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AUTHOR Muyskens, Lois
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ABSTRACT

In 1990, the Dallas County Community College District's (DCCCD's) Computer Center recruited three technology scouts (faculty members interested in media) to locate, preview, and evaluate multimedia products that could be used in the classroom. The technology scout for the humanities found and previewed products that could be used in "Introduction to Humanities," "Advanced Humanities," "Art Appreciation," and "Music Appreciation." This document consists of a short paper and a preliminary report on this project. A survey of DCCCD humanities faculty revealed that most faculty were not using a computer in their office, home, or classroom, but that most were interested in finding out more about computer software and multimedia. A temporary multimedia lab was established to help introduce the faculty to the programs that had been previewed. This report by the technology scout for the humanities contains: (1) an overview of the project; (2) recommendations for integrating multimedia into humanities instruction at the DCCCD based on information gathered at demonstrations and workshops, correspondence with faculty at DCCCD and other institutions, and an exploration of the use of computers in labs and classes at DCCCD; (3) a review of current technology and future trends; (4) a brief discussion of the value of the tech scout experience; (5) an annotated list of 13 humanities-related computer software projects developed by professors from around the nation; and (6) descriptions and recommendations regarding the eight multimedia programs previewed, including the title, manufacturer, and hardware requirements. Appendixes contain the survey instrument; notices for a multimedia demonstration at Richland College; relevant articles; project reports and correspondence; and a budget request, including the specifications and costs for both hardware and software to set up a multimedia workstation for the humanities. (MAB)

ED354952

Preliminary
Humanities Tech Scout
Report

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December 1, 1990

Prepared by

Lois Muyskens

Humanities Division

Richland College

JC 430 122

OVERVIEW OF PROJECT

As a technology scout for Humanities this semester, my main objective has been to locate multimedia products and computer software in the field of humanities. These products can be used by the instructor in the classroom to present lessons, or they can be used by students individually or in small groups in labs. The humanities products that I found and previewed can be used in the following courses: Introduction to Humanities, Advanced Humanities, Art Appreciation, and Music Appreciation.

Another objective was to review the literature in the field and correspond with faculty using computers in the classroom in the DCCCD and at other colleges. I also wanted to find out how faculty in the humanities field in the DCCCD use the computer and how they felt about using a multimedia station in their classroom. From the results of the survey (see Appendix) which I conducted at the beginning of the semester, I found that only one music appreciation instructor who completed the survey knew about the capabilities of CD-Rom in terms of accessing the disc by using an audiostack or hypercard stack. Most faculty were not using a computer in their office, home or in the classroom. Several faculty informed me that they had one in their office, but they did not use it.

From the survey results, I knew that faculty were interested in finding out more about computer software and multimedia. I decided to share my preview materials with them during November. A multimedia station was set-up in the Richland College Music Lab in order to demonstrate the preview materials (see Appendix for announcement).

"Business was great." The majority of faculty, staff, and administrators who visited the lab were extremely impressed with the hardware and the software products. In comments written by the participants, they mentioned that the quality of sound, color graphics, visuals, motion pictures and stills were excellent in quality. Comments were made such as: "This is so professional," it is "state of the art," "It is so appealing visually," "I want this, when can I use it?," "Where do I get it?," etc. Most of the instructors wanted a multimedia station for their own classes. Administrators were very interested and were also concerned with how much it costs and how it would be used. All in all, the responses were extremely positive and many of them came back to try the equipment out for themselves. The instructors who tried the Macintosh computer out themselves were learning it within a few minutes. They were able to access paintings and sculptures by artists by pointing the arrow to categories such as artists' names, styles, nationalities, or periods.

In the music area, the instructors were able to access the CD's of Beethoven's Ninth Symphony and Mozarts' Magic Flute by pointing the arrow with the mouse to select movements, voices, instruments, passages, melodic and harmonic sequences, background and historical data, definitions and musical terms. (See attachment on preview materials).

At this time the laserstacks which I showed to staff, faculty and administrators are a relatively new technology. This type of media is catching on however, and the Texas State Board of Education approved the videodisc using laserstacks with the Macintosh into the public school curriculum. (See attached article enclosed). Bob Porter said, "the videodisc is a whole new technology in itself and ... Texas, which may seem to have few claims to educational first, can brag on at least one" (article from Dallas Times Herald, May 9, 1990).

ATTITUDES AND RECOMMENDATIONS

As an outcome of attending the demonstrations and workshops on computers in education, and by corresponding with faculty from the DCCCD and from around the United States, I have found that in many colleges, the computer is being used in a library or lab setting. A few colleges have multimedia classrooms. Most of the colleges I surveyed used multimedia in labs or libraries. Many of the colleges represented in the "League for Innovation" are already utilizing multimedia in the classroom or are seriously considering it in the future. In the Sunday session at the League for Innovation conference, several demonstrations were given using multimedia. Most of the instructors agreed that using the computer with their students increased student interest and retention. Carol Cross addressed this topic in her speech at the League Conference.

This semester I have learned so much about how computers are used in labs and classes in the DCCCD. I was very impressed with the labs and their staff. It was interesting to me to find out just how computers were used in the labs. I found that many instructors using computers in teaching in their area of campus did not know about the labs or instructors in other labs across campus. It is my opinion, that it would be beneficial to pool our efforts. We have so many talented and dedicated personnel interested in computer related education in the DCCCD.

I recommend that a task force be established to bring faculty, staff, and administrators together to share ideas and experiences. The League Conference in October, "Serving students in the Age of Information Technology" was a good example of colleges sharing ideas and goals. The types of workshops and discussions that I attended at the conference would be very beneficial to DCCCD faculty, staff and administration.

I would also recommend that work stations be set up around campus such as in the Music Lab and workrooms for faculty to try out multi-media and take lessons. Continuing to let faculty audit the computer science classes in Continuing Education at Richland allows faculty a chance to learn how to use the computer and try their hand at graphics, basic programming, or desk top publishing. Faculty need to realize that computers can be easy to use and helpful to them and their students. Many faculty were not interested in using a computer. Many faculty changed their minds after they saw it. They tried out the Macintosh, laserdisc, CD-Rom and were so amazed at its ease of operation and ability to locate work and categories quickly. They then realized that a computer was not just used for wordprocessing.

