

Intercollegiate Press Bulletin, 1970

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*The Only Weekly News-Letter Devoted to Current College Events
Published During the Academic Year*

*Reg. U. S. Pat. Off.

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September 7, 1970.

New Haven,, Conn.--(I.P.)--Yale's Freshman Class of 1974 will have a total of 1,255 men and women students.

Of the 10,900 applications, the highest in Yale history, 7,700 were received from male applicants for the 1,025 places in this year's Freshman Class. And 3,200 were received from female applicants for the 230 places.

To fill the 1,025 places for men in the Freshman Class, Yale sent letters of acceptance to 1,495 applicants, estimates that for one reason or another 470 would not be able to accept matriculation by this fall. To fill the 230 places for women in the Freshman Class, Yale sent letters of acceptance to 278 applicants.

A year ago, Yale accepted women transfer students for the Sophomore and Junior Year Classes so that co-education in the undergraduate Yale College would not be limited to the Freshman Class alone.

No upperclass transfers, male or female, can be accepted this year because of lack of space. With the normal progression of the classes, there will be women students in all four undergraduate classes at Yale this year.

The Yale admissions staff of 15 members visited all 50 states and a number of foreign countries in the past year, meeting with prospective applicants.

-30-

Evanston, Ill.--(I.P.)--Several new Northwestern University campus institutions have been developed during the past year to meet the increased complexity of governing the campus. The most important of these new institutions is the University Hearing and Appeals System.

After two years of work and over seventeen drafts in the student government and a joint faculty-student-administration Council on Undergraduate Life, a statute change was made in order to provide for this innovation.

Special features of the system include the Conciliation Board which attempts to resolve matters out of the system in a highly innovative and educational manner by bringing the two sides together for a discussion of the particular event upon which a charge is based, the guarantees of due process, and the flexibility in possible sanctions.

"After some considerable investigation," states a spokesman for the Associated Student Government, "I believe that this system is the best I've seen for de-

September 7, 1970.

20.

termining justice on the campus. Structurally, it is very sound and democratically selected.

"And while one might guess that the Student Board would be continually bypassed because of the 'major disruption' clause, this has not been the case during this first precedent-setting year of operation.

"Quite the contrary. Few matters have first gone to the University Board, putting a great deal of importance and responsibility on the Student Board. The legitimacy of the disciplinary system on campus is now unquestioned even by the most radical. This is a very healthy sign for the campus where the importance of a sound and just judicial system is undeniable."

-30-

Cedar Rapids, Ia.-(I.P.)-The Coe College administration has adopted a new plan of individualized curriculum which will eliminate nearly all prescribed course requirements for graduation.

The new plan is designed to meet the needs of each student, rather than requiring all students to fulfill the same set of general courses in the traditional manner.

Consideration of each student's high school preparation, present interests, tentative plans for the future, and need to explore certain types of study will be taken into account under the new plan.

Four new standards of graduation will be required:

1. Satisfactory completion of either 36 courses OR 33 courses and one term of work/service experience off the campus.
2. Satisfactory completion of a 2-course sequence of Freshman Studies (a reading-discussion seminar exploring a variety of disciplines)
3. Satisfactory completion of 7 to 11 courses which will constitute an area of concentration (which may be either the traditional departmental major or a coherent non-departmental sequence of courses designed by the individual student in consultation with faculty members)
4. An educational plan, to be developed by the student with the aid of competent counseling, which will become part of the student's personal record and may be revised as needed throughout the student's college career.

In general the new plan is an expanded and more flexible method of implementing the continuing liberal arts philosophy of Coe College.

Students choosing to follow the traditional patterns of taking a few courses in each of the major subject areas may still do so under the new plan--but the students whose abilities and needs demand that they follow a different direction in selecting courses will also be able to do so. The new plan removed the limitations of one set of courses for all students.

-30-

September 7, 1970.

21.

Burlington, Vt.-(I.P.)-A year of self-study by the University of Vermont's College of Education has resulted in a new undergraduate curriculum in teacher education, a structure allowing the student "more flexibility and more options and enabling him to develop a program based on his own professional goals."

