February 25, 2009

In Tough Times, the Humanities Must Justify Their Worth

By PATRICIA COHEN

One idea that elite universities like Yale, sprawling public systems like Wisconsin and smaller private colleges like Lewis and Clark have shared for generations is that a traditional liberal arts education is, by definition, not intended to prepare students for a specific vocation. Rather, the critical thinking, civic and historical knowledge and ethical reasoning that the humanities develop have a different purpose: They are prerequisites for personal growth and participation in a free democracy, regardless of career choice.

But in this new era of lengthening unemployment lines and shrinking university endowments, questions about the importance of the humanities in a complex and technologically demanding world have taken on new urgency. Previous economic downturns have often led to decreased enrollment in the disciplines loosely grouped under the term “humanities” — which generally include languages, literature, the arts, history, cultural studies, philosophy and religion. Many in the field worry that in this current crisis those areas will be hit hardest.

Already scholars point to troubling signs. A December survey of 200 higher education institutions by The Chronicle of Higher Education and Moody's Investors Services found that 5 percent have imposed a total hiring freeze, and an additional 43 percent have imposed a partial freeze.

In the last three months at least two dozen colleges have canceled or postponed faculty searches in religion and philosophy, according to a job postings page on Wikihost.org. The Modern Language Association's end-of-the-year job listings in English, literature and foreign languages dropped 21 percent for 2008-09 from the previous year, the biggest decline in 34 years.

“Although people in humanities have always lamented the state of the field, they have never felt quite as much of a panic that their field is becoming irrelevant,” said Andrew Delbanco, the director of American studies at Columbia University.

With additional painful cuts across the board a near certainty even as millions of federal stimulus dollars may be funneled to education, the humanities are under greater pressure than ever to justify their existence to administrators, policy makers, students and parents. Technology executives, researchers and business leaders argue that producing enough trained engineers and scientists is essential to America's economic vitality, national defense and health care. Some of the staunchest humanities advocates, however, admit that they have failed to make their case effectively.

This crisis of confidence has prompted a reassessment of what has long been considered the humanities’ central and sacred mission: to explore, as one scholar put it, “what it means to be a human being.”
The study of the humanities evolved during the 20th century “to focus almost entirely on personal intellectual development,” said Richard M. Freeland, the Massachusetts commissioner of higher education. “But what we haven’t paid a lot of attention to is how students can put those abilities effectively to use in the world. We’ve created a disjunction between the liberal arts and sciences and our role as citizens and professionals.”

Mr. Freeland is part of what he calls a revolutionary movement to close the “chasm in higher education between the liberal arts and sciences and professional programs.” The Association of American Colleges and Universities recently issued a report arguing the humanities should abandon the “old Ivory Tower view of liberal education” and instead emphasize its practical and economic value.

Next month Mr. Freeland and the association are hosting a conference precisely on this subject at Clark University in Worcester, Mass. There is a lot of interest on the national leadership level in higher education, Mr. Freeland said, but the idea has not caught on among professors and department heads.

Baldly marketing the humanities makes some in the field uneasy.

Derek Bok, a former president of Harvard and the author of several books on higher education, argues, “The humanities has a lot to contribute to the preparation of students for their vocational lives.” He said he was referring not only to writing and analytical skills but also to the type of ethical issues raised by new technology like stem-cell research. But he added: “There’s a lot more to a liberal education than improving the economy. I think that is one of the worst mistakes that policy makers often make — not being able to see beyond that.”

Anthony T. Kronman, a professor of law at Yale and the author of “Education’s End: Why Our Colleges and Universities Have Given Up on the Meaning of Life,” goes further. Summing up the benefits of exploring what’s called “a life worth living” in a consumable sound bite is not easy, Mr. Kronman said.

But “the need for my older view of the humanities is, if anything, more urgent today,” he added, referring to the widespread indictment of greed, irresponsibility and fraud that led to the financial meltdown. In his view this is the time to re-examine “what we care about and what we value,” a problem the humanities “are extremely well-equipped to address.”

To Mr. Delbanco of Columbia, the person who has done the best job of articulating the benefits is President Obama. “He does something academic humanists have not been doing well in recent years,” he said of a president who invokes Shakespeare and Faulkner, Lincoln and W. E. B. Du Bois. “He makes people feel there is some kind of a common enterprise, that history, with its tragedies and travesties, belongs to all of us, that we have something in common as Americans.”

During the second half of the 20th century, as more and more Americans went on to college, a smaller and smaller percentage of those students devoted themselves to the humanities. The humanities’ share of college degrees is less than half of what it was during the heyday in the mid- to late ’60s, according to the Humanities Indicators Prototype, a new database recently released by the American Academy of Arts & Sciences. Currently they account for about 8 percent (about 110,000 students), a figure that has remained pretty stable for more than a decade. The low point for humanities degrees occurred during the bitter recession of the early 1980s.
The humanities continue to thrive in elite liberal arts schools. But the divide between these private schools and others is widening. Some large state universities routinely turn away students who want to sign up for courses in the humanities, Francis C. Oakley, president emeritus and a professor of the history of ideas at Williams College, reported. At the University of Washington, for example, in recent years, as many as one-quarter of the students found they were unable to get into a humanities course.

As money tightens, the humanities may increasingly return to being what they were at the beginning of the last century, when only a minuscule portion of the population attended college: namely, the province of the wealthy.

That may be unfortunate but inevitable, Mr. Kronman said. The essence of a humanities education — reading the great literary and philosophical works and coming “to grips with the question of what living is for” — may become “a great luxury that many cannot afford.”
LETTERS

Humanities and the Examined Life

To the Editor:

Re “In Tough Times, Humanities Must Justify Their Worth” (Arts pages, Feb. 25):

Of course the liberal arts in general and the humanities in particular are under pressure “to justify their existence.” As a humanities teacher, I wouldn’t have it any other way. To be under this kind of pressure makes for ideal working conditions.