Administrators should also be given the opportunity to work with the Macintosh computer and see how they can use hypercard and create their own presentations. This new technology has to be built into the future budgets. The budget will need to include money for training of staff, administrators, and faculty.

The Learning Resource Center can play a leading role in establishing multimedia classrooms and training faculty and staff. The right equipment and computers need to be purchased. If the software or hardware is too cumbersome, or too difficult to understand and operate within a reasonable timeframe, most faculty will not be able to take the time to use the products and will not incorporate them into their curriculum. This is why I think that the District should look seriously into which software and computers they purchase in the future.

Another possibility is to apply for grants. Ten colleges received project grants from Apple Computer for example. Projects by the Community Colleges are being partially funded through Apple Computer. They are part of the Apple Community College Alliance. The following colleges are members:

- Atlantic Community College
- Central Piedmont Community College
- Chemeketa Community College
- Jackson Community College
- Johnson Community College
- Long Beach Community College
- Monroe Community College
- Paradise Valley Community College
- San Joaquin Delta Community College
- St. Petersburg Junior College

These colleges are using the Macintosh computer to facilitate student learning. At this time, in the area of art, the most outstanding off-the-shelf software products that I have found and previewed were those that were used with the Macintosh computer (see list attached). I realize that this could change in the future and I remain open to these changes. Next semester, I plan to work with the IBM computer and preview software products on it. That way I can make comparisons in my next study.

REVIEW OF CURRENT TECHNOLOGY AND FUTURE TRENDS

By reading about programs and by talking with faculty from the DCCCD and around the country by telephone or letters, I was able to collect information about how colleges are using the computer in teaching humanities.

Both community colleges and four-year institutions were included in the search and are included in this packet. (See a list of computer software by professors attached). At this time, the majority of software products used by humanities faculty were written to be used with the Macintosh computer. From my communication with the users of humanities software, the major "ready made" products used by humanities faculty were from the Voyager Company, Ztek Company and Videodiscovery Company. Other products were written at individual colleges and are not distributed or available for purchase. Many faculty members were creating their own mini-documentaries or lessons using hypercard to make laserstacks to drive videodiscs. However, only a few faculty that I located were actually using the Voyager Laserdisc products as presentations in the classroom. One college in Rochester, New York purchased all the available Voyager laserdiscs and laserstacks and have them in their library.

Is multimedia technology just a buzzword for the nineties or is it much more? According to the speakers at the "League for Innovation" Conference held in October of 1990, multimedia technology is the wave of the future in education.

It can greatly enhance and expand the instructional possibilities in the classroom. According to Mark Magel, multimedia technology brings together video, graphics, animation, text and sound in a single, computer-controlled presentation. "Elements are stored and processed digitally for greater flexibility in importing and moving information. This flexibility lets viewers see information in new and unique ways, because many types of information can be set in apposition." (p. 68, AV Video, report by Mark Magel, September, 1990).

According to Michael De Bloois' status report published in the Videodisc Monitor, most studies report that videodisc training produced at least as much learning as traditional approaches, and frequently in less time and at lower expenses. A growing number of more recent studies report greater achievements and better retention, and often more effective problem solving ability among learners, with no increase in time required." (p. 23, The Videodisc Monitor, "Use and Effectiveness of Videodisc Training," by Michael De Bloois).

Interactive learning systems are becoming more widely accepted within the educational community. Rockley Miller, editor of The Videodisc Monitor, stated that "interactive technologies reduce learning time requirements by an average of fifty percent." (p. 15 The Videodisc Monitor, February, 1990 by Rockley Miller).

This time reduction can be attributed to a number of factors such as the combination of visual presentation with audio explanation which delivers information in an easily understood format. He also mentioned that the immediate interaction provides for highly-effective reinforcement of concepts and content.

"Personalized instruction accommodates different learning styles to maximize student learning efficiency." (p.15 The Videodisc Monitor, February, 1990 by Rockley Miller)

The instructor can select and initiate appropriate materials when needed. Instructors using multimedia can be very flexible and answer questions by using media, since accessing the needed information is quite easy and quick. "Unlike a videotape which you have to wind and rewind to see a particular part," a videodisc is a random-access- medium which means that you can trigger the laser head to jump instantly to various points on the disc. With a Macintosh computer acting as a controller, you can sort and sequence images to play in whatever order you need in order to illustrate a concept. You can play sequences at varying speeds, in slow motion or reverse, or pause to view images frame by frame. You can build in an interactive structure that enables students to probe and "drive" the videodisc, either based on their own interests or in response to your questions." (p. 20 The Apple Guide to Authoring Courseware). According to John Rafferty from Apple Computer in Dallas, videodisc is changing the way teachers teach and students learn.

According to Carol Cross who spoke at the October, 1990 "League for Innovation" Conference, "Modern Technology is not only changing what people need to learn, it is changing the very nature of how they learn (p.4 Community College Week, November 13, 1989, report by Carol Cross). She also discussed how some adults learn better by auditory learning while others learn better through visual learning. Multimedia technology gives students the ability to have it whichever way works best for them. By using multimedia in the classroom, instructors and students can select the areas and subjects which they need or want to study. The course can then "incorporate an experimental component lacking in most traditional classes. There is no lack of studies showing that students learn faster and retain more using interactive multimedia materials compared to traditional lecture formats. Both the military and industry rely extensively on such technology-delivered instruction, both for its qualitative and quantitative advantages; and have proven results of the superiority of multimedia education over standard classes." (p.4 Community College Week, "Technology and Teaching Strategies," "Making Learning Accessible to Today's Student", November 13, 1989 by Carol Cross). Multimedia has the potential to change the way instructors teach and way that students learn. Multimedia classrooms and the technology of the computer and the videodisc will be considered just a necessary tool in teaching in the future.

VALUE OF THE EXPERIENCE AS TECH SCOUT

This project has offered me the opportunity to meet educators who shared their projects and ideas with me. Some of them even took their time to teach me how to do their programs.

I feel very fortunate to have been a tech scout because it has given me the opportunity to learn more about computers, preview products, and try multimedia, meet interesting people, attend conferences, and share my ideas with my colleagues in the District.

