California Junior College Association, 1965), p. 26.

the faculty should be most influential in causing the improvement of instruction. The governing boards, however, assign this crucial responsibility to the administration. A dean of instruction must provide leadership and direct activities for the purpose of improving instruction.

This study was an investigation of the activities practiced by the dean of instruction in his efforts to cause an improvement in instruction.

Importance of the Study

Leading educators and researchers have been insisting with increasing frequency and urgency that instruction and teaching be purposefully designed to *cause student learning*. Bloom has declared that the cost of this system [current instructional system] in reducing opportunities for further learning and in alienating youth from both school and society is so great that no society can tolerate it for long. This system, he charged, fixes a set of expectations on both teachers and students so that about a third of the students will learn adequately, another third will learn a good deal, and that a final third will fail or just "get by."² Cohen and Brawer have written that instructional improvement, a leading issue in junior college education, can be brought about through deliberate

²Benjamin S. Bloom, "Learning for Mastery," *U.C.L.A. Evaluation Comment*, I (May, 1968), 1.

was a thrill to visit Plymouth, England, from which the courageous band of Pilgrims departed seeking freedom in a new land, and then to visit each country of Western Europe and get an insight into the culture and strength that each brought to the "melting pot" that became America. To visit the historic sites of Runnymede, Westminster Abbey, Versailles, Fontainebleau, Munich, Vienna, Geneva, Rome, Pompeii, Anzio, Genoa, Barcelona, Gibraltar, Madrid, etc., was awe-inspiring and defy adequate description.

10. Home Economics

There were few opportunities to become acquainted with people in their own homes; therefore, our only observations of "home life" were derived from tours to areas displaying homes of the past and modern residential areas. A general observation is that most Western Europeans live in apartments and condominium-type homes rather than individual homes as we know them. This accounts for the absence of suburban sprawl. Even in rural areas, farmers live in small towns, then go out to the farm areas to perform their tasks. European dining habits are most varied, and the cuisine is different and unique in each country. General impressions include--dinner is served between 4:30-6:00 p.m. in Norway, while one is unable to have dinner in Spain prior to 9:30 p.m.; fish and cheese for breakfast is not unusual in Norway; the breakfasts in England are most nearly like ours; breakfast is usually included in the price of European accommodations; food is usually ordered ala carte in Sweden; the selection of open-faced sandwiches in Denmark is extensive; European coffee is thick, bitter, and expensive; the fish in Scandinavia is excellent; veal dishes throughout Europe are superb; seafood in Spain is excellent; beer and/or wine are common

with lunch and dinner; and the croissants in France, the rolls in Germany, the sachertortes in Austria, the Gouda and Edam cheeses of the Netherlands, the Swiss cheeses, and Roquefort cheeses of France are wonderful.

It was also observed, whether dining with a family in "native" accommodations or in a sumptuous hotel, mealtime is a special occasion. The tables are set well and usually have cut flowers adorning the table. The meals are served in courses and leisurely. It is a time to relax, enjoy the meal, and converse; it is a great way to live!

11. Mathematics, Astronomy

Utilization of mathematics is evident throughout Western Europe as its use is reflected in the modern sophisticated developments in construction, industry, and business practices. Learning Mathematics is an important part of each country's educational program, although the use correlates with the degree of development of educational systems, i. e., education in the towns and villages of Spain is far less developed than that in the great, modern cities of Europe.

Although little time was spent in the area of astronomy, it was of great interest to visit Stonehenge and speculate with the experts regarding the origin of this unique, historical site thought to have relationships to the solar system, stars, and galaxies. It also was a wonderful experience to visit Greenwich, England, and realize that this is the spot on Earth from which time is correlated with the celestial sphere and motions of the members of the solar system.

12. Modern Languages

Although it is evident that English is replacing French as the international language, the importance of conversational fluency in foreign languages is becoming more prominent. The shrinking of our globe brings people together more quickly and frequently and necessitates the ability to communicate with one another. At times, especially in small towns and villages, we encountered situations where no one spoke English--and we did not speak their language. Although we could not verbally communicate, we were able to make ourselves understood with varying degrees of difficulty and success. However, in most instances, English was spoken.

I must admit it was a humbling experience to realize how competent Europeans are in two or more languages and how poorly I communicate in foreign languages. On one tour, the guide conversed in four different languages and, in talking with a student at the University of Barcelona from the Netherlands, she informed us she spoke five different languages. Undoubtedly, some explanation for the Europeans' competency in several languages is due to the close proximity of their countries. Americans, in general, are not as talented in the use of foreign languages as a means of international communication.