The new program is part of a continuing self-evaluation involving students with the power to vote as well as faculty members. The group has prepared a list of "assumptions" about the ideal teacher, such as valuing divergent thinking, understanding children and youth, and understanding himself and his relationship with others.

From assumptions like these the revised curriculum was formed, composed of three areas--professional, general and in-depth experience in the discipline, and personal. Under this program the student is allowed to actively participate in the selection of his courses to a greater degree than before.

The general education component represents a marked change over the old system. Each student in the college is required to select a minimum of sixty credit hours from the following five areas, with the restriction that at least one course must be selected from each area--arts and letters, science and mathematics, social sciences, humanities and health or physical education.

A unique aspect of the new curriculum is the personal area. The purpose of the personal dimension, according to the College, is to "provide students with experiences which will free them from the psychological constraints which inhibit self-discovery and self-acceptance."

An "assumption" made by the faculty-student committee is that self-awareness and self-acceptance are prerequisites for the awareness and acceptance of others.

"Future teachers must experience confrontation and self-responsibility in their own intellectual lives if they are to appreciate the value of providing self-directed experiences for the students they will teach," emphasized Dean Corrigan.

This area will first be offered to the class of '74 and will include group counseling, individual counseling, community action experiences, inquiry groups, critical incident experiences, encounter groups, and education colloquia.

Eight hours of options during the four-year-program will be provided by the college during which the students can develop a contract with the advisor to pursue "a personally relevant teacher-education component."

A change in the professional component is based on the assumption that early direct experience is the most helpful to the student considering education for a major. Freshmen in the college will obtain exposure as teachers' aides.

"The college is more than a place on a campus," stated Dean Corrigan in reference to the professional aspect of the program. Service in Vermont elementary and high schools will improve the schools and in return provide the University of Vermont student with more relevant experiences.

September 7, 1970.

22.

San Francisco, Calif.-(I.P.)-Student campus radicals--the New Left--are the most likely to have had illicit-exotic drug experience, reports Psychologist Richard H. Blum in his new two-volume study, "Students and Drugs," (Jossey-Bass Inc., San Francisco).

"From 1962 until today," he writes, "the most visibly fervent groups on campus have been the New Left, the student radicals whose protests, sit-ins and other forms of political activity have stirred so much interest. Those in the left wing are shown in our survey data to be the most likely students with illicit-exotic drug experience."

And the farther to the left, the more intensive their drug use, Dr. Blum finds. There are some exceptions, he notes. Marxists, for example, are strongly opposed to illicit drug use.

Either way, in any student drug-using group, they are "vitally interested in drugs" and "they can have these drug interests plus a strong admixture of active-left politics, with its emphasis on power sharing (or grabbing), confrontations, and expanded individual freedom (or anarchy)."

But the issue is more complex than that, and there is danger in categorization, the research associates on the survey project note.

In the first place, Dr. Blum writes, "most students do not appear to be interested in illicit-exotic drug use, the New Left or dropping out. Consequently, any diagnosis of student drug experimentation or activism which says 'students are...' misses the fact that most students are not."

"In the second place, even the students who are activist, drug-oriented or drop-outs are by no means a homogeneous group." These "revolutionaries of the inner world, the drug-oriented," Dr. Blum points out, espouse doctrines that sound like a Christian sermon: "fellowship, love, peace, religious experience, personal expansion, and artistic development."

The "revolutionaries of the outer world," he writes, the activists, espouse goals "which sound like a Presidential campaign speech: peace and international accommodation, freedom at home and abroad, democratic sharing of power, justice and opportunity for all..."

Dr. Blum and his associates, who spent more than eight years on their study, surveyed more than 20,000 persons and analyzed research from several other Western countries and cultures. They talked to drug users at five Western colleges and universities and six California high schools, and found that the most prevalent use of an illicit drug was the smoking of marijuana. They drew a profile of the typical marijuana-smoker:

More prevalent among students who are older upper-classmen, arts and humanities and social science majors;

Come from wealthier families with one or both parents deceased;

Are either without religious affiliation, or are Jewish, or have no interest in religion, or differ from mother or father's religion;

Find athletics of no importance, (but) do participate and are involved in politics;

Do seek new experience, do not participate in activities related to academic or future careers, politically are strongly left or are undergoing political change farther to the left; and are in disagreement with the politics of their parents."