Computers have certainly changed since my first computer science class in 1982. With the possibilities that the videodisc and computer offer, our classrooms can become interactive multimedia environments in the future.

I hope that my experience as a tech scout has brought about some changes regarding the usefulness, ease of operation, and convenience of computers. The information that I have shared with my colleagues will hopefully help them decide if or how they will use multimedia in their classrooms or labs.

A LIST OF SEVERAL COMPUTER SOFTWARE PROJECTS BY PROFESSORS

Dr. Kathryn T. Spoehr
Brown University

A cultural project, the Access Project, developed a hypermedia corpus of textual, pictorial, audio and visual materials to be used on the Macintosh SE computer. The material gives students background information on a piece of literature or a historical period. It is an integrated approach to history and literature. (not available for commercial distribution).

Dr. David Bantz
Dartmouth College

Mnemosyne is a visual database and interface to videodisc which allows a user to search for images and maintain named lists of arbitrary subsets of images. It is used with all Macintosh computers. It can be purchased.

Dr. Gregory Crane
Harvard University

Perseus is a project which contains translation of writings by Greek writers such as Sophocles and Aeschylus. Color video images and drawings of archeological objects are being added. This is in the development stages. Perseus is distributed in Hypercard and runs on all Macintosh computers.

Dr. Richard Helmick
University of Missouri

He uses several ready-made programs such as Mac Draw II and Modern Artist. "Our students work in a lab of Mac IIci computers".

Dr. Janet Murray
Massachusetts - Institute of Technology

The Athena Language Learning Project will be used in literature and classics. It is being produced and will run on Macintosh computers (not for sale at this time).

Mark Collien
Rochester Institute of Technology

A Graphic Design Archive uses Hypercard interface to textual and visual information on the history of design and graphics. This will be finished in a year or two and it runs on any Macintosh computer.

Dr. Bruce Anderson
University of California at Santa Barbara

The Videodisc Presentation Manager is a program to help instructor's design presentations. (Available at his college) He uses the Macintosh computer.

Dr. Joel Slayton
San Jose State

Hypermedia in the Humanities is in the development stage. Students will use the CD-Rom technology with Macintosh computers as the interface drives. The project is being done in english and music. (not yet available)

Dr. Michael Spitzer
New York Institute of Technology

The Dickens Hypermedia Project will include an annotated version of "Great Expectations". The project will use the Macintosh computer and CD-Rom. (not yet available)

Dr. William Strange
University of Oregon

English 199, Hamlet on the Macintosh helps students understand character and plot as they construct. The project is not complete at this time.

Dr. Larry Friedlander
Stanford University

The Shakespeare Project is an interactive videodisc program which brings students into contact with the entire process of theatrical creation. The project uses the Macintosh and is in-house.

Dr. Michael R. Cheney
Drake University

Pop Culture is an interdisciplinary project which will include historical, political, and economic developments used in Mass Communications. This project will be using the Macintosh computer.

Dr. Stuart
Yale University

Zones: An Anthology of Hypertext Fiction is a compilation of three hypermedia fictions: "Afternoon, Chaos" and "Uncle Buddy's Phantom House". Students will use the Macintosh. (not available to purchase at this time)

LIST OF MULTIMEDIA PROGRAMS PREVIEWED

Title: Beethoven Symphony No.9 and Hypercard program

Manufacturer: CD by Jubilee, London 417 755-2

Reviewed by: Lois Muyskens

Hardware: Macintosh SE or MacII, cable connector, CD-Rom

Description: This multi-media program includes the performance by Hans Schmidt-Isserstedt conducting the Vienna State Opera and the Vienna Philharmonic (on compact disc), accompanied by a full-part Hypercard program that features the Pocket Guide, a one-page overview of the entire Ninth Symphony and other features including definitions, examples, background notes, and commentary.

Recommendation: This CD-Rom and hypercard stack are thorough and a must for a music dept. I recommend it.

Title: Salamandre: Chateaux of the Loire and Salamandre LaserStack

Manufacturer: Voyager Company

Reviewed by: Lois Muyskens

Hardware: Macintosh SE or Mac II Pioneer 600A or 6010 player for laserdisc

Description: Aerial views of the chateaux in their country settings are shown. They are breathtaking. There is a narrated tour which takes you through the chateaux as if you were a visitor touring the chateaux. Maps and timelines are included. computer-animated sequences trace the architectural evolution and show styles of architecture, art and furniture.

Recommendation: This disc and stack are a must. It can be used in humanities, French, art and history. It is easy to manipulate.

Title: The Dream Machine I and II and the Dream Machine Laserstack

Manufacturer: Voyager Company

Reviewed by: Lois Muyskens

Hardware: Macintosh SE or Mac II Pioneer 600A or 6010 player
for laserdisc

Description: Computer graphics techniques and applications from computer-aided design are presented. It shows the history of the computer's ascent as a visual instrument used by leading designers and production houses. Through the use of the laserstack, it is possible to attain immediate access to any of 286 motion picture sequences.

Recommendation: I would recommend this for design classes not for Humanities necessarily. The price is around \$100.00, it is inexpensive. I would buy it after the most essential discs. It is very good. It is easy to operate.

Title: Vote 88

Manufacturer: ABC Interactive

Reviewed by: Lois Muyskens

Hardware: Macintosh SE, or Mac II Pioneer 600A or 6010 player for
laserdisc.

Description: The candidates for the Presidency are shown campaigning.
Issues and points of view according to subjects can be
accessed and individual candidates points of view are shown.
Background information on each candidate is also given.

Recommendation: The quality of the video, graphics, narration, and
material is excellent. It would be very good for
political science and history. I would not be able to use
it in humanities classes.

TITLE: Hypermedia Guide to Western Civilization

MANUFACTURER: Cultural Resources, Inc.
30 Iroquois Road
Cranford
New Jersey 07016

REVIEWED BY: Lois Muyskens

HARDWARE: MS-DOS/IBM
Mac II

DESCRIPTION: The Hypermedia Guide to Western Civilization contains 90 essays, 200 graphics, 80 signature melodies and 27 Culture Grids that are arranged in chronological order. This Guide provides an overview of more than 3700 years of Western Civilization.

RECOMMENDATION: I highly recommend this guide for purchase.