We pride ourselves on selecting and arraying evidence; on arguing and reasoning persuasively; and on teaching students to do the same. When what we say in class and all the reading, writing and conversing we assign no longer contribute to legitimating our work, this work will become faith-based rather than fact- and reason-based.

When we start telling students, their families and the public who pay for our services: “Trust us. Don’t ask questions. We know what we’re doing,” instead of encouraging them to ask, “Why do you what you do?” or “What’s the point of studying literature and philosophy?,” we’ll deserve to go out of business.

James D. Bloom
Allentown, Pa., Feb. 25, 2009

The writer is a professor of English and American studies, Muhlenberg College.

To the Editor:

During my 40 years teaching European history at Trinity College, my answer to the question “What do you do with a history major?” was, “Nothing, unless you want to teach.”

The better question is, “What do history majors do?” And the answer is, “Everything — law, business, finance, medicine, journalism, politics and much more.”

Humanities majors do very well when in training or professional school for specific jobs and go on to careers that are both satisfying and remunerative.

In speaking about the many lifelong benefits of the humanities, I never shied away from mentioning the “bread and butter” one.

Borden Painter
West Hartford, Conn., Feb. 25, 2009
To the Editor:

Your article reminded me of a sign taped to the door to the classics department in the early 1960s at Yale, where I majored in Latin: “Studying the classics teaches you the values you need to live without the money you give up because you studied the classics.”

At age 66, after being battered by the storms and vicissitudes of life that most of us experience, I find that those values have stood me in good stead. Not to mention the habits of perseverance and attention to detail I learned by painstakingly parsing Horace or Thucydides in the original.

Peter Yerkes
Summit, N.J., Feb. 25, 2009

To the Editor:

It is shockingly inappropriate to reduce support for the humanities when most of the problems we are faced with in the nation and the world are the result of deficiencies in integrity and ethics, not deficiencies in vocational skill sets.

The subtleties of civilized living require an understanding of human functioning through centuries of ethical dilemmas, missteps and their consequences. Searching for meaning and purpose in our lives is not a trivial matter to be left to M.B.A.’s — we’ve tried that already.

A significant number of excellent humanities courses should be required of all college graduates, no matter what their major course of study happens to be.

John W. Worsham
San Antonio, Feb. 26, 2009

The writer is a retired director of graduate studies in psychology at Trinity University.

To the Editor:

An important aspect of the humanities mentioned in your article needs to be spelled out. “Critical thinking,” many would agree, is valuable, and the humanities promote it. But what is it?

It is the ability to ask pertinent questions on any subject of human concern, recognize pertinent and defensible answers, and reject spurious or irrelevant ones. Equally, it is the habit of doing so, an intellectual virtue.

Absent this virtue, we reap the disasters of the Iraq war and our financial meltdown.
To the Editor:

Thank goodness that Derek Bok, a former president of Harvard, and Anthony T. Kronman, a Yale law professor — as well as President Obama — are such strong advocates for humanities education. Without poetry, art, music, philosophy, languages, literature and history, we might as well all be robots. To educate only with the short-term goal of producing a worker bee for the economic hive is to miss what it means to be a human being. And without a humanities background, the grads are not even likely to be as creative, thoughtful or insightful as those employees who have a liberal arts degree.

Steven A. Meyerowitz
Northport, N.Y., Feb. 25, 2009

The writer is a member of the Northport-East Northport Board of Education.
How Can the Humanities Prove Their Worth?


Graduate School in the Humanities: Just Don't Go


U. of Iowa Lists 14 Graduate Programs at Risk for Cuts or Elimination


Disappearing Languages at Albany

Inside Higher Ed.,

Although people in humanities have always lamented the state of the field, they have never felt quite as much of a panic that their field is becoming irrelevant, said Andrew Delbanco, the director of American studies at Columbia University. Image. Anthony T. Kronman in his office at Yale.Credit...Christopher Capozziello for The New York Times.Â This crisis of confidence has prompted a reassessment of what has long been considered the humanities™ central and sacred mission: to explore, as one scholar put it, Â“what it means to be a human being.Â” In tough times, of all times, the worth of the humanities needs no justifying. The reason is that it will take many kinds of sustenance to help people through these troubles. Many people will now have to fall back more on inner resources than on outer ones.Â Regression analysis will not get us through the long night. We need to know more about the human heart than the study of consumer behavior can teach. These are the hours when the old Penguin paperbacks must stand us in good stead. It was for now that we read them then. Very well said, and the logic outlined here could be one reason why the continuing education program that I help lead Â“which is heavy on meat & potato humanities courses Â” is so far faring quite well. via the TNR Twitter Feed (ours here). 0. 4 Patricia Cohen, In Tough Times, the Humanities Must Justify Their Worth New York Times, February 25, 2009. 3. nearly the same amount. exactly what the humanities are able offer to contemporary students and citizens at least in a democratic society appears to be less significant and consequently much harder to justify. In his recent book, Educations End: Why Our Colleges and Universities Have Given Up on the Meaning of Life, Kronman makes a compelling case in favor of the humanities on precisely the grounds Marty rejects. Re In Tough Times, Humanities Must Justify Their Worth (Arts pages, Feb. 25): Of course the liberal arts in general and the humanities in particular are under pressure Â“to justify their existence.Â” As a humanities teacher, I wouldnÂ’t have it any other way. To be under this kind of pressure makes for ideal working conditions. We pride ourselves on selecting and arraying evidence; on arguing and reasoning persuasively; and on teaching students to do the same. When what we say in class and all the reading, writing and conversing we assign no longer contribute to legitimating our work, this work