September 7, 1970.

23.

But a follow-up study reveals that as the use of marijuana becomes more prevalent among the majority of students, as it has now on some campuses, users' characteristics are less extreme, so that the portrait of the marijuana experimenter is also the portrait of the average student.

-30-

Worcester, Mass.-(I.P.)-Six members of an eight-man "Blue Ribbon" committee of the Educational Policy Committee at Holy Cross College have strongly recommended that the College maintain "an open, unrestricted campus" in the matter of on-campus recruiting and career counseling by outside agencies.

Thus a majority of the committee has re-affirmed a majority vote of the College's Faculty Assembly taken prior to a confrontation between a radical student group and General Electric Co. representatives last year. That incident resulted in a walkout of Black students, the suspension of 16 students, and the final granting of amnesty to the 16 by Rev. Raymond S. Swords, S.J., president of the College.

All recruiting on campus by outside agencies was suspended at Holy Cross pending the results of the "Blue Ribbon" committee's study of the problem, its recommendations to the Educational Policy Committee, and a subsequent vote of the Faculty Assembly.

Following a wide-ranging study of policies on other college and university campuses, the majority of the committee issued, in part, the following opinion: "It is felt by the full majority that the activities of recruiting, career recruiting, and career counseling serve an educational purpose, and four of the six majority feel that these activities are an integral part of the educational process.

"In this re-affirmation of the open campus policy, no distinction is to be made between representatives of graduate schools, representatives of government agencies and corporate institutions, and representatives of formal or informal societies, political organizations, pressure groups or humane institutions.

"The full majority believes that a non-restrictive or neutral policy towards these groups in no way constitutes an endorsement of the groups, their activities, or their philosophies. The full majority is in agreement with the position taken by the American Civil Liberties Union on February 15, 1968.

The portion of that statement relative to the current problem is as follows: "...It is our judgment that no issues of civil liberties are raised if an educational institution decides as a matter of policy to admit all accredited recruiting agencies to the campus or to admit none, but it is not to admit some and exclude others as this would be discriminatory and incursion into the basic principles of academic freedom."

"The majority finds itself in agreement with the Report of the Dartmouth College Faculty-Student Committee on Dissent, of May 30, 1968, which in essence states that recruiting provides a 'reasonable and desirable service' to the community, and that 'students seeking to advance their education or their careers would be handicapped by the absence of such a service on or near the campus. If such a service is provided on the campus, it must be operated on an impartial and open basis.'"

September 7, 1970.

24.

A much longer minority opinion maintained that employment recruiting "should be recognized as an area of student concern and that decisions regarding recruiting should be made by a body composed mainly of student representatives."

Other recommendations made in the minority statement were as follows: "That student government agencies, in cooperation with faculty and administration, should give serious attention to developing serious programs for career evaluation.

"That the agency responsible for recruiting should continue the present conduct of policy by the director while encouraging students to request the appearance of agencies or firms in which they are interested.

"That the agency responsible for recruiting should allow any group of students to sponsor a public forum for discussion of a particular company or government agency to which representatives of the firm or agency shall be invited to participate. Subsequent to that forum a petition by 20% of the student body would result in withdrawal of the invitation to recruit."

-30-

Columbus, Ohio-(I.P.)-Faculty Council at Ohio State University .. approved a recommendation which will lead to discontinuing special fees for certain courses.

The recommendation by the Ad Hoc Faculty Committee on Course Fees would result in an averaging out of the present special fees through an increase in general fees.

The report said that special fees for certain courses should be eliminated because "the cost to the student for specific courses should not be a factor in his choice of a program of studies."

The committee recommended phasing out the special fees in a three-step program. first step would include discontinuation of course fees for individual and group studies courses and establishment of a procedure to allow for specific requests for course fees in certain cases, subject to review each quarter.