TITLE: Vincent Van Gogh Laserguide, videodisc, and Hypercard Software

MANUFACTURER: Voyager Company

REVIEWED BY: Lois Muyskens

HARDWARE: Macintosh SE or Mac II; hard disk drive recommended
Cable connector
Hypercard software
Pioneer 600 A or 6010 A player for laserdisc

DESCRIPTION: This software on Vincent Van Gogh can be used in many ways. There are stills, all his major works, his letters, motion pictures of where he lived, a timeline and maps. The instructor or student can also add notes and even create their own documentary from slides, photographs, printed material and motion pictures.

Part of this package includes an overview motion sequence narrated by Leonard Nimoy. He is shown outside the asylum, out in the wheat field and in some rooms where he lived. Each period of his life is examined as well. (The Dutch, Paris, Arles, St. Remy and Auvers) The visuals are excellent. I think that the interactive capabilities of this package makes it especially workable in humanities classrooms. Instructors can use it in so many different ways and fit it to their style of teaching.

RECOMMENDATION: I highly recommend this product because it has excellent visuals, sound and information.

TITLE: National Gallery of Art Laserguide, Videodisc, and Hyperguide Software

MANUFACTURER: Voyager Company

REVIEWED BY: Lois Muyskens

HARDWARE: Macintosh se or MacII; hard disk drive recommended
Cable connector
Hypercard Software
Pioneer 6000 A, or 6010A player for laserdisc

DESCRIPTION: The National Gallery can be used in several ways. The description and background about the museum can be used similar to a video tape however, it is interactive. More than 600 artists are shown on the videodisc. The indexes allow the instructor or student to access the art work on videodisc according to several categories:

1. Artist - View work by a particular artist.
2. Style/Period - View art from a particular period or style of art.
3. Date - View images according to the century in which they were created.
4. Nationality - View work by artists of a particular nationality.
5. Subject - View work depicting a particular subject.

RECOMMENDATION: Purchase after Van Gogh and the Louvre.

20

TITLE: Where in time is Carmen San Diego?

MANUFACTURER: Broderbund

REVIEWED BY: Lois Muyskens

HARDWARE: MAC II
(color monitor)

DESCRIPTION: Carmen and her gang go back in time from 400 A.D. to the 1950's. The students learn the facts about history and use a time machine. The journey takes them to India, China, Japan, Mexico, Peru and Europe.

RECOMMENDATION: I will have to see the full package and compare it to the Hypermedia guide to Western Cultures it takes a different approach. It would be more for the student to use on their own in the library. At this time it is a questionable recommendation

APPENDIX

RICHLAND
COLLEGE
OF THE
DALLAS COUNTY
COMMUNITY
COLLEGE
DISTRICT

October 8th, 1990



12800 Abrams Road
Dallas, Texas
243-2199

This semester I am helping the District Computer Center with a research project in Humanities. How is media used in your classroom? My research involves information about how you teach. I want to know what type of visuals and equipment you use.

I would also like to find out how you feel about using media in your classroom. Do you use computers? How do you feel about their use in classroom presentations?

Will you please write short, informal comments to me answering my questions? I will need a reply by October 15th if possible. I know that you are very busy, but I want to find out your ideas.

Will you help me by doing this informal survey which is enclosed with this letter? If you would rather talk to me, call me at home during the evening at 328-6809.

President:
Stephen K. Mittelstaet

Vice President
of Instruction:

Jesse C. Jones

Vice President
of Student Development:

Deana A. Graham

Vice President
of Business Services:

Donald L. Bacon

Sincerely,

Lois Muyskens

Name _____
College _____
Courses you teach this semester _____

I would appreciate it if you write what your initial responses are to these questions. This is informal!

1. Do you use a computer now? If you do, what type is it?

2. If you don't but you did, what type of computers did you use?

3. What do you use in terms of multi-media equipment in your classroom now?

4. What type of media do you wish that you could use in your classroom?

5. Have you seen a demonstration of a CD-Rom, used in teaching Music Appreciation?

yes___ no___

(If not, I can show it to you later. If you already know about all of this or have software, I want to know that too.)

6. Are you interested in finding out more about the software that is available in the Humanities and how technology can help an instructor use visuals, graphics, films, slides, and hear the symphony and performers in an interactive mode of instructional presentation?

yes___ no___

REMINDER

ONGOING DEMO OF MULTIMEDIA

MUSIC LAB F172

Tuesday and Wednesday

November 27 and 28th

11:00 -2:00 Tuesday

10:00-2:00 Wednesday

Thank You Lois Muyskens

Announcements

A Chance to Examine New Multi-Media

Lois Muyskens, Humanities, has served as a technology scout this semester and has been previewing Humanities multi-media products.

She has scheduled F172 (across from the Humanities Division Office) November 28 from 11 a.m to 1:30 p.m. and November 29 from noon to 2 p.m. to show her "finds" to any who might benefit from their use. In return, your comments will assist her in her research.

If the scheduled times are inconvenient, Lois will arrange an appointment for you. Call 6250 to arrange a time.

November 13, 1990

Dear _____,

Thank you very much for filling out the survey and responding to my letter concerning the use of visuals and multi-media in the classroom.

I have some products on preview and would like to share these with you. If you would like to come by the Music Lab at Richland College, I will have the equipment out on loan for the rest of November. I have a few times blocked off to show you.

They are: November 16 - 11:00-2:00
November 27 - 11:00-12:30
November 28 - 12:00-2:00

I would like to include your ideas and reactions in my preliminary report. I appreciate your help. Call me if this does not work out in your schedule and I will show it to you at another time. You can page me during the day at 988-4757...or at night 328-6809.

Sincerely,

Lois
Lois Muyskens

ARTICLES

The "Optical Data Corporation NEWS"
Spring 1990 Volume 2, Number 1
has been deleted from this document
before reproduction into the ERIC
system

The article "Texas Changes Adoption Policy: Optical Date is first to submit videodiscs for state textbook adoption" has been deleted from this document before reproduction into the ERIC system.

The article can be obtained from "Curriculum Product News"

The article "Texas students get the picture with videodisc curriculum" by Bob Porter has been removed from this document before reproduction into the ERIC system.