13. Music

Much of Western Europe seems to be permeated with music. From the concerts in Tivoli Park in Copenhagen, to the rollicking band music in the beergardens of Germany, to the symphonies of Vienna and Rome, to the folk music in the plazas of Spain--music is an important part of their lives. Their musical heritage goes back centuries.

In Norway and Denmark, we toured the rugged mountain and fjord areas

that inspired Edvard Grieg. In Salzburg, Austria, we visited the birthplace of Mozart. A mid-October trip through the colorful Vienna Woods reminded us that here is where Beethoven composed many of his works; we also visited the Cistercian Abbey of Heiligenkreuz where Franz Shubert played the organ. We visited the opera houses in Vienna and Madrid, and in Rome and Milan we were thrilled as we toured the sites where the operas of Rossini, Bellini, Verdi, and Puccini were first performed.

We were amazed at the number of plays and musical performances presented in London. This seems to be the European showcase for modern productions ranging from rock'n'roll, to popular music, to heavy opera. Generally speaking, Western Europe can be called a land of music which accounts for much of our American musical heritage.

14. Physical Education

Physical education and physical fitness are very important to the Western Europeans. The programs are integral parts of the school curricula, particularly through each student's high school experience. Great emphasis seems to be placed on gymnastics and soccer. We observed throughout Europe people of all ages playing their most popular sport soccer or, as it was called in many places, football, futbal, fusal. We were also impressed with the number of people of all ages riding bicycles, taking walks and, especially in Southern Germany, Austria, and Switzerland, many families hiking through the beautiful fields and mountains.

Physical education equipment is plentiful and of good construction. In nearly all public parks, and there are many, fine playground equipment is located. At many of the universities and stadia visited,

we found modern, up-to-date, high-quality facilities and equipment. The number of synthetic tracks throughout Europe was especially noticeable. We were also impressed with the number of girls engaged in track and field activities.

A highlight of the trip was to tour the site of the 1972 Olympics, Oberwiesenfeld, in Munich. This remarkable facility will be described in the section regarding Engineering.

15. Physical Sciences, Engineering

The highly developed modern towns and cities of Western Europe are direct results of the skills and talents of their engineers and physical scientists. The modern, sophisticated developments are the products of a heritage dating back thousands of years.

One marvels at the accomplishments of the Romans more than 2,000 years ago. Evidence still remains of their 75,000-mile network of roads; of Hadrian's Wall (100 A.D.) built to keep the Scots out of England; of Roman-built facilities in Bath, England, and Cologne, Germany (32 B.C.); and of an aqueduct built by Trajan in Segovia, Spain, 2,000 years ago which still carries water. Of course, Italy is covered by reminders of the talents of the early Roman engineers--the Colosseum (72 A.D.), the Pantheon (27 B.C.) which is still used today, the Roman Forum and baths, the city of Pompeii, etc.; each is a tribute to the genius of these talented men.

The talents of those who designed and built the most primitive of early wooden churches (Torpo Stave Church built in 1300 A.D. in Gol, Norway) contrast with the marvelous stone cathedrals at York Minster, Westminster Abbey (1042-1066 A.D.), Sir Christopher Wren's St. Paul's Cathedral, the Basilica de Sacre-Coeur in Paris, St. Peter's Basilica in Rome designed by Raphael, Michelangelo and

others, and the hundreds of churches throughout Europe. One also stands in awe at the contrast in construction of homes from the primitive one-room, log, sod roofed dwellings in Scandinavia; the Gypsy caves in Spain; and the walled cities of Rothenburg and Carcassone; to the hundreds of magnificent castles, palaces, and chateaus throughout Western Europe. Among those visited were the 1,400-room Schönbrunn Palace in Vienna; Marksburg and Neuschwanstein castles in Germany; Chalon in Switzerland; Pitti Palace in Florence; the Royal Palace in Madrid; and Amboise, Chambord, Fontainebleau and Versailles in France. We were also impressed with the similarity in construction of modern high-rise apartments and condominiums with our American techniques of design and construction. Of particular interest to us, since we attempted to stay in as many old castles, hunting lodges, hotels (900's to 1800's) as we could, was the technique of installing modern utilities on the outside walls of these old buildings.