Second step calls for discontinuing all course fees below \$25. Third step would be discontinuation of all course fees. General fee increase needed to absorb fees disallowed would total \$7.50 per quarter at the end of the three-step program, the committee reported.

"For the individual student, the increase (in general fees) would be minimal," the committee said in its report. The university would neither gain nor lose revenue under this proposal.

Faculty Council referred the report to the Office of the Provost for implementation.

-30-

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Saint Paul, Minn.--(I.P.)--Macalester College has altered its general requirements for graduation in order to permit students greater flexibility in developing a course of study based on their own educational goals.

The new policy eliminates general College graduation requirements in religion, foreign language and speech, while increasing the latitude of the academic departments in specifying courses which they can require of their majors. For example, under the new plan an individual department may require that its majors study a foreign language.

Under the new policy, a student may also propose to a Curriculum Review Board an interdepartmental course of study. This plan would allow the students to cross traditional academic lines and requirements and concentrate on such fields as ecology and communications.

The faculty also is encouraged by this change to consider interdepartmental programs of their own design.

John Sigler, assistant professor of political science and a member of the Faculty Curriculum Committee, said: "The thrust of these changes may be to make a tougher curriculum. A student will have to make many more considered decisions and the academic departments will be looking more closely at a student's plans."

The distribution of course work among three academic divisions was also altered slightly by the faculty action: a student may now take no more than 24 of the 31 courses required for graduation in any of the three academic divisions - natural science, social science and humanities. He must take at least one course in the natural sciences, one in the social sciences and two in the humanities.

-30-

Binghamton, N.Y.--(I.P.)--A new university governance system for State University of New York at Binghamton will begin implementation this year. The new plan provides for a University Assembly seating 55 faculty, 32 students, and 13 administrators. The Assembly replaces the Faculty Senate as the major policy-making body on this campus.

"This system allows for a 'governance,' not a government in the traditional sense of the word. Governance is a fresh approach and denotes a decision-making process involving all constituencies rather than the (now) apparent widespread displeasure that these constituencies tend to have because of

September 14, 1970.

26.

their perception of the traditional governmental process on the national, state and university levels."

Committees reporting to the Assembly will be established having differing ratios of faculty, students, and administrators, ranging from large faculty majorities on some committees through to those having large student majorities.

These committees will deal with all aspects of university concern, including academic planning, budget requests, and student social regulations. Each constituency is expected to arrange for the election of its representatives to the university Assembly.

President Dearing said that adoption of the new system represents a "big hurdle cleared" in efforts to create an "adaptive and contemporary" form of university governance. He felt that the new Assembly, representing all campus constituencies, will involve more aware participants. Hopefully this will lead to a more effective decision-making process.

-30-

Seattle, Wash.-(I.P.)-The University of Washington has named Dr. James A. Goodman, associate professor of Social Work and Sociology and special assistant to the Dean of the School of Social Work, as Vice Provost for Special Programs at the University.

In the newly-created post, Dr. Goodman will serve both as a clearing house for inter-college and all-University educational developments in ethnic studies and in separate educational programs and the related academic services for minority students, according to Dr. Solomon Katz, the University's Vice President for Academic Affairs and Provost.

This will include the provision of information, consultation and planning services for all academic departments in an effort to enable them to acquire a fuller understanding of their relationships to and responsibility for the education of minority students.

Specifically, he added, the new appointment will enable the Provost's office to provide such resources as:

1. General planning of academic and instructional programs leading to proposals to various schools and colleges of ways in which they could better serve minority student groups.

2. Liaison services between departments, schools and colleges and minority students in regard to specific issues related to academic and instructional programs.

3. Consultative services to departments, schools, and colleges seeking information regarding minority student concerns as they relate to academic and instructional programs.

4. Development of workshops and seminars designed to improve and to promote racial understanding on the part of faculty and students concerned

September 14, 1970.

27.

with formulation of instructional programs.