This article can be found in the Dallas Times Herald Section E-7 Wednesday, May 9, 1990

REPORTS AND CORRESPONDENCE

October 1st

The search for software in Humanities has been a very interesting experience. I began my project by doing research in journals about the use of computers in higher education in the area of art and humanities. I found out that many universities and colleges were using computers in labs as well as in the classroom. I wanted to see how the hardware and the software was used so I visited several labs and classroom spaces. I was able to correspond with instructors and lab assistants to see how their facility and materials worked. I also attended several demonstrations and meetings given by Apple Computer, Mr. Micro and IBM. Through my contacts, I began getting a feel for the field and became extremely interested in learning more about multi-media classrooms and graphic art on the computer.

Oct. 15

I discussed the multi-media classroom with John Rofferty again from Apple. I wanted to get a list of colleges that are presently using the Mac II. The answer that John gave me is as follows:

In Texas they have installed the Mac at Texas Tech, the University of Texas at Dallas, Abilene Christian, S.M.U.'s library, and U.T.A.'s language lab. The pilot project of the nation is the one at Drake where all students and professors supposedly have a Mac. The laserdisc is in operation at the University of Texas in their writing lab.

Oct. 18th

I have been getting differing opinions about computer hardware when talking to professors and computer consultants. From what I was told at the Unveiling of the new Mac computers, the new \$1,800 one would be comparable to the Mac IIsi. When discussing this with Professor Ingram, he said that this new Mac IIsi would not be fast enough or have enough power for the multi-media classroom. The technical engineer at Apple said that it would work just fine. I also discussed it with the head technician in computers at Richland. I am going to discuss this more because at this point, I am not getting a clear cut answer. I also contacted some local high schools to see how they were incorporating laserdisc, hypercard stacks, and interactive cd's in their classrooms.

I began talking to humanities faculty and did a survey to find out how many of them were presently using a computer in their office and or in their classroom. Most of the Humanities faculty have not used computers, but were interested in learning more about them.

It has been a real challenge to get started on my project finding out about software in humanities. I have asked colleagues about different types of computers and how they use their computers. I also wanted to get started with my reading about how other colleges were using the computer so I started by reading the articles from periodicals that Dr. Gary Kline ran off a list from a search that he did for me this summer. I found several articles helpful.

From reading the articles I found out that Dartmouth College in Hanover, New Hampshire is working on a project which uses computers in humanities using "an on line database that, when complete, will consist of 60 full commentaries by the most notable interpreters of Dante's 15,000-line poem in the last 600 years." (PC/computing May, 1989)

A history professor at the University of Illinois at Urbana-Champaign, used a technique in his research by using the computer to take a more comprehensive look at the past. "The fusion of computers with traditional methods of research not only allows the historian to cut through mountains of information rapidly, but allows him to uncover sociological patterns that at one time were obscured. In short, to be more precise." (Information Executive, Fall 1989)

Bert Ligon, a music instructor at Richland College, showed me some examples of his teaching methods using the computer. He introduced me to John Rafferty at Apple Computer, Inc. who invited me to a demonstration and presented me with several types of examples. The products ranged from Beethoven's "8th Symphony"

and its background, composition, and analysis. Mozart's "Magic Flute" and its program notes, history and analysis, medical teaching programs, news programs and language programs. They were extremely thorough and informative. The quality of the visuals and the sound was excellent.

I want to examine the "Hypermedia Guide to Western Civilization" by Professor Reinhold and his associates. This software consists of a set of seven diskettes for the Apple Macintosh. They are expected to develop a version for I.B.M. compatible computers later. It also includes a workbook for \$35.00 plus shipping which is \$3.00.

"One generation of history links to the next, just as one aspect of the arts link to another. The effect is a multidimensional view of history that can be examined from a number of refreshing perspectives.... Stacks on Biblical history, Greco Roman culture, and The Middle Ages are included. Other programs are being developed." (The New York Times, November 5, 1989)

This product is from Cultural Resources and has "1,700 cards, 200 images of people; places and works of art; 75 melodies by famous composers; and almost 90 general and historical essays (covering people, events and other important aspects). It is based on many years of research by Professor Reinhold from New York University." (Maenzer July, 1989)

The attractiveness of this program, "Culture, The Hypermedia Guide to Western Civilization" is that it "possesses a sense of

interrelatedness of events and the arts." (quote by author Laura Johnson, Macuser, July, 1989)

Professor Rahn, English professor at Hunter College, did a study of English professors and their experiences with the computer. She organized a series of workshops for Humanities faculty members to learn word processing. Dr. Rahn found that faculty were "often unprepared for the complexity of the computer." She said that they "unconsciously expect it to be like some other labor-saving mechanical appliance, such as a washing machine or a toaster or a photocopying machine. They expect to be able to push a couple of buttons and have the job done.

"They register resentment about the amount of detail to be mastered, the amount of time required to learn to use the computer, and the amount of intellectual and physical involvement required of the user. The user just can't sit back and expect the computer to take over. He has to become involved." She went on to explain how the workshops can help professors feel less intimidated and learn to employ the word processing package in their professional lives. (T.H.E. Journal February, 1987)

Apple Computer, Inc. Demonstration

I met with John Rafferty who demonstrated the use of the Mac II, laser disc, CD rom disc, and hypercard. He was extremely helpful and gave me an excellent idea of how multimedia can be used in the classroom. I saw portions of "The Magic Flute", the "8th Symphony" of Beethoven, Language Courses, and ABC News

Interactive programs such as "Vote 88". I also heard David Garigan at Mr. Micro when he gave a presentation about their products. We talked about humanities software.

Mr. Micro Demonstration

Representatives demonstrated several uses for the computer in the classroom. Kevin Danner and Bryan Murphy presented the use of optical discs, CD rom discs, laser discs, and a II GS video display overlay. The possibilities are endless. I could see how a film history section of Humanities or a film production class could use the II GS video overlay.

There is much to explore. From Optical Data Corporation, Mike Pilgrim explained videodisc-enhanced instruction. He also showed how the video-enhanced instruction with barcode has been used in a college psychology text and an elementary science text.

I saw demonstrations of the "Windows on Science", and "Life Science". The explanation of the tornado along with the video of the movement of the storm was very effective. I can imagine how this type of technology can be used in college classrooms. It looks like it would keep humanities students interested and current.