The engineering skills demonstrated in the use of fjords, canals, rivers, subways, cogwheels, cables, and rails for transportation are remarkable. Of course, the heavy industrialization of Great Britain and the Central European countries is directly attributed to utilization of the knowledge of physical scientists and engineers.

A visit to the site of the 1972 Olympic Games was very impressive. Here, on a 740-acre tract of land called the Oberwiesenfeld, facilities to accommodate 10,000 of the world's finest athletes were being constructed. The site was formerly the airfield where British Prime Minister Neville Chamberlain landed for the meeting with Hitler that produced the infamous Munich Pact. Overlooking

the site is a large, grass-covered hill covered with trees. The hill was constructed on top of a pile of rubble dumped here as Munich, which was nearly 50% destroyed by allied bombs during World War II, was being rebuilt. The athletic facilities are very unique--very modern, using exterior steel beams and cables to support plexiglass roofs. The housing for the thousands of news personnel and athletes will be utilized as apartments following the Games. As difficult as it is to forget the horrors inflicted upon Earth by Germany in World War II, one admires this tremendous effort of the German people to partially erase the war memories and provide for world-wide competition through athletic endeavor.

16. Public Safety and Service

Although no special effort was made to investigate this area, we were very appreciative of the courtesy and help rendered by the police in all countries. We developed a reliance on them for assistance and a deep respect for the adoption by all countries of Western Europe of the International Road Sign System--the United States would be wise to adopt it also.

A polizei in Gottingen, Germany, during my first day of driving in Europe, was most understanding of this dumb American tourist in assisting him to get out of a restricted area in the center of the old city. A polis in Sweden was of great assistance in encouraging me to restudy the road sign system and to slow down around a curve. Two Spanish policia also reemphasized the importance of reducing speed on a very unimproved stretch of Spain's highway system. A lady bobby in Chester, England, directed us to a hotel we had difficulty in locating.

Due to the extensive use of bicycles and motorbikes, Belgium and Netherlands have constructed special roadways to accommodate them. They are approximately six feet wide and located adjacent to the "shoulder" of the highways. On most of the college and university campuses, special bike paths and parking areas are provided.

In England, we were particularly impressed by the fact that service vehicles of the Royal Automobile Club (RAC) patrol the highways for the specific purpose of assisting anyone having car trouble. The Club also provides information stations along the roads where one may stop to inquire about roadways, accommodations, maps, etc. We particularly appreciated the courtesy of a lady attendant near London who obtained accommodations for us at Black Heath.

The courtesy and efficiency of the public safety and service personnel of all countries certainly made our visit to Western Europe much more enjoyable and relieved us of many of the anxieties occasioned by traveling in unfamiliar foreign countries.

17. Psychology, Sociology, Philosophy

The entire sabbatical leave was a sociological experience in that we lived with foreigners for three months observing and studying their folkways, customs, problems, and solutions to problems as they live together in groups. Interwoven among the observations made in each curriculum category of this section of the report is presented the significant sociological impact made by each country.

No special effort was made to explore in depth this area of MSAC's curricula. However, it was inspiring to visit the homeland of the

German psychologist, Wundt, who established the first psychological testing laboratory in 1879 and initiated work in the exploration of the mind, mental processes, feelings, desires, and emotions. A visit to the University of Vienna brought to life the work of the Austrian physician, Sigmund Freud, who explored the psychological world of the subconscious. We reflected on the works of Frances Bacon, Immanuel Kant, and Rene Descarte who built on the works of Plato, Aristotle, Cicero, and Plotinus as they founded modern philosophy through their studies of the principles and processes underlying all knowledge, thought, and conduct. Also, in France, much of its history reflects the influence of its famous political philosopher, Rousseau.

18. Speech Arts and Drama

The Western Europeans, in general, are very skilled in Speech Arts and fluent in their native tongue. As was stressed in the section regarding Modern Languages, they pride themselves on being multi-lingual. Correct verbal communication seems to hold a place of importance in school curricula.

We were particularly amazed and impressed with the competency of tour guides in the use of English, a foreign language to them. Although, at times, the combination of English words to express a thought was different and amusing, usually their use was grammatically correct.

It was also observed that, in general, Western Europeans seem to have a greater appreciation for Drama (the theatre) than we. We were impressed with the number of theatres used exclusively for "live" productions not only in cities but also in smaller towns. In the major cities (Madrid, Rome, Vienna, Paris, and particularly

London) the number of productions surprised us. Patrons of drama certainly have a wide selection of plays--ranging from light mod presentations to the old classics.