In recommending Dr. Goodman for the new position, Dr. Katz said: "The entire University is indebted to Dr. Goodman for his educational leadership and sensitivity in developing a program of Black Studies."

He pointed out that, although Dr. Goodman's concern will be primarily academic, he will work closely with newly appointed Vice President for Minority Affairs Samuel Kelly to identify overlapping areas of concern and to take advantage of opportunities for mutual reinforcement of their efforts.

-30-

Rochester, Mich.-(I.P.)-Oakland University has eliminated the failing grade and has radically altered its graduation requirements for any students who wish to plan their own education.

The education reform proposals were adopted by the University Senate, the internal governing body of the institution. The recommendations were presented to the Senate by a Blue Ribbon Committee on Education Reform, a group of six students and six representatives of faculty and administration.

The commission was formed at the urging of a student group called "people for the people." University officials feel the catalyst for the reform movement was a year-long series of conferences, classes and discussions on "The University in Crisis." The conferences examined both traditional and possible new approaches to American higher education.

The reforms allow a student to create his own independent concentration (major) from among existing courses in the University catalogue. Other students may elect the traditional majors with required courses.

In addition, the F has been eliminated for all students. Anyone failing to successfully complete a course will now receive an N for no credit. The N will not appear on the student's transcript. The University will grade on a graduated four-point scale from 1.0 to 4.0.

Under the new curriculum, a student electing an independent concentration would plan his own sequence of courses, present them for approval of an adviser and a committee on instruction, and graduate with an independent concentration rather than, for example, a traditional major in English or history.

Other students taking traditional majors may have two options. They may elect a strict course of study with required courses to help lead to certification for a graduate school or they may take a less structured program leading to a liberal arts degree.

Oakland is continuing study of its University-wide distribution requirements of 36 credits which are taken by all students, regardless of program. The requirements (usually nine courses) are designed to provide all students with minimal experience in literature, Western history and philosophy, fine arts, natural sciences, social sciences and humanities, and they include the study of at least one non-Western culture. For graduation all students must successfully complete 124 credits (usually 31 courses) with a 2.0 average.

September 14, 1970.

28.

In explaining the changes Chancellor Donald D. O'Dowd said, "there are increasing numbers of highly motivated students for whom the traditional majors, requirements and certification procedures for graduate school are no longer relevant."

The Oakland curriculum is being altered to respond to these students as well as to those who desire a traditional program, he said. The elimination of the failing grade is designed to let all students, whether in independent or traditional programs, branch out into areas outside their disciplines for study without fear of a bad grade lowering their overall academic standing, Chancellor O'Dowd said.

University Senate members agreed that the removal of a failing grade "removes a gratuitous punishment from the system, one which frequently forces students back into courses they have found nearly impossible the first time simply to clean up their records."

It is enough, they said, that these students will have spent time, money and energy on a course which will not count toward their graduation."

-30-

Urbana, Ill.--(I.P.)--The Illini Union's got troubles. Everybody admits they exist, and when it comes to finding causes one man's list will agree generally with another's.

What to do about the situation is a different matter, and you'll find a variety of remedies suggested, some of which have been and are being tried with varying degrees of success.

Here's a partial list of ills that currently beset the Union--both the building and that less visible but no less real entity, the student organization:

From a student population of 33,000, relatively few come to the building in the evenings any more, especially on weekends.

Organized social programs held in the Union have decreased in number, and several traditional events have been dropped.

Illini Union Student Activities, the agency responsible for programming, is \$91,000 in debt.

Too many persons, complaining they feel uncomfortable and even unsafe in the the campus center, stay away.

The discord that afflicts Urbana-Champaign along with the rest of the nation floods over onto the campus and especially the Illini Union, necessitating reinforced police patrols that not only alter the tone of the building but also cost a lot of money.

Rising costs of labor and commodities press hard on a management that attempts to hold down charges in food service areas, the most used facilities in the building.

September 14, 1970.

29.

Difficulties are experienced in retaining personnel making up the large non-student work force.