At this point, I have just begun my search in software in the Humanities. I feel that it is an exiting and intriguing field. The possibilities available on video disk and other media shown by the representatives that I met with this week are most exiting. I especially want to learn to operate the Macintosh II and learn Hypercard, and video overlay.

On October 15th, I attended the unveiling of the three new products from Apple. Apple announced the Classic Mac priced at \$1,000, the Mac LC priced at \$1,800 and the Mac II si priced at \$2,500. The Mac II ci is \$4,500 and in discussing the products with Mr. Zachery, I was given the impression that the Mac LC or the Mac II si would work for the multi-media station in a Humanities classroom. The Mac computers were announced with live demonstrations. The Mac LC and the Mac II si have built-in sound input. This is accomplished via a mini-jack port in the back. I saw and heard this feature. It sounded very good. The day was very interesting. I was also able to see several software vendors but most of the them were from K-12 or from engineering. I did get several addresses and demos. I am very glad that I was invited and was part of the experience.

October 18-

John Capps does not have anything against the Macintosh computer. He thinks that it would be easier to use the IBM computer because the entire District is IBM. If networking is possible, then it is something to consider according to Doug who works in his department. I was under the impression that they thought it would take some extra cards and expense to convert the IBM to a product which could run the Laserdiscs programs from "Voyager" such as the National Gallery of Art. John was very concerned about the price of the additional equipment needed to operate the interactive software in Humanities.

Kathy Almond from IBM Higher Education, said that most of the information on multi-media classroom is in Atlanta and take some classes. She thought that the products from "Voyager" sounded interesting but she was not at all familiar with the products in Humanities, art, or music. She referred me to someone else who was not available this week.

Oct. 19 -

David Wright and I met with the art faculty to see how they feel about using the computer in Art 110 drawing, humanities, and art history. The meeting was very productive.

The major ideas were that:

-Art Departments around the country are using computers in art classes and the computer is used in the art job market so we need to look at the computer and the software available and examine the capabilities and possibilities. It is the way of the future so we need to be a part of it.

-The art department should have a computer that is available for demonstrations. It would also be used for faculty to use so that they can learn to use it.

The feeling that most of the faculty members had was that they were scared of operating computers. They did not want to have a computer take away from their job security either. The computer could be a threat as far as their being scared to use and also that it can do so much that they could no longer have the same job they now have.

A faculty member suggested that a representative from IBM should take an Art 110 class to find out what is needed from IBM in order to teach the class using a computer.

Another faculty member suggested that career development should be a major part of our project. We listened and the faculty member suggested that release time should be given to faculty so that they can take part in series of training sessions and have access to a computer for at least one semester.

Some of the faculty were concerned with the type of laserdisc material which could be used because it would not be their own lecture and material. They were not aware of the capabilities of hypercard or the new sound capability of the Macintosh computers. The faculty agreed that computers in the art classroom were going to be necessary in the future. They were very open to learning about the usage of the computer in art.

October 27, 1990

I attended the League for Innovation Conference Sunday, Monday, and Wednesday. It was a valuable experience which enabled me to exchange ideas and learn from other faculty who use computers in their classes. I went to a session which was given by two professors using the computer to teach composition. I also saw other faculty presentations. Many of the presentations held on Sunday during the preconference day were presented by using multimedia. Most of these presentations were given by writing and science instructors.

There were close to sixty administrators and faculty in the multimedia section. We were asked how many had seen the "Windows in Science" "Vote 88" and other ABC interactive videos. I was surprised to see that there were only two of us in the audience who knew about that particular software.

The presentations were good but most presenters apologized for a lack of something due to a budgetary problem. Some of the presentations were not as good as others due to mechanical difficulties. In the science presentation, the graphics component was not working. The instructor mentioned that she was not able to show us its entire capability because she was not able to get a card which she needed. One writing instructor never got his program to work correctly because the cord was not properly connected. I felt sorry for him. He was embarrassed and told the room that if you decide to start using the computer in the classroom, you need to ask for a lab assistant who knows computers well to be in your classroom. One instructor used a system which seemed compact and quite uncomplicated. I later visited him at one of the booths.

I was able to get addresses of other instructors who use computers. I will write for more information concerning how humanities programs use computers on those campuses which were represented at the conference.

October 31st-

Wayne Lucas, photography instructor familiar with the Amiga computer, and I went to Metropolitan Computer Products, Inc., to see the art and humanities software. The software package which he showed us was Delux Paint III. He showed us a few examples of its capabilities.

He described multimedia as combining external video, video sound, internal graphics video and sound. He said that the Amiga is the only educational computer capable of multitasking. He also showed the audio capacity on the Amiga 3000. For a college classroom using laserdisc with a computer, he recommended the use of an Amiga 2500 or 3000 model. He was not familiar with ABC News Interactive or the Voyager Products, but a demo tape had part of the "Louvre" on it. He will check into the matter. At this time, he thinks that the instructor would have to do his own programming in order to drive the laserdisc.

The graphics, videoediting, and animation capabilities looked like they were worth examining. Forest McKinney, sales representative and programmer was very helpful and willing to answer questions. He said that I should go see the RTV and talk to Archie who has just received a system for Richland's television. Mr. McKinney did not know which schools were using the Amiga. He will check on this for me. Amiga vision is the multimedia software that allows you to put together a presentation. I will have to try this and find out how it works for Humanities classes.

November 14th through November 30th

Beginning on the 14th of November a multi-media station was set up in the Music lab at Richland College for staff, faculty and administrators. I showed them the laserdisc, CD-Rom, and two computers. The following programs were demonstrated: The "Salamandre, Chataux of France", the Delaware Music Series", "Beethoven's Ninth Symphony", "Mozart's Magic Flute". The laserdisc with remote was shown as a way of accessing the disc as well as the use of the hypercard stack. The hypercard stack allows the user to locate information by categories such as subject, time period, name of work, name of artist or authors, etc. It also includes index files to locate styles, locations and background information such as a time-line, definitions, maps and vocabulary words. The user puts the arrow on the word such as map if he wants to see the map on the screen.

I sent out invitations to faculty and administrators and staff to view the multi-media station. I also put a short article in "The Bridge". I invited the instructors in the Humanities Divisions from all seven campuses to come by the Music Lab and try out this equipment and software.