19. Student Personnel

Although we visited 17 schools in Western Europe, it is difficult to generalize on Student Personnel Services. My observation from the limited sampling is that our colleges and universities, and MSAC specifically, provide superior student services.

The extent of student services ranged from excellent and extensive services in a beautiful, brick Student Center at the University of Aarhus, Denmark, to no special provision for these services at the College of Commerce--University of Cadiz, Spain. At many of the schools, student services and activities were provided and supervised as a part of the faculty responsibility.

Many schools did not have a facility such as our Student Center.

In these instances, in addition to contacting students on campus, we found it extremely interesting and profitable to meet with them in their "student hang-outs"--usually located just off campus. We particularly enjoyed talking with Swedish students at the Branda Tomten in Stockholm, Norwegian students at Holberg Stuen in Bergen, German students at Platz Stude in Heidelberg, and English students at the King's Arms--a pub at Oxford. We found them to be very friendly, relaxed, and frank in their discussion of local and world events in the quaint, delightful, comfortable atmosphere of their familiar "gathering places." We believe that in this environment we received a more accurate impression of people as they really are rather than that gained from a formal tour guide.

20. Vocational-Technical

The two-year community college concept appears to be unique to the United States; at least, we did not encounter any arrangement comparable to our MSAC curricula at the European schools we visited. Technical education--engineering, architecture, electronics, aeronautics, etc.--is found in many European universities leading toward the bachelor, master, or doctor degrees. Vocational-technical education, as we know it in our community colleges, is offered primarily in specialized technical schools in Western Europe. Of course, this reflects the traditional "two-track" system of European education which begins to segregate the vocationally oriented student from those academically oriented as early as the elementary grades.

In Copenhagen, Denmark, I visited the Technical Institute within the University of Copenhagen. It was a well-equipped, modern multi-storied facility with instruction in a variety of areas--automotive, material testing, electricity, plastics, machine operation, etc. I was informed that the school was involved in research, instruction leading toward degrees, and also had short-term courses to meet specific needs related to business and industrial problems.

While in England I was informed that the technical schools have been in existence over 200 years. They resulted from a need to teach related technical subjects to apprentices. I was also informed that a concerted effort is now being made throughout England to merge specialized technical schools into polytechnical institutions. In conversation with a Mr. Peter Mallinson, of Liverpool, I was informed that he learned his technical skills

as an engraver and locksmith at a specialized technical college. It was of interest to note that in the technical colleges within the University of Madrid, Spain, technical students are required to take a specified number of academic courses. This is an attempt to broaden the knowledge of these students by exposure to non-technical areas.

All that we viewed and toured in Western Europe reflected the vocational-technical training and competence achieved through the educational program of each country. The level in the highly industrialized countries (Germany, England, France) appeared to be generally higher than that achieved in the less industrialized countries (Spain).

B. SCHOOL VISITATIONS

1. University of Göttingen, Germany (9-4-71)

This was the first European school visited. It is a very old school founded in the early 16th century. Some of the classes are still held in the old brick buildings; however, an extensive building program of new, modern facilities is underway. Special bike paths are provided, and rough cobblestones are inlaid in streets to slow down vehicular traffic. While reading a newspaper a few weeks later, we noted that Dr. Gerhard Herzberg was awarded the Nobel Prize for chemistry; he was a graduate of this university.

2. University of Aarhus, Denmark (9-7-71)

Although the city of Aarhus is over 1,000 years old, this university is new. Its modern brick buildings are located in trees on rolling terrain with beautiful green lawns flowing down to two small lakes. Visits were made to the university's garden-like residence halls, its Student Center, and its multi-storied, windowless Library with

its very modern facilities and equipment. I was particularly impressed with the attempt made, architecturally, to locate new facilities without completely disturbing the environment; i. e., every precaution was made to preserve and protect trees utilizing a unique method of padding them with plastic materials.

3. University of Copenhagen, Denmark (9-9 & 10-71)

Facilities of this university are located in various parts of the city and range from old buildings, dating from its founding in 1478, to extremely new modern facilities. In "Old Town," a Mr. Andersen escorted me through the Humanities Library--an old stone building, literally jumping up out of the sidewalks, with beautiful dark wood paneled interiors. The study rooms are equipped with long, dark wood tables with single-bulb gooseneck lamps illuminating individual study areas. The entire atmosphere is very gloomy and, in my judgment, not conducive to study. The librarians are justifiably proud of the priceless collection of books and resource materials.

