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The HIS-TRIAD Project: The experiment and the experience

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Middle Tennessee State University, 1991

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**THE HIS-TRIAD PROJECT:
THE EXPERIMENT AND THE EXPERIENCE**

William Xavier Andrews

**A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts**

December, 1991

The HIS-TRIAD Project:
The Experiment and the Experience

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ABSTRACT

THE HIS-TRIAD PROJECT: THE EXPERIMENT AND THE EXPERIENCE

by William Xavier Andrews

This dissertation is an examination of an experimental college level American History survey course which was taught in 1985 and which made use of computer technology, locally produced audio-video programs, and seminar-style discussions. The development of the instructional programs began in 1984 at Columbia State Community College in Columbia, Tennessee.

The study is a description of the development of the three instructional components, the implementation of the program, and its evaluation. Because the computer-managed-interactive video component is regarded as the most innovative in conception and the most labor-intensive in development, it is the component which the dissertation emphasizes. The author of the dissertation is also the project's designer, director, and instructor.

The findings are based on student evaluations, comparative testing with control and experimental groups, and the observations of professionals in education and instructional media. One conclusion is that the project's multiplicity of instructional methods, its element of

William Xavier Andrews

independent and self-paced study, and its discussion component contributed significantly to the very positive affective student responses. Another conclusion is that, given the production costs and the labor-intensive work, those costs may not have been justified by the marginal advantage in the comprehensive exam grades enjoyed by experimental students over those in the control groups.

ACKNOWLEDGMENTS

There have been a number of people to whom I owe a debt of gratitude for encouragement, support and patience in the completion of this project. Both during the years of the HIS-TRIAD Project's creation and in the time that I wrote about that experience, my wife Claudia offered support and showed patience and understanding. From the outset Dr. Douglas Eason supported my efforts to develop the project and to describe it in this dissertation. My colleagues in the History Department at Columbia State, Drs. Lewis Moore and Gabrielle Hubert, deserve a special thanks for their invaluable advice and words of encouragement.

My father, William L. Andrews, and my brother, David, assisted me often in the video taping work on the HIS-TRIAD project. I appreciate the long hours and professional dedication which Bill Muehlbauer and Mark Kramer devoted to the project. I also value the critique which Krishna Pendyala offered in the evaluation phase of this work. Stephanie Dunnavant did a Herculean job of typing my first rough draft from an almost indecipherable manuscript. Lori Sullivan, Judy King, and Jim Murchison assisted me in preparing the final draft for the laser printer. I also

wish to thank Dr. Charles Babb for the role he played in the development of the HIS-TRIAD Project. It was in his class and from his educational philosophy that I was given the idea to develop for history students a class which made use of computer and video technology as well as formal discussions.

I wish to thank my committee members, Dr. Fred Rolater, Dr. Jack Arters, and Dr. Ron Messier for their insightful counsel, constructive criticisms, and invaluable advice. In particular, I appreciate the help I have received from Dr. Rolater who has provided me with considerable counsel in the process of working through several revisions to enhance the quality of this work.

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INTRODUCTION

In the spring of 1984, Dr. Charles Babb was teaching a graduate level course on instructional innovation, and I was one of his students. In our major project, Dr. Babb challenged us to design a new and innovative class tailored to each of our specific disciplines. There were few constraints, so I had an opportunity to bring several new methods to bear, hopefully to stimulate student interest in history and to improve student performance at the critical level--that of learning facts and understanding concepts in history. At this time I intended to integrate the MTSU class project into my history classes at Columbia State Community College where I was teaching. This was the project which would later evolve into the subject of this dissertation.

One of the most glaring limitations of this work is the fact that I am both author and subject; a fact which will undoubtedly make for some awkwardness. I am aware that there is the potential for conflict of interest, for complaints regarding objectivity and emotional distance. Despite this, I believe that the subject is valuable as a lesson for others who may wish to duplicate, modify or otherwise learn from the teaching methods described in this

work. It is also valuable because, as both course designer and instructor, I have some special insights into areas of strength and weakness based on intimate familiarity with all aspects of the program's development and implementation. With regard to evaluation, I shall let the surveys, the evaluation instruments, and the critics speak for themselves.

Furthermore, it should be pointed out that the HIS-TRIAD Project is no longer taught at Columbia State in its original form. As so often happens in the case of education, initial expectations do not always square with reality. What modifications exist today do so in recognition that some very serious problems were encountered along the way. This recognition on my part benefits objectivity. The HIS-TRIAD Project was an experiment conducted six years ago. With the passing of time comes greater perspective and objectivity. There can be greater ease in criticizing aspects of the project which deserve criticism without an accompanying sense of self-effacement.

Finally, the Project began as a graduate school class in innovative instruction. The fact that it only later became the subject of a dissertation meant that much of the concomitant quantitative analysis beyond that provided in the original course design had to be introduced piecemeal on a program already in progress. Because the subject of

this work relates to the academic disciplines of history and education and because its emphasis in the narrative will be a description of the development, implementation and evaluation of a teaching experience, the style and structure of this dissertation will be non-traditional.

Occasionally the names of HIS-TRIAD students can be found in this work; however, these names have been altered to protect the privacy rights of individuals. In an effort to make the narrative body of this work as concise and readable as possible, reference will frequently be made to documentation which will be placed in a sizable appendix. These documents will be in their original form, unedited and not corrected for grammar. Research in the traditional sense will be cited in the Chapter II.

Chapter I

DESCRIPTION OF THE HIS-TRIAD PROJECT

General Description of Components

The HIS-TRIAD Project was an experiment at Columbia State Community College in developing and implementing a package of instructional programs for a survey course in American History. The acronym "HIS-TRIAD" suggested the use of three instructional methods--the traditional lecture, formal class discussion, and computer-managed-interactive-video-instruction or CMIVI.

It was hoped that a variety of teaching methods would yield a more enriched and personalized exposure to the subject of American history. The discussion class, called the "Tutorial," was designed in response to students' expressed desire to debate the issues of history in an environment conducive to self-expression.¹ It also came from the recognition that issues and concepts were often not adequately addressed in the traditional lecture due to obvious limitations on time, the size of classes, and the necessity of covering the essential facts. The principal rationale for the computer-managed-interactive-video-instruction (CMIVI) was to give the instructor and the

students the extra time each week to justify the discussion. The CMIVI was designed in response to an expressed desire by many students for flexible scheduling of classes, for physical hands-on experience with information in history, for the use of quality audio-visual programs, and for some unsupervised instruction. If the Project placed a greater burden of responsibility on the shoulder of the student, there was the hope that multiple-teaching strategies would increase the student's ability to integrate information from the text, the lectures, the CMIVI and the discussions.

The HIS-TRIAD Project was originally planned for an entire quarter with eight weekly units of study. However, once the Project was ready for implementation in the fall of 1985, only three units were finished. The HIS-TRIAD Project which is described in this dissertation is the first three units of this envisioned eight unit quarter. Despite this, the program departed little in overall planning from the original blueprint submitted for the Middle Tennessee State University class on instructional innovation.

The program as implemented in the HIS-TRIAD Project called for three weekly units in American History I during the fall quarter of 1985. There were two experimental HIS-TRIAD classes and two lecture format classes, the latter intended as control groups for purposes of comparative

testing. Students in the HIS-TRIAD classes were not informed in advance that they were part of an experiment. To have advertised the class during registration as a course for gifted students or for those desiring a minimum of supervision would have invalidated many of the conclusions drawn from comparative testing. During the first week of classes, all students in HIS-TRIAD and control groups took a pretest and at the end of the first three weeks all students took a comprehensive multiple choice exam which included the pretest.

The weekly HIS-TRIAD schedule began with formal lectures on Monday with all students present. Then the lectures were divided into two tutorial groups with Group A meeting on Wednesday and Group B meeting on Friday. In these tutorial classes, students discussed and wrote a short essay based on a composition written or selected by me for each week's class. Students were graded on the basis of the quality of their submitted papers and on the basis of active discussion. Throughout the week, all HIS-TRIAD students went to the Learning Resources Center at their own convenience to view independently and individually the computer-managed-interactive-video program. These CMIVI lectures were taped on location at historic sites and the student was expected to take regular lecture notes. By using a computer, the student had the ability to stop the lecture at any point for reviewing.

Furthermore, each of the three CMIVI modules contained nine or ten multiple choice questions which appeared throughout the lecture and which the student answered. The computer interface had, by design, the capability to explain to students why their answers were right or wrong and to provide students with additional information to reinforce learning. The Monday lecture component of the HIS-TRIAD Project was content based, like the CMIVI, imparting such information as names, dates and events. Because of the challenge of coordinating several instructional components in a fixed amount of time, the lecture of necessity was highly structured. It was designed to complement the CMIVI module with an effort made to avoid overlapping except for very important information.

Early Use of Discussion Groups, Video and Computers

Many students appear to enjoy classes in which a verbal dialectic of student-to-student and student-to-teacher exists, provided that the interchange is not intimidating. It seems that the students become more involved when mention is made of current events. Many students, particularly the more outgoing, often wait for an opportunity to participate; however, survey history classes can ill afford the time to pursue and debate these topics. The race with time is often noted with regret by students commenting on evaluation forms.² They often express a

desire to explore some subjects in more depth; therefore, the HIS-TRIAD Project design included a formal discussion and debating component.

During my college days at St. Louis University, I can not recall a single instance in which audio-visuals were used in class. Because of this fact, I acquired the belief that AV's were unessential to the learning process, an extravagance which time and subject matter could ill-afford to indulge. St. Louis University was Jesuit education in its traditional sense, eschewing the lecture in which the professor orchestrated a classroom climate which was formal, cold and respectful. The sense was that history professors at the institution were contemptuous of AV's for their tendency, I am sure they would argue, to entertain rather than enlighten. By the time I began teaching at Columbia State in 1976, those prejudicial views on AV's were in the midst of change. The pedagogical potential of the media was becoming more obvious with time. Programming which was educational could also be entertaining, and the two qualities need not be mutually exclusive. Many of the PBS documentary programs in history and biography were being broadcast in a format which was professional and of high technical quality. Many were in color, well written and directed, and benefiting from impressive budgets.³

The student profile at Columbia State was far different from that of students at St. Louis University.

Columbia State students were largely from a rural or small town background, working full or part-time, and children of parents who were generally not college graduates.⁴ There were more older students. There was a recognized gulf between those publishing professors at St. Louis University and the typical community college instructor who, at least theoretically, expected to emphasize the mastery of teaching skills over research abilities. In recognition of the differences in demographics and teaching responsibilities, I discovered that some reliance on AV's was helpful.

These attitudes regarding AV's changed as a result of an association I made early at Columbia State with Mr. Bill Muehlbauer, director of the Learning Resources Center and an aggressive apologist for the use of the new media in instruction. From him I learned of the work of institutions like Miami Dade, Nova University, and the Dallas Community College System in PSI, computers and instructional TV.⁵ We collaborated in the purchase of a number of audio-visual programs which could be used in class and by students working independently in the Learning Resources Center. This was before the days of the video cassette recorder (VCR), and most of our purchases were filmstrips, slide programs and an occasional 16mm film.

One film series which was appealing in the late 1970's was The America Series narrated by Alistair Cooke and

marketed only through the 16mm film format. Some limited use of the series was made during my first years at the collage, but the history budget was insufficient for the purchase of all thirteen segments. Furthermore, the British Broadcasting Company-produced The America Series was a "personal history" from the perspective of a journalist and, despite his competence as a communicator and his enthusiasm for the subject, some of his observations and interpretations lacked the refinement and polish of the professional historian. Cooke was describing American History originally to a non-American television audience, and certain liberties were taken. The most useful segments of the series were those which examined ethnic pluralism, the Constitution, issues leading to Civil War, industrialization in the Gilded Age, and the Second World War. During these years, Muehlbauer was actively building up the school's inventory of AV's at the Learning Resources Center. Although some filmstrips were used in the classroom, they were judged to be better suited for students experiencing the programs independently in the LRC. This idea of independent, individual viewing of AV's in the LRC, then, was already in place by 1978 for history students.

Another experience which influenced the HIS-TRIAD Project was my use of slides. Each fall during the first class, students were given a slide show as a preview to

subjects to be covered throughout the quarter related to the subject of history and the experience of travel.

On the eve of the MTSU class on instructional innovation, that component of the soon-to-be HIS-TRIAD Project with which I was the most unfamiliar was computer technology. A number of articles which were read in the innovation class related to the advantages of computers in education and carried the theme that there was not an academic discipline which could not be improved by computers.⁶ For some in the class, however, there was the sense that the technology was merely educational gimmickry and possibly a threat to job security.

Apathy was probably most occasioned by the sense that computer skills were difficult to master and unnecessary in teaching history. However, by 1984 I had undergone another conversion because of the influence of Joe McCormick, assistant professor of Sociology and Anthropology at Columbia State. He claimed that a computer in the hands of a skilled educator and a creative programmer could improve the delivery of information to students without forcing the instructor to sacrifice his individual style of teaching. Professor McCormick argued that, if the design and development of CAI computer programs like test, text, and note reviews appeared labor intensive, they were so only "up front" and that, once in place, they could basically maintain themselves.

Notes to Chapter I

1. In 1982 I gave students in one of my larger American History classes an evaluation handout similar to the HIS-TRIAD class survey which will be described in Chapter 8. In this 1982 survey I asked students to prioritize the teaching methodologies which most appealed to them. They selected between field trips, guest lectures, traditional lectures, independent readings in the LRC and AV's. Unfortunately, I did not also ask them by what method they thought they could best learn. Student criticisms specifically directed at history instruction are catalogued by Nancy Fitch in "The Crisis in History: Its Pedagogical Implications," Historical Methods 21 (Summer 1988): 104-105.

2. The evaluation of my lecture class by MTSU students in History 201 is listed in Appendix X and can be examined in Clement 207 on the campus of Columbia State Community College. Many students complained of covering too much material in a limited amount of time.

3. Examples of instructional TV programs in history during the mid to late 1970's can be seen in the Civilisation series written and narrated by Kenneth Clark and the America series written and narrated by Alistair Cooke. Also impressive were historical documentaries like George C. Herring's America's Longest War (1979) and The Sorrow and the Pity (1972). Despite the educational value of these programs, Gerda Lerner wrote a piece in the Journal of American History in which she noted that such AV's are strikingly deficient when compared to print-oriented history. See Gerda Lerner "The Necessity of History and the Historical Profession," Journal of American History 69 (June 1982): 16-17.

4. Statistical Study for Fall 1976 prepared by the Office of Admissions and Records (Columbia State Community College, 1976): 1-4.

5. John A. Scigliano and Barry A. Centini "Nova University: Pioneer in Computer-Based Learning," The Chronicle of Higher Education 24 (September 1986): 40. Stephen K. Mittelstet "Telecourses: Recruit in Dallas." Community and Junior College Journal 48 (March 1978): 20-21; J. Terrence Kelly and Kamala Anandom "RSVP - An Invitation to Individualized Instruction." Community and

Junior College Journal 48 (March 1978): 24-25; John E. O'Connor "History in Images/Images in History: Reflections on the Importance of Film and Television Study for an Understanding of the Past." American Historical Review 93, no. 1 (1988): 1200-1205. Another source of information on history video production for college students is Brenda Royce of the Telecommunications Center for the Dallas Community College System. In a telephone conversation (12 July 1990) she described the characteristics of her Center's three films in American History, the thirty half-hour episodes of The American Story (1980), the thirty episode America: The Second Century (1982), and the twenty-six episode The American Adventure (1987). Sally Beatty of the Southern California Consortium likewise described AV programs in history for California community colleges. See also Dan Angel and Bill McCusker "Survey Reveals Dramatic Growth of Computer Use," Community and Junior College Journal 53 (May 1983): 23-24 and Bernard Luskin and James Zigerell "Community Colleges in Forefront of Telecourse Development," Community and Junior College Journal. 48 (March 1978): 8-9, 44.

6. Genine Amanda "Why Educators Should Take the Interactive Media Plunge." Educational and Industrial TV (June 1983): 45-46; Delbert A. Jurden "Computers for Clio? Historian Asks," Community and Junior College Journal 53 (May 1983): 38-39, 58-9; and Dan Angel and Bill McCusker "Survey Reveals Dramatic Growth of Computer use," Community and Junior College Journal 53 (May 1983): 23-24. This infatuation with CMIVI can also be seen at local educational conferences such as the Tennessee State Board of Regents' Conferences on Teaching and learning.

Chapter II

PUBLISHED LITERATURE ON COMPUTER-MANAGED- INTERACTIVE-VIDEO

The intellectual and educational advantages of class discussion and debate have been manifest since Socrates exhorted his students to think critically. Likewise, the lecture method of imparting knowledge from professor to student requires no formal defense. Apologists abound. However, teaching by instructional television and computer is an altogether different matter. Debate flourishes on the pedagogical benefits or liabilities. This chapter will review the literature on the technology of CMIVI, focusing on four subject areas. We will examine the debate over the use of computers in the classroom, the more salient literature on the learning theory behind CMIVI, the current consensus on the technology's instructional effectiveness, and the CMIVI software currently available in social studies subjects in general and history in particular.

Conflicting Views: Information Technology in the Classroom

Before we begin our survey of the literature, it should be noted that many in academia question and resist

the mission of high technology in college instruction. Although they may be perfectly willing to see administrative duties managed by computers, they regard such high technology in the classroom as computers, video and instructional TV as unwelcome intruders, like corporate raiders in bids for hostile takeovers. They see jobs threatened and people replaced by impersonal machines. This obstructionism resides most conspicuously in the Liberal Arts. As an illustration of this tension, two professors with a sense of humor recently submitted an article for a technology journal. Entitled "The Contribution of Metaphysics to Instructional Technology: An Existentialist Perspective Based on Sartre's Being and Nothingness," the brief text read simply "Much Ado About Nothing - Shakespeare."¹

Those in academia who question the most optimistic forecasts of teaching via technology have found an articulate spokesman in Princeton History Professor Michael Mahoney. Defending himself from the charge of being "reactionary cabal" on the issue, he declares that the processing of information by computers does not constitute learning and that those who think it is....

autodidacts and scientists who turn to history as a hobby in retirement - quickly reveal themselves as the amateurs and dilettantes they are in matters of scholarship and learning. They make the mistake of confusing the footnotes for the text. The 'priesthood' of scholars who insist that students need teachers is not trying to stave off educational automation; it is denying that automation produces education. ²

Mahoney is critical of those whom he calls professional curriculum designers who are not scholars and teachers. He continues his cannonade against non-teaching curriculum experts and computer-smitten methodologists by saying that school systems around the nation are today attempting to correct problems created by generations of teachers trained in education but not in their academic disciplines. He declares that "the single greatest impediment to realizing the potential of the computer in higher education lies in our still imperfect understanding of how students learn and how teachers teach."³

If Mahoney is yet unconvinced of the computer's potential in teaching, many others are free of such doubts. Philippe Kahn, a former math professor who now heads a company providing software to engineering, business and computer science students, believes that high technology in the classroom will improve learning in the same way that it has led to success in the corporate environment when more academicians enter into the development of quality software.⁴ A fellow traveler, Diane Balestri of Princeton University, likewise suggests that the variable for success in the classroom with information technology is the "thoughtful use" of the computer and quality software. She cites examples of success in university level philosophy courses, writing classes, and chemistry labs.⁵

R. C. Schank and R. Farrell, suggesting that course

designers go beyond the idea of merely inserting computers into the curriculum, advocate a thoroughgoing change in the curriculum to promote creativity and critical thinking in students through educational software. If staid academics like Mahoney would doubt the computer's ability to handle this tall order of "higher learning," Schank and Farrell base their rather unconventional and optimistic prescription on the belief that traditional curricula discourage creativity because they are based on a "cognitive psychology which has been producing non-prescriptive theories." They explain that non-prescriptive cognitive theories encourage educators to evaluate students for the purpose of putting them into categories while they do little to generate useful curricula. They further claim that educational psychology is not only unrelated to cognitive functioning but it is of little impact on actual classroom instruction. The researchers claim that the necessary changes in curricula to promote creativity "can be most quickly brought about by computer technology." ⁶

Robert S. McLean of the Ontario Institute for Studies in Education advances a holistic perspective which can serve as a synthesis to reconcile the two philosophies in conflict. He suggests that new frontiers of information technology are within the schema of human biological evolution and that to think of microelectronics as merely

data banks and information retrieval services is too parochial an idea. Rather, he reports, microcomputers offer all humans the potential for extensive augmentation of the intellect. By distinguishing between the process and the data aspects of computers, he draws an analogy to the student's ability to use information effectively as well as to simply retain it. The significance of the microcomputers, he tells us in a mindset which challenges Mahoney, is the "democratization and popularization of information processes by which the species evolves in and adapts to tomorrow's intellectual environment." ⁷

One eminent researcher who is reluctant to blindly endorse CMIVI technology tries to place the debate into perspective with an interesting analogy. He claims that Socrates himself was so convinced of the educational benefits of his question/discussion method that he condemned the idea of reading the written word. He felt that reading was a new fangled notion which would make students lazy, lethargic, and uncritical in their thinking.⁸

The Learning Theory Behind CMIVI Technology

To be accurate, we should begin by noting that technically CMIVI is only collectively a medium. It is really media. It is instruction in a video-image-graphics medium, an audio communication medium, a textual medium

requiring reading skills, and a computer activity medium. One of the problems in trying to study the learning theory behind the "media" is that instruction takes place on a variety of levels. Unfortunately, this makes for confusion when attempts are made to compare CMIVI with, say, the traditional lecture. It is somewhat like comparing apples with oranges. In the early years of CMIVI development, this fact was overlooked. Even today we can find enthusiastic apologists for the technology who describe its instructional potential and rationalize its use on the basis of learning theory.

Richard Clark, Professor of Education at the University of Southern California, urges caution when it comes to learning theory and CMIVI. Although he claims that serious current research is beginning to focus on learning theory and realistic instructional outcomes for the technology, he claims that many doctoral students working in the medium and computer apologists whose bias clouds objectivity, persist in selectively interpreting data and learning theory.⁹ Exhibiting both enthusiasm for the medium's potential with some reasonable caution, one recent doctoral candidate in Indiana University's School of Education claims that the video component of CMIVI significantly transcends such impressive teaching functions of the computer as interactivity, individualization, degree of learner control, feedback to learners and the monitoring

of student progress. He claims that the "physical realism of filmic images and sound...adds an analog to the digital representation of the world." If, in his view, video provides for documentary, drama, comedy, and animation among other functions, it also creates a tension in the alliance of the two media--video and computer. He sees this conflict as the natural consequence of combining two inherently different sets of symbolic systems. Because, as he concedes, we know so little about how each--video and computer--relates to the "internal processes of human learning," the union of the two into a single medium defies easy integration.¹⁰

Dr. Brockenbrough S. Allen of San Diego State's Department of Educational Technology is likewise concerned with the medium's need to integrate functions but he sees the greater challenge for CMIVI in the effort to provide for the "controlled integration of subject matter knowledge with various teaching strategies for the purpose of tailoring methods to individual student characteristics."¹¹ Allen is hopeful that the considerable capabilities of rule-based expert systems which characterize many of the more sophisticated CMIVI modules today can succeed by separating knowledge to be imparted to students from the methods of instruction. In this hope, he has much in common with other educational theorists who see effective CMIVI instruction as flexible to the needs of student

learners and capable of varying methods and strategies while the desired outcome does not change.¹²

Other recent apologists for CMIVI based on learning outcomes judged to be positive are David W. Dalton of Florida State University and Michael J. Hannafin of Pennsylvania State University. They believe that, as the quality software is improving, research is recording a concomitant increase in instructional effectiveness. They claim that diversity in the planned outcomes of interactive video instruction is impacting on different types of learning. Mastery-oriented interactive video lessons, they report, have led to improvements in the levels of acquisition of simple "declarative knowledge" while the more sophisticated interactions are designed to promote higher-level learning.¹³ They suggest that learning stimuli found in CMIVI instruction may enhance both short and long-term recall of lesson material because, they reason, the multiple coding of CMIVI lesson information with "general lesson design strategies and the type of lesson-learner interaction will affect learning differentially."¹⁴ However optimistic their rendering of potential CMIVI successes, the arguments of Dalton and Hannafin are yet characterized by a caution and reservation typical of today's researchers. They declare that CMIVI lessons must be well designed to provide effective instruction on information-intensive content.¹⁵

Although there is no shortage of recent literature on computer-based instruction in the computer trade and educational journals, there is a consensus among serious advocates of instructional innovation that there is a relative absence of empirical research on CMIVI teaching effectiveness and this in turn provides an insufficient theoretical structure from which to design effective software. In the interest of order, efforts are now being made to categorize research on the basis of behavior characteristics, cognitive considerations, affective issues, and on economic cost-effectiveness. One of the most important recognitions by the conventional wisdom is that media do not influence learning. Rather, as Richard Clark points out, the medium serves as a vehicle to deliver instructional designs and methodologies to the learner. To use his analogy, the media do not influence student achievement any more than a truck delivering groceries influences one's nutrition.¹⁶ Consequently, the shift in research has been increasingly emphasizing the method and the message over the medium. Concomitantly there has been a "paradigm shift" from a behavioral orientation to a cognitive orientation.¹⁷ When the effects of different media are examined or measured, all other components must be identical, including methods and content. In the case of CMIVI, it is compared to traditional computer based instruction, traditional lectures, video which is not

interactive, laboratory exercises, and print based material. It is a challenge for comparative research to control variables. In a study reported in 1986, high school students with moderate learning disabilities were offered instruction on social skills by means of three independent variables--CMIVI, workbooks or no treatment at all. The researchers were so concerned with matching the two media that instructional activities in the CMIVI had a parallel activity in the workbook and a single teacher delivered both activities. Even in this case, a confounding variable could be considered the interest in the CMIVI activity due to its novelty and this may have influenced the positive CMIVI results on the criterion referenced exam administered to the students.¹⁸

As we noted above, the shift in research emphasis has been toward cognitive issues. The research on CMIVI strategies is, in part, to discover if the medium can successfully activate mental skills. The CMIVI functions of interactivity, feedback and practice are not only studied as instructional strategies, but also for their presumed effects on information processing by the student who experiences learning.¹⁹

A study conducted in 1986 and using CMIVI as a research tool suggests that orienting activities can influence both the type and amount of learning. It was found that, at least in these experiments, students exposed

to CMIVI orienting activities performed well in spite of reduced time-on-task. When the researchers provided for interactions between processing time and orienting activities, the results suggested that neither element alone affects learning.²⁰ The principal researcher, Michael Hannafin from Pennsylvania State, conducted that same year an investigation which suggested that practice using CMIVI influenced the learning of declarative knowledge and problem solving skills while it had an inconsequential effect on procedural knowledge.²¹

In another cognitive oriented experiment in 1987 using CMIVI as an independent variable, researchers tested college students on a video disc on the subject of art history. Comparisons were made involving elaboration and practice, using the disc and subjecting the students to practice only, and using the video disc alone. The practice amounted to what was referred to as "active processing" by the learners. The results showed that the disc-only group differed significantly from the other two groups. The problem was that the sample size was judged to be too small for any thoroughgoing conclusions. Elisa Slee of Syracuse University's Department of Educational Technology suggests that this art history study could prove that additional practice in the form of mental rehearsal might be unnecessary for concept level learning. This could occur, she says, if students had in fact performed

the intended mental rehearsal strategy which the activity entailed and if the results could be replicated in larger sample groups. She claims, however, that the evidence points to effective principle or procedural learning using mental imaging activities for CMIVI application.²²

Another context within which to evaluate the research on CMIVI is in the area of affective or motivational influence. Claudia Pask-McCartney of Syracuse University defines motivation to include "all the factors which arouse, sustain, and direct behavior" and she declares that the construct of motivation is the study of all of the "antecedents, all of the processes, and all of the consequences of learning which link all of the individual's feelings, thoughts, and actions to learning."²³ The novelty effects of CMIVI experience, learner stress, anxiety and worry, learner expectations, and the orientation of novice versus the experienced learner, she emphasizes, are components of motivation in students which must force researchers to match the interaction of design and delivery with personality and experience.²⁴

In examining how these variables have been studied in the use of interactive video, Elisa Slee claims that little has been done to date because of the research emphasis on the effectiveness of the medium. Degrees of engagement, levels of effort, perceived demand factors, and the novelty factor, she suggests, impact on achievement to some

extent.²⁵ Intuitively, Claudia Pask-McCartney agrees:

CBIV [computer-based interactive video] in particular is a medium which has outstanding potential for delivering programs which have been motivationally designed. CBIV offers a cluster of attributes which may effectively combine instruction with motivational elements to encourage learning. It is a responsive and participative medium whereby the motivational design elements can be ... applied, choices offered, databases for a richness of relevant examples and practice quickly accessed, and learner needs recorded and adopted. [It] is a multi-sensory approach learning which may vividly portray the human qualities of the ... teacher. 26

Although research is sparse on the role of motivation and achievement results in CMIVI, there are many educators who intuitively accept the association.²⁷ Because of the presumed preference learners have for visual motion over static imagery and because some research suggests that pictures enhance simple recall knowledge in testing, some experiments have been conducted to isolate the "television" feature of CMIVI as the key learning tool.²⁸ If viewer interest and attention are expressions of motivation and if television and film viewing have deeply-rooted expectations of information delivery, then in the opinion of one researcher, Brochenbrough S. Allen, filmmakers and videographers have a case for CMIVI success.²⁹ Edmund J. Hansen concurs when, in describing the fact that because video scenes appear contextually richer than mere written descriptions, the visual component of CMIVI "adds a motivating element to the learning experience."³⁰

As an example of affective factors being observed, a

1988 study was conducted which assessed the attitude of auto workers in comparing computer interactive video and classroom instruction making use of simple linear video. All workers received instruction in both formats and, because both formats were new to the workers, it was presumed that the Hawthorne or novelty effect would be controlled. The subject was regarded as important because it dealt with the handling of hazardous waste and interest would therefore be high. The result was that the workers preferred the CMIVI format, their preference being measured as an affective response. ³¹

When the HIS-TRIAD experience at Columbia State is reviewed, one of the more glaring inconsistencies is the disparity between learning outcomes and motivation in the use of the CMIVI component. As we have noted in the previous chapter, students on the survey questionnaire overwhelmingly expressed their enthusiasm for the computer modules. This feature of the HIS-TRIAD Project may be found to be its most singular success.

The Instructional Effectiveness of CMIVI

A survey of the early literature on CMIVI in educational and computer journals revealed a definite interest in the instructional potential for the medium. There was certainly a fad factor at work, a Hawthorne Effect which would infect curriculum designers and

educational administrators in much the same way that it would influence positive student attitudes.³² Because much of the earlier interactive video experiences were formatted with objectives in training, particularly in industry, in the military and in sales, simulations were common. As a rule, observers in these areas regarded the activities as successful possibly because they did not concern themselves with complex psychological skills. The emphasis was generally on technical or communication skills and the medium was judged suitable for these activities.³³ In any case, there was no shortage of apologists singing the praises of the medium. In 1982, DeBloois declared unabashedly that computer managed interactive video was not merely the merging of computer and video components. It was an entirely new medium which enjoyed greater capabilities than computers or video alone. In 1983, articles by Keener, Bright, Donahue, Newell, Brawley, Peterson, Buchan, Sims and Myers endorsed the medium. The following year, 1984, Ebner, Reigeluth and Garfield added their names to the pro-CMIVI literature. In 1985, Sturm was promoting the medium.³⁴

When instructional designers did begin to confront and attempt more complex skill activities, they began to encounter technical problems. In the case of a program on leadership and counseling skills which was described in 1986, program designers were forced to remain within very

restricted guidelines and simulations because of the inherent limitations of the computer authoring system. The program never exceeded ten brief exchanges before the situation was resolved and, for reasons of economy, students could not venture beyond three choices off the correct path.³⁵ Edmund Hansen, in reviewing these rigidly structured interactions, believes that they contradicted the very nature of interpersonal skills which, he claims, are content-specific and impervious to simple or systematic resolution.³⁶

In a 1986 analysis of CMIVI studies for effectiveness, James Bosco, director of the Merze Tate Center for Research and Information Processing at Western Michigan University, defined success by achievement, performance, and attitude measures. He observed ten evaluations conducted by the military, eight in higher education, four in elementary education, four in junior and senior high school, two in industry and one in social services. As is so often the case, Bosco's conclusion is a judicious non-committal. The benefits he reported concerned most frequently training or learning time and user attitude. On the important category of achievement outcome, Bosco reported about a fifty percent favoring of CMIVI use.³⁷

Bosco's 1986 study suggested that there were four categories of issues. With regard to hardware, he felt optimistic that effectiveness would increase because of

greater availability, increased reliability, improved enhancements in graphics and interactive capabilities, and decreasing costs. On the issue of production, he claimed that there is increasing availability for both commercial and in-house work. On the issue of instructional design, Bosco wanted to see more creativity and fresh ideas in maximizing the capabilities which computer and video interactivity promises. He intimated that we have passed the point where the novelty of the medium can mask inferior instructional designs and he believed that tougher evaluation criteria can "push" design to new and more challenging limits. The final issue, according to the researcher, is the integration of CMIVI within the "customs and procedures" of ongoing organizations. He found that few studies consider the organizational problems in applying CMIVI to real life situations. Bosco's conclusion was that the challenge of CMIVI is "not to paint the same pictures with new colors, but to paint new pictures."³⁸ In isolating the video component of the CMIVI medium, studies on effectiveness have likewise generated conflicting opinions. Gabriel Salomon, after studying the learning rate of children watching television, revealed in 1983 that the problem with video alone is that viewers assume a largely passive role in learning. The problem for Salomon was that, in the AIME³⁹ tests conducted on his experimental groups, students regarded television as an

"easy medium" and the perception was that learning from books was more demanding than learning from television.⁴⁰

In an interesting parallel reported in 1989, students in Holland were administered the same test Solomon gave to American students and the results were quite different. Students in the Netherlands did not necessarily think that television was an easier medium than book reading.⁴¹

Michael J. Hannafin of Pennsylvania State's Center for Research and Development in Education Computing, claimed that the effectiveness of CMIVI is the result of the computer's ability to embed questions which counters the learner passivity by increasing the perceived demand characteristics and raising the level of mental effort.⁴²

Certainly the verdict is not yet in on CMIVI instructional effectiveness. While the debate persists, the medium's apologists continue to cite research cases and apparent empirical data to argue their case. The titles of their works reveal their mindset: It's Becoming An Interactive World or Making Interactive Video Technology Work Effectively.⁴³ Another fact which skews the findings in favor of high technology is the tendency of the computer trade journals and often educational periodicals to favor for publication those articles with a pro-computer or high tech bias.⁴⁴

Our task would be much enhanced had we an eminent scholar with vision and overview who could provide us also

with some perspective, to guide us out of the forest. Fortunately, a special symposium was convened in Dallas in February of 1989 with the express purpose of reviewing the data and literature available on CMIVI effectiveness as an instructional tool. In deference to the meeting's most celebrated guest and participant, Richard E. Clark of the University of Southern California, the conference was entitled The Singer or the Song: An Extension of Clark's Media Research Discussion. As we have briefly noted earlier, Clark claimed that in comparing media effectiveness, a medium can not be evaluated independently of its message, its methodologies and teaching strategies all of which impact on learning. Clark had used the analogy of the truck (the medium) carrying the groceries (teaching strategies and content) to the consumer (the learner) for the outcome of nutrition (education). The symposium's chair was Dr. Barbara L. Grabowski of Syracuse University.⁴⁵

Professor Clark's paper was entitled The Singer As Iconoclast and he presented six arguments about the use of CMIVI in teaching. With regard to the video component of CMIVI, he claimed that research in the United States, Canada and the United Kingdom as well as several Third World nations provided "dramatic evidence that television increases student learning an average of twenty percent over more traditional means of teaching."⁴⁶ However, to

return to his old theme, he declared that no evidence exists to suggest that it is the medium responsible for the learning gains. Instead, he says, the gains are probably due to the accompanying introduction with television of curriculum reforms and the increased investment of resources to design lessons and to prepare students for instruction. He sees the "new media" like CMIVI as an important "context" in which priorities are reset for education. Clark also suggests that the same learning gains measured from the newer media like CMIVI would also be possible with traditional forms of instruction. By recognizing coincidentally that the newer media attract the interest of educational reformers, they encourage more resources to education.⁴⁷

The second issue Professor Clark addresses is the relationship of video imagery and creative thinking by students. He declares in what he calls a "counter-intuitive surprise to many psychologists" that the visual media does not increase or enhance creative thinking despite the prevalent belief that visual instruction is an effective tool. However, he qualifies this to say that, under some conditions, visual images can enhance thinking and problem solving. The power of video, he concedes, is that it places "pictures in our minds" which serve as powerful analogies to problems to be solved. Furthermore, he notes that textbooks are conspicuously lacking in their

use of analogies.⁴⁸

Another belief which Clark dispels is the so-called "cone of experience" theory, the belief that the closer instruction comes to depicting the way events are experienced [video and television], the more learning is possible. Although he says the theory appeared intuitively correct, the bulk of research is against it. The evidence suggests that video can "distract" some learners [especially slow learners] by the irrelevant features of realistic representation. For more advanced students, realism through video neither helps or hinders.⁴⁹

The two areas where Clark reveals real optimism concern the increased levels of motivation shown by students and, the related issue of freedom of instructional choice provided students by CMIVI. He claims that student enthusiasm for the newer media is probably responsible for some of the increased learning yet he qualifies this by saying that motivation diminishes over time and that students often are wrong about how much effort will be needed to learn from the newer media. In both components of CMIVI, video and computers, student enthusiasm is generally high, particularly because computer operations are simple due to the authoring systems. After a period of time, generally the motivational level drops to a point where it equals that of traditional presentations. And student expectations can be a factor in learning under

newer media like CMIVI. For example, students universally believe that books are a more difficult source of information than television and that television makes learning easier and more entertaining. Claiming that this belief may be the reason for initial increased motivation, students need to be instructed on how to learn from the new media and how to focus.

Clark is most enthusiastic in his appraisal of the "individualizing" instruction provided by CMIVI and the array of choices that it gives to students. He claims that nearly all psychologists agree that different students learn best from different instructional strategies. Because students like choices, they generally have higher motivation in classes where choices are offered. He says that in universities where "individualized" media is offered, about half of the students offered these classes take them. The problem, he admits, is that student choices are not always good. Some students need structure, particularly the less capable and others benefit from freedom and flexibility.

Very important is the point Clark makes about computer utilization. He reveals that computerized instruction is seldom fully utilized because such requires enormous efforts of integration. However, Clark believes that if fully implemented in schools, the cost of computer instruction is much less than many anticipate and "the

learning benefits are potentially greater if adequate instructional programs are used. Although as a researcher Clark is committed to the use of media in education, he also cautions that final success requires "most of all a willingness to let our rational and substantive concerns about learning control our enthusiasms." 50

At the heart of Clark's work is the theme that the medium is not the significant contributor to learning. Rather the instructional strategies are the true independent variables. Because most media comparison studies fail to control for the effects of these strategies, they actually compare apples with oranges. They are subject to a confounding effect by other equally rational reasons for differences. An interesting sidelight to this theory is a qualifying note offered by Syracuse University's Michael Yacci, also a panelist at the CMIVI symposium in Dallas. Indeed he accepts the Clark thesis that the instructional strategies are more important than the medium. However, Yacci proposes that the messenger, too, can be important. He uses the analogy of the singer and the song. The song is the content but for many fans of, say, Frank Sinatra or Michelle Shocked, the singer can evoke emotion by his or her vocal and artistic interpretations and interpolations of the lyrics. Yacci submits that when we consider the effectiveness of a particular set of instructional strategies carried by a

medium, we must consider the learner's affective attraction to the medium. He also concedes that a strong negative effect for a particular medium can destroy motivation, interest and instructional goals.⁵¹

CMIVI Software Available for American
History Classes in College

As we have seen, researchers and apologists for CMIVI reiterate that for the medium to be successful and effective, the software must be of high quality, imaginative, well designed and challenging. As the medium receives more attention and acquires more popularity, more in the way of software is being made available. The problem with commercially produced interactive video software is that it comes prepackaged and can not be tailored to the specific tastes or instructional needs of all teachers. This is why the major computer companies and their support firms design authoring systems so local schools can design and develop their own programs. However, before we consider the locally produced or in-house software, let us briefly examine the commercially available programs for American history instruction.

The educational computer software industry is extensive, highly competitive, and, until recently, sufficiently independent to discourage uniform or collaborative marketing strategies. Information to benefit

consumers was limited because the industry was handicapped by the phenomenon of technological growth outdistancing efforts at networking, standardization, and understanding of learning theories.⁵² To appeal to a mass consumer market, software often concerns itself with more than strictly educational subjects. For example, a perusal of a typical multimedia software catalog indicates the following emphasis in terms of the number of pages devoted to each subject:

1. Industrial technology	- 20 pages
2. Data processing/computer applications	- 15 pages
3. Personal computers	- 12 pages
4. Management/Professional	- 9 pages
5. Health and Medical	- 8 pages
6. Educational	- 4 pages

Of course, all of these could be considered educational but the catalog allocation of courseware to education is more strictly defined. If educational software enjoys a rather meager representation, it is interesting to note that within this realm social science courseware is dwarfed by math, natural sciences, and developmental skills. Also, the commercial producers of courseware overwhelmingly prioritize the pre-college grades because they concern themselves with volume. On the college level, courseware, as with textbooks, is more often

chosen at the discretion of the instructor whose whims, class needs or expectations in software may be a challenge to meet. If the new media can be justified more on the basis of the positive affective influence it has on students, in higher education content is more often publicly acclaimed over motivational objectives.

Because software vendors emphasize the motivational impact of their products, they tend to promote the simulation features of computer-based instruction. Much of this courseware for pre-college students in history tends to be simple computerized versions in simulation format of historic battle scenarios which evolved from popular board games sold in hobby shops. One sees The Battle of the Bulge, Wolf Pack, or The Battle of Gettysburg in computer-assisted game-like exercises. In journal advertisements aimed at the market of elementary, middle and high school teachers, such simulations are described in such expressions as "riveting, revolutionary, extremely motivational, the best educational tool since chalk." If the programs sell well, researchers yet have reservations as to real instructional value when entertainment features are so brazenly heralded by the advertisers. One writer who examined college level history students and their views on historical simulation exercises by computer reports that these attitudes are mixed and that there is the recognition that even good simulations are no substitute for thoughtful

and sensitive lecturers. 53

In order to get some perspective on "what is out there" in the jungle of instructional software and to confine our search to college level history classes, the author was forced to seek the assistance of a number of intermediaries. I made use of the following research tools for the software search:

1. WISC-Ware Academic Computing Center at the University of Wisconsin in Madison.
2. The Information System for Advanced Academic Computing (ISAAC).
3. The On-Line Academic Software Information System (OASIS).
4. The Association for the Development of Computer-Based Instructional Systems (ADCIS).
5. The Association for Educational Communications and Technology (AECT).
6. The International Council for Computers in Education (ICCE).
7. Marketing representatives for major computer companies
8. Dissertation Abstracts International (DAI).
9. ERIC Computer Search.
10. Learning Services Inc.

The search revealed that where there is computer software for college level history instruction, the

software is overwhelmingly computer-assisted (CAI) rather than computer-managed-interactive video (CMIVI). It also revealed that, despite all the enthusiastic advertising and commercial promotions for the medium over the past decade, in fact there is actually very little out there. Aside from a few programs which will be described shortly, the big computer software firms have been content to aggressively sell the authoring systems for local instructional development. Of course, the authoring systems are promoted by the rationale that they permit local tailoring for local needs and unique instructional strategies suited to the producer's peculiar tastes and whims.⁵⁴ The search also reveals that the few commercially produced CMIVI software modules in history emphasize subjects in the twentieth century due to the availability of documentary and news film footage.⁵⁵ And finally, the search reveals that the most sophisticated and pedagogically impressive computer courseware for college level history classes is not the ready-made, pre-packaged CAI or CMIVI modules, but rather locally produced CAI instructional programs designed by classroom history professors.⁵⁶

WISC-Ware Academic Computing Center at the University of Wisconsin at Madison had only one computer program in American History. This was a simple CAI database of twenty-five multiple choice questions for each of nine

units. Impressive, although more in the discipline of archaeology, was a CAI program for college students produced by professors in Wisconsin's Department of Anthropology. Entitled Fugalweland, the program permitted students to interact with graphs, maps and grids to excavate a hypothetical archaeological site.⁵⁷

The Information System for Advanced Academic Computing (ISAAC), a computer clearinghouse funding by IBM and operated by the University of Washington, was contacted for its search capabilities. The system has an extensive database in college level instructional software and also an electronic bulletin board whereby professors with IBM-compatible microcomputers and modems can freely access system files. An ISAAC search of its software information database using the parameters "computer video-interactive-history" revealed no holdings.⁵⁸

In January of 1990, the Association for the Development of Computer-Based Instructional Systems (ADCIS) at Western Washington University was contacted and asked to do a search of its computer files on the same parameters. Ms. Peggy Bishop conducted a search which proved to be likewise unsuccessful. One of the association's directors, Dr. Jerry Blumenfeld of the University of Akron, reported that in all his efforts to centralize and catalog information, he has found not one locally produced college level interactive program in history.⁵⁹

The Association for Educational Communications and Technology (AECT), located in Washington D.C., also ran a computer check of its software database using the same search parameters. An association member, Dr. Stan Zenor of the University of Delaware, reported that a Federal grant of \$470,000 was presently funding the production of a computer-managed interactive video on the history of music. It was his belief that with the financial backing and the highly qualified producers/directors, the program should be technically and instructional impressive when it is on-line.⁶⁰

Although the University of Oregon's International Council for Computers in Education (ICCE) does not focus on college level computing, it provided me with some contacts who proved to be very helpful. Dr. Edward Schwartz of the Virginia Polytechnic Institute was the first to say that locally produced college-level CMIVI in history was probably being developed and implemented but, like our HISTRIAD Project, information on such work is limited due to the lack of published reports by their creators. Schwartz revealed that, for professors wishing to produce CMIVI modules in history, an impressive tool was the Video Encyclopedia of the Twentieth Century compiled and distributed by the CEL Educational Resources Company of New York. The encyclopedia contains seventy-two hours of "generic" video clips in over two thousand video units.

Because it is produced on the videodisc format, it can interface with a HyperCard-based laser guidance system called the Twentieth Century Navigator, and because the video is in an unedited primary-source format, local CMIVI college producers can tailor the resource to their own instructional needs in history classes. More specialized resources helpful to local CMIVI producers are available in videodisc form of the celebrated documentary series Victory at Sea and Statue of Liberty.⁶¹

Contacting marketing representatives for Tandy, Macintosh and IBM--the major commercial producers and vendors for instructional software--revealed a number of history CAI programs. There was nothing in CMIVI. Programs like Where in Time is Carmen Sandiago? by Broderbund is a game-detective methodology in teaching history with impressive graphics and sophisticated interactivity but geared to pre-college learners. Other CAI programs which are advertised as history instruction but which are more accurately characterized as simulation games for high school students and under are Tigers in the Snow on the Battle of the Bulge, marketed by Strategic Simulations since 1981, Lincoln's Decisions (marketed by Educational Activities in 1982), Watergate Simulations (marketed by Social Science Research and Instructional Computing Lab in 1984), and Rails West (Strategic Simulations in 1984). A simulation game which has just reached the market and which

is being heralded as "history instruction" is Wolf Pack. An impressive computer-managed-interactive video program on the impact of geography on American History has been endorsed by the National Geographic Society and produced by Optical Data Corporation with the collaboration of the California State Department of Education. However impressive, it is pre-college in its design.⁶²

Computer searches conducted at the University of Tennessee and Vanderbilt over the last two years in Dissertation Abstracts International (DAI) reveal an increasing use of CMIVI in a number of disciplines with history being the conspicuous exception. Dissertations which do focus on computers in history instruction relate primarily to research uses of microcomputer technology, CAI delivery of classroom history instruction, and pre-college learners.⁶³

Much more useful information on the use of computers in college-level history instruction was obtained through the so-called ERIC computer search system. Although designed for CAI application, these activities and exercises were locally produced, intelligent and imaginative. For example, one professor used the CAI Statistical Package for the Social Sciences (SPSS) to design a program in which his upper level American Studies students could examine incrementally the transition of two Mississippi River towns from traditional rural and

agricultural communities to modern industrial societies. Computers permitted students to formulate and test hypotheses for higher level learning.⁶⁴ In another CAI application at Tulane University, students made use of a statistical package to do a quantitative research analysis of late seventeenth century Salem with information contributing to a better understanding of the witch trial phenomenon.⁶⁵ And in a locally produced CAI simulation exercise which emphasized content and analysis over entertainment, university students examined the economic history of the United States by decade from World War I through World War II using cliometric models.

Despite the inability of computer searches to find locally produced college level history programs in CMIVI, a computer software clearinghouse provided information on several commercially produced and pre-packaged interactive video programs. Mr. Wade Olinger at Learning Services of Eugene, Oregon, revealed that at least six videodisc CMIVI history programs were on the market. The Constitution Papers produced by Educational Resources is an examination of the political theories and ideals behind the Federal Constitution and the Bill of Rights. Eisenhower and the Cold War and the followup Kennedy and the Cold War are two CMIVI programs created by Encyclopedia Britannica and focusing on foreign policy during the 1950's and early 1960's. Franklin D. Roosevelt and the Second World War,

produced by IBM, examines U.S. history from 1933 to 1945. Heritage in Black concerns the Civil Rights movement and the seven part series A More Perfect Union examines constitutional issues. Both are produced by Encyclopedia Britannica. Vietnam: The 10,000 Day War, produced by Video Discovery Inc., is a six volume CMIVI treatment of this conflict.⁶⁶ Although these programs are pre-packaged, ready for use with microcomputer and videodisc player, and relatively inexpensive (the Vietnam program runs for \$49 per module), they are not being purchased in any great volume. The software may be modest in price but the hardware costs could be a debilitating factor. Another reason, as we have noted, is that laser-disc video players are less available to history departments than the readily accessible and convenient VHS format in VCR's.

After an extensive software search, I must admit that I have increased pride in the CMIVI modules of our HIS-TRIAD Project and the even earlier CMIVI program on Sumerian cunneiform (1983). If Columbia State was not the first institution of higher learning to create from an original video a CMIVI program in history (perhaps we were), at least we can say that we were one of the first.

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22. Ibid., 6.

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42. Schaffer and Hannafin, 94.

43. R. Pawley, "It's Becoming an Interactive World," Educational & Industrial TV 15 (December 1983): 80-81.

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45. The symposium was presented at the annual convention of the Association for Educational Communications and Technology.

46. Clark makes use of the term "video disk" in referring to CMIVI. As we noted briefly in Chapters IV and V, video disks and tapes are both used in CMIVI. The advantage of the tape is the fact that it is cheaply produced, duplicated and edited.

47. This information comes from the first and second pages of a report by Richard Clark to the Association for Educational Communications and Technology.

48. Ibid., 3.

49. Ibid.

50. Ibid., 4.

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52. Telephone conversation with Edward Schwartz of the Virginia Polytechnic Institute on Tuesday, 23 January 1991.

53. Robert DeSieno, "Academic Computing and the Liberal Arts Curriculum." EDUCOM Bulletin 22 (Fall 1987): 6.

54. IBM Multimedia Courseware Catalogue (Personal System 12) for 1990.

55. James B. Schick, "Microcomputer Simulation in the Classroom," History-Microcomputer-Review 1 (Spring 1985): 5-6.

56. This was the claim made by Whitney in its instructional manual for the Insight 2000 authoring system.

57. Telephone conversation with Wade Olinger of Learning Services (1-800-877-9378) on July 22, 1990.

58. This conclusion is based, perhaps, on incomplete information because, if many in-house produced CMIVI college history modules are being used, their use is not being reported in the technical or educational journals or in the research studies. This point was made by Ed Schwartz of Virginia Polytechnic Institute and Jerry Blumenfeld of the Association for the Development of Computer-Based Instructional Systems at Western Washington University.

59. Catalogue for WISC-WARE Academic Computing Center at the University of Wisconsin in Madison, 1990.

60. This was based on a search conducted on 12 June 1990 using the ISAAC files for CMIVI instructional materials.

61. Telephone conversation with Jerry Blumenfeld of the Association for the Development of Computer-Based Instructional Systems on 23 January 1990.

62. Telephone conversation with Stan Zenor of the Association for Educational Communications and Technology (AECT) on January 23 1990. In another call on 3 July, 1990, Ms. Shannon Gordon of the AECT reported nothing new since January.

63. Telephone conversation on 23 January 1990 at 703-231-5879. It was revealed that the Video Encyclopedia of the Twentieth Century was \$10,000 in price.

64. James E. Sargent, "History Microcomputer Simulations: An Update," History-Microcomputer-Review I (Spring 1985): 7-11.

65. Several dissertations concern themselves with the use of computers in historical simulation. Refer to the four dissertations cited in the bibliography.

66. Telephone conversation with Wade Olinger of Learning Services (1-800-877-9378) on 3 July 1990.

Chapter III

BACKGROUND TO PROGRAM DEVELOPMENT

The HIS-TRIAD Project's design was neither original nor creative. Its foundations were already laid at Columbia State through the work of many people. Audio-visuals were being used in classrooms as were computers. Many faculty worked hard to promote class discussion and the examination of issues through critical thinking in students. A number of teachers were enriching students through fieldtrips. My contribution was merely to take a number of teaching methods already proven by the educational pathfinders at Columbia State and to integrate them into a single class for history instruction.

Early AV History Programs Produced at CSCC

Soon after my arrival at Columbia State, Bill Muehlbauer suggested a professional collaboration between the History Department and the LRC in the local production of AV materials for students. In 1978 he suggested that we produce a "multi-media" program from slides taken at the Mayan ruins of Mexico and Guatemala. The slide visuals were linked to a synchronized tape recorded narration and background music. The program was designed for both

American History and World Civilization classes. I wrote the script, Muehlbauer narrated the program, and media specialist Paul Whitman performed the technical tasks of recording, synchronizing tape to slides, and "laying down" the background music track of Inca flute renditions.¹ In retrospect the program was very unsophisticated but it was our first collaboration. In fact, the program provided some valuable lessons for future productions.

The next program produced by Muehlbauer and me was a slide show for Columbia State World Civilization classes on cuneiform script, the first written language. The year was 1980. Again I researched, wrote the script and directed the program and Muehlbauer did the narration. The problem was in locating a sufficient number of visuals to "carry" the script. Using the rationale that the program was designed only for our students without any thought of personal or institutional profit, we copied photographs from books. At that time I was yet unfamiliar with the copyright restrictions on such practices.²

The final audio-visual undertaking before the HIST-TRIAD Project was a multi-media (slide-sound sync) program on the United States and the Spanish Civil War. Much of the research had already been done and the visuals collected while I was residing in Barcelona. Because of Muehlbauer's injunction that a program should not exceed thirty minutes due to the limited attention span of the

average undergraduate, there was a challenge in compressing much diplomatic, political and military history into this time limit. There was a learning process in the production of this work and an effort was made to obtain permission from publishers for the use of copied photographs. The pictures of pro-Loyalist and pro-Fascist American journalists and intellectuals were obtained, with permission, from photo collections at Brandeis University and The New York Times.³

The First Use of CMIVI at Columbia State

Computer-managed-interactive-video-instruction was introduced to Columbia State in 1982. Again, Muehlbauer was the driving force. His early interest in visuals and non-traditional approaches to learning made him responsive to video tape technology when it began to invade the educational markets in the late 1970's. Similarly, he was receptive to the use of computers in teaching. He saw the merits of computer-assisted instruction (CAI) which people like Joe McCormick were introducing to their disciplines. However, while McCormick was writing computer programs for use in text reviews, note review and test previews, Muehlbauer wished to take the computer technology one step further. He wished to integrate computer-assisted instruction with the new video technology at the college. As innovative as CAI was at this time, the interactive

powers of the computer were limited to presenting materials to the student only in text form. A student had to read the text on the monitor screen, read the questions or instructions, and then read the results of his choice of options and answers. With the computer now able to control a video tape machine or VCR, the student could experience instruction through words, diagrams, animation and video tape. As an enthusiastic apologist for CMIVI, Muehlbauer declared that "the future of interactive video is virtually unlimited.... It is here to stay and its impact will continue to be felt in education."⁴

That same year the LRC director approached me with the idea of producing a program for computer-managed-interactive-video instruction. Initially the proposal appeared well beyond our abilities but the suggestion was made that we make use of a video program already being used by students and adapt it to computer management. A slide program merely had to be converted to video tape with an accompanying audio track imposed. The LRC production staff made use of its new Panasonic 555 studio camera for the copywork. The cuneiform program was selected for the conversion and Mark Kramer, the new media specialist at Columbia State, performed the work of video taping the slide show. Mark Kramer was the technical genius behind CMIVI at Columbia State. Qualified in video and computer technology, he made use of the Whitney authoring system to

produce our program. I merely had to give him the questions, answers, and explanations for the CAI-type interaction with students and he did all the rest of the work with the computer's interfacing functions for the video tape.

In the fall of 1982, the project was completed. Students had but to sit down in the computer workstation in the Learning Resources Center, turn on the power, insert the diskette into the disk-drive and follow the simple directions indicated on the screen. Keyboard, diskdrive, monitor and VCR were all compactly laid out at each carrel. This proved to be the first use of a locally produced CMIVI program specifically for a college level World Civilization course anywhere in the United States.⁵ The students in this World Civilization class, in a questionnaire completed immediately after viewing the CMIVI on cuneiform, were unanimous in their endorsement of the technology, and it was this positive student reaction which prompted us to consider a continued and expanded role for the technology in the future.⁶

The Humanities Tutorial Program

One of the most important influences in the development of the class discussion or tutorial component of the HIS-TRIAD Project was the Humanities Tutorial experience at Columbia State. It was an experimental pilot project funded by a National Endowment for the Humanities

grant and implemented at Columbia State from 1979 to 1982. Although the subject was English and most of the Humanities Tutorial faculty were from that department, a number of faculty members from a variety of disciplines taught the classes. This was one of the more innovative features of the program. Participating faculty were Dr. Lewis Moore from Political Science, Mr. Fred Behrens from Art, Dr. Steve Banks from Psychology, Mr. James Spresser from Speech and Drama, and myself from History. The classes exposed students to the analytics of logic, the examination of concepts, and the discussion of values. The operating rules were that courtesy and respect were to be shown to all participants at all times when we were criticizing ideas not supported by good evidence. Although it was the job of the instructor to facilitate discussion, it was also to keep the discussions theme-oriented and tied to the required reading material. An independent evaluator claimed that the project was extremely successful from his point of view.⁷

The other great achievement of the Humanities Tutorial came in the form of faculty enrichment and professional development. Among the tutorial faculty there was a strong sense of unity of purpose and camaraderie. There were numerous brainstorming sessions. These special sessions helped to prevent "burnout". We had a special faculty session for each new book studied--Romeo and Juliet, Much

Ado About Nothing, Antigone, The Canterbury Tales, Utopia, and 1984. For the Shakespeare works, the NEH grant furnished performances by the National Shakespeare Company at our college so students could appreciate the dramatic powers that their readings could elicit. The Humanities Tutorial program was exhilarating and I planned to make use of its methodology in history class.

Influence of Field Trips on the HIS-TRIAD Project

By the time I began teaching at Columbia State in 1976, I was influenced by travel in Southeast Asia, Europe, the Americas, and the Middle East. Almost immediately I began to organize history field trips for students. By 1982 we were taking regular field trips to Tennessee's Civil War battlefields, Colonial Williamsburg in Virginia, and Franklin Roosevelt's Little White House in Georgia. Furthermore, students were accompanying me on several trips to Central America to examine Mayan archaeological ruins or to visit historic sites in Mexico City.

Although only a minority of students actually participated in these organized trips, all benefited from the slide presentations in the classroom. The proximity of so many important historic sites and my inability logistically to bring all students on these travels prompted the creation of the independent field trip. Museum custodians and historic site managers were contacted

by mail and provided with forms with which to document a student's visit. The independent field trip also protected the college from liability and I began to use the term "independent" even for those large organized trips which I led.

It was always a regret that more history students at Columbia State could not take advantage of the field trips. Considering the demographics of our institution, our students were hampered by finances, work schedules and family obligations. The computer-managed-interactive-video (CMIVI) component of the HIS-TRIAD Project was the mechanism which reconciled interest in field trips to the realities of the present--rising costs, anxieties over possible accidents and liabilities, logistical nightmares of scheduling large groups, and the fact that only a minority of students ever benefited directly.

Notes to Chapter III

1. William X. Andrews, "The Classic Maya" (Columbia, Tenn: Columbia State Community College, 1980), uncatalogued slide program.

2. William X. Andrews, "The Written Word: The Dawn of Civilization" (Columbia, Tenn: Columbia State Community College, 1983), uncatalogued audio-visual.

3. The photograph of Henry Carney, pro-Nationalist American journalist, was obtained from the New York Times in the spring of 1981 and used with permission for the program. Photographs of posters, pictures and memorabilia of the International Brigades were copied at Brandeis University's Special Collection on the Spanish Civil War.

4. William A. Muehlbauer, "Interactive Video: A Solution for Educators," Innovations: Proceedings of the Third Annual SBR Conference on Teaching and Learning. Volume 2 (Columbia State Community College, April 1984): 88-91.

5. This statement is based on telephone conversations in January of 1990 to Jerry Blumfeld of the University of Akron, Edward Schwartz of Virginia Polytechnic Institute, and Stan Zenor of the University of Delaware. The individuals are officers in these professional organizations. A series of follow-up calls in June of 1990 resulted in no additional information on college level, locally-produced American History CMIVI programs. They claimed that their organizations routinely monitor publications, symposia, and presentations relating to high technology in education.

6. I have included this student survey in the Appendix X list of cited materials because its positive note influenced my expectations for affective CMIVI success in the HIS-TRIAD Project. This World Civilization class was typically small in size with only eighteen students evaluating the program.

7. This independent evaluator, Dr. Richard Marius of Harvard University's English Department, observed one of my tutorial classes and his memo to Dr. Eason regarding this observation is listed in Appendix X and can be found in Clement 207 at Columbia State Community College.

Chapter IV

DEVELOPMENT OF THE NON-CMIVI COMPONENTS

At the heart of the HIS-TRIAD Project was the Tutorial class discussion component. The main rationale for the CMIVI was that, without adding in-class time for the student each week, enough facts would be presented through computerized video to permit discussion sessions. If the CMIVI was the most innovative feature of HIS-TRIAD--and certainly it was the most time-consuming in development, then the Tutorial could be regarded as the main objective.

Objectives of the Tutorial Component

When this program's outline was designed, the earlier Humanities Tutorial experience was used as a conscious model. There were a number of differences in instructional goals but the similarities were many. Of the thirty course objectives listed for the Humanities Tutorial in 1979, nineteen were desired for the HIS-TRIAD Tutorial component.

Because the Humanities Tutorial experience preceded that of the HIS-TRIAD Project by several years, problems in the first could be avoided in the second. When students in the Humanities Tutorial were surveyed at the end of the course, they often claimed that the experience did not help

them to understand themselves better or to develop a sense of values--further objectives of the program. By learning the survey results for this first experience, I decided not to over-indulge in listing objectives which students might find difficult to measure in themselves. The following objectives for American history students in the envisioned tutorial component were listed. A student would be successful if he or she:

1. became more experienced in public speaking
2. learned about the interpretive nature of history
3. learned to defend and attack a thesis based on facts
4. learned to analyze, compare, contrast and synthesize
5. related lecture, text and CMIVI materials to class
6. improved writing skills by submitting compositions
7. improved reading skills by reading tutorial articles

Although I wished to keep the HIS-TRIAD's tutorial objectives few and simple, still it would be difficult in only a couple of weeks for student and instructor to gauge progress in sharpening one's analytical skills or being able to relate information in the CMIVI, text and lectures to the tutorials. Most students would admit that by writing essays, writing skills would correspondingly improve. However, a reading of a particular story would not necessarily, in the eyes of a student at quarter's end, provide an appreciation for world relationships--a goal of the Humanities Tutorial. I wished to avoid over-objectifying because I was aware of what so often happens in faculty contracts based on management-by-objective (MBO) efforts. By committing oneself to too many

goals with energies diffused and goals not prioritized, results are often less than flattering. The hope was that by writing three essays over three weeks, students would improve their writing skills somewhat and be cognizant of the general level of improvement. The same could be said of reading skills.

While preparing material for the experiment, I decided to write an essay about the Salem witchcraft trials for the tutorial component. In terms of objectives, the hope was that by having students read about the travesties of justice due to prejudice in old seventeenth-century Salem, students might better identify prejudicial and bigoted behavior in our communities today. However, it was recognized as improbable that a student, insensitive to prejudice before experiencing the discussion class, would be suddenly changed by a single reading. The hope was that, by adding to the reading a vigorous class discussion seeking out modern day analogies, an awareness might be the more easily acquired.