The continuing, campus-wide conflict over student governance, though viewed by many as a positive rather than a negative factor, keeps the Illini Union Board in turmoil and takes time, energy and attention from its primary responsibility, the Union's social, cultural, educational and recreational activities and programs.

-30-

Scranton, Pa.-(I.P.)-The new Charter of the University of Scranton seems adequate to the direction of the University, according to the recently released Task Force Report.

"For the most part, the by-laws also are adequate. Any violent change of these by-laws would not be advisable nor feasible at this point. However, because of the tensions which have developed, and in the light of the need for a more representative and participatory form of University governance, certain changes are necessary."

The Task Force, a body composed of five administrators, five faculty, and five students (selected at large from their respective constituencies) in addition to the Student Body President and Student Body Vice President in a non-voting advisory capacity, recommends:

1. that the University of Scranton by-laws be reviewed, so as to replace within a reasonable time, all administrators and faculty members on the Board of Trustees except the President of the University. The Chairman of the Board should be other than the President.
2. that this newly constituted Board revise the Statutes (Documents of Governance) to state that in the future no member of the University student body, faculty or administrative staff (other than the President) should be eligible for membership on the Board of Trustees.
3. that the newly constituted Board revise the University Statutes so that the Board of Trustees may number fifteen (15) members. It is also recommended that some of the new members be non-Jesuit and include laymen or laywomen chosen for their expertise and achievement in various fields.
4. that University statutes be revised to state that Board members may serve only two (2) consecutive full terms.
5. that the members of the Board should be chosen from a variety of age groups. (The following arrangement is suggested:
 - (a) One (1) member of the Board in his 20s;
 - (b) 25% to 33% in the 31-40 age bracket;
 - (c) 60% to 70% in the 41-65 age bracket
 - (d) no more than one or two (1-2) members over the age of 65, and those usually because of exceptional talents.)
6. that the newly constituted Board establish at least five (5) committees--an Educational Committee, a Finance Committee, a Development and Long-Range Planning Committee, a Student Services Committee, and a Membership Committee.

September 14, 1970.

30.

Each of these committees should include at least one (1) representative of the administrative staff, one (1) of the faculty, and one (1) representative of the student body. Representatives should be chosen by these age groups in whatever way seems feasible to these groups.

7. that the Chairman of the Board be required to notify the Chairman of the University Senate and the President of the Student Body of the regular meeting times and of the tentative agenda, well in advance so that they can contribute items for consideration by the Board, and that the Chairman of the Board inform these two officers afterwards of decisions and explanations of the major decisions of the Board.

-30-

Austin, Texas-(I.P.)-End the war now on the American college campus, where four educational traditions are in mortal combat, has been urged by a militant peacemaker in a public lecture on "The University and the Urban Crisis" under the auspices of the Texas Union Speakers Committee and the College of Arts and Sciences at the University of Texas.

Dr. Buell G. Gallagher, a consultant in urban studies and former president of the City College of New York, traced the history of four warring educational factions--the liberal arts college, the research university, the land-grant college and the new "existential university" created by the "now generation."

At present, Dr. Gallagher said, the four traditions cohabiting the campus are "at pains to try to destroy each other." That conflict has brought out the worst, not the best, from each, specifically:

"It has elicited the repressive restraints of the liberal tradition instead of its liberating faith in human perfectability. It has evoked the defensive reassertion of technological achievement from the research university rather than the basic humility of the inquiring mind.

"And from the land-grant tradition, it has drawn a stout reassertion of the money value of higher education rather than a ringing declaration of the existential concerns of an anti-poverty crusade.

"Finally, this warfare has led the believers in the existential university to lose their own reason for being--to skip dizzily from one fad-of-the-moment to the next, running the gamut of the Great Causes of mankind much as though these were childhood diseases, each to be contracted seriatim and from which recovery ought to be immediate.

"What might have been a great recovering of a compelling and saving vision has turned out to be a bitter and embittering rush to hurry through the immediacy of salvation on each successive issue, without staying long enough with any one of these issues to see it through to a moment of even partial success."