In contrast the Technical School, located in a newer part of the city, is very modern. Its facilities, utilizing structural brick and large, open glass window areas, are functional and well equipped. Instruction primarily stresses the various fields of engineering, although there is also training offered in specialized vocational-technical areas of plastics, electricity, acoustics, textiles, etc. The Medical & Pharmaceutical School is also a new modern facility beautifully located in a park-like environment with open expanses of lawn, many trees and flower gardens. The buildings are brick, multi-story (six floors), and connected at the second floor level by glassed-in walkways for protection in inclement weather. I was

also impressed by the number of roof-covered bicycle parking structures located throughout the campus.

4. University of Uppsala, Sweden (9-13-71)

This is the oldest university in Scandinavia, founded in 1477 and has remained as one of the foremost centers of learning in Sweden. In addition to a short visit at the Administration Building, I visited its famous, one-million volume, Library. Among its greatest treasures is the Codex Argentsus or Silver Bible, which was transcribed in 500 A.D. in silver letters on purple parchment. It was also a wonderful experience to visit the town house and gardens, adjacent to the university, of Linnaeus (1707-78), the father of modern botany; he was educated at this university.

5. University of Oslo, Norway (9-14-71)

The main part of the university, founded in 1811, is a complex of stone and brick buildings located in the central part of the city. Other, more modern, university facilities are located toward the outskirts of the city. As is true of most European schools, the Library is the central, dominant facility. The University of Oslo Library, with over one and one-half million volumes, is the finest in Norway, and also serves as the country's national and research library. It was noted that the track facility in the Stadium was synthetic, as were many elsewhere in Europe, and a two-foot wide synthetic "warm-up" track was also installed inside the track on the field side.

6. University of Oxford, England (9-25-71)

The ancient university city of Oxford has more than 20 colleges scattered throughout the city, with Oxford University being the oldest in England; it was founded during the 12th century. It

was surprising to me to find that many of the colleges, tucked in the hustle and bustle of an extremely busy and congested collegiate city of 110,000 population, were very serene with their ivy-covered stone buildings surrounding beautiful interior lawns and flower gardens. Visits to Brasenose and Hertford Colleges revealed inscriptions indicating they were founded in the late 1200's. The eight-foot walls surrounding New College Trinity were topped with broken pieces of glass embedded in concrete; I never discovered whether this was to keep students in or out of the grounds.

The pattern of instruction is similar at each of these colleges. The student is assigned a tutor when he registers; the tutor advises him throughout his collegiate career; instruction is almost entirely by lecture; attendance is not compulsory; there are no quizzes or recitations that are typical in American education; the student progresses solely by passing periodic examinations.

7. College of Europe - Brugge, Belgium (10-2-71)

This small port city of Brugge with its many canals, often called the "Venice of the North," was especially important during the era of the Hanseatic League. Located in this charming medieval city is the unique College of Europe. At this small center of university studies, selected postgraduates from European universities study the economic, political, judicial, social and cultural problems relating to the unification of Europe. It is generally accepted that scholars from this college have been very influential in the formation and operation of the Common Market.

8. University of Leiden, Netherlands (10-3-71)

Unfortunately, the day we visited Leiden was a Sunday and the

university was closed. However, it was a thrill to visit this old school founded by William of Orange in 1575 as a reward to the citizens of Leiden for their heroic defense in the siege against the Spanish in 1573-74. Over the years, it has remained one of Europe's finest institutions of higher learning.

9. University of Heidelberg, Germany (10-8-71)

Founded in 1386, the university is the oldest in Germany. It was especially interesting to visit the campus that became the center of Protestant learning after the Protestant Reformation. However, it was the dirtiest of all universities visited; the small grounds and buildings were ill kept, and "protest" signs and slogans were visible on many walls. The school, which limits its enrollment to 5,000 students, is confined to the Centrum of the city; several of the old, dilapidated buildings are being replaced with new modern facilities. The curricula primarily stresses philosophy, theology, law, and medicine. The Bibliotheca, the university library, has a collection of one-million volumes and is regarded as one of the finest in Europe.

10. University of Vienna, Austria (10-11-71)

The university has several facilities located in various sections of the city; I visited only the main campus which is located near the center of the city. It is a block-square, multi-storied building built in 1873-1884 in beautiful Italian Renaissance style. A unique feature is that numerous busts of famous scholars are displayed on column-pedestals around the building and in the main courtyard arcades. The university is renowned as one of the finest centers of learning in Europe with its Medical College and Conservatory of Music being especially famous.