The goal of analyzing historical data could be measured by a student's ability in an essay to explain, for example, why England lost the American Revolutionary War. The belief was that an understanding of important historical events could more easily be acquired by comparing older events with those more recent and more familiar to students.

Researching and Writing the Tutorial Articles

The HIS-TRIAD Project was originally a theoretical model of innovative instruction organized in flow charts and diagrams. At that time I had a vague idea that the first three tutorial sessions would be based on subjects pertaining to Spanish and French exploration, the Salem witchcraft hysteria, and a comparison of British experiences in Revolutionary War with American experiences in the Vietnam War.

The first article for the discussion class was entitled A Man and A Woman. The two subjects were a Spanish conquistador by the name of Cabeza de Vaca and a French noblewoman named Marguerite de La Rocque. Both were involved in exploration and the struggle to survive in sixteenth century America. The French girl was an aristocrat who accompanied her powerful uncle, the Count of Roberval, to America to find the legendary kingdom of Saquenay where diamonds and gold were reputed to be in abundance. Because of the strict Calvinist scruples of her uncle, when the girl was caught in a sexual relationship without benefit of marriage, she was marooned on a desolate island off the Canadian coast of Labrador. Her lover and nurse decided to join her there and the three made an effort to survive the terrible winters. Her lover died

first, then her newborn infant, and finally the nurse. The solitary Marguerite was finally discovered by Breton fishermen in her third year and returned to France.

I felt that students would find her story fascinating reading because of her youth, resourcefulness and her energy. The problem came in locating information on the girl. It seemed that, although many works on Canadian history were consulted, scant reference was made to this subject. Canadian histories, both Anglo and French, were apparently reluctant to mention the tale. The Canadian historians' unfamiliarity with Marguerite may not have been intentional. Apparently the event was regarded as so unworthy of note by her contemporaries that much of the story was lost to memory.¹

Research for the second character of the article A Man and A Woman was much easier because the protagonist, Cabeza de Vaca, was not only an officer in the doomed Narvaez expedition to Florida in 1528, he was also the official chronicler. Because the first-person narrative gave drama, credibility and immediacy to the story, quotations were frequently used.² The odyssey began in Florida and ended eight years later in the Mexican province of Sonora. Students reading the account could learn a good deal of history, Indian culture, and geography. Cabeza de Vaca began the expedition to Florida with four hundred men and eight years later emerged from the wilderness one of only

four survivors. Like Marguerite de La Rocque, he struggled against the odds to survive. Unlike the de La Rocque account, the Spaniard's story involved detailed observations on Indian life and the mind-set of the conquistadors. An important point which the chronicler consistently made was the extent to which he regarded God's intervention responsible for his deliverance. Very similar to the Huguenot Marguerite, the devoutly Catholic Spaniard exhibited a mind-set steeped in the prevailing dogmas and anxieties of late Medieval Christendom. For HIS-TRIAD students reading the account, it was hoped that they could find many ideas worthy of debate. The Black Legend and the attributes of heroism seemed to be a good topic for discussion. The tutorial article A Man and A Woman is listed in Appendix X and can be found in Clement 207 on the Columbia State campus.

The second tutorial article related to the phenomenon of witchcraft at Salem Village in 1692. It was one of the selling points of the program to know that I would write all three compositions for students to read, discuss and write about. However, as the implementation date approached for the HIS-TRIAD Project, I did not have the time to research and write two additional tutorial compositions. The time expended on the story of Marguerite and Caveza de Vaca was considerable. Because of this, I selected for the second weekly tutorial article an edited

excerpt of the book Salem Possessed by Paul Boyer and Stephen Nissenbaum.³

Unlike A Man and a Woman which was my original composition, I felt that the article, Salem Witches, needed an introduction which could offer some kind of historiographical perspective for the tutorial students. In this short introductory essay, I wanted students to know that historians of repute still disagree as to why events in 1692 Salem transpired as they did. The role of the clergy, the adolescent girls, the civil authorities, and the accused themselves were discussed.

It was felt that the most valuable educational use of Salem Witches was the ability of teacher and students to draw upon analogies. One of the lessons of Salem could be the recognition of the ease with which majorities victimize minorities based upon faulty or prejudicial information. The plan was to use the topic for a class discussion of prejudice today and in the recent past. Topics like the McCarthy Era, Japanese-Americans in World War II, and Jim Crow laws were the more obvious. For the sake of space and convenience, the introductory essay to Salem Witches can be found in Appendix I.

A historical analogy between the British experience in the American Revolutionary War and the American experience in Vietnam was to be the subject of the third and final tutorial composition for student discussion and papers.

Like the Salem piece, I found what I needed in an article entitled, "England's Vietnam" by Richard Ketchum which was published in American Heritage in 1971.⁴ I felt that this piece would complement well the third module of our CMIVI, The Allegiance Severed, which also touched on the Revolutionary War-Vietnam analogy in its concluding narration. Also, like the article on Salem, I felt that the Ketchum work needed a short introduction because that piece was written in 1971 when the Vietnam war was still an issue. For students a decade and a half later, additional perspective and a historiographical note seemed necessary.

Essentially the introductory essay noted that there is danger in overextending the analogy and that the differences were conspicuous. However, I felt it important to say that over the centuries human nature remains much the same and that actions are often motivated by similar objectives. Because the Ketchum article emphasized the American Revolution and left it up to the students themselves to draw the analogies with Vietnam and because of the relative lack of familiarity with Vietnam in 1985, I wished to make the comparisons more explicit. Thirteen parallels were made in the introductory article. I felt it was important to note that domestic discontent, the overoptimism of military and political leaders at the outset of the conflict, the overextension of military power, the exorbitant costs in lives and finances, and the

foreign aid factors were all elements of the Vietnam conflict which had parallels in the eighteenth century. The introductory piece for the article England's Vietnam can be found in Appendix I.

Because I felt that American History students should be generally familiar with the interpretive nature of the discipline, I wrote another short essay on historiography which I wanted to use as an introduction to the three tutorial articles. Instead of distributing each of the three articles to students piecemeal as had been planned originally, I found it logistically convenient to have all three works bound together into a single booklet with the introductory essay beginning the tutorial section of the booklet and with a two-page explanation of student responsibility and requirements concluding that section. This introductory tutorial essay can be found in Appendix I.

One of the most important parts of the booklet was the set of directions for students preparing to read the tutorial articles and write their papers. Students were told to read the weekly article and select one of the suggested topics for their weekly compositions. They were told to use a rough outline and notes for use in the class discussions. Then they were directed to write a short essay of three to four words. The section of directives was called "What You Must Do For Tutorial Classes." These

directives were followed by a list of essay topics which students could select for their weekly compositions. They are found in Appendix I.

The Development of the HIS-TRIAD Lecture Component

The HIS-TRIAD Project forced some changes in the way I lectured. Many educators are most comfortable with the narrative or story telling approach and many classroom lecturers in history can confirm that students relate well to this narrative style. In 1981, before the American Historical Association, Harvard History Professor Bernard Bailyn claimed that the greatest challenge for us is not "to deepen and further sophisticate [our] technical probes of life in the past but...to put the story together again." ⁵

I also am comfortable with a biographical approach to lecturing in history. If historians admit that man is the central figure in the story of the past, then it makes sense to emphasize the individual in the study. I also like to explain how interpretation can influence our understanding of historical events. When, for example, we examine the Great Depression, we view the actions of the Federal Reserve Board from both the John Kenneth Galbraith as well as the Milton Friedman economic viewpoints. On the subject of Reconstruction, we always look at the evolution in attitudes from a William Dunning to a Kenneth Stampf.

Controversial interpretations like Frederick Jackson Turner's Frontier Thesis or A.J.P. Taylor's thoughts on the origins of World War II give students in lectures, I believe, a sense that their own opinions might matter.

These, then, are some of the features of a lecture style which has evolved over years. Because I would be required to make some rather major changes in the lecture method and to prioritize subject matter, the HIS-TRIAD Project was a major challenge. The main problem stemmed from the fact that I would be forced to go from a three hour per week lecture class to a single hour per week, and the jettisoned information had to be made available to the students either in the CMIVI component, in the textbook or in both.

Of the three instructional components of the HID-TRIAD Project, the lecture was the least innovative. It was already a fact. The only work was in the cutting of material and insuring that it could be digested elsewhere. As I drew up a lecture outline, I had the sense that the CMIVI might not be able to compensate for the lost time and I was not convinced that the textbook treatment of these subjects would be satisfactory.⁶ Therefore, I listed in outline form what general subjects would be covered in each unit by lecture and CMIVI. See the outline in Appendix I.

I chose not to differentiate in the outline between the Monday lecture and the CMIVI because, in fact, the

computer program was a lecture. I wished to leave myself enough flexibility to address in the Monday lecture a fact covered in the CMIVI if a student were to request further elaboration. Still, there was the sense that some of the usual spontaneity might suffer due to the compressed time.

The very general lecture outline was an outline for both Monday presentation and CMIVI. In Unit One, the entire segment on Native Americans before Columbus would be found in the Monday lecture. Although the CMIVI would list but not elaborate on the conditions in Europe which prompted exploration, the Monday lecture would go into more detail on this point. Although the CMIVI would only devote one sentence to the conquest of Mexico by Cortez, the Monday lecture would provide details. On the subject of mercantilism in Unit One, the Monday lecture would exclusively address this topic. In Unit Two the Monday lecture would exclusively examine the English background, English colonial life and culture, and mercantilism in the British colonial realm. In Unit Three, the Monday lecture would detail the French and Indian War, provide greater detail to the causes and the general characteristics of the Revolutionary War, and exclusively address the Peace of Paris.

Notes to Chapter IV

1. Two years after writing A Man and a Woman, I came across a very detailed account of Marguerite. The paperback book was Elizabeth Boyer's Marquerite de La Rocque: A Story of Survival (New York: Popular Press, 1975). It was so fanciful, however, that it should have been regarded as historical fiction. Nonetheless, I found it useful because it was the only account which went into greater detail than the primary sources already mentioned. Boyer did some impressive research on Marguerite's village background. The detail, of course, was occasioned by some creativity. In violation of the tenets of professional historians, she manufactured conversations and moulded characters to fit her needs. Worse, she changed the historical record. According to the Boyer account, Marguerite was in fact married to the man on board the ship and the marooning occurred because her devious uncle wished to acquire possession of her vast holdings back in France. In fact, her holdings were meager and the nobility who accompanied Cartier and Roberval to Canada were mainly old aristocrats desperate to replenish their spent wealth.

2. According to many, the return to writing history in the narrative style has increased student interest in the subject. See Karen J. Winkler, "'Disillusioned' with Numbers and Counting, Historians Are Telling Stories Again," The Chronicle of Higher Education 13 (June 1984): 5.

3. The article was taken originally from Paul Boyer and Stephen Nissenbaum's Salem Possessed (Cambridge: Harvard University Press, 1974). However, the condensed version used for my HIS-TRIAD students was taken from Annual Editions: American History, Volume I edited by Robert James Maddox (Guilford, Ct: The Dushkin Publishing Group, Inc., 1981).

4. The article was taken originally from Richard M. Ketchum's "England's Vietnam: The American Revolution," American Heritage (June 1971): 67-72.

5. Karen J. Winkler, "Disillusioned with Numbers and Counting, Historians Are Telling Stories Again," The Chronicle of Higher Education 13 (June 1984): 5. See also Henry Steele Commager, "The Future of History and History Teaching," New England Social Studies Bulletin 40 (Autumn 1983): 5-16.

6. The textbook for both experimental and control groups was America: Changing Times by Charles M. Dollar, general editor (New York: John Wiley & Sons, 1982). Contributing writers were Joan Rezner Gundersen, Ronald N. Satz, H. Viscount Nelson, and Gary Reichard.

Chapter V

DEVELOPMENT OF THE LINEAR VIDEO COMPONENT OF THE CMIVI

Computer-managed-interactive-video-instruction (CMIVI) is the union of two very powerful and sophisticated technologies for the purpose of teaching and learning. It is the union of the science of the computer and the breakthroughs in the audio-visual technology of the video tape or videodisc. In this chapter we will discuss the process by which the video component of the CMIVI was developed at Columbia State for the HIS-TRIAD Project.

The Equipment

In the summer of 1984 when we began the on-location video taping for CMIVI modules two and three, with only a Panasonic VHS portable video cassette recorder (VCR) and a Panasonic color video camera. There were two conspicuous disadvantages with the VCR. For one thing, it was only half-inch in tape width which meant that the quality and resolution of true image would be significantly below professional or broadcast standards. The second problem was that the unit, although called portable, was very heavy by today's camcorder standards, weighing twelve

pounds with accessories and over fifteen pounds with battery packs.

In addition, the video camera which complemented this VCR was a single-tube unit capable of generating only a horizontal resolution of 240 lines, again significantly below professional standards.¹ Despite this, we knew that students experiencing the CMIVI would be viewing the production on small-screen ten or thirteen inch monitors whose size would not reveal problems in resolution. We also felt that later, when we were ready for the editing, we could have the half-inch source tape transferred to a three-fourths inch tape and pay a commercial studio in Nashville to "electronically enhance" that tape for us.²

The equipment situation was somewhat better in the audio-visual production studio at the Learning Resources Center. There were a number of large and heavy Panasonic U-Matic three-fourths inch video recorders for our use. Because the tape surface was larger and the tape speed was faster, the resulting high resolution would make for a quality image. There was also a time-based-corrector, known as a TBC, which could further enhance the image to broadcast quality by stabilizing the sync signal.³

A Panasonic editing controller would be used to produce the final "master" video program from various "source" tapes. To make the final master tape appear even more professional with various wipe, mix and fade

patterns, we planned to make use of a JVC special effects character generator or what is usually called a switcher. A character generator could superimpose titles and credits. For studio use we had one Panasonic WV-555 video camera with an impressive 525 horizontal lines of high resolution.⁴

Scriptwriting

Writing the scripts for the three CMIVI modules was one of the easiest labor-related activities in putting the HIS-TRIAD Project together. There were two reasons. I had an entire year to design and develop the modules. By the end of summer in 1984, three scripts were written in their rough first drafts. Work could now begin on the photo research and the plans for video taping on-location and in studio. The other reason the script writing was relatively easy was because the CMIVI scripts were essentially lectures with material used for eight years at Columbia State. Little was required in the way of research. The lectures were "content based," employing facts and saving the more interpretive and analytical subjects for the discussion classes.

Toward the end of the summer of 1984, Bill Muehlbauer, Mark Kramer and I made plans for a video taping trip to Virginia for CMIVI Module 2, The Seed Transplanted, and Module 3, The Allegiance Severed. The script for Module 2

was reworked and refined while that of Module 1, God, Glory and Gold, was temporarily shelved. Prior to our departure, the LRC support staff prepared copies of the revised scripts on layout sheets divided into three columns, one for the script itself, one for appropriate visuals, and the final column for the audio. In this audio column we indicated whether the script was to be narrated by me "on location" or by the "voice over" technique prepared in the sound room of the Learning Resources Center.⁵ The trip to Virginia was intended only for the "on location" narrations and for what are called video clips or short video segments of buildings, landscapes, historical markers, monuments, and reenactments which help to visualize the script. This third "audio" column also designated the background music scores used in the production.

By the time the "on location" trip was made, whether to Williamsburg for Module 2, Yorktown Battlefield for Module 3 or St. Augustine for Module 1, the appropriate script had gone through what was thought to be the final revision. However, when we were impressed by an unusually imposing sight, an additional paragraph or two were written into the script. When we were shooting video at the Castle of San Marcos for Module 1, the interior walls of the Spanish fort were so impressive that we added a long narration scene to the original script. The homes, taverns and shops of Williamsburg prompted an additional paragraph

for Module 2.

When we made the trip to Virginia in August of 1984, the script which was the least refined and polished was The Allegiance Severed. It was still an inferior script on which to base the subsequent video. There were two major themes to be presented--the causes of the American Revolution and the reasons for the British defeat. Given more time, the program would have benefited from the usual revisions. The three scripts which are presented in the Appendix represent the final version taken to the studio for the production of the master video tape.⁶

On-Location Filming

Videotaping for the three CMIVI modules involved traveling nearly five thousand miles on three extended out-of-state trips and numerous in-state journeys. God, Glory and Gold was the first script written and it enjoyed the advantage of being the most reworked and revised for thematic unity and clarity. However, our first video work in on-location filming was for CMIVI Modules 2 and 3. We would be video taping out of chronological order in terms of the three scripts and we would be likewise taping out of time sequence within each of the scripts. Because of planning, funding and time considerations, videotaping sequentially by script would have been a luxury none of us could have afforded.

The original plan for CMIVI Module 1 was to shoot the Spanish segment in St. Augustine, Florida, the French segment in New Orleans, and the Dutch segment in New York. For CMIVI Module 2, I wanted to shoot the segment on the Southern Colonies at Williamsburg, the New England Colonies in Boston, and the Middle Colonies in Philadelphia. For CMIVI Module 3, still with no clear idea of the final form, the plan was to shoot the section on the causes of the American Revolution at Concord Bridge near Boston and the reasons for the British defeat at Valley Forge and Yorktown. It was agreed that, because of the nature of the equipment and the amount of work involved, we would have to employ a team of three people. As director of the LRC, Muehlbauer's presence was required and Mark Kramer, as media specialist, had to operate the equipment. My presence was required for the on-location narration.

The Virginia Trip

The East Coast trip was a priority because the bulk of the on-location narration shots for both CMIVI Modules 2 and 3 could be taken. However, we had to limit our trip to Virginia because the college could not fund so ambitious a traveling schedule and because, as year-round staff employees, Muehlbauer and Kramer could not justify an absence of much duration. The college agreed to pay for the gas expenses if I took my personal car. Consequently,

we agreed to camp at a state park in the proximity of Williamsburg. In a 24 July 1984 memo to Dean of the College Paul Sands and Assistant Dean of Arts and Sciences Douglas Eason, I formally requested funding and I included a very specific list of shooting objectives. In this memo, each proposed video clip was rationalized.⁷

The Administration was also provided with an itemized mileage chart totaling one thousand six hundred and seventy miles round trip. I managed to get a local insurance agency to provide theft and damage coverage for the property but I had to pay the insurance premium. The school equipment taken to Virginia was listed in a memo to Bill Summers, property custodian for the college, and Dean Paul Sands approved the equipment removal for the period 14 to 20 August 1984. The equipment taken was a Panasonic NV-8410 Video Recorder, a Panasonic WV-3890 Video Camera (back up camera), a Panasonic WV-3150 Video Camera, a Panasonic NV-8400 Video Recorder, a Negra Audio Recorder/Transmitter, and a Sony KV-9200 Video Monitor.

We arrived in Williamsburg Wednesday afternoon, 15 August and picked up the official filming permit which authorized video work at specific sites.⁸ Our first day of shooting began near the Governor's Palace. We began by doing an extended video clip of the entire block of homes by filming from the slowly moving car. Considering the fact that the scene was born of a whim, it was artistically

impressive. The next scene was a narration shot introducing the segment on Williamsburg. We had problems with the audio because the transmitter or the receiver at the VCR periodically shorted out. We shot about four takes. Because the camera, the Panasonic WV 3150, was too unsophisticated to rely on memory, the white-balance had to be reset each time the power was turned back on.⁹ The next scene related to the settlement of the colony of Maryland. We shot a number of takes because the Nagra audio transmitter/recorder was creating problems. We next got some good video clips of a fife and drum parade and the firing of cannon and muskets. There were no audio problems here because the boom mike coming directly out of the camera was used. One final narration sequence before a lunch break was a description of the colony of Georgia. Preparing for the afternoon shoot, it was decided that the audio problem could only be settled by using an audio cable going from my lavalier microphone directly into the audio input of the operating VCR. We shot at the Williamsburg Magazine, the jail, and the House of Burgesses.

Shooting at Jamestown on the second full day of work went fairly well in terms of time; however, a number of narration sequences were shot at such distances that the audio cable or Nagra was unnecessary. The narrator was out of range of lip sync. The Jamestown shots introduced The Seed Transplanted and visualized the problems facing the

first Englishmen to settle permanently in North America. At the Shirley Plantation we gave up on any efforts to narrate on location. On our last day of work, we arrived at Yorktown Battlefield before sunrise. At this historic site we shot the narration sequences pertaining to the strength of the American cause, the role of the French in the war, and the contribution of George Washington. There were some impressive video clips taken at redoubts, trenches, artillery pieces and historical markers.¹⁰

The trip to Virginia was a valuable lesson. We now realized how much time and energy were required for good filming. We also realized how important it was for equipment to function properly, with backup equipment in the event of problems. We had video backup but lacked a backup audio transmitter/receiver. I learned that memorization of script had to be thorough for the narration sequences and that reading off cue cards inhibited spontaneity and freedom of movement. In short, the problems on the Virginia shoot contributed to an understanding of the process of filmmaking.

The New Orleans and St. Augustine Trip

The second videotaping trip came during Christmas vacation in 1984. Neither Muehlbauer nor Kramer could get away because, as year-long staff members, their vacation began only four days before Christmas. Because there was a

need for one person to do the camera work during narration scenes, my brother David accompanied me. Columbia State had recently received a \$5,000 grant from the Southall Foundation from a proposal I had written and the grant money was set aside for, among other things, a CMIVI program in history. I requested \$400 from this for gas and subsistence on the trip.

Without LRC staff on the trip, LRC equipment could not be taken. James Spresser, speech and drama instructor at the college, provided us with his speech class video camera and Mr. Ricky Martin, student activities coordinator, loaned us his portable VCR. Because both pieces of equipment were aging, the camera had even less resolution than what we used in Virginia and the half-inch VHS VCR was even heavier than the one at Williamsburg. Because of the problems experienced with the audio transmitter/receiver in Virginia, we decided only to use the extended cables run directly from camera to narrator.

Arrival in New Orleans was late on Wednesday, 12 December. When we got to the Cabildo or the old colonial administration building next to the Cathedral, we were pleasantly surprised to find that there were large blue and red banners hanging from the building facade proclaiming an exhibition on King Louis XIV of France and French colonization of Louisiana. The script on the French sequence of God, Glory and Gold began with Louis XIV so

this chance encounter was fortuitous. It was here at the Cabildo that the opening narration on the French colonial claims to North America began. We needed a "fluid head" tripod for smooth and consistent pans but what we had was a tripod designed for a light 35mm camera and it required so many takes that much battery power was consumed. In an effort to capture the French flavor of the city, we shot the buildings in Jackson Square, the cast-iron balcony rails, fountains, plaques with street names, street lamps, and people walking through the mist. To take advantage of the banners commemorating the reign of Louis XIV, two additional paragraphs were added to the script. The narration at the Cabildo required ten takes because of a combination of traffic sounds and my faltering performance trying to communicate the new material.

On Sunday, 16 December, we were at Cocoa Beach, Florida where we shot the opening narration video for God, Glory and Gold. The ocean background was appropriate because we were discussing the technological breakthroughs in navigation which made late fifteenth century voyages on the open sea safer. At first light on Monday, the 17th, we shot sunrise video clips at St. Augustine Beach shooting sunrise shots for video clips. The primary site was the Castle of San Marcos. Beneath a corner turret we filmed the narration sequence introducing the fort and explaining its purpose in protecting the annual treasure fleets for

Spain. In one of the supply rooms, the story of Cabeza de Vaca was narrated and from the parapets, the Encomienda system was explained. The afternoon was spent taping the important scenes within the city itself, the oldest house in the United States, the oldest church, the statues of Ponce de Leon and other conquistadors, and panoramic views of the city from the Bridge of Lions.

Philadelphia

After the December 1984 trip to Louisiana and Florida, something of a hiatus was experienced during the winter quarter. Although not a single CMIVI had been produced, I began to entertain the idea of a possible fourth module on the Constitution. On 22 February 1985 I sent a memo to the Dean of the College suggesting that a trip to Philadelphia be undertaken for a further taping.¹¹ The rationale was that in the Philadelphia area we could shoot video for much of Module Three, The Allegiance Severed. Locations like Carpenter's Hall, Congress Hall, Independence Hall, and Independence National Park would be ideal for a discussion of the Declaration of Independence in Module 3 and for our examination of the Articles of Confederation, the Constitutional Convention of 1787, and the first presidential administrations in the proposed fourth module. Once my request for travel was approved for the week of the spring break, I wrote a new script, The New Nation, and I

gave it to my colleague Dr. Gabrielle Hubert for proofing. A Dominican nun with a PH.D. in history from Catholic University, she critiqued the material and suggested improvements.¹²

On this trip we used the more sophisticated high resolution camera, the Panasonic 555, which had been employed as a studio camera. We also brought along a recently acquired three-fourths inch Port-a-Pack VCR unit. And to alleviate the sound problems experienced in Virginia, we brought along a new audio transmitter. At Independence National Park we picked up our National Park Service authorization to video tape inside Independence Hall. It was Friday, 15 March. After studying the layout, we began shooting around 11:00 am in the great hall where the Declaration of Independence was signed, but the quality of the narration was compromised by my growing laryngitis. We considered a "voice over" effort but gave up on this because of the problem with lip sync in too small a room. We had planned to spend Saturday only at Brandywine Creek, Germantown, and Valley Forge for Module 3 but realized we would need more time for the Independence National Park narration. The next day the voice was even worse. We had to admit that a narration sequence was impossible.

Because of the fact that we were so far behind schedule, we drove out to Valley Forge for video clips and from here we left for Tennessee. In retrospect, this

Philadelphia trip was a very great disappointment because, although we got much good video, we returned to the college without any narration, a major justification for the time and expense. On a positive note, we did feel enriched by the historical sites.

Local Video Supplements

As the summer of 1985 approached, the conspicuous problem was a lack of narration sequences for the French section of Module 1 and roughly half the narration sequences in Module 3. The failure to do narration shots on the Philadelphia trip forced us to recognize the impossibility of producing a fourth module by implementation time in September. Rather than start editing without all important on-location video clips, we decided to shoot in Tennessee, in surrounding areas which might appear to be rough facsimiles of the true sites. It was a compromise. Our better instincts saw this as deception but we also had to find video to give visual expression to our three scripts.

In order to visualize the importance of tobacco to Tidewater Virginia in Module 2, Kramer shot video clips of tobacco harvesting in Maury County. In an effort to visualize the impact of topography on New England village settlement, we shot the small town of Santa Fe in the hill country of the county. Goshen Methodist Church was the

setting for a narration sequence on the influence of predestination and church governance in Congregational New England. For Module 1, my father used his video equipment for the narration sequence on the role of the French trappers and Jesuits in the settlement of New France. This segment was taped in a canoe traveling down the Duck River. For module three, Kramer shot some narration sequences at Shiloh National Military Park despite the obvious differences in Revolutionary and Civil War cannon.

Studio Work and the Editing Preparation

Although I wanted very much to learn how to shoot, edit and produce video programs in history, I ran into a problem, in part the result of the nature of the expensive LRC equipment. Its use required the presence of professional staff and staff did not always have the time or the inclination to teach an outsider the particular skills.

In the fall of 1984 I acquired some familiarity with studio television production independent of our LRC. VIACOM Cable Television in Nashville offered classes on television production, and I enrolled. The classes were designed for those people interested in public access television productions. The sessions were held for six weeks for a total of eighteen contact hours. The first class concerned the use of studio cameras. The next was

the use of the sound system and audio control boards. The third week involved work on the editing machine and switcher. The last class was held at VIACOM's public access studios at the Metro Center in Nashville, where I was given command of the switcher (video controller) which directed the video reception from three studio cameras in a live broadcast. Despite its brief duration, the VIACOM classes gave me an appreciation for the meticulous demands of studio production work and they served as a yard stick by which to measure the future quality of our HIS-TRIAD video productions at Columbia State.

One of the most fundamental tasks of our studio work was the process of logging all the source tape shot on location or in studio. This work consisted of viewing each tape on a monitor and writing down a brief description of each scene, noting its location on the video by recording the notation on the counter. Because of the amount of film shot, particularly on the Louisiana-Florida trip, the logging required many hours. Kramer wanted me to do this work since it required no special skill and it would relieve him of menial tasks which took him away from more important HIS-TRIAD production work. I enjoyed the logging because I could recommend what I regarded as the best shots for the final master edit. In the logging work I realized the advantage of shooting several "takes" of each scene, whether video clip or narration scene. In Florida and New

Orleans, we had sometimes shot ten sequences of the same scene, so back in the studio we could enjoy a degree of selection. The true measure of this selection was apparent during the logging. The Virginia trip accounted for less than two hours of log time compared to eight hours for the Louisiana-Florida trip. The half-inch VHS tapes were logged by a counter which measured the distance of tape. The three-fourths inch studio VCR for editing had a counter which was calibrated to true time. Consequently, whenever I logged three-fourths inch tape, I could designate true time.

Another time consuming task was the photo research for the "still" shots. The video productions were roughly based on Alistair Cooke's America series which made use of three video approaches--the on-location narration, the voice over shots of images shot on location, and the voice over shots of photographs, sketches, maps and paintings. For these latter shots, the BBC producers had to obtain permission or purchase the right to copy these visuals. Because our video productions would similarly make use of copied maps, sketches, and paintings, I should have written for permission. However, the convenient rationalization was used that, unlike Alistair Cooke's series, our program was designed as an experiment only for our students with no thought of personal or institutional profit. Consequently, throughout the period June of 1984 to September 1985, I

researched hundreds of books looking for pictures with which to visualize our script. In video productions, one must move quickly from one scene to another, or fatigue and boredom in the viewer consequently reduce the motivation for learning. The photo research was another learning experience. Originally useful photographs were copied from books by shooting slides from a 35mm SLR camera. Many were the books on the American Revolution and English colonial America. I had a little more difficulty obtaining visuals for Module One on the Spanish, French and Dutch in North America. Because history books for elementary and high school students enjoyed a greater number of visuals, it was discovered that the children's section of the public library was a good source for photo opportunities. The book illustrations were video taped by the studio Panasonic 555 camera either directly on the master tape or onto a second generation tape.¹³

The Editing Operation

Looking back on the HIS-TRIAD Project, I can say that one of the most positive gains for me personally from the experience was the technical education I acquired in the long hours of doing editing work in the LRC's audio-visual production studio. In the following paragraphs of this chapter, I will describe the process by which we edited our three CMIVI modules. The language will often be technical

but working definitions and diagrams will appear either in explanatory notes or in a detailed step by step description of the procedure in Appendix XI.

At the heart of the editing station in our LRC production studio was our Panasonic NV-A960 Editing Controller.¹⁴ Essentially this controller allowed us to run raw source video tape into a highly sophisticated electronic editing machine which in turn could fashion for us a desired three-fourths inch quality master tape. This final product was the culmination of hundreds of short video clips, narration shots, music, and studio recorded "voice-over" audio tracks. The editing controller was our primary tool for making a movie.

The HIS-TRIAD modules were produced through the "insert editing" method of operating the NV-A960 Editing Controller. There was a need to insure the quality and consistency of the sync signals or timing pulses in the video tape. When one edits a master video tape from a variety of "source" video tapes, there is a likelihood that the various source videos will be out of electronic synchronization, a fact which can lead to glitches, rolling and incorrect colors in the master tape where edits are performed. The insert edit method is the preferred procedure for insuring the quality of this sync signal.¹⁵ The source tapes Kramer edited were both half-inch of the type shot in Williamsburg or three-fourths inch of the kind

shot in Philadelphia. This he edited onto a three-fourths inch master tape, the final tape from which all subsequent copies would later be made. For a visual understanding of the circuitry and video editing procedures of this operation, refer to the diagrams in Appendix IV and the detailed description in Appendix XI.

The editing station consisted of the NV-A960 editing controller, a three-fourths inch NV-9240 playback VCR four source video, a three-fourths inch editor unit VCR to produce the master tape, a half-inch source tape VCR and two color monitors. This editing station can be seen in a photograph in Appendix IV.

The first HIS-TRIAD CMIVI produced was the first nine and a half minutes of Module 2, The Seed Transplanted. The procedure was the same for all subsequent modules produced. Kramer began by laying down the control-track pulses to maintain electronic synchronization for all future edits. Then he recorded color bars onto the master tape followed by the opening scene, a video clip of the capitol at Williamsburg. Each edit procedure required in chronological order the following activities by Kramer. He had to search for the desired video, he had to enter the edit starting point and the edit ending point, he had to perform a video preview operation which provided a rehearsal, he had to initiate the actual editing function by pushing simultaneously the preview and the edit-start

buttons on the editing controller, and finally he performed an edit review. To illustrate the work involved, for the first nine and a half minutes of the second CMIVI module, Kramer performed some thirty-seven separate edits for the video alone.

Notes to Chapter V

1. This was the Panasonic WV-3150 camera and the 240 horizontal lines represented luminance and resolution. The more lines on a screen, the sharper and more brilliant can be the image electronically captured on tape. The camera was also characterized by a single 2/3 inch integral stripe filter Newvicon tube which was advertized as a high performance professional piece of equipment at the time it hit the market.

2. According to Will Milheim, media technician at Columbia State's Center of Emphasis, video can be enhanced for sharper and clearer images by making use of sophisticated TBC's or Time-based-correctors and by "bumping up" the video to a wider format such as one inch.

3. A Time-based-corrector (TBC) can stabilize video signals. There are variations in a VCR's playback signal caused by "wow and flutter" in the mechanical transport. This causes jitters in the video image. A TBC compensates for the timing variations and eliminates the jitter, according to Will Milheim, media technician at Columbia State's Center of Emphasis.

4. The Panasonic WV-555 made use of a three SATICON tube image pick up system, a prism optics system, and a number of other high performance operating features typical of the more expensive machines. At the time it was purchased, it was regarded as a state-of-the-art professional video camera with impressive colorimetry.

5. The "voice over" technique was undertaken in the HIS-TRIAD modules in two ways. In the first, the narrator read a script in the sound studio and this audio was later "laid down" or dubbed on the master video tape. In the other method, the audio track of video tape shot on location was "laid down" on other video on the master tape. Therefore, the narrator could be seen speaking, with a dissolve to a photograph or other video while the narrator's voice continued. The advantage of this latter method is that outdoor sounds at on-location narrations can add consistency of voice levels, acoustics, and tone to a program which intermittently jumps from on-location video to studio shot video.

6. See the scripts for God, Glory and Gold, The Seed Transplanted, and The Allegiance Severed respectively in Appendix III.

7. See the 24 July 1984 memo in Appendix V.

8. See the letter to Ms. Dovespike in Appendix V.

9. Depending on its source, light quality varies greatly and color "temperature" changes as lighting conditions change. For lifelike color reproductions and a clear video picture, the camera's tubes or chips must be adjusted to the present conditions. This adjustment is made by zooming in on a white object with the same lighting as the subject and using the built-in white balance button provided on the camera. Some cameras may also be equipped with a black balance feature, although, according to Will Milheim, this was not the case with the Panasonic WV-3150 or the WV-555.

10. Photographs of the video taping work at Yorktown can be seen in Appendices II and IV.

11. See Appendix V for the 22 February correspondence.

12. Because this fourth CMIVI module was never produced for the HIS-TRIAD Project, I am not including the script in the appendix.

13. I found both the American Heritage and the National Geographic journals helpful in these efforts to visualize the scripts.

14. The Panasonic NV-A960 Editing Controller was a very useful piece of studio production equipment in 1984; however, today it has been replaced by much more sophisticated SONY equipment. For our purposes, the NV-A960 performed well. It had the capacity to operate in the basic system of editing for tape to tape recording from one VCR to another. It was capable of remote operation by editing video camera signals. It also had the ability to be used with external synchronization for improved editing, and it could be used with a Time-based-corrector (TBC) to reduce jitter in the editing image.

15. According to Will Milheim, media specialist with the Center of Emphasis, control track is often compared to sprocket holes in a film. Gaps in a videotape's control track are seen as "glitches" on the screen. Control track can be laid down in the record mode of a CTR while dubbing another tape. When insert editing is done, the tape must be "blacked" in advance to establish a smooth control

track. Sync pulses, on the other hand, are timing pulses added to a video signal scanning process synchronization in time. Synchronization is necessary any time more than one video source is used. If the sources are not in sync, the viewer will see rolling, tearing or incorrect colors in the pictures whenever a transition is made between sources (ie., switching between cameras and VTRs). Sync pulses are therefore independent of control track.

Chapter VI

DEVELOPMENT OF THE COMPUTER CAPABILITY OF THE CMIVI COMPONENT

As we have noted earlier, of all three components of the HIS-TRIAD Project, the CMIVI was the most innovative and it represented the bulk of the work in the research, writing, and development. Within the component, the computer programming represented the greatest challenge personally because I was least familiar with its capabilities when work began. In this chapter, the functions and capabilities of this computer feature will be described, instructional objectives for the computer will be discussed, the design of questions, answers, remediation, review and branching capabilities in the computer will be addressed, and finally the authoring system and the process by which the computer programming was realized will be treated. A more detailed step-by-step account of the computer programming will be found in Appendix XII.

Computer Functions and Capabilities

Computer-managed-interactive-video is the marriage of the computer and the video tape or videodisc machine to

produce a teaching system in which the technology of computer-assisted-instruction controls the interaction of student and lesson. It permits instruction by both computer texts as well as video images seen on a television monitor. The computer directs or manages the process of instruction by allowing students to proceed or repeat each learning sequence until the material is understood. The device which permits the computer to direct or manage the video tape machine is the Interface card or Interface board.¹ This Interface board is the link which is placed into the body of the computer, attaching itself to the computer's "mother board" at one end with wire connectors and cables at the other end attaching themselves to the video output of the computer, video and audio outputs of the VCR, and video and audio input to the television monitor.

Although there are interface control boards for several computers, at Columbia State we made use of the Apple II E computer and the BCD Interface cards. The authoring system we used for our CMIVI programming was the software package known as Insight 2000 Plus, a creation of Whitney Educational Service of San Mateo, California. It was designed to help teachers arrange audio-visual materials such as our linear video sequences in files and to convert the simple English language instructions into BASIC language which the computer can use for presenting

lessons to students. The advantage of an authoring package like Insight 2000 Plus is the fact that a program comes ready-made, with sufficient built-in options to give any instructor the sense that his or her students are undergoing a truly unique educational experience. With such an authoring package, one can produce interactive video instruction without having to do all the detail work of actual programming.² Routing the students through the program is relatively easy because commands are generally standardized and routine kinks have been avoided by the program creators. The disadvantage is that, although many options and functions are available to the teacher, the system is inherently limited, in part because of its creator's goal of producing a system which is simple to operate.³ The system is not open-ended. It is only possible to ask the type of questions or to present the type of text pages, or to provide the type of branching capability which the system permits. In the BCD system which we used for our interfacing, the computer program allowed a limited number of words in a computer text as it appeared on the monitor's screen and the system's answers, elaborations, and reviews had to operate within those strict parameters.

Despite some limitations, the advantages were significant. The packaged authoring system permitted us, within certain parameters, to design activities such as

routing, branching, remediation, testing, reviewing, and record keeping on hard copy print-outs. One could argue that, if the process was standardized for simplicity of operation, at least the final program created by the instructor was unique by virtue of specific educational content in the video program and the computer texts.

Objectives

In early March of 1985 in Orlando, Florida, I presented a paper at the Kansas State University-sponsored Conference on Applying New Technology in Higher Education. Subsequently published in National Issues in Higher Education, the paper was entitled "Computer Managed Video Lectures in History."⁴ This paper was presented just six months after we had edited the first nine and a half minutes of CMIVI Module 2, The Seed Transplanted, and it was six months before we implemented the HIS-TRIAD Program. It was still the honeymoon phase of the HIS-TRIAD work and enthusiasm was high. In preparation for the faculty orientation demonstration of our first CMIVI effort, eleven multiple choice questions with answers, elaborations and explanations had been written for the computer program. For the orientation demo, we used the Insight 2000 Plus to program the computer for the first three questions on the CMIVI. Kramer had done all the labor-intensive work on his own and when he finished, he asked me to try it out. There

was the thirteen-inch monitor, the computer, the disk drive and the VCR. The flawless interaction made an impression on the LRC staff present. In that spirit I told those assembled for the Orlando conference that the CMIVI component under development at Columbia State was capable of realizing some very important educational objectives. These objectives are listed in Appendix IX.

I was guilty of oversell. Perhaps it was in part the "fad factor" at work but I had become so enmeshed in the technology that I was certainly losing much objectivity. Certain plans which I had for the CMIVI in Dr. Babb's class or at the time of the Orlando conference would not be implemented in the fall of 1985. I had hoped, for example, to supplement the CMIVI with an adjacent workstation in which computer aided instruction (CAI) could be experienced in computer-generated glossaries, definition of terms, practicums, text review programs, test previews, and note reviews. Such projects were simply beyond our powers to produce given the time frame. Moreover, such computer programming would have to be initiated by me and at this juncture my familiarity with computer functions was superficial.

Design of Computer Texts for Testing/Remediation/Review

When we began the work on our CMIVI programming in the summer of 1984, we had a script for each of the three

modules. The scripts were written with a lecture format in mind and I never considered the questions which I would ask of students in the CMIVI experience until after most of the video taping was completed. According to the designers of computer interactive video authoring systems, our procedure was at variance with what is regarded as the ideal method. One should first identify the major themes to be covered in the video presentation and then write the script with the questions as well as the answers always in mind.⁵ And it is, according to these people, extremely important to know before the video taping occurs whether the video is to be interactive or simply linear. In the interactive format, it is better in the remedial sections of the video to show a more in depth answer than to repeat the very same video segment which the student saw before. Professionals say that the question must be known before filming in order that video is shot in depth, editing in "tight" for the formal program, and remediation is in depth.⁶

If the formal video lecture was designed for the average student, too much detail or unnecessary elaboration could be boring for that student. Consequently, the in-depth video segment could be reserved for those students who proved by their incorrect computer response that they were in need of greater elaboration. The better student could bypass this "flagging" mechanism. In the HIS-TRIAD Project, the computer managed questions and answers were

regarded as the final stage. I told Kramer that I wanted the students to have the option, after missing a question and being corrected through a computer-text explanation, to review that segment of the main video tape presentation which was germane to the question and which included the answer. It was not until years later that I realized that our Whitney's Insight 2000 Plus authoring system permitted us to use additional video not found in the main video program.

Although the Insight 2000 Plus system permitted the use of a number of objective test formats, I felt more comfortable with the four-answer multiple choice question. Because I was theoretically working backwards (fashioning questions to fit the script rather than writing the script and questions around a subject), I had to search through the script to find topics which lent themselves to the multiple choice format. For CMIVI Module 1, God, Glory and Gold, I created eight multiple choice questions. I decided to let the computer drop in the first two questions at the end of a script paragraph # 14 which treated such topics as the conquistadors Cortez and Pizarro. Questions 3, 4 and 5 were to be inserted at the end of script paragraph # 32 and questions 6 and 7 were to be placed at the end of paragraph # 48 which discussed the fur trapping activities of the French coureurs de bois. The final question would be at the end of paragraph # 56. The scripts can be found in

Appendix III.

Because we edited the linear video program before we knew what the questions would be or where in that program we would have the computer insert the questions, we were unable to edit the video master in such a way as to fade to black at the point where the computer would insert its cluster of questions. Consequently, the computer would abruptly stop the video and drop in questions in computer text form and, after the student performed the hands-on computer tasks, the computer would just as abruptly "kick up" video on the screen. Rather than a smooth and gradual fade to black which would introduce the questions and re-introduce the video, the operation had all the finesse of a drama department curtain-controller who drops his curtain seconds before the last line is given. The CMIVI questions, answers and explanations are presented in the form requested by Kramer for computer management. For the sake of convenience, they can be found in Appendix III.

The complete list of questions and answers for CMIVI Module 1 was delivered to Kramer in the summer of 1985. He gave the information to Wanda Moore who entered the information on a word processor for easy editing and filing. The computer questions and answers for CMIVI Module 2 were completed in late August of 1984, a year earlier than those for Modules 1 and 3 because of the demonstration of the CMIVI program to faculty during

orientation week. Because we had completed only the first nine and a half minutes of the linear master tape, we could only demonstrate the computer managed video by using the first three questions. This computer test was designed where the linear video program would be interrupted at four juncture points in which clusters of three questions each were presented at each breaking point. The last juncture point for CMIVI Module 2 experienced only two questions as the total number of questions in that module was eleven.

There was a practical reason for dividing the linear video program into segments for computer questions. Around the country interactive video can be very different from one institution to another. In one site ten questions could intermittently be imposed on a linear video ten times with ten breaks in that video. One defeats the entire purpose of interactive video if one shows an entire video tape and at its conclusion presents a cluster of questions. This could be better done with two separate systems--a VCR showing the video at one station and computer-assisted-instruction (CAI) at another. Muehlbauer said that the best use of CMIVI is for immediate remediation--a question immediately after the topic is presented in video. My approach, with three breaks and a cluster of questions at each of these breaks, was a compromise between the theoretical and practical.

I wanted to design some of the computer questions to

do more than simply elicit recall from students. Consequently, some of the questions were designed to make students analyze, interpret and reach conclusions by a process of elimination. With the CMIVI question-answer-elaboration-explanation stored in the Insight 2000 Plus computer text files for later access, Kramer began to enter the difficult and, at Columbia State, the uncharted terrain of interactive computer programming. The following pages of this chapter will be devoted to a description of this work and a more detailed step by step description of this programming can be found in Appendix XII.

The Authoring System and Programming

The Whitney Insight 2000 package provided Kramer with all the tools for creating a computer program designed to control video play and computer texts. The package included an authoring diskette, a lesson delivery diskette, a DOS system master diskette, an Apple writer diskette for the creation of computer text pages, and blank diskettes for final copying. Whenever the media specialist felt uncertain about a procedure, he consulted two written Insight manuals as well as the explanatory diskette. He was periodically provided with computer menu which could lead him from one step to the next. ⁷

Kramer began his work by giving the master video a control track whose signals could be measured by the

computer and this "initializing" task was performed by simply selecting from the menu "video tape management system" and then from a branching menu called "time code writer." With the proper cables connecting Kramer's Apple IIe computer to a VCR, he made log entries of tape positions for video, text, pauses and for all other conditional events.

The authoring system permitted Kramer to personalize the program by having the computer respond with the student's first name and it permitted us to select a computer response for each possible right or incorrect answer made by a student on the multiple choice questions clustered throughout the program. This Insight authoring system was labor intensive and, despite all the aids and manuals, Columbia State's media specialist spent many evenings working past midnight for several weeks developing the first nine and a half minute experience with CMIVI.⁸

The Insight procedure for creating our CMIVI programs was exactly the same for all three of the modules. The module described here and in Appendix XII, The Seed Transplanted, was the most laborious because it was our first effort. This first module exhibited a number of problems which required some fine-tuning on Kramer's part but, in the end, all went according to plan. The media specialist's expertise was the more apparent in Module 1 and Module 3. His computer time-on-task was considerably

abbreviated.

Given the fact that we were pressed for time, limited in our use of personnel and material resources, and devoting our energies to other school-related projects, we believed that the Insight 2000 Plus program for computer-managed-interactive-video instruction had provided us with an exciting project for the benefit of students, the institution, and our professional development.

Notes to Chapter VI

1. Interface boards or cards are simply connecting mechanisms. In the case of interactive video, they serve to connect a computer to a VCR or a videodisc player. Because of royalty and copyright restrictions and because authoring systems vary widely, there is little in the way of compatible interfacing among the many computer authoring systems.

2. David M. Merrill, "Where is the Authoring in Authoring Systems," Journal of Computer-Based Instruction 12 (Summer 1985): 92-93.

3. Ibid., 93.

4. William X. Andrews, "Computer Managed Interactive Video Lectures in History," National Issues in Higher Education: Proceedings of the Fourth Annual Conference on Applying New Technology in Higher Education (Kansas State University Press, 1985): 33-38.

5. Krishna Pendyala, interview by William X. Andrews, Tape recording, Columbia, Tennessee, 16 April 1989.

6. Krishna Pendyala, interview by William X. Andrews, Tape recording, Columbia, Tennessee, 16 April 1989.

7. Getting Started with Insight 2000 PLUS (San Mateo, California: Whitney Educational Services, ND), p. 1.

8. Insight 2000 PLUS: Documentation (San Mateo, California: Whitney Educational Services, ND), p. 12,15-16.

Chapter VII

IMPLEMENTATION OF THE HIS-TRIAD PROJECT

The HIS-TRIAD Project at Columbia State began on the first day of classes, Wednesday, 18 September, 1985. Given the fact that initial development had preceded implementation by over a full year, it was felt that there were few unanticipated problems which could arise. While last minute work was done getting all the modules on-line in the microfilm room of the Learning Resources Center, there was the realization that the project would be over within four weeks. Energy levels and enthusiasm were still high for Kramer and myself.

The HIS-TRIAD Booklet

One final change in the plans occurred one week before the program was to begin. This was the fashioning of a student booklet which contained the HIS-TRIAD class syllabus, tutorial articles and suggested essay questions, a general lecture outline for formal Monday lectures and CMIVI lectures, and flow charts. Initially the plan was to distribute the class materials piecemeal, the syllabus the first day and the tutorial articles prior to each

discussion class. However, it became apparent that this could pose real logistical problems both for instructor and students. Student absences for legitimate reasons could threaten a thoughtful reading of the article and the writing of a quality paper. The advantage of a booklet was its ability to provide a student with all the course materials. Those students who wished to pace themselves at a more rigorous gait could read and write about the tutorial articles early. If a student missed one of the classes, he would know precisely what general material and topics were covered. Perhaps most important, rather than consume valuable minutes of class lecture time each Monday distributing handouts to all students, the booklet would allow such distribution only once, during the first orientation class on Wednesday, 18 September.

Because of the last minute decision to use the booklet, it was a collection of articles, essays, graphs and explanations stapled together in piecemeal form. The bulk of the work was performed on the Mass Eleven Word Processing system of IBM. Because I did not then know how to properly paginate or "paste" materials together in the recommended way, I ran each computer sheet off the printer without a page number. Later I ran each master page through an electric typewriter.

The first nine pages of the booklet were devoted to what essentially was the syllabus. There was a welcome

note, a general course and text description, a listing of objectives and requirements, and an explanation of the instructional methodologies and the grading policy.

The remainder of the booklet, or the next sixty-one of the total seventy, pertained to the tutorial readings. There was a tutorial introduction which explained the importance of intellectual history and interpretation. Following my historiographical essay was a listing of tutorial class requirements which included a number of topics or questions which students could select for their weekly tutorial compositions. Next came the tutorial articles A Man and a Woman, Salem Witches, and England's Vietnam, along with a short introduction which I composed for the Salem and Revolutionary War articles. Also included was an additional article which I had written earlier which described the desertion of over two hundred American soldiers in the Mexican War.¹ These articles, although not in the appendix because of length, can be examined in Clement 207 on the Columbia State Campus.

Class Profile and Orientation

A survey of our HIS-TRIAD students in the fall of 1985 revealed that the class profile was consistent with the student body as a whole in the Arts and Sciences Division. In our 12:00 Section D class, twenty-three of the twenty-seven students questioned or 85 percent were within the age

groups of seventeen through twenty.² Three students were between twenty-one and twenty-four and one one student was over thirty-two years of age. In the 1:00 Section E class, eleven of sixteen students interviewed (sixty-nine percent) were in the seventeen through twenty range. Three students were within the twenty-one to twenty-four year age range and two were over thirty two in age. In neither of the experimental classes were there any students in the twenty-five through thirty-one year range.

Most of the HIS-TRIAD students were taking the history class to fulfill requirements for their academic program. In Section D, three students (eleven percent) were taking the class as an elective. In Section E only one student of the sixteen respondents (six percent) enrolled in the class for elective credit. Not a single student in either class was a history major. Students in Section L (12:00) were nearly evenly divided in their estimation of the quality of history instruction in high school. Twelve students (forty-four percent) believed that their high school provided an adequate preparation for American History in college while fourteen (fifty-two percent) believed that they received inadequate preparation. One student made no response. In HIS-TRIAD Section E class (1:00) only five students felt that their high school preparation was adequate while eleven (sixty-nine percent) believed otherwise.

It never occurred to me to document the day-to-day proceedings of the HIS-TRIAD class activities. Much more paperwork went into the development of the project than into its implementation. Audio or video taping the Monday lectures as an exact record was not considered until the last minute. I was fortunate in that a student who had to miss a class due to a wedding out-of-state asked if I could audio tape a Monday lecture for him. Audio taping on miniature recorders was relatively unobtrusive and I had always permitted my students to tape a class if they thought it could help them in studying. However, video taping was another story, very often conspicuous and intimidating to students and teachers. By the third week of discussion I was comfortable enough with the students and aware that they were becoming sufficiently comfortable with each other to suggest a video taping of our final tutorial class. I brought the camera and a student worker-cameraman, Bill Wells. Unfortunately, although this was one of my best tutorial groups, the camera had a noticeable and negative influence on the group's customary spontaneity and verbosity. I admitted it was a mistake and I dropped plans to tape the other class that day.³

For experimental Section D HIS-TRIAD Class (12:00 MWF), the class roll on 18 September 1985 listed thirty-one students. I announced to them on that orientation day that they would be divided into one of two groups for the

tutorial classes--group A meeting on Wednesday and group B meeting on Friday. A listing of these students can be found in the syllabus in Appendix I.

For the experimental Section E HIS-TRIAD Class (1:00 MWF) my class roll listed eighteen students. A smaller class at the later hour was anticipated because afternoon classes were generally unpopular with students who worked. It was announced to these students on orientation day that they would be divided into two tutorial groups. The names of these students can be found in the syllabus in Appendix I.

One of the objectives on the orientation day was to explain the characteristics and objectives of the HIS-TRIAD Project in a way that would least intimidate the students. They had been selected at random for the class in order to compare their progress with that of the control groups. They were told that they were part of an experiment to test the value of CMIVI and tutorial-discussion classes in American history. I could sense that many were anxious about the writing of papers for tutorial classes or the requirement for class discussion.

On that Wednesday, after passing out the HIS-TRIAD booklets and explaining the general characteristics of the Project, I had about twenty minutes of class time to devote to a short lecture on historiography. I was pleased to see the students taking notes and inhibitions gradually

subsiding with a few questions being asked.

On Friday, 20 September, the students were given a pretest and a demonstration of the CMIVI. This pretest consisted of thirty multiple-choice questions whose correct answers were to be found in lecture notes and CMIVI modules. Students in the two control groups were given the same pretest because the answers, likewise, were to be found in their lecture notes. The experimental classes were divided into their tutorial groups, with Group A taking the pretest while Group B observed Kramer's demonstration of the CMIVI in the LRC during the first half of the period. During the second half, these groups reversed roles, Group A observing the CMIVI and Group B taking the pretest. Kramer explained to the students how to request the software at the circulation desk, how to load the VCR and computer drive with tape and floppy disk, and how to proceed from step to step. The Friday activities had gone as smoothly as those on Wednesday.

The Lecture Classes

In developing the HIS-TRIAD Project, I wished the CMIVI lecture to be a true supplement to the traditional Monday lecture. However, while writing the script for the CMIVI, I became so focused on the computer program that I tended to lose sight of the traditional lecture. Although more about this will be discussed in the concluding

chapter, it occurred that the traditional lecture ended up being a supplement to the CMIVI.

The first formal lecture of the HIS-TRIAD Project began on Monday, 23 September, at noon for Section D and 1:00 for Section E. Roll taking and questions consumed about a quarter of class time. I should have anticipated such routine inquiries this early in the quarter. It seemed that the students were also aware that time was becoming a factor. I picked up the pace and students were disinclined to raise their hands. Another quarter of class time was spent describing the civilizations of the Aztecs, Maya and Inca. Because the CMIVI program only touched on the conquests by Cortes and Pizarro, I went into more detail. For an additional ten minutes, I discussed some of the major Indian cultures in that region which today constitutes the United States. Comparisons were made between the Indians of North America and the great civilizations of Central and South America. I also made a quick reference to the Black Legend and the fact that there is, in the opinion of some, an element of hypocrisy in English speaking historians saying that the Spanish impact on Native American societies was more harmful than the English impact.

One subject which was not adequately covered in the CMIVI was the expanding Spanish frontier into areas of the present United States, the missions and the Spanish

economic development of areas like California. The problem was that, as the fifty-minute class was about to adjourn, I had yet to cover these topics--including the important one of mercantilism. My appeal to the students to keep up with the text readings took on a new urgency. The 1:00 class, Section E, was in essence a repetition of the preceding experience. The only consolation was the knowledge that what I failed to cover would be treated in the textbook America: Changing Times by Dollar-Gunderson-Satz-Belson-Richard (New York: John Wiley and Sons, 1982).

Even if the textbook technically solved the problem of treating the facts, I felt that more was needed. I solved the problem by simply making my personal class notes available to students. Still, my class notes were far from comprehensive. They, too, were in the form of an outline, only several times more detailed than the very short outline in the HIS-TRIAD syllabus. The lecture notes were in outline form and often required the elaboration of the classroom lecture. It was the same outline I used to lecture to the control classes. Important now was the fact that, if a student did not catch all the information in the Monday lecture for his notes or if the outline were not detailed enough in information, these notes could guide the enterprising student to consult the textbook. The class notes for our first Monday lecture were distributed to the students that same week in their tutorial classes. Notes

for Units Two and Three were distributed on each of the next two Mondays. The class notes can be found in Appendix VIII.

I saved time during the second lecture class by simply taking a black and white photograph of the class using my large format RB 67 B camera. This served as the official class roll for the lecture classes. I jumped into the lecture immediately, making a conscious effort to slow down the pace, ask students if they had questions, and relate events in British colonial America to recent events. There was more success in avoiding redundancy with CMIVI Module 2, The Seed Transplanted. To a large extent, I ignored the section on "The English Background" except to embellish on the English Reformation. The CMIVI completely ignored Bacon's Rebellion and I redressed the omission. On the New England Colonies, I went somewhat beyond the so-called "New England Way" by providing additional detail on church policies and governmental institutions. The subject of Salem was ignored because it would be adequately treated in the text and analyzed in depth in the tutorial readings and discussions. However, I went into considerable detail on the Dominion of New England, mercantilism and the social life of the colonies--subjects which the CMIVI could not have adequately covered. By the third and final full week of our experimental classes, the perception was that the students were finally acclimated to the project. The

tutorial classes, in particular, had provided an informal platform for getting to know each other personally.

Whereas entire blocks of information on the distributed class notes for Units One and Two were addressed exclusively by the Monday lecture, this was not the case in Unit Three. Those for Unit Three permitted a greater degree of integration between the CMIVI and the Monday lecture. Under the general causes of the Revolution, particular attention was paid to the breakdown of the mercantilist system. I was aware that in our textbook, chapter 3 devoted less than a page to the problems resulting from the economic regulations. Chapter 4 of the text dealt specifically with the American Revolution and the subject was examined in this chapter primarily from a political perspective. I wished to go into more detail in the lecture and demonstrate how British mercantilist regulators assumed an anachronistic view of the colonies. Under the subject of "The Crisis Decade," the class notes examined personalities and events which the CMIVI neglected--the Sugar and Revenue Acts of 1764, the Quartering Acts, the Townshend Acts, and the radicals and provocateurs. On the American Revolution, although the CMIVI touched on the subject, I described the Loyalists who made the conflict a true civil war.

Finally, the Monday lecture class detailed the specific provisions of the 1783 Peace of Paris. If time

had not been a factor, I would have liked to have listed on the chalkboard those factors which likened the British experience in the American Revolution to the U.S. experience in Vietnam. I did have time to use an example for each of the nine points provided in the class notes; however, I was reassured that the tutorial article England's Vietnam and the textbook would provide additional insight on this analogy.⁴

The CMIVI Component: Implementation

If the CMIVI component required the most time and energy in the developmental phase of the HIS-TRIAD Project, it was the component with which I was the least intimate during the Project's implementation phase. Of course, this was one of the important features of the project. It had the ability to be experienced by students independently. For this reason it can be said that, aside from a few problems which will be presented shortly, the computer-managed-interactive-video experience went smoothly and predictably. Because the tutorial component monopolized most of my time in the implementation phase (facilitating discussions and grading student essays), I had correspondingly less time to observe the CMIVI work of students. During the first weeks of our project, I came to the LRC to observe the students' immediate reactions to difficulties encountered, and to question the LRC staff

about unanticipated problems. During these weeks I spoke to LRC Director Muehlbauer, Media Specialist Kramer and other staff about the experience. Muehlbauer's secretary, Sarah Fralix, was very familiar with the program in its implementation phase. She was frequently sought out by students requesting our CMIVI programs or seeking assistance in loading the tapes or diskettes. She claimed that not only were all permanent LRC staff proficient enough to get a student started on the program, but the student workers at the center also were trained to use the equipment as well.

The only problems, communicated to me by Fralix, came in the form of equipment malfunction. She claimed that it did not occur often and that Kramer was usually accessible because his work was nearby in the AV production studio. We had only three work-stations with the necessary hardware for CMIVI and seldom were all three stations being used simultaneously. During the first week there was something of a scheduling problem on Friday when a large number of procrastinating students elected to experience the CMIVI at the last possible hour. We had to let them see the program early the next week. Consequently, some students experienced Modules 1 and 2 during the second week and, on at least one occasion, a student waiting until the last week saw all three modules in one sitting. Of course, this defeated the purpose. Ideally they were to progress

incrementally. During each week, lecture, CMIVI, and tutorial were to supplement and reinforce each one's information within that unit.

One problem witnessed during the first week was that of two students at the same work-station jointly viewing the program when all work-stations were occupied. It had never occurred to me to announce that teamwork at the CMIVI stations was unacceptable. The program was billed as an individual experience. After explaining to them that the computer could accept only one student at a time, the two girls waited until another station became available and went to work separately. The computer could accept only one student at a time because, as a result of the "place holder" function in the Insight 2000 A authoring system, the computer requested the student's name at the outset. A problem was that on the hardcopy print-out, the computer converted first and last name to mere initials. The system also informed me when the student experienced the program and, most important, how the student performed--how many answers were correct answers on each module for each student. The Insight 2000 Plus referred to this as the "Performance Review Facility" or the ability of the computer to keep a complete record of all responses the students entered at his or her keyboard. To review student performance, I had to type in the name of each student in precisely the same way the student entered his name. To

make sure I entered the names correctly, I examined the student attendance sheet which HIS-TRIAD participants signed when they requested the videotape and diskette from the LRC's front desk. I managed each week to examine a number of these diskettes but I did not read the Performance Review thoroughly because student performance at this level did not directly affect any grade. From my own observations and from talking with LRC staff, students did take notes on the computer questions, answers, explanations and elaborations provided by the computer texts.

Because the computer hardcopy printout listed only student initials, the corresponding sign-in sheet had to be consulted for cross-referencing. The computer printout required some translation. Bill Baxter's entry on the print-out read, for example, "T-008 P.B. 9.25/HIS-TRIAD-2." I read this print-out entry by recognizing that Bill Baxter used diskette T, that he got eight out of eleven questions correct on his first try, that he experienced the program on September 25, and that he experienced CMIVI Module 2, The Seed Transplanted. Again, I was less concerned about the student's grade on the CMIVI than the fact that he or she did the experience. To confirm the print-out, I would check the sign-up sheet at the circulation desk for 25 September where I would see Bill Baxter's name and diskette T beside the name.

It was time consuming during the week of the COMP exam on 14 October to check student names off the log. All students had seen all three modules and a large number of students, according to the print-out and the sign-in sheet, had experienced individual modules on more than one occasion. The log sheet which Kramer had provided me was confirmation that students were taking the experience seriously enough to do the work.

The Tutorial/Discussion Component

By the time our first tutorial/discussion groups met on Wednesday 25 September and Friday 27 September, students had a relatively good idea of what was expected of them. On the previous Wednesday, 18 September, students were told of their activities, work assignments and readings for these special classes. Because the students had the syllabus/booklets in their hands that first day, I was able to go over the requirements for the essays. They were all told that by their first tutorial class meetings on Wednesday (for Group A) or Friday (for Group B), they were to have read A Man and A Woman, they were to have taken good notes on this reading, and they were to prepare a rough outline based on the topic selected for their 300-400 word essay. They were also told that their tutorial grade not only was based on the quality and content of their written submissions, but also on the degree of verbal

participation in the discussion classes. It was emphasized that we were in the business of taking a position and defending that position on the basis of logic, experience and empirical data.

The 12:00 class was larger than the 1:00 class on Wednesday, 25 September. Group A of the 12:00 tutorial consisted of fifteen students where traditionally the ideal ratio of student to teacher in such a class was ten to one. Ten students made discussion easy because there was time for individual attention, time for each student to speak his mind, and an environment which gave students a chance to know each other well. A class of fifteen students, although certainly preferable to thirty one, was large enough to chip away somewhat at the advantages of the Humanities Tutorial ideal.