Dr. Gallagher proposed that colleges should take the best from each of the four traditions, emphasizing the positive instead of the negative. "Suppose we took the immediacy of existentialism, the idealism of the liberal arts tradition, the scientific doggedness of the research university and the practical know-how of the land grant tradition, and put all these to work on the problems of the urban sprawl. We might be able to do this if we set about to make common cause against a common foe instead of bickering among ourselves. And with the urban crisis upon us, we had better make common cause if we wish to survive."

-30-

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Vol. 35, No. 6.

September 21, 1970.

Madison, Wis.-(I.P.)-The faculties of universities such as Wisconsin have little to gain and much to lose by unionization of professors, according to the University of Wisconsin Madison campus Chancellor Edwin Young.

Noting that faculty already possessed substantial bargaining power in colleges and universities, Chancellor Young said efforts to unionize faculty "can only lead to a general weakening of the professors' role in determining the future course of our country's higher educational system.

"If this movement grows, I think we can expect to see more and more decisions forced on the university from outside."

Chancellor Young also briefly touched on the UW's experiences during last spring's collective bargaining with members of the Teaching Assistants Association. He emphasized that reappointment of teaching assistants here will be contingent on three factors:

- 1) that they satisfactorily complete a one-year probationary period of teaching;
- 2) that they be evaluated by their departments on their teaching effectiveness; and
- 3) that they demonstrate satisfactory progress in their work as graduate students.

Chancellor Young concluded his remarks by saying that the most pressing issue facing universities "is the preservation and extension of those freedoms and qualities which best describe a university. These freedoms, these qualities will not be realized through the collectivization of roles which tend to separate out rather than to integrate the various elements of the modern university.

"A university is by its very definition universal. If there is anything collective in the university, it is that the university should best represent the collective will of the people who support its enterprise."

-30-

Lancaster, Pa.-(I.P.)-Franklin and Marshall College no longer will require students to take physical education courses as a requirement for the Bachelor of Arts degree. The degree requirement was voted out by the College Senate, based upon a recommendation of the Senate's Curriculum Committee.

September 21, 1970.

32.

In its report, the Curriculum Committee stated that "the objectives of physical education, while good and estimable, are not sufficiently central to the essential purposes of liberal education to justify their retention as a graduation requirement."

The Committee urged "further development of attractive opportunities" for physical education and "the encouragement of academically valid courses in physical education carrying conventional course credit" in support of its contention that physical education "has a role to play in a liberal arts curriculum," as long as such courses are not a requirement for a degree.

-30-

Sarasota, Fla.-(I.P.)-Students at New College now have to negotiate -- and also satisfy -- "contracts for learning" drawn up between themselves and faculty sponsors.

The learning "contract" program works this way: Every student in good academic standing has the opportunity to select two faculty sponsors and with their help to write a "contract" for learning which will define his or her program for the next three months.

With his sponsors, he will design a program which fits his needs and desires. This can involve participation in a group of seminars, classes or tutorials. Or, it could consist of a single project to be carried out quite independently --in consultation, usually, with his sponsors or with any other faculty member (or even student) agreed upon in the contract. It may involve him in off-campus study. (Not in the first year.) Or, it may mean work at another institution.

The mechanics of the contract program operation are not only simple but are subject to infinite variation, limited only by the imagination of those involved (and to some extent, though not entirely) by the resources of the college.

The rationale behind the contract program is simplicity itself: to give the student both involvement in the design of his education and responsibility for achieving the ends he has selected. The latter part of this proposition is accomplished in one of two ways.

Failure to perform satisfactorily--to fulfill the contract--means the faculty sponsors have the option of refusing to continue their role (which means the contract is not renewed) or even--in cases of serious default--of recommending dismissal.

In the first of these cases, the student must revert to a more traditional pattern which requires that he complete three or more "standard" academic obligations to the college. This "non-contract" alternative places him in a much more structured environment, and may be evidence that the student is not ready for the level of independence demanded by the "contract for learning" scheme.

It is the firm belief of the faculty and the students--who designed the program --that it places responsibility where it belongs, squarely on the student-faculty relationship which is indispensable to learning. It assures a close working relationship between student and teachers, since not only the contract prepara-

September 21, 1970.