11. University of Bern, Switzerland (10-18-71)

Although Bern, the capital of the Swiss Confederation since 1848, is several hundred years old, the university is very new and modern with excellent facilities. I was very fortunate to meet Dr. Wyss, a member of the Psychology Department, who participates in a national psychological counseling program involving Swiss schools and parents. Unlike our American system whereby the school psychologist is a member of the school staff and is paid by the school district, he explained that the Swiss "school psychologist" is paid by the national government and has his office located apart from the school. His services are solicited independently by concerned school personnel or parents who may meet with him individually or together as each wishes. Again, unlike the American system where a teacher concerned about a student attempts to get the parents and school psychologist together to cope with the problem, this unique Swiss plan is wholly a voluntary use of the services of a national government psychologist by individuals who may or may not meet together to cope with a student's problem.

12. University of Bologna, Italy (10-23-71)

Since we arrived in Bologna on a Saturday, we were unable to tour the facilities of this ancient university. However, it was awe-inspiring to realize we were visiting the oldest university in Europe, founded in 1088. Bologna is renowned for being one of the ancient centers of learning and has many world famous art treasures.

13. University of Montpellier, France (11-2-71)

It was toward evening when we arrived at Montpellier in southern France; therefore, we were unable to arrange a thorough visit to the university. However, its setting is beautiful--located on top

of a hill, just seven miles from the Mediterranean Sea. The university is unusual in that it is housed in a fortified monastery surrounded by beautiful gardens. The school is particularly famous for its Faculty of Medicine.

14. University of Barcelona, Spain (11-5-71)

The university is part of Spain's system of higher education and, I believe, is coordinated with the University of Madrid. It is a large school with many beautiful, modern, well-equipped buildings. It was here we met and conversed with a student for about two hours. She was a girl from the Netherlands who was majoring in Spanish, although she spoke five languages, including English, in which she was extremely fluent. Like many others we met in Spain, she was reluctant to express her opinions regarding life in Spain under Franco. Also, like many other young students far away from home and attending a large university, she was extremely lonesome and found it difficult to make friends at the university.

15. University of Cadiz, Spain (11-9-71)

In this city, which is Spain's most important seaport founded by the Phoenicians in 1130 B.C., are several schools comprising the university. Their campuses are very restricted in size since Cadiz is located on a very narrow peninsula jutting out into the Atlantic Ocean. However, tucked in among the whitewashed buildings are the clay tennis courts and soccer fields; there are no expanses of lawns, shrubs or trees. The College of Commerce is well-equipped, utilizing up-to-date techniques, and is recognized as one of the finest in Spain. A medical department associated with the University of Seville is located here. Perhaps the most unique school is that of nautical engineering; its instructional program is a part of the Navy's

training program, since Cadiz is Spain's chief naval station.

16. University of Madrid, Spain (11-14-71)

The University is one of the largest in Europe; we received conflicting reports of total enrollment, ranging from 45,000 to 75,000 students; it was generally agreed that approximately 20,000 Americans are attending the university. University City is located in the northwest section of Madrid on rolling terrain generously covered with grass and trees. Approximately 125,000 people live in this area; they are all connected with the university in some manner-- faculty, non-teaching staff, students, employees of businesses in the area. The university is composed of separate colleges-- architecture, engineering, fine arts, music, etc.--and many residence halls are located at each college; this is somewhat similar to the UC Santa Cruz Plan. Many foreign students are attending the university, but most of them are from Spain, the product of the government supported high schools. The main emphasis in Spain's high schools is to prepare students for study in the universities of Spain; in some provinces, there is only one high school. Therefore, many Spanish children are not receiving secondary and/or higher education. It is our impression that Spain's school system is not as advanced as those in the other countries of Western Europe.

17. Sorbonne University, France (11-24-71)

Although our visit to the university was with a tour group, it was a thrill to visit this world renowned institution of learning which was originally founded on the Left Bank of Paris as a college of theology in the 1200's. LaNouvelle Sorbonne (the New Sorbonne) was established in 1889 and has outstanding faculties in science, medicine,

law, and literature, utilizing well-equipped laboratories, libraries, and lecture rooms. It is said that this is the only university in which instruction is in "pure" French. Many foreign students, as many as 13,000 a year, enroll at the Sorbonne.