Everybody who came to see the multi-media station seemed extremely positive towards the use of it in classrooms for presentation as well as for use in the labs for individual student use. I have had a very busy lab for the past two weeks.

BUDGET REQUEST

submitted by Lois Muyskens
and given to George Massingale
in the Humanities Division

I am requesting the attached list of multimedia products for use in Introduction to Humanities, Advanced Humanities, Classics and Honors Humanities courses, Art Appreciation, and Music Appreciation classes. The multimedia work station will be used by interested faculty. I have been using several types of media in my classes over the past few years and I think that media enhances the quality of instruction offered to students.

The recent technology of the interactive videodisc accessed by the use of a computer would be an additional way of bringing better and more up-to-date media into the classroom. Can you imagine having thousands of visuals, audio, motion clips, musical performances, maps, and timelines available in an instant? If a student asked a question you could locate a graphic, still or motion clip to show an example immediately instead of trying to explain it in words only.

The arts come alive in the classroom when you can show examples such as sculptures by Calder with multimedia. In the "National Gallery of Art" videodisc the mobile (sculpture) by Calder can be shown as a still but mobiles need to move in order to really show the purpose of that type of sculpture. With that videodisc, the mobile's image is projected onto a screen and students can see how it was hung and how it moves. The sculpture takes on a new meaning. It is probably the next best thing to actually being at the museum and standing under it.

In the Vincent Van Gogh videodiscs, students are shown the painting of the yellow house where Vincent lived with Gauguin. It is almost like being in France as the narrator takes you to that house as it appears today. You can also visit the wheatfields where Vincent spent his last days painting.

Musical instruments can be identified by showing photographs but having a musician actually playing the instrument helps students see and hear the instrument better. If a student does not know the difference between an oboe or a bassoon, the instructor can play the videodisc and demonstrate both its sound and appearance simultaneously. Each instrument can be demonstrated in an instant if a student wants to hear it. This method leaves much more of an impact on the students and stimulates interest.

At the 1980 League for Innovation Conference in Dallas, Carol Cross spoke on the topic of using multimedia to improve retention. Carol said that several studies showed that students listen better in a multimedia environment, retain more information and are more successful in class. Since they are successful, they are more apt to complete the course. I would like to be given the opportunity to use multimedia in my classes next semester and share my findings with interested faculty members.

Equipment needed to store the computer

Locking PC work cabinet on rollers such as the one by Global
Computer Supplies

Cost: \$168.85

Purchased through Global Computer Supplies
1050 Northbrook Pkwy.
Dept. 13
Suwanee, Georgia 30174

HARDWARE

I will be needing the top of the line Macintosh computer since the computer will serve as an instructor's work station, run color graphics, and run laser videodiscs. A small computer would not have enough space and would not be fast when driving the videodisc.

	CPU	SPEED	RAM	EXPANSION	APPLETTALK	SC SI	
Macintosh IIfx	68030/68882	40MHZ	4 to 32MB	Six Slots	Built-in	Yes	
or							COST: \$6000.00
Macintosh IICI	68030/68882	25MHZ	4 to 32MB	Three Slots	Built-in	Yes	
							\$5000.00
CD-Rom A2P6027-C							
Scuzzy cable & scuzzy terminator							\$800.00
Video Projector (sharp) or comparable							\$4200.00
MacIntosh II Keyboard, M0116 Apple Keyboard							\$ 90.30
MacIntosh II Monitor, M0401, Apple Color High Resolution RGB Monitor - Requires MacIntosh II Video Card							\$699.30
MacIntosh II 8 Bit Color Video Card, M0324 (Equivalent to M0322 and M0213)							\$453.60
Apple Universal Monitor Stand, M0403							\$62.30
MacIntosh II Printer, A9P0329, ImageWriter II With System Peripheral & Cable							\$399.00
Videodisc Player Manufactured by Pioneer Electronics Corp., Model LD-V4200 - To be connected to a MacIntosh							\$1095.00
Remote Control for Pioneer Videodisc Player #LD-V4200							\$65.00
Color Monitor, AUM-135V, 13" with Audio to be used with Pioneer Electronics LD-V4200 Videodisc Player							\$550.00
LCD Panel Black & White, sharp or comparable with cable							\$1500.00 200.00
							Approx. Total \$14,214.50

SOFTWARE

The following software products are from the Voyager Company.

Address: The Voyager Co.
1351 Pacific Coast Hwy.
Santa Monica, California 80401

Phone: 1-800-446-2001

Salmandre - Chateaux of the Loire Valley

Videodisc	\$49.95
Laserstack	\$49.95

Vincent Van Gogh Revisited

Videodisc	\$59.95
Hypercard Stack	\$49.95

Vienna: The Spirit of the City

Videodisc	\$124.95
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<u>Louvre</u>	Part I	Videodisc	\$99.95
	Part II	Videodisc	\$99.95
	Part III	Videodisc	\$99.95

<u>Louvre</u>	Part I	Laserstack	\$99.95
	Part II	Laserstack	\$99.95
	Part III	Laserstack	\$99.95

Theatre of Imagination

Videodisc	\$39.95
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Ephemeral Films

Videodisc \$39.95

Imagine the Sound

Videodisc \$39.85

Poetry in Motion

Videodisc \$39.95

The Voyager Video Stack 2.1

(Hypercard videodisc) \$99.95

The Voyager CD audio stack

(Hypercard compact disc) \$99.95

The following software is from Cultural Resources:

Culture 1.0 The Hypermedia Guide to Western Civilization
by Cultural Resources, Inc.

30 Iroquois Road
Cranford, New Jersey 07016
Phone: (201) 709-1574

Computer Software: \$175.00

Workbook: \$ 35.00

The following software is from Intellimation.

address: Department XA
130 Cremona Drive
P.O. Box 1922
Santa Barbara, California 93118

phone: 1-800-3-Intell

Aristotle's Greek Tragedy Construction Kit
Intellimation Videodisc: \$38.95

Laser Video Presenter

Tool kit for instructor to build classroom presentations.