Because discussion in the Monday lecture class was discouraged and because the CMIVI was designed for individualized computer instruction, it was only in the tutorial class that I could really get to know the students personally. The fifteen students in the 12:00 Group A class were asked to arrange their desks in a circle. A legal pad was passed around and the students signed their names in order. A few minutes were devoted to explaining the importance of class participation. Next we introduced ourselves. This included an honest discussion of how each viewed the study of history. I believe the experience was

positive and helped to put the participants at ease. As each student spoke, I made a short notation by that student's name to indicate the level of participation. I believe this helped to keep the flow of ideas going.

With the format for discussion now set, I began to ask the students questions about the essay A Man and a Woman. Only two or three students ever volunteered an opinion without special prompting; however, the majority began to respond to the opinions of those two or three outgoing individuals who enjoyed talking. When a couple of students in the circle refrained from expressing themselves, I asked them questions directly. It was apparent that these students were shy or that their communicative skills were lacking. Of course, it was one of the specific objectives of this tutorial component to overcome these constraints and to increase self-confidence in communication skills. In the course of prompting reticent students to respond, I discovered that many of the more outgoing participants openly showed support or encouragement. This was especially noticeable during the first meeting when we were all testing the waters. In time it became something of a law that, in any tutorial class where there were two or three talkative students, there were animated and emotional encounters. In Group A 12:00 class, all benefited from the verbosity of students like Bill Baxter, Jena Cathey, Jenny Venable and Jan Bayless.

I had four fewer students in my 1:00 Group A tutorial. The problem was that there was an absence of talkative students and this deficiency at the outset had a noticeable effect on class dynamics. James Hinson, a business major and one of my advisees, was somewhat more outgoing than the rest and made a number of observations which developed into substantive discussion. However, of the four tutorial classes, Group A (Wednesday) required more work and intervention on my part. Over the course of three weeks, most tutorial students acquired more skill in debate and jettisoned much of their earlier reticence and shyness. In their own evaluation of the classes, the majority of students believed that the class did improve these skills. However, I could see that the improved environment for discussion was least apparent in this Wednesday group.

The most dynamic class for debate and discussion was the 12:00 Group B session which met on Fridays, a class enjoying a disproportionate number of uninhibited students. Jim Campbell was a serious student who was relatively soft spoken everywhere else on campus except in this class. Teresa Angler was an articulate transfer student from Pennsylvania with a major in elementary education. Barbara Fite was an outspoken and personable "older student" who entered Columbia State through the Job Training Partnership Act (JTPA). There were some relatively shy students like Joan Brown, Kenneth Topley and Cindy Niles who, if somewhat

reluctant to speak their minds, did impressive work on their papers. Other students like Rebecca Bennett and Allen Lewton took a conspicuously greater interest in the debates than in the written work. Collectively all these attributes made the 12:00 B Group the most rewarding. It was the model by which the other three groups were measured.

The smallest tutorial session was the 1:00 B Group on Fridays. Although there were only seven students, two always dominated the proceedings. Charles Nike was a Vietnam veteran and a pre-engineering major. Brenda Kaloney decided to re-enter college in her thirties to become an elementary school teacher. These two personalities kept the discussions on a high level.

Each class began with some anxiety and ended on a more relaxed note. A process of evolution was at work in each of the three weekly sessions. As students became more familiar with each other and the instructor, more was accomplished. Certainly the subject of the weekly readings influenced the level of interest and participation. The second weekly topic, Salem Witches, led to some of the most interesting and passionate discussion. Students knew that within the confines of this classroom, opinions could be presented without fear of retribution. They were informed that their opinions were to be subjected to the scrutiny of all others who believed that such opinions lacked evidence

or empirical proofs. It became a common occurrence for students to challenge a speaker for support, proof and evidence.

During the first week of discussions, we examined the essay A Man and a Woman primarily from the perspective of the four proposed essay questions. In defining the word "hero," a number of students felt that Cabeza de Vaca and Marguerite de la Rocque did not qualify for the title. They argued that a person is technically heroic if he or she does something selfless for someone else which threatens the hero's security or interests. They characterized a person as heroic if he or she exhibits valor or fortitude, or if the person is honored by service to mankind. Many students felt that, once marooned or abandoned, the two principal characters demonstrated fortitude. However, some felt that they underwent trauma, privation and suffering more from misfortune than from choice. Most students sympathized with the characters although I found it interesting that in the 12:00 Group B session, a lady student quipped that Marguerite got what she deserved for her sexual license. In answer to the first suggested question, participants argued variously that survival stemmed in both cases from personal tenacity, strength of character, religious faith and luck. Most saw luck as the single most important explanation for their survival.

Although there was some discussion of question #2 about Indian characteristics, most students preferred to examine how faith in God contributed to survival (question #3) or to compare the heroic qualities of the sixteenth century characters to modern day heroes and heroines (question #4).⁵ In all four tutorial class discussions, students generally agreed that faith in God's intervention and belief in the power of prayer made a difference in life-threatening situations. Some students who were disinclined to see God's personal intervention claimed that faith and prayer can contribute to hope and that hope can be a powerful psychological advantage. When students were looking for examples, one mentioned how in Japanese POW camps, American soldiers who lost faith often died. The topic on which most time was consumed was the examination of modern day heroes and heroines. Students all agreed that a recent Washington D.C. airplane disaster occasioned many spontaneous heroes--a man who refused his turn for rescue to help others and the bystander who jumped into the river to rescue passengers. One student in the 12:00 Group A class made reference to the plane crash in the Andes in which Uruguayan soccer players had to struggle to survive. The list of heroes in the estimation of students included astronauts, policemen, military figures, organ donors, and professional emergency and rescue personnel whose work involves risks.

Student compositions on A Man and a Woman were due a week after the discussion. Most students confided that they totally changed their topics or thesis statements after experiencing the discussion. The reports were often submitted the day before the next tutorial session, at the last minute. In retrospect, the delay may have done more damage than good to the extent that it separated the student more from the spontaneity, emotion, and recall of the discussion experience. The delay also meant that a student had a longer wait to see how the paper was graded, and a more timely returned and graded report could better prepare a student for his next paper's composition.

Most of the students for the unit one reports selected topic number three for their papers, a modern day hero. After grading these three-hundred to four-hundred word papers for grammar, original thinking, thesis development, and organization, I returned them to their authors. On each paper I indicated what was positive and what was lacking. The letter grade on each paper was the combination of evaluated performance on the paper and in the class discussions. The tutorial grades collectively were equivalent in weight to the 14 October multiple choice exam. In order to be more systematic in the grading, I assigned each letter grade a numerical value. An "A," for example, was designated a "95" or a "B+" was converted to "88."

At the end of the three-week period, I would average the student's three report grades (which included class discussion), and then add this grade to the 14 October comprehensive multiple choice exam and divide by two. This system of evaluation certainly had problems; however, given the pace of the project's development, I found that this was the most useful for my teaching objectives.

The topic of the second unit tutorial class most animated the students to active class participation. The subject was Salem Witches and the discussions ranged from satanic cults to extra-sensory perception. Everyone ventured an opinion about witchcraft today, its composition, its rituals and its threats. Although I made efforts to plug the Salem witch event into the phenomenon of cultism today, most students in all the tutorial classes preferred to dwell on the subject today. We spoke of Jim Jones and Charles Manson, of English witches at Stonehenge and black magic in the Caribbean, and of superstition and fortunetelling. As the guide and facilitator, I eventually managed to steer the group back to Salem. We began to look at each of the four suggested questions for student reports and many selected question two which read--"Can you think of any event in recent history which reminds you of the kind of injustice which comes from a majority of people persecuting a minority on the basis of gossip, misunderstanding or prejudice?" Most students immediately

responded with examples of racial bigotry. One student recalled the persecution of the Mormons for their religious and social beliefs. The list included homosexuals, suspected communists during the McCarthy Era, stereotypes of Northerners and Southerners, hippies during the 1960's and "nerds."

Although these discussions were the most lively of the three week tutorial sessions, the student reports on unit two topics were often ill defined, lacking in thesis statements, and poorly developed. The problem in part stemmed from the phrasing of the questions. During the first week the students could choose, say, luck, tenacity or faith in God as the reason for Cabeza de Vaca's survival and easily defend their selection. Many of the unit two papers were rambling accounts of the occult with little referencing to Salem.

The final week's topic was the American Revolutionary War from the perspective of the British defeat. The essay entitled England's Vietnam raised some poignant questions about the morality and the practicality of war. The three questions for discussion and the student compositions were better phrased than those on Salem Witches, enough to provide students with well defined thesis statements and improvement in paper organization and development. In response to question one, we explored the justification for war and we undertook a kind of informal check list of all

our nation's major conflicts, assigning degrees of justification. Most students had reservations about the Vietnam War and some students criticized U.S. entry into the Mexican War or the Spanish-American War. No student claimed to be a pacifist although most agreed with the idea that a Congressional declaration of war should follow a national referendum on the subject. Student debate over question two was animated in most of the tutorial sessions. On this topic, we attempted to see if the United States had learned from mistakes made in Vietnam to better deal with world problems and confrontations today. Some participants made reference to President Reagan's policy in Central America to suggest that we have forgotten the lessons of Vietnam. Certainly the most spirited debate of the third week concerned the issue of the draft.

Most students in all four sessions initially supported the idea of student deferments from conscription in order to finish college. After the same discussion, the majority of these same students conceded that college deferments unfairly endanger the poor and the educationally disadvantaged. On the subject of women and the draft, most of the women students favored the drafting of women in the event of war; however, their enthusiasm waned when such conscription implied combat duty. Because the subject was highly controversial and because of the ease with which students could formulate thesis statements, the quality of

the written submissions was higher than that of the preceding week.

As we were approaching our third and final week of the tutorial, I wanted to create something of a video record of the event. John Wells, a former student and advisee, agreed to video tape the very talkative 12:00 Group B session on Friday, 11 October. That particular class had been exceptionally spirited the previous Friday in the Salem discussion and I anticipated energy levels no less subdued on the day of the final session. The fact was that the video camera made the difference. The students appeared rigid, lacking in spontaneity and aggressiveness. In fact, after a short time, the camera was turned off because of its negative impact on the class dynamics. This video tape was entitled "HIS-TRIAD 001" and filed in my office for future reference.

Notes to Chapter VII

1. This article is on the list of cited materials in Appendix X and can be found both in my office and on the reserve shelf of the Learning Resources Center at Columbia State.

2. See the General Information section of the HIS-TRIAD Student Questionnaire in Appendix VII.

3. This first generation VHS video tape is in my office with the catalogue number HIS-TRIAD # 004.

4. The class notes distributed to the experimental classes can be found in Appendix VIII.

5. See the list of recommended essay questions in Appendix I.

Chapter VIII

EVALUATION OF THE HIS-TRIAD PROJECT

The original reason for implementing the HIS-TRIAD Project at Columbia State was to create in my history classes an occasion for class discussion and debate in a structured format similar to what was experienced in the college's Humanities Tutorial program. It was the computer-managed-interactive-video component which was intended to provide the time for these discussions. However, once development began, it was the CMIVI which became the focus of attention and which consumed the bulk of our collective time and energies. Most of those observers and evaluators of the Project admit that the CMIVI is the most creative and challenging element. This might well be debated but for purposes of evaluation, this chapter will emphasize the computer and video technologies. The first evaluations discussed in the following pages will be based on instruments of my own design and consequently subject to more scrutiny. However, following the student evaluators and the comparative testing results, evaluators who are professionals in video and computer technologies will comment on the project's merits and limitations.

HIS-TRIAD Student Questionnaire

As the HIS-TRIAD classes were approaching the final week of the experiment, plans were made to implement a number of evaluations. It was felt that the most important instrument of evaluation would be the comprehensive seventy-five question multiple choice exam to be administered to experimental and control classes alike. Another important evaluation instrument was the Kansas State-designed IDEA evaluation of instruction by students.

The problem with the IDEA instrument was that it was the principal Columbia State evaluation tool administered by Karen Peterson's Office of Institutional Research. I wanted the IDEA instrument to be used on all four of my classes, the experimental and control groups. I also wanted them administered by the fourth week of classes, before the HIS-TRIAD students reverted to the lecture-only format of instruction. Normally this instrument was given during the last half of the quarter to permit students an opportunity to judge the class after exams and work requirements were better understood. I did not object to this; however, I still wanted an early evaluation while the experience was fresh in the memories of all participants. The normal procedure was for the college to administer IDEA to only two classes, one of the instructor's choosing and one selected by the office of Institutional Research.

I wrote a memo in early September to Dean of Instruction Doug Eason requesting approval for the early testing by IDEA and its use in all four classes. The Dean communicated with Dr. Bill Cashier, a consultant for IDEA and an administrator at the Center for Faculty Evaluation and Development. Cashier felt that the IDEA evaluation would best be administered late in the quarter because "students might not be able to give an accurate report of their progress on instructor-selected objectives so early in the quarter." Rather, he suggested I design a special questionnaire more appropriate to "your innovative teaching strategies."¹

In consequence of this communication, I gave up the notion of using the IDEA instrument for any kind of analytical comparison of classes. Although the IDEA would not be administered early, Dr. Eason agreed to evaluate two classes, one control and the other experimental, with this particular tool. It was administered in late November to Section D (12:00 Monday-Wednesday-Friday) and Section B (9:30 Tuesday-Thursday) and its results can be found in Appendix VII.

In the week before the Comp exam on 14 October, I made ready the questionnaire which, it was hoped, would more accurately reflect the students' perception of the course than what would be revealed on the standardized IDEA instruments. On Monday, 14 October, students took their

seventy-five question Comp exam over notes, textbook and CMIVI modules. On Wednesday, the last student compositions for the third unit tutorials were returned. By this time, the students knew what their tutorial grade was (the combination of compositions and class participation) but they would not know the results of their Comp exam until Friday, 18 October. On Friday they would be given a breakdown of all grades, averaging Comp results with tutorial grades. On Wednesday, 16 October, during the last twenty minutes of class, the student questionnaire was administered. Like the IDEA, students were asked to answer questions honestly. They were not to identify themselves because anonymity was the key to a frank response.

Throughout the three week HIS-TRIAD experience it was apparent that most students were enjoying the tutorials and the flexible scheduling of the CMIVI programs. Aside from this "sense" or perception, there was nothing to suggest that student responses to the questionnaire would be positive. The first section of the questionnaire pertained to general class profile information on the student's age bracket, motive for taking the class, and high school preparation for college history classes, information which has been noted in the previous chapter. The form proceeded to obtain feedback on the student's experience with the HIS-TRIAD Program as a whole, the student's evaluation of the CMIVI component, evaluation of the tutorial component,

and finally student comments on the program's strengths and weaknesses. The first question asked the student to indicate which of the three instructional components they liked most. Of the responses, one student preferred the Monday lecture, nine (33%) preferred the CMIVI and seventeen (63%) most favored the tutorial/discussion class. In class Section E, one student preferred the Monday lecture, seven (44%) favored the CMIVI, and eight (50%) opted for the tutorial/discussion class as their favorite teaching method. In fact, the CMIVI was from the outset justified by creating time for the tutorial. The questionnaire results were, for me, a kind of confirmation that the students, without being told, likewise perceived the importance of this class. Dr. Eason, when he was informed of the questionnaire results, likewise was pleased with the popularity of the tutorial component. In a letter responding to the questionnaire report, he said "I am pleased, of course, that so many enjoyed the tutorial component. People do like to discuss issues, don't they?"²

The second question on the general HIS-TRIAD program asked students to indicate on which of the three instructional components they were provided with the most information in the subject of history. In the 12:00 D Section, fourteen selected the Monday lecture, eleven selected the CMIVI, and two chose the tutorial discussion class. In a somewhat similar appraisal, the E Section had

nine students selected the Monday lecture, seven choosing the CMIVI, and one opting for the tutorial for the greatest amount of information in history.

The third question in this section asked the student to predict which of the three components would be the most useful in taking an exam like the Pre-test taken on Friday 20 September. In Section D the votes were split evenly between Monday lecture and CMIVI with thirteen students each. Only one respondent believed the tutorial class would be the most helpful. In Section E, six students favored the Monday lecture, eight felt the CMIVI was a better preparation, and only one selected the tutorial.

In the fourth survey question, the students were asked to select the teaching method which they felt was the most relevant and useful today. In both classes the computer program received the most votes. Section D students voted five for the Monday lecture, twelve for the computer and four for the tutorial. Section E students voted five for the lecture, seven for the computer and four for the tutorial. Significantly, many respondents also selected the tutorial as personally useful and practical.

The final survey question in this general HIS-TRIAD section asked students to suggest the instructional method which was "easiest for you to learn by." Significantly, a plurality of respondents in Section D and a majority in Section E cited the computer program. From the literature

of computer advocacy, some of it cited in Chapter II, this response probably comes as no surprise. For me it was a surprise because, when the flirtation began with computer technology, I had the feeling that I was betraying the traditional and the venerable. I was heartened by this student endorsement of my work. The breakdown in Section D showed that five students found the Monday lecture the easiest by which to learn, twelve considered the CMIVI the easiest and ten regarded the tutorial as the easiest method for learning. In Section E three students selected the Monday lecture, nine cast their vote with the computer program, and four regarded the tutorial as the teaching method the easiest by which to learn.

The next section of the student questionnaire probed in greater detail student reaction to the computer program. The first question asked students to indicate the feature of the CMIVI which they liked the most. They could choose from the following:

- 1) your ability to select the time of the week to experience the program
- 2) your ability to learn history using the computer
- 3) the video tape lecture on the television monitor

In Section D the cluster of responses was tight with ten students favoring feature one, nine favoring feature two, and eight favoring feature three. In Section E, seven students liked the first option, three supported the second

option, and six favored feature three.

The second question in the computer segment of the questionnaire asked the students to select the CMIVI module which they most enjoyed. In Section D, God, Glory and Gold received six votes. The Seed Transplanted received eight votes and The Allegiance Severed obtained twelve votes. One student did not respond to this question at all. In Section E, three students selected God, Glory and Gold, nine students chose The Seed Transplanted and four voted for The Allegiance Severed.

The third computer question asked respondents to rate the technical quality of the audio-visual portion of the CMIVI as either good, satisfactory or poor. In Section D, sixteen students believed the quality was good, eleven considered the quality satisfactory, and no one rated it poor. In Section E, thirteen respondents labeled the programs good in quality, three satisfactory, and none poor. In retrospect, after viewing these programs five years after implementation, I believe these students were being inordinately charitable in their interpretation of quality.

The next section of the questionnaire related to the project's Tutorial discussion component. Responding to a question asking them to rate the tutorial essays, only one student in Section D claimed to have most enjoyed A Man and a Woman. Twenty-three of the participants in this section

or eighty percent declared Salem Witches their favorite. Three opted for England's Vietnam. In Section E seven voted for A Man and a Woman, nine selected Salem Witches, and no one chose England's Vietnam.

The second question in the tutorial segment inquired as to which of the three essays was the easiest on which to write a paper. In Section D, nine students believed A Man and a Woman was the easiest, thirteen chose Salem Witches, and five selected England's Vietnam. In Section E the breakdown was nine students for A Man and a Woman, ten for Salem Witches, and two for England's Vietnam.

The third question perhaps required a little more thought because the students were asked to prioritize the major themes of the three essays on the basis of relevance and interest. They were told that the theme of A Man and a Woman was "heroism and qualities for survival." They were told that the theme for Salem Witches was superstition and prejudice and England's Vietnam was representing the themes "the ethics of war and the draft." In Section D, one student chose A Man and A Woman, eighteen selected Salem Witches, and eight voted for England's Vietnam. In Section E the breakdown showed three students selecting A Man and a Woman, five selecting Salem Witches and eight selecting England's Vietnam.

The fourth question asked students to indicate if the group discussions helped them in public speaking. I was

very pleased with these responses. In Section D twenty-two students wrote "yes" to the question while only five indicated that the experience had not improved this communication skill. In Section E thirteen participants responded in the positive while only three wrote "no."

Question five asked students if the writing of weekly essay papers had helped them to improve their writing skills. In Section D twenty-one students were affirmative and six were negative in their responses. In Section E thirteen students voted "yes" while three voted "no."

The final question in this segment asked respondents if their experience in the tutorial class had given them an opportunity to get to know their fellow students better. In both Sections D and E all students voted with a resounding "yes." I was pleased, although not surprised, with these results.

Segment five of the questionnaire required student comments to four questions. The first question asked if, in their estimation, the HIS-TRIAD Project had made the study of history more interesting than if they had experienced the traditional lecture only. After answering "yes or no," they were invited to comment. In Section D all twenty-seven students and in Section E all sixteen students answered in the affirmative. Obviously I was pleased with this unanimous endorsement of the program. However, after reading the student comments, I realized

that some students entertained reservations regarding aspects of the Project. The following are the student comments, uncorrected and in original form, for Section D.

It gives you a break from standard procedure, it gives us the opportunity to speak up, lets us get involved in the teaching instead of just sitting in class listening and taking notes.

We have the opportunity in speaking what we feel during the tutorial classes. It brought out interesting opinions and subjects. The lectures are fine but the tutorial discussion gives the traditional lectures a change of pace which I feel most of the students enjoyed.

History, to me, has always been a boring subject. With the His-Triad project, it has become a lot more interesting and exciting. By seeing the actual places where this history occurred (on the video), it seems more relevant.

Mainly because you don't just have to sit and take notes, there is more participation from the class, and you get other people's views on things. I liked CMIVI because I felt like I understood what was being said better.

Because you're not sitting at a desk 3 times a week and it's something new, for example, the video tape.

I like to visually see what I am studying, it makes it more enjoyable and easy to learn for me.

You become more involved. The film helps helps you visualize things that happened and that makes it easier to learn and remember.

The experiment put variety in learning. It was something to look forward to instead of the same thing everytime.

It kept me more involved as opposed to just being in a group listening to a lecture. I was able to speak of my opinion.

Its more interesting than sitting in class and taking notes. I feel like I'm not participating any by taking notes. By having discussion I feel more involved.

Because it seems to be broken down. You take one subject and discuss it rather than hearing about it and moving on to the next subject.

More information and insight to more practical things of today are offered. You see how events from years ago relate to events of today.

It breaks up your schedule some. You have something different every day of the

You get more out of it this way rather than sitting in class every other day with the same routine. If the student is interested he or she learns better.

It breaks up the boring monotony of the lectures.

Sitting in class for an hour listening to lecture can get boring. The His-Triad broke up the monotony by allowing us to do three different things a week.

The traditional lectures are usually long and boring. The tutorial discussions were interesting and continued to have action, not just a snails pace of activity.

A person gets a change to express his or her opinions in each tutorial discussion. Watching the video tapes are interesting. They are put together well.

I think the discussion groups made the study of history more interesting because instead of just learning the cold hard facts of the events, we were able to experience and understand the emotions of that time period through discussion.

You experienced it with people and openly discussed it. Made a few points more clear and understandable.

Because this way brought out many interesting points and facts that I do not think would have been brought out otherwise. Also we were able to discuss them more.

Different ways of learning.

There is more personal involvement with the learning process by using the CMIVI and tutorial sessions.

It keeps my total interest. I was ready for each new series as it was so compelling for me. I found myself absorbed in the total picture of the course. I feel

it was an A 1 program

Because during the project we had a chance to sit and have an open discussion which helps you understand that particular part of Hx in which you are discussing --when you hear someone talking about it not lecturing it seems to stick better plus it has helped me think of Hx as something that happened--I can relate something from the past now.

Because the computer video added more information to learn what was just in the lectures.

It gives you an opportunity to see vividly and comprehend what you are learning.

Section E Student Comments (not corrected for grammar)

Lecture gets to be old after awhile; the projects adds variety to learning history.

You are able to be involved in discussion. I like to be able to give my views and hear others views on certain subjects.

Different - challenging - set you own time.

Because lecture classes tend to become dull after a while. When you are part of a group discussion in a small group you feel like you are more a part of the class and not just another student. Its more open.

Because you have something to look at, such as the pictures along with the lecture. You see more clearly on how things were done.

The VCR made the subjects more interesting and understandable.

I always learn more from the LRC's in the library. If I get a question wrong I can always review it again.

I feel that it has made history more interesting because we have had a chance to experience different teaching methods instead of the same thing everyday.

By watching the lecture and the background being the same as the lecture I remember it longer.

Being able to choose the time to use the computer was good and having one day a week I didn't have to worry about history and could concentrate on other classes.

It helps create more interest by being able to see where history took place. In lecture you can see a map by the visual affect is not the same.

The traditional lecture 3 times a week seems like it would get very boring. The His-Triad Project gave me something different to look forward to every day.

It gave me a change to learn in a more modern way. I felt more comfortable getting to know the people in the class and this helped me show more interest than would a traditional lecture class. I also felt more of a teacher-student relationship where everyone was not just anonymous.

It gives us a change of pace. We can do it when it is a good time for us.

It has been participative and in that light better.

The computer-videos definitely made the class more interesting because the actual scenes made the lecture more enjoyable.

The second question in the fifth segment of the student questionnaire asked respondents if, based on their own experiences with only three HIS-TRIAD units, they would recommend the History Department's development of the project for an entire academic year. They were to respond with a "yes" or "no" followed by a comment. Section D students, with but one exception, claimed to be in favor of such an extension. Section E students, similarly, all favored the production of a year-long HIS-TRIAD experience with one exception. All were asked to identify the program's best feature. These comments can be found below.

Section D Student Comments (not corrected for grammar)

Class Tutorial-Discussion because you can express your views.

The discussion over important view thru history. It brought out students opinion and gave the class a chance to get to know each other. The stories we covered were very interesting and they brought out opinions.

The opinion of choosing which day during the week to see the video makes this course seem more like a college class than a high school class.

The flexibility of the program.

The video tape is the best feature because it can show what a teacher is trying to teach.

The ability to learn by sort of actually living it.

The best feature of the program is the computer video program in the LRC. It helps reinforce what you learn in lecture by giving you a mental picture.

The computer managed video was the best. It provided us with the feeling we were at the different places and occasions that took place. It made the class more interesting and a hands on experience.

I enjoyed discussion of the tutorial class the best. It really brought the subject into everyday terms.

Computer - everything is explained in an orderly fashion and is easy to understand.

Taking happenings and breaking them down. Seeing the video.

Tutorial because you can comment and hear different opinions which you may have never realized.

You get a variety of teaching methods.

The LRC - it's like taking a test but you get a chance to review and correct your mistake before the original test.

The CMIVI. Because it gives the student hands on experience in a learning environment.

The tutorial discussion class definitely. It lets everyone become involved by saying what she or he

thinks. It is also the most interesting.

It is much more informative and more interesting. It is easier to learn something you are interested in. It helped me to debate things in front of a group-- something I rarely, if ever, do!

It is fun and interesting but I couldn't fit in the tape sessions that easy. I feel that I learn more by reviewing my notes.

I don't think the program has one best feature because all aspects of the program enhance our learning experience.

Being more on a one to one bases during the group discussions.

The group discussion and the video computer. Because this was a change and it made it different from the standard lecture way.

The ability to learn the material in different ways.

The CMIVI seems to be the programs best feature. The film shows the student actual history instead of having the student listen to a lecture or reading and comprehending material from the book.

It made history easier, more interesting and helped each person to know class mates. I also learned how to use VCR and computer to some extent (totally unexpected).

The computer program I feel was the best feature but the tutorial discussion helped to reinforce it.

It gave you a chance to evaluate what you have learned.

The discussion because it lets you get to know the other students and it let's you know and try to understand their ideas.

Section E Student Comments (not correct for grammar)

Provides variety of learning methods.

The tutorial class - it provides a means of expressing each individuals ideas on the subjects studied.

The ability to review until you understand.

The class discussions are the best feature, but I also liked the video tape. It gives you the opportunity to see where events actually happened while learning why and how they happened, instead of just that they happened? (Does that make sense?)

Being able to go at your own convenience to watch the film and also being able to go back to review.

The computer disc and VCR. Any time I wanted to I could go it and stay as long as I wanted.

Mr. Andrews made the history part more interesting by being at the place at which it happened.

I feel that the videos are the programs best feature. The student can learn more and retain more knowledge by seeing the actual places where the events took place.

The computer lecture - It ties the scenery in with history. By being able to see where the history actually took place.

I like the Monday lecture best. I seem to learn more that way. I found myself not being interested as much in the third week of CMIVI as I was in the first.

Yes, because it gives computer experience to the student and is interesting to have a more versatile way of learning.

The tutorial class. Because it is a class discussion everyone gets involved and everyone seems to relax and enjoy.

The computer lab, because of visual aid along the audio. It just seems easier to see pictures about what you are learning.

The video - it reinforces the information given in class.

I feel the on location brought good descriptive material to mind. Also the question session provides much help.

Showing the parts of the country that the history actually took place.

The final question in this comment segment of the

survey asked students if they could recommend any changes or improvements in any or all of the three instructional components and then to identify specifically what they did not like about the experience. This question was an attempt to solicit from students an honest and open explanation of problems. The following are these student comments.

Sections D and E Student Comments (not corrected)

No changes. The computer lectures and discussion were all interesting and I feel I did benefit from it all.

The writing of essays on the articles is very time consuming. I think that the lecture should meet on all 3 days every other week for Example: Wk. 1 - Lecture MWF; Wk 2 - Lecture M - Tutorial W,F; Wk 3 - Lecture MWF. This would give you more time to cover the material in class.

Everything was done in good order.

None - except keep the video programs in.

No - other than the lectures could be a little more informative but I know you have very little time.

More topics should be given to choose from in the tutorial discussion class essays.

The lectures didn't seem to cover enough material. I think the lecture could be longer. The test scores will decide if it was successful.

The Computer Program could be a little shorter in time. It is very interesting but after a while it begins to become boring. The lecture class is very informative but important issues that you want emphasized should be more obvious. ex. write on board.

I think the history program has made me like history more than before. The different program makes it more

interesting.

No.

None - It's very interesting and easier to learn.

No.

No.

The questionnaire was only one of a number of methods used to measure the degree of the Project's success. Despite what was obviously a very positive student response, I have since wondered if the degree of student enthusiasm would have been in any way diminished if the results of the 14 October multiple choice exam had been available to students prior to this survey.

The Comprehensive Multiple-Choice Exam

The comprehensive multiple-choice exam, administered to experimental classes on Monday, 14 October, 1985, was the most important evaluation tool implemented. The student survey might reflect affective states, impressions and perceptions about acquired knowledge, but the comprehensive exam was strictly objective, as well as quantitative. It could measure those objectives of the HIS-TRIAD Project which were subject to measurement, related to the mastery of historical facts.

HIS-TRIAD and control group students who took the Comp exam on 14 and 15 October had already some familiarity with

the format and style of the test. All students in the two experimental and two control classes had taken a thirty-question pre-test during the first week of classes. When these same students took the Comp exam in mid-October, the first half of that test was the same pre-test.² The Comp had an additional forty-five questions covering the same material in the lectures, textbook, and CMIVI. Although control group students did not experience the CMIVI, the information from this computer program was also in the formal lecture notes taken by control group students.

The comprehensive exam was intended to test the ability of students to do more than merely recall facts. The decision was made to formulate the multiple choice questions so there would be some exercises in analysis, synthesis, and interpretation by students. For example, in question forty-three which appears in Appendix VI, the student is asked to identify that statement which does not accurately describe the state of British Colonial America on the eve of the American Revolution. From the textbook and from lecture notes, students would have easily recognized the first answer as correct--"Colonial Americans considered themselves true Englishmen entitled to the rights of Englishmen." However, they should have recognized the second answer as false and therefore regarded this answer as the appropriate choice. This

second answer read: "In the controversy over taxes, Americans felt a stronger loyalty to Parliament than to the king." In their lecture notes, they were informed that American outrage over taxes was often directed at Parliament in general and the ministry of the majority party in that legislative assembly. We noted that Americans were loyal to the king and even wished the monarch to intervene on their behalf. We also noted that as late as the so-called Olive Branch Petition when war was being fought, the king was approached as a potential mediator between parliament and American colonials. Students should also have recognized, in the example, that the third possible answer was true and therefore the inappropriate response. It read: "Americans were proud of their role in the commercial prosperity of the empire but wished greater economic freedom." And the last of the four choices was also a true statement--"The mercantilist system was showing signs of age and its restrictions on trade and manufacturing in the colonies were creating discontent in America." It was believed that by having at least some thought provoking multiple choice questions on the Comp exam, the test taking experience could be a learning experience in itself.

The first thirty multiple choice questions constituted the pre-test given to all students in experimental and control classes. After finishing this segment, they

returned this test booklet and received another booklet of five pages which began with question thirty-one and ended with question seventy-five. The complete Comp exam is reproduced in Appendix VI.

By Friday 18 October, all exams for the two HIS-TRIAD classes and the two control groups were graded. I was told that the new Century 3000 (NCS) computer test scanner had the ability to analyze the exam results in a much greater variety of ways than the old M-3. Despite this potential for improved statistical analysis, I was harried for time, wishing to get grades to students as fast as possible. I believed that later, if I wished to explore the exam results in greater detail, I could return to the scanner. The Comp results were only marginally favorable to the HIS-TRIAD students whose exam averages did slightly outshine those of the control groups. For the purpose of comparative analysis, the exam results can be found in Table 1 in two columns for each HIS-TRIAD and control class. The first column represents the number of correct answers out of seventy-five questions and the second column represents the percentage grade.

As Table 1 indicates, thirty-one students took the Comp exam in the control class section G or Control Group A. It met on Tuesdays and Thursdays for an hour and fifteen minutes. The fact that this was a large class made the test results less subject to scoring by one or two

unusually low or high grades. The average grade was 53.38 correct responses out of seventy-five possible or 71.39 on the percentage basis. The median grade in this class was 53 out of 75 or 70.65 percent. The grades here were a low "C" on my grade scale. The other control class was section B or Control Group B for easy referencing. It was a smaller class with only twenty-one students and it also met only twice a week, on Tuesdays and Thursdays, for an hour and fifteen minutes each time. The average grade here was 51.10 out of seventy five or 68.11 points on the percentage basis. According to my grading scale, this would be a high "D." The median grade here was 50 out of 75 or 67.65 on a percentage basis. These control groups took the Comp exam on Tuesday, 15 October 1985.

If the HIS-TRIAD grades were higher, they were not so by much. Thirty-one students took the exam in section D, the 12:00 class. The average grade in this section was 55.19 out of a possible 75 questions and the percentage grade was 73.55, a "C" on my scale. The median grade here was 57 out of 75 or 75.98 on the percentage system. In HIS-TRIAD section E at 1:00, eighteen students took the Comp exam. The average grade was 56.44 out of a possible 75 or 75.28 on a percentage basis, a solid "C." The median grade was 59 or 78.65 on the percentage. The mean grade in this section was also 59 out of 75.

TABLE 1.--Results of the comprehensive objective exam

Control A Section G		Control B Section B		HIS-TRIAD A Section D		HIS-TRIAD B Section E	
40	53%	38	51%	40	53%	58	77%
52	69	46	61	47	63	47	63
51	68	57	76	56	75	66	88
51	68	61	81	41	55	63	84
36	48	38	51	61	81	67	89
58	77	67	89	61	81	44	59
60	80	43	57	63	84	31	41
44	59	49	65	54	72	59	79
58	77	47	63	66	88	53	71
37	49	48	64	69	92	64	85
48	64	45	60	64	85	59	79
45	60	58	77	67	89	62	83
51	68	45	60	54	72	61	81
61	81	64	85	45	60	63	84
55	73	51	68	69	92	64	85
42	56	50	67	63	84	39	52
54	72	67	89	51	68	59	79
58	77	53	71	29	39	57	76
55	73	39	52	51	68		
49	65	55	73	55	73	56.44 or	
63	84	52	69	51	68	75.28%	
53	82			58	77		
55	73	51.10 or		49	65		
70	93	68.11%		33	44		
53	70			57	76		
70	93			66	88		
52	69			57	76		
59	79			66	88		
65	87			42	56		
67	89			59	79		
43	57			67	89		
53.38 or				55.19 or			
71.39%				73.55%			

These figures represent only the Comp exam results or the performance of students on the objective segment of the first exam. These objective grades were further modified in the HIS-TRIAD classes by student performance on submitted essays and active class participation, modified by student performance on optional essay questions. The control classes, as in all my traditional American History classes, were required to take three multiple choice exams during the quarter. On the first exam students had the option to answer an essay question which represented twenty-five percent of the entire exam. On the second exam during the quarter, all students were required to take the essay segment also and on the final exam, the essay section was again optional.

This study does not include a comparative analysis of HIS-TRIAD and control group student performance on the essay or tutorial compositions because of the obvious differences in class requirements. HIS-TRIAD students were required to submit a composition each week based on their tutorial class readings and discussions. These students were encouraged to visit me periodically if they needed help writing their essays. I emphasized then and in class the importance of proving a thesis statement, organization, consistency of theme, good grammar and neatness. After the first week's essays were graded and returned, students often improved the quality of their submissions based on

the criticism of the previously graded composition. Furthermore, the weekly or unit grade which HIS-TRIAD students received for a tutorial class was the result of combining the grade of the student's written weekly essay with the grade for that student's active participation in discussions. On the other hand, students in the control groups, although required to submit book reports and other written assignments by the end of the quarter, were by the fourth week of classes relatively unprepared for essay writing. In this respect HIS-TRIAD students had a clear advantage. Control group student essays were spontaneous compositions in the classroom, unsupported by dictionary, Thesaurus or parental assistance. Also, after taking a vigorous seventy-five question Comp exam, those who opted to do an essay may have had to compose their essay answer in an atmosphere of more mental fatigue. Again, for these reasons, it would have been unfair to draw any conclusions from any comparative grading of Tutorial compositions and Control class essays written on 15 October. A fairer and more revealing comparison would have been to ask all students in all four classes, experimental and control, the same essay question. Grading this volume of submissions above and beyond my other grading chores held little interest for me.

HIS-TRIAD students received a grade at the end of the fourth week of classes and this grade represented the

combination of Comp exam and tutorials. As the grades were posted for student perusal, they were listed in the following format. First was the four digit student identification number. Then appeared the three weekly tutorial grades with each one representing a combination of the essay grade and the grade for class participation. Next appeared the average grade for these three weekly tutorials. The final grade on the list was the average of the Comp and tutorial grade. This final grade, in other words, was the grade each student received for the first third of the quarter. Now with the HIS-TRIAD Project over for these students, they reverted to the traditional lecture format meeting three times a week. They would all take two more exams before the quarter ended. Refer to Table 2 for the HIS-TRIAD tutorial and comprehensive exam grades for the experimental period.

A casual glance at the figures for both HIS-TRIAD classes would reveal some glaring inconsistencies between the averaged tutorial grade and the Comp grade for a number of students. The question might well be asked: "Why should a student with high tutorial grades not be more successful in the Comp exam?" For example, the student in Section E with the lowest Comp grade, a 41, has an 83 for the tutorial grade.

TABLE 2.--HIS-TRIAD tutorial and comprehensive exam grades
for students during the experimental period

Section D						
ID	Tutorials			Tut Average	Comp	HIS-TRIAD Grade
Section D						
1657	85	82	0	56	53	55
1627	85	78	75	79	63	71
5246	82	92	88	87	75	81
6186	82	85	85	84	55	70
4633	78	82	88	83	81	82
5679	82	92	95	90	81	86
9214	92	95	92	93	84	89
2075	98	82	88	89	72	81
9568	95	95	95	95	88	92
2801	95	95	95	95	92	94
7973	85	95	95	92	85	89
1401	98	88	82	89	89	89
9368	85	0	0	28	72	50
1687	85	92	0	59	60	60
0932	98	95	95	96	92	94
3091	98	100	100	99	84	92
6899	85	88	82	85	68	77
8558	82	78	0	53	39	46
6123	85	85	92	87	68	78
8894	95	85	92	91	73	82
0965	98	95	92	95	68	82
0037	85	92	95	91	77	84
7251	92	98	98	96	65	81
5875	92	82	85	86	44	65
5408	92	98	88	93	76	85
8409	95	100	95	97	88	93
9950	82	95	95	91	76	84
4940	88	92	95	92	88	90
1812	85	88	82	85	56	71
1066	85	92	92	90	79	85
9066	88	95	88	90	89	90
Section E						
7581	88	98	95	94	77	86
3129	88	88	88	88	63	76
2769	92	95	95	94	88	91
3615	98	95	95	96	84	90
6931	95	95	95	95	89	92
8973	92	88	95	92	59	76
9920	88	85	75	83	41	62
2562	92	98	92	94	79	87

Table 2--Continued

1252	85	92	95	91	71	81
6413	85	82	92	86	85	86
0930	92	82	88	87	79	83
5551	92	95	0	62	83	73
7142	92	95	92	93	81	87
0860	85	95	92	91	84	88
7722	100	98	100	99	85	92
1280	82	85	82	83	52	68
5887	85	82	95	87	79	83
5484	95	95	92	94	76	85

In retrospect, this was one of the weaker features of the HIS-TRIAD tutorial as it was taught and I will have more to say about this in the concluding chapter. The problem was that I permitted half of each weekly tutorial grade to be based on class participation (the other half was based on the quality of the student's weekly composition in the tutorial class). In fact, with active participation in discussion as well as papers written at home in the aftermath of the class discussions, students in the tutorial classes had little excuse for low grades. The only thing which could really harm tutorial grades was an absence from class or the failure to submit the paper. These factors collectively generated a grade inflation which, in retrospect, could question the integrity of the HIS-TRIAD's internal evaluation process.

CMIVI Evaluations and Critiques

Of all the instructional components of the HIS-TRIAD

Project, it was the CMIVI which enjoyed the largest audience in evaluators and observers. In fact, comment and criticism were openly solicited because of the desire to make improvements based on recognized deficiencies and also the need to prepare a defense against those criticisms which appeared unwarranted.

The first demonstration of our CMIVI occurred a year before the project was implemented, on 10 September 1984 when we presented the first ten minute segment of our second module The Seed Transplanted. The occasion was fall semester faculty orientation. We showed the first video segment and then Kramer demonstrated the remediation and branching capabilities of the Insight 2000 Plus system. At the end of the demonstration, faculty applause was enthusiastic and many questions were asked publicly and privately about CMIVI's possible application in other disciplines. Dr. Douglas Eason, Dean of Instruction, was present at that assembly and reacted to that demonstration with a brief but positive note dated 11 September 1984. This informal evaluation was based on a very brief encounter with CMIVI. Despite this, his words were encouraging. He noted that he enjoyed the presentation and believed the video feature to be impressive and the narration excellent. He also claimed to have liked the strategy of using several teaching methods. ³

Although I kept Dr. Eason generally apprised by memo

of the progress of the HIS-TRIAD Project in development, implementation, and evaluations, our Dean of Instruction did not have an opportunity to critique the CMIVI in detail until December of 1986, fully a year after implementation. On 5 December, 1986, I asked him to critique the three CMIVI modules and he agreed to evaluate the linear video portions of these programs. This evaluation was principally for my benefit and, to an extent, I believe that the relatively positive comments were intended to encourage further such work. He felt that the three video modules were "quite extraordinary" considering resource shortages and he believed that a positive element to the program was the fact that it appeared to be a personal history. Although the dean considered the visuals to be "good, interesting and generally relevant to the narrative," he believed that some shots were held too long and that a greater use of maps could better visualize the routes of the conquistadors in the first module. In the second module he felt that the narrator often spent too much time on camera and he criticized the use of electronic organ music in the discussion of the New England Puritans. In the third module, Dr. Eason was concerned that the ideas which inspired the Declaration of Independence were not specifically discussed.⁴

I valued Dr. Eason's observations because I knew that, as both an English instructor with a Ph.D from Vanderbilt

and an administrator, he could critique my efforts from both perspectives. I was pleased with his general "thumbs up" observations. With regard to specific criticisms, most I could have anticipated and agreed with. In God, Gold and Glory he noted that the narration was unrehearsed and unpolished. Probably the most conspicuous example in that module was the segment on Cabeza de Vaca from the storage room in the Castle of San Marcos in St. Augustine. His comment about pictures being held too long was shared by many other evaluators. Although Eason did not elaborate, I have been told by Krishna Pendyala, whom I regard as an expert in media production, that student interest and retention of information wanes rapidly without the stimulation of multiple images passing fairly rapidly. With regard to music, Kramer and I never could agree on what to use. Kramer was probably closer to Dr. Eason in recognizing the appeal of period music. I, on the other hand, felt that a compromise of sorts with modern instrumental music might be in order to help hold student interest. Certainly the argument could be made for the original because such would be one more piece of knowledge of the past which students could master. Even more effective would have been a narrative reference to the music's origin and information about its use. In CMIVI module III on the American Revolution, Kramer selected the music himself and it was certainly more apropos to the

subject. Despite this, students often found the music unpalatable and their survey comments suggested the role of music to the students' affective response to the video.

In December of 1989 Krishna Pendyala, Columbia State's present coordinator of media production, agreed to critique both the computer and video performance of CMIVI module two, The Seed Transplanted. I asked him to review the second module because it was the first produced and because it had been the most demonstrated. In January of 1990 Pendyala gave me a handwritten critique which was essentially an assortment of rough notes. In April of 1990 Mr. Pendyala presented me with a more formal critique of CMIVI module two. It is important to point out that, because Pendyala was particularly busy with school related work, I offered to pay him for his time in assessing strengths and weaknesses. I reiterated that I wanted an honest appraisal, even brutally honest if necessary.

He believed the Columbia State interactive video program was state-of-the-art at the time of its creation and he was generally positive about the program. He examined the work on the basis of instructional design, audio-video content, computer-generated text, and computer programming and he suggested how improvements could be made with available equipment. He supported the instructional method of video followed by questions and interactive remediation but he suggested that, in place of repeating

the question so soon after a student answered incorrectly, the question should be postponed until the end of the program. He felt that the audio and video quality could be improved by, among other things, making better use of light, spending less time on long shots of the narrator, and more care in the editing and rehearsing work on the editing controller in the production studio. Pendyala believed that the computer program could also be improved by having computer-generated texts move faster on the screen and by providing better feedback to students during "input errors."⁵

In May of 1990 Gary Bailey, a cameraman and production assistant for the Learning Resources Center, likewise experienced the computer and video program for CMIVI module two, The Seed Transplanted. On a positive note, he believed the information for the interactive questions to be adequate, the explanatory information good, and the video inserted into narration interesting. The negative features included instances of lip sync problems, outside camera footage shot from too great a distance, and insufficient information for students at the end of the program to remove video tape and disk from the VCR and computer.⁶

The IDEA Student Evaluation

The Kansas State designed IDEA instrument for student

evaluation of instruction was not ideal for our purposes. I was unable to use the instrument for all experimental and control classes. It was also administered so late in the quarter that HIS-TRIAD students had for some time experienced the lecture-only format. It would be difficult to determine which of the instructional strategies and methodologies they would be evaluating. In a compromise with the Dean of Instruction, I was able to select the two classes for evaluation. I chose the largest HIS-TRIAD class which met at 12:00 on the Monday-Wednesday-Friday schedule and the largest Control class which met at 9:30 on a Tuesday-Thursday schedule. The HIS-TRIAD class had thirty-two students officially on the roll with twenty-two students participating in the evaluation. The Control class had thirty-three students on the roll with the same number, twenty-two, evaluating. This discrepancy in class roll number and evaluators can in part be explained by the fact that a number of students had dropped or withdrawn or were absent.

There was a significant difference between the evaluation by the two classes. Students in the former HIS-TRIAD class gave out higher scores. The score which was to be recorded on the faculty evaluation agreement was derived from Part VII or the Summary Profile of the IDEA instrument. This score was based on the following ranking:

Low (% rank 1-9)	= 1
Low Average (% rank 10-29)	= 2
Average (% rank 30-69)	= 3
High Average (% rank 70-89)	= 4
High (% rank 90 or above)	= 5

In the control class the overall evaluation was a "3" and in the former HIS-TRIAD class the grade was a "4." On the question posed to students "Would you like to take this instructor again?," the score for the control class was a "4" and the grade for the former experimental class was the maximum "5."

On the subject of mastering factual knowledge, an objective which I recorded as "essential," students in the experimental class gave a rating of "3.8" and in the control class a "3.7." The mastery of subject matter in the realm of principles and theory was listed by me as an "important" objective. Experimental students rated their progress here with a "3.6" and the control group rated their progress a "3.8." In the realm of developing skills of effective communication, again listed as an important objective, the experimental students gave a "4.1" rating while the control group offered a "3.7."

Another "important" objective--the development in students of a sense of personal responsibility--received a "4.2" grade by experimental students and a "3.7" by control students. As I would have anticipated, experimental

students had in the tutorial classes been exposed to skill development in these areas and they apparently perceived that these goals had, to a degree, been realized in the class. There could also be seen something of a correlation between the two questions "Did you have a strong desire to take the course?" and "Do you have an improved attitude toward the field?" Experimental students responded to these two questions respectively with the scores "3.3" and "4.0" while control students responded with the scores "3.0" and "3.4." Obviously in the experimental classes there was a greater degree of change in favor of history as a discipline.⁷

Evaluation of the Lecture Method

During the three week experience of the HIS-TRIAD Project in the fall of 1985, no formal evaluators entered the classroom to observe the Monday lecture or the Wednesday/Friday tutorial. During my internship at Middle Tennessee State University, I was observed in class although not formally evaluated in my lecture classes in Murfreesboro by Professors James Neal and Lee Sykes. Today, I merely send the Assistant Dean of Arts and Sciences a video tape of a typical lecture class for evaluation. However, over the years my lecture style has changed little. I have found that written student comments on the student evaluation instruments have been insightful

and helpful to me. Students still say, for example, that I speak too fast and that I give exams which are too difficult.

As a rough reflection of student perceptions of my teaching methodologies and lecture style, I refer to the comments by students in one class in the summer of 1984. It was a class taught while I was busy developing the HIS-TRIAD Project. The evaluation was made by Middle Tennessee State University students during my internship class in American History 201 under Dr. James Neal. Dr. Neal supervised this written evaluation of my lecture style immediately after students had taken their final exam and it was he who recommended that I communicate the relatively positive remarks to our Dean of Instruction at Columbia State. Because it was a summer class with a concomitant hectic pace, it somewhat approximated the harried pace of the Monday lecture component of the HIS-TRIAD Project. A conspicuous difference was the fact that, in an informal survey of the class, I discovered that the majority of the students were juniors and seniors. These student comments are catalogued in Appendix X and can be found in Clement 207 on the Columbia State campus.

Evaluation of the Tutorial/Discussion Format

As with the lecture component, no formal evaluation was done for the tutorial format of the HIS-TRIAD Project.

I did attempt to make a video taping of one of the tutorial classes for such a purpose but I quickly jettisoned the idea when it was apparent that students were distracted and that enthusiastic discussion was discouraged. The segment of the video tape which was taken in my tutorial discussion class is kept in my office in the Clement Building on campus.

However, in an effort to describe my teaching methods in the tutorial/discussion class format, I have selected an evaluation of one of my Humanities Tutorial classes. As noted earlier, the HIS-TRIAD's tutorial component was conceived as a direct result of my teaching experience in the Humanities Tutorial. Critical thinking, debate, and written essays were activities common to both tutorial experiences and my teaching methods differed little from one to the other. Because of the similarity of teaching styles, I have included in Appendix VII an evaluation of this style by Dr. Richard Marius, English professor at Harvard University. He evaluated one of my tutorial classes in the fall of 1979 and his report to Dr. Douglas Eason on his observations can be found in Clement 207 on the Columbia State campus. The evaluation is listed in Appendix X of this work.

There was a sense of accomplishment in the fact that of the three instructional components to the HIS-TRIAD Project, students most enjoyed the tutorial. The tutorial

was the rationale for the CMIVI and it was the instructional methodology designed to encourage a degree of higher learning in the arena of critical thinking and debate. However, there was also the sense that, after each component was analyzed separately, the Project should be understood holistically, that to appreciate one component independently of the overall Project would lead to only a superficial understanding of our objectives. Dr. Eason, after being apprised of the student survey results, declared that it was clear to him that "the variety [his emphasis] of activities is a very positive element of your project...[and] that the majority of students are learning and enjoying their work." ⁸ Dr. Eason encouraged us also with another supportive comment. "I can't imagine the work which has gone into this project! ...You are to be congratulated for developing such an innovative approach to the teaching of history. Good luck!." ⁹

Notes for Chapter VIII

1. See Appendix V for Dr. Douglas Eason's communication regarding a survey questionnaire or the IDEA evaluation instrument.
2. See Appendix V for Dr. Eason's communication.
3. See Appendix V for this communication.
4. The complete evaluation by Dr. Eason can be found in Appendix VII.
5. The complete Pendyala evaluation can be found in Appendix VII.
6. The complete Bailey evaluation of CMIVI module 2 can be found in Appendix VII.
7. See Appendix VII for the student IDEA survey responses.
8. See Appendix V.
9. See Appendix V.

Chapter IX

CONCLUSIONS AND APPLICATIONS

The HIS-TRIAD Project occurred five years ago. It was the result of a collaborative effort by many people who suggested many approaches and whose contributions are yet manifest in current instructional strategies, audio-visual programs, and computer exercises. In a sense, although the experiment technically ended some time ago, its spirit lives on in modified forms to the present. This final chapter will examine the impact of the HIS-TRIAD Project on American history classes at Columbia State after the fall of 1985. We will see what modifications occurred, what was jettisoned and what was retained. I will also present personal observations and conclusions on the overall HIS-TRIAD experience.

The Winter Quarter 1986 HIS-TRIAD Project

By the end of the Fall 1985 HIS-TRIAD Project, I had decided to make this the subject of a dissertation. Although previously fond of the idea of expanding the San Patricio Battalion paper into such a work, I had received approval to proceed on the HIS-TRIAD subject and I was

working on a dissertation proposal. During the fall of 1985, Dr. Rolater suggested that I compare the HIS-TRIAD experience underway with another program later. Because an American History I class was always taught in the winter quarter, we agreed to teach this class by the HIS-TRIAD approach and make some comparisons. I told Dr. Rolater that the only area of anticipated improvement over the Fall quarter project would be in the Tutorial which would require only one paper at the end of the three-week period, a paper of roughly twice the length of the Fall quarter compositions. I also expected the papers to be of a higher quality because the Winter quarter students had a choice of the tutorial article to select and they had more time to prepare the paper. Another difference in planning was that the new students could examine their graded essays but they had to return them to me for my permanent files.¹

The class profile was somewhat different from my fall quarter HIS-TRIAD groups in a significant way. There were twenty-three students in the class and a number of them had failed American History I the previous fall or the year before. Several of them had taken their courses out of sequence and had all but the American History I quarter. A couple of the students had changed majors at the end of the fall quarter and wished to take their newly required American History survey classes in the correct sequence. Students in the out-of-sequence sessions generally did

comparatively worse as a class. Because many of them were students with less self-confidence, less preparation for college level courses, and more anxiety, they predictably performed less impressively in both tutorial sessions and on their comprehensive exam. This was before Columbia State's remedial and developmental program with thorough AAPP placement testing.² I could have predicted poorer student performance average in writing, reading, speaking and analytical skills. The class average on the HIS-TRIAD Comp exam as well as the end-of-quarter final exam results and performance on the tutorial essays bore out my pessimistic forecasts. In consequence of the somewhat different character of the class, comparisons with the fall quarter HIS-TRIAD and control group class were interesting although not necessarily valuable. I found that the single tutorial essay was considerably easier for me in terms of grading but was lacking in the ability I had during the fall quarter to gauge progress from week to week in the writing of essays. The trade-off for the winter quarter HIS-TRIAD class was that, for less work on my part, I was less able to gauge and affect progress over time on the student submissions.

Of course, the other obvious problem with the winter quarter 1986 HIS-TRIAD students was the fact that they were all veterans, perhaps a little burned out themselves. Where the fall students were generally first semester

freshmen with a discernible enthusiasm, many of the winter HIS-TRIAD students had already experienced the disillusionment of fall quarter final exams and grades. Furthermore, where fall quarter students knew that they were competing in a sense with a control group, the winter students had no such competitive rationale for hard work. Perhaps I am overemphasizing the negative points but I believe them to be significant at the onset of the class. And I can not measure in any quantitative sense, but I must admit that I was experiencing some burn-out at this point. At the end of the three-week HIS-TRIAD project during the winter session, students taking the COMP exam performed worse than both HIS-TRIAD and control groups during the fall quarter. Similarly, student responses on the questionnaire were not quite as enthusiastic as fall quarter responses.

Applications and Modifications of HIS-TRIAD Components

In the years since the fall 1985 HIS-TRIAD Project, certain modifications were made to integrate portions of the project into newer instructional programs. During the time of project implementation, Karen Peterson, director of institutional research at the college and a veteran grant writer, helped me apply for a grant from the Annenheim Foundation. We were asking for \$10,000 to be used for the development of several additional CMIVI modules. Two

additional scripts, as we noted, were written by this time. One, designated module four, related to the Constitution and another, module eight, concerned Manifest Destiny. These programs required funding and it was apparent that the college could not continue to underwrite these additional expenses. We realized that the technical quality of the work had to improve and substantive funding from an outside source was the only way this quality could be assured. Our failure to receive this funding convinced us that an expanded HIS-TRIAD-like program on the scale originally envisioned was unrealistic. The result was to modify the program substantially.

In the fall of 1986, a year after the HIS-TRIAD's initial implementation, we decided to make use of our three CMIVI modules by requiring all American History I students to experience the three computer programs. We had no tutorial classes and we had no reduction in lecture class time. The CMIVI experience was merely assigned as required homework. Another feature in modified form for the Fall 1986 classes was the tutorial article. Students were required to go to the Learning Resources Center's circulation desk to read the articles A Man and a Woman, Salem Witches, England's Vietnam, and the San Patricio Battalion. Instead of writing essays about these subjects, students were merely told that on the regular exams, the essay sections would relate to these subjects.

In the fall of 1987, I had produced another video program in American History which was judged to be significantly superior to the old HIS-TRIAD CMIVI modules in terms of technical audio-visual quality and in the script's organization and theme development. This film on President James K. Polk became a new standard for quality. I judged the old CMIVI modules as inappropriate for required viewing.³ There was a concern about the quality of the software and occasional equipment breakdown. Consequently, for the fall of 1987 classes, students were told that they could merely experience the old CMIVI's in the Learning Resources Center as make-up credit for points lost in absences. This gradual abandonment of the old modules was motivated also by the increasing experience during the previous fall (1986) of equipment failure and problems with the Apple hardware. By 1987 Mark Kramer had left Columbia State for a position at the University of North Carolina and the new media director, Krishna Pendyala, was himself less enthusiastic about the quality of the programs and the reliability of the equipment. The problem was further exacerbated by the fact that the college was establishing a Center of Emphasis in which new IBM computers were to be used. The Center was established by a sizable Federal grant in which anatomy and physiology instruction would be delivered by computer-managed-interactive-video. The general consensus

among administrators was to convert to the use of IBM hardware throughout the institution for uniformity. In terms of the tutorial articles, I continue to use some to this day as required reading.⁴

In 1986 Columbia State accepted a collaboration with the James K. Polk Memorial Home in developing a video presentation for visitors to the historic landmark. It was to be the institution's contribution to the Homecoming '86 project throughout Tennessee. I accepted the offer because it was a means to produce part of CMIVI module eight on Manifest Destiny. The video program would benefit the Polk Home and Columbia State history students. The Polk Home committee awarded the college \$5,000 to produce the video and I was selected to write the script and direct the project. The individual most responsible for the difficult work of videotaping and editing was Krishna Pendyala. With the funds provided, Bill Muehlbauer, now dean of administration, Pendyala and I were able to make two video taping trips, one to Washington D.C. and the other to Polk's boyhood home in North Carolina. Muehlbauer did the narration and John Walsh, a Nashville music consultant, recorded the upbeat background music for the production. The film which resulted was a short, tight, instructive and entertaining video which has received good reviews from students and tourists alike. Too brief for CMIVI application, it is shown to students in regular class.⁵

There was a computer-managed-interactive video program in history which was produced in 1988 on the earlier HIS-TRIAD model. In April of 1987 Pendyala and I took a new Sony M-2 professional video camera to the hundred and twenty-fifth anniversary re-enactment of the Battle of Shiloh for some "generic" video of the battle just to have on file for some possible future use. The re-enactment was so impressive that we decided to produce a CMIVI program on the American Civil War. Within a week I had written the script and entitled the program Our First Modern War. Because Pendyala was less familiar with CMIVI than the new media specialist at the college's Center of Emphasis, the center's director, Dr. Steve Stropes, was persuaded to loan us Mark Partain for our project. One day was spent video taping on-location narration scenes at Shiloh National Battlefield Park. Unlike the Polk film which was entirely "voice over," the Civil War film included a mix of on-location "talking head," voice over, video from the re-enactment and video copies of black-and-white Civil War photographs which were in public domain. Pendyala did in-studio audio recordings, Linda Owens and I did the photo research, Mary Barker did the music research, and Kendall Brown, one of my former students, did the vocal and instrumental music for the production. Also in the tradition of the old HIS-TRIAD CMIVI modules, the Civil War video employed the Whitney Insight 2000 Plus authoring

system. However, the program differed in a number of ways to enhance quality. In the new format, Mark Partain of the Center of Emphasis re-recorded the video segment which included the correct answer to each question and these re-recorded segments were placed on the linear video immediately after the video faded to black in anticipation of a cluster of questions. If the student answer was incorrect, the computer would command the VCR to play ahead a short distance after the fade to black and the delay time was cut considerably. The fade to black was also an important addition.⁶

Another impressive application of the new CMIVI characteristic of the Civil War film was a "touch-screen" answer selection process. In the HIS-TRIAD CMIVI format, students had to hit computer key A, B, C, or D. By touching the correct screen quadrant, now the student could register his or her answer. However, as impressive as the new system was, the Civil War program did not provide additional text information in the form of elaboration, remediation or reinforcement. The positive response of students and evaluators to this CMIVI program on the Civil War stimulated interest in a follow-up video. I have written the script for another thirty-minute program on the use of cavalry in the Civil War and I have video taped a number of re-enactment and living-history events attended by the 7th Illinois Memorial Cavalry. This program will be

produced when this current project is over. ⁷

There are other CMIVI applications in the works at Columbia State which have been inspired by the HIS-TRIAD Project. Throughout 1989 we video taped a number of special thirty-minute "mini-lectures" with guest speakers in my American History I classes. Gabrielle Hubert, history professor at Columbia State, spoke to one of my classes on the women's movement in the nineteenth century and Beatrice Curry, assistant professor of English, spoke to another class on the major literary figures of the New England Renaissance. I plan to visualize these mini-lectures by periodically editing in video clips of the appropriate subjects. A thirty-minute talking head is unsuitable for CMIVI; however, with a variety of video, maps, graphics and other visuals edited in, the video will lend itself well to the interactive format. In terms of time and energy expended for research and script-writing, the guest mini-lecture solves this problem up front. Except for the video inserts, the programs are ready for CMIVI conversion. Another purpose of the mini-lecture relates to a new class I will be teaching soon by instructional television to a remote class at Columbia State's Yates Center in Franklin. The technology is called Instructional Television Fixed Signal or ITFS. Although the project is strictly experimental and although there are considerable concerns and anxieties, the mini-lectures

which I am producing will be likewise broadcast to our receiver site in Franklin along with the regular live lectures.⁸

Finally, how has the HIS-TRIAD experience affected my lectures and my class discussions today? The hectic and driven pace of my HIS-TRIAD days has given me a greater appreciation for time in class. I no longer take it for granted. That experience which forced me to provide class notes as hand-outs similarly has prompted me today to provide students with more handouts in the form of exam reviews, bibliographical lists and biographical subjects for research, some class notes, directions for evaluating films and critiquing books, and to host a final exam review and pizza party at my home at the end of each semester.

I still use the HIS-TRIAD tutorial articles for students today. The original purpose was to elicit some special skills in critical thinking, debate, reading and writing. Although our remedial and developmental programs are a great aid in this area, I have used the HIS-TRIAD'S tutorial experience in another application. Students in each of my American History II classes, for example, are provided with either a description of the My Lai Massacre in 1968 Vietnam or the Oradeur-sur-Glane Massacre in 1944 France. After reading the facts, they are asked to judge the soldiers' behavior and recommend punishment. The follow-up discussions are often interesting because

responses are seen to frequently absolve or trivialize the My Lai experience. Again, the object is to spark critical thinking and debate, if not in the formal and orchestrated fashion of the HIS-TRIAD tutorial, at least in the informal recognition that historical events can be interpreted variously due to considerable cultural baggage, prejudice and perceived self-interest.