Actually, the Sorbonne is the college of arts and sciences of the University of Paris. In the French educational system, any student who has graduated from a lycee and passed a state examination may attend one of France's 17 regional universities or the University of Paris, tuition free. Many of these schools specialize in a specific area, i. e., train engineers, educators, politicians, judges, doctors, diplomats, etc. Top students from the universities may do postgraduate work or research in the most prestigious school in France, the College de France.

It was an interesting and extremely worthwhile experience to have the opportunity to visit and compare the education systems of Western Europe and to visit with fellow educators in the various countries. Also, to walk the hallways and visit the classrooms of universities where, throughout the centuries, scholars have shaped our culture were unforgettable experiences. Although Western European countries are proud of their education systems, have fine facilities and equipment, and excellent faculties, I firmly believe our American system is superior--especially our community college system which enables all students, academic and vocational-technical, to pursue their higher education goals.

C. PEOPLE OF WESTERN EUROPE

Throughout our three-month visit in Western Europe, we attempted to meet people in each country and to informally discuss items of mutual interest. From these experiences and observations, we gained many impressions. Listed below are several of those which impressed us most significantly:

1. The people in each country are justifiably proud--proud of their history, folklore, customs, and contributions to the world. It was especially refreshing to feel their deep pride in their cultural heritage and to observe the concerted efforts to preserve paintings, sculptures, other works of art, historic buildings, and sites of historical significance. They do not embrace the attitude that indicates "if it is new, it is better."
2. Life is not easy for most of the populace in many countries. They are hardworking, energetic people, and proud of their productivity--whether it be families working together to pick apples on the rugged hillsides of Norway, women and children tilling the soil and harvesting grain in Germany, construction workers rebuilding areas devastated by World War II, or scientists combating pollution in England and Central Europe.
3. Many people expressed the attitude that perhaps the average American has a higher standard of living than they, but they had no desire to live in the United States. Much of this negativism is caused by an impression gained from newspapers which play up our student riots, prison riots, killings, and crime in cities of America. We also spoke to many people who had visited the United States--a waiter at a restaurant in Bergen, Norway, who had lived in Stockton, California; a garage serviceman in Darmstadt, Germany, who had lived with a brother in San Bernardino, California; and others. They, too, preferred their homeland to ours.
4. The Europeans seem to live a life style that is less high-pressured and somewhat more friendly than ours. It seems that in every country they take time to appreciate their fellow man. Whether it was in a sidewalk cafe in France or Italy, a beergarden in

Germany or Austria, a pub in England, or a bar in Spain, people relaxed during the afternoon and engaged in friendly conversation. It didn't take us long to adjust to this wonderful way of life.

5. The Europeans also seem to appreciate and enjoy the "simple" things of life. We were impressed with their love for flowers which were displayed in so many public places. Live flowers were available everywhere--in markets, in stores, in open flower markets. Their love for open spaces, clean countrysides, unspoiled forests, lakes and streams was also very apparent; a concerted effort has been made throughout Europe to preserve these natural areas by prohibiting construction to obliterate them. It was also interesting to observe the genuine pleasure people received from bicycling in the country, strolling along the rivers and hillsides, and promenading on the boulevards of the cities.
6. Although we concluded from our observations that European schools are not as modern as ours and do not provide educational opportunities for as large a segment of their population, the people are very proud of their school systems. Most of those whom I interviewed sincerely believe the "two-track" system fulfills their educational needs and results in vocational or professional competence for most of their people. They are extremely proud of their school systems, their colleges and universities (especially the libraries), and of the achievements of their graduates--past and present.
7. Europeans, in general, seem to have great personal pride in their appearance. Whether the people were dining in the finest restaurant in Paris, were repairing a cobblestone street in Germany, were riding a bicycle to offices in the Netherlands, were visiting churches and museums in Italy, or were riding donkeys in Spain, they were

neat, clean, and well dressed.

8. One of the highlights of our trip was meeting and conversing with members of the European Rotary Clubs. At the meetings, I had opportunities to talk to the businessmen in several countries regarding their perceptions on domestic and foreign issues. Listed below are the Rotary Clubs visited:

Copenhagen, Denmark	(9-8-71)
Oslo, Norway	(9-14-71)
Windemere, England	(9-22-71)
London, England	(9-29-71)
Rosenheim, Germany	(10-8-71)
Kitzbuhel, Austria	(10-14-71)
Thun, Switzerland	(10-18-71)
Nice, France	(11-2-71)
Orlean, France	(11-19-71)

At Orlean, I had the honor of presenting the program; it was an explanation of the concept of community colleges in the United States educational system. I was also privileged to speak to the clubs in Windemere, England, and Thun, Switzerland.