#LM-152-A
\$25.95

from Intellimation
(address above)

The following software is from Ztek Company:

address: P.O. Box 1055
Louisville, Kentucky 40201
phone: 1-800-247-1603

Images of Antiquity

Videodisc	\$95.00
Laserstack for monuments	\$40.00
Laserstack for audio	\$40.00

from Ztek

High Noon

CAV Videodisc	\$75.00
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from Ztek

Citizen Kane

CAV Videodisc	\$90.00
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from Ztek

Casablanca

CAV Videodisc	\$100.00
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from Ztek

The Seventh Seal

CAV Videodisc	\$80.00
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from Ztek

This software below is from Aims Media. It is my last choice after all the Voyager products are purchased.

A Day in the Country: Impressionism and the French Landscape

Laser videodisc \$395.00

Address of Aims Media:

6901 Woodley Avenue
Van Nuys, California 91499

The grade book is from Bobbing Software Company.

The Bobbing Grade Book \$99.00

address: Bobbing Software
 67 Country Oaks Drive
 Buda, Texas 78810
phone: (512) 295-5045
 1-800-888-6812

Cabinest Total: \$170.00
Hardware Total: \$14,014.50
Software Total: \$2780.05

"Scouting for Multimedia, the Search Goes On"

Is multimedia technology just another buzzword for the nineties or is it much more? The Dallas County Community College District's Computer Center has been using three faculty members interested in media (called technology scouts) to preview products available for college classrooms and labs.

Nora Buzby, instructional designer for the Dallas County Community College District Computer Center, has been working diligently this past year with three technology scouts, Morris Holman, David Wright, and Lois Muyskens to examine the future role of multimedia in the DCCCD. The technology scouts had the task of locating, previewing and evaluating multimedia products.

This past year, as a technology scout for Humanities, I have been responsible for previewing multimedia products to be used in Humanities classes. I also contacted my DCCCD colleagues in the area of Humanities through a survey which showed that most of the faculty were interested in learning to use videodiscs and multimedia. As more multimedia products such as videodiscs and computer laserstacks become available, college instructors need to learn about their capabilities and uses.

Since the faculty at Richland College seemed extremely interested in seeing the computer software and multimedia, I set up a multimedia station in the music lab at Richland. The station consisted of a Macintosh IIci, a Pioneer 4200 laserdisc player, a sony monitor, and a CD-Rom player.

By having a station set up in the lab, faculty were able to preview computer software and videodiscs such as Beethoven's Ninth symphony on compact disc with a laserstack, to the videodiscs of the chateaux of France and the major holdings of the National Gallery. The compact disc and videodiscs were made available through the Voyager Company which specializes in these products. Videodiscs can be used with a computer which makes it possible for the instructor to access the stills, graphics and motion pictures instantly in any order that the instructor wants to use. Videodiscs can be used with a remote control or they can be driven and accessed by using a computer with a laserstack. A laserstack locates the information on the videodisc and allows the instructor easy access to information instantly such as charts, maps, historical data, definitions and biographical sketches.

At this time, the off-the-shelf laserstacks which I showed to faculty are a relatively new technology available for the college classroom. However, videodiscs and computer software have caught on in many Texas high schools and the Texas State Board of Education approved the videodisc using laserstacks with the Macintosh computer into the public school curriculum. Pam Herber, Communications Director at Optical Data Corporation told Bob Porter, a reporter from the Dallas Times Herald, that it is very hard to describe how chromosomes split but with the videodisc and computer, the teacher can "quickly and easily bring the image of that process off a videodisc and give the pupils a visual demonstration of how that happens".

This quote was from the Dallas Times Herald, Wednesday, May 9, 1990, on page E-1. Bob Porter said that the videodisc is a whole new technology in itself and Texas can be proud of being the first to approve electronic instructional media systems category in its textbooks program. Since high schools are already using the videodisc, college instructors are wanting to find out more about how high school teachers are using the computer laserstacks and videodisc technology. This information can be useful in understanding how to adapt computer technology into the college classroom.

As an outcome of attending demonstrations and workshops on how computers are used in education, and by corresponding with faculty from the DCCCD and around the United States, I have found that in many colleges, the computer multimedia stations are being used in library or lab setting rather than in the classroom setting. Only a few colleges that I contacted have stations in classrooms. Many of the colleges which I corresponded with are using videodiscs with a remote control in the classroom.

Carol Cross, from Synergistic Educational Technology Systems, addressed the League for Innovation Conference in Dallas in October, 1990 on the topic of using the computer and multimedia to help improve student retention and interest. Carol Cross said that there is no lack of studies which show that students actually learn more rapidly and are able to retain more by using the multimedia materials compared to traditional lecture formats. Multimedia has the potential to change the way that instructors teach and the way that students learn.

Multimedia has been used by industry and military and the results of several studies showed superiority in multimedia education over standard classes according to Ms. Cross's article, "Technology and Teaching Strategies" in the Community College Week of November 13, 1989. In the future, multimedia classrooms and the technology of the computer will be considered a necessary tool in teaching the Humanities.

In an article in the Videodisc Monitor of February, 1990 on page 15, Rockley Miller stated that the personalized instruction available using multimedia accommodates different learning styles in students. This allows more flexibility and maximizes student learning. Instructors using multimedia can be spontaneous when answering questions with media since it is easy to access whichever part of the vast amount of information stored on the disc. One can probe and drive the videodisc to locate the information when needed.

In Carol Cross' discussion on how adults learn through the use of multimedia she stated that adults learn differently according to whether or not they learn through auditory or visual learning. Multimedia technology gives students the ability to have it whichever way works best for them. Modern technology is not only changing what people need to learn, it is changing the very nature of how they learn ("Technology and Teaching Strategies", Community College Week, November 13, 1989 p. 4).

Lois Muyskens along with several Humanities instructors at Richland College are previewing multimedia products and trying them out with Art Appreciation and Introduction to Humanities instructors. Students will also be given the opportunity to participate in the evaluations of the products. After trying out the technology, instructors will be better prepared to decide whether or not they want to incorporate multimedia in their Humanities courses and decide how to best use it with college students in their classroom.

Our division is very interested in how your institution is using multimedia technology. If you have any ideas to share or would like to hear from me, write to me at Richland College, Humanities Division, 12800 Abrams Rd. Dallas, Tx. 75243-2199.