Conclusions

This dissertation is not designed to prove that the HIS-TRIAD Project was superior or preferable to the traditional lecture method in survey American History class. It is a description of the development, implementation and evaluation of that experience. The evaluation methods and instruments were many and varied but by no means comprehensive. Due to the piecemeal nature of the Project's implementation, the evaluation procedures were often not ideal. Despite these limitations and flaws, I believe some very valuable lessons were learned both for students and instructors. Hopefully, the description of the project as well as the conclusions which I am about to enumerate will be of some use to other curriculum developers and strategists who come across these pages.

As the second chapter of this work suggests, the verdict is not yet in on the overall value of computer-managed-interactive-video instruction. From my own experience in

this project, I must conclude that, given the costs to me personally in terms of time, labor, finances, and anxieties, the results of the comprehensive post-test for experimental and control classes do not justify the expense. The HIS-TRIAD students performed only marginally better than control students despite the greater amount of funds directed to the former. This was a very real disappointment for me because, however objective I wished to be, I expected all the work of development to "pay off" substantially at the receiving end--student performance.

However, this being said, I must also conclude from the overwhelmingly positive student responses on the questionnaire, HIS-TRIAD students gained more from the experience than merely a marginal advantage over control students on the COMP exam. There was an immeasurable benefit to HIS-TRIAD students, a benefit which can not be easily gauged by quantitative analysis. What I refer to is perhaps the psychological conditioning of students to see themselves as part of an experiment and the effect this conditioning may have had in increasing student motivation. The students, based on the questionnaire, claimed to have acquired a greater appreciation for history. They saw themselves as a special class. The tutorial class gave them a greater sense of unity and group consciousness. They knew each other better and they may have acquired a team spirit-like drive to work harder. I could not help

noticing that by the third week into the HIS-TRIAD experiment, students in the Monday lecture class began to seat themselves in the classroom generally in two groups and this tended to be their Wednesday or Friday tutorial groups. Certainly there was a camaraderie that was lacking in the more impersonal control group lecture class. I can not help but conclude that this psychology of a special class in which more was expected of the student encouraged more critical thinking, more interest in the subject of history, and greater communications skills. Again, often these benefits are imperceptible to students themselves and are immeasurable on tests. How does one measure appreciation and interest in a discipline with the form of objective testing commonly used? At least one student commenting in the questionnaire confirmed Professor Richard Clark's theory that the novelty of an instructional method does influence affective states for a period of time. In 1985 student familiarity with the VCR and the computer was not what it is today. If, as students indicated on the survey question, HIS-TRIAD participants improved in their appreciation of history, confidence in public speaking and writing skills, among other benefits, I will accept their feelings as genuine.

I must also note that this very enthusiastic endorsement of the HIS-TRIAD Project by students writing on the survey questionnaire was registered shortly before

these same students took the comprehensive exit exam on 14 October. The class average in the 12:00 class was an unimpressive 73.55 and the 1:00 class an unresounding 75.28. I doubt whether the knowledge that they performed better than the control groups provided them with much consolation. One must consider the possibility that the enthusiastic student responses on the survey could have been diminished if the comp exam had been taken and the results published prior to the survey questionnaire. In this sense, the IDEA student evaluation of my class objectives may have been a more accurate indicator of student attitudes. The problem with the IDEA evaluation instrument, as has already been noted, was the fact that it was administered a considerable time after the HIS-TRIAD format had converted back to the traditional three-day-per-week lecture class and after the second exam had been given. Again, the reason this is mentioned is that, despite comparative testing and evaluations of experimental and control groups, there were many variables which could work to invalidate conclusions which appear too rosy.

In retrospect, another variable which may have compromised the credibility of rigid quantitative analysis on the Comp exam was the issuing of class notes to my HIS-TRIAD students. I was motivated by a desire to compensate for my inability in the Monday lecture to cover all the information planned. The control groups were getting much

detailed information from the class notes which I used myself in the classes but which I did not hand out physically. These notes should have been given to all classes, experimental and control, in order to minimize the variables before the Comp exam. They probably would not have added anything to the control group beyond convenience because they constituted the notes presented in lecture and in no greater detail. Because of the added detail in the control classes, even with the class notes physically delivered to all classes, the control groups should still have enjoyed a greater advantage going into the Comp exam if no other factors were involved. Both groups should have equally benefited from the reading of the text. The difference was perhaps motivation which I believe was the deciding factor benefiting the experimental classes. The problem, of course, was that no test was given to isolate motivation in all control and HIS-TRIAD classes. The only indicator was the very positive survey questionnaire administered to the experimental students at the conclusion of the experimental phase of instruction.

Another important departing observation is to say that the HIS-TRIAD Project was conducted before Columbia State implemented its rigid and compulsory remedial and developmental skills classes. I must say that the R&D program today, with its AAPP testing screen, is an immeasurable aid to my teaching of history. I find myself

teaching only history rather than that mix of history and grammar and reading. Students can now write essays with confidence in their ability to express themselves. When I make reading assignments, at least I now know that they can understand the information read. In this regard, the HIS-TRIAD Project had among its many objectives the desire to improve student reading skills, writing skills, and reasoning skills. To the extent that R&D classes have addressed these deficiencies, they have begun where our project ended. When, today, I observe the essay writing abilities of my present history students and compare them with the essay quality of my typical HIS-TRIAD student, I can say that R&D at Columbia State has had a very real and measurable success.

A regret that I have about the HIS-TRIAD experience is the fact that there was no before-and-after essay question evaluation to measure progress in composition skills, a practice which our developmental writing instructors make common use of today. I could have given the same essay question in a pre-test to all my classes, experimental and control. Then at the end of the three-week period, another essay question could have been given to all four classes. All essays could have been graded based on the same criteria--unity, syntax, and organization. Of course, the reason such an effort was not made was simply a lack of time. There was some consolation to the degree that over

the three-week period of the experiment, and only in the two experimental classes, I could see an incremental if not radical improvement in writing style on the weekly essays submitted but I reason that this was in part the result of my written corrections on their returned papers, verbal proddings during each tutorial session for students to take their written work more seriously, and practice. A before and after essay test for all four classes could have benefited conclusions based on comparative testing; however, even if this had occurred, the three week period of the experiment would have been of insufficient duration to provide total confidence in findings. In this sense, conclusions would have been of a superficial nature.

Another regret relates to the tutorial class. I should have done what we did in the old Humanities Tutorial classes where students read their essays aloud to the class each week and exposed themselves and their ideas to verbal critique. I believe that greater care would have been directed at papers if students had to "own up" to their written works and ideas publicly. In essence, such a shift in emphasis would have diverted some class time away from a public discussion of ideas in the tutorial articles but would have benefit our goal of stimulating critical thinking.

Although we wished to promote oral debate and class discussions in the tutorial, I believe in retrospect that

too much emphasis was given to the "fact" of class participation rather than the "quality" of that participation in the grade awarded for the tutorials. One half the weight of each tutorial grade was based on class participation. As each student in our tutorial circle would make a comment, however brief or trivial, I would make a check mark by his or her name. These students also had a chance to write their essay papers at home with the benefits of time and perhaps family aid. There was not enough control over the awarding of the tutorial grade and this fact may help to explain the inconsistency, for example, of the student who received a cumulative tutorial grade of, say, a "B" and a 50 or 60 on the comprehensive exam.

Another regret that I have is my inability to index student performance on the comprehensive exit exam with the same student's response on the survey questionnaire. For instance, I would very much like to know the degree to which students who did well on the Comp exam also indicated that their high school history preparation was adequate. I would also like to know if the one student who preferred the lecture format to the CMIVI and the tutorial did well on the Comp exam. Or, perhaps more important for this particular student, I would like to know if he did better on the second (objective) exam which was based solely on lecture notes than on the HIS-TRIAD Comp exam. Of course,

the reason why the survey questionnaire which students completed did not request a student name was because I believed that anonymity on that survey would encourage frank and honest responses.

An additional shortcoming of the project was the fact that it was not, either in whole or in part, integrated into or used on the departmental level. Essentially the course was developed and taught in isolation of the other two history faculty members. Dr. Gabrielle Hubert and Dr. Lewis Moore were aware in general of my objectives for the course and, to an extent, the computer component. They were unaware of the tutorial component. It was my fault that I compartmentalized so much of the work. In retrospect, I am sure that they could have provided valuable help and advice and I am certain that much of my work, particularly the video lectures, would have been useful to them. Today I am more aware of their valuable input and the mini-lecture of CMIVI and ITFS are examples of efforts to tap these other important resources within the department.

Another important change which will benefit instructional innovation in the future is the extent to which our institution is adapting a uniform computer system throughout the campus. I have already noted how the Center of Emphasis is eclipsing the Learning Resources Center in video and computer software production and purchases.

Where the LRC today still makes use of the Apple IIe system, the Center of Emphasis is committed to the IBM system and to faculty training on the use of computers and AV facilities for locally produced instructional packages. Recently the Center of Emphasis has been conducting workshops for faculty in the use of the facility. And because the Center has a number of staff members specifically trained in assisting students who need help with CMIVI and CAI, student reaction is very positive. Our computer modernization and training programs have resulted in the process by which all faculty who desire computer terminals in their offices will soon have them. Although efficiency in faculty advising of students is clearly the primary motive, such proliferation of terminals will, I believe, lead faculty into the area of instructional innovation through computers. It is simply a process of familiarity.

Since the fall of 1985, I have had considerable time to think about workable alternatives to the methods used in our HIS-TRIAD Project. If I were to do it again, one of the most important changes would be in the restructuring of the lecture classes within the HIS-TRIAD. In the fall of 1985 and the winter of 1986, I held a lecture class on Monday and tutorial classes on Wednesday and Friday. Looking back at that experience, one of the greatest problems was the loss of lecture time. Even after the

first lecture class, the class notes distributed to the HIS-TRIAD students could not compensate for the lost time. Students in the control classes certainly had the advantage to the extent that for three hours each week they received detailed information with pertinent information highlighted on the chalkboard. My HIS-TRIAD students received only one hour per week of this highly detailed material. Despite the fact that experimental students received an additional thirty to forty minutes of lecture information in the CMIVI component each week, the CMIVI still lacked the ability to emphasize material in the fashion of the chalkboard. In terms of emphasis and explanation of points made in class, nothing is quite so effective and at the same time so simple as a student raising his or her hand. On the CMIVI Module Two, for example, experimental students could get very good information on nine multiple choice questions but for the rest of the information on that module, the students could not ask me for immediate explanation or elaboration. Although they could ask me the question during the next lecture class or in the tutorial meeting, the fact was that in the Monday lecture or the tutorial classes I was too pressed for time to encourage questions. And in the tutorial class, the topics were often so unrelated to the CMIVI subjects that such questions were not very practical. To put it plainly, experience departed from reality.

In recognition of this major stumbling block, I would restructure the entire HIS-TRIAD schedule if I were to do it again. Instead of only one hour of lecture each week, there would be a lecture class on Monday and Wednesday. Two hours of lecture each week would significantly increase student access to information. Instead of an entire hour devoted each week to a tutorial class on Wednesday and another hour to a tutorial class on Friday, I would reduce this to a single day for the tutorial. In order to encourage student participation in the tutorial class, I would still split the students into two groups. The difference would be to shorten the time provided for discussion from one hour to thirty minutes. In other words, a 1985 HIS-TRIAD student had an hour lecture in class on Monday and, say, an hour tutorial class on Friday with a possible hour CMIVI experience on his own with a total in-class time of two hours a week. In a future HIS-TRIAD scenario, the student would have two and a half hours each week in class, adding lecture time and decreasing discussion time. In the 1985 experience, the CMIVI represented the third hour each week. In the future scenario, the CMIVI would lengthen the aggregate time to, say, three and a half hours each week. That aggregate time per week with lecture, CMIVI and tutorial would be four hours if the tutorial were not split and if all students would be encouraged to participate in class discussions.

Whether three and a half or four hours, the student can be seen to benefit more than from the 1985 experience which limited hours of contact with teacher and computer to no more than two and a half hours.

Another change of format from the HIS-TRIAD Project which I would seriously consider for the future would relate to the role of the computer. Given the high costs of producing computer-managed-interactive-video instruction, I might consider changing to a computer assisted form of instruction. In this scenario, a student could view a video tape in its entirety either individually or in a class and then move to another adjacent computer station where CAI can take place. In this situation, video can not be replayed for review or remediation but all necessary information can be communicated by text and computer graphics. Therefore review and remediation is achieved, albeit at a significantly reduced cost.

In fact, a variation on this model is conceivable with an entire class divided into several students at a number of work tables. At one end of each table would be a TV monitor and VCR with one student controlling the pause control board. The students could view the video, take notes, and indicate to the VCR controller to pause for the asking of questions and the discussions which hopefully would result. Group discussions could be independent at each table. Each table could be supplied with maps, charts,

outlines and exercise sheets. Then, when the tape is finished and all discussion ended, students could proceed, either immediately or later, to the LRC or Center of Emphasis to individually experience computer-assisted-instruction (CAI). Again, a locally produced CAI program could provide in text, graphics and question-response options everything that CMIVI can provide except the video review. However, with new techniques in high resolution graphics design-authoring systems on the market, graphics for CAI can come close to the visual impact of video tape or video disk. The significant advantage to CAI is the savings in costs. Again, this idea, a modification of the original CMIVI, deserves consideration if costs for CMIVI production continue to rise.

Although I enjoy the production end of educational video for instruction, the realities of departmental budget restraints force me to recognize that more quality video programs must be purchased. And the purchase agreement should permit us to edit the video in such a way to make it interactive if we should decide to use it for CMIVI. The advantage to CAI is that video can be purchased without having to iron out the sticky questions of editing for other forms of delivery. Students can merely view the video and then go over to a computer for the CAI experience. In terms of student activity, the functions are totally exclusive and there are no worries about

copyright infringement for instructors.

Another conclusion drawn from the HIS-TRIAD experience is that institutions should vigorously encourage faculty involvement in all aspects of the production. Faculty who show an interest in producing educational video should be encouraged to help with the camera work, the sound studio recording, the editing station, and the computer. The key to such success is access. Faculty who show an interest in the equipment and its use could be a valuable resource, one which the LRC production studio could rely on for future assistance. The reasons I emphasize this point are that there is a tendency in all institutions, I believe, to compartmentalize work. It is a parochial view which can threaten success. Let me use an example. Once when I asked a camera technician to come with me to do some filming for one of our productions, he could not go because of a work conflict. I was already somewhat familiar with the camera and suggested he teach me how to use the camera due to my extremely flexible schedule. His response surprised me. He said that if I were trained on the camera, then his job would be threatened because, he reasoned, the administration could then use faculty to replace media technicians. My suggestion was based on the premise that I would be there to aid him, to help him out. As a result, until a shooting schedule could be found on a sunny day when I had an afternoon free, this shooting

segment required a three week delay. The fact of compartmentalization allows professional competition to get in the way of cooperation. It's the 9 til 5 mentality which discourages spontaneity and, I believe, creativity.

Finally, and perhaps the most important conclusion drawn from the entire experience, success of any such instructional effort depends on funding. Although we have increasingly put money and energy into updating our LRC production studio, one major problem experienced in the production phase of the project was the shortage of personnel. If the college has the equipment but fails to fund the hiring of personnel to put out the video or the instructional software, then there is a waste of equipment. One LRC director said recently that, despite the equipment, there is a reluctance on the part of the administration to hire more production staff because of the relatively modest volume of output. It is the classic egg-and-chicken argument. My response is that, if the demand is there and the equipment is there, the production rates will increase with sufficient staff. In our case, we were so strapped for staff, for more money for on-location filming and time for post-production work, that I was forced to take up the slack. I had to be present at every stage of the process. I must admit that, initially, this was fine but there was burn-out as a result of the struggle to justify the project, to beg for money, to take production staff away

from their other duties, and to pay for so much of the work out-of-pocket. The fact that I had to pay for the insurance personally to take production equipment off campus on our filming trips is only one such example. There is a concomitant recognition that some very talented and creative people were not emphasized in such a way to maximize those talents in work. For example, people like Krishna Pendyala and before him, Mark Kramer, often spent much of their time repairing AV equipment like slide and filmstrip projectors and TV monitors in the classrooms. During many of our very intensive studio work sessions, we were constantly distracted and interrupted by calls to handle mundane tasks which could have been the better handled by student workers or other support staff.

The bottom line is money. Funds can get the state-of-the-art equipment and it can get the staff to operate it. However, just as public access television for commercial cable companies has generated success in locating and training volunteer television studio operators, so institutions wishing to increase instructional output in AV and computer programs (produced locally) must make use of workshops, financial incentives, professional development strategies and recruiting to "snag" interested faculty and staff. If institutions like Columbia State claims to accreditation groups that they are promoting instructional innovation with high tech delivery capabilities, those

institutions should document that they are doing more than merely purchasing equipment. The process of local quality production of AV programs and computer exercises for instruction should have as its foundation dedicated and qualified personnel, workshops and financial encouragements. And success here depends on funding.

In terms of professional development for me, I feel that I have grown much since the HIS-TRIAD concept came to light in Dr. Babb's class in 1984. Although there were many frustrations along the way, they were more than compensated for by the many positive features of the program. I believe the students and the institution benefited from the experience. Although the HIS-TRIAD Project is history at Columbia State, its impact is currently being felt in programs under development and in more realistic understanding of what can be accomplished with the resources available. And I hope other educators who read these pages may find ideas for their own situations.

Notes to Chapter IX

1. These graded student tutorial essays for 1986 are listed in Appendix X and can be found on file in Clement on the Columbia State College campus.

2. Although AAPP testing at Columbia State was mandated in 1985, comprehensive implementation began the next year.

3. Sarah Fralix, secretary to the LRC director, communicated these concerns to me in late 1986.

4. An academic computing committee was established for the purpose of setting guidelines and standards. These recommendations were made in 1987 for IBM use. The commitment of the Center of Emphasis at Columbia State to IBM may have been a factor in the overall administrative decision.

5. William X. Andrews President James K. Polk (Columbia, Tenn: Columbia State Community College, 1986), uncatalogued video tape.

6. William X. Andrews The Civil War: Our First Modern War (Columbia, Tenn: Columbia State Community College, 1987), uncatalogued video and CMIVI.

7. The program is scheduled for production in the summer of 1991, after several more living history events are taped for inclusion in the program.

8. Segments of the mini-lectures, one dealing with the women's movement in the 19th century and the other pertaining to the New England Renaissance, were shown to Columbia State faculty and staff during an in-service session on 16 August 1990. Linda Belew, director of institutional research and faculty evaluation at the college, reported that a survey of faculty responded enthusiastically to the project's conceptual design and technical audio-visual quality.

APPENDICES

Appendix I
The HIS-TRIAD Syllabus
[Original and Unedited Documents]

A. Introduction to the HIS-TRIAD Booklet:

The History Department would like to welcome you to a special class which is designed to give you an enriched and more personalized experience in the study of history through the use of new technology and through exposure to a variety of teaching methods. We have found through student evaluations of classes that there is a desire to actively explore and debate those issues and ideas in history which have an impact on our lives today. However, in the traditional lecture style of teaching this subject, time, class size and the necessity of covering the basic facts often prevents a more thorough discussion of these issues. It was in the hope of teaching the factual content as well as debating the issues that we have designed this program for you. We call it the HIS-TRIAD Project because the class makes use of three teaching methods. You will experience a lecture, a tutorial class of group discussion, and a computer-managed video. On Mondays the class meets in Clement 204 for a regular lecture. Then the class is divided into two groups for the tutorial classes. Group A meets on Wednesday in C204 at the regular class time and Group B meets on Friday in C204 at the scheduled hour. These Wednesday and Friday classes are designed for group discussions and debates. Throughout the week you will go to the Learning Resources Center at the time of your choice to view the video tape and to interact with the computer. The LRC staff will be available and helpful if you should need assistance in the use of the computer. Although you will be coming to class only twice a week, you will be receiving instruction in history on three occasions. The computer-managed-interactive-video lecture (we call it CMIVI) is designed to give you the extra time each week to experience the tutorial. Because the tutorial class is half the size of the Monday class, you will have a greater opportunity to discuss issues in history which interest you. In the small group environment, you will know your fellow students better and you will benefit from more individualized instruction.

B. Syllabus, Class Schedule and Flow Charts:**THE GENERAL COURSE INFORMATION**

Instructor: William X Andrews
Class: American History I HIS-TRIAD Sections D and E
 57-2111-D Call Number 218 —
 57-2111-E Call Number 219 —
Office: Clement 207
Office Hours: MWF 8-9, 10-12
 Wed 4-6
 Fri 2-3
 TTh 8-9:30
Office Phone: 388-0120 Ext 277
Classroom: Clement 204
Classtime: Section D 218 MWF 12:00
 Section E 219 MWF 1:00

I. GENERAL COURSE DESCRIPTION:

American History I surveys the colonial period, the winning of independence, constitutional development, physical expansion of the country, and growing sectionalism before the Civil War. Major emphasis will be given to such broad topics as the impact of Old world ideas and colonial experiences on later constitutional growth, the economic and political causes and consequences of the revolution, the Jeffersonian and Hamiltonian views on government's proper role, the development of political parties, ethnic pluralism, and concepts of Manifest Destiny and states rights.

II. GENERAL OBJECTIVES:

In addition to the important goal of successfully recalling facts and understanding historical developments for satisfactory exam performance, you should learn to see history with an objective overview - to understand the process and to appreciate the impact of history on the human condition today. Such understanding should reflect an awareness of the interpretive nature of our study, allow us to apply our knowledge of the past for living in the present, give us an appreciation of the dimension of time in the unfolding of events, and confirm our own place and humanity in the continuum of history. Exams will measure your ability to master those objective which are subject to measurement.

III. SPECIFIC OBJECTIVES OF THE HIS-TRIAD PROJECT:

In the Computer-Managed-Interactive Video Lectures, you will:

- a. experience a degree of independent instruction out of class
- b. pick up some computer experiences and skills
- c. benefit from immediate evaluation and remediation on the CMIVI tests
- d. benefit from an opportunity to explore additional information through "branching"
- e. visually associate names with faces, geographical expressions with bit-pad maps, and concepts with video photography
- f. benefit from the diagnostic abilities of CMIVI to tell you in what areas you are weak and strong - for improvement

In the Tutorial Classes, you will:

- a. become more experienced and comfortable in public speaking
- b. learn the major schools of historical interpretation
- c. learn to defend and attack a thesis or idea on the basis of facts
- d. learn to analyze and synthesize information in history
- e. improve writing skills by submitting weekly compositions
- f. improve reading skills by reading weekly tutorial articles

In the traditional Monday lectures, you will be provided the factual data on specific personalities, events and developments in American history.

IV. TEXT:

The text for the course, America: Changing Times by Dollar-Gunderson-Satz-Nelson-Richard (New York: John Wiley, 1982) will be our guide. American History I will cover the first twelve (12) chapters in the text. It is recommended that you read the appropriate chapter prior to each Monday lecture in order for text information to reinforce materials studied and information acquired through lecture, CMIVI, and the tutorials. The textbook is required for the course. For the textbook chapters which you will be required to read for each exam, refer to the class schedule.

V. METHODOLOGY:

As explained in the HIS-TRIAD Welcome, there is a three-fold method of instruction centering around lecture, tutorial discussion, and computer-managed-interactive video.

VI. EXAMS AND GRADING:

There will be three exams, each one representing one-third of the final grade. For the first exam on 14 October, the multiple choice section represents half the weight of that first exam and the three submitted compositions will constitute the other half. The second exam on November 11 and the final exam will be objective (multiple choice) and essay. If you fail to take an exam at the appointed time, you must make it up during my office hours before our next class meeting.

The following grade scale will be used: A 90-100; B 80-89; C 70-79; D 60-69; F Below 60.

VII. ATTENDANCE AND TARDINESS:

Although I will take daily roll, you will not be penalized (up front) for failure to attend the Monday lectures. You should have no difficulty with the CMIVI programs in the LRC because of the flexible scheduling. However, the fifty percent of the grade weight of the first exam is based on the quality of your submitted weekly tutorial essays and the quality of your essays will be based in part on your class participation in the tutorial discussions and from the ideas you pick up in these sessions. If you must miss a tutorial class, you might be able to attend another group meeting in the Wednesday/Friday schedule.

In my experience I have found that there is a direct proportional relationship between attendance and exam performance. Your physical as well as "mental" presence in class will insure that lecture or tutorial information which is not found in the text will be properly recorded.

Out of consideration for your fellow students, your instructor, and the considerable amount of work before us, please make an effort to get to class on time.

VIII. HIS-TRIAD FLOW CHART AND CLASS SCHEDULE:

Wednesday 18 Sept
Introduction & Pre-Test

Friday 20 Sept
CMIVI Demonstration in LRC

23 Sept Monday Begin HIS-TRIAD Unit One Lecture
Topics: Native Americans, Spanish, French

Wed 25 Sept

Tutorial Group A
Discussion in C204
A Man & A Woman

Mon-Fri 23-27 Sept

Tutorial Group B
CMIVI in LRC
God, Glory & Gold

Mon-Fri 23-27 Sept

Tutorial Group A
CMIVI in LRC
God, Glory & Gold

Fri 27 Sept

Tutorial Group B
Discussion in C204
A Man & A Woman

30 Sept Monday Begin HIS-TRIAD Unit Two Lecture
Topics: English Colonial Life & Culture

Wed 2 Oct

Tutorial Group A
Discussion in C204
Salem Witches

Mon-Fri 30 Sep-4 Oct

Tutorial Group B
CMIVI in LRC
A Seed Transplanted

Mon-Fri 30 Sep-4 Oct

Tutorial Group A
CMIVI in LRC
A Seed Transplanted

Fri 4 Oct

Tutorial Group B
Discussion in C204
Salem Witches

7 Oct Monday Begin HIS-TRIAD Unit Three Lecture
Topic: The American Revolution

Wed 9 Oct	Mon-Fri 7-11 Oct
Tutorial Group A	Tutorial Group B
Discussion in C204	CMIVI in LRC
<u>England's Vietnam</u>	<u>Allegiance Dissolved</u>
Mon-Fri 7-11 Oct	Fri 11 Oct
Tutorial Group A	Tutorial Group B
CMIVI in LRC	Discussion in C204
<u>Allegiance Dissolved</u>	<u>England's Vietnam</u>

EXAM # 1

Proceed to Lecture
Classes

After taking Exam # 1 on 14 September, you will begin your classes in the traditional lecture format. The following is the lecture schedule:

18-25 October	Text Chapter 5 Chartering the Governing Powers The Articles of Confederation The Constitutional Convention The Federal Constitution Washington's Administration Hamilton's Financial Programs Emergence of the Two-Party System John Adams' Administration
Week of 28 Oct-1 Nov	Text Chapters 6 and 7 Jeffersonian Democracy Thomas Jefferson Louisiana Purchase The Marshall Court James Madison

	<p>The War of 1812 The Era of Good Feelings A/V: <u>Equal Justice Under the Law</u></p>
Week of 4-8 November	<p>Text Chapter 8 and 9 National Growth & the American System Transportation The Factory system The Slave System Indian Removal Women</p>
11 November	Exam # 2 Lectures & Text Chaps 5-9
Week of 13-15 November	<p>Text Chapter 10 American Culture & Reform Instincts Religion The Literature Abolitionism Education and Temperance Utopianism</p>
Week of 18-22 November	<p>Text Chapter 11 Jacksonian Democracy Andrew Jackson Election of 1824 John Quincy Adams Politics of the Common Man Nullification and Peggy Eaton The Bank Issue The Jackson Legacy A/V: Jacksonian Democracy</p>
Week of 25-29 November	<p>Text chapters 11 and 12 Manifest Destiny Texas Harrison/Tyler Administration James K Polk Administration The Mexican War Immigrants and Nativism Literature at Mid-Century Handout: <u>San Patricio Battalion</u></p>
Dec 2-3	Review for Final Exam
4 December 8:00 am in C204	Final Exam for 12:00 MWF Class 218
5 December 10:00 am in C204	Final Exam for 1:00 MWF Class 219
IX. HIS-TRIAD TUTORIAL GROUPS: (Omitted names of students)	

X. STUDENT CONDUCT:

It will be assumed that all students are adults, that conduct will reflect a sense of responsibility and maturity. It will also be assumed, unless proven otherwise, that students will abide by an honor code which prohibits plagiarism and the giving and/or receiving of information during exams. Any breach in the honor code during exams will result in a grade of "0" on that exam.

XI. HIS-TRIAD LECTURE OUTLINE FOR MONDAYS

C - CMIVI
T - Tutorial
L - Monday Lecture

The following are general lecture outlines showing major areas to be covered by lecture, CMIVI, and tutorial. The outlines represent the first four chapters in the textbook.

UNIT ONE

- I. The Native Americans before Columbus (L)
 - A. The Great Civilizations
 - B. North American Indians
- II. Conditions in Europe Prompting Exploration (L & C)
- III. Spain in the New World (C)
 - A. Exploration and Claims
 - B. Conquistadores and Missionaries
 - C. Encomienda and the Black Legend
 - D. Political and Economic Foundations
 - E. Colonization North of Mexico
 - F. Colonial Life
- IV. France in North America (C)
 - A. Exploration and Claims
 - B. Economics of Fish and Fur
 - C. Colonizing New France
 1. St. Lawrence and Great Lakes
 2. Louisiana
 - D. Black Robes and the Indians
 - E. Weaknesses
- V. The Dutch in North America (L & C)
 - A. Exploration and Claims
 - B. General Characteristics
- VI. Mercantilism (L)
- VII. Tutorial Profiles: A Man and A Woman (T)

UNIT TWO

- I. The English Background (L)
 - A. The Reformation
 - B. English-Spanish Rivalry
 - C. Economic Developments
 - D. Voyages of Exploration and Colonizing Before 1607
- II. The English Southern Colonies (C)
 - A. General Characteristics in Common
 - B. Virginia
 - C. Maryland
 - D. The Carolinas
 - E. Georgia
- III. The New England Colonies (C)
 - A. The Bible Commonwealth of Massachusetts
 - B. The Pattern and Character of Settlement/Expansion
 - C. The New England Way - Church and State
 - D. The Economic Foundations
- IV. The Middle Colonies (C & L)
 - A. General Characteristics
 - B. New York
 - C. Pennsylvania
- V. English Colonial Life and Culture (L)
- VI. Mercantilism (L)
- VII. Tutorial Profile: Salem Witches (T)

UNIT THREE

- I. The French and Indian War (L)
 - A. International Implications
 - B. The Battle of Quebec
 - C. Significance
- II. The Causes of the American Revolution (C & L)
 - A. The Costs of the French and Indian War (7 Years War)
 - B. Efforts to Tighten Colonial Administration
 - C. Efforts to Raise Revenues in the Colonies
 - D. Others
- III. The American Revolutionary War (C & L)
 - A. General Characteristics
 - 1. The countryside in arms
 - 2. The Loyalists and the civil war

- 3. British advantages
 - 4. Rebel advantages
 - 5. The social revolution
 - 6. Government under Congress
 - 7. Others
 - B. The Declaration of Independence
 - C. Major Personalities
 - D. Major Battles - Saratoga and Yorktown
 - E. Explanation for the British Defeat
- IV. The Peace of Paris (1783) (L)
- A. Negotiators and Negotiations
 - B. The Provisions
 - C. The Significance
- V. Tutorial Profile: England's Vietnam (T)

C. HISTORIOGRAPHICAL ESSAY:

Introduction

This booklet is an effort by the History Department at Columbia State to introduce you to some selected topics which you will not find in standard textbooks. In these selections we will go into some depth investigating personalities, examining concepts, exploring meanings and persuing analogies - all in an effort to broaden and enrich your knowledge and understanding of history.

The selections are designed for a once a week tutorial class i which active group participation, discussin and debate are encouraged. You are to read one selection each week and prepare a short essay from a number of possible essay questions. After reading these selections, hopefully we will see people like Cabeza de Vaca and Marguerite de La Roque as real people who, four hundred years ago, lived and breathe, thought and felt as some of us do today. The story of the Salem witchcraft hysteria should tell us that the event is not completely buried in history books. The emotions, fears and superstitions characterizing that society may, in perhaps more subtle forms, be seen in our behavior today. And in comparing the British experience in the American Revolution to our experiences in Vietnam, we should recognize that there are limitations to power and that complex events beg more than a superficial answer in the search for objective explanations.

History is the written recording of our past, a roadmap which explains why and how we got to where we are today. We are today collectively the product of our past and our past often defines our goals, limits our choices, conditons our behavior and influences our values. In other words, we carry with us through our lives considerable baggage, the cummlative weight of inherited experiences. Past history makes us what we are and our present actions will moments hence be a part of that past history influencing our future. We can examine our great achievements and our failures and, from this knowledge, plot a more enlightened course for the future.

At the heart of our study is the perplexing and fascinating problem about what "causes" history to move in the peculiar way that it moves. You will gain much from the experience of these weekly tutorial/class discussions if you approach each weekly reading assignment with a spirit of exploring causes and motives.

The technical definition of causation is "the act or agency by which an effect is produced." Most of what we observe in history is the relationship of cause and effect, of individuals making decisions or acting in response to some preceding action or decision. This man-centered view of historical "cause" is

the most widely accepted because the writing of history is generally human-oriented. The historian sees the hand of man in nearly everything. In other words, instead of saying that abstract alliance systems caused World War I or that uncontrollable economic forces caused the Great Depression, these historians would examine the mistakes made by the professional diplomats on the eve of the war or they would examine decisions made by prominent economists in government.

Causation has also been viewed as environmental. Without taking man out of the picture, most historians are environmental "determinists" to the extent that they can see how, for example, England's island position "caused" her to emphasize a strong navy over the centuries or that Arab power in the Middle East has been enhanced by oil wealth or that mineral resources like gold in Peru increased the power and prestige of Spain after the conquest of the Inca Indians. Some environmental historians have argued that sunspot activity 93 million miles away adversely affected crop yields which in turn reduced food intake which in turn weakened the ability of people in Late Medieval Europe to resist the bubonic plague or the Black Death. American historian Frederick Jackson Turner suggested that democracy in America was enhanced (caused) by the environment or rather by the experience of cowboys, miners and settlers domesticating a rough frontier wilderness.

Historians also say that ideas or ideology cause history to move in special ways. Of course they would acknowledge that human decisions were involved in the fashioning of ideas but many claim that, once in place, ideas like Marxism or Calvinism or the other great "isms" have a way of perpetuating themselves in a momentum of their own. They would argue that the belief in Manifest Destiny helped to bring on (cause) our war with Mexico in 1846 or that belief in the domino theory caused the Vietnam War.

In a more general way, historians can see that history results from the culture at large. People are seen to be the product of their unique and distinctive cultures and they are influenced by its collective values. They are exposed to these values through the influence of peer pressure, education, television, parental behavior and propaganda. These influences "cause" people to act in similar and often predictable ways to outside stimuli and, to this extent, there is a form of causation at work.

In a more metaphysical view of causation in history, there is the question of man's role as a free agent. Aristotle in the fourth century BC felt that man in history was an active agent and not merely an isolated and confused spectator at the mercy of "energy states in endless transformation." There seem to be limits to man's freedom of action and many historians would give him less credit for action than did the Greek philosopher Aris-

totle. Medieval historians as well as some religious fundamentalists today, looked for final causes and the hand of God ultimately at work in each event. The doctrine of "free will" gave man personal and moral responsibility for his actions in history to the extent that Martin Luther could see man frying in hell for his hand in history. God imposed natural calamities as retribution for man's evil. Some who explain final causation in terms of God would permit sufficient free will in man to justify a final judgement. Others would deny any freedom to man.

Fortunately for those of us who are indecisive, confused and bewildered by the question of cause, most historians are generalists. In other words, they see that causation can be almost anything in human experience. They see history determined by human decisions, by ideas fashioned by man, by environment and cultural values, and by forces beyond our control or our understanding. Despite the controversy, there is agreement in that man is the central theme in history. Whether he is the principal actor on stage or more a spectator, the subject will all his complexities and contradictions is eminently deserving of the study. As you read the selected essays which follow, make an effort to understand motives and causes.

Introductory Essay for Salem Witches -

Not unique is the teacher who, when a class is particularly lethargic and bored, can immediately resurrect enthusiasm by merely pronouncing with the proper solemnity the incantation "And then there was the case of witchcraft in Salem." It is, I am certain, the same magic formula which makes celluloid successes of such overworked themes as can be found in Poltergeist, The Umen, The oracle and The Exorcist. As products of a modern and secular age which glorifies science and eschews reason, we might view the story of Salem with more a sense of humor than of tragedy because the childlike superstitions and fears of the 1690's are so at odds with our modern mindset. We are fascinated by what happened but we are also guilty of judging a distant era by the values and standards of our own time. If we probe deep into our own experiences, we might find that many of our own beliefs are, similarly, based upon faulty logic, emotion and superstition.

I can recall the subject of witchcraft and black magic when working a number of years ago as a volunteer hospital administrator in a tropical South American village. The people of the village were the descendants of African slaves and Spanish landowners. Although Christian in formal practice and despite the admonitions of the local priests, the villagers, I discovered, would sometimes fall back upon another heritage. Everywhere there was talk of the evil eye, of hexes and preternatural tormentors. There were the local witches or brujas who relied on herbal remedies for curing illnesses and who competed with our hospital staff for the patronage of the populace. They tried to cure parasites in children by rubbing coconut oil in the patient's hair. I remember most vividly an incident which occurred each Saturday night. Soon after dark a number of young women would be brought to the hospital emergency room and they would be in a terrible state of convulsions, fits and hysteria. I must admit that the first time I witnessed it, I was troubled by the noise and the wild gesticulations. However, our experienced Irish surgeon merely would give each of them a shot of saline solution. The shot was a placebo and the fits always subsided on the spot. Then their husbands would carefully lead them back home. The women claimed they were bewitched but the doctor told me it was simply a ploy by these women to keep their husbands from spending their meager wages down at the local house of prostitution. The wives were successful on Saturday nights.

For me these experiences helped to put into some perspective the strong need of some people throughout history to believe in the supernatural. Often the occult was used as a way to deal with the harsh realities of life or to escape from them. Perhaps what happened in Salem Village can be, in part, explained in this way. Perhaps not. The following articles is taken from

the book Salem Possessed by Paul Boyer and Stephen Nissenbaum (Cambridge: Harvard University Press, 1974). As you read this selection, keep in mind the efforts of the civil authorities in Salem to operate within the limits of the law.

D. 3. Introductory essay for England's Vietnam -

It is often dangerous and self-defeating for historians to look at two events with the purpose of making generalizations based on apparent similarities. This is particularly true of events separated by a considerable space of time and geographical distance. It seems as though each event in history is unique and deserves immunity from self-serving efforts at analogy. However, we have found that by identifying characteristics common to two events, we can often better understand each. Remember the famous warning issued by the philosopher Santayana. He believed that by ignoring the lessons of the past we condemn ourselves to relive the past and all its mistakes.

The merits of historical analogy (comparing two events) are clearly apparent when we explore the similarities of the British experience in the American Revolution and our recent experience in the Vietnam War. The noted American historian Page Smith sees the value of comparison and reveals his personal view of the Vietnam War when he says:

Most will hardly have missed, as I certainly did not, the striking analogies between Great Britain in the middle years of the eighteenth century and the United States in the middle decades of the twentieth. As Britain - powerful, enlightened, the most advanced and liberal nation in the world - proceeded, full of self-righteousness, to put down riot and rebellion among her ungrateful subjects across the sea, we, full of our own power and justice, declaring to the world our devotion to international justice, to self-determination, to democracy, undertook to check the progress of "Godless Communism" in a small country half a world away. Like Great Britain we persisted, out of stubbornness, pride and inertia, long after our intervention had turned into a disastrous war that we could not win."

That we now have had at least a decade since the fall of Saigon to study the war in Vietnam and that we have the perspective if not the objective detachment to reevaluate our policies in Vietnam, it has become clear that the war was considerably more complex than once we thought. And the analogies to the American Revolutionary War stand out with greater clarity.

Both conflicts were international in scope, with competing alliance systems and balance of power considerations. Both wars were ideological in that revolutionary theories were being tested and fought for. Both conflicts were true civil wars with rebels confronting Tories as Viet Cong confronted troops of the South Vietnamese Government. In both conflicts, guerilla tactics were successful in wearing down, frustrating and demoralizing the stronger side. In both conflicts, the force of nationalism and xenophobia (hostility to foreigners) served the interests of the revolutionary side. Both struggles were wars of attrition which lasted much longer than anticipated by the side trying to suppress rebellion and revolution. And the similarities go on and on.

The following article is taken from Richard M. Ketchum's "England's Vietnam: The American Revolution," in American Heritage (1971). While reading it, consider periodically how England's behavior in eighteenth century America often paralleled U.S. behavior in Southeast Asia.

E. REQUIREMENTS/SUGGESTED TOPICS FOR TUTORIALS:

WHAT YOU MUST DO FOR TUTORIAL CLASSES

1. Read the weekly articles found in this booklet for your tutorial class and select one of the essay questions which you would like to answer in your weekly composition.
2. Then write a rough outline with some rough notes on the topic you have chosen. These notes and outline will be helpful to you both when you participate in the tutorial class discussions and when you are ready to write your composition.
3. Come to the tutorial class and make use of your notes and outline in the group discussions.
4. After the tutorial class is over, write a short essay of approximately three hundred to four hundred words based on your reading of the weekly tutorial article in this booklet and on the ideas which you may have picked up during the class discussion.
5. Your composition must be turned in to me before your next tutorial class. This will give you an entire week to formulate your ideas and set them to paper.
6. Your three essays will be graded and your participation in the three tutorial discussions will be graded. Your first exam will be on Monday 14 October. Although you will take a multiple choice exam over material in the textbook, the Monday lectures and the computer-managed-interactive video lectures, one half of the weight of this exam will be based upon your three compositions and your tutorial class participation.
7. After your exam on 14 October and for the remainder of the quarter, you will revert to a Monday-Wednesday-Friday lecture schedule. Your second exam will be on Monday November 11 and your final exam December at 8:00 and (for those of you in the 1:00 MWF class) Thursday 5 December at 10:00 am.

SUGGESTED ESSAY TOPICS FOR YOUR TUTORIAL COMPOSITION

The following are suggested essay topics for your tutorial composition. If you prefer not to do your paper on these questions, you may select a related topic of your own choosing. If you choose your own topic, be sure to get it approved by me before you begin your work.

Week One: A Man and a Woman -

1. After examining the exploits of Cabeza de Vaca and Marguerite de La Roque, which of the following explanations do you think was the most responsible for their survival: luck, personal tenacity, strength of character, or physical endurance? Why?
2. During his eight years of wandering and living with the Indians, Cabeza de Vaca underwent a change of attitude about the Native Americans. Discuss those characteristics of the Indians which the Spaniard most seemed to admire and those which most disturbed him. Why was he optimistic that the Indians could be made into good Christians?
3. Both Cabeza de Vaca and Marguerite seemed to have gained strength for perseverance through a strong personal faith in God. Do you think that such faith can make a difference in the struggle to survive? Explain why or why not.
4. Cabeza de Vaca and Marguerite were heralded as heroes when they returned to their homelands after their ordeals. What qualities did each possess which seemed to be heroic? Come them to a modern day person with heroic qualities.

Week Two. Salem Witches -

1. There are many theories concerning Salem Village and the subject is still actively debated today. Select one of these theories which tries to explain the major cause of the tragedy at Salem, examine the research, and write a paper defending this theory.
2. Can you think of any event or events in recent history which reminds you of the kind of injustice which comes from a majority of people persecuting a minority of people on the basis of gossip, misunderstanding or prejudice? Write an essay in which you compare the Salem injustice to a more recent example.

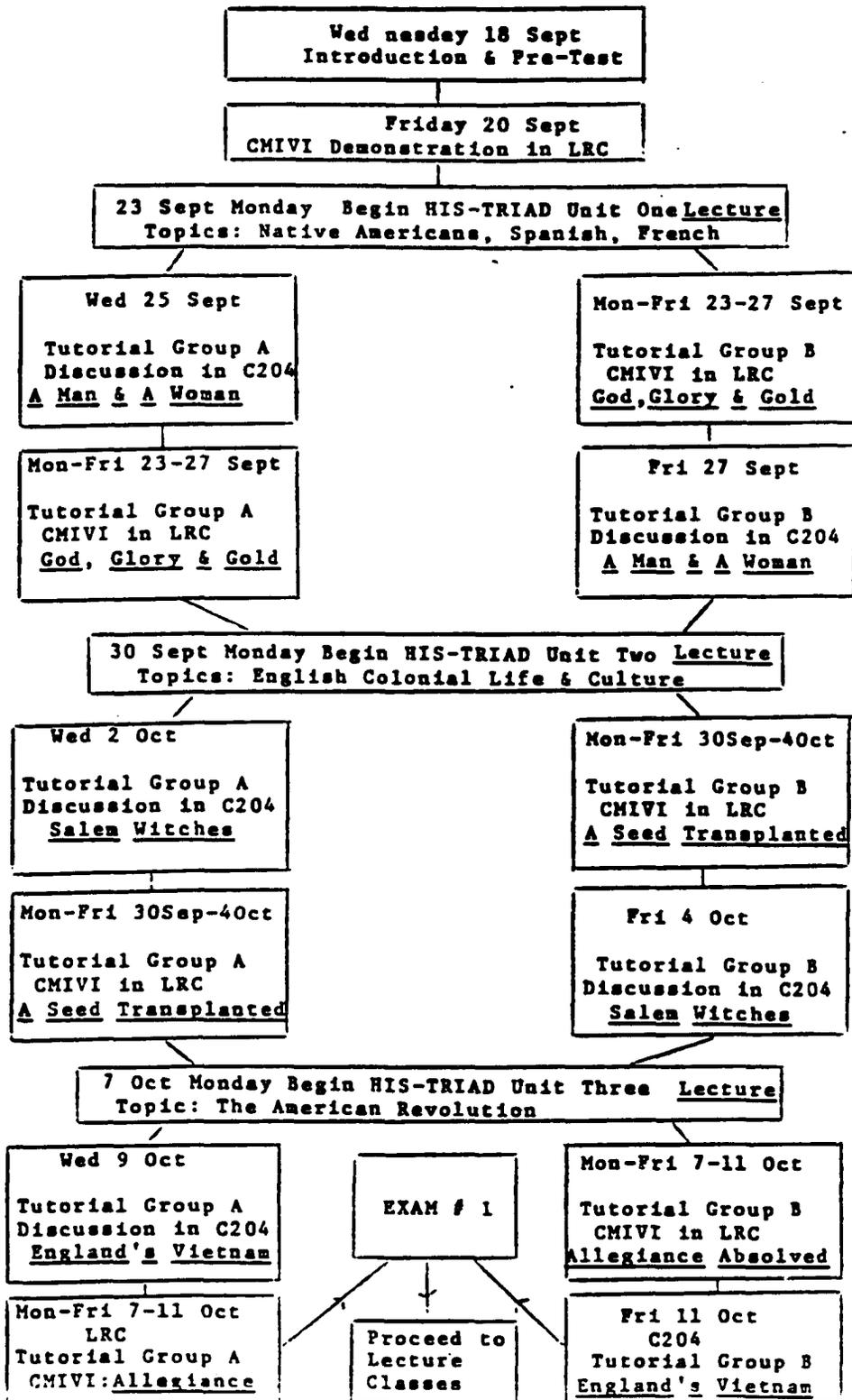
Week Three. England's Vietnam - ...

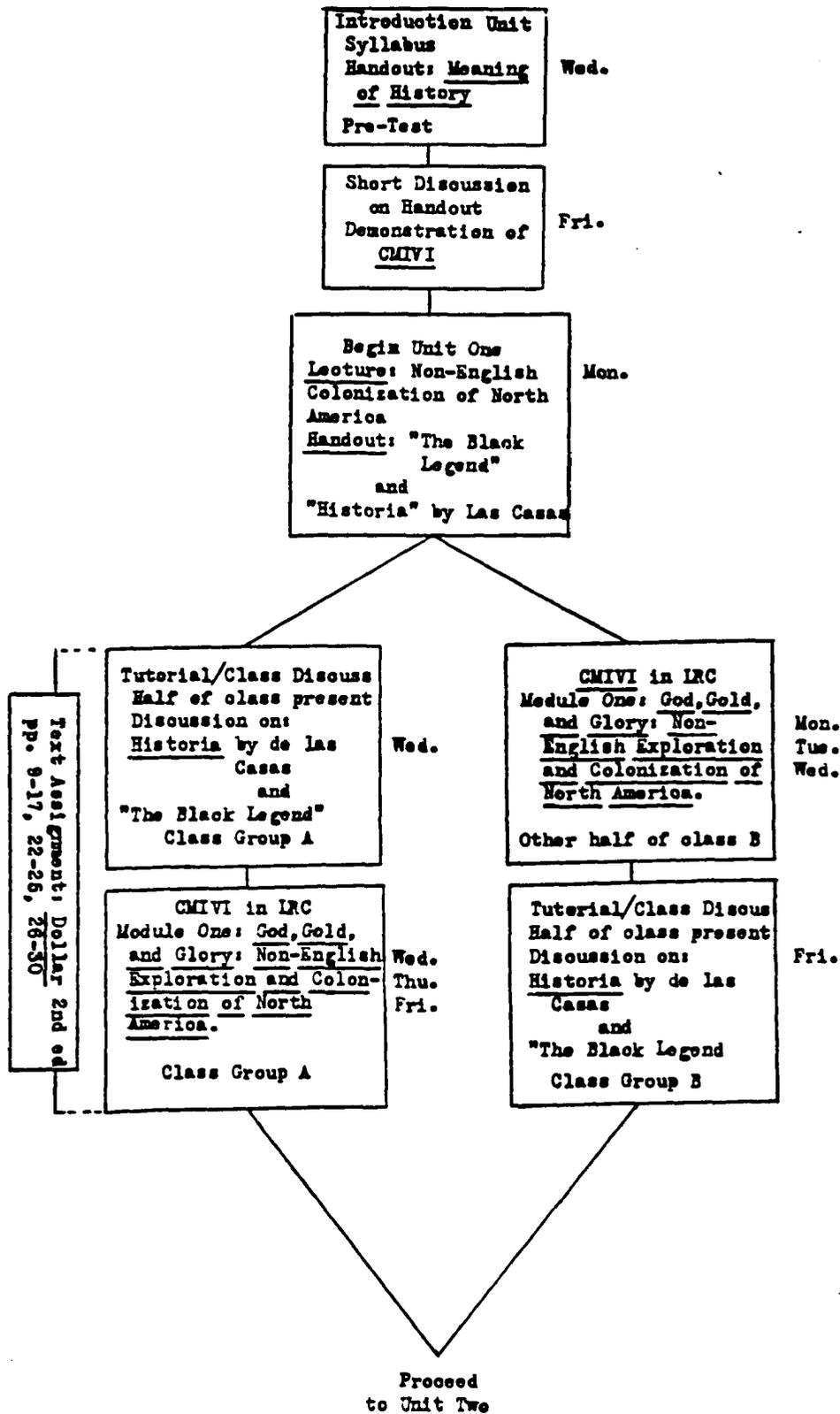
1. Former British Prime Minister William Pitt believed that England was unjustified in its war against the American colonials in the eighteenth century. Under what circumstances or conditions do you think that war is justified? From what you know of the Vietnam War, do you think that this conflict was justified - in terms of morality and in terms of practicality?
2. The American Revolution represented a rare defeat for England in her golden age of power and prestige. Similarly, the Vietnam War is the only conflict which the United States ever lost. If we see the Vietnam War was a tragedy, do you believe that our

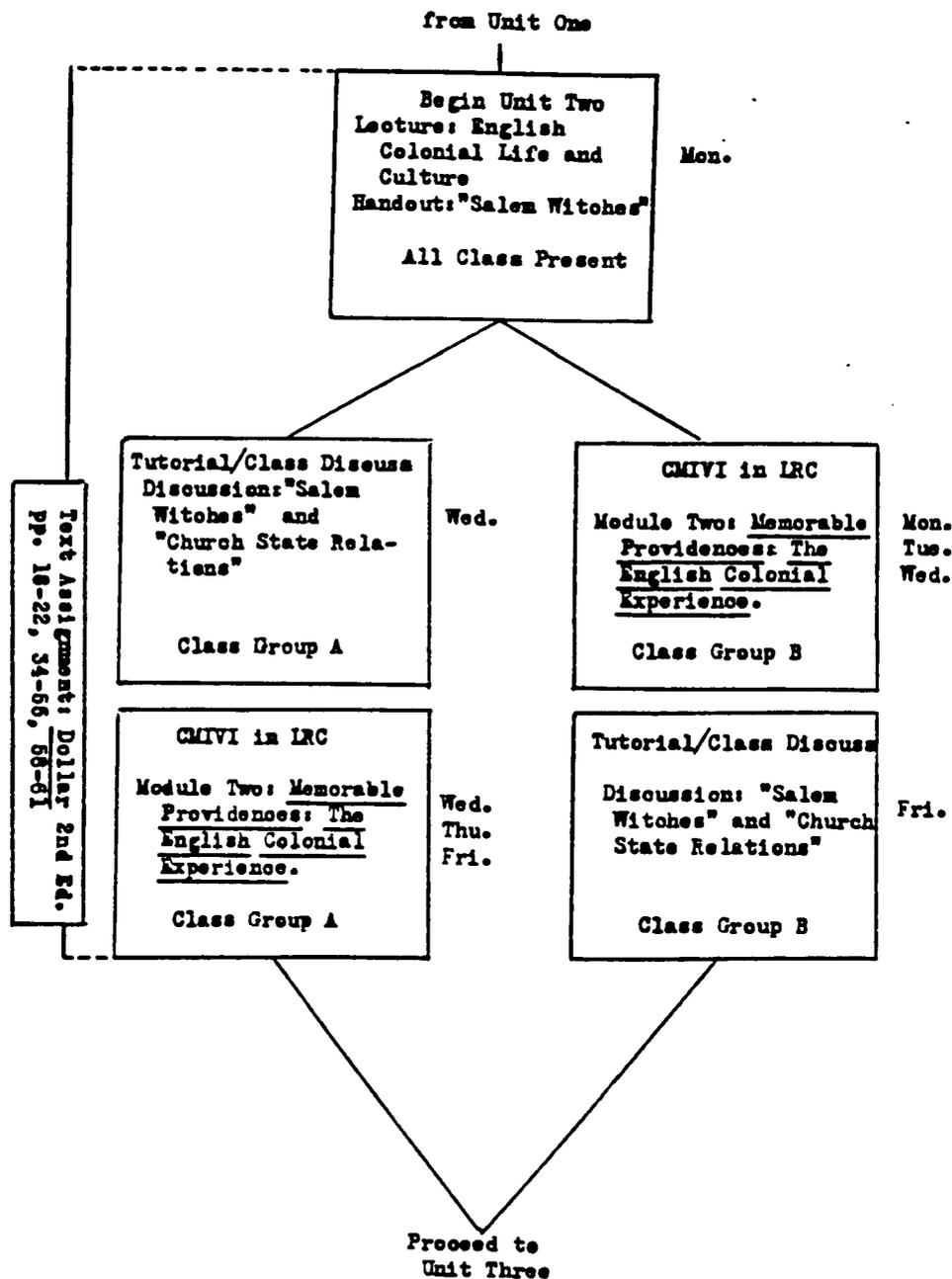
foreign policy decisions today suggest that we have learned from our past mistakes? Why or why not?

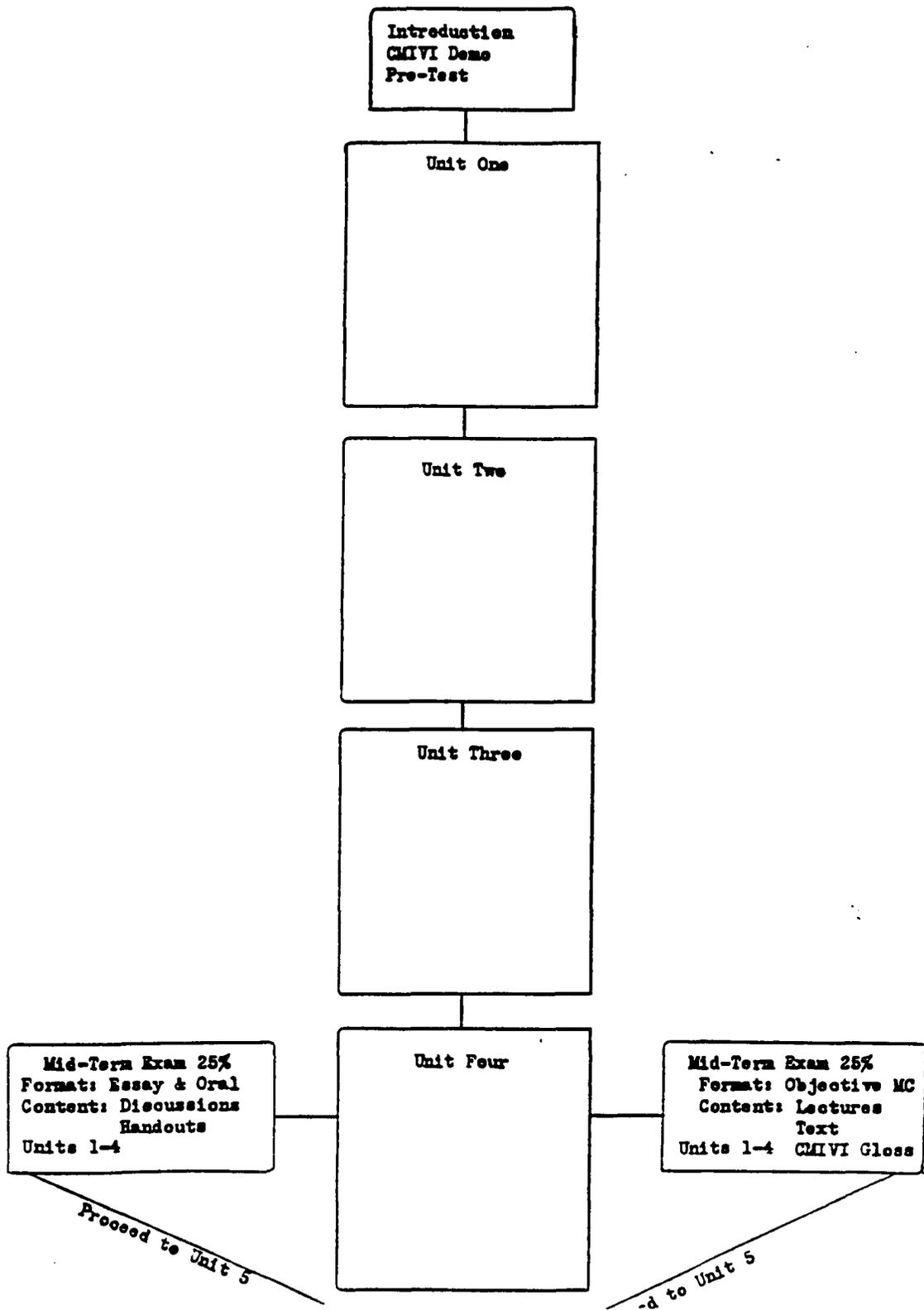
3. Both the American Revolution and the Vietnam War caused considerable domestic unrest in England and the United States respectively (riots on college campuses, draft evasion, demonstrations). Much of this was in reaction to conscription or unpopular draft laws. Write an essay in which you explain your views on the draft in wartime. How can it be fair and popular? Should women be drafted into combat and should college students be excluded from the draft until their educational goals are completed?

Appendix II
Flow Charts and Diagrams
[Original and Unedited Documents]









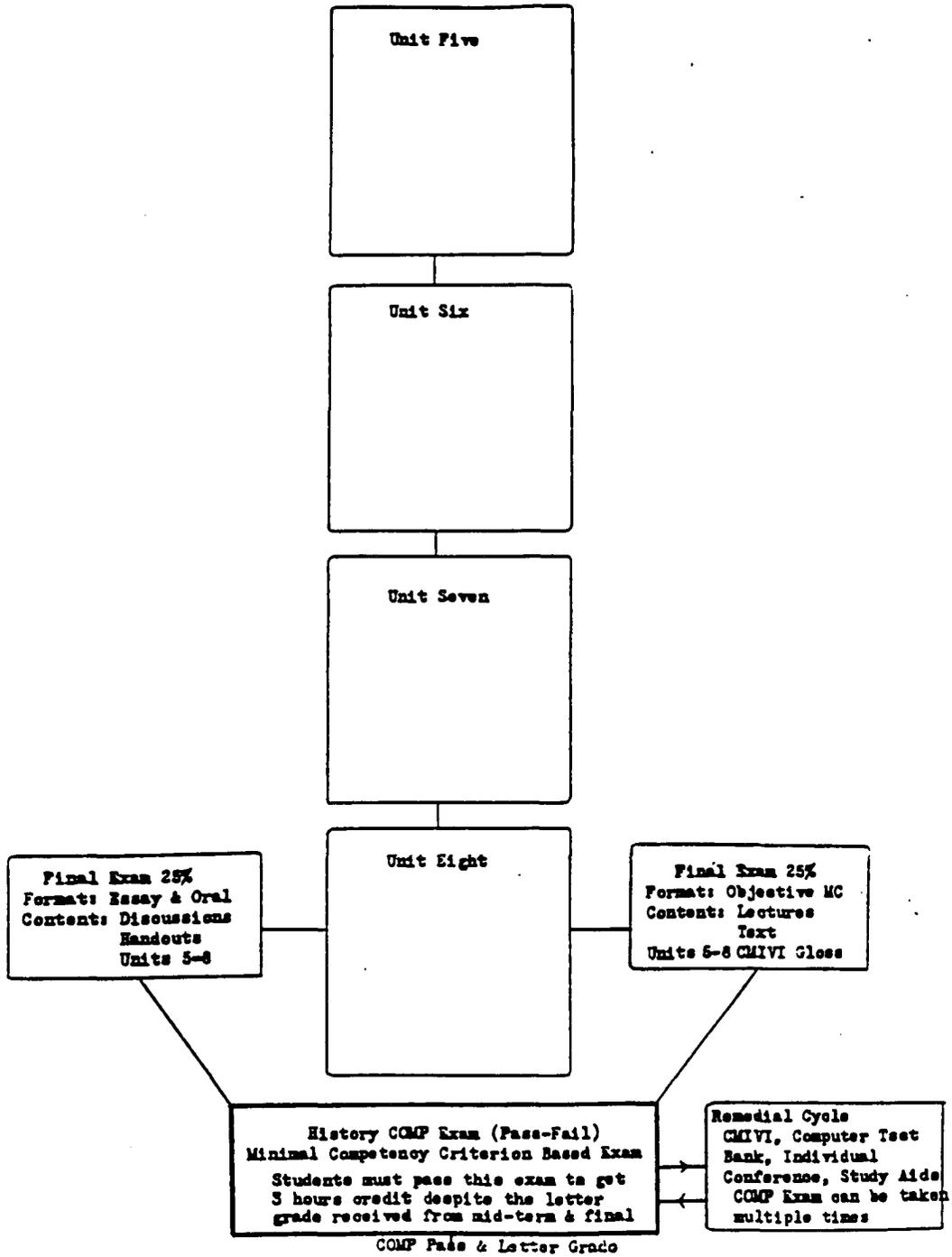
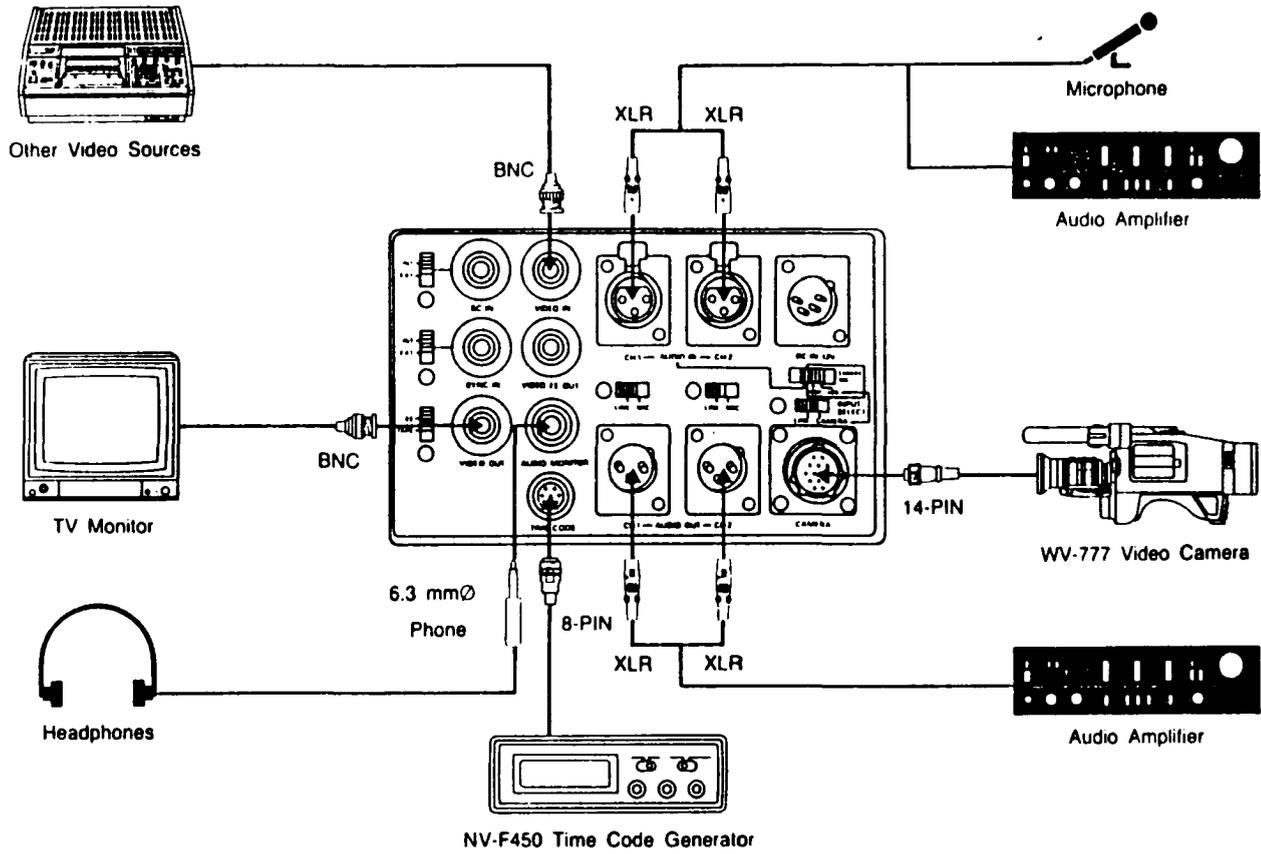


DIAGRAM SHOWING THE VIDEO AND AUDIO RECORDING FUNCTIONS OF THE PANASONIC 3/4 INCH VTR NV-9450.