Among the ideas expressed to me by several Rotarians were:

- a. Mr. Ibsen, in Copenhagen, indicated that the attempt to provide higher education for all Americans was unnecessary; many people are not capable of higher education and will be happier and more productive in less skilled occupations. He believed the United States puts too much emphasis on training for professions.
- b. Mr. Percy Brown, in Windemere, who had attended the University of Vancouver as a Rotary exchange student and had visited universities in California, believes there is too much freedom of selection of courses in United States universities. He indicated that students should be required to achieve satisfactory performance in

specified courses comprising a major.

Another gentleman at Windemere expressed his opinion that it would be unnecessary for Great Britain to join the European Common Market, since England was better off "going it alone," but it probably would join in the interest of forming a United Europe.

- c. A gentleman in London discussed socialized medicine with me. He felt that it was working satisfactorily and that, in general, medical care for the Britons is better than it had been in the past. He was also quite interested in England's first approval of a non-government operated TV station.
- d. Dr. Wyss, in Thun, expressed the opinion that the United States was ruining its world-wide image by continuing the Vietnam War and that the United States acted too impetuously in many instances, simply because it is a new, young, energetic nation. On the other hand, he supported many of President Nixon's policies.
- e. Mr. Pelletier, the owner of a foundry in Orlean, had spent one year in the United States learning business management at the Coleman Camping Equipment Company in Kansas City. He was disturbed by the manner in which President Nixon imposed the wage and price freeze in 1971. He particularly objected to the money market being thrown out of balance and the imposition of the 10% import tax on foreign products; this affected about 50% of his volume of business.

- 9. From our experiences and observations, I believe most Europeans respect the United States and look upon our nation as the world

leader. They look to our country to provide the type of leadership that will insure a free world and are very critical of any action which, in their judgment, is contrary to the attainment of that goal.

10. Our general impression of the European people is that they are simply great. Throughout our three-month visit, touring 16 countries, the people were friendly, courteous, and extremely helpful. They seemed to be genuinely interested in meeting and conversing with us. Space does not permit recounting the many instances in which people went out of their way to assist two bewildered Americans. At no time did we encounter the rudeness some Americans have reported; on the contrary, the only rudeness we saw exhibited was instigated by a rude, "ugly" American tourist. We are convinced, if our experiences in Europe are typical, that people around the world are wonderful; they will be friendly, courteous, and helpful if you are.

V. VALUE OF SABBATICAL LEAVE EXPERIENCE

It is extremely difficult to express precisely how a person grows professionally through visitations to foreign countries. However, I am convinced that through the experiences gained from my three-month tour of Western Europe I have received insights that will enable me to perform my responsibilities at the College more adequately.

Perhaps the major benefit received is a better understanding of each area of the instructional program at Mt. San Antonio College. As each foreign country was visited, a concerted effort was made to relate all that was visited, observed, and discussed to the various disciplines that comprise our curricula. Not only did these experiences relate to the present status of each MSAC curricular offering, but also I was enabled to obtain a clearer concept of their historical development.

The opportunity to visit the people and to study the countries of Western Europe resulted in an appreciation of 16 different cultures and provided a deeper understanding of the culture the United States has inherited from them. To live in the cities and villages, to visit their public buildings, museums, cathedrals, and historic sites, to study their history and the significance of historical events of the centuries, to converse with and make friends with the fine professional and business people and citizens of these foreign countries, are unforgettable, treasured experiences.

Of great significance was the opportunity to visit colleges and universities in Europe. It was interesting and stimulating to discuss school systems and curricula with our colleagues--the European educators. From these visits came several new ideas and concepts which I have already shared with members of our staff. Also, as I toured the facilities on many campuses, I obtained several

ideas regarding construction and facilities that may merit consideration as MSAC continues its building program.

Of course, the opportunity to get away from responsibilities at the College for a period of three months was of great importance. It enabled me to get completely away from the job, to objectively evaluate the new experiences occasioned by visitations in Europe, to obtain new ideas, to view them from a new perspective, and to return to the College with renewed vigor.

This administrative sabbatical leave is one of the most worthwhile experiences of my life. I thank the Board of Trustees and the community of Mt. San Antonio College for making it possible.