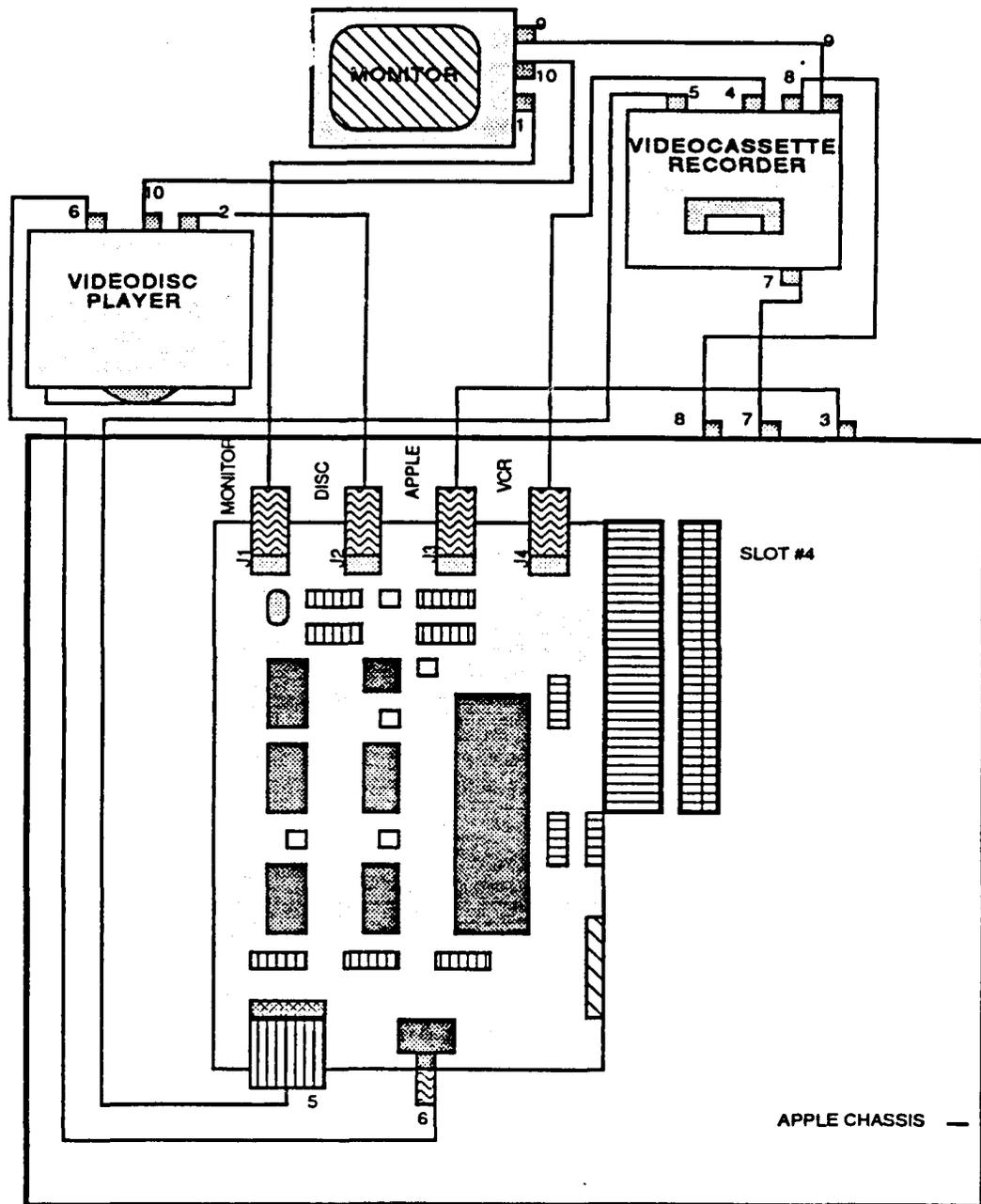
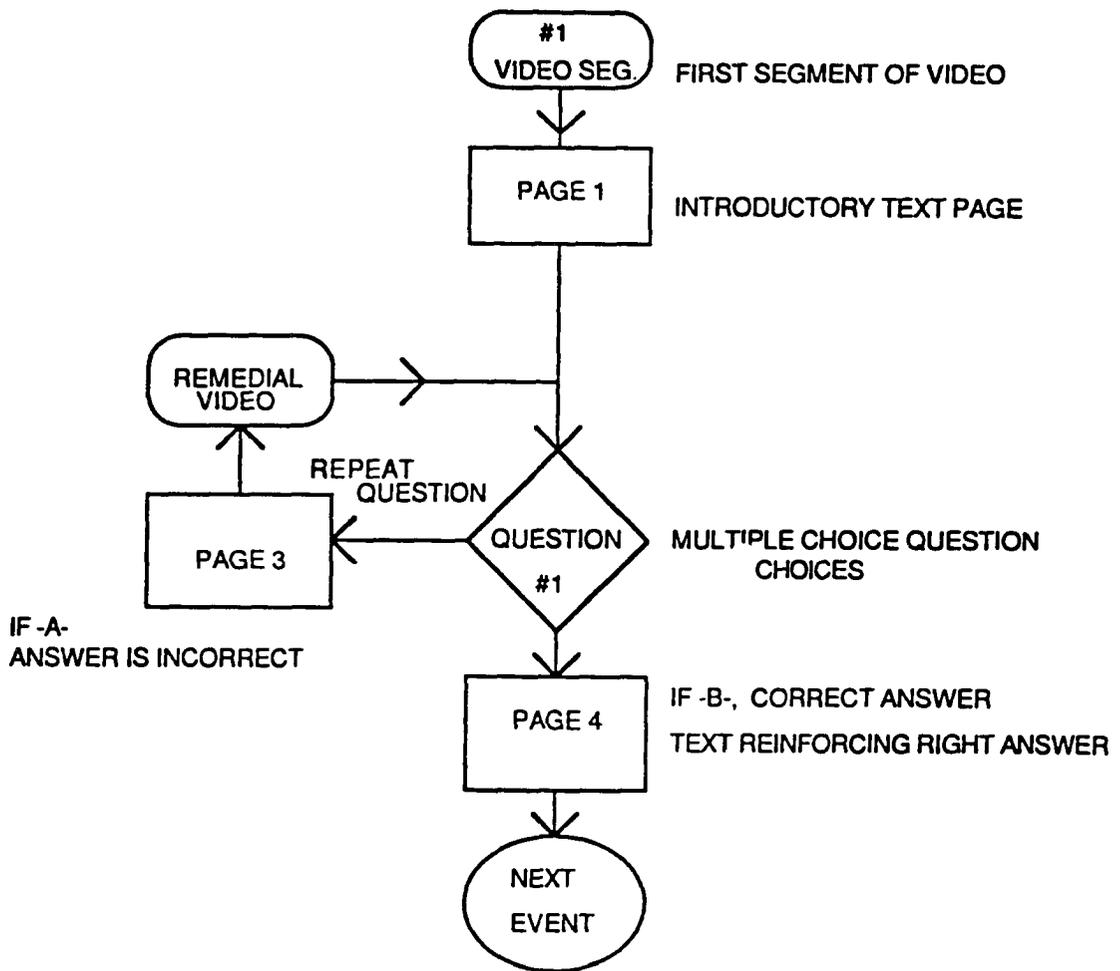


DIAGRAM SHOWING THE INSIGHT 2000 PLUS INTERFACE INSTALLATION CONNECTORS LEADING FROM THE APPLE IIE COMPUTER TO MONITOR, VIDEOTAPE PLAYER AND VIDEOCASSETTE RECORDER.

LESSON FLOW CHART

SAMPLE FLOW CHART



A SAMPLE FLOW CHART OF VIDEO INTERACTIVITY USING THE INSIGHT 2000 PLUS FORMULA.

Appendix III
Scripts and Interactive Questions
[Original and Unedited Documents]

GOD, GLORY AND GOLD

1. Any European of the 15th century gazing westward across the Atlantic had reason to be anxious. It was an unchartered sea, deep dark and foreboding. It's personality was excitable and unpredictable, its boundaries mysterious and its promise unknown. However, in one year, 1492, Christopher Columbus cut through the layers of myth, superstition and fear to reveal a land of promise. The following years would witness the efforts of Europeans to explore, conquer, settle and exploit this new world.
2. Today's program, the first in our series of computer-managed interactive lectures, will examine the role of the Spanish, the French and the Dutch in North America.
3. The exploration and colonization of America was a painful and epic struggle. It was as spectacular for the European as it was tragic for the Native American Indian. What it ultimately did-it made America a cultural and ethnic extension of Europe.
4. Now, the American impact on Europe was likewise profound. It unleashed new economic forces, it changed dietary habits, and it reduced population pressures in the Old World. America gave Europeans a new sense of their time and place in history, a new sense of geography, and a new excitement about discovery.
5. Conditions in Europe in the late fourteen hundreds meant that a major discovery was in the offing. The Old World was in the midst of an intellectual ferment known as the Renaissance. The people were increasingly eager to learn more about the world around them and they were discovering the tools for such learning. Sturdier, larger and more sea-worthy ships were being used. There was the use of the astrolabe and the compass. And there was more accurate mapping and charting. All these things collectively made exploration by sea less subject to the caprice of the elements and they helped to embolden otherwise cautious and superstitious sailors to venture out from the protective embrace of their own home waters. Of course, the quest for riches figures prominently in our chronicle of discovery.
6. As most any young school child can tell you, America was discovered because of spices. For kitchens without refrigeration, spices made rancid meat and otherwise monotonous cooking more palatable. For Europeans who for reasons of climate lived in cold castles and bathed infrequently, oriental perfumes enjoyed obvious popularity.
7. In 1435 the Ottoman Turks, a rising Islamic power in the Near East, captured the Christian trading city of Constantinople and threatened to cut off the lucrative spice trade to Europe. While Portugal was chartering a route around Africa to the Orient seeking spices, Columbus, sailing from Spain in 1492, sought a shorter and more direct route to the Orient by sailing west. What he discovered

8. The discovery ultimately won for Spain vast wealth and the largest empire in the world. In 1494 Spain had her claims to the New World formally recognized in the Treaty of Tordesillas, a treaty between Spain and Portugal and approved by the Pope, giving the Spanish control of the bulk of the Americas.

9. The treaty was merely a claim recognized. It was not a land taken. It now fell to the Spanish conquistadors to further that claim by outright conquest. It is difficult for us today to imagine what these men must have been like. Rough, crude and often cruel, they were ideally Islamic Moors of Old World Spain.

10. They were the products of an intolerant age - devout, superstitious, and ambitious. They convinced themselves that they were the cutting edge of a superior civilization, serving God by winning souls for Christ, serving Spain by increasing its possession of gold, and serving themselves by finding a place in the sun.

11. Their feats were a legendary and their suffering considerable. Many of them wandered for years through harsh and inhospitable terrain.

12. Such were men like Hernando Cortez who in 1519 invaded Aztec Mexico. Taking advantage of Indian myths, superior technology, the horse, and Indian allies, his army managed to bring down a civilization of millions and carry off a fortune in treasure.

13. A decade later Francisco Pizarro, lured into the Andean mountains by rumors of gold, managed through ruthlessness and considerable luck to overthrow the brilliant Inca civilization. He too carried off a fortune in treasure.

14. The success in Mexico and Peru encouraged Spaniards to look north. St. Augustine is the oldest Spanish town in the present United States and its impressive architecture and style reflect the power and self-confidence that were Spain's in the sixteenth century. We see here the oldest church in the United States...and the oldest house.

15. Forts along the coast of Florida tell us that Spain intended to wield power and enjoy her predominance undisturbed by foreigners, latecomers and interlopers.

16. It was Aztec and Inca silver and gold which prompted the Spanish settlement of what would be the present United States. We are now in the Castillo de San Marcos which today is a major tourist attraction for the state of Florida but which in the sixteenth century was the northern most permanent Spanish settlement and fortification in North America. It was built to protect the annual treasure fleets which, laden with Inca and Aztec gold and silver, had to sail far enough north along the East coast of Florida to catch the prevailing winds back to Spain. The problem was that Spain feared the threats of hostile nations, bucaners, privateers and pirates. So the fort here was built to protect these treasure ships.

17. The building material for the Castillo de San Marcos is coquina, a sponge-like, fossil-like material which was more likely to absorb the shock of cannon balls rather than to crack as was the case with so many European fortifications.

18. Well, Hispaniola and Cuba became the base of operations for explorations north and west. As early as 1513, some six years before Cortez marched into Mexico, Juan Ponce de Leon invaded Florida in his unsuccessful quest for treasure and the legendary fountain of youth. Like so many of his fellow conquistadors, he died fighting hostile Indians, the victim of a poison arrow.

19. A second expedition to Florida is worthy of note. In 1528 an expedition was organized by a Panfilio Narvaez. He took several hundred men and women and sailed from Cuba to the western coast of Florida, anchoring somewhere around what we think was probably Tampa Bay. Marching his conquistadors into the hinterland, he became bogged down in tropical underbrush and lost track of time and location. When he returned to the coast, he discovered to his dismay that his fleet had abandoned him and sailed back to Cuba.

20. Thinking that Mexico was only a few weeks trek to the west, he ordered the construction of large wooden rafts. He melted down the armor of his men for the tools of construction, he used the clothing of his men for sails, and he killed his horses for food and leather straps for the sailing vessels. With nearly four hundred men, he began the journey around the Gulf of Mexico. They were constantly harassed by Indians who attacked them with arrows. The ranks were thinned out by starvation, Indian assaults, and storms so violent that in a single such tempest Narvaez and the majority of the Spaniards perished.

21. The emaciated survivors were organized by an individual by the name of Cabeza de Vaca. The group wandered along the Gulf coast into Northern Mexico. Struggling against starvation, Indian imprisonment, and rapidly thinning ranks, a few finally reached Spanish settlements in western Mexico in 1536 - after an odyssey of eight long years. There were only four survivors out of the original four hundred.

22. Cabeza de Vaca told his countrymen of the rumors of wealth to the North, of the legendary seven cities of Cibola - cities of gold to rival the brilliant Aztec capital of Tenochtitlan.

23. It was this legend which prompted a massive expedition in 1540 under the command of a young Francisco Coronado. For two years this large army of three hundred soldiers and several hundred friendly Indians journeyed through the hot arid deserts of the American southwest - today's New Mexico, Arizona, Colorado and possibly Kansas - encountering nothing more substantial than poor Indian adobe villages. They laid their eyes on the vast herds of buffalo described by Cabeza de Vaca and they were the first Europeans to gaze upon the Grand Canyon.

24. At the same time that Coronado was trekking through the Southwest, Hernando de Soto was leading an expedition of some six hundred men from Florida through the American Southeast. In his

frantic search for gold, de Soto earned a reputation for cruelty and his army was constantly harassed by avenging Indians. He discovered the Mississippi River and, after he died, was buried in its waters to protect the body from the Indians. Like Coronado to the west, de Soto's column found no great Indian cities of gold. It seemed apparent from the futile efforts that there was insufficient booty to justify costly expeditions such as these.

25. Spain now turned her attention to administering what land she had already conquered, ruling those Indians already converted, and exploiting those resources already known.

26. The problem of governing colonies three thousand miles away was considerable but by the end of the sixteenth century Spain had fashioned for herself the design of a workable and dynamic colonial system.

27. The American colonies supplied the mother country with precious metals, agricultural produce, cattle and a haven for the restless - while Spain offered her American settlers protection, luxury goods, and manufactured commodities for the burgeoning colonial markets.

28. The highly profitable system which supplied American resources to Spain was maintained on the backs of countless Indians who were enslaved in war or, if peaceful, parceled out to the conquistadors and latter settlers for work.

29. What emerged was the encomienda system. In return for protecting the Indians, providing them instruction in the Catholic religion, and maintaining them in the basics, Spanish settlers to America were offered a vast pool of forced labor along with liberal grants of land.

30. Abuses were always present as these settlers and landowners worked their slaves to exhaustion and death. These individuals regarded Indians as their private property and they regarded their large estates as private fiefdoms to operate as they pleased. They often resisted the attempts by churchmen and men of conscience to reform the system of encomienda.

31. One powerful voice on the Indians' behalf was Bartolemeo de las Casas, a priest who was sickened by the mass cruelty for profit. He wrote a book, A History of the Indies, designed to shock the Spanish Crown into action, a purpose which had some success. The irony was that, in attempting to bring relief to the Indians, he advocated the introduction of African slave labor. A great injustice was replaced by yet another.

32. Eventually the distinction between Spaniard and Indian became somewhat blurred as a growing population of mestizos - the mixture of Indian and European - made its presence felt. When black African slaves were introduced, the racial mixture of Spanish America witnessed even greater diversity with American-born Europeans known as Creoles living side by side with mestizos, Indians, and African influenced mulattos. This sixteenth century painting shows a marriage ceremony between Spanish aristocrats and Indian women.

33. Before the English and French ever established themselves in North America, there were two universities, hundreds of towns and nearly six million subjects under Spanish rule in America.

34. By the end of the seventeenth century, the Spanish frontier was gradually expanding north and northwest from Mexico. The religious orders were planting new missions in New Mexico, Arizona, and California, educating the peaceable Indians in farming techniques, trade skills, and expansion, frontier presidios or military outposts were built. Economically, Spanish North America became increasingly concerned with the cattle industry with vaqueros, the forerunner of our cowboys, riding the ranges of the American Southwest.

35. By the eighteenth century the energy and dynamism of this colonizing effort had spent itself and Spanish North America began to witness the encroachments of other European powers intent on carving out for themselves empires in America.

36. It was here on the Gulf of Mexico, where the Mississippi empties into the sea, that the claims of the Spanish and the claims of the French in mainland North America began to overlap. Although the Spanish were the first Europeans to discover the Mississippi, it was the French who would really exploit it.

37. Today the city of New Orleans at the mouth of that great river visually reminds us of French power, prestige and influence in America. The features are unmistakably French - the cuisine, the architecture, the cosmopolitan personality of the city, the elegance and self-confidence.

38. The banners overhead commemorate the reign of Louis XIV of France and his role in the exploration and colonization of North America by the magnificence and splendor of his court at Versailles. Historians today regard him as perhaps the most important and powerful ruler in Europe in the late seventeenth and early eighteenth centuries. And it was after him that our present state of Louisiana was named.

39. We are now in a building called the Cabildo in New Orleans, a building which confirms the fact that both the Spanish and the French had a significant role to play in the city's early history. It was built by the Spanish in the 1790's and it was occupied by both Spanish and French administrators.

40. The story of the French in America may not have been as spectacular as that of the Spanish but it was certainly as heroic. Colonization was preceded not by armies of conquistadores but rather by small groups of humble and intrepid Breton fishermen in search of the codfish and also by hardy, rugged and tough trappers in search of otter and beaver pelts.

41. The first of these fishermen began to frequent the Grand Bank off Newfoundland as early as 1504 but their visits were seasonal and they returned to France during the harsh winter months.

42. In 1424 an attempt was made to lay some formal claim to the region and to search for a passage through the American continent to

the Orient. In that year Giovanni Verrazano, an Italian navigator in the service of France, explored much of the coast of New England, Nova Scotia and Newfoundland.

43. A decade later the Frenchman Jacques Cartier made several voyages to the area and penetrated the St. Lawrence River. Naively he believed the stories told him of a fabulously wealthy Indian kingdom further up the St. Lawrence. Repeated visitations only led to frustrations as riches eluded him.

44. French fishermen continued to work the Grand Bank, curing their fish along the Canadian coast and trading tools, cloth and trinkets with the local Indians for valuable furs. Already European fashion was creating a lucrative market for these prized pelts.

45. Finally, at the end of the sixteenth century when religious strife and civil war in France came to an end, the Crown began to encourage colonization. It granted exclusive fur trading monopolies to companies willing to settle colonists in New France at their own expense.

46. Working with one of these competing companies, Samuel de Champlain established on the St. Lawrence the first permanent settlement in New France. The site was Quebec, far enough inland to exploit the Indian fur trade. The year was 1608 and Champlain's efforts earned for him the title of "Father of New France". For the next twenty-five years he would be governor of the area and in that time span the fur trade became as important to the economic life of New France as mining and the cattle industry were to the economic life of New Spain.

47. It was along the great waterways of North America - the Great Lakes, the St. Lawrence, the Mississippi and their tributaries that the French presence was the most felt. The so-called *coureurs de bois* - literally runners of the forest - were the rough and tough French traders and trappers who did much to map out the interior of what would be the United States and Canada in their never-ending quest for pelts. They traveled in much the same way we are travelling right now - by canoes, only back then they used they used the birch-bark canoes which were light and durable enough to be carried in portage between bodies of water.

48. As animals became increasingly trapped out and as areas were overworked, the French went further west, laying claims to newly discovered lands and encountering new tribes. The *coureurs de bois* either worked as middle men in the fur trade or as independent trappers themselves. They were motivated primarily by profits yet their close contact with the Indians often led to mutual respect. Many married Indian women, often taking on their customs and their privations.

49. The dependence of the early French traders on the Native American necessitated an enlightened Indian policy. Of the three great European powers in North America, the French tended to be the most solicitous of the Indian.

50. French Indian policy was also influenced by the Jesuits. Jesuit missionaries were motivated by a genuine desire to Christianize the Native American. They lived and worked among the tribes, often trying to convert the Indian without completely destroying his culture.

51. Their success among the Indians of North America can be traced to a couple of points. For one thing, the Jesuits were some of the most ardent defenders of Indian customs and Indian ways and the Indians were quick to perceive this. The Black Robes, as the Indians called them, did their work proselytizing among the tribes with gentle persuasion, often compromising the unessential for what would be considered the essential - the spirit of the Christian religion. Moreover, Indians who were ritual-oriented tended to respond more to a religion with colorful costumes, elaborate rituals, vestments and statues.

52. Not all Jesuits were successful. Issac Jacques and Jean de Brebeuf attempted to convert the powerful Iroquois, traditional enemies of the Pro-French tribes along the St. Lawrence. These two priests were among a number of French Black Robes who died at the hands of the Iroquois. For the French they became national heroes and for their church they became martyrs.

53. French claims to the interior of North America were rounded out by the end of the seventeenth century. In the 1670's the Jesuit priest Jacques Marquette along with Louis Jolliet mapped out the Mississippi River from the Great Lakes to the Arkansas River, about two-thirds of the way south.

54. A decade later Robert Cavellier de La Salle traveled all the way to the mouth of the Mississippi, naming the interior basin Louisiana in honor of his sovereign, King Louis XIV. Soon New Orleans and a little later St. Louis could receive the furs from the North and the grains of the fertile Illinois country when French farmers eventually entered this area. French settlers of the eighteenth century were to give place names to such interior trading posts and villages as Des Moines, Tarre Haute, Baton Rouge and St. Geneviev - to name but a few.

55. In its competition with the growing English colonies to the south, New France was beset by some conspicuous difficulties. Unlike England or Spain, France was never very successful in encouraging mass immigration for colonization. The fur trading companies were so powerful that they discouraged the arrival of large numbers of farmers because farmers in their quest for land to cultivate would antagonize Indians on whom the fur trade depended.

56. When France began to commit herself to large scale immigration, it was practically too late, for the colony had already assumed the character of a semi-feudal state. The centralized royal government had distributed so-called siegneuries or large estates for aristocrats, a fact which discouraged small and profitable yeoman farming.

57. There was also the fact that farmers in New France had to contend with a shorter growing season and a long, harsh winter. This and the relative absence of small farmers meant that the colony was never

self-sufficient in agriculture.

58. If the French hold on North America was precarious, that of the Dutch was even more threatened.

59. The Netherlands first laid claim to lands in North America when Henry Hudson, an Englishman in the service of the Dutch, discovered and chartered the magnificent wooded region along the Hudson River. The year of his voyage was 1609, a year after the founding of Quebec by Champlain.

60. The first permanent colony for the Dutch was planted in 1623 at New Amsterdam, present day New York City.

61. Like the French, this fledgling colony was based initially on the lucrative fur trade, in this case with the Iroquois Indians in present up-state New York. A strategic post was Fort Orange where the Mohawk and with fur trading activities in the Great Lakes region.

62. Also like New France, the colony acquired a strongly aristocratic flavor dominated by many semi-feudal estates or patrons, established along the Hudson River and to a lesser extent along the Delaware.

63. In the end, French and Dutch North America would succumb to an English society which enjoyed the advantages of numerical superiority, relative colonial autonomy, and a more diversified and prosperous economy.

64. Our next program will focus on those Europeans who ultimately won control of North America.

CMIVI II SCRIPT

THE SEED TRANSPLANTED

1. As we have seen from the previous program, the Spanish, the French and the Dutch were extensively involved in exploring and colonizing the Americas. Yet, over the course of time, it would be the English who prospered the most and ultimately dominated the North American continent.

2. We are now in Jamestown in Virginia where the first successful English inroad was made. The year was 1607 and the site was a swampy, mosquito-infested patch of ground on the James river, named after King James I.

3. Before Jamestown, before 1607, England enjoyed no formal foothold in America. Her claim to North America appeared genuine enough. An Italian navigator, Giovanni Cabotto, known to us as John Cabot, had explored the coast a few years after Columbus' discovery. He was in the service of the English king at the time.

4. Anyway, it took more than a century for England to permanently settle here. In 1533 Henry VIII divorced his Spanish queen and the

action precipitated the English Reformation and war within Catholic Spain.

5. The English-Spanish rivalry was particularly intense during the reign of Henry's daughter, Queen Elizabeth I, when English adventurers like Sir Francis Drake raided Spanish treasure ships and preyed on settlements in the West Indies and South America. The climax of this rivalry came in 1588 with the defeat of the great Spanish Armada which was sent to invade England. England saw her victory as a sign of Protestant truth and ultimate success in America.

6. By the time of Elizabeth's death in 1603, conditions in England were more favorable for successful colonization in America. The conflict with Spain was subsiding for a time, England was teeming with a landless population of vagabonds and adventurers anxious to find fame and fortune in America, a growing class of merchants and investors with sufficient venture capital to finance colonization, and the country was now more self-confident in challenging Spain's hold on the New World.

7. Jamestown was a privately financed enterprise by the joint-stock Virginia Company of London, a company of investors who pooled their funds and received a charter from King James I. A hundred and four adventurous souls were shipped to America and the survivors built this crude enclosure.

8. The first years were incalculably difficult, and it appeared that the enterprise would fold at any time. Unlike the Spanish to the South, no gold or silver mines were found to reward the now disillusioned investors.

9. Efforts to grab up and cultivate land antagonized Indians who had little appreciation for privately owned property and less regard for the haughty white strangers who despoiled the land. Soon the colony was assailed from within by disease and starvation and from without by the now hostile Indians.

10. The character of John Smith reminds us that success or failure in human history is often the result of unusual personalities. Although much surrounded by legend, John Smith established control of the colony in 1608, becoming governor at that time. He imposed a harsh but effective military-like discipline, and tried to make the colony self-sustaining financially.

11. Practical political innovation came in 1619 with the creation of the House of Burgesses, a body whose elected deputies came to represent increasingly the interests of a growing class of Virginia planters. Decisions were now being made in the colony itself, rather than in London counsels by investors and financiers who were relatively unfamiliar with conditions in America.

12. The greatest innovation came with the discovery of tobacco, the cash crop needed by the colonists to make the experiment self-sustaining financially.

13. What evolved in Virginia was a prosperous plantation system which

spread rapidly along the tributaries of the major rivers - the Potomic, the Rappahonic, the York and the James. Taking advantage of these wide, deep and navigable rivers, the Virginians had little need for commercial cities in the Tidewater region. English ships sailed directly to the riverfront plantations, letting off manufactured and luxury goods from the mother country and taking on such raw materials as tobacco, fish, cereals and timber.

14. It was this expanding trade which brought fortunes to such Tidewater planters as the Shirleys, the Carters, the Burkleys and the many others who were to be regarded as the First Families of the colony. A century after the founding of Jamestown, the wealthy Tidewater planters dominated the politics of the House of Burgesses and influenced the aristocratic flavor of life and culture here.

15. Nowhere was the aristocratic flavor of Tidewater, Virginia more conspicuously manifest than here in elegant Williamsburg - which today has been restored to its eighteenth-century ambiance.

16. Located just a few miles from Jamestown, Williamsburg represented English culture ideally set in America. It was an England in miniature or, I suppose we could call it a seed transplanted.

17. There were the elegant colonial homes with the characteristic gabled roofs and there were the ubiquitous taverns whose spirits helped to dull the rougher edges of colonial life.

18. Virginia had become a royal colony in the 1620's, administered directly by the king's officials. Here we can see the stately Governor's Palace, built to accommodate the most important individual in the colony. It was the luxury-loving royal governors who often set the style of life and influenced the elegant tastes of wealthy Virginians who would flock to Williamsburg in much the same manner that French nobility would flock to Versailles.

19. Virginia agriculture was tied to the plantation and, as we noted earlier, tobacco was the colony's principle export crop. To work the tobacco a work force was initially available in the form of indentured servants - poor English men and women who worked for a specified number of years in exchange for the cost of the passage over. However, as plantations increased and a more reliable work force was needed, West African slaves were introduced after 1619.

20. Moral objections to slavery were seldom heard due to the economic advantages. Planters found that slavery increased profits and reduced costs. Slave traders and ship captains made fortunes in the commerce of human bondage. Slavery and the plantation system were characteristics bonding the Southern colonies together in common cultural and economic lifestyles.

21. As new waves of English colonists arrived in Virginia in the late seventeenth and early eighteenth centuries, many found themselves settling in the western mountain areas where land was cheap and politics less controlled by the Tidewater aristocrats.

22. Later arrivals like the Scots-Irish who settled in the beautiful

Shenandoah Valley were toughened by conflict with the Indians, were more democratic due to their remoteness from the center of royal government, were more likely to be of a small yeoman farming class working modest plots of land, and were less likely to be tied to the established Anglican church.

23. These differences in lifestyles between Tidewater Virginia and the Backparts led to antagonisms and periodically to open clashes.

24. Virginia was the nucleus of Southern plantation system and it was often from Virginia that settlers moved into adjoining colonies.

25. Immediately to the north of Virginia, across the Potomac, a colony of English-Catholics was established in 1632, a quarter century after the founding of Jamestown. Unlike Virginia, which was organized by a company of investors, Maryland was administered by a proprietor or a single owner - Lord Baltimore. Like Virginia, Maryland soon acquired an aristocratic flavor and a plantation economy based on tobacco.

26. Motivated in part by self-interest, Catholic Maryland passed an act of religious toleration in 1649 in an effort to gain the good will of its Protestant neighbors who would someday make up the majority of the population.

27. Radiating south from Virginia were the Carolinas and Georgia.

28. The proprietary colony of Carolina was established in the 1660's and the plantation system spread rapidly, particularly in the southern region which distinguished itself by its elegant coastal city of Charleston, with its graceful and majestic plantation homes, its exports of rice and indigo, and a slave population so large that blacks made up the majority of the inhabitants.

29. The rougher upland topography of northern Carolina lent itself more to settlement by small independent and yeomen farmers. So conspicuous were the social and economic differences between the two regions of Carolina that the colony was formally divided in the eighteenth century.

30. Georgia was the southernmost of the mainland English colonies and it was the last to be settled. It was given in a proprietary grant by King George I to James Oglethorpe, a philanthropist who wished to create in Georgia a haven for English debtors. He also wanted the region to be uncontaminated by the excesses of the southern aristocracy, particularly slavery and rum. He also wanted his colony to be a strategic barrier to the Spanish in Florida.

31. In short order Georgia assumed the lifestyle of her sister southern colonies. The port city of Savannah was soon flourishing in the slave trade and in typical plantation produce. Great planters like those in Maryland, Virginia, and South Carolina, were riding to the hounds, attending lavish parties, embellishing their estates with the finest imports from England - and chalking up considerable debts in the process, and they were sending their children to prestigious colonial colleges like William and Mary.

32. If the southern colonies projected an image of a life of leisure, grace and elegance - a not altogether accurate picture, then the northernmost of the mainland English colonies - today's New England - came to represent a people whose lives were anchored in religious zeal and conviction, a class of thrifty hardworking businessmen and yeoman farmers who had little time for frivolity.

33. The first settlement of New England came in 1620, thirteen years after the founding of Jamestown, when a small group of religious dissenters known as Pilgrims beached themselves on Cape Cod in Massachusetts.

34. The Pilgrims are known for three things. They arrived on the Mayflower, they survived the ghastly first winter in America, and they celebrated a feast which came to be remembered as thanksgiving. Within a few years the small Pilgrim colony was overwhelmed and absorbed by a much larger group of English immigrants known as the Puritans.

35. This was the Bible Commonwealth of Massachusetts Bay, established around Boston in 1630 and over the decades radiating throughout Massachusetts, north into New Hampshire and south into Rhode Island and the Connecticut River Valley.

36. Under the leadership of the Bay Colony's first governor, John Winthrop, Massachusetts was a kind of "theocracy" or a rule by God through the agency of His civil and religious authorities. There was little distinction between church and state and Governor Winthrop was a rather harsh arbiter of the godly life.

37. Now the Puritans were English Calvinists and as Calvinists they believed in the doctrine of predestination, the idea that one's eternal salvation or damnation had been preordained by God before all time. Now the outward signs of financial success and godly behavior were indications to these people that God favored the individual. They suggested that the individual might be saved and this preoccupation with godly behavior brought on a kind of mass social and religious conformity in New England.

38. The Puritan Church of the Congregation was relatively democratic to the extent that church membership gave the individual, of whatever social rank, the privilege of voting and holding public office. However, to earn the honor of church membership, one's life was constantly scrutinized by one's peers and any deviation from the prescribed way - the so-called New England Way - was regarded as a threat to the whole society.

39. Winthrop's uncompromising regimen was early challenged by two outspoken individualists in the Bay Colony. Roger Williams, a minister, spoke out for Indian rights and criticized the collaboration of church and state. Anne Hutchinson, a wife and mother who deviated from the submissive role of womanhood, preached a religious message which appeared to criticize some of the clergy. Both were banished from the colony.

40. The symbols of Puritan discipline and conformity are still with us in the form of the stocks, pillory and jail. The worst excesses of religious conformity and superstition were expressed in the famous witchcraft trials of Salem Village in 169 when a score of innocent, if eccentric, victims of intolerance were hanged for their suspected communion with the devil.

41. The shock and embarrassment of Salem helped to reform and humanize the Church of the Congregation. The great irony of the New England Way is that the Puritans came to America to escape religious persecution in England. Once here, however, they were themselves guilty of religious intolerance and persecution against Catholics, Jews, Quakers and other undesirables.

42. Each New England community was organized around its church and each town's church also served as the town meeting house for the discussion of secular and political matters. In other words, the town meeting house was to be the seedbed of eventual democracy in America. Where once only church members could vote and hold office, later relaxations opened the doors to a more broadly based participatory democracy.

43. Why did New England society evolve around the small village while Southern society evolved around the plantation and isolated farm? The reason is due mainly to the harsh and unfavorable landscape of the North. The relatively poor and hilly land of New England was more suited to small and independent yeoman farmers. Their farm houses often were found in the villages or nearby, a fact that made for a heightened sense of community, civic concern, and greater access to public education.

44. The village and coastal city life of New England stimulated a growing class of merchants and artisans. The region also prospered in ship building, fishing, the carrying trade, lumber and that limited manufacturing which did not compete with or threaten manufacturing in the mother country.

45. Between New England and the Southern Colonies were the so-called Middle Colonies of Pennsylvania, Delaware, New York, and the Jerseys. As a rule they tended to be more moderate than their neighbors to the North and South. They lacked the oppressive slave system of the South and they lacked the religious intolerance which characterized New England in its formative years.

46. What became known as New York was originally New Netherland, established by the Dutch. Because the Dutch presence was a threatening wedge between New England and the English Southern colonies, the English took direct control of the colony in 1664. New York was an example of a Royal colony because the Crown assumed direct administration through the Duke of York, soon to be King James II.

47. A similar English control also took place in what would be the colonies of Delaware and New Jersey as small settlements of Germans, Dutch and Scandinavians in these areas were overwhelmed by Englishmen. This cultural diversity forced the new proprietors and governors to enact relatively liberal policies which encouraged cooperation.

48. One of the most progressive of the Middle Colonies was Pennsylvania, given in a proprietorship to the English Quaker and visionary William Penn in 1681.

49. Penn developed his colony as a haven for his Quakers, also known as the Society of Friends. They were a radical religious sect adhering to the belief in personal communication with God without the intervention of a formally trained minister or theologian. They were tolerant of other religions.

50. For as long as the Quakers dominated the colonial assembly in Philadelphia, the colony maintained good relations with the Indians and there was little need for military expenditures or a militia. When new arrivals like the Scotch-Irish moved into the colony and confronted the Indians along Pennsylvania's western frontier, the pacifist inclinations of the area came to an end.

51. The principle nerve center of Pennsylvania was Philadelphia, city of Brotherly Love, located at the mouth of the Delaware River. It was one of the most important and progressive of English colonial cities - well planned, enterprising, flourishing, cosmopolitan and self-confident. By the end of the colonial period it would also be the largest of American cities. Its ships regularly sailed north to the ports of New York, Providence and Boston and south to Charleston and Savannah.

52. For a century and a half - from the founding of Jamestown to the mid-1700's, the American colonies grew and prospered, protected by the British navy and stimulated by a vigorous trade with the mother country.

53. Despite the distinctive characteristics of the various English colonies, they all enjoyed and took pride in a common cultural bond to England. They were Englishmen transplanted but nevertheless Englishmen. Like Englishmen they never took their individual freedoms seriously. Appearances would have it that with time this bond of history, culture, language and commerce would be the more strengthened between England and her colonies.

54. But, then again, appearances are often deceiving and the record of history is often one of empires shattered, loyalties displaced, and affections betrayed. The subject of our next program is the American Revolution.

THE ALLEGIANCE DISSOLVED

1. The American colonies in the middle of the eighteenth century were not as they had been a century before - feeble, desperately struggling outposts of English adventurers in a wilderness. They were increasingly prosperous, dynamic, self-confident and self-assertive in promoting their interests within the empire. Distance, time and practical necessity were making them increasingly distinct from England socially, economically and politically. This program will survey the events which led to the American Declaration of Independence and the Revolutionary war which its radical words inspired.
2. The American Declaration of Independence represents a considerable change in attitude on the part of the American colonies over a relatively brief period of time.
3. A century and a half after the founding of Jamestown, appearances would have it that England and her American colonies were never more affectionately bound to one another. The mercantilist system was continuing offering American a guaranteed market in the economy of the mother country. And Americans could go about their daily business sheltered by the protective umbrella of the British navy, the greatest in the world.
4. Americans considered themselves Englishmen loyal to their sovereign King George III and they were particularly proud of the special links they had culturally to the likes of a William Shakespeare. They were also proud of the special role they played in the commercial prosperity of the British empire.
5. So we should ask ourselves the question: "Why was there an American Revolution? What traumas and crises were profound enough to sever those bonds of affection and loyalty, of blood and history?" We are now going to examine those factors which collectively and incrementally led to this erosion of affection.
6. By the mid-eighteenth century, the mercantilist system was breaking down, revealing the cracks of age and obsolescence. Small but growing American manufacturing concerns were competing with English manufacturers and were being restricted by Parliament. A growing class of American artisans, merchants, and petit entrepreneurs were chafing under the British navigation laws whose primary concern was the regulation of trade to the benefit of the mother country.
7. There was also the problem of governing the colonies. Americans found that most of their needs were satisfied by their respective colonial legislatures - particularly the lower houses which tended to be elected and which consequently appeared to better represent the interests of the colonists. Americans were predictably less enthusiastic about tax measures and regulations passed by Parliament in England for the colonies.

8. Against this background of political, economic and social differences, there were also strains caused by the wars between England and her European rivals in America.

9. Between 1689 and 1763 England fought four wars with France. They were world wars in the true sense of the word because France and England each made use of their far-flung colonies and other European allies.

10. In America these conflicts expressed themselves in naval privateering in the Caribbean and guerilla warfare along the frontier of New France and New England. The French made use of their Indian allies and the British made use of theirs.

11. Of the four conflicts, the last - the French and Indians War between 1754 and 1763 - was the most important. In fact, many historians say it was the root cause of the American Revolution.

12. It began when a young Virginia militia commander by the name of George Washington clashed with French troops in the Ohio Valley - land claimed by both France and Virginia.

13. In 1755 an entire expeditionary force of British regulars under the command of a General Edward Braddock was decisively defeated at the Forks of the Ohio, proving that the open field tactics of the British were less successful against guerrilla tactics in America.

14. Under the prime ministership of William Pitt, England decided to commit the resources to kick the French out of North America once and for all. At the spectacular Battle of Quebec in 1759, British regulars and colonial militia under the command of General James Wolfe climbed the steep precipice overlooking the St. Lawrence River and confronted the French army under General Montcalm.

15. On the Plains of Abraham under the walls of Quebec, in a battle more typical of the traditional European style of open field combat, roughly five thousand crimson clad British troops confronted about an equal number of French troops in bright white uniforms under their banner of the Bourbon fleur de lea. Ordering his men to double-ball their smooth bore muskets in the front rank, Wolfe narrowly got off the first volley. The battle to decide which power was to control North America and which language was to dominate the continent lasted only a short time. Both Wolfe and Montcalm were killed and the British won the day.

16. The 1763 Treaty of Paris ended the war. Although victorious, the British Government discovered that, as a direct result of the cost of the war, the national debt had doubled.

17. British troops would now have to be sent to the newly won land - Canada - to garrison the region and a British Government there would have to be put into place to administer the French Canadians and the various tribes which had formerly attached themselves to the French.

18. So it was that Parliament began its program to raise revenues in the colonies to ease the tax burden on Englishmen in the mother

country. To Parliamentarians such an undertaking was necessary and reasonable. After all, it was obvious to them that the American colonials would benefit most from the recent victory. It was these measures by parliament to raise revenues and tighten England's administration in the colonies which would ultimately bring the Americans to open rebellion.

19. In 1763 a Parliamentary proclamation, designed to be temporary, made it unlawful for English colonists to settle in the newly won lands west of the Appalachians. The motive was obvious to the British government but not to the Americans. Until such time that troops could adequately patrol the West, white settlements would only antagonize the Indians. American farmers, prospective settlers and land speculators saw it as an outrageous interference in their legitimate ambitions.

20. In 1765 Parliament passed a tax on stamps for all stationary, legal documents and newspapers sold in the colonies. Accustomed to external taxes levied on goods coming into colonial ports from abroad - a traditional method by Parliament to regulate trade, the Americans openly rebelled against this internal tax. Two particular professions were threatened by this tax - editors and lawyers - and they were the professionals who could most effectively influence public opinion. After a year of riots, tarring and feathering, and other forms of coercion directed against tax collectors, Parliament quietly admitted defeat and repealed the unpopular act.

21. As a result of new British taxes on imported goods, increasingly defiant and self-confident Americans organized boycotts and demonstrators.

22. Contributing to the growing tensions between Parliament and colonies was the ever increasing number of British troops arriving in the American port cities daily. Explained as efforts to insure the stability of the newly won West, colonists were understandably suspicious when the soldiers were stationed in the Eastern cities and quartered in privately owned homes and shelters.

23. After the famous Boston Massacre in 1770, moderates in both England and America worked for conciliation and understanding. However, there was a group of American provocateurs and extremists who wished to publicize British injustices throughout the colonies. Radicals like John Hancock and Samuel Adams in Massachusetts and Patrick Henry in Virginia openly promoted what the British regarded as treason and sedition.

24. Underground committees of correspondence circulated throughout the various colonies literature in newspaper editorials, broadsides and speeches - all in an effort to keep the spirit of resistance alive. A deepening sense of colonial union was germinating.

25. An effort by Parliament in 1773 to sell vast quantities of surplus tea in the colonies had the unexpected result of precipitating new waves of consumer boycotts and, in Boston, a so-called tea party which destroyed tea in the harbor. Bostonians felt manipulated by and unsympathetic Parliament which declared its right to tax by a vague

equation of "virtual" and "actual" representation. Colonials were in no mood for semantics. They considered themselves Englishmen suddenly denied the rights of Englishmen and taxpayers deprived of representation in Parliamentary decisions on finance.

26. King George III and his minister, Lord North, outraged by the display of defiance in Boston, decided to use strong arm methods to coerce the colonials into submission.

27. In what Parliament labeled the Coercive Acts - and the colonials called the Intolerable Acts - more troops were dispatched to American cities, the port of Boston was closed until compensation could be made for the destroyed tea, and local government in Massachusetts was disbanded by order of the royal governor, now a general.

28. The tempo of events and the level of anxieties now rose dramatically. A meeting of the colonies was called to address the crisis in Massachusetts and the First Continental Congress in Philadelphia expressed in 1774 both its loyalty to the king and its outrage over the bullying tactics of the North Ministry.

29. Before the moderates in England and America could have their way, the feared bloody clash occurred.

30. The war began in April 1775 when British troops fought with the yeoman farmers a short distance from Boston. There were skirmishes at Lexington Green and Concord Bridge and, within days, a spontaneous uprising of colonials were laying siege to Boston.

31. A hastily convened inter-colonial assembly, the Second Continental Congress, met in Philadelphia and pledged its support to the rebels besieging Boston, appointed George Washington commander of the new Continental Army, and prepared for the arduous task of organizing a rebel government and financing a rebel army. Washington's appointment would help to bring volunteers from the Southern colonies into the Continental Line Regiments which were being formed.

32. Congress also appealed to George III for a reconciliation and, although compromise would be difficult once the bloodshed began, the rebel government did not wish at that time to close the door.

33. From the outbreak of hostilities in April 1775 until July 1776, Congress held out for an understanding with England but three signal events ultimately convinced many moderates in Congress to join the ranks of those calling for complete independence.

34. One was the rejection by King George III of the so-called Olive Branch Petition, a request by Congress for a peace based upon the right of the colonists as Englishmen.

35. Another was the hiring by the North Ministry of German mercenaries called Hessians to fight the American rebels. Patriots who regarded the conflict as a family affair were outraged by the use of foreign guns for hire.

36. A final event which prompted the Declaration of Independence was the publication by recently arrived English provocateur Thomas Paine of the incendiary pamphlet *Common Sense*. A propagandist of talent, he argued that complete separation from England was the only rational course given the bloodletting of the moment.

37. Paine called for the establishment of a Republic, a new government in a new land free from the vices of the Old World. In this he stirred patriots like Thomas Jefferson, John Adams, Robert Livingston, Roger Sherman and the venerable sage from Philadelphia, Benjamin Franklin. These were the men appointed by Congress to draft the Declaration of Independence. The principal author was the young Virginian lawyer Thomas Jefferson whose enthusiasm for a Republic reflected his enlightenment belief in the basic perfectibility of man and his institutions.

38. On July 4 the document was signed in Congress. It gave those patriots fighting for the next seven years a moral cause which could justify the sacrifice. Its lofty language and idealistic tone appeared to legitimize the struggle already underway - so much so that it seemed to men like Jefferson to transcend national boundaries. It was words like these that a short time later would be resurrected in the Declaration of Rights of Man during the French Revolution.

39. The break with England was not supported by all Americans. Most authorities suggest that roughly a fifth of the colonists remained loyal to the Crown. The loyalists, or Tories as they were cariously called, were regarded by the rebels as traitors but it is important to note that, from the loyalist perspective, the estimated two-fifths of the colonists who supported Congress were traitors who had abandoned their loyalty to the pre-existing British Empire.

40. The Loyalists of the American Revolution remind us that the conflict was considerably more than merely the confrontation of colony and mother country. It was also a civil war between Americans of divided loyalties. And like so many other civil wars, the passions and violent emotions led to excesses and brutality on both sides. At King's Mountain in 1780 victorious back country rebels took revenge on Tories by continuing to fire on their adversaries after the latter had surrendered. At war's end, Tory women were sometimes raped and families were driven out of the colonies, many to seek refuge in England or Canada. To help finance the war, Congress and the states commonly resorted to the confiscation of the estates and property of those openly sympathetic to the British.

41. The Revolutionary War was from the outset a David versus Goliath struggle. Britain was the strongest power in the eighteenth century and her armies and navies had recently defeated the powerful French. She had the advantage of wealth, prestige, confidence and military experience.

42. So how could she have lost the war?

43. I think one of the most important explanations lies in the strength of the American cause. The rebels had an ideology, a notion

of liberty to be gained and, for many, one worth dying for.

44. The British cause was merely the preservation of the empire in its present form. Both causes were abstractions but, for Britain, when the costs in blood, money, domestic discontent, diplomatic isolation began to mount, Parliament, like the United States in the Vietnam War, was forced to recognize that power had its limitations.

45. There is another important explanation for the patriot success. Throughout the war the United States had the active support of the French.

46. Having recently lost her American empire to Britain, France was eager to support the colonies in their rebellion. At first the aid came in the form of clandestine military supplies and modest loans - as American military performance was generally poor.

47. However, with the spectacular American victory over General John Burgoyne in the fall of 1777 in Up-State New York, the French were much more impressed. The Battle of Saratoga convinced the French leaders that the United States could beat the British in large engagements and that the infant nation could gather the resourcefulness to endure.

48. In 1778 the French entered the war openly as an American ally and within two years the Spanish and Dutch, sensing an opportunity to humble the lion, entered the fray - more out of hostility to England than affection for the United States.

49. So substantial was the French contribution to the American victory that the last major engagement of the war - the Battle of Yorktown in Virginia - owed its rebel triumph to a large French army and the French fleet.

50. The British forces had successfully taken control of South Carolina's Tidewater area in 1780 but when they attempted to take the Backcountry, they encountered stiff rebel resistance. British General Lord Cornwallis moved his forces toward Virginia after disappointing battles in the Carolina backcountry. He was anticipating support from the Royal Navy along the coast. Then in September 1781 a French fleet from the West Indies moved into Virginia's Chesapeake area, threatening to cut off Cornwallis from naval supplies and from the possibility of evacuation.

51. Sensing a decisive victory in the offing, Washington marched from New York to Virginia with a combined army of American Continentals and French regulars. There at Yorktown, French and American forces fell upon the hapless Cornwallis. There was no British navy available for assistance.

52. Another explanation lies in the power of personality, a theme to which we return. The individual who has come down to us in history and legend, who personified the revolutionary spirit of dedication and self-sacrifice is George Washington.

53. If Thomas Jefferson wrote the inspiring words, and John Adams

exhorted the irresolute Congress to greater resolve, and Benjamin Franklin negotiated the brilliant peace, it was George Washington who fought the fight on whose outcome all other fortunes depended.

54. It was he who endured the bitter winter of 1777 and 1778 at Valley Forge, who endured the humiliating defeats on Long Island, at Germantown and Brandywine Creek, and who left a life of privilege and comfort to take on the privations of campaigning. And it was he who inspired the common soldier throughout the ordeal. If Congress did not always appreciate the contribution made by Washington, those who fought beside him did.

55. There is another explanation. For the British to have won the war, they would have had to conquer a continent and held it - something which would have strained the already overextended resources of that country. For the United States to win the war, victory really meant nothing more than holding on, keeping a force in the field long enough to challenge the British at every step, wearing them down much as the Viet Cong wore down the Americans in Vietnam.

56. And so it was that the British were humbled by Massachusetts farmers, back country patriots, and volunteers in the Continental line regiments. Cornwallis surrendered to Washington on 19 October 1781 and the North Ministry fell shortly after the news reached England.

57. At the Treaty of Paris in 1783 American negotiators Benjamin Franklin, John Adams and John Jay got what they most - recognition by England of complete independence. With the war over Americans could now look with greater care to their new governing institutions. Our next program will examine the Federal Constitution and the administrations of our first two presidents.

Module One

God, Gold and Glory: The Non-English Exploration and Colonization
of North America

Questions and Answers

to the

Computer Managed Interactive Video Instruction in U.S. History

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1. By the late 1400's a major discovery by Europeans was in the offing. All of the following statements on the causes of European exploration are true except for one. Which of the following statements is false?

- a. Europe was in the midst of an intellectual outburst known as the Renaissance and popular curiosity in unknown lands stimulated exploration.
- b. A new Islamic force, the Ottoman Turks, captured the great Christian trading city of Constantinople in the Eastern Mediterranean and threatened the precious spice trade
- c. European monarchs in the late 1400's wished to learn the secrets of Chinese explosives in order to make gunpowder for artillery
- d. The use of such navigational aids as the compass, the astrolabe, accurate maps and more trustworthy sailing vessels encouraged exploration

Answers:

- a. Incorrect. Remember, you are looking for the false statement. The correct response is (c): European monarchs in the late 1400's

Explanation: This statement is true. The Renaissance did have a positive impact on exploration by increasing the desire of people to learn more about the world around them. The thirst for knowledge in geography and the self-confident mood of the Renaissance supported discovery.

Review? Do you wish to review this segment of the video tape program?

- b. Incorrect. Remember, you are looking for the false statement. The correct response is (c): European monarchs

Explanation: This statement is true. The Ottoman Turks were an Islamic force which had captured the great Christian trading city of Constantinople in 1453. The overland spice trade from the Orient to the Eastern Mediterranean was now threatened by the Turks. Spain and Portugal sought alternate sea routes to the spices both to avoid the Turks and to break the Italian trade monopoly in the Mediterranean.

Review? Do you wish to review this segment of the video tape program?

- c. Correct. This is the false statement which you were to select. Europeans were in search of spices in the late 1400's, not gunpowder. A knowledge of gunpowder had already been acquired from the Orient by the late 1400's. The Hundred Years War which ended in the 1450's witnessed the use of artillery as siege weapons.

- d. Incorrect. Remember, you are looking for the false statement. The correct response is (c): European monarchs ...

Explanation: This statement is true. The compass and the astrolabe, known to the East but relatively new to Europe, made open sea navigation less risky. Ships were strengthened for ocean travel which was more hazardous than Mediterranean travel. Schools for navigators such as the one promoted by Prince Henry of Portugal reflected the new emphasis on more accurate cartography or map making.

2. The 1494 Treaty of Tordesillas:

- a. was an agreement between Spain and Portugal, approved by the Pope, to divide the bulk of newly discovered land between the Spanish and the Portuguese.
- b. was a papal pronouncement calling for a new crusade to liberate Jerusalem and Constantinople from the Ottoman Turks.
- c. was a papal agreement with European scholars recognizing in the wake of Columbus' discovery that the world was round and, contrary to traditional Biblical interpretation, denying that the earth was the center of the universe.
- d. was a papal declaration which publicly banned Protestantism from the Americas.

Answers:

- a. Correct. By the Treaty of Tordesillas Spain and Portugal divided among themselves the "heathen lands" of the New World. The dividing line ran north and south between the forty-sixth and forty-seventh meridian, giving Spain the bulk of the Americas. When Brazil was later discovered, it went to Portugal because it was east of the line. Portugal also received the spice-rich East Indies. The English, the French and the Dutch, ^{understandably} had little reason to respect the agreement.
- b. Incorrect. The correct response is (a): The 1494 Treaty of Tordesillas was ...
Explanation: The Treaty of Tordesillas did not concern the Turks. The era of the religious crusades was at an end and both Constantinople and the Holy Land remained for centuries under Turkish control. Balance of power politics and dynastic rivalries replaced crusading for religious goals.
Review? Do you wish to review this segment of the video tape program?
- c. Incorrect. The correct response is (a): The 1494 Treaty of Tordesillas was ...
Explanation: Most educated Europeans at this time, including navigators, knew that the earth was a sphere. The papacy saw no great religious threat in this belief. However, the belief in the geocentric or "earth centered" position in the universe challenged traditional Biblical interpretation and was condemned by the pope. The Treaty of Tordesillas, however, did not concern biblical issues.
Review? Do you wish to review this segment of the video tape program?
- d. Incorrect. The correct response is (a): The 1494 Treaty of Tordesillas was ...
Explanation: The Treaty of Tordesillas occurred nearly two decades before Martin Luther launched his successful reformation against the Catholic Church. Protestantism was not an issue in 1494.
Review? Do you wish to review this segment of the video tape program?

3. The Castillo de San Marcos, the Spanish fortification in Saint Augustine, Florida, was built in the 1500's primarily:

- a. to serve as a base of operations against the powerful and wealthy Indians who lived in great cities to the north of Florida
- b. to protect Spanish Franciscan missionaries who hoped to convert the Florida Indians to Catholicism
- c. to protect from pirates and other adversaries the annual treasure fleets which had to sail by Eastern Florida to catch the prevailing winds back to Spain
- d. as a penal colony to relieve Spain of debtors, malcontents and other undesirable

Answers:

a. Incorrect. The correct response is (c): The Castillo de San Marcos in St. Augustine Florida was built to protect from pirates ...

Explanation: By the 1560's when St. Augustine was founded, Spanish expeditions such as those under Ponce de Leon, Narvaez and de Soto had revealed that the Indians in and around Florida were relatively primitive and poor. Unlike the Indians in the Valley of Mexico, they did not live in ^{city}urban centers.

Review? Do you wish to review this segment of the video tape program?

b. Incorrect. The correct response is (c): The Castillo de San Marcos in St. ...

Explanation: St. Augustine was founded in 1565 by Aviles de Menendez, a year after he massacred a little colony of French Protestant Huguenets nearby. They were executed, he said, "not as Frenchmen, but as heretics." Two years later a French expedition captured three Spanish forts in the area and hanged the colonists "not as Spaniards, but as assassins." Alarmed by foreign colonizing efforts in Florida and concerned about French, English and Dutch attacks on Spanish treasure fleets, San Marcos was built for strategic and military reasons.

Review? Do you wish to review this segment of the video tape program?

c. Correct. There was active missionary activity in Florida once St. Augustine was established but this religious work was clearly secondary in importance to the strategic and military considerations of protecting treasure fleets returning to Spain and discouraging foreign colonizing efforts in the area.

d. Incorrect. The correct response is (c): The Castillo de San Marcos in St. ...

Explanation: The castle of San Marcos was built for military purposes. St. Augustine was not a penal colony. The entire experience of Spanish colonization, however, involved a release of population pressures back home in which malcontents and failures could find fortune and adventure in America.

Review? Do you wish to review this segment of the video tape program?

4. The two Spanish conquistadores who are known to history for respectively journeying in the early 1540's through the Southwestern and Southeastern regions of the present United States were:
- Cabeza de Vaca and Vasco Nunez Balboa
 - Hernando de Soto and Hernando Cortes
 - Juan Ponce de Leon and Francisco Pizarro
 - Francisco Coronado and Hernando de Soto

Answers:

- a. Incorrect. The correct response is (d): The two Spanish conquistadores who are known to history for journeying through the American Southwest and Southeast respectively were Francisco Coronado and Hernando de Soto.

Explanation: Cabeza de Vaca, beginning his eight year trek in 1527, could be considered the first transcontinental American because he traveled on foot from Florida to Western Mexico. However, Balboa is known to history as the Spaniard who discovered the Pacific Ocean in 1513.

Review? Do you wish to review this segment of the video tape program?

- b. Incorrect. The correct response is (d): The two Spanish ...

Explanation: Hernando de Soto is most known for his journey of discovery through the American Southeast but Hernando Cortes is most known to history for his conquest of Aztec Mexico from 1519 to 1521.

Review? Do you wish to review this segment of the video tape program?

- c. Incorrect. The correct response is (d): The two Spanish ...

Explanation: Ponce de Leon did discover Florida in 1513 but Francisco Pizarro is most known to history as the ruthless conquistador who overcame the brilliant Inca Empire of South America.

Review? Do you wish to review this segment of the video tape program?

- d. Correct. The massive two year expedition of Francisco Coronado, beginning in 1540, moved throughout the American Southwest in an unsuccessful quest for Indian gold and treasure. Instead of the fabled golden cities of Cibola, he found poor adobe pueblos, vast herds of buffalo, and the Grand Canyon. A year before Coronado began his journey, Hernando de Soto landed in Florida with a six hundred man army and traveled throughout the American Southeast. He acquired nothing more than a reputation for cruelty. He discovered the Mississippi River and was later buried in its waters.

5. The Encomienda System:

- a. was the introduction of Black African slaves to relieve the sufferings of Indian slave labor in America
- b. was enthusiastically supported by the churchman Bartolome de las Casas
- c. was the policy of the Spanish Crown to offer settlers in America vast pools of forced Indian labor if these Spanish settlers agreed to maintain and Christianize their workers
- d. was the centralized structure of government in Spanish America in which the king ruled through the agency of his appointed representative in America, the Viceroy

Answers:

a. Incorrect. The correct response is (c): The Encomienda System was the policy ...

b. Explanation: The Encomienda System specifically concerned American Indians who were forced to work for Spanish settlers. Eventually, however, as the American Indian population declined through disease and exploitation, West African slaves were brought to America by the Spanish and the Portuguese.

Review? Do you wish to review this segment of the video tape program?

b. Incorrect. The correct response is (c): The Encomienda System was the policy ...

Explanation: The Dominican friar Bartolome de las Casas is most remembered as the Spaniard with a conscience who embarked upon a lifelong struggle to improve the lot of the Indians. He was particularly opposed to the Encomienda system which forced Indians to work to the point of death on farms and in mines. He wrote the book History of the Indies which argued for reform and he suggested that Indian suffering could be relieved by some African slave labor in America.

Review? Do you wish to review this segment of the video tape program?

c. Correct. The original conquistadores and settlers were given vast encomiendas or grants of land with Indian labor. The system was intended to be a mutually beneficial arrangement in which Indians would be civilized and Christianized, in which the Crown could enjoy a more stable economy, and in which settlers would benefit from a cheap labor force. At first a form of tenancy, the system quickly degenerated into peonage and slavery.

d. Incorrect. The correct response is (c): The Encomienda System was the policy ...

Explanation: The Encomienda System was not the governing system in Spanish America. Rather it was the Crown's well intentioned but poorly managed method of exploiting the natural resources of America through Indian labor. Although the Viceroy's powers were extensive and his sympathies often went to the Indians, the Crown's representative in America had little early success in reforming and humanizing the harsh system of encomienda.

Review? Do you wish to review this segment of the video tape program?

6. The Frenchman Jacques Cartier is most known for his:
- discovery of the Mississippi River and its exploration to the Arkansas River
 - exploration of the St. Lawrence River and the unsuccessful quest for a fabulously rich Indian kingdom
 - founding of the great city of Quebec as the first permanent French settlement in New France
 - torture and death at the hands of the hostile Algonquin Indians

Answers:

- a. Incorrect. The correct response is (b): The Frenchman Jacques Cartier is most known for his exploration of the St. Lawrence River and his unsuccessful quest for a rich Indian kingdom

Explanation: Jacques Cartier was not the discoverer of the Mississippi River. The first European to pass by the mouth of the Mississippi was Cabeza de Vaca in 1528, although he was unaware of the river's presence when he crossed the Gulf of Mexico. In 1540 Hernando de Soto discovered and formally laid claim to the river. The French explorers of the Mississippi were Marquette and Jolliet in the 1670's and Robert Cavalier de La Salle in the 1680's.

Review? Do you wish to review this segment of the video tape program?

- b. Correct. In the 1530's and 1540's Jacques Cartier made a number of expeditions along the coasts of Newfoundland and Nova Scotia and into the St. Lawrence River. He sailed up the St. Lawrence River in search of the legendary Indian kingdom of Saguenay. What he thought to be gold and diamonds in Canada turned out to be worthless iron pyrites and quartz crystals. His exploration of the St. Lawrence strengthened French claims to New France and aided later settlement of the region.

- c. Incorrect. The correct response is (b): The Frenchman Jacques Cartier is ...

Explanation: The great citadel of Quebec was founded by Samuel de Champlain in 1608 as the first permanent settlement in New France. Quebec was established originally as a fur trading center because the fur trade was the most important resource in New France. Champlain's role in the settlement of Canada has earned for him the title of "Father of New France."

Review? Do you wish to review this segment of the video tape program?

- d. Incorrect. The correct response is (b): The Frenchman Jacques Cartier is ...

Explanation: Jacques Cartier returned to France, was rewarded for his services to the French king, and lived to a ripe old age in his native town of St. Malo.

Review? Do you wish to review this segment of the video tape program?

7. On which of the following interior waterways was the French presence least apparent?
- The Great Lakes
 - The Mississippi River
 - The Hudson River
 - The St. Lawrence River

Answers:

- a. Incorrect. The correct response is (c): The French presence was least apparent on the Hudson River.

Explanation: The French were considerably active in the Great Lakes region. The modern day cities of Chicago and Detroit were originally Indian trading centers for the coureurs de bois. As more fur bearing animals were trapped out along the more settled areas of the St. Lawrence, French trappers moved their operations into the vicinity of the Great Lakes. French Jesuit missionaries also worked in this region.

Review? Do you wish to review this segment of the video tape program?

- b. Incorrect. The correct response is (c): The French presence was least apparent ...

Explanation: Although the Spanish were the first Europeans to discover the Mississippi, it was the French who first systematically explored, mapped out and settled along this river system. In the 1670's Marquette and Jolliet journeyed from the Great Lakes to the tributary of the Arkansas River. In 1682 La Salle floated down the Mississippi to the Gulf, naming the interior basin Louisiana. French trappers and farmers and businessmen could be found around the cities of St. Louis and New Orleans on the river.

Review? Do you wish to review this segment of the video tape program?

- c. Correct. The French presence was least felt along the Hudson River. It was the Dutch who settled this area, establishing fur trading centers with the powerful Iroquois Indians at sites like Fort Orange (modern Albany in New York) where the Mohawk and Hudson Rivers meet. New Amsterdam, modern New York City, was the Dutch colony at the mouth of the Hudson. The English gained control of the area in the 1660's.

- d. Incorrect. The correct response is (c): The French presence was least apparent ...

Explanation: The St. Lawrence River was first settled by the French. French Breton fishermen, working off the Grand Bank, were seasonal visitors to the mouth of the St. Lawrence in the early 1500's. It was first explored in the voyages of Jacques Cartier and in the early 1600's Quebec and Montreal became important cities on the river.

Review? Do you wish to review this segment of the video tape program?

8. All of the following statements concerning New France are true with one exception. Which statement is false?
- The Jesuits of New France were successful in converting the powerful Iroquois Indians to Christianity and to the loyalty of the French king.
 - The short growing season, the harsh winters and the relative failure of France to encourage large numbers of small farmers meant that agriculture in New France was not very self-sufficient.
 - Relations with the Indians were generally good because of the need of Indians in the lucrative fur trade.
 - The French moved deep into the interior of North America in pursuit of fur bearing animals, which were increasingly trapped out in the East.

Answers:

- a. Correct. Statement (a) is false and you are looking for the false statement. In fact the Jesuits were unsuccessful in their efforts to make the powerful Iroquois into loyal subjects of France and to win them over to Catholicism. One important reason for this failure is that the French had allied themselves to the Algonquins and the Hurons, tribes which were traditional enemies of the Iroquois. Another explanation is that the Iroquois preferred to trade with the Dutch and later the English, competitors with France in America. It was the Iroquois who killed the French Jesuits Issac Jaques and Jean de Brebeuf.
- b. Incorrect. Remember, you are looking for the false statement. The correct response is (a): The Jesuits of New France were successful in converting the Iroquois Indians to Christianity and to the loyalty of the French king.

Explanation: Statement (b) is a true statement. Farming in New France was never wholly self-sufficient due to harsh weather, a short growing season, a semi-feudal landholding system, and a limited number of small farmers.

Review? Do you wish to review this segment of the video tape program?

- c. Incorrect. Remember, you are looking for the false statement. The correct response is (a): The Jesuits of New France

Explanation: Statement (c) is a true statement. The dependence of the early French fur traders on the native American encouraged an enlightened Indian policy. Of the three great European powers in America, the French were the most sensitive to the Indians. The Jesuit missionaries also played a benevolent role in Indian relations.

Review? Do you wish to review this segment of the video tape program?

- d. Incorrect. Remember, you are looking for the false statement. The correct response is (a): The Jesuits of New France ...

Explanation: Statement (d) is a true statement. The French moved rapidly into the interior of Canada, into the West, and down the Mississippi River in pursuit of fur bearing animals. The fur-trapping business was cannibalistic in that it ate up its own resources. Retreating

Andrews

MODULE II

The Seed Transplanted: English Colonial America

The Computer Managed Interactive Video Instruction Program
in
American History

CLTIVI QUESTIONS AND ANSWERS

Andrews CIVI Questions and Answers for Computer Module II U.S. History

1. England's claim to North America was based on explorations by the Italian:
- Giovanni Terrazano
 - Giovanni Cabotto
 - Amerigo Vespucci
 - Christopher Columbus

Answers:

- a. Incorrect. The correct answer is (b): England's claim to North America was based on the explorations of the Italian Giovanni Cabotto.
- Explanation: Giovanni Terrazano was an Italian navigator who was in the service of the French King Francis I and who made claims to land in North America for France. His voyage occurred in 1524 when he surveyed the coast of North America from the Carolinas to Nova Scotia.
- Review? Do you wish to review this segment of the video tape program?
- b. Correct. In 1497 and 1498 King Henry VII of England sent Giovanni Cabotto, known to us by the anglicized name of John Cabot, to the New World. He explored the coast of Newfoundland and some points further north and these efforts formed the basis of English claims to the region. Cabotto's voyages were not followed up for several decades due to internal problems in England.
- c. Incorrect. The correct answer is (b): England's claim to North America was based on the explorations of the Italian Giovanni Cabotto.
- Explanation: Amerigo Vespucci was an Italian who visited the Northern coast of South America in 1499. He wrote an account of his experiences which was so widely circulated that Europeans gave the new world the name America in honor of him. In fact, he had little to do with actual discovery and nothing to do with England's claims in the new continent.
- Review? Do you wish to review this segment of the video tape program?
- d. Incorrect. The correct answer is (b): England's claim to North America was based on the explorations of the Italian Giovanni Cabotto.
- Explanation: Columbus was an Italian who discovered the New World for Spain in the 1490's. His claims to the new continent, as reflected in the Papal Treaty of Tordesillas, excluded England.
- Review? Do you wish to review this segment of the video tape program?

2. By the time of Queen Elizabeth's death in 1603, conditions in England favored successful colonization because:
- businessmen wished to plant tobacco in Virginia
 - the war with Spain was intensifying
 - merchants and investors had accumulated sufficient venture capital to finance colonization
 - the new English King, James I, wished to convert the American Indians to the Catholic faith.

Answers:

- a. Incorrect. The correct answer is (c): By 1603 conditions in England favored successful colonization because merchants and investors had sufficient venture capital to finance colonization.
- Explanation: Tobacco itself was not the major motive for English colonization in 1603. It was only when colonists already in Virginia discovered that Indian tobacco could be sold in England that the colony became self-sufficient. Planters like John Rolfe mixed Virginia tobacco with West Indies tobacco for a blend that was popular in England.
- Review? Do you wish to review this segment of the video tape program?
- b. Incorrect. The correct answer is (c): By 1603 conditions in England favored successful colonization because merchants and investors had sufficient venture capital to finance colonization.
- Explanation: The war with Spain subsided for a time after the death of the Spanish king in 1588 and Queen Elizabeth in 1603. Although still hostile, Spain realized by now that it was unlikely that England could be subdued by invasion or forcibly converted to Catholicism. Because England was now less threatened by Spain, she could devote more of her attention to colonization and less to defense.
- Review? Do you wish to review this segment of the video tape program?
- c. Correct. English merchants and bankers were accumulating enough wealth that they sought new ventures for profit and investment. The so-called joint-stock-company was the creation of a number of investors who combined their assets to share in the profit and to more evenly spread out any losses. By observing the great success of the Spanish, English businessmen were hopeful of realizing a similar success.
- d. Incorrect. The correct answer is (c): By 1603 conditions in England favored successful colonization because merchants and investors had sufficient venture capital to finance colonization.
- Explanation: Both Queen Elizabeth and the new Stuart King, James I, were Protestants. Neither had any desire to see the American Indians converted to Catholicism. They also had no great desire to convert these Indians to the Protestant faith. The English as a rule were considerably less interested in converting the Indians to Christianity than the Spanish and French.
- Review? Do you wish to review this segment of the video tape program?

3. The Virginia House of Burgesses came to represent the interests of a growing class of:
- tobacco planters
 - London businessmen
 - poor yeoman farmers
 - fishermen and shipbuilders

Answers:

- a. **Correct.** The Virginia House of Burgesses, established in 1619, represented the interests of local tobacco planters. When the Crown took direct control and administration of the colony in the 1620's, the House of Burgesses remained the principle legislative body of Virginia, with elected deputies representing the growing number of wealthy planters. As more planters acquired more land and slaves and fortunes, a class of Virginia aristocrats emerged who influenced the colonial legislature out of proportion to their numbers. By plural voting and setting high property qualifications for voting and holding public office, the great planters like the Shirleys, the Carters, the Lees and the Burkeleys dominated colonial politics.
- b. **Incorrect.** The correct answer is (a): The Virginia House of Burgesses came to represent the interests of a growing class of tobacco planters. The London businessmen who pooled their resources to found the colony of Virginia in 1607 were disappointed by the lack of profits during the early years. It was only with the discovery of tobacco that the colony became a success. Within a short time Virginians living in the colony had a greater say in the affairs of the colony than did the London organizers and businessmen. The Jamestown House of Burgesses came to represent less the interests of the London investors and more the locals. Do you wish to review this segment of the video tape program?
- Explanation:
- Review?
- c. **Incorrect.** The correct answer is (a): The Virginia House of Burgesses came to represent the interests of a growing class of tobacco planters. Yeoman farmers were present in Virginia but their political influence was limited by the powerful and wealthy planters who emerged. High property qualifications for voting and holding office meant that small and independent yeoman farmers of modest means were excluded from the halls of government and were poorly represented by the deputies in the House of Burgesses. Do you wish to review this segment of the video program?
- Explanation:
- Review?
- d. **Incorrect.** The correct answer is (a): The Virginia House of Burgesses came to represent the interests of a growing class of tobacco planters. Although there were fishermen and shipbuilders in Virginia, they were more numerous in New England later. As an occupational class, they were poorly represented in the colonial legislature. Do you wish to review this segment of the video tape program?
- Explanation:
- Review?

4. The so-called Backparts of Virginia were settled by latecomers who:
- encountered relatively little Indian trouble
 - built great plantations with greater numbers of slaves than found on the Tidewater plantations
 - found land cheaper and politics less controlled by the Tidewater planters
 - were predominately Swedish and German in ethnic makeup

ANSWERS:

- a. Incorrect: The correct answer is (c): The Backparts of Virginia were settled by latecomers who found land cheaper and politics less controlled by the Tidewater planters.
- Explanation: In the Backparts, settlers were more exposed to hostile Indians. Distant from the center of colonial government in Williamsburg, and less protected by the colonial militia or the British army, these settlers often tended to blame the colonial government for their ills. The so-called Bacon's Rebellion in 1676 Virginia was in part precipitated by anti-Indian hostility among the Backcountry settlers.
- Review? Do you wish to review this segment of the video tape program?
- b. Incorrect. The correct answer is (c): The Backparts of Virginia were settled by latecomers who found land cheaper and politics less controlled by the Tidewater planters.
- Explanation: The settlers of the Virginia Backcountry were primarily yeoman farmers who had less need for slave labor in the Piedmont and mountain areas. The great plantations were more characteristic of the Tidewater region of Virginia and it was in this lowland area that slavery was most noticeable.
- Review? Do you wish to review this segment of the video tape program?
- c. Correct. It is true that the later settlers to Virginia's Backparts found land relatively cheap by Tidewater standards. Because the Tidewater was the first area settled and had a greater and more densely settled population, land was more expensive. Poor independent farmers and indentured servants who had worked off the terms of their indenture often moved into the Backparts. Here land was cheap and settlers ~~was~~ less likely to have to compete with slave labor. These settlers also found that colonial government had less reach in the Backparts. If taxes were more difficult to collect in the West, revenues from colonial taxes were also less likely to be spent in the Backparts on roads, mail, transportation and military protection.
- d. Incorrect. The correct answer is (c): The Backparts of Virginia were settled by latecomers who found land cheaper and politics less controlled by the Tidewater planters.
- Explanation: The settlers of the Virginia Backparts in the seventeenth and eighteenth centuries were English and Scots-Irish. The Swedes and Germans were relatively few in the area during the colonial period. Many of the settlers of the Backparts were Tidewater Englishmen who went West looking for opportunity.
- Review? Do you wish to review this segment of the video tape program?

Andrews

CMIVI Questions and Answers for Computer Module II

U.S. History

5. The colony of Maryland was a:
- Royal colony settled by English Calvinists (Puritans)
 - Proprietary colony settled by English Catholics
 - Proprietary colony settled by English Quakers
 - Joint Stock Company colony settled by Moravian Moonies

Answers:

- a. Incorrect. The correct answer is (b): Maryland was a Proprietary colony settled by English Catholics.
- Explanation: The English Calvinists, better known as Puritans, settled primarily in the New England area and their colonies were mainly administered as joint stock companies during their formative years.
- Review? Do you wish to review this segment of the video tape program?
- b. Correct. Maryland was given in a proprietary grant to Lord Baltimore by King Charles II in 1632. Lord Baltimore was an English Catholic who wished to establish a haven in America for Catholics restricted or persecuted in England. Significant was the Maryland Act of Religious Toleration in 1649, an act which extended freedom of religion to incoming Protestants. King Charles' pro-Catholic sentiments were one of the many Crown policies which led to the English Civil War of the 1640's and to the death of Charles II in 1649.
- c. Incorrect. The correct answer is (b): Maryland was a Proprietary colony settled by English Catholics.
- Explanation: Although English Quakers could be found throughout the English colonies, their greatest numbers were found in the Middle Colonies, particularly Pennsylvania.
- Review? Do you wish to review this segment of the video tape program?
- d. Incorrect. The correct answer is (b): Maryland was a Proprietary colony settled by English Catholics.
- Explanation: The followers of Rev. Sun Jung Moon, commonly referred to as "Moonies" are members of a relatively new religious movement. Moon's followers are strongest in South Korea and the United States. The Southeastern European province of Moravia is known for its good wine and hardy peasant stock but not for "Moonies."
- Review? Do you wish to review this segment of the video tape program?

5. Georgia was established by the proprietor James Oglethorpe who wished to:
- create a haven for English debtors
 - create a strategic barrier to the French settlers to the North
 - create a plantation economy based on slavery
 - create a colony which officially favored the Quaker religion

Answers:

- a. Correct. Georgia was the last of the thirteen colonies to be established. In 1732 a group of philanthropists led by James Oglethorpe created this colony for debtors. It was named for King George the 2nd and it was established at Savannah. Although by this time the Crown had little faith in proprietary colonies, it made an exception in the case of Georgia. The Crown wished to establish a strategic buffer between the Carolinas and the Spanish in Florida. It also wished to rid England of debtors. Oglethorpe had wished to keep his colony free from the evils of rum and slavery but, within a short time, Georgia assumed the plantation system of its sister southern colonies.
- b. Incorrect. The correct answer is (a): Georgia was created as a haven for debtors.
- Explanation: King George II of England did wish to make Georgia into a strategic barrier to a foreign power but that power was Spain in Florida. The French were in Canada, a considerable distance to the north.
- Review? Do you wish to review this segment of the video tape program?
- c. Incorrect. The correct answer is (a): Georgia was created as a haven for debtors.
- Explanation: The colony of Georgia reflected the idealism of its trustees who prohibited slavery and farms of more than five hundred acres. They wished to prevent the excessive wealth and luxury which characterized the planter aristocracy of the South Carolina and Chesapeake colonies. Soon the mixed immigrant population of Welsh, Scots, Germans and English forced a repeal of these laws restricting slavery and land acreage. Never as prosperous as the plantation colonies, by 1751 Georgia was turned over to the Crown to be administered as a royal colony.
- Review? Do you wish to review this segment of the video tape program?
- d. Incorrect. The correct answer is (a): Georgia was created as a haven for debtors.
- Explanation: Although there were some English Quakers who settled in Georgia, the Quaker faith was never the established religion of the colony. The religious complexion of Georgia reflected the varied religious preferences of its many immigrant groups. When the colony came under direct royal administration in 1751, the Anglican Church was the established church.
- Review? Do you wish to review this segment of the video tape program?

7. The Puritan leader with civil and religious authority who established the Bible Commonwealth of Massachusetts Bay was:
- Cotton Mather
 - Charles Chauncy
 - Roger Williams
 - John Winthrop

Answers:

- a. Incorrect. The correct answer is (d): The Puritan leader who established the Bible Commonwealth of Massachusetts Bay was John Winthrop.

Explanation: Cotton Mather was one of Boston's most eloquent and respected theologians but he was not involved in the early colony's establishment. There was contradiction in his life. He was variously a scholar who believed in reason and minister given to bouts of superstition and a fascination with the occult. A book he wrote on witchcraft helped to spark the notorious Salem witch trials of the 1690's. In the 1720's he made a major contribution to medical science by experimenting with smallpox inoculation.

Review? Do you wish to review this segment of the video tape program?

- b. Incorrect. The correct answer is (d): The Puritan leader who established the Bible Commonwealth of Massachusetts Bay was John Winthrop.

Explanation: Charles Chauncy was a Congregational clergyman of Boston whose ministry was at its peak a century after the founding of the Massachusetts Bay Colony by John Winthrop. Chauncy believed that religion and reason were compatible and he was critical of the emotional "fire and brimstone" preaching typical of the Great Awakening ministers of the time.

Review? Do you wish to review this segment of the video tape program?

- c. Incorrect. The correct answer is (d): The Puritan leader who established the Bible Commonwealth of Massachusetts was John Winthrop.

Explanation. Roger Williams was a Massachusetts clergyman who was uncharacteristically sympathetic with the Indians. His outspoken defense of Indian rights, his criticism of the Puritan unity of church and state, and his growing inclination toward religious toleration all got him into trouble with John Winthrop and the magistrates of Massachusetts. He was banished in 1635 and fled to Rhode Island south where he established the new colony of Rhode Island.

Review? Do you wish to review this segment of the video tape program?

- d. Correct. John Winthrop was the first governor of the Massachusetts Bay Company which established its colony in New England. When he landed in America he carried with him the royal charter. It was the first time in history that the headquarters of a joint-stock company moved to the colony with the settlers. Well organized and financed, the colony grew and prospered under Winthrop's stern leadership. Over the next decade between fifteen and twenty thousand Puritans came to New England in the so-called Great Migration.

8. The great irony of New England's Puritan religion is that:
- Indians were held in high esteem despite their refusal to convert to Christianity
 - Puritans who wished to separate from the Church of England while in England overwhelmingly became Anglicans in the Church of England once in America
 - Puritans who came to America to escape religious persecution were themselves guilty of religious intolerance and persecution in America
 - Puritans who regarded wealth as a sign of God's affection were themselves the most economically backward and impoverished of the English colonies in America

Answers :

- a. Incorrect. The correct answer is (c): The great irony of New England's Puritan religion is that Puritans who came to America to escape religious persecution were themselves guilty of persecution.

Explanation: Indians were generally held in low esteem by the Puritans of New England. Although there were some isolated attempts by people like Roger Williams and John Eliot to Christianize or deal justly with Indians, such efforts were unusual. After forty years of settlement, the Puritans could claim only a thousand Indians converted to Christianity. Those Native Americans who resisted conversion were considered predestined to damnation. Puritan hostility to Indians was demonstrated in the Pequot War of 1637 and King Phillip's War in 1675, conflicts which dramatically reduced the Native American population of New England.

Review? Do you wish to review this segment of the video tape program?

- b. Incorrect. The Puritans who came to America were not Separatists like the Pilgrims. Rather than separating from the Church of England, Puritans wished to purify and reform the church from within, discarding Catholic liturgy and ceremony.

Review? Do you wish to review this segment of the video tape program?

- c. Correct. The great irony of the so-called New England Way is that those Puritans who sought refuge in America from persecution were themselves intolerant of other religious groups. The Great Migration to New England in the 1630's was prompted by King Charles' hostility toward religious non-conformists. Puritan ministers were turned out of their churches and Puritan books were burned in England. However, once in America, the Puritan magistrates demonstrated similar hostility to Quakers, Catholics, Jews and other groups which refused to conform. Dissenters like Roger Williams and Anne Hutchinson were labeled heretics and banished while eccentric men and women in Salem, suspected of witchcraft, were wisked off to prison or to hanging trees.

- d. Incorrect. The correct answer is (c): The great irony of New England's Puritan religion is that Puritans who came to America escaping religious persecution were themselves guilty of religious intolerance.

Explanation: New England Puritans were Calvinists who often saw wealth and financial success as indications of God's pleasure with an individual or as a sign of eventual salvation. This positive view of wealth was one of a number of factors which made the New England colonies economically successful. New England prospered in shipbuilding, light manufacturing, the carrying trade and fishing.

Review? Do you wish to review this segment of the video program?

9. The seedbed of eventual democracy in New England resided in:
- the officials of the Crown Courts
 - the town meeting houses
 - the Dominion of New England
 - the upper house of the colonial legislatures in New England

Answers:

- a. Incorrect. The correct answer is (b): The seedbed of democracy in New England resided in the town meeting houses.

Explanation: There was little indication in the Crown Courts of anything approaching democracy. The judges of the Crown Courts were appointed by the king and they were to answer only to the king, the king's ministers and Parliament. Notably undemocratic were the so-called Admiralty Courts which had the power to hear cases in the New England colonies while colonials accused of violating maritime laws were deprived of the benefits of a jury.

Review? Do you wish to review the video tape segment of this program?

- b. Correct. New England towns were erected around a town square in which the church, often referred to as the town meeting house, was the most prominent building. This pattern of organization based on small towns encouraged an active participation in local government. The church was used for both religious services and for public debates on civic concerns. Although the vote was originally limited to all male church goers, where the bulk of the Puritan community belonged to the Congregational Church there was considerable direct democracy. All adult churchgoing townsmen could vote on municipal issues and nearly all New England townsmen held local public office during their lives. After New England magistrates relaxed the church membership restrictions for democratic involvement, even greater numbers of the communities were politically active.

- c. Incorrect. The correct answer is (b): The seedbed of democracy in New England resided in the town meeting houses.

Explanation: The Dominion of New England, established in 1685, was an organizational change in the New England colonies in which the Crown assumed direct and extensive administrative control. In effect, the Dominion frustrated local self-government and democratic inclinations in New England by abolishing the charters of several colonies, by joining New York and New Jersey to New England in a single administrative district, and by appointing a royal governor to rule the region from Boston. The authoritarian governor appointed by King James II was Sir Edmund Andros.

Review? Do you wish to review this segment of the video tape program?

- d. Incorrect. The correct answer is (b): The seedbed ...

Explanation: Generally the upper houses of the colonial legislatures were less democratic than the lower elected house.

10. The Quaker population of Colonial Pennsylvania was characterized by:
- a belief that warfare with Indians was just and necessary
 - a belief that God could be understood and approached only through the agency of a formally trained theologian or minister
 - a belief that slavery, although unwholesome, was necessary for the economic survival of the colony
 - a belief in religious toleration and pacifism

Answers:

- a. Incorrect. The correct answer is (d): The Quaker population of Colonial Pennsylvania believed in religious toleration and pacifism

Explanation: The Quakers of Pennsylvania enjoyed unusually good relations with the Indians. William Penn and his representatives in the colony made special efforts to solicit the support, understanding and friendship of their Indian neighbors. Land was purchased rather than taken by force. Quaker-Indian relations were so amicable that the colonial legislature in Philadelphia found it unnecessary to establish a militia for their protection. When later non-Quakers like the Scots-Irish settled in the back parts of the colony, their feisty and free wheeling spirit led to clashes with the Indians. While the Quakers dominated the colonial legislature, they refused to vote funds for military protection against Indians.

Review? Do you wish to review this segment of the video tape program?

- b. Incorrect. The correct answer is (d): The Quaker

Explanation: Quakers were believers in a radical religion which saw no need for a formally educated ministry since one person's interpretation of Scripture was considered as valid as that of another. This concept of religious democracy was promoted in England by George Fox, a Quaker who claimed that within each person's soul was the "Inner Light" of Christ's presence. Fox had a strong influence on William Penn.

Review? Do you wish to review this segment of the video tape program?

- c. Incorrect. The correct answer is (d): The Quaker

Explanation: The progressive Quaker view of God's presence in each man suggested that human nature was noble. It also consequently discouraged slavery. The Quakers prospered without the use of slaves. Later, in the nineteenth century, Quakers would generally support the abolitionist cause to end slavery in the United States.

Review? Do you wish to review

- d. Correct. Unlike the Puritans to the North, Quakers in Pennsylvania founded their colony on the basis of religious toleration. William Penn guaranteed settlers to the area that they would enjoy liberty of conscience, freedom from persecution, no taxation without representation, and due process of law. To a remarkable extent, the Quakers of Pennsylvania, while they dominated colonial government there, made good on this promise.

11. The colony which was to be called New York after 1664 was originally settled and administered by the--
- a. Germans
 - b. French
 - c. Dutch
 - d. English Quakers

Answers:

- a. Incorrect. The correct answer is (c): The colony of New York was originally settled and administered by the Dutch.
- Explanation: Although some Germans settled in New York, the area first came under the control of the Dutch. The Englishman Henry Hudson had explored the area in the name of Holland. Later the Dutch East India Company settled the area. Although Dutch culture dominated the city of New Amsterdam, later New York City, it was sufficiently cosmopolitan by the time of the English takeover that there were a number of languages spoken there, including German.
- Review? Do you wish to review this segment of the video tape program?
- b. Incorrect. The correct answer is (c): The colony of New York
- Explanation: The French never administered the colony of New York. The French in Canada did attempt to influence the Indians of the northernmost reaches of the colony but this was primarily an effort to enlarge their fur trading activities. The Iroquois Indians of northern New York were more responsive to the Dutch and later the English.
- Review? Do you wish to review this segment of the video tape program?
- c. Correct. The colony which was destined to be New York was originally established and administered by England's commercial rival, Holland. Dutch claims rested on the discoveries of Henry Hudson, an Englishman in the service of Holland. In 1624 agents of the Dutch West India Company established a fur-trading outpost at Fort Orange, today Albany, up the Hudson River. Two years later, in 1626, the company purchased Manhattan Island and built their city of New Amsterdam. The region of the Hudson Valley, named New Netherlands, was intended to be a collection of semi-feudal estates and fur trading posts to benefit the company but these plans were never popular with the Dutch settlers. The area came under British control in 1664.
- d. Incorrect. The correct answer is (c): The colony
- Explanation: Some English Quakers were present in New Amsterdam when the British took control of the Dutch colony but they were one of a number of groups living under Dutch administration. More Quakers would later settle in New York due to persecution in New England and because of New York's geographical proximity to Quaker controlled Pennsylvania.
- Review? Do you wish to review this segment of the video tape program?

The Pageant of America's Past

Module Three

The Allegiance Dissolved:

The War for American Independence

Questions and Answers

to the

Computer Managed Interactive Video Instruction in U.S. History

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June 1986

1. All of the following statements accurately describe the state of British Colonial America on the eve of the Revolution except one. Which statement is false?
- Colonial Americans considered themselves true Englishmen entitled to the rights of Englishmen
 - In the controversy over taxes, Americans felt a stronger loyalty to Parliament than to the king
 - Americans were proud of their role in the commercial prosperity of the empire
 - the mercantilist system was showing signs of age and its restrictions on trade and manufacturing were creating discontent in America

Answers:

- a. Incorrect. Remember, you are looking for the false statement. The correct response is (b): In the controversy over taxes, Americans felt a stronger loyalty to Parliament than to the king.

Explanation: It is true that colonial Americans considered themselves Englishmen in the strict sense of the word. It was their argument that they were being denied the rights of Englishmen which helped to precipitate the revolution.

Options?

- b. Correct. Because Parliament was responsible for levying taxes in the colonies, Americans regarded Parliament with increasing suspicion and hostility. Loyalty to King George III persisted. It was not uncommon for American rebel officers to toast the king's health during the first year of the war - until the Declaration of Independence. Then in July 1776 Congress formally charged the king with tyrannical abuses.

- c. Incorrect. Remember, you are looking for the false statement. The correct response is (b): In the controversy over taxes, Americans felt a ...

Explanation: Americans were conscious of their important commercial role within the empire. American goods were sold on a world market and the American Mainland Colonies often had closer economic ties to England than with each other.

Options?

Do you wish to review this segment of the video program?
Do you wish to review the question?
Do you wish to proceed to the next question?

- d. Incorrect. Remember, you are looking for the false statement. The correct response is (b): In the controversy

Explanation: The navigation laws which enforced the mercantilist system were designed to promote a favorable balance of trade for England and in practice this often worked to the disadvantage of some American trading and manufacturing concerns. What once was a mutually beneficial economic arrangement between mother country and colony was increasingly becoming competitive.

Options?

Do you wish to review this segment of the video program?
Do you wish to review the question?
Do you wish to proceed?

2. All of the following statements regarding the 1759 Battle of Quebec are true except one. Which statement is false?
- Both commanding officers Wolfe and Montcalm died in the encounter
 - The battle was more typical of an open field European encounter with troops in formation
 - The action occurred on the Plains of Abraham after British troops climbed the high bluffs overlooking the St. Lawrence River.
 - The battle lasted two days of continual fighting with the French apparently victorious on the first day and the reinforced British victorious on the final day

Answers:

- a. Incorrect. Remember, you are looking for the false statement. The correct response is (d): The battle lasted two days of continuous fighting with the French victorious on the first day and the British victorious on the final day.

Options:

Do you wish to review this segment of the video program?
Do you wish to review the question?
Do you wish to proceed?

Explanation:

Both commanders died as a result of the battle. Wolfe died almost immediately, living only long enough to learn the final outcome of battle. Montcalm, mortally wounded, was carried from the field and died hours later in the city of Quebec.

- b. Incorrect. Remember, you are looking for the false statement. The correct response is (d): The battle ...

Explanation:

The Battle of Quebec was more typical of European open field engagements because large numbers of regular professional soldiers in formation were the principal combatants. On both sides, however, were militia units. Wolfe kept his American colonial militia and riflemen on the flanks while Montcalm integrated his militia into his regular columns.

Options:

Do you wish to review ...

- c. Incorrect. Remember, you are looking for the false statement. The correct ...

Explanation:

The battle occurred on the Plains of Abraham, a large and rolling expanse under the walls of Quebec. All night long British troops climbed a steep and narrow footpath which led to the top of the precipice. When morning came, the population of Quebec woke to discover a British army assembled on the Plains offering a challenge to the French army.

Options:

Do you wish to review ...

- d. Correct. The battle was not long in duration. In fact, the action took place within minutes. Wolfe's men had double-balled their muskets and narrowly gotten off the first volley. What resulted was devastation in the French front line and confusion as undisciplined French militia wavered in their resolve. The French army retreated into the city and abandoned it to the British soon after.

Andrews Questions and Answers for CMIVI Module III in American History

3. The Stamp Act was vigorously opposed in the colonies because:
- it was particularly hard on the frontiersmen
 - it was so successful in raising revenues for the Crown
 - it was an external tax imposed on imported sugar and tea
 - it was an internal tax which affected all segments of colonial society in general and lawyers and editors in particular

Answers:

- a. Incorrect. The correct response is (d): It was an internal tax which affected all segments of colonial society.

Explanation: The Stamp Act was no more an economic burden on the frontiersmen than on other segments of the society. Individuals purchasing newspapers, paper products and documents were required to pay for an affixed stamp. The remoteness of frontiersmen from the centers of government often made the levying of taxes less a burden in the Backparts.

Options? Do you wish to review this segment of the video program?
Do you wish to review the question?
Do you wish to proceed?

- b. Incorrect. The correct response is (d): It was an internal tax which ...

Explanation: In fact the tax scheme proved to be markedly unsuccessful. The British government was unable to raise any revenue as a result of colonial resistance through demonstrations, vandalism, intimidation and boycotts.

Options? Do you wish to review ...?

- c. Incorrect. The correct response is (d): It was an internal tax which ...

Explanation: The Stamp Act was not an external tax on goods coming into the Mainland Colonies from abroad. The colonials were long accustomed to external duties on imported goods in the effort to regulate trade. However, they vehemently opposed taxes simply to raise revenues.

Options: Do you wish to review ...?

- d. Correct. The Stamp Act was an internal tax imposed on commodities already in the colonies. Specifically, the act required the buyer of any newspaper, legal document, writing paper or playing cards to purchase the stamp which was to be affixed. Obviously, newspaper editors and lawyers were directly affected and these professions obviously had much influence on public attitudes and resistance. In the year that the tax was on the books, no revenue was raised.

4. The central ideological issue which brought on the American Revolution was the:
- inability of George III to apply the concept of "divine right of kings" to the wayward colonies
 - desire of most Americans at the end of the French and Indian War to be independent of England
 - conflict between the Church of England and the Congregational Churches of New England
 - conflict between Parliament and colonial legislatures over sovereignty, the power to tax and the rights of Englishmen in America

Answers:

- a. Incorrect. The correct response is (d): The central ideological issue which brought on the revolution was the conflict between Parliament and colonial legislatures over sovereignty, the power to tax, and the rights of Englishmen in America

Explanation: The principle of "divine right of kingship" essentially died with feudalism and was certainly not an issue in the colonies. The English Civil War, the Glorious Revolution in England and the writings of John Locke had all chipped away at the idea of royal absolutism.

Options: Do you wish to review this segment of the video program?
Do you wish to review the question?
Do you wish to proceed?

- b. Incorrect. The correct response is (d): The central ideological issue ...

Explanation: At the end of the French and Indian War, Americans overwhelmingly desired a continued association with England. The victory over the French gave Americans a great sense of pride to be a part of the empire. It was only after the outbreak of fighting between English soldiers and American colonials that the rebels seriously considered complete independence a viable option.

Options: Do you wish to review ...?

- c. Incorrect. The correct response is (d): The central ideological issue ...

Explanation: Although there continued to be friction over the issue of the Church of England (Anglican Church) receiving special benefits and subsidies as the official "established" church, it was certainly not serious enough in itself to bring on the revolution.

Options: Do you wish to review...?

- d. Correct. The major issue bringing on the revolution was the growing conflict between Parliament and the colonial legislatures in their views of American rights. Americans felt stronger loyalty to the more democratic lower houses of their colonial legislatures. For some time Parliament was content to govern America in a lax way. There was a period of relatively benign neglect. Then with the enormous debts incurred by the French and Indian War, Parliament wished to tighten administrative controls and raise revenues in the colonies. This threatened the traditional power and jurisdiction of colonial legislatures.

Andrews Questions and Answers for CMIVI Module III in American History

5. With one exception, all of the following statements explain why Congress finally, after more than a year of war, declared independence. Which statement is false?
- Parliament recently outlawed capital punishment for treason and Americans felt they had nothing to loose
 - King George and the North Ministry rejected a request by Congress for peace and reconciliation based on the traditional rights of English colonials
 - England paid "Hessian" or German mercenaries to fight rebels in America
 - Thomas Paine wrote a firey pamphlet calling for independence

Answers:

- a. **Correct.** Treason remained one of the most harshly punished crimes in England. A common punishment for rebellion and treason was "drawing and quartering." For the next half century in England, capital punishment remained on the books for over two hundred offenses.
- b. **Incorrect.** Remember, you are looking for the false statement. The correct response is (a): Parliament recently outlawed capital punishment for treason and Americans felt they had nothing to loose

Explanation: Many moderates in Congress were reluctant to declare independence, knowing that treason was punished by death. Moderates hoped for a reconciliation but King George refused to consider Congress' efforts at peace based on colonial rights and privileges before the 1760's. This refusal forced many moderates to become more radical.

Options: Do you wish to review this segment of the video program.
Do you wish to review the question?
Do you wish to proceed?

- c. **Incorrect.** Remember, you are looking for the false statement. The correct ...

Explanation: American colonials were outraged by King George's decision to hire German mercenaries to fight in America. If the conflict was regarded as a fight "within the family" it was now more serious with outsiders. The British use of so-called Hessian mercenaries (many came from the German province of Hesse-Darmstadt) did drive many wavering Americans into the patriot camp.

Options: Do you wish ...

- d. **Incorrect.** Remember, you are looking for the false statement. The correct ...

Explanation: The English propagandist Thomas Paine, recently arrived in America, wrote a heated forty-seven page pamphlet entitled Common Sense in January 1776. In it he argued forcefully and persuasively for complete independence, noting that with the war in progress such a declaration would merely confirm the reality of seperation. Within three months, a remarkable 120,000 copies were sold.

6. The significance of the Declaration of Independence on the war was that it:
- made John Hancock recognized as the most eloquent American with the English language
 - gave rebels a moral cause to justify the sacrifice and that it seemed to legitimize the struggle already underway
 - ended the civil war between Patriots and Loyalists (Tories) and compelled all Americans to close ranks behind the revolutionary cause
 - called for a social revolution in which property was to be distributed equitably among the poor

Answers:

- a. Incorrect. The correct response is (b): The Declaration of Independence gave rebels a moral cause to justify the sacrifice and to legitimize the struggle underway
- Explanation: The principal author of the Declaration of Independence was Thomas Jefferson, not John Hancock. Jefferson's lofty and idealistic phrasing of the document has won for him praise as one of the most eloquent of Americans writing in the English language.
- Options: Do you wish to review this segment of the video program?
Do you wish to review the question?
Do you wish to proceed?
- b. Correct. Many in Congress felt that a formal Declaration of Independence was necessary to strengthen the American cause, to legitimize the struggle in progress, and to justify the sacrifice. The document was divided into two parts, the first offering moral and legal arguments for rebellion and the second listing American grievances against the king. Until this time, patriots had been careful to blame Parliament - not the king - for their ills.
- c. Incorrect. The correct response is (b): The Declaration of Independence ...
- Explanation: In fact, the Patriot-Loyalist (Tory) struggle continued and, in many areas, intensified in ferocity. It was an age before organized pollsters yet scholars estimate that roughly two-fifths of the American population was actively patriot, one-fifth were Loyalists, and the remainder either vacillated or remained neutral. About 55,000 Americans enlisted in the British army during the war.
- Options: Do you wish to review...?
- d. Incorrect. The correct response is (b): The Declaration of Independence ...
- Explanation: The American Revolution was more a political revolt against England than a genuine social revolution. Although the democratic tendencies of the revolution did break down some of the traditional social barriers of class and rank, private property was still regarded as sacred and it was protected in the new state constitutions. The only property which was confiscated on a large scale was that of Loyalists and often the states took this property to pay for the expenses of war.
- Options: Do you wish to review ...?

7. Which of the following statements regarding the 1777 Battle of Saratoga is false?
- The battle was an American victory in part because Washington managed to keep General Howe's army busy in Pennsylvania, preventing a link up of British forces in New York
 - The American victory convinced the French to take a more active role against the British
 - Benedict Arnold fought on the British side in the battle
 - The British general who surrendered at Saratoga was John Burgoyne

Answers:

- a. Incorrect. Remember, you are looking for the false statement. The correct response is (c): Benedict Arnold fought on the British side in the battle.

Explanation: The battle plan, formulated by Burgoyne and the North Ministry, was for Burgoyne to march south from Canada and General Howe to march north from New York City, linking up in northern New York state. With combined strength, the British were to separate New England from the former Middle Colonies. Although defeated in Pennsylvania, Washington prevented Howe from joining Burgoyne.

Options: Do you wish to review this segment of the video program?
Do you wish to review the question?
Do you wish to proceed?

- b. Incorrect. Remember, you are looking for the false statement. The correct ...

Explanation: As a direct result of the American victory at Saratoga, French officials were sufficiently impressed with the performance of rebel troops in this large battle to consider more seriously a formal military alliance with the United States. The alliance was signed in 1778, the following year.

Options: Do you wish to review ...?

- c. Correct. Although American General Heratio Gates received the credit for the rebel victory at Saratoga, it was Benedict Arnold's heroic actions in the fight which led directly to the victory. At the time of Saratoga, Arnold was still pro-Patriot in his sympathies. The most famous Revolutionary War traitor went over to the British side later in the war.

- d. Incorrect. Remember, you are looking for the false statement. The correct ...

Explanation: Burgoyne, known as "Gentleman Johnny" for his taste in beautiful women and fine wines, left Canada with 7,000 troops, a heavy baggage train, and a considerable number of camp followers. His troops worn down by the guerilla attacks of Ethan Allan's Green Mountain Boys and denied a link up with fellow British officer William Howe, Burgoyne was forced to surrender his army in Up-State New York.

Options: Do you wish to review ...?

Andrews Questions and Answers for CMIVT Module III in American History

8. All of the following statements accurately explain why the British lost the Revolutionary War except one. Which statement is false?
- The United States benefitted directly or indirectly from Dutch, Spanish and French conflict with England
 - The American cause was a strong one, inspiring sacrifice and resolve
 - The United States did a better job of financing the war than England because the rebels had greater gold reserves
 - George Washington's perseverance, qualities of leadership, and dedication to cause inspired confidence and success

Answers:

- a. Incorrect. Remember, you are looking for the false statement. The correct response is (c): The United States did a better job of financing the war than England because the rebels had greater gold reserves.

Explanation: In 1778 France joined the United States in a formal military alliance and the Spanish and Dutch soon joined the conflict in an effort to humble the British lion. Russia indirectly contributed to the cause by organizing a League of Armed Neutrality of Baltic countries in trade competition with England.

Options: Do you wish to review this segment of the video program?
Do you wish to review the question?
Do you wish to proceed?

- b. Incorrect. Remember, you are looking for the false statement. The correct ...

Explanation: The American cause was strong because it promoted the idea that liberty could be gained from victory. It also reflected Enlightenment notions of popular rule, individual rights in natural law, and the benefits of liberty. On the other hand, the British cause represented the preservation of the empire in its present form.

Options: Do you wish to review...?

- c. Correct. In fact, the United States was suffering from a chronic shortage of money with which to finance the war. The expression "not worth a Continental" was a reference to cheap American paper money. The mercantilist system had drained gold from the colonies.

- d. Incorrect. Remember, you are looking for the false statement. The correct ...

Explanation: There is little doubt that the strong military leadership and character of Washington played a considerable role in the winning of ultimate independence. It was he who inspired the rag-tag and exhausted Continental forces in the terrible winter of 1777-1778.

Options: Do You wish to review ...?

9. Which of the following statements incorrectly explains why the British lost the 1781 Battle of Yorktown?
- The British army under Cornwallis was an undisciplined force made up primarily of German mercenaries and Irish conscripts who performed poorly in battle
 - American victories like Kings Mountain in the Carolina Backcountry frustrated the British and forced them to return to the coast for resupply
 - A massive French army under Rochambeau joined an American army under Washington and moved on the British at Yorktown
 - A French fleet defeated a British fleet off the Chesapeake, preventing British naval supply or evacuation at Yorktown

Answers:

- a. Correct. Lord Cornwallis' army was essentially a professional British force of regular soldiers who fought well under difficult conditions. Not only were his troops exhausted from months of campaigning and forced marches in the backcountry, but they were opposed by a besieging French-American army of sixteen thousand, over twice their size.

- b. Incorrect. Remember, you are looking for the false statement. The correct response is (a): The British army was an undisciplined force of German mercenaries and Irish conscripts who performed poorly

Explanation: After initial successes in coastal Georgia and South Carolina, British forces moved into the Carolina Backcountry. The tide turned with the American victories at Kings Mountain and Cowpens and the heavy British losses at Guilford's Court House. The British defeat in the Backparts ultimately led to defeat at Yorktown.

Options: Do you wish to review this segment of the video program?
Do you wish to review the question?
Do you wish to proceed?

- c. Incorrect. Remember, you are looking for the false statement. The correct ...

Explanation: General Washington benefitted from a large professional French army under the command of General Rochambeau. The French role was decisive.

Options: Do you wish to review ...?

- d. Incorrect. Remember, you are looking for the false statement. The correct ...

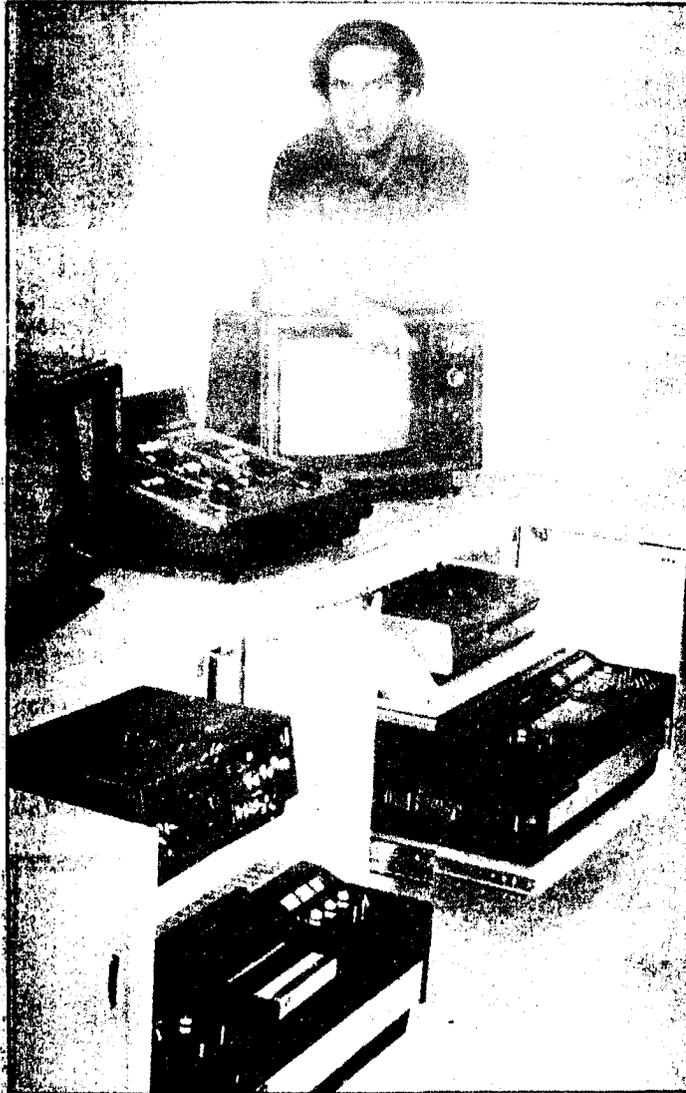
Explanation: Although Cornwallis presumed continued British naval superiority on the coast, it momentarily slipped away. French Admiral de Grasse, operating with a powerful fleet in the West Indies, sailed north and engaged the British fleet off Chesapeake Bay. In the Battle of the Capes the French fleet won, preventing a British evacuation of Cornwallis' troops at Yorktown.

Options: Do you wish to review ...?

Appendix IV
Publicity and photographs
[Originals]

The Daily Herald, 15 October, 1984

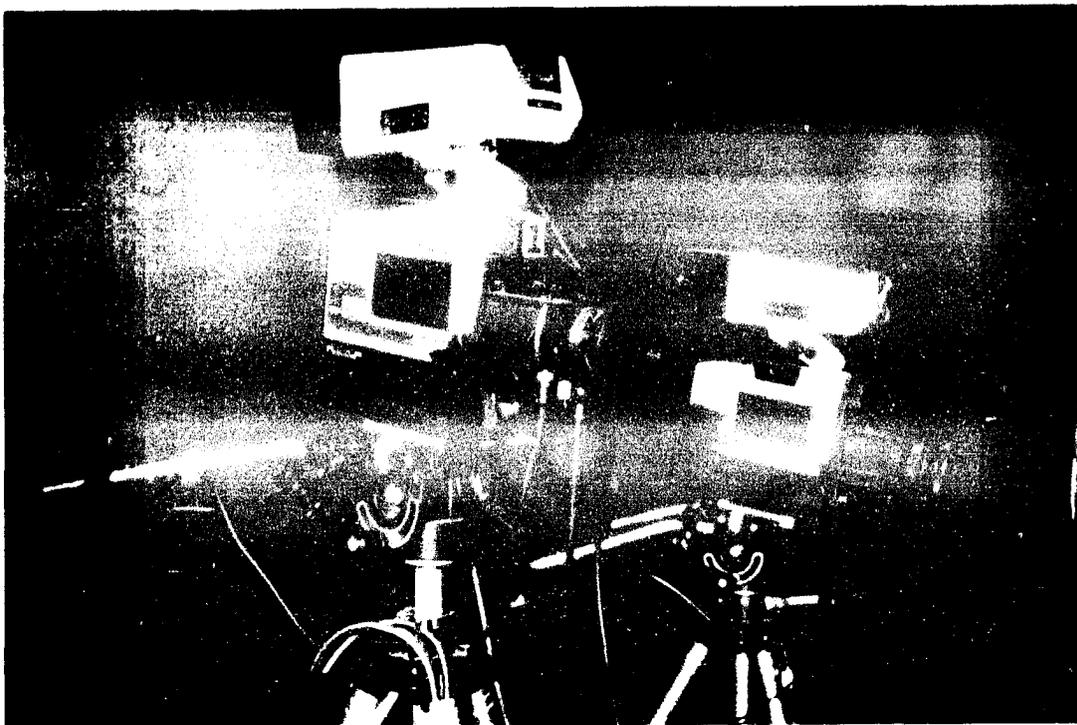
PAGE 1 — THE DAILY HERALD, Columbia, Tennessee, Monday,



Electronic Editor

History instructor Bill Andrews poses with editing equipment in the Learning Resources Center. The

editing process is the most laborious phase of the new interactive video history program.



Panasonic WV-555 television studio cameras used for the CMIVI programs.



The NV-9450 3/4" VTR was used in 1985 for narration sequences in Modules 2 and 3.

Appendix V
Correspondence
[Original and Unedited Documents]

M E M O R A N D U M

TO: Dr. Paul Sands
Dr. Douglas Eason

FROM: William X Andrews WXA

SUBJECT: Proposed CMVI History Class for Fall Quarter

DATE: 14 February 1984

Since Bill Muehibauer introduced me to the concept of Computer Controlled Interactive Video Instruction, I have been tempted to experiment with such technology in American history. In November we linked one of our old productions in World Civilization on Cuneiform writing to interactive video - to gauge student response, evaluation and assessment. We were encouraged by the results. That program, however, was not integrated into a formal class so the value of this experiment was obviously limited.

I am attaching to this memo a general course outline for an experimental class in American history during the fall quarter, 1984.* To fit the format of the schedule, the class would have to meet on Mondays, Wednesdays and Fridays.

My hope is to develop as many video lectures as time and resources permit - based roughly on the America series format. The conspicuous difference, however, would be that our eight modules for USI would be content-based, projecting facts, events, personalities, dates. In other words, these modules would be sequential lectures in which students would come as close as possible under the circumstances to physically and mentally responding to the material.

The purpose of this format would be to insure that students get the content - the body of factual knowledge - while also allowing these students to experience a once-a-week tutorial session designed specifically for class discussion and the examination of concepts, historiography (interpretation), historical analogy, and relevance.

From my three years in the USC Humanities Tutorial program, I have acquired a real appreciation for such a method and have always thought about its application, with obvious modifications, to a survey history course. I feel that computer technology can solve many of the problems of logistics, time constraints, and diversified delivery of instruction.

One last comment on the CMIVL modules should be made here. Bill and I already have the script ready and we will be filming during the spring break our first module. What we will do for the remaining five modules in UDI will be to take existing videos and filmstrips in the LRU and make them interactive. Perhaps over the course of a few years, we can produce 24 modules - eight for each quarter, one unit for each week.

I would appreciate any feedback you could give me on the attached materials. Please note that I began this only three weeks ago and the format is constantly changing. Your suggestions and recommendations will, hopefully, give the plan more definition.

cjl

cc: William Muenibauer
Mark Kramer
Dr. Lewis Moore
Dr. Gabrielle Hubert

*The attached material which accompanied this memorandum is not reproduced here because it can be found elsewhere in the appendix.

Jamestown 
FESTIVAL PARK

July 30, 1984

Mr. Bill Muehlbauer, Director
Columbia State Community College
Learning Resources Center
P.O. Box 1315
Columbia, Tennessee 38401

Dear Mr. Muehlbauer:

This is to acknowledge our receipt of your July 13 correspondence and to grant permission for your center to film at the Festival Park. Due to the nature of your request and the use of the tape we will waive our usual site fees. We would ask however, that a copy of the tape be made for us.

As per our phone discussion filming would have to work around our visitors and programs and while our staff could be filmed if necessary, their participation would be limited to times when they are not involved with scheduled activities and programs. Your visit coincides with our prime visitation.

I will be out of the office the week of July 30 but have turned your letter and script over the Mrs. Joan Betzner the Assistant Park Director. Should you have any questions, do not hesitate to call her in my absence.

We look forward to working with you on this project.

Sincerely yours,

Walter K. Heyer
Walter K. Heyer
Park Director *GB*

WKH/dpj

cc: Mrs. Joan Betzner
Mr. Allan Libby

Telephone: 804-229-1000



The
Colonial Williamsburg
Foundation

POST OFFICE BOX C
 WILLIAMSBURG, VIRGINIA 23187

August 7, 1984

Dear Mr. Muehlbauer:

Our research historians have reviewed the script for your video program, "English Colonial Life and Culture," and suggest a few changes, as noted on the attached memorandum and on the script.

With the understanding that you will make the changes recommended by our historians, you hereby have permission to film this program at Colonial Williamsburg, August 15-17. Although we cannot permit you to film inside the Governor's Palace and the Capitol, you may film any exteriors you choose in our Historic Area.

I would appreciate it if you could call me to set up a more specific shooting schedule for your filming time at Colonial Williamsburg. I will also need the names of all those on your crew so that I can issue you passes to the Historic Area. Those passes will serve as your identification while working in the restored town in case any of our security officers should ask you if you've received permission to film here.

From your letter, I can see that you understand our concern that our visitors not be disrupted by any of your film work here. I appreciate your cooperation on that matter.

Although no motor vehicles are permitted on the streets of the Historic Area, there are several parking areas on the periphery of town which I've circled on the enclosed map.

When you call, we can set up a time to meet at my office to begin filming here so that we can make any last minute arrangements necessary for your work.

Best wishes as you continue planning for your project. I look forward to meeting you and your crew next week.

Sincerely,

Denise Adams Doverspike

Denise Adams Doverspike
 Manager, Radio-TV Services

Mr. Bill Muehlbauer, Director
 Learning Resources Center
 Columbia State Community College
 Columbia, TN 38401

M E M O

TO: Bill Summar
 FROM: Mark Kramer *MK*
 DATE: August 13, 1984
 RE: Equipment Leaving Campus from the LRC

The following equipment is to be checked out to Bill Andrews for the period of August 14, 1984 through August 20, 1984:

<u>EQUIPMENT</u>	<u>ST #</u>	<u>SERIAL #</u>
Panasonic NV-8410 Video Recorder	7521	FOHA20384
Panasonic WV-3890B Video Camera	7836	3XA00238
Panasonic WV-3150 Video Camera	7852	36B09397
Panasonic NV-8400 Video Recorder	7506	COKD40267
Nagra Audio Recorder	5921	L8076
Sony KV-9200 Video Monitor	7062	583321

Paul Sande

 Approved, Dean of the College

8-13-84

 Date

100 - 20 20

M E M O R A N D U M

TO: William Muenbauer
Mark Kramer

FROM: William X Andrews

SUBJECT: Video Taping Schedule and Sites for Virginia Trip

DATE: 15 August 1984

The following tentative schedule of video taping sites and objectives represents what would be ideal for the HIS-TRIAD CMIV modules. I have the sites listed as well as the corresponding Module Number and script paragraph number.

Williamsburg

Video clip of building with ivy, out of focus into focus, from zoom to wide angle	11-20
Video clip of tavern, fronts and insides if possible	11-21
Video clip of Williamsburg homes - different styles - about four homes	11-22
Video clip of two or three taverns - facades - shingles - signs over doors	11-22
Video clip of Governor's Palace from 3 or 4 different angles and distances	1-68 11-23, 26, 27, 29
Video clip of interior upper room of Magazine with muskets stacked against the wall	General use
Short video clips (in also if possible) of:	
Wigmaker	
Spining and weaving shop	
Cooper shop	
Windmill	
Apothecary shop	11-52
Blacksmith and harnessmaker	

Jamestown Park

Video clip of helmeted soldiers - individual faces, men posing with muskets over walls, groups of soldiers at leisure	11-11,12
Video clip - sweep of stockade	11-9
Video clips of buildings, alone and with people	11-10
Video clip of soldiers in formation	11-11
Video clip of Jamestown ships at dock and setting sail if possible - at sea if possible	11-18
Video clip of costumed men, women and children at Jamestown	General

Appalachians

Video clip of Appalachian virgin forest, trees, mountains, scenic pan	I-Introduction, I-1
Video clip of scenic Blue Ridge	11-24,25, 111-25
Video clip of farmers working hill land (Tennessee option)	11-32
Video clip of white frame church with tight village (Tennessee option)	11-50,51

Ocean (Virginia Beach)

Narrator walking along beach, along fishing pier, & at seafront restaurant table	I-9,10,11,19,20,22,28 29,30,36,37
Video clip of waves - transition - in close to wide angle, out of focus - into focus sounds of waves, seagulls	I-9
Video clips of modern sailboats in distance	I-General I-26,28
Video clip of people fishing on pier - scenic	I-General
Video clip with camera shooting down on feet walking along beach - awkward	I-21
Video clip - scenic of sand dunes, beach weeds, seaweed and wood debris - weeds blowing in wind	I-General
Video clip of sun bathers and beach strollers	I-General
	Later modules of modern American contrasts

Yorktown

Narrator in front of parapets, cannon, trenches, and redoubts	111-37,38,39,40,44,47,48, 49,54,55,58,59
Video clip of "Living History" camp and soldiers	111-28
Video clip of Yorktown cannon from different views	General 111
Video clip of "Living History" cannon firing	General 111
Video clip of ramparts, redoubts and trenches	General 111
***Obtain segments of U.S. Park Service Film on the 1981 Bicentennial Battle and Surrender Keenactment at Yorktown with French, British and American troops battle and camps	General 111

Plantations (Shirley, Berkeley or Carter's Grove)

Narration in front of plantation mansion	11-33,34
Video clip of blacks working in field	11-12
Video clip - pan shot from river to plantation house - zoom in on home	11-17
Video clip of river loading area for plantation	11-18
Video clip of plantation home from various angles - also shoot slave lodgings and service areas	11-19
Video clip of buildings with ivy - zoom in on ivy, then out of focus or fade to black - transition to Williamsburg Church	11-20
Plantation land - scenic - trees, houses, fields	11-31,32

Jamestown

Narrator walking through Old Historic Area	11-2,3,4,6,8
Narrator with pipe in front of ruins of original House of Burgesses	11-12,14,15
Video clip of scenic areas of Jamestown, swamp, replica ship, flowers with historic area in background (no people)	11-Introduction,1
Video clip of old ruins of House of Burgesses	General
Video clip of ruins of old church	11-46

Boot and shoemaker	General use
Foundry	
Candlemaker	11-3b,37
Cabinet making shop	
Paper maker	
Printing shop	111-46
Video clip of public gaol -inside and out	11-48
Video clip of hands on gaol window bars	11-49
Video clip of face looking out gaol window	11-47
Video clip of congregation leaving church service at Bruton Parish Church - zoom on door	11-38
Video clip of Bruton Church - exterior facade, interior stained glass window, tombs	11-39,40,46,47,45
Video clip of women (faces, full body and group) working and at leisure - costumed	11-55
Video clip of children (faces and full body) group working, studying, playing	11-56
Narrator from the front of Capitol walking down Gloucester Street toward Governor's Palace	11-20,21,26,27,29
Narrator walking and seated in Bruton Church cemetary	11-39,40,46,47
Narration in front of the governor's Palace	11-58,59,62

Module 111 Filming

Narrator in front of Governor's Palace	111-4,5,6,7,8
Narrator in front of Capitol	111-13,14,15,16,17,18,22,23,24
Video clip of Broadside or costumed actor reading newspaper or broadside	111-30
Video clip of Capitol from various angles	111-12
Video clip of townspeople at work and play - groups	111-11,46
Video of colonial militia mustering with fife and drum	111-35
Video clip of soldiers at Magazine firing weapons	111-35
Narrator in front of Williamsburg Magazine - including upper room if possible	111-33,34,35

MEMORANDUM

TO: Dr. Paul Sands
Dr. Douglas Eason

FROM: William X. Andrews *WXA*

DATE: August 20, 1984

SUBJECT: Progress report on the components for the Personalized American History Project

Bill Muehlbauer, Mark Kramer and I have just returned from Virginia where we experienced three days of filming for the first three Computer Managed Interactive Video modules. I spent yesterday logging some four hours of video shot at Colonial Williamsburg, Jamestown, Yorktown, and Carter Grove Plantation. Tonight Mark Kramer and I will begin editing the video. Today I am reviewing period music given me by Lee Roesti for the CMIVI.

As Bill Muehlbauer will be presenting you with a progress report on the CMIVI component of this innovative history project, I thought I might give you a similar report on the other components.

As you may recall from my Memo of 14 February 1984, this history project is a modified "Personalized System of Instruction" allowing students to experience the traditional lecture while also exposing them to a once-a-week tutorial session designed for class discussion and the exploration of concepts, historiography, analogy and relevance. To do this, to provide me with an extra hour per week for the tutorial, I am going to rely on the CMIVI which is a computer technology which can provide a diversified delivery of instruction and overcome problems of logistics and time constraints. We plan to have four CMIVI modules on line and ready for students during the Winter Quarter and we will have the other instruction components also prepared.

It is important, I think, to note that the CMIVI is only one of three instruction components, each one equally important. There is the formal lecture, the tutorial and the CMIVI.

For the Lecture Component, I have made a class lecture outline and notes for the first four weekly units. These notes are designed to supplement the CMIVI with overlapping occurring only when the material is highly significant. These lecture notes and outline will be found in the student's syllabus booklet. The formal in-class lecture will occur only once a week in a class that meets on a Monday-Wednesday-Friday schedule.

The other project to which I am devoting time and energy is the tutorial component. From my three years in the CSCC Humanities Tutorial program I have acquired an appreciation for such a method applied to history. I can see real

Memo to Dr. Sands and Dr. Eason



August 20, 1984

value in the dialectic approach to teaching--particularly in open class discussion centered on a specific topic each week. For the tutorials, I am writing a different monograph-like piece for each weekly tutorial session. Each piece should be from fifteen to twenty double-spaced typed pages--something the students should be able to read in a half hour. These pieces will also appear in the student's syllabus booklet. Students will write a short essay on some aspect of the reading. The subjects and concepts for the first four readings are:

I) Tutorial Module I--First Weekly Reading

A Man and a Woman: The Story of Cabeza de Vaca and Marguerite de la Rocque. The reading is a narrative description of the eight year expedition of four survivors of a 400 man Spanish expedition to Florida in 1528. It also describes the three year struggle to survive by a lone French woman marooned on an island near the mouth of the St. Lawrence River. Both events occurred during the same time period and both events reveal something of the drive, ambition, and resourcefulness of the early French and Spanish explorers to America. Students will, hopefully, analyze these ambitions, compare Spanish and French methods of exploration and colonization, and debate the relative strengths and weaknesses of men and women.

II) Tutorial Module II--Second Weekly Reading

The Witches of Salem: This reading will survey the religious crisis of the Massachusetts Bay Colony in 1692 when a score of suspected witches were executed and many more imprisoned. Concepts to be explored will be the issue of separation of church and state, superstition, social conformity in values, and capital punishment.

III) Tutorial Module III--Third Weekly Reading

The Revolutionary War and Vietnam: An Essay on the Limitations of Power. This reading will present the historical analogy of Britain struggling in Revolutionary War America and the United States struggling in Vietnam. Although certain obvious differences will be noted, the reading will emphasize comparisons over contrasts. Concepts to be explored will be the limits of power, the chemistry of revolution, and the significance of ideology in war and revolution. *The justification of war, the draft + women in combat.*

IV) Tutorial Module IV--Fourth Weekly Reading

Alexander Hamilton: A Biographical Sketch. This reading investigates the personality, ambitions and political philosophy of Alexander Hamilton, one of the most important minds of the Federalist Era in American history. Concepts will involve the "Great Man" theory of history and the Hamiltonian view of human nature, economics and political theory.

Memo to Dr. Sands and Dr. Eason

3

August 20, 1984

In addition to these three major instruction components--lecture, tutorial and CMIVI--I am also developing a computer assisted index of significant personalities, events, concepts and terms which students should be able to identify. This glossary comes from the text, CMIVI sessions, lectures and tutorials. I am organizing the computer glossary by unit and students can receive a brief description or explanation of each term by working with a computer. Whenever I can find the time, I also hope to develop a comprehensive test bank for exam preparation.

To give you some idea of the work we are collectively doing on this project, I will include in this progress report a sample of a CMIVI script, a sample of a CMIVI question sheet, a sample of a lecture outline, a sample of a computer glossary (without explanations), and a copy of the General Description of the Program.

We plan to demonstrate one of the CMIVI modules on 10 September during faculty orientation and at that time I will also use graphics to explain how all components will fall into place for the program's first use during the Winter Quarter.

To promote this project, I have submitted abstracts for a formal paper presentation at two conferences. One is the SBR Conference on Innovative Teaching and the other is the Kansas State Conference on Applying New Technology in Higher Education in Orlando, Florida.

M E M O R A N D U M

TO: Bill Muenibauer
Mark Kramer

FROM: William X. Andrews

SUBJECT: Proposed Locations for Upcoming Video Filming

DATE: 17 September 1984

Because of the Southall Grant which we have recieved, I would like to revivse our production schedule. I am hoping to move as quickly as possible to complete our first three modules so we can use these three for demonstrations, for testing, and for additional funding requests. When we have finished modules one through three, I would suggest that we begin work on module eight - the program that concerns James K Polk and Manifest Destiny. There are a number of reasons. The Southall Grant will be more appropriate for the production of modules seven and eight (Andrew Jackson and James K Polk respectively) as Tennessee history could be better integrated into these programs.

I already have the tutorial Seminar paper written for Unit Eight in the overall program. Also there is the fact that module eight will require less travel than module four and will give us a nice change of pace.

Once we have the first three done, then we can test those for statistical comparisons and await more grant money for modules four through seven. The first three should be of a quality hopefully to get us some funding with a National Endowment for the Humanities grant (Charles Sanders, Karen Peterson and I will be working on this over the next weeks) and the eighth module on Polk will hopefully encourage continued financial support from local and state endowments like Southall.



COLUMBIA STATE COMMUNITY COLLEGE
COLUMBIA, TENNESSEE 38401
(615) 388-0120

August 23, 1984

Dear Bill,

I have just finished reading your report of August 26 on the American History project. I am pleased to learn that your plans are being realized and that so many of them seem to have such promise. I am particularly interested in the excellent topics you have chosen for the tutorial sessions. They all seem good, but I look forward especially to reading the materials for "A Man and a Woman" (what a splendid

title! Did you have the movie in mind?) and "The Revolution War and Vietnam." I hope students will respond as positively to these materials as they should!

Let me wish you continued good luck with this innovative project.

Doug Esson

MEMORANDUM

TO: Bill Andrews
 FROM: Alexander
 DATE: 10/10/84
 SUBJECT: Readability: Module 1 script

	<u>Passage</u>	<u>Syllables</u>	<u>Sentences</u>	<u>Grade Level</u>
pg 3	1	163	3.9	
7	2	153		
9	3	166		
	AVERAGE	159	3.9	(12)

Computer lent before but could copy the average. Lines all you need.

Fry Readability Scale

MEMORANDUM

TO: Bill Andrews
 FROM: Alexander
 DATE: 10/10/84
 SUBJECT: Readability: Tutorial-Class Paper Unit 8

	<u>Passage</u>	<u>Syllables</u>	<u>Sentences</u>	<u>Grade Level</u>
p. 2-3	1	161	4	13
p. 11	2	163	6.9	11
p. 18	3	166	4	14
	AVERAGE	163	5	(12)

Fry Readability Scale

MEMORANDUM

TO: Dr. Paul Sands
Dr. Douglas O. Eason
Dr. Lewis Moore

FROM: William X. Andrews

DATE: February 22, 1985

RE: Taping Trip to Philadelphia for Video History
Lectures #3 and #4

The purpose of this memo is two-fold. First I wish to provide you with a brief progress report on the current status of our Computer Managed Interactive Video History lectures. Second, I would like to suggest a proposed video taping session for a new module -- CMIVI Module #4 -- The New Nation 1783-1800.

The video taping trip to New Orleans and St. Augustine, Florida went very well. As you may recall, my brother and I traveled in my van through six states and shot eight hours of video tape. Although much of the work was designed to compile a video depository for future modules, the trip's principal aim was to shoot the major narration and video clip sequences for CMIVI Module One -- God, Glory and Gold: The Non-English Exploration and Colonization of North America. We were chiefly concerned here with Spanish and French activity and the filming was done respectively at St. Augustine, Florida and New Orleans. This module is ready for editing except for a short narration sequence we plan to shoot in a canoe on Duck River and a short dramatic sequence (the story of Margueritte de la Rocque) to be video taped in our LRC studio.

CMIVI Module #2 The Seed Transplanted: English Colonial Life is being edited for a special showing at the National Conference on New Technology in Higher Education. I will demonstrate it in Orlando, Florida on March 4 and 5. As you recall, most of this program was shot at Williamsburg last August.

While in Virginia, Bill Muehlbauer, Mark Kramer and I also visited Yorktown National Battlefield where we video taped the concluding segments of the script for CMIVI Module #3 -- The War for American Independence.

To finish the filming on the Revolutionary War, we would like to shoot the first half of module #3 at Carpenter's Hall (meeting place of the First Continental Congress) and the Pennsylvania State House (Independence Hall where the Declaration of Independence was signed). Both of these sites are in Philadelphia. Just outside of Philadelphia, we plan to shoot a narration sequence at Valley Forge and video clips at the Revolutionary War battle sites at Germantown, Brandywine Creek as well as Trenton and Princeton, New Jersey. After these sites are recorded, the whole of CMIVI module #3 (The Revolutionary War) will be ready for editing.

I have just finished writing the script for Module #4 -- The New Nation and the More Perfect Union. This module concerns the governing of the new nation through the Articles of Confederation and the Federal Constitution -- until 1800. It was at Philadelphia that the Continental Congresses, the Articles of Confederation, and the Federal Constitution governments were inaugurated or conducted their business. For this reason the entire video lecture for module #4 can be taped in Philadelphia. The 42-acre Independence National Historical Park in downtown Philadelphia is a spectacular backdrop because it contains Carpenter's Hall, Liberty Hall, Franklin Court, Independence Hall, the Old City Hall, the Philosophical Hall, the First Bank of the United States, Bishop White House, Todd House, Congress Hall, the Liberty Bell Pavilion, and three separate historical museums. This area represents everything we need for Module #4 and, together with nearly Valley Forge, the bulk of Module #3. In addition, we plan to video tape at the city's riverfront--to capture the flavor of the old colonial town and its shipping yards. Bill Muehlbauer is in the process now of obtaining permission to tape inside Independence Hall and Carpenter's Hall.

Following is a list of sites for video taping:

<u>Carpenter's Hall</u>	Philadelphia	Module #3	
<u>Liberty Hall</u>	Philadelphia	Module #3	
Port of History Museum	Philadelphia	Module #3 & #4	
Penn's Landing	Philadelphia	Module #2 & #3	
War Library & Museum	Philadelphia	Module #3	
Betsy Ross House	Philadelphia	Module #3	
Christ Church	Philadelphia	Module #2 & #3	
First Bank of U.S.	Philadelphia	Module #4	
Bishop White House	Philadelphia	Module #2	
Todd House	Philadelphia	Module #2	
Marine Corps Mem. Museum	Philadelphia	Module #3	
Army-Navy Museum	Philadelphia	Module #3	
Franklin Court	Philadelphia	Module #3	
Second Bank of U.S.	Philadelphia	Module #5	<u>Repos.</u>
Philosophical Hall	Philadelphia	Module #2	
<u>Independence Hall</u>	Philadelphia	Module #3	
Congress Hall	Philadelphia	Module #3 & #4	
Old City Hall	Philadelphia	Module #3	
Liberty Bell Pavilion	Philadelphia	Module #3	
Germantown Battlefield	near Phila.	Module #3	
Brandywine Battlefield	near Phila.	Module #3	
Valley Forge	near Phila.	Module #3	
Gettysburg	along the way	Module #10	<u>Repos.</u>

Handwritten:
 Jennifer Lord
 215-597-9205
 577-2505
 313 Walnut St.

Handwritten:
 Jennifer Lord - Carpenter's Hall

Handwritten:
 Same Date Book - script

M E M O R A N D U M

TO: Dr. Paul Sands
FROM: William X. Andrews
DATE: March 1, 1985
RE: Updated Prospectus and Progress Report

This communication is to keep you posted on the progress, immediate plans and long range goals of our Tutorial-Lecture-Computer Managed Interactive Video package in history.

By September I will teach a number of Monday/Wednesday/Friday classes in American History I implementing for the first time our special package of tutorial, regular lecture and CMIVI classes. We will use this program for the first half of the fall quarter, testing for results and comparing these results with tests given to a control group. Four CMIVI modules will be on line at the LRC for the first four full weeks of the fall quarter. We will also have four essays (one for each week) distributed to students for the tutorial-discussion sessions.

Based on student reaction to one of our CMIVI programs in World Civilization -- The Written Word and the Dawn of Civilization -- we can anticipate that students will respond positively to the experience. However, we have not yet had the opportunity to test on the CMIVI on the tutorial sessions. The first half of the fall quarter will be set aside for this testing.

PHASE I - Video Taping and Editing Modules 1-4

We have already edited the first half of CMIVI Module II -- The Seed Transplanted: British Colonial America. The majority of this video lecture was taped at Williamsburg and Jamestown. All the video has been shot and we plan to complete the editing during the spring quarter.

We have already shot the bulk of video tape for CMIVI Module I-- God, Glory, and Gold: The Non-English in North America. Two short segments, a narration sequence in canoes on the Duck River and an LRC studio sequence, have yet to be filmed. These will be finished in April and the final editing of module #1 will be completed in the spring quarter.

Half of CMIVI module #3, The Course of Revolution, has already been shot at Yorktown, Virginia and the other half will be filmed at Valley Forge (on the outskirts of Philadelphia) and Liberty Hall in Philadelphia. The video taping will be finished after our spring break and final editing will be scheduled for June.

July will be devoted to the editing of our fourth CMIVI module-- The New Nation -- to be shot in its entirety in Philadelphia at Carpenter's Hall, Congress Hall, Independence Hall, and Independence National Historical Park.

After shooting in Philadelphia, all the out-of-state video shots will have been recorded for CMIVI modules 1-4.

PHASE II - Implementing and Testing Modules 1-4

During the first four full weeks of the fall quarter 1985, our four modules will be used for instruction in the LRC. Instruction will be self-paced and computer managed, with informal evaluation and assessment of student performance on the CMIVI. The CMIVI will supplement a once a week formal lecture on Mondays and tutorial (a class discussion and essay writing) sessions on Wednesday and Friday. During the fifth week, students participating in the Tutorial-Lecture-CMIVI program will be tested and the test results will be compared to those by students in a control group.

PHASE III - External Funding for Additional Modules

At this time Caron Peters^e and I are writing a grant proposal to the Washington, D.C. based Annenberg Foundation for support for our history CMIVI program. I have already explained the need, set down specific objectives, and, with Caron, drawn up a proposed budget. The deadline for this grant request is this June.

I am leaving this evening for Orlando, Florida where I will demonstrate our CMIVI module #2 at the Conference on New Technology in Higher Education. An article I have written on our CMIVI work at Columbia State will be published this summer in the journal Issues in Higher Education published by Kansas State.

I am presently video taping all my lectures in my Tuesday-Thursday 1:30 class. These tapes will be helpful when I write the transcripts for future modules. It is my belief that with national exposure through such media as publications and conferences, our efforts to receive external funding will be rewarded. Four quality CMIVI programs will prove that we have a credible track record. Moreover, I believe that the work we are all collectively doing in this ~~this~~ new technology will help to reinforce the view that the community college is the dynamic, cutting edge in educational innovation, that Columbia State has the talent and professional staff to produce quality educational AV programs.

and

MEMORANDUM

TO: Mr. Bill Andrews ~~✓~~

FROM: Dr. Douglas O. Eason, ^{DOE} Dean of Instruction

DATE: March 16, 1985

RE: Interactive Video Package in American History

Let me commend you for the exciting work you are doing in developing a new approach to the teaching of American History. You are to be congratulated on your presentation in Orlando and your publication in Issues in Higher Education this summer. I hope all of your filming schedules will have been brought to completion soon and that the first four modules can be completed this summer as planned.

As I understand your memorandum of March 1, 1985, you hope to test the modules in an American History class at CoSCC next fall. I will look forward to your report on this experience. I think it is an excellent idea to compare results with a control group taught in a traditional manner.

I'm sure the LRC staff will continue in assisting you as you work to bring this phase of your project to completion. I encourage you to investigate with Ms. Petersen every avenue for securing outside funding for this complex and extensive project

Again, keep me posted on your progress.

DOE:fk1

CC: Mr. Kramer
Mr. Muehlbauer
Mr. Sanders
Dr. Sands



COLUMBIA STATE COMMUNITY COLLEGE
 P. O. BOX 1315
 COLUMBIA, TENNESSEE 38401
 (615) 388-0120

History Department
 Columbia State Community College
 August 7, 1985

Ms. Judith Singer
 Legal Department
 Warner Brothers, Inc.
 4000 Warner Boulevard
 Burbank, California 91522

Dear Judith:

The History Department at Columbia State Community College is in the process of producing a computer managed interactive video lecture on the American Revolution. I have written the script and I will be narrating this half-hour program shot on location at Revolutionary War battlefields in Pennsylvania and Virginia. Because we are a non-profit state educational institution and are producing this video lecture for our own students, NBC affiliate WTKR-TV in Norfolk, Virginia, is supplying us free of charge with video tape shot at the Yorktown Bicentennial Battle reenactment in 1981. We will use about two minutes of this tape to visualize the battle sequences.

However, our examination of the American Revolution is prefaced by a two minute reference to the Seven Years War in Europe between France and England (1756-1763). We are in need of a dramatic visualization and we have discovered that you have an ideal sequence in your Stanley Kubrick film "Barry Lyndon." We would very much appreciate making use of a one minute clip in which British forces in open field formation assault French forces. This one minute clip is very impressive because it demonstrates the discipline of professional 18th century European armies.

If you grant us permission to use this sequence in our program, we will use it strictly in accordance with copyright restrictions. We will also use the character-generated credit "From 'Warner Brothers' 'Barry Lyndon'" over the video sequence, the narrator will identify the film, and we will include a note of appreciation during the closing credits. Furthermore, as soon as the final editing is completed, we will send you a copy of the entire video lecture.

At the moment, we are in the final editing phase with a production deadline set for mid-October. The sequence on the Seven Years War is all that we lack to bring this video lecture to completion.

Ms. Judith Singer
Page 2, Continued
August 7, 1985

Those of us at Columbia State who are involved in this educational program are devoting considerable time and effort as we recognize that this type of video lecture is highly popular with students and measurably effective in stimulating interest in history and communicating information to those students. Your help will make our film all the more impressive.

Thank you very much for your time and consideration.

Sincerely yours,

William X. Andrews

William X. Andrews
History Department
(615) 682-2591 (home)
(615) 388-0120 (work)

WXA:kcr

cc: Dr. Betty Kyger
Dean Bill Muehlbauer
Mr. Mark Kramer

MEMORANDUM

321

TO: Dr. Paul Sands
Dr. Betty Kyger
Dr. Douglas Eason
Mr. Bill Muehlbauer
Mr. Mark Kramer

FROM: William X. Andrews WXA

SUBJECT: Proposal for Future Computer-Managed-Video-Lectures in History

DATE: August 13, 1985

This communication is to inform you that our request for funding from the Annenberg/CPB Foundation has been denied for this year. Despite the disappointment, I plan to apply again next year and, in the meantime, pursue other sources for external funding.

In view of this setback, I would like to submit a proposal for the completion of additional computer-managed-interactive-video-lectures at reduced production costs. As planned we will implement during this fall quarter our HIS-TRIAD of formal lectures, tutorial classes, and CMIVI modules. The evaluation and the interpretation of the results of this special program will constitute the final phase of my dissertation for the doctorate. However, I am looking forward to the time, with the dissertation behind me, to continue producing eight completed modules and writing the remaining four tutorial readings for an entire American History I quarter.

Although future external funding might be made available, I would like to proceed now on the basis of a minimal budget. I believe we can produce and implement this eight unit series without sacrificing quality or compromising standards. My concern now is primarily to reduce costs.

I would like to suggest that for the final four modules, I will pay for all transportation, lodging and subsistence costs myself for on-location filming. Furthermore, I am willing to pay the annual \$250.00 total coverage insurance premium on Columbia State video equipment taken in my car for on-location taping. I would also like to make continued use of Columbia State video equipment in an arrangement which is agreeable with Mark Kramer and on an item-available basis.

Additional reductions in costs are anticipated because a number of sources have agreed to let us use video clips from their movie productions. In module #3, for example, Warner Brothers has allowed us to use a one minute clip from the movie Barry Lyndon and the

MEMORANDUM
Page 2, Continued

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Pennsylvania Society of the Sons of the Revolution has permitted us to use a segment of its documentary movie on Valley Forge. The need for travel will hopefully be reduced by investigating additional video sources in the public domain.

It is my belief that this project deserves continued support and that it will measurably add to the quality of and interest in the study of history at Columbia State. It will also demonstrate the commitment of our institution to innovation in instructional techniques.

WXA:kcr



COLUMBIA STATE COMMUNITY COLLEGE
P. O. BOX 1315
COLUMBIA, TENNESSEE 38401
(615) 388-0120

August 13, 1985

George J. Lincoln, III
President
Pennsylvania Society of the
Sons of the Revolution
1300 Locust Street
Philadelphia, Pennsylvania 19107

Dear Sir:

I am a history professor at Columbia State Community College in Tennessee and I am seeking assistance from you in a project the History Department is undertaking. I am developing a computer managed interactive video lecture on the American Revolution for our students and we are searching for appropriate video clips which can give visual expression to our script.

Because we are a non-profit state educational institution and because our program is non-commercial, we have been fortunate enough to obtain permission to video tape our narration sequences at sites like Yorktown National Battlefield, Colonial Williamsburg, and other state and national historical sites. Furthermore, we have obtained permission to use video clips from commercial television stations (i.e., WTKR-TV's video coverage of the 1981 Bicentennial battle reenactment at Yorktown) and commercial movies (i.e., a one minute clip from Warner Brothers' Barry Lyndon).

I have not yet had an opportunity to view your film on Washington at Valley Forge but I have spoken to John Tyler, Chief of Interpretation at Valley Forge, who will show me the film when I make a trip up to Pennsylvania next week. I am writing to you now because, in the event that we find a short piece of your film useful for our visualization of the rough winter of 1777-1778 at Valley Forge, we would like to ask your permission to use no more than a minute's time of your film. The script calls for a one minute clip of video.

If we find that we can make use of your film and if you give us permission, we would, as we are doing with our other contributors, "character-generate" credit for the source over the video and we would make additional acknowledgement in the final credits. Furthermore, we will abide by all copyright restrictions. As we have agreed to do with our other video sources, we will also send you a copy of the completed video lecture.

Thank you for your time and consideration. I will communicate again after John Tyler has shown me the film.

Sincerely,

William X. Andrews
History Department

WXA:kcr

MEMORANDUM

TO: Mr. Bill Andrews 
FROM: Douglas O. Eason, Dean of Instruction
RE: Request for Interim IDEA Evaluation
DATE; October 3, 1985

After checking with Bill Cashin, Center for Faculty Evaluation and Development and consultant for IDEA, I recommend developing your own student questionnaire to use mid-quarter in lieu of administering IDEA twice to the same group of students. Dr. Cashin suggested that a special questionnaire would provide you with more feedback on the use of your innovative teaching strategies. Dr. Cashin further suggested that students might not be able to give an accurate report of their progress on instructor-selected objectives so early in the quarter. Using IDEA in two classes, one taught with the traditional approach and one taught with the new strategies, is another alternative.

JRE:fk1

Teaching of history. Good
luck!

Wang



COLUMBIA STATE COMMUNITY COLLEGE
COLUMBIA, TENNESSEE 38401
(615) 344-0120

October 17, 1985

Bill,

Your HIS-TRIAD questionnaire looks good. My only question would be, "Can the results be easily compared and presented in composite form?"

I can't imagine the work which has gone into this project! I hope to preview some of the materials soon. You are to be congratulated for developing such an innovative approach to the



October 28, 1985

Mr. William Muehlbauer
Columbia State Community College
P.O. Box 1315
Columbia, Tennessee 38402-1315

Dear Mr. Muehlbauer:

Thank you for your letter about the League Conference in Scottsdale. I am most pleased you found the sessions helpful, and we appreciate your kind response.

It sounds as if you are doing some exciting things at Columbia State with interactive video. What you are doing would certainly make an excellent forum for our program in Miami next year.

To that end, I am sending a copy of your letter to Dr. Piedad Robertson at Miami-Dade Community College whose office will be responsible for coordinating the 1986 National Conference. Most forums are limited to League members and to members of our Computer Partners consortium. However, if we decide to extend invitations to others to participate in Miami, Columbia State would be a good candidate.

If that opportunity arises, I am sure that someone from Miami-Dade will be in touch with you. In any case, we hope you will plan to join us in Miami on October 5-8, 1986 for our Fourteenth National Conference on the theme "The Community College and the Computer."

Sincerely,

Terry O'Banion
Executive Director

TO'B:js

cc: Piedad Robertson

Dictated, but signed in his absence.



COLUMBIA STATE COMMUNITY COLLEGE
COLUMBIA, TENNESSEE 38401
(615) 388-0120

October 28, 1985

Bill,

I have just finished reading through the evaluation materials for your American History HIS-IRIAD project. It is clear that the majority of students are learning and enjoying their work. I was pleased, of course, that so many enjoyed the tutorial component - people do like to discuss issues, don't they. It is clear to me that the variety of activities is a very positive element (ones)

of your project.

I am anxious to see the test results for your two groups. The control groups are correct, have only had lectures of the traditional type?

Good luck with your work as you continue the development of this project.

WJ

Appendix VI
Comprehensive Exam
[Original and Unedited Document]

CMIVI
American History I

Mr. Andrews
Fall Quarter 1985

1. The major port city of the colony of South Carolina was:
 - a. Columbia
 - b. Savannah
 - c. Orangeburg
 - d. Charleston
2. The year of the first permanent settlement by England in mainland North America was:
 - a. 1603
 - b. 1607
 - c. 1620
 - d. 1619
3. All of the following were fundamentals of the economic theory of mercantilism except:
 - a. the colony was to serve as a market for manufactured goods processed in the mother country
 - b. there would be a favorable balance of trade for the mother country
 - c. there would be no governmental regulation of trade because of the benefits of free trade
 - d. the colony would provide the mother country with raw materials
4. All of the following contributed to the European exploration and discovery of America in the late fifteenth century except:
 - a. the need to procure African slaves
 - b. the search for a sea route to Oriental spices
 - c. technological improvements in shipbuilding, navigation and map making
 - d. the increased wealth and unification of Western European nations
5. The concept of "predestination" was to be found strongest in the religious views of:
 - a. Puritans
 - b. Anglicans
 - c. Lutherans
 - d. Catholics
6. The Treaty of Tordesillas in 1494:
 - a. outlawed Protestantism in the New World
 - b. authorized the slave trade
 - c. required all European sailors from America to take VD test
 - d. gave Spain the bulk of the Americas by papal authority

7. William Penn's "Holy Experiment" in Pennsylvania was characterized by all of the following except:
 - a. relatively good relations with the Indians
 - b. a general attitude of religious toleration
 - c. a belief that God was best understood through the intermediary (services) of a trained theologian or minister
 - d. relative pacifism
8. Puritans were:
 - a. separatists from the Church of England
 - b. believers that poverty led to God and encouraged spirituality
 - c. English Calvinists
 - d. most prominent in the colony of Virginia
9. The Spanish conquistador who traveled through the Southeastern regions of the United States and who officially discovered the Mississippi River was:
 - a. Cortez
 - b. Coronado
 - c. de Soto
 - d. Ponce de Leon
10. Maryland was originally a:
 - a. company colony of English Puritans
 - b. royal colony of English Lutherans
 - c. proprietary colony of English Catholics
 - d. leper colony
11. All of the following were true of the English Puritans except:
 - a. because they were persecuted in England, they were tolerant of other religions when they established themselves in America
 - b. they believed in the absolute sovereignty of God in determining who was saved and who was damned
 - c. they wished to reform the Church of England from within
 - d. the Puritan Church in New England was referred to as the Congregational Church
12. Of all the European nations in America, the one whose economic interests in America tended to be the most beneficial to the Indians was:
 - a. Spain
 - b. Holland
 - c. England
 - d. France
13. In the early colonial period of the Chesapeake colonies of Virginia and Maryland had in common the fact that:
 - a. both were proprietary colonies
 - b. both had a predominately Catholic population
 - c. both enjoyed an economy based chiefly on tobacco cultivation
 - d. neither colony placed any restrictions on the ability of its people to vote

14. The Iroquois Indians remained hostile to the French because:
 - a. they had little respect for the French Black Robes
 - b. the French made allies of Indian tribes like the Hurons who were traditional enemies of the Iroquois
 - c. they thought the French language was too hard to learn
 - d. they opposed the fur trade because of its damage to the environment
15. The proprietor of the colony of Georgia was:
 - a. the Cooper family
 - b. Lord Baltimore
 - c. James Oglethorpe
 - d. John Winthrop
16. All of the following were characteristics of life in New France except:
 - a. agriculture suffered from a priority given to the fur trade
 - b. agriculture suffered from the shorter growing season and the harsh winters
 - c. there was a large population in New France due to the large number of women coming to America and the refusal of French Catholics to practice birth control
 - d. the fur trade encouraged the rapid territorial expansion of North America by traders and trappers
17. The seedbed of New England democracy rested:
 - a. with liberal royal officials
 - b. in the town meeting houses or churches
 - c. in the upper chambers of the colonial legislatures
 - d. in the reaction to the religious rising known as the Great Awakening
18. The most important governor and religious leader in the Massachusetts Bay Colony was:
 - a. Roger Williams
 - b. Cotton Mather
 - c. Charles Chauncy
 - d. John Winthrop
19. Bartolomeo de Las Casas is most associated with:
 - a. the circumnavigation of the globe
 - b. his efforts to enslave Indians in the encomienda system
 - c. his efforts to protect Indians from the abuses of the encomienda system
 - d. the first documented use of biological warfare - when he infected the Portugese with herpes
20. The English colony with the largest black slave population was:
 - a. Virginia
 - b. South Carolina
 - c. Georgia
 - d. Maryland

21. The largest and most progressive colonial city in British America on the eve of the revolution was:
 - a. Philadelphia
 - b. New York
 - c. Boston
 - d. Charleston

22. The revolutionary propagandist responsible for writing the inflammatory pamphlet, Common Sense, was:
 - a. John Adams
 - b. Samuel Adams
 - c. Patrick Henry
 - d. Thomas Paine

23. The Stamp Act was vigorously opposed in the colonies because:
 - a. it was an internal tax which affected all segments of colonial society
 - b. it was particularly hard on the frontiersmen
 - c. it established the first Admiralty Courts which permitted searches without warrants
 - d. it was the first external tax act designed by Parliament to raise revenues from imported goods

24. The British commander who surrendered at Saratoga in October of 1777 was:
 - a. Lord Cornwallis
 - b. Thomas Gage
 - c. John Burgoyne
 - d. Sir William Howe

25. All of the following events between the outbreak of the Revolutionary War in April 1775 and 4 July 1776 helped to push the colonies toward the Declaration of Independence except:
 - a. the hiring by King George III of German "Hessians"
 - b. the burning of Boston by angry British troops
 - c. the rejection of the "Olive Branch Petition" by the king
 - d. the publication of Common Sense

26. All of the following were true of the Revolutionary War except:
 - a. it was true social revolution which threatened all property and pitted class against class
 - b. it was a true civil war
 - c. England was increasingly plagued by domestic discontent (in England) and foreign foes who supported the rebels
 - d. it was a war of attrition in which guerrilla tactics and many years of indecision frustrated the British

27. The Declaratory Act accompanied:
 - a. the 1765 Stamp Act
 - b. the repeal of the Stamp Act in 1766
 - c. the 1767 Townshend Acts
 - d. the repeal of the Townshend Acts in 1770

28. All of the following contributed to the dramatic British surrender at Yorktown except:
 - a. Washington's victories at Brandywine and Germantown
 - b. The Patriot victory at King's Mountain in the Carolinas
 - c. a massive French army under French General Rochambeau
 - d. the defeat of the British fleet by the French navy in the Battle of the Capes

29. The French and Indian War can be considered one of the root causes of the American Revolution mostly because:
 - a. American militia acquired disrespect for British regulars
 - b. the French attempted to create bad feelings between England and her colonies
 - c. the enormous costs of the war led Parliament to raise taxes and tighten administration in the colonies
 - d. the British had neglected to protect American lives and property on the frontier during the war years and this created animosity

30. The Battle of Saratoga was a great victory for the Patriots. Which of the following statements regarding this battle is not true?
 - a. it brought the British to the negotiating table to work out a peace treaty
 - b. it led directly to a formal military alliance with France for the United States
 - c. it proved that Americans could fight the British successfully in large engagements
 - d. the victory was due in part to Washington's ability to keep a large British army bogged down in Eastern Pennsylvania

31. The 1494 Treaty of Tordesillas:
 - a. was an agreement between Spain and Portugal, approved by the Pope, giving Spain the bulk of the newly discovered land in America
 - b. was a papal pronouncement called for a new crusade to liberate Jerusalem and Constantinople from the Ottoman Turks
 - c. was a papal agreement with European scholars that the world was round
 - d. was a papal declaration which publicly banned Protestantism from the New World

32. The Castillo of San Marcos in St. Augustine, Florida, was built in the 1500's primarily:
- to serve as a base of operations against the powerful Indians who lived in great cities to the north of Florida
 - to protect Spanish missionaries who hoped to convert the Florida Indians to Catholicism
 - to protect the annual treasure fleets which had to sail by the east coast of Florida to catch the prevailing winds back to Spain
 - as a penal colony to relieve Spain of debtors and criminals
33. The Encomienda System:
- was the policy of the Spanish Crown to offer settlers in America vast pools of Indian labor
 - was the introduction of Black African slaves to relieve the suffering of Indian slave labor in America
 - was enthusiastically supported by Bartolomeo de Las Casas
 - was the centralized structure of government in Spanish America in which the king ruled through the agency of his Viceroy
34. On which of the flowing interior waterways was the French presence least apparent?
- The Great Lakes
 - The Mississippi River
 - The Hudson River
 - The St. Lawrence River
35. The Frenchman Jacques Cartier is most known for his:
- discovery of the Mississippi River
 - exploration of the St. Lawrence River
 - the founding of the great city of Quebec
 - torture and death at the hands of the Iroquois Indians
36. England's claim to North America was based on explorations by the Italian:
- Giovanni Verrazano
 - Giovanni Cabotto
 - Amerigo Vespucci
 - Christopher Columbus
37. By the early 1600's, conditions in England were more favorable to successful colonization because:
- businessmen wanted to plant winter wheat in Virginia
 - the war with Spain was intensifying
 - merchants and investors had accumulated sufficient venture capital to finance colonization
 - the new king, James I, wished to convert the American Indians to the Quaker religion

38. The Virginia House of Burgesses came to represent the interests of a growing class of:
 - a. tobacco planters
 - b. London businessmen
 - c. poor yeoman farmers
 - d. fishermen and shipbuilders
39. The so-called Backparts of the English colonies were generally settled by latecomers who:
 - a. encountered relatively little Indian trouble
 - b. built great plantations with large numbers of slaves
 - c. found land cheaper and politics more democratic
 - d. were predominately Swedish and German in ethnic makeup
40. Georgia was established originally as an effort to:
 - a. create a haven for debtors
 - b. create a strategic barrier to the French settlers to the north
 - c. create a plantation economy based on slavery
 - d. create a colony for the Quaker religion
41. The great irony of New England's Puritan (Congregational) religion is that:
 - a. Indians were held in high esteem despite their refusal to convert to Christianity
 - b. Puritans who wished to separate from the Church of England while in England became Anglicans (Church of England) in America
 - c. Puritans who came to America to escape religious persecution were themselves guilty of religious intolerance and persecution in America
 - d. Puritans who regarded wealth as a sign of God's affection were themselves the most economically backward and impoverished of all the English colonies
42. The colony which was to be called New York was originally settled by the:
 - a. Germans and called New Hamburg
 - b. French and called New Marsailles
 - c. English Quakers and called New Harmony
 - d. Dutch and called New Netherlands
43. Which of the following statements does not accurately describe the state of British Colonial America on the eve of the Revolutionary War?
 - a. Colonial Americans considered themselves true Englishmen entitled to the rights of Englishmen
 - b. In the controversy over taxes, Americans felt a stronger loyalty to Parliament than to the king
 - c. Americans were proud of their role in the commercial prosperity of the empire but wished greater economic freedom
 - d. the mercantilist system was showing signs of age and its restrictions on trade and manufacturing were creating discontent in America

44. Which of the following statements on the 1759 Battle of Quebec is false?
- Both commanding officers on each side were killed in the engagement
 - The battle was more typical of an open field encounter with professional troops
 - The action occurred on the Plains of Abraham after British troops claimed the cliffs overlooking the St. Lawrence River
 - The battle lasted two days of continuous fighting
45. The French commander at the Battle of Quebec was General:
- Duquesne
 - Montcalm
 - Vergennes
 - De Gaulle
46. One of the central ideological issues which brought on the American Revolution was:
- the inability of King George III to find a wife who could bear his bad breath
 - the desire of most Americans at the end of the French and Indian War to be independent of England
 - the conflict between the Church of England and the Congregational Churches
 - the conflict between Parliament and colonial legislatures over sovereignty, the power to tax and the rights of Englishmen in America
47. With one exception, all of the following statements explain why Congress finally, after more than a year of war, declared independence. Which statement is false?
- Parliament recently outlawed capital punishment for treason and Americans felt they had nothing to lose
 - King George and the North Ministry rejected an "Olive Branch Petition" - a request by Congress for peace
 - England paid German mercenaries to fight rebels in America
 - Thomas Paine wrote a pamphlet calling for independence
48. The significance of the Declaration of Independence on the war was that it:
- made John Hancock recognized as the most eloquent American
 - gave rebels a moral cause to justify the sacrifice and legitimize the struggle
 - ended the civil war between Patriots and Tories
 - called for a social revolution in which property was to be distributed to all

49. Which of the following explanations on why England lost the Revolutionary War is false?
- The United States benefitted directly or indirectly from Dutch, Spanish and French conflict with England
 - The American cause was a strong one, inspiring sacrifice and resolve
 - The United States did a better job of financing the war because the rebels had greater gold reserves
 - George Washington's perseverance and dedication to cause inspired confidence
50. All of the following American Indian societies were civilized by our definition of civilization except:
- the Mandan
 - the Aztec
 - the Maya
 - the Inca
51. The Spanish conquistador who first discovered the Pacific Ocean was:
- Cortez
 - Balboa
 - Pizarro
 - Ponce de Leon
52. All of the following are explanations for the conquest of the Aztec Indians except:
- The Spanish infected the Indians with syphilis
 - the Spaniards took advantage of a legend of a returning god
 - the Spaniards took advantage of superior weapons and Indian fear of the horse
 - the Spaniards took advantage of Indian allies who hated the Aztecs
53. The word "Mestizo" refers to the racial mixture in Spanish America of:
- Europeans and Indians
 - African slaves and Indians
 - Creoles (Europeans) and Africans
 - Portuguese and Spaniards
54. The Black Legend refers to:
- Irishmen who landed in Spanish America
 - Spaniards of the Armada who landed in Ireland
 - the slave trade from Africa to America
 - Spanish treatment of the American Indians
55. The founder of Quebec and the Father of New France was:
- Samuel Champlain
 - Verrazano
 - Jacques Cartier
 - Robert Siero de La Salle

56. The economies of Spanish America and New France were
- rice and indigo in Spanish America and tobacco in New France
 - slaves in New France and rice and tobacco in Spanish America
 - fishing in Spanish America and shipbuilding in New France
 - mining and cattle in Spanish America and furs and fishing in New France
57. The French explorer who first traveled the course of the Mississippi River from north to south was:
- Jacques Cartier
 - Robert Siere de La Salle
 - Isaac Jacques
 - Jacques Brebeuf
58. Which of the following statements does not describe the Jesuit missionaries to New France?
- The Black Robes appeared to be genuinely concerned with the spiritual and material needs of the Indians
 - They appeared to emphasize the spirit over the liturgy of the religion
 - They were successful in converting the Iroquois Indians to Catholicism
 - They lived among the Indians and used gentle persuasion in their work
59. The Dutch along the Hudson River began a successful trade with the:
- Hurons
 - Iroquois
 - Algonquians
 - Montagnais
60. Bloody Mary in English History was:
- Mary Queen of Scots (executed by order of Elizabeth I)
 - Mary Stuart (married to William of Orange)
 - Mary Tudor (daughter of Henry VIII and Catherine of Aragon)
 - Mary of Wise
61. Nathaniel Bacon's rebellion of 1676 was prompted by:
- frontier hostility to Indians and tensions between frontier and Tidewater Virginia
 - conflict between the Anglican Church and Methodists in Virginia
 - the demands of frontier Virginians for more land in the Ohio Valley
 - a cock fight between unruly roosters which sort of got out of hand

62. Anne Hutchinson:
- a. was one of the first witches hanged in Salem
 - b. was an advocate of Indian rights who lived among the Indians
 - c. was most known for her successful campaign to give Puritan women the right to vote in Massachusetts
 - d. was a non-conformist who was exiled from Massachusetts because she challenged the teachings of some of the clergy and because she was not submissive as women were taught to be
63. All of the following were important economic concerns in New England except:
- a. shipbuilding
 - b. the carrying trade (shipping)
 - c. cotton production for New England textile manufacturers
 - d. fishing and lumber
64. The Dominion of New England was short lived governing arrangement which:
- a. the power of the Crown was reduced
 - b. crown power was increased by tightening colonial administration in New England and joining New York to New England
 - c. church members lost their right to vote in elections
 - d. New England became one large proprietary colony
65. Many of the pacifist and peaceful inclinations of the colony of Pennsylvania came to an end with the introduction into the Backparts of the:
- a. Swedes
 - b. Scots-Irish
 - c. Mennonites
 - d. Dutch
66. Admiralty Courts were characterized by all of the following except:
- a. they had juries made up of American colonials
 - b. they were designed to enforce the navigation acts which supported the operation of mercantilism in the colonies
 - c. they fined or imprisoned American sailors who sold American goods directly to European nations other than England
 - d. they were symbols to American colonials of growing British oppression
67. The area of the British colonies in America in which the literacy rate (education) was the highest was:
- a. New England
 - b. the Southern Colonies
 - c. the Middle Colonies

68. All of the following were characteristics of the Great Awakening except:
- it was a religious movement which witnessed revivalism
 - its supporters thought that emotion was as important or more important than reason in religion
 - it brought on a relaxation in most religions away from "fire and brimstone" sermons and the idea of God as more merciful than just
 - it increased the enthusiasm among Americans for organized religion and it led to an increase in church memberships
69. General Edward Braddock:
- was military governor of Massachusetts on the eve of the revolution
 - was responsible for defeating the French at Fort Louisbourg in 1758
 - was the British negotiator at the Treaty of Paris in 1763
 - was ambushed and killed when he unsuccessfully led a British army into the Backparts of Pennsylvania in 1755
70. All of the following statements regarding the Quartering Acts are true except:
- After the Boston Massacre no additional British troops were sent into Boston until the war began
 - American colonials complained that British troops were not needed in Boston and other port cities but rather on the frontier where the Indian threat was the greatest
 - the Quartering Acts required that British troops be housed in private shelters at the expense of the colonials
 - the presence of large numbers of professional troops angered colonials who had to compete with these off-duty soldiers for jobs
71. All of the following were true of the Coercive Acts of 1774 except:
- they closed down the port of Boston until compensation for tea could be made
 - they reduced the power of the colonial legislature and they made it unlawful for town meetings to be held without permission
 - they protected the Catholic religion in Quebec
 - they called for additional British troops to be sent to Boston
72. Fort Pitt and later Pittsburg was originally:
- Fort Louisbourg
 - Fort Vincennes
 - La Chin
 - Fort Duquesne
73. The Tory or Loyalist population during the Revolutionary War has been estimated to have been roughly:
- one fifth of the American population
 - one half of the American population
 - one tenth of the population
 - two thirds of the population

74. The British military strategy which led to the Battle of Saratoga was:
- a. to separate the southern colonies from the middle colonies
 - b. to take New York City away from the rebels
 - c. to take Philadelphia away from the rebels
 - d. to force a wedge between New England colonies and the Middle colonies
75. All of the following factors explain why the rebels had advantages over the British except:
- a. because of the fervor and general enthusiasm for the war, Congress had little difficulty raising money for war operations
 - b. with guerilla warfare tactics, the rebels had knowledge of the land and the sympathy of the bulk of the population
 - c. because the conflict was a war of attrition which lasted so many years, the British tired of the conflict and were frustrated by its indecisiveness
 - d. for the rebels to win the war, all they had to do was hold on and keep an army in the field, while the British had to conquer and hold territory

Appendix VII
Evaluations
[Transcriptions from Originals]

The following is a report on the results of a student evaluation of the experimental American History HIS-TRIAD Project. As you will find, the form represents student responses to an instructor's listing of goals and objectives. It represents one of a number of evaluation schemes - the most important being the 75 objective question exam administered to four classes (two experimental and two control groups). These exams are in the process of being graded and analyzed.

This report comes from two HIS-TRIAD classes with 27 students responding in section D and 16 students responding in section E. The evaluation was administered on Wednesday October 16. I will submit a follow-up to this report after Caron Peterson completes her statistical analysis of the data.

I. General Information:

1. What is your age category?

Section D: 23 17-20 range; 3 21-24; 1 over 32
 Section E: 11 17-20 range; 3 21-24; 2 over 32

2. Are you taking this course as a requirement in your academic program?

Section D 24 Required 3 Elective
 Section E 15 Required 1 Elective

3. Are you a history major?

Section D None
 Section E None

4. Those who thought their high school was an adequate preparation for American History

Section D 12 Yes 14 No 1 No response
 Section E 5 Yes 11 No

II. HIS-TRIAD Program Information:

1. Which of the teaching methods do you like most? (place 1 by what you like most)

Section D 1 Monday lecture class
9 Computer video program in LRC
17 Tutorial-discussion class

Section E 1 Monday lecture class
7 Computer video program in LRC
8 Tutorial-discussion class

2. Which of the three teaching methods do you think provides you with most information in the subject of American History?

Section D 14 Monday lecture class
11 Computer video program in LRC
2 Tutorial-discussion class
 Section E 9 Monday lecture class
7 Computer video program in LRC
0 Tutorial-discussion class

3. Which of the three teaching methods do you think will be most useful in taking an exam like the Pre-Test you took last month?

Section D 13 Monday lecture class
13 Computer video program in LRC
1 Tutorial-discussion class
 Section E 6 Monday lecture class
8 Computer video program in LRC
1 Tutorial-discussion class

4. Which of the three teaching methods do you think is most relevant (practical and useful) to you now?

Section D 5 Monday lecture class
12 Computer video program in LRC
10 Tutorial-discussion class
 Section E 5 Monday lecture class
7 Computer video program in LRC
4 Tutorial-discussion class

5. Which of the three teaching methods is the easiest for you to learn by:

Section D 5 Monday lecture class
12 Computer video program in LRC
10 Tutorial-discussion class
 Section E 3 Monday lecture class
9 Computer video program in LRC
4 Tutorial-discussion class

III. Evaluation of Computer-Managed-Interactive-Video Instruction

1. Which feature of the Computer video program do you like most?

Section D 10 your ability to select the time of the week to experience the program
9 the ability to learn history using the computer
8 the video tape lecture on the television monitor
 Section E 7 your ability to select the time of the week to experience the program
3 the ability to learn history using the computer
6 the video tape lecture on the television monitor

2. Which of the computer-managed-video programs did you enjoy most?

Section D 6 God Glory Gold (Spanish, French and Dutch in America)
8 The Seed Transplanted (English Colonies)
12 The Allegiance Absolved (American Revolution)
1 no response

Section E 3 God Glory Gold (Spanish, French and Dutch in America)
9 The Seed Transplanted (English Colonies)
4 The Allegiance Absolved (American Revolution)

3. How do you rate the technical quality of the audio-visual programs?

Section D 16 Good
11 Satisfactory
0 Poor

Section E 13 Good
3 Satisfactory
0 Poor

IV. Evaluation of the Tutorial-Discussion

1. Which of the three tutorial essays in your booklet did you enjoy reading most?

Section D 1 A Man and A Woman
23 Salem Witches
3 England's Vietnam

Section E 7 A Man and Woman
9 Salem Witches
0 England's Vietnam

2. Which of the three tutorial essays was the easiest for you to write a paper on?

Section D 9 A Man and A Woman
13 Salem Witches
5 England's Vietnam

Section E 4 A Man And A Woman
10 Salem Witches
2 England's Vietnam

3. Which of the three tutorial discussions was in your opinion most relevant and interesting?

Section D 1 Heroism and qualities for survival (A Man and A Woman)
18 Superstition and prejudice (Salem Witches)
8 The ethics of war and the draft (England's Vietnam)

Section E 3 Heroism and qualities for survival (A Man and A Woman)
5 Superstition and prejudice (Salem Witches)
8 The ethics of war and the draft (England's Vietnam)

4. Do you think that your experiences in the group discussions have helped you in public speaking?

Section D 22 Yes
5 No

Section E 13 Yes
3 No

5. Do you think that your writing of weekly essay papers has helped you in writing skills?

Section D 21 Yes
6 No

Section E 13 Yes
3 No

6. Do you feel that the Tutorial-discussion experience has given you a better chance to get to know the other students in your class?

Section D 27 Yes
0 No

Section E 16 Yes
0 No

V. Student Comments

1. Do you feel that the His-Triad Project has made the study of history more interesting for you than if you experienced the the traditional lecture three times each week?

Section D 27 Yes
0 No

Dr. Douglas O. Eason's Evaluation of CMIVI

5 December 1986

Bill Andrews'

HIS-TRIAD - American History I

God, Glory and Gold -

Good pictures - clear, interesting and generally relevant to the narration. Some hesitation in the narrator's speaking but information clear and specific - quite factual though unrehearsed/polished. Interesting music; would there be any merit/possibility of using music of the period? Would this require the help of a musicologist? Some maps showing the routes of Coronado and de Soto might help students visualize the narrative. Some pictures are held too long (e.g., the cannon in court yard of the Cabildo in New Orleans).

The Seed Transplanted -

Nice visual link between programs. Does narrator spend too much time on camera when various scenes of Jamestown et. al. could be shown? Some pictures are quite beautiful and interesting in their own right (ie., the tour through Williamsburg) but do they serve a significant purpose in the flow of the narration? What is the significance of the windmill? The discussion is about tobacco and slavery. What picture of church and graveyard is used for discussion of English settlement of "New England?" Does not appear to be New England! Would Puritans have used electric organ music? Ugh! Why use awful Methodist revival hymns? I know little of their worship practice but suspect they sang psalms without music. Good maps showing various groups of colonies are helpful.

The Allegiance Dissolved -

There are some moments of static/interference in the tape when scenes change. Good shots of soldiers firing muskets. None of the "ideas" of the Declaration of Independence is discussed; perhaps this will be dealt with later.

Bill,

Your three films are quite extraordinary - especially considering your lack of resources and your "shoestring" operation. Your history seems to be quite personal - which is good from my perspective. I'm not sure how other historians view the parallel between the American War of Independence and the Vietnam War. One would hope students would find the contemporary analogy helpful and provocative.

Critique of CMIVI Tape: THE SEED TRANSPLANTED

By Krishna Pendyala

The interactive video tape produced on the topic "The Seed Transplanted" can be considered as state-of-the-art at the time it was made. In 1984 the field of interactive courseware was in its infancy. Not many people made use of this technology, especially teachers. I commend Mr. Bill Andrews of Columbia State Community College on taking the initiative to work and develop several interactive modules in History to be used by students in their curriculum.

As a Consultant/Producer of interactive courseware, I have watched the field grow and develop immensely in the last five years. Watching this program today, I feel comfortable to make a few comments on the technical quality and instructional design of the program.

The overall program content and quality is good. However, some fine tuning and attention to detail can improve it a great deal. The interactive program can basically be divided into four major areas.

- 1) Instructional design
- 2) Audio/video content
- 3) Computer generated text
- 4) Computer programming

The instructional design of the program involves a video presentation followed by a series of questions. If answered incorrectly, a text screen is presented to the student explaining the content, at the end of which the student is offered a chance to review the video segment pertaining to that question. Also, if answered correctly, the student is still presented with a reinforcing text screen substantiating the basis for the correct answer. I feel that this aspect of the design is very useful. However, should the student choose to review the video segment, the question is repeated at the end of the segment. I personally feel that the student should not be asked the same question soon after the review, but may be at the end of the program.

The question segments seemed to appear abruptly. Some fine tuning of the beginning and end points of the video segment could eliminate this problem. I also noticed that the tape was rewinding to find a review segment. While using videotape instead of videodisc in interactive video courseware, one should be aware of the access time involved in searching for a particular section on the tape. It is therefore recommended to duplicate certain reinforcing segments at various sections on the tape in order to reduce search times. Also using a few seconds of black before and after video and review segments can help in segments from starting or stopping abruptly.

A good set of directions/instructions should accompany the program to direct the students and make it easier for them to concentrate on the material that is presented.

The audio and video quality could be improved in many ways. I am aware of the limitations of the equipment used for the production of the tape in question. Using the same equipment some of the following errors could be corrected:

- a) Video picture quality with better lighting
- b) Control track drop out on the tape
- c) Establishing long shot stays for too long especially with the talent narrating live
- d) Closer shot of talent would help create a better impact
- e) More takes would reduce talent presentation errors in audio
- f) A closer look at editing and rehearsing can eliminate jump cuts and enhance the pacing of the program
- g) Care should be taken to minimize the difference between field narration and studio narration

The computer generated text seems to appear very slowly ie. letter by letter. The text could appear faster especially when titles and other not so relevant material is presented. Also, varying the tempo does break the monotony. Care should be taken to eliminate spelling errors.

The computer program can be polished to make the program slicker and provide better feedback especially during input errors. For example,

a) An inappropriate answer to a question simply makes the question repeat itself with no feedback, whatsoever;

b) At the end of each text screen a line which said 'Press Return to Continue' appears. Technically, any key would suffice;

c) The program should be able to accept an input 'Y' for 'YES' and 'N' for 'NO' consistently. I noticed that the pattern was erratic;

d) The text screen from the previous set of questions is visible while the next set of questions are being loaded. Clearing the screen at the end of a question session will eliminate this problem; and,

e) The tape cannot be rewound without turning off the power to the computer.

In summary, keeping all the various factors that affected the production of this interactive videotape in perspective, I would rate the program very highly. The suggestions would merely help in making the program even better.

Krishna Pendyala [Signed]

Coordinator of Media Production

Gary Bailey

After viewing the interactive video program concerning British involvement in American Colonization written by William Andrews, the following good and bad points were noted.

Good Points

1. The information given for the questions was adequate and helpful.
2. The added information when answering a question was a very welcome feature.
3. The location shots and inserted material added interest to the material presented.
4. The inserted material was very clear and of good picture quality. The old woodcuts and prints added spice to the overall presentation.

Bad Points

1. The shots showing the narrator were shot from too far away, leaving his face indistinguishable at times
2. At one point, it was very evident that the narrator was moving his mouth at a different pace than the words were being spoken

3. The outside camera footage was shot from too far away, leaving the picture fuzzy. The overall quality of the film did not seem good.

4. There were not adequate instructions at the end of the tape. I had to get help to rewind and remove the tape.

The program was both interesting and informative. There were just a few minor problems.

Gary Bailey [Signed]

IDEA STUDENT EVALUATION OF INSTRUCTION
MEMORANDUM

TO: Full Time Faculty
 FROM: Douglas O. Eason, Dean of Instruction
 SUBJECT: Faculty Evaluation
 DATE: January 2, 1986

Attached are the results from the student evaluation of instruction -- IDEA -- administered during Fall, 1985. The instructions for interpreting the report are on the back of the form.

The score which will be recorded on your faculty evaluation agreement is derived from Part VII, the Summary Profile, and is based on the following:

Low (% Rank 1-9) = 1
 Low Average (%Rank 10-29) = 2
 Average (%Rank 30-69) = 3
 Hi Average (%Rank 70-89) = 4
 High (%Rank 90 or Above) = 5

The "Overall Evaluation" is triple weighted while the "Would Like Instructor Again" and "Improved Attitude Toward Field" items are single weighted. The maximum score possible is "5".

Without taking into consideration the weighted score (based on the percentage you selected -- 20, 25, 30% -- on your faculty evaluation agreement), your score using the Similar Course Comparison Group is calculated below:

Call No. 221
 Overall Evaluation 3 x 3 = 9
 Would Like Instr. Again 4 x 1 = 4
 Improved Attitude Toward field 3 x 1 = 3
 Total 16 ./.5 = 3.2

Call No. 218
 Overall Evaluation 4 x 3 = 12
 Would Like Instr. Again 5 x 1 = 5
 Improved Attitude Toward Field 4 x 1 = 4
 Total 21 ./.5 = 4.2

Please contact Janet Everett, Room 107A, Ext. 222, if you have any questions.

IDEA REPORT

STANDARD FORM

COLUMBIA STATE COMM COLL

ANDREWS, WX
 COURSE NO: 221
 DEPT: HISTORY -2205
 HOURS & DAYS: 9:30 TT

No. Enrolled 33
 No. Rating 22
 % Rating 67
 FALL 1985-86

Similar Courses Refers Only to
 Class = MEDIUM (15-34)
 Student Motivation = LEVEL II
 II = LOWEST LEVEL; V = HIGHEST

Part I. Evaluation (Progress Ratings)

	PERCENT RESPONDING						Mean	COMPARISON WITH	
	Low			High				All Courses	Similar Courses
	1	2	3	4	5	Omit			
A. Subject Matter Mastery									
21. ● Factual Knowledge	0	5	41	27	23	5	3.7	AVERAGE	AVERAGE
22. ● Principles & Theories	5	5	50	23	14	5	3.4	AVERAGE	AVERAGE
24. Professional Skills & Viewpoints	0	14	18	36	27	5	3.8	NOT APPLICABLE	
25. Discipline's Methods	5	9	45	32	5	5	3.2	NOT APPLICABLE	
B. Development of General Skills									
23. ● Thinking and Problem Solving	0	9	41	18	32	0	3.7	AVERAGE	AVERAGE
26. Creative Capacities	0	23	32	18	23	5	3.4	NOT APPLICABLE	
29. ● Effective Communication	5	9	27	27	27	5	3.7	HIGH AVG	HIGH AVG
C. Personal Development									
27. ● Personal Responsibility	0	9	41	18	32	0	3.7	AVERAGE	HIGH AVG
28. General Liberal Education	0	9	45	14	27	5	3.6	NOT APPLICABLE	
30. Implications for Self Understanding	9	14	36	27	9	5	3.1	NOT APPLICABLE	
Overall Evaluation (Progress on Relevant Objectives)								AVERAGE	AVERAGE

Part II. Course Description

	PERCENT RESPONDING						Mean	COMPARISON WITH	
	Low			High				All Courses	Similar Courses
	1	2	3	4	5	Omit			
31. Amount of Reading	0	9	36	41	14	0	3.6	HIGH AVG	HIGH AVG
32. Amount of Other Work (Non-reading)	18	27	41	5	5	5	2.5	LOW AVG	LOW AVG
33. Difficulty of Subject Matter	0	5	50	32	9	5	3.5	HIGH AVG	HIGH AVG
34. Content Integration	5	0	14	55	23	5	4.0	HIGH AVG	HIGH AVG

Part III. Students' Self Ratings

	PERCENT RESPONDING						Mean	COMPARISON WITH	
	Low			High				All Courses	Similar Courses
	1	2	3	4	5	Omit			
35. Worked Hard	0	9	45	36	9	0	3.5	AVERAGE	AVERAGE
36. Strong Desire to Take Course	9	18	41	9	14	9	3.0	LOW AVG	- - -
37. Would Like Instructor Again	0	0	18	32	50	0	4.3	HIGH AVG	HIGH AVG
38. Improved Attitude Toward Field	14	5	23	32	18	9	3.4	LOW AVG	AVERAGE
39. Thoughtful Consideration of Questions	0	0	0	0	0	0	0	0	0

NEW IDEA SURVEY FORM EMITS THIS QUESTION

Part IV. Methods

	PERCENT RESPONDING						Mean	Difference ¹	Frequency ³
	Low		High			Omit			
	1	2	3	4	5	Omit			
A. Involving Students									
1. Promoted Teacher Student Discussion	0	5	9	36	50	0	(4.3)	0.5	HIGH
2. Helped Students Answer Own Questions	5	9	14	27	41	5	4.0	0.3	HIGH
3. Encouraged Students to Express Themselves	0	9	9	23	50	9	(4.3)	0.2	MEDIUM
5. Changed Approaches to Meet New Situations	0	5	23	50	23	0	3.9	0.4	HIGH
11. Explained Reasons for Criticisms	9	14	18	32	18	9	3.4	0.2	MEDIUM
13. Encouraged Comments Even if Irrelevant	5	9	23	32	32	0	3.8	0.0	MEDIUM
B. Communicating Content and Purpose									
8. Demonstrated the Significance of the Subject	0	9	9	36	45	0	4.2	0.2	MEDIUM
10. Made It Clear How Each Topic Fit	5	0	14	32	50	0	4.2	0.4	HIGH
14. Summarized in Ways Which Aided Retention	5	0	23	32	41	0	4.0	0.5	HIGH
16. Clearly Stated Objectives of the Course	0	5	5	41	45	5	4.3	0.4	HIGH
17. Explained Course Material Clearly	0	5	5	36	55	0	4.4	0.6	HIGH
18. Related Material to Real Life Situation	0	5	32	32	27	5	3.9	-0.1	MEDIUM
C. Creating Enthusiasm									
4. Seemed Enthusiastic About the Subject Matter	0	0	0	14	86	0	4.9	0.6	HIGH
7. Spoke with Expressiveness and Variety	0	0	5	32	64	0	4.6	0.7	HIGH
(9.) Made Dry and Dull Presentations	55	27	5	5	0	9	(1.5)	-0.6	(LOW)
15. Stimulated Students to High Intellectual Effort	14	5	9	45	23	5	3.6	0.4	HIGH
20. Introduced Stimulating Ideas About the Subject	0	0	27	36	32	5	4.0	0.5	HIGH
D. Preparing Examinations									
(6.) Gave Exams Stressing Unnecessary Memorizations	50	18	18	5	5	5	(1.9)	-0.2	(MEDIUM)
(12.) Gave Examination Questions Which Were Unclear	18	32	18	14	9	9	(2.6)	0.6	(HIGH)
(19.) Exam Questions Were Unreasonably Detailed	27	23	32	0	18	0	(2.6)	0.5	(HIGH)

NOTE 3: RELATIVE FREQUENCY
() Refers to Items Where Low Scores are Desirable

NOTE 1: Difference from Similar Course Mean

Part V. Additional Questions

THERE WERE NO ADDITIONAL QUESTIONS

Part VI. Diagnostic Summary

Students' Progress	Objective Importance	Rating	Teaching Methods Most Related To Student Progress ²	
			WEAKNESSES RELEVANT TO PROGRESS	STRENGTHS RELEVANT TO PROGRESS
			HIGHLY	MODERATELY
21. FACTUAL KNOWLEDGE	ESS	AVG		17, 14, 5, 16, 10, 15,
22. PRINCIPLES & THEORIES	IMP	AVG		17, 14, 5, 16, 10, 15,
23. THINKING & PROBLEM SOLVING	IMP	AVG		20, 5, 15, 2, 7, 9,
27. PERSONAL RESPONSIBILITY	IMP	H AV	FAVORABLE PROGRESS: PRESENT METHODS EFFECTIVE	
29. EFFECTIVE COMMUNICATION	IMP	H AV	FAVORABLE PROGRESS: PRESENT METHODS EFFECTIVE	

NOTE 2: Specific Items are Identified on Page 2 of This Report



ANDREWS, WX
COLUMBIA STATE COMM COLL

2205221 I 9:30 TT I
FALL 1985-86

CLASS SIZE = MEDIUM (33/ 22/ 67&)
CLASS MOTIVATION = LEVEL II

Part VII. Summary Profile

E=21, I=22,23,27,29
O OVERALL EVALUATION
U (Progress on Relevant Objectives)
T SCALED SCORE = 54
C WOULD LIKE INSTRUCTOR
O AGAIN
M SCALED SCORE = 60
E IMPROVED ATTITUDE
S TOWARD FIELD
SCALED SCORE = 45

Comparison Group	%ile Rank	1 2 3 4 5				
		Low	Low-Av	Average	Hi-Av	High
All Courses	48					
Similar Courses	61					
All Courses	70					
Similar Courses	81					
All Courses	24					
Similar Courses	30					

METHODS
 INVOLVING STUDENTS
 COMMUNICATING CONTENT AND PURPOSE
 CREATING ENTHUSIASM
 PREPARING EXAMINATIONS

All Courses	63					
Similar Courses	68					
All Courses	69					
Similar Courses	80					
All Courses	80					
Similar Courses	89					
All Courses	24					

IDEA REPORT

STANDARD FORM

COLUMBIA STATE COMM COLL

ANDREWS, WX
 COURSE NO: 218
 DEPT: HISTORY -2205
 HOURS & DAYS: 12:00 MWF

No. Enrolled 32
 No. Rating 22
 % Rating 69
 FALL 1985-86

Similar Courses Refers Only to
 Class = MEDIUM (15-34)
 Student Motivation = LEVEL II
 (I = LOWEST LEVEL; V = HIGHEST)

Part I. Evaluation (Progress Ratings)

	PERCENT RESPONDING						Mean	COMPARISON WITH	
	Low			High				All Courses	Similar Courses
	1	2	3	4	5	Omit			
A. Subject Matter Mastery									
21. Factual Knowledge	0	0	45	27	27	0	3.8	AVERAGE	HIGH AVG
22. Principles & Theories	0	0	59	23	18	0	3.6	AVERAGE	AVERAGE
24. Professional Skills & Viewpoints	0	14	36	27	23	0	3.6	NOT APPLICABLE	NOT APPLICABLE
25. Discipline's Methods	0	14	45	18	23	0	3.5	NOT APPLICABLE	NOT APPLICABLE
B. Development of General Skills									
23. Thinking and Problem Solving	9	9	36	27	18	0	3.4	NOT APPLICABLE	NOT APPLICABLE
26. Creative Capacities	0	14	32	32	23	0	3.6	HIGH AVG	HIGH AVG
29. Effective Communication	0	5	18	36	41	0	4.1	HIGH	HIGH
C. Personal Development									
27. Personal Responsibility	0	0	18	41	36	5	4.2	HIGH	HIGH
28. General Liberal Education	0	9	36	18	36	0	3.8	HIGH AVG	HIGH AVG
30. Implications for Self Understanding	0	5	45	32	18	0	3.6	AVERAGE	HIGH AVG
Overall Evaluation (Progress on Relevant Objectives)								HIGH AVG	HIGH AVG

Part II. Course Description

	PERCENT RESPONDING						Mean	COMPARISON WITH	
	Low			High				All Courses	Similar Courses
	1	2	3	4	5	Omit			
31. Amount of Reading	0	14	32	41	9	5	3.5	HIGH AVG	HIGH AVG
32. Amount of Other Work (Non-reading)	5	23	55	14	0	5	2.8	AVERAGE	AVERAGE
33. Difficulty of Subject Matter	9	5	59	27	0	0	3.0	AVERAGE	AVERAGE
34. Content Integration	0	9	32	36	23	0	3.7	AVERAGE	AVERAGE

Part III. Students' Self Ratings

	PERCENT RESPONDING						Mean	COMPARISON WITH	
	Low			High				All Courses	Similar Courses
	1	2	3	4	5	Omit			
35. Worked Hard	5	14	23	45	14	0	3.5	AVERAGE	AVERAGE
36. Strong Desire to Take Course	5	14	45	23	14	0	3.3	AVERAGE	AVERAGE
37. Would Like Instructor Again	0	5	9	18	68	0	4.5	HIGH AVG	HIGH
38. Improved Attitude Toward Field	0	5	27	27	41	0	4.0	AVERAGE	HIGH AVG
39. Thoughtful Consideration of Questions	0	5	27	27	41	0	4.0	AVERAGE	HIGH AVG

Part IV. Methods

	PERCENT RESPONDING						Mean	Difference ¹	Frequency ³
	Low		High			Omit			
	1	2	3	4	5				
A. Involving Students									
1.	0	0	0	36	64	0	4.6	0.8	HIGH
2.	0	0	18	55	27	0	4.1	0.5	HIGH
3.	0	0	0	23	77	0	4.8	0.7	HIGH
5.	0	0	23	32	45	0	4.2	0.7	HIGH
11.	0	14	27	27	32	0	3.8	0.5	HIGH
13.	0	0	14	23	64	0	4.5	0.8	HIGH
B. Communicating Content and Purpose									
8.	0	0	5	27	68	0	4.6	0.6	HIGH
10.	0	5	5	45	41	5	4.3	0.5	HIGH
14.	0	5	14	41	41	0	4.2	0.6	HIGH
16.	0	0	5	23	64	9	4.6	0.7	HIGH
17.	0	0	0	36	59	5	4.6	0.8	HIGH
18.	0	5	18	18	55	5	4.3	0.4	HIGH
C. Creating Enthusiasm									
4.	0	0	0	18	82	0	4.8	0.5	HIGH
7.	0	0	5	45	45	5	4.4	0.6	HIGH
(9.)	64	27	5	0	5	0	(1.5)	-0.6	(LOW)
15.	0	0	36	27	36	0	4.0	0.8	HIGH
20.	0	0	5	41	55	0	4.5	0.9	HIGH
D. Preparing Examinations									
(6.)	27	14	41	0	9	9	(2.4)	0.4	(HIGH)
(12.)	27	36	18	9	5	5	(2.2)	0.2	(MEDIUM)
(19.)	32	23	23	14	5	5	(2.3)	0.2	(MEDIUM)

NOTE 3: RELATIVE FREQUENCY
() Refers to Items Where Low Scores are Desirable

NOTE 1: Difference from Similar Course Mean

Part V. Additional Questions

THERE WERE NO ADDITIONAL QUESTIONS

Part VI. Diagnostic Summary

Students' Progress	Objective Importance	Rating	Teaching Methods Most Related To Student Progress ²		Page 3 STRENGTHS RELEVANT TO PROGRESS
			WEAKNESSES RELEVANT TO PROGRESS	MODERATELY	
			HIGHLY		
22. PRINCIPLES & THEORIES	IMP	AVG	(117, 15, 5, 16, 14, 8.
21. FACTUAL KNOWLEDGE	ESS	H AV	FAVORABLE PROGRESS:	PRESENT METHODS	EFFECTIVE
26. CREATIVE CAPACITIES	IMP	H AV	FAVORABLE PROGRESS:	PRESENT METHODS	EFFECTIVE
28. GENERAL LIBERAL EDUCATION	IMP	H AV	FAVORABLE PROGRESS:	PRESENT METHODS	EFFECTIVE
30. IMPLIC FOR SELF UNDERSTAND	IMP	H AV	FAVORABLE PROGRESS:	PRESENT METHODS	EFFECTIVE
27. PERSONAL RESPONSIBILITY	IMP	HIGH	FAVORABLE PROGRESS:	PRESENT METHODS	EFFECTIVE
29. EFFECTIVE COMMUNICATION	IMP	HIGH	FAVORABLE PROGRESS:	PRESENT METHODS	EFFECTIVE

() INDICATES METHODS THAT ARE OF NEITHER HIGH NOR LOW FREQUENCY

NOTE 2: Specific Items are Identified on Page 2 of This Report



ANDREWS, WX
COLUMBIA STATE COMM COLL

2205218 (12:00 MMF)
FALL 1985-86

CLASS SIZE = MEDIUM (32/ 22/ 692)
CLASS MOTIVATION = LEVEL II

Part VII. Summary Profile

M E T H O D S	Description	Comparison	%ile Rank	Low	Low-Av	Average	Hi-Av	High
				10	30	50	70	90
	E=21, I=22, 26, 27, 28, 29, 30, Group							
O	OVERALL EVALUATION	All Courses	72	XXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	
U	(Progress on Relevant Objectives)	Similar Courses	86	0000000000	00000000	00000000	00000000	
T	SCALED SCORE = 60							
C	WOULD LIKE INSTRUCTOR	All Courses	82	XXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	
O	AGAIN	Similar Courses	92	0000000000	00000000	00000000	00000000	
M	SCALED SCORE = 62							
E	IMPROVED ATTITUDE	All Courses	61	XXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX		
S	TOWARD FIELD	Similar Courses	80	0000000000	00000000	00000000	00000000	
	SCALED SCORE = 60							
	INVOLVING STUDENTS	All Courses	91	XXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	
		Similar Courses	94	0000000000	00000000	00000000	00000000	
	COMMUNICATING CONTENT AND PURPOSE	All Courses	85	XXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	
		Similar Courses	93	0000000000	00000000	00000000	00000000	
	CREATING ENTHUSIASM	All Courses	87	XXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	
		Similar Courses	94	0000000000	00000000	00000000	00000000	
	PREPARING EXAMINATIONS	All Courses	29	XXXXXXXXXXXX	XXXXXXXXXX			

Appendix VIII
Class Notes
[Original and Unedited Documents]

Lecture Notes for Unit One

- I. Native Americans before Columbus
 - A. Indian civilizations - Aztec (Mexico), Maya (Central America), Inca (S.America)
 - B. Characteristics of Indians North of Mexico - most were primitive, nomadic, many food gathering societies, hunters, no great cities, little use of metals, no written languages

- II. Conditions in Europe Prompting Exploration
 - A. General: New technology - compass, astrolabe, better ships, maps, Renaissance interest in new lands and learning, recently united and powerful Western European nations like Spain and France
 - B. The spice trade - Turks captured the Christian trading center of Constantinople in 1453 and threatened Mediterranean trade routes to East. Desire for profits in spices and perfumes from the East led Portugese (Vasco da Gama) to sail around Africa to East
Columbus sought wealth of the East by sailing West

- III. Spain in North America - The Treaty of Tordesillas gives Spain the bulk of Americas
 - A. The Conquistadors -
 - 1. Ponce de Leon discovers Florida; Balboa discovers Pacific Ocean
 - 2. Hernando Cortez conquors Aztecs of Mexico by means of legends of returning god, superior weapons, the horse, and Indian allies - much silver taken
 - 3. Francisco Pizarro conquors Incas of Peru by murdering Inca god-king - much gold taken
 - 4. St. Augustine (Florida) established to protect the treasure fleets sailing back to Spain with Inca gold and Aztec silver
 - 5. Hernando de Soto (1539) lands in Florida, explores the American Southeast, discovers the Mississippi River, dies on march, finds no wealth, cruel
 - 6. Francisco Coronado (1540) marches north from Mexico into American Southwest, sees buffalo, discovers Grand Canyon, possibly marches through Kansas, finds no wealth, none of the legendary seven cities of Cibola
 - 7. Both de Soto and Coronado expeditions prompted by rumors of wealth told by Cabeza de Vaca on his eight year trek across America
 - 8. Characteristics of Conquistadors: religious, out for gold, rough and often cruel, from best armies of Europe, former crusaders against Islamic Moors of Spain, experienced fighters
 - B. Spanish Colonial Government and Administration

1. Viceroy was king's appointed official in America
 2. Centralized government
 3. Encomienda system - government allowed Spanish land-owners to use Indian laborers on the condition they gave religious instruction and provided essentials for life - virtual peonage and slavery
 4. Bartolomeo de las Casas - Catholic priest who defended the Indians and opposed the encomienda system - wrote History of the Indies which was partly responsible for the "Black Legend"
 5. Racial mixture in Spanish America - Mestizo (Indian and Spanish); Mullato (Black African and Spaniard); Creole (Spaniard); Indian
- C. The Expanding Spanish Frontier
1. The Missions - efforts to convert Indians and train them in skills; helped to settle frontier areas in Arizona, New Mexico, Texas and California
 2. The Presidios - military outposts or forts on the frontier to protect Spanish settlers against Indians who were hostile
 3. The Economy of Spanish America - mining; cattle industry (vaqueros or cowboys); introduction of Indian and black slave labor on plantations
 4. The decline of Spanish power in America
- IV. France in North America
- A. Exploration and Claims
1. Giovanni Verrtazano, Italian in French service, explorers and claims for France Northeastern coast of North America in 1524
 2. Jacques Cartier, French navigator, explored the St. Lawrence River
 - a. searches for the legendary kingdom of Saquenay
 - b. takes iron pyrites and quartz crysals for gold and diamonds
 3. Breton Fishermen from Northwestern France work the Grand Bank and the waters off Newfoundland
 4. France can devote more time to colonize New France when religious and civil wars come to an end
- B. Colonization of New France (Canada)
1. Samuel de Champlain - Father of New France
 2. Quebec founded by Champlain in 1608
- C. The Economics of the Fur Trade
1. demand in France for furs
 2. dependence of French fur traders on Indians
 3. The coureurs de bois - middle men and trappers; lived with the Indians; married Indians; mutual respect
 4. The fur trade and Westward expansion - animals were depleted inthe east; new tribes encountered in the west; French trappers in Great Lakes region and points beyond
 5. The canoe

- D. The Impact of the Jesuits - Black Robes - why successful
 1. genuinely concerned with the spiritual and physical wellbeing of Indians
 2. Convert to Catholicism the Hurons, Algonquins and other tribes
 3. used gentle persuasion and example in their missionary work - much respected
 4. Emphasized the spirit over the liturgy of the religion
 5. unsuccessful among the Iroquois Indians - they were traditional enemies of the Pro-French tribes
 6. Isaac Jacques and Jean de Brebeuf - killed by the Iroquois and became national heroes
- E. Exploration and Settlement of the Mississippi Valley
 1. Jesuit Jacques Marquette and Louis Jolliet - explored Mississippi by canoe southward from the Great Lakes
 2. Robert Cavelier de La Salle (La Salle) traveled to the mouth of the Mississippi and named interior basin Louisiana after King Louis XIV
 3. New Orleans (at terminus of Mississippi); St. Louis (on west bank of Middle Mississippi)
 4. French place names: Des Moines, Terre Haute, Baton Rouge, St. Genevieve
 5. French agriculture in the Mississippi Valley
- F. Why France was unsuccessful in encouraging population growth in New France
 1. Centralized government in area had granted large estates to aristocrats and fur companies - this discouraged small farmers and population growth
 2. Farmers were discouraged due to Govt giving priority to fur trading companies which felt threatened by farming (farmers cultivating land antagonized the Indians and threatened the habitat of fur animals)
 3. The long and harsh Canadian winters meant a shorter growing season

V. The Dutch in North America

- A. Exploration and Claims
 1. Henry Hudson (Englishman in Dutch service)
 2. New Amsterdam (later New York) established at mouth of Hudson River
 3. Fort Orange (Albany) was fur trading center where the Mohawk river and Hudson approach each other - a strategic center for trade and defense
 4. Trade (furs) with Iroquois Indians
 5. Patroons and Dutch aristocrats - Dutch colonial government unpopular - colony run by trading company
 6. England takes New Amsterdam - renamed New York in the 1660's
 7. New York - blend of Dutch and English cultures

Lecture Notes for Unit Two

I. English Background

- A. Exploration and Claims
 - 1. John Cabot
 - 2. Roanoke Island
- B. Conditions in England Prompting Colonization in America
 - 1. Overpopulation and shortage of land
 - 2. Quest for adventure
 - 3. Quest for national prestige
 - 4. Search for northwest passage
 - 5. Economic, military and religious competition w/Spain
 - 6. Capital for investment
 - 7. Desire for religious freedom
- C. The English Reformation
 - 1. Henry VIII and the divorce
 - 2. Protestant Church of England (Anglican Church)
 - 3. Mary Tudor's (Bloody Mary) persecution of Protestants
 - a. Calvinism grows in England (Puritans and Predestination)
- D. Elizabeth I and England's Golden Age
 - 1. The Spanish Armada 1588
 - 2. Sir Francis Drake and early unsuccessful efforts and colonization

II. The English Southern Colonies

- A. Virginia (named for "Virgin Queen")
 - 1. Jamestown - first permanent settlement in Mainland America by English 1607
 - a. early difficulties
 - b. John Smith
 - 2. Discovery of tobacco as a successful cash crop
 - 3. The Joint-stock company colony - Virginia Company of London - financing
 - 4. The House of Burgesses - a degree of local governing - control by big planters
 - 5. The development of the Plantation System in Virginia
 - a. deep and navigable rivers promote plantation commerce (Potomac, James, York and Rappahannock) - also discourage need for large coastal cities
 - b. indentured servants - contract labor
 - c. introduction of Black African slavery after 1619
 - d. plantation economy in Tidewater Region
 - accumulated debts to English creditors
 - tobacco exchanged for English processed and manufactured goods
 - colonial politics dominated by wealthy Tidewater planters and aristocrats
 - 6. Characteristics of the Backparts
 - a. cheaper land unsuited to plantation economy

Piedmont and mountain regions

- b. independent yeoman farmers working modest plots of land
- c. more contact with Indians - more hostile to Indians
- d. more democratic due to remoteness from government
- 7. Bacon's Rebellion - 1676 - prompted by hostility to Indians and government policy
- B. Colonial Williamsburg
- B. Maryland - established in 1632
 - 1. General characteristics
 - a. proprietary colony - Lord Baltimore/Calvert Family
 - b. haven for English Catholics
 - c. economy based on plantation system with tobacco and slaves
 - 2. Maryland Act of Religious Toleration - motive was self interest for Catholics - insurance for future protection from an eventual protestant majority
- C. The Carolinas - 1670
 - 1. General characteristics
 - a. proprietary colony
 - b. topography (lay of land) suitable for plantations in the south and suitable for small yeoman farmers in the north
 - c. the colony of Carolina was formally divided in the 18th century and administered as two separate colonies, North Carolina and South Carolina
 - 2. South Carolina
 - a. Charleston became the major port city for trade
 - b. successful plantation economy developed based on rice and indigo
 - c. hot and humid climate of Tidewater region ideal for rice production
 - d. largest black slave population of the British colonies in Mainland America
 - e. plantation aristocrats often had summer townhouses in Charleston away from plantations
- D. Georgia - established 1732
 - 1. General characteristics
 - a. proprietary colony - the visionary James Oglethorpe
 - b. originally established as haven for debtors
 - c. originally slavery and rum were prohibited; yeoman farmers encouraged
 - 2. Colony eventually assumed the plantation economy of other southern colonies with slavery
 - 3. Georgia became a strategic buffer between the English colonies and the Spanish in Florida

III. The New England Colonies

- A. Massachusetts 1620 (Pilgrims) and 1630 (Puritans)
 - 1. Pilgrim separatists land in Plymouth, Mass 1620
 - a. known for Mayflower, harsh winter, Thanksgiving
 - b. bloody wars with the Indians

- c. eventually Pilgrim community absorbed by later Puritans
- 2. The Bible Commonwealth of Massachusetts 1630's
 - a. Puritans or members of the Church of the Congregation
 - b. Governor John Winthrop - civil and religious authority
 - c. believer in strict social discipline for a godly society and conformity of religious thought
 - d. the New England Way - union of church and state, political vote and public office open only to church members, democracy among church members
 - e. deserters - Roger Williams -
 - opposed Winthrop's Indian policy - he sympathized with Indians; he opposed union of church and state; exiled from Mass - he settled in Rhode Island
 - Anne Hutchinson -
 - outspoken and independent-minded; challenged some of the teachings of the Congregational clergy; departed from the submissive role of women; banished and later killed by Indians
 - f. significance of the town meetinghouse (church) - town church served purpose of religious meetings and civic and political meetings - the seedbed of democracy in New England; towns in New England grew up around the church and village green; close sense of community and civic concerns; education available (Harvard Univ); highest literacy rates of all English colonies - much higher than in the rural South
 - g. patterns of settlement - settlers from Mass moved north into New Hampshire, south into Rhode Island and Connecticut;
 - h. economic foundations of New England: fishing, small yeoman-subsistence farming; shipbuilding; the carrying trade (shipping); rum and small manufacturing
- 3. The Salem Witchtrials - 1692
 - a. causes: loss of original colonial charter, bad times, Puritan social conformity, ignorance, superstition, other explanations
 - b. Salem embarrassed the Puritan Church of the Congregation and brought on relaxations
- B. The Dominion of New England - 1685
 - 1. The Crown annulled the original Mass Bay charter and replaced it with the Dominion of New England - administrative formula which joined the New England colonies with the colony of New York under Governor Admund Andros

2. The Dominion of New England ended with the Glorious Revolution of England in 1688-9 which brought William and Mary to the English throne
3. Massachusetts became a royal or crown colony

IV. The Middle Colonies

A. General characteristics -

1. The Middle Colonies of New York, Pennsylvania, Delaware and the Jerseys tended to be more moderate in religion than Puritan New England and politically and socially more progressive than the South with its harsh slave system

B. New York - originally New Netherlands with its city of New Amsterdam, it became British in 1664 when the Dutch surrendered without a fight

1. The Dutch established fur trading posts along the Hudson and Mohawk Rivers and worked with the Iroquois Indians - Fort Orange (Albany)
2. England generally respected Dutch rights and the Dutch citizens eventually became loyal British subjects
3. Because the Duke of York (future King James II) received the area, it was originally a proprietary colony under England; it became a royal colony or Crown colony when the Duke of York became king in 1685

C. Pennsylvania - 1682 - Penn's Holy Experiment

1. The proprietor was William Penn, member of the Society of Friends (Quakers)
2. Penn made his colony one of the most progressive in English America
 - a. religious toleration
 - b. pacifism - not much interest in a colonial militia
 - c. relatively friendly relations with Indians
3. Quakers were a radical religious sect believing in the Inner Light - direct communication with God without the intervention of a formally trained clergyman or theologian - the idea of God within the individual; less severe than New England's Congregational church (Puritan) emphasis on the weakness and evil in man
4. Pennsylvania's major city of Philadelphia was the largest in America (British) by the time of the American Revolution
5. Many of the pacifist and progressive inclinations of the colony came to an end when large numbers of Scots-Irish entered the colony and fought Indians in the Backparts

D. New Jersey - this small colony was originally part of New York. Located between the Hudson and Delaware Rivers, it attracted many Quaker settlers

V. Mercantilism

- A. The prevalent economic theory that colonies were to

- benefit the Mother country as: source of raw materials, a market for a nation's manufactured goods, a dumping ground for excess population, as a source of gold
- B. Belief that a nation's wealth was based on the amount of gold it possessed
 - C. Belief in a favorable balance of trade benefitting the mother country
 - D. In theory, mother country and colony would supplement each other in trading raw materials (cheap) for processed goods (expensive) for a favorable balance of trade
 - E. Mercantilism called for closed economic systems in which European nations would use their colonies to obtain materials which otherwise would be produced by a competitor nation - the aim was economic self-sufficiency
 - F. Navigation Laws were designed to enforce the mercantilist system
 - 1. Admiralty Courts were established by England to judge violations of the Navigations Laws by colonials
 - 2. Manufacturing in the colonies was discouraged to prevent competition with the mother country's manufacturing interests
 - 3. Foreign ships were barred from English colonies except where licensed
 - 4. Prohibited the importation of goods to England except English or English colonial ships
 - 5. Enumerated goods like sugar, tobacco, and indigo could not be sold outside the British Empire and all European goods destined for the colonies had to be processed and taxed in England before shipment to the colonies

VI. Social Life in the Colonies

- A. Women and Children
- B. Religion - The Great Awakening
- C. Education

Lecture Notes for Unit Three

I. General Causes of the American Revolution

- A. The changed American situation
 - 1. American society more prosperous and self-confident
 - 2. English and American culture more distinct
- B. Breakdown of the Mercantilist System
 - 1. American desire for more economic independence
 - 2. American colonial economics competing with England
 - a. Parliamentary restrictions on colonial

- manufacturing (Hat and Iron Acts)
 - b. colonial resentment over unfavorable balance of trade benefitting England
 - c. colonial resentment over the drain of gold from colonies to England
 - d. colonial resentment over increased indebtedness to English creditors
- C. The French and Indian War (The Seven Years War)
 1. Background - three previous wars between England and France
 - a. all began in Europe over balance of power and spread to America
 - b. characterized by professional armies in Europe fighting "open field" style and guerilla warfare with militia and Indians on the frontier and privateers in the Caribbean
 2. Outbreak of the French and Indian War 1754
 - a. strategic and economic importance of Ohio Valley
Fort Duquesne built by French at Banks of Ohio - Alleghany and Monongahela Rivers join
 - b. George Washington began the conflict in 1754
 3. General Braddock's defeat 1755 near Ft. Duquesne
 4. The Albany Congress 1754
 - a. attempt to organize the Iroquois on British side
 - b. Ben Franklin's unsuccessful plan for colonial union
 5. The War becomes International with Seven Years War in 1756
 6. William Pitt becomes Prime Minister
 - a. decides to defeat France for good in Canada
 - b. appoints young officers - Jeff Amhearst and James Wolfe
 - c. sends a large professional army to America
 - d. Fort Duquesne (Fort Pitt) and Louisbourg fall to British
 7. The Battle of Quebec 1759
 - a. James Wolfe vs. Montcalm
 - b. British troops scale the Plains of Abraham
 - c. decisive British victory - both commanders killed
 8. The Peace of Paris 1763 - Canada and Mississippi Valley become British; French out of Mainland America
- D. The Consequences of the French and Indian War
 1. British national debt doubles over war costs
 2. England must spend additional funds to garrison and administer Canada
 3. Parliament reasons that because colonials will most benefit from the recent victory, they should be willing to share in the financial costs of victory
 4. With the French threat gone, some colonials feel more secure and less dependent on England's military power

5. Parliament, to relieve tax burdon in England and to Govern in America better:
 - a. began efforts to raise revenues in the colonies
 - b. began efforts to tighten colonial administration
 - c. gave greater powers to the British Admiralty Courts to enforce the Navigation Acts and prosecute violators of trade regulations
 - d. supported George Grenville, First Lord of the Treasury, to impose taxes

II. The Crisis Decade 1763-1774

A. Efforts by Parliament to Raise Revenues and tighten Administration of the Colonies

1. The Proclamation of 1763
 - a. temporary measure to prevent white settlers from moving into Indian lands west of Appalachians
 - b. designed to keep Indians content until treaties made and troops sent
 - c. colonial resistance great among potential settlers and land speculators
 - d. a post-war depression in colonies increases desire of many to move West
2. The Sugar and Revenue Acts of 1764
 - a. the Sugar Act reduced tax on imported sugar but increased enforcement of duty collections to discourage smuggling
 - b. the revenue act said that colonies could not make their paper money legal tender because it could be inflated and used to repay English creditors with depreciated notes
3. The Quartering Act 1765
 - a. First of several acts to send British troops to American port cities in greater numbers
 - b. troops sheltered and provisioned at colony's expense
 - c. colonials question costs and complain that troops are needed more on the frontier than in cities
4. The Stamp Act 1765
 - a. requires all legal documents, newspapers and stationary be taxed with a stamp confirming that the tax has been paid
 - b. colonists complain that this is an internal tax measure to raise revenues - not the traditional external import tax to regulate trade
 - c. colonists assert their right to be taxed by their colonial legislatures instead
 - d. newspaper editors and lawyers are effective spokesmen in opposition
 - e. colonists resist by refusing to pay tax and threatening tax collectors - they demonstrate and tar and feather officials
 - f. a Stamp Act Congress meets in New York to declare

- meetings more than once a year
- a new quartering act brought more troops to Boston
- d. The Coercive Acts led to greater solidarity between Mass and the other colonies
- e. inter-colonial opposition to Coercive Acts led to the convening of the First Continental Congress in Philadelphia in 1774
- 3. The Quebec Act 1774
 - a. this act of Parliament was not related to the Coercive Acts
 - b. the Quebec Act gave the French-speaking people of Canada special rights
 - c. provisions:
 - the Catholic religion in British Canada was to be protected
 - French language, custom and law was protected
 - the Province of Quebec was given a permanent government
 - the province of Quebec was given territory in the Ohio Valley
 - d. English speaking Americans opposed it (Protestant clergy in particular) because of its pro-Catholic provisions and because it enlarged the territory of Quebec
- 4. The First Continental Congress - September 1774
 - a. fifty-five delegates supported Massachusetts and Boston in protesting the Coercive Acts - they represented twelve colonies - met in Philly
 - b. endorsed the Suffolk Resolves which provided for the organizing and training of colonial militia
 - c. proposed "The Association" - an agreement to cut off all trade with England
 - d. agreed to meet again in May of 1775 to consider Parliament's response

III. The American Revolution

- A. The Outbreak
 - 1. Lexington Green and Concord Bridge April 1775
 - 2. The phenomenon of "a countryside in arms"
 - 3. The siege of Boston - Bunker (Breed's Hill) June 75
- B. The Second Continental Congress - Philadelphia May 1775
 - 1. Congress assumed responsibility for America's first central government (intercolonial unity)
 - 2. Assumed responsibility for the provisional militia besieging Boston
 - 3. Began the work of organizing a national army called the Continental Army
 - 4. Named George Washington commander of the Continental Army - in part to get southern volunteers and support
 - 5. Issued paper money to finance the war

6. Appointed a committee to negotiate with foreign powers
 7. In May 1776 John Adams urged colonies to write new state constitutions based on popular consent
- C. The Declaration of Independence
1. The fact that war already existed meant that the Second Continental Congress was more radical than the First
 2. Although at first reluctant to declare independence, three events pushed Congress to support a formal separation:
 - a. King George III and Lord North rejected the Olive Branch Petition for peace
 - b. the hiring of German mercenaries called Hessians
 - c. Thomas Paine's pamphlet Common Sense
 3. Congress appointed a committee to draft a declaration of independence - members included John Adams, Ben Franklin and Thomas Jefferson
- D. The Tories (Loyalists)
1. Estimated one fifth of American population sympathetic to England
 2. England never made maximum use of its Tories
 3. Tory land was commonly confiscated by the states to help pay for the war
 4. The civil war between Patriots and Tories was brutal - hatreds often led to excesses as occurred after the Battle of Kings Mountain
 5. Tory population was diverse - found in all major religious denominations, social classes, and geographic regions
 6. over one hundred thousand (estimate) Tories fled to Canada, England or the West Indies at war's end
- E. The Battle of Saratoga 1777
1. General Johnny Burgoyne's strategy - divide New England from middle states
 2. Washington tied down Gen. William Howe's army in the Philadelphia area to prevent a link-up of British forces; Washington lost battles of Brandywine Creek and Germantown outside of Philadelphia
 3. Patriot Gen. Horatio Gates and Benedict Arnold defeat British force of 7,000 under Burgoyne
 4. Battle's significance:
 - a. France decided to enter the war as a formal American ally
 - b. Patriot victory was much needed for morale
- F. Foreign Support for the American Rebels
1. Alliance with France 1778
 2. Spain enters war against England 1779
 3. Holland (the Netherlands) enters war against England in 1779
 4. Sweden, Russia and Baltic states enter into a League of Armed Neutrality aimed at capturing British

trade centers and markets in Northern Europe

- G. The Southern Campaigns
 - 1. British successes
 - a. Savannah - Dec 1778
 - b. Charleston - May 1780
 - c. Camden (South Carolina) - Aug 1780
 - 2. Rebel successes
 - a. Kings Mountain (Carolina Backcountry) Oct 1780
 - b. Cowpens (Carolina Backcountry) Jan 1781
 - c. Yorktown (Virginia coast) Oct 1781
 - H. The Battle of Yorktown - October 1781
 - 1. British General Lord Cornwallis moved into Virginia after defeats in the Carolina Backcountry
 - 2. Cornwallis awaited assistance from the British navy at Yorktown in coastal Virginia
 - 3. A French fleet under Admiral de Grasse drives the British fleet from the Chesapeake Bay area preventing a British resupply or evacuation
 - 4. A French army of 7,000 regulars under Gen. Rochambeau joins Washington's army for an attack on Cornwallis
 - 5. After a siege at Yorktown, Cornwallis surrenders
 - I. The Peace of Paris 1783
 - 1. Negotiators - John Adams, John Jay, Ben Franklin
 - 2. Provisions:
 - a. recognition of American independence
 - b. boundaries - Mississippi River (west), Canadian line (north), Florida (south)
 - c. U.S. promise to help British creditors collect debts on prewar accounts
 - d. U.S. to end confiscation of Tory property
 - e. British agreement to remove troops from U.S. territory
- III. Comparing the British in America and the United States in Vietnam - Historical Analogy
- A. Dangers of overemphasizing the analogy - the obvious differences - The Contrasts
 - B. The Comparison -
 - 1. the greatest powers of the age - limitations of power
 - 2. the enormous costs in life and wealth
 - 3. the Revolutionary milieu
 - 4. the conflicting causes (ideals for fighting)
 - 5. guerilla warfare - frustrations for superpower
 - 6. domestic discontent in England/U.S.
 - 7. the civil war (Patriots vs. Tories and Viet Cong vs. RVN)
 - 8. foreign alignments and foreign aid
 - 9. personalities and revolutionary heroes

Appendix IX
CMIVI Objectives

1. Because the computer programs are content based, the instructor has the opportunity to use his limited class time as a tutor and facilitator for class discussions.
2. Because of computer management, the CMIVI is employed totally outside the classroom and gives the student a change of location for experiencing the program in the LRC.
3. The CMIVI served as a guide for the textbook, focusing on and reinforcing information in the text which deserves further attention.
4. The program makes use of the sophisticated technology of the computer and the video tape machine and will make students aware of the range and variety of educational methods based on these two technologies.
5. The CMIVI serves as a convenient supplement to the weekly lectures which are also content based. Standardization of information provided to students year after year in the program ensures the integrity and consistency of instruction and it may increase the reliability of these results because of that consistency in the area of content.
6. The CMIVI has immediate evaluation capabilities, offering students a means by which to gauge their comprehension of important data and to gauge their general progress on the CMIVI component.
7. The CMIVI offers students immediate remediation, indicating why one explanation is preferred over another, or indicating why a test answer is correct or incorrect.
8. The CMIVI provides students with a formal glossary of

- terms, personalities, and events - information which should be mastered and which is likely to appear on exams.
9. The CMIVI is self-paced, giving a student the opportunity to work at his or her own speed.
 10. The CMIVI has diagnostic and predictive capabilities giving students and the instructor a reasonable indication of areas of strength and weakness. It defines the areas which should be charted for improvement.
 11. The CMIVI benefits many of the so-called New Students who are weak in reading skills. They now have an audio-visual cushion or net upon which to fall and this program can reinforce the textbook readings. Moreover, they are required to read the computer texts in elaboration, review or remediation functions.
 12. The CMIVI offers a variety of instructional techniques through the use of narrative, biographical sketches, interviews, map reading, exposure to historical art, tests, and physical interaction of students with the computer.
 13. The CMIVI feeds directly into the formal in-class exams. It also feeds into the departmental COMP exam.
 14. Because the modules are content-based, they can be part of the Learning Resources Center's permanent and active holdings, used year after year by any number of history instructors using any kind of college level textbook. The modules are valuable because they highlight information which most history instructors in general survey courses in American

History regard as significant.

15. The CMIVI is a modified form of "Personalized System of Instruction" or PSI because it can fit conveniently into any number of instructional formats.

16. The CMIVI places a greater degree of personal responsibility on the shoulder of the student. It requires the student to read more independently, to organize time more efficiently, to participate more actively in class discussions in the tutorial sessions, and to see the functions of the traditional class lecture in another, hopefully more positive, light. Also, it frees the instructor from much work which is tedious, mechanical and redundant. The computer managed program can provide more of the facts so the instructor can better interpret, analyze and synthesize information for the benefit of the student.

17. The CMIVI enjoys a level of technical quality which will reflect well on the institution's willingness to integrate it into the formal history curriculum.

18. Unlike filmstrips, slide shows or other less sophisticated instructional media, the CMIVI is a video documentary taking advantage of the medium's multiple uses in special effects, character-generated and graphics-generated capabilities, and visual splendor which can more accurately and effectively communicate the flavor, atmosphere and other "immeasurables" of historic sites.

Appendix X
Reference Materials in Clement 207

APPENDIX X

LIST OF CITED PRINT AND NON-PRINT MATERIALS WHICH ARE NOT IN THE APPENDIX. THEY ARE CATALOGUED AND LOCATED IN ROOM 207 OF THE CLEMENT BUILDING ON THE COLUMBIA STATE CAMPUS

1. Columbia State student evaluation of the Cunneiform CMIVI Program.
2. MTSU student evaluation of a history lecture class.
3. Tutorial Articles found in the HIS-TRIAD Student Booklet
 - a. A Man and A Woman
 - b. Salem Witches
 - c. England's Vietnam
 - d. The San Patricio Battalion
4. Video tapes relating to the HIS-TRIAD Project.
 - a. VHS master tape of HIS-TRIAD tutorial-discussion class
Catalogue # HIS 001
 - b. VHS master tape of raw footage at Williamsburg, Virginia
Catalogue # HIS 002, 003, 004
 - c. VHS master tape of St. Augustine/New Orleans trip
Catalogue # HIS 005, 006
 - d. VHS master tape of French canoe sequence on Duck River
Catalogue # HIS 007
 - e. Second generation of CMIVI modules I,II,III on linear video - Catalogue # 008
 - f. Second generation of Cueniform, Maya and Spanish Civil War multi-media programs. Catalogue # HIS 009
5. Original survey questionnaires with student answers and comments.

Appendix XI
Technical Description of Video
Editing Procedure

TECHNICAL DESCRIPTION OF EDITING PROCEDURE

The editing controller produced master tapes by functioning in one of two possible ways. It had the capability of performing both "assemble editing" and "insert editing." Assemble editing occurs when one begins with a blank tape, then records onto that tape the titles. The editor then stops the tape, proceeds to record the first scene, then stops, records the second scene and stops, and then records the third scene. The scenes are recorded sequentially one after the other until the linear production concludes. When one uses the assemble edit function of the editing controller, the recording VCR records from source tape to master tape the picture, the sound, sync, and control-track pulses. In other words, the recording VCR produces the control-track pulses in step or in cadence with the verticle-sync pulses.¹⁵ The control track permits the appropriate alignment or synchronization between the movement of the video tape and the spinning video heads of the VCR. Perfect alignment means the heads can retrace in playback the exact path the heads took during recording. Assemble editing might be the preferred mode of operating if one is in a great hurry and if one assumes that the control-track pulses will keep the heads moving in proper step. The problem with assemble editing occurs if the incoming video and its sync pulse (from the source tape) are not perfectly aligned. If the incoming signals waiver, then the control pulses can be thrown into a kind of arrhythmia which could result in glitches or rolls between edit points.¹⁶

Mark Kramer explained that, because we would eventually be converting our linear video program to a computer-managed-interactive function, it was particularly important that we ensure the quality and consistency of the sync signal. Consequently, we decided to make use of the "insert editing" method. Instead of creating our control track pulses as we edited each sequence, we laid down these pulses ahead of time. As one producer explained it, an analogy can be drawn between insert-editing and writing in longhand on notebook paper. Just as the pre-established lines on the paper guide one's handwriting, so also the VCR inserts video and synchronizes its impressions to the pre-arranged control-track pulses. This control-track, once impressed, is permanently fixed and cannot be compromised by messy edits just as, to carry the analogy further, messy handwriting cannot upset the lines on a notebook page.¹⁷ In the event of a poor edit, one need only erase the mistake and try again. With a properly laid down control track, there are 216,000 pulses in a one hour tape, a sufficiently high enough frequency to make insert editing relatively easy and finely tuned. Because the LRC at this

time did not possess a sync generator for external synchronization, Kramer had to make use of our editing controller in two of its most basic formats. We could edit a master tape from a playback three-fourths inch Umatic VCR and we could edit this tape from the remote operation of a video camera in the studio. The latter set-up would be used for our first generation impression of book photographs by camera onto the master tape. Without the sync generator, Mark Kramer would have to check each edited segment carefully, making sure we had "clean edits." For a visual understanding of the electronic circuitry and video editing procedures in these two modes of operation, refer to the diagrams in Appendix II.

The first editing that Kramer did on the HIS-TRIAD Project occurred shortly after we returned from the trip to Virginia in August of 1984. I was scheduled to have a special showing of CMIVI Module Two, The Seed Transplanted, during our faculty orientation session in mid-September. Within a week of our return to Columbia, we had all five twenty-minute tapes logged. Just above the playback unit remote-control terminal on the editing controller was a playback unit connection selector which permitted us to use at least five types of three-fourths inch playback VCR's or two VHS VCR's. The playback VCR unit was a three-fourths inch NV-9240 and this machine could now play all our source or raw unedited tape into the three-fourths inch NV-9600 editor unit VCR. Our editing station was arranged in such a way that directly in front of Kramer was the NV-A960 editing controller. To his left was the 3/4" NV-9240 playback VCR which would play all the source tape. To his right was the 3/4" NV-9600 editor unit VCR which would produce the master tape. See the photograph in Appendix IV. On the rear panel of the editing controller a 34-pin remote control cable went to the editor unit VCR and another 34-pin cable went to the playback VCR. Audio cables and the video dubbing cable went directly from the audio and video outlets of the playback VCR into the audio and video "in" receptacles. Above each of the VCR's was a thirteen inch color monitor.18

Because The Seed Transplanted was our first editing job and because all subsequent editing followed the same format, I will describe the process in detail only for the first segment of linear video in CMIVI Module Two. Mark Kramer's editing of The Seed Transplanted began with his preparation of the master 3/4" video tape. Because we planned on using the insert-editing method, Kramer had to lay down the control-track pulses. He did this by switching the editing controller to the "assembly" mode and recording the master tape in black. Because this master tape was now pre-recorded, it had the accompanying 216,000

control-track pulses for a one-hour tape. Kramer now switched the editing controller to the "insert" edit mode by pushing the two audio channel buttons and the video button at the top of the unit's center control panel. By pushing these three buttons, a red light flashed by the "editor" button on the "reference" section of the middle control panel. The editing reference relates to establishment of a beginning and ending edit point for the tape.19

Mark began the editing by recording color bars for about twenty seconds at the beginning of the master tape. The bars are a reference with which to adjust the color signal as it comes from the VCR. If the VCR playing the master tape is malfunctioning, then the bars will not be in the proper color alignment and the proper adjustments can be made. The next sequence in the linear video program was our first true visual. In the source tape, it was a brief seven second video clip of the capital building at Williamsburg. Although the structure itself was dark against the sky, the Union Jack flying at full mast was translucent enough to reveal very nice colors. The flag was blowing in the breeze so the clip could not be mistaken for a video copy of a slide or print. All of us wanted to open with this visual. The editing process was simple. Kramer used the search operation to locate the edit points, pressing the play button on the playback VCR's monitor while turning the search dial. When he reached the desired edit point for the opening video sequence, he turned the search dial on the playback side to the pause position. On the editor VCR side, he performed a similar search, proceeding to a few frames before the end of the color bars. With both tapes in the pause position, Kramer then pressed the "entry" button for the edit-starting points on both tapes. Next he had to enter the edit-ending point. In Insert-editing, the editor VCR unit automatically becomes the "reference" unit. He performed the search at the editor unit side and then paused the tape at the edit-ending point. He then pressed the exit button and waited for the exit lamp to illuminate to indicate that the entry had been completed. If Kramer had made a mistake at either the starting or ending point, the editing controller provided him with an easy way to make corrections.

The next activity in the editing process was the "preview operation." This is a rehearsal of the edit before actual recording. When Kramer pushed the Preview button, the preview lamp illuminated, and we all watched the monitors. The tapes on both the playback and editor units automatically returned to a point five seconds before the edit-starting point and then played search at 1/5 speed to a point 4.5 seconds before the edit-starting

point. It switched to a stand-by until the other tape arrived. One second after both tapes arrived at point 4.5 seconds, both units simultaneously switched to playback and the rehearsal began from the edit-starting point. When the preview was performed, the rehearsal ended at the edit-ending point although both units continued to a point two seconds past the edit-ending point. From that point, the two tapes automatically returned to their respective starting points and remained there in the pause mode. At this juncture, the Preview lamp flashed on and off to indicate to Kramer that the preview operation had been completed.

The actual editing operation began now. Kramer initiated this process by simultaneously pressing the preview button and the edit-start button in the edit control of the middle panel on the editing controller. The edit-start lamps illuminated and the tapes began editing at the edit-starting point and concluded at the edit-ending point. As in the rehearsal, the playback and editor units continued in the playback mode for two seconds after editing ceased. At that moment, the playback unit switched to the pause mode and the editor unit returned the tape to the edit-ending point. The edit-start lamp then flashed on and off indicating to us that the editing process for this segment of video had been completed.

The next phase of the editing process was the Review operation, an activity initiated by Kramer when he pressed the "review" button on the edit panel of the controller. The new edited tape returned to a point five seconds before the edit-starting position and began to play. We watched the edited segment on both monitors to make certain that we were completely satisfied with the results. The tape played until one second past the edit-ending point when the controller switched to the pause mode with the "review" lamp flashing to indicate the completion of the function. We saw that the edit was clean and precise, just what we wanted. Consequently, Kramer pressed the "go to" button on the edit panel and this advanced the tapes of both playback and editor units to the edit-ending point. If we had not been satisfied, we could have simply redone the recording for an improved edit.

The editing process was extremely time consuming. The "laying down" of an audio track consisting of both "voice over" narration and background music made the editing process even more complicated. Kramer, Muehnbauer, and I were so taxed by the effort to meet the deadline for the faculty orientation showing in mid-September that we spent the final days in the LRC doing nothing but editing. Ultimately, we were able to complete the first nine and a half minutes of what would eventually be a twenty-four

minute linear program - excluding the computer operations. However, to illustrate the volume of editing work, this first nine and a half minutes of video from The Seed Transplanted required no less than thirty-seven separate successful edits. What made the work additionally difficult was the fact that periodically Mark would have to adjust the cable outlets to the NV-9600 camera which was operated by remote control for the purpose of copying photographs directly from book to master tape in a first generation high resolution image. In the first nine minutes of our master tape, Mark edited by the camera twelve such photographs placed intermittently between narration sequences and video clips.

Because audio channel one was being reserved on our master tape for the computer tracking in the CMIVI format (we will describe this in the next chapter), we had to "mix" all of our audio impressions on a pre-edit single channel, channel two. A voice-over narration track and a music track would be mixed together. The reading of the script for all voice-over segments was enhanced with some sophisticated recording equipment. Mark audio recorded the narration on a TEAK reel-to-reel tape deck. Although he originally planned to have me read the script outside of the building in order to match voice levels and natural background acoustics to the outside on-location narration sequences in Virginia, such plans had to be dropped for the sake of time and convenience. Certainly the worst audio impression was the edit toward the end of The Seed Transplanted in the segment on the Dutch, Swedish and German settlers of the Middle Colonies. I was standing in front of the Governor's Palace and the camera was close enough to read my lips. Despite this, we used the audio only narration recorded at another Williamsburg site for a "voice over" impression. I was totally out of lip-sync and the mistake was so apparent that we should have simply re-recorded that segment of the script in the LRC's sound studio for a voice over audio dubbing. However, given the time constraints, Mark felt that we could live with the problem.

PLEASE NOTE:

Page(s) missing in number only; text follows.
Filmed as received.

U·M·I

TECHNICAL DESCRIPTION OF THE INSIGHT 2000 AUTHORING FOR COMPUTER INTERACTIVITY

The programming plan for Mark Kramer was to play video tape from point A to point B knowing that the answers to questions one, two, and three would be within those two points. If the student were to miss question two, then the computer could present a text explanation for the incorrect response and a reinforcing elaboration on the correct response. If the student wished to review the video, then he could give the computer command simply by pushing the appropriate key. The computer would then activate the VCR to rewind the video tape precisely to that section which contained the answer. If point A to point B in the linear video were, for example, eight minutes long and the answer to question B were midway between points A and B, then, depending on the model type and variable rewind speeds of the VCR, the student would have to wait some length of time for the equipment to perform this function. The same procedure is then followed between linear video points C and D wherein lie the answers to questions four, five and six and so forth. This general description of computer-video interaction certainly does not come close to revealing how complicated the operations really are. I will now describe the step by step procedure followed meticulously by Mr. Kramer in the programming phase of the computer work. We will focus on the Apple II E microcomputer and the Insight 2000 Plus menu-based authoring system.

The computer we used already had the authoring capabilities within it. In the Insight 2000 Plus package Mark Kramer had the following tools for programming:

1. the authoring diskette; 2. a lesson delivery diskette with which he would finally "dump" the master lesson on a copied or duplicate diskette for student use at the work station; 3. a DOS 3.3 System Master Diskette (DOS in an acronym for Disk Operating System); 4. an Apple writer diskette which is used for producing all the text pages which would include instructions to students, questions, answers and explanations; 5. several blank diskettes.

With all the appropriate authoring tools at the ready, Kramer now had to turn his attention back to the video tape to give it a reliable code for computer tracking and reference. As we noted in Chapter Four in the editing procedure, the video tape already has a control track once there is recording on that tape but a control track is a linear tracking system which does not have each specific point referenced to a given number. The control track is designed for a proper alignment of electronic pulses with the rotating heads for a quality image. In other words, if a video tape were to be abruptly stopped in the middle of a

program and the machine turned off, that machine would lose the memory of the reference point. When the machine was turned on again, it would begin to play as if it were at point A. Consequently, for computer interactive management, Kramer needed to lay down on the video tape a permanent code of reference. The analogy of a tape measure is good. In the tape measure, if one were to cut off the first ten inches, the reference point of the 52nd inch would still remain 52, even though the tape measure was now only forty two inches long. Essentially this is the difference between a control track and a time code. The time code is the essential element of a computer's ability to reference, track, and manage video tape. If one used a tape measure with inches marked but not numbered, this measure would be analogous to a control track. Once the tape has permanent numbered reference, then it is like a time code. The Insight 2000 Plus authoring system allows the programmer to generate a particular time code which the hardware can monitor. The specific piece of hardware which reacts to the time code is the so-called interface card or the Whitney control board which is inserted into the body of the Apple II E computer. For authoring, Kramer also had to insert the special authoring key into the game-port of the computer. This key is inserted only for authoring and not for lesson delivery.

In this authoring mode, the first menu which appeared gave us the following main options:
a. video tape management system; b. Apple writer text editor; c. program editor. Mr. Kramer selected the first option and a new menu appeared with the options:
a. Insight authoring editor; b. video text manager; c. text processor; d. time code writer; e. Insight disk utilities; f. review student performance; g. execute a lesson. When Kramer selected the timecode writer, the computer explained in a simple step by step process how to "initialize" the video tape with position information. It also explained what color-coded cables had to be hooked up from the computer to the VCR. The VCR, because it was of industrial and professional studio quality, had an audio-dubbing capability. In this procedure, the computer assigned to the video tapes via the VCR its time code and it did this on one of the video tape's two audio tracks. Then, when using the computer time code writer, he ran the tape through the VCR and had the VCR play on "audio dub" rather than on "video record." This audio dubbing via the computer was actually the process of time coding the tape and the dubbing extended for the entire length of the tape.

Rapidly pulsating "beeps" were dubbed onto the tape and this was the audible feature of time code. The more sophisticated VCR's could give the editor the choice of

audible-dubbing on either channel one or channel two. However, there were also machines that would permit the dubbing only on channel one. Columbia State's LRC had both types in 1985. On the three-fourths inch U-Matic machines, the time coding was usually done on channel one because the beeps could sometimes "bleed" or spill over into the adjoining track, compromising the quality of the audio narration and background music.

After the time code was impressed on the tape from beginning to end, Mark Kramer began the video tape management system. This computer diskette assisted the editor in cataloging video tape segments. With this Kramer was able to operate the VCR from his computer keyboard to find locations in the tape, to make log entries of positions, and to change log entries. The video tape manager was essentially based on the time code function. How did the video tape manager read the time code? It was not as if each time-code beep were an individualized finger print eliciting immediate identification. Rather the computer had its own internal counter and could identify the number of beep signals. It did not read the time code off the tape continuously. It read it off the tape when that tape began to move at the program's outset and then it kept track of the beeps internally until it was programmed to stop the video tape for an interactive question and response. With the video tape manager, Kramer identified the point where each tape segment began and where it ended before question and remediation. These points were noted on digital read-outs and he wrote the time-code number for beginning and end points for all segments on the script sheet.

The next procedure was to prepare the text for questions and answers, explanation and ordinary written instructions to the students. The Apple writer, a word processing software, was used by Mark Kramer to produce the texts for the Insight 2000 Plus. Wanda Moore had already written up the texts on the Apple Writer and Mark Kramer had loaded these on the system, saving all the information files on the diskette. He had to make use of specific commands in "entering" texts onto the master diskette. He could use twenty three lines and blank lines per page on the screen and he identified each separate page for the computer by beginning the text page with a closed bracketed (]) and ending it with the sign of an inverted caret (^). These delimiters or symbols indicated to the computer that all the information between them was a single page, regardless of how many lines were between them. Consequently, when Kramer ran our instructional program, all the intervening text lines appeared by themselves on the screen while the delimiters would not appear. Because the Apple Writer did not automatically paginate, we typed onto each

text page the appropriate page number.

Having entered all the text in their bracket-caret fashion, Kramer noted in sequence what questions and corresponding answers went on each page. In the same fashion that the Insight Program Editor asked us for video tape positions, it also asked for the page number of texts and their proper sequence. The Apple Text Editor could only generate two types of questions, multiple choice and matching. For years I had tested students with multiple choice questions. The Text Editor was also used by Kramer to give instructions to students, indicating to them, for example, what keys to push for what desired functions or telling them how many seconds to wait for a tape to rewind. We also wanted to personalize our texts so the computer could refer to each student by his or her first name throughout each program. To do this, Kramer had to enter into the text a "place holder" by typing two consecutive characters - >N - at locations in the text where the first name had to appear. Now, after the editing, timecoding, and indexing all points in the linear tape for computer intervention with questions, answers and explanations, we had all the elements for authoring and were ready for the next steps. As an illustration of this process, I will use the first one-third of CMIVI Module Two, The Seed Transplanted. The video tape segments for this nine and a half minute sequence (the first third of the thirty minute video) were cataloged in a computer file called SAMPLE.CAT; and here Mark Kramer indicated the video tape time code positions. For example:

Introductory video (capital)	0:00- 0:22
Title slides	0:22- 0:47
Narration (Begin to War w/Spain)	0:47- 1:42
Spanish Armada	1:42- 2:22
Narration on Bench at Jamestown	2:22- 2:47
Jamestown Settlement Voice over	2:47- 3:47
John Smith Narration & Tobacco	3:47- 4:49
Plantation video clip	4:49- 5:44
Williamsburg panoramic ride	5:44- 6:50
Narration at Palace & Gardens	6:50- 8:10
Servants & Slaves - voice over	8:10- 9:10
Backparts and West	9:10-10:10

Important in this computer video file was the exact time positions of the video which would be used in the event a student missed the question or if the student opted to review the topic. Consequently, for question #1, the answer, Giovanni Cabotto, would be indicated at one minute ten seconds to one minute twenty-five seconds in the linear program. The answer to question #2 on conditions in England prompting colonization was identified at two

minutes twenty-two seconds to two minutes forty-seven seconds into the program. In addition to a file inventory of important video sequences for interactive work, we also had a file called "TEXT.SAMPLE.TEXT" which was created by the Text Editor. This file would include, for an example of CMIVI Module Two, a text page introducing the student to the program, a page with a "place holder" capability in which the student would type in his or her name, pages of multiple choice questions and simple answers, pages with explanation and elaboration, pages congratulating students for correct answers or indicating how to proceed for incorrect answers, and other pages guiding the student through the experience.

Kramer began the computer editing by going to the main menu of the Insight 2000 Plus on the Apple II E, a menu which displayed these functions by number: 1) Insight Authoring Editor; 2) Videotape Manager; 3) Text Processor; 4) Timecode Writer; 5) Insight Disk Utilities; 6) Review Student Performance; 7) Execute a Lesson; 8) Exit to Applesoft. He selected #1 - the Insight Authoring Editor. Immediately after the selection, a catalog of files appeared on the screen. This display was designed to remind a programmer like Kramer of all the materials ready to be loaded into the computer's memory. From this point, he went to the menu screen for the Insight Editor and the following menu was indicated: A. Create a Multiple Choice Question; B. Create a Match Question; C. Create a procedure Section; D. Create a Conditional Event; E. Special Edit Function; F. Display Lesson Event Sequence; G. Build a Program; H. Quit.

With the Insight program design, there were three instructional events - multiple choice questions, matching questions, and procedure. The procedure event essentially required the computer to present videotape or text material or some combination of the two. The first three functions on the Insight Editor screen were regarded as "main events" because Whitney Educational Services regarded them as "the most general conceptual building blocks of an Insight instructional program."⁷ Essentially the final program would be a combination of two of these main events, in our case, multiple choice questions and the creation of procedure sections. When Mark Kramer began the task of creating a main event, the Insight Program Editor first asked him to supply certain specifics as to the nature of the event he wished to fashion. The information requested by the Program Editor always was requested in the form of new screens which Kramer had to fill in. Mark also had to sequentially assign a number to each main event he wished to create on the computer because the computer assembled instructional events in the order in which Kramer created

them. Because a procedure and a multiple choice question were two different events, Kramer had a procedure #1 and a multiple choice question #1 within the same lesson.

The first time Kramer made his selection from the Insight Program Editor menu to create a new main event, the system asked him to enter a file name. TWO.CMIVI was the file name for our first interactive video program and this file name was made only once. With a programmed memory, the computer assumed that, unless otherwise indicated by a QUIT command, Kramer would be working on the same lesson. His first activity in the Insight Program Editor was to create a procedure and that first procedure was to show a title page, some instructional text and an introductory segment of video tape.

With all the text pages identified by numbers and with all video segments sequentially logged, we were ready to create a main event on the Insight program Editor. On the main menu for the Editor, Kramer selected C (create a procedure section) and the computer responded on the monitor screen by asking for a lesson specification file name. He typed in filename TWO.CMIVI. The computer then searched for this name and indicated that, because the file was not found, he could create it by typing "Y" beside the figure (Y/N):. Because this was our first CMIVI creation, we had to create the new file. After hitting the return key, the next screen requested a procedure section number. Again, because this was our first procedure, we entered the number "1" and hit the return key. Now we were in the procedure Creation Mode and we were ready for our main event. Our program would begin with a number of text pages before any video would be shown. We wanted the first image on the screen to be a brief text welcoming the student to the CMIVI experience and requesting his or her name. Because the placeholder in the Whitney system could accommodate only eleven characters, we used only the student's first name in the text. We planned to use personal first names in all responses to student answers. The first image on the screen would be our first text page. The next image would be text page two, a title page briefly describing the CMIVI component of the HIS-TRIAD Project. Consequently, in order to create this sequence of events for the students, Kramer had to implement the computer's creation mode for the procedure section.

After typing the numeral #1 by the "procedure section number," a list of computer commands appeared at the top of the next screen. These were all the commands necessary to create any instructional event. The commands appeared in the following form:

```
seek play vtr apple nostop next text
Jump show delay wait getkey image do
```

At the bottom of the screen was the familiar colon followed by a pulsating cursor. Because the command to display any page of text is "text," we typed this command after the colon and hit the return key. The next step in creating this procedure was a request by the computer to identify the specific text set for that page which would identify the lesson with a title, provide a welcome and request the student's name. Consequently, when the Apple authoring system asked Kramer for an identifying number for the text, he typed in #1 immediately after the phrase TEXT APPEARS ON PAGE >__. After pressing the return key, Kramer was asked for additional information by which the Insight Authoring system could best present the material to the student. He was asked to indicate the speed with which the textual material was to be viewed by students. If we had indicated FAST, the entire page of textual information would appear immediately. If we chose MED, the text material on that page would be presented one line at a time. The SLOW indicator would print out the page of a text one character at a time. I wanted to use the MED speed of one line at a time. However, this issue of reading speed presented another problem. When we specified a list of instructions for a procedure like this, the computer is designed to execute one instruction after another instantaneously. In other words, if we were not to interrupt the sequence of instructions with another command, the computer would jump to another text page or video immediately after the MED speed printing reached the end of the text material on that page. For a student who might be slower than the average reader, we decided to intervene with a command for the computer to wait. Particularly because we wished to have the student type in his first name, we needed to give the student additional time to read and absorb the information on the first text page. Consequently, Kramer decided to make use of the GETKEY command. In other words, on the bottom of most of the text pages, we indicated to the student that, when he was ready to proceed, all he had to do was to press the "Return" key. By this the computer would proceed either to text or video for the program's continuation. In essence, the GETKEY command "puts the program to sleep" in the words of the Whitney creators. The program text is on hold. To provide such an option, the student has to be informed of this method of advancing the program. Although any key would advance the program, we preferred to get students in the habit of hitting the "Return" key for such progression.

For text page one, after Kramer indicated page number and reading speed, he typed in the command "GETKEY" after

the colon. Once this command was given, we were ready to proceed to the second text page, the title page. In order to retrieve this page from the Insight Program Editor's text file, Kramer simply typed in the command "Text." As on the first page, the Program Editor requested the text page and Kramer typed in "2." Similarly he indicated a MED printing speed. However, because the title page represented only a limited amount of material to be read, we decided to delay the text page for five seconds after the final line was printed. Consequently, Kramer typed in the "Delay" command for the program Editor. Its response was to ask "Number of Seconds" and we typed in "5" and hit return. As confirmation, the Insight Program Editor exhibited on the screen "DELAY PROGRAM 5 SEC."

At this point we were ready to show our first segment of video tape from the program The Seed Transplanted. The master video tape was produced on a three-fourths inch U-Matic VTR but, for student use, copies were produced in the half-inch VHS format for our industrial quality Panasonic Omnivision NV-8710 cassette players. The video tape segment which we first used in our CMIVI program was characterized by a real-time duration of ten minutes and ten seconds. The ten minute ten second video segment was measured on the NV-8170 VTR counter from 0 to 80. This was the video segment which began with an introductory visual of the capital in Williamsburg, which treated such topics sequentially as the conditions in seventeenth century England encouraging colonization, Jamestown, the Virginia slave and plantation system and which concluded with an examination of the Virginia Backcountry. Returning to the Procedure Creation Mode of the Insight Program Editor, Kramer now typed in the command "SHOW" and pressed the return key. At this juncture the computer flashed on the screen these three informational questions regarding the video:

```
Videotape segment starts at >
Videotape segment will end at >
Will segment contain video? (Y/N)
```

Kramer responded by typing in 0 for the starting point and 80 for the ending point. He also typed in Y in response to the third question. The purpose of this Y/N option was to provide a programmer like Mark Kramer the ability within the lesson to show a computer text for the student to read while the audio-only track of the video tape is engaged to provide narration or music or both. However, we decided to keep our CMIVI lesson as simple as possible. We would play both audio and video while the VTR was running the tape. According to the Insight definition of a CMIVI procedure, the first in a series of procedures had been realized.

The next main event for the Insight Program Editor was to create a multiple choice question. The computer command which we had to employ to begin this new procedure was "Next" on the command menu. After typing the "next" command and hitting the return key, we were informed by the computer that "Procedure Section #1 was complete and that we were departing from the Procedure Creation Mode. Kramer now viewed the Insight program Editor's main menu which we described earlier in this chapter. From the Event Description Screen, he pressed the A key which selected the "Create a Multiple Choice Question" and we were now in the Editor's Question Creation Mode. Immediately the screen was filled with requests for descriptive information for the multiple choice question.

Text of Question Appears on page:
 Printing Speed (FAST, MED, SLOW):
 NUMBER OF CHOICES:
 CREATE A HELP SECTION (Y/N):

Kramer proceeded to answer the questions. Test questions were to be found on text page 3, the printing speed was our customary MED, the number of choices was four, and we elected not to create a help section. Essentially, a help section could have rendered assistance to a student who might be having difficulty understanding the question. If such an option were included, we would simply supply additional text or video information to better prepare the student for a correct answer before that student answered the question. Immediately after Kramer's response to the question about the help section, the computer requested the question number. We typed in the number "1." At the top of the next screen, the commands were available to us in the Question Creation Mode. The Insight Editor asked Kramer to describe all the commands he intended to implement if the student answered A, B, C, or D to the first multiple choice question. Question #1 was: "England's Claim to North America was based on explorations by the Italian: a. Giovanni Verrazano; b. Giovanni Cabotto; c. Amerigo Vespucci; d. Christopher Columbus."

The Insight Editor provided us with a convenient and consistent organizational structure to respond positively to each answer a student could give. The Insight Editor asked us to provide it with a specific list of commands for each and every possible student response. For example, if a student answered #1 with response A, I wanted to do all of the following things. I wanted to tell him that response A was incorrect. I wanted to refer to the student by his first name. I wanted to tell the student which of the four answers was the correct response. I wanted then

to offer some explanation on why answer A was incorrect and a description relating to the incorrect answer. And finally, to reinforce the explanation, I wanted to provide a segment of video tape wherein could be discerned the correct answer.

To give substance to these desires, Kramer responded to the Insight Editor's command list by creating a number of so-called "sub-events." As a function of Insight's Question Creation Mode, the computer placed on the screen the condition event: "If A." In other words, if the student response was A, Kramer would do all of the following in precise sequence. First he would check the command list and type in the command "Text." He then would specify the text page to be shown. Because Question #1 was on text page 3, response A was on text page 4. Text page 4 had a place card ">N" for the student's first name and on that text page, I would explain that his answer, Giovanni Verrazano, was incorrect. The text would continue to explain that Giovanni Cabotto was the explorer on whom England laid claim to North America. And, finally, the text would make reference to the accomplishments of Verrazano. Kramer would also indicate through commands that the text print speed should be MED and that the text would terminate when the student hit the Return key. Finally, Kramer would indicate through the SHOW command that the appropriate video tape segment should next be shown to reinforce the correct information acquired already through textual remediation. To do this, we had to indicate where the tape was to begin, where it was to end, and that it was to contain video.

The next conditional sub-event would occur if the student answer was B. Because this was the correct answer, I would command "Text," indicate text page 5 which congratulated the student by name and offered some additional elaboration of the correct answer for a greater depth of understanding. At the bottom of text page 5, I would permit the student to proceed to the next question without benefit of a video review. Instead of the command "show," the commands "GET-KEY" would terminate the sub-event and prepare the student for text page 8 or multiple choice question #2. Text pages 6 and 7 were explanatory information for incorrect student responses C and D on question #1.

As we have already noted, at the end of the first ten minute ten second of video, there was a cluster of four multiple choice questions. Following this same format for all eleven questions in Module One, there was a prodigious expenditure of time. Except for my occasional suggestions and over-the-shoulder observations, Mark Kramer did the real labor-intensive work. Although the Insight directions

were carefully explained, Kramer had to get the "bugs" out of the system by trial and error.

Once all the work was completed in telling the computer to run the texts and show all the video, one final effort was required to turn the complex panoply of generated commands into a program which an ordinary student could execute. The final step was referred to as the "building a program" procedure. For this, Kramer went to the main menu for the Insight Program Editor and selected activity "G," Build A Program. A program is built when the computer takes the lesson specification file and writes a computer program which integrates the "text set." At the same time, the computer translates all the commands which have been entered into basic language which can be understood for lesson execution. Only through the "build a program" command could an instructional sequence be run. Kramer selected the command and the computer displayed a screen requesting the name of the lesson specification file, the name of the text set, and the name we would give the final instructional program. In sequences he identified the file name by entering "HIS-TRIAD.LSN." The manual told him to drop the prefix "TEXT" that appeared initially. After hitting the return key, he identified the "Lesson Text File" by entering "HIS-TRIAD.TXT." Finally, after hitting the return key again, Kramer assigned to the instruction sequence a program name "HISTRIAD.PRG."

With this task concluded, the Insight Editor now created the final computer program and we were able to monitor the process by observing the activity on the screen. When the program was finally built by Insight, we entered the "SAVE" command, specifically "SAVE HISTRIAD.PRG." This command was equivalent to the Goldkey-F on file function or QUIT and SAVE on Wordstar word processing. The final instructional program was then locked into the diskette. Kramer checked the entire program for flaws by using the command "RUN HISTRIAD.PRG."

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