33.

tion but also a midway check-point meeting and finally the end-of-term evaluations will be mutually arrived at.

Another reason for creating the contract plan has been the need for an adequate structural framework for interdisciplinary--even multi-interdisciplinary--programs. Experience has too often proved that the mere juxtaposition of two or more areas of learning does not necessarily lead to a cogent program of studies.

Too often, on the contrary, it can lead to dilettantism of the worst kind. Having to create, via the contract, a rationale for any program tends to demand considerable thought concerning the need to prepare oneself for each ensuing step.

It therefore requires disparate subject matter to be related in meaningful ways, not random ones, since the spirit of the contractual relationship is dominated by the eventual educational intent of each student and tempered by the experience of two or more faculty guides.

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Ann Arbor, Mich.-(I.P.)-The University of Michigan is receiving \$2 million from the Ford Foundation to help establish a graduate student program unique to public universities.

The Michigan Society of Fellows, which the grant underwrites, is modeled on the Harvard Society of Fellows, created in 1933. Harvard's program has produced two Nobel and five Pulitzer prizes and a distinguished list of scholars and public leaders.

The Michigan plan calls for 18 to 30 junior fellows, eventually, selected by a group of nine to 12 senior fellows drawn from the U-M faculty. The junior fellows will be graduate students who have completed one to three years of graduate work. They will receive fellowships of three years, providing up to \$9,500 a year in direct assistance.

"Once admitted to the Society," said U-M vice president and graduate school dean, Stephen H. Spurr, "no limitations will be placed on the course of their studies. They will have complete freedom to follow their chosen paths, to attend whatever classes they desire, to take or not to take a Ph.D., to be close to senior fellows without in any sense being supervised by them."

The only obligation upon the junior fellows is to meet with the senior fellows once a week for dinner.

"For a public university, this is a pioneering venture," said President Robben W. Fleming. "We are grateful for not only the financial support but also the recognition the Ford Foundation has given Michigan."

The Ford Foundation President McGeorge Bundy said, "The University of Michigan's initiative in creating a Society of Fellows is significant for higher education, and we are glad to be able to help.

"It is most encouraging that a public university should be making this special effort to apply resources and attention to the development of a few of the ex-

September 21, 1970.

34.

ceptionally gifted at the same time that it seeks to respond to necessary and urgent needs of the growing student population.

"Michigan has wisely recognized that there is no inherent contradiction between the encouragement of excellence and the constant widening of the circle of educational opportunity," Bundy added.

"A democratic society can be both inclusive and selective. Indeed the admission of ever larger numbers of citizens to colleges and universities should serve to raise even higher the level now considered to top."

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New York, N.Y.-(I.P.)-The following excerpts, released by Columbia University, are from a Tenured Faculty Statement:

We have today announced the formation of the Council of Tenured Faculty of Columbia University. Our interests are long-term. We hope to be a body that will be a permanent addition to the University, and that can make its contribution to the continuing clarification and renewal of the University's sense of purpose.

Attacks on universities, even if the justification offered is that they are part of an effort to solve social problems, are tragically misdirected. The University has the obligation, in designing its educational activities, to review its resources and to ask what contributions knowledge and enlightened criticism can make to the solution of pressing problems.

But this means that the University must neither cripple itself nor allow itself to be crippled by those, on the campus or off it, who think it moves slowly or inappropriately.

The fact that there is violence and madness outside the campus is not an argument for violence and madness on it. It is an argument against such behavior. Attacks on universities today come from many quarters. The Council of Tenured Faculty seeks to strengthen the University against these attacks from whatever quarters they come.

Columbia's teachers cannot be passive in the face of actions on the campus, even though they are the actions of a minuscule group of extremists, students and non-students, which involve vandalism, violence or attempted extortion. They must make it clear to their students and colleagues that such actions directly threaten the rights and needs of all of us, students and faculty alike.

The University must not be an enclave of illegality. Membership in the University does not confer a privilege to break the law, nor does the University have the obligation to protect those who do so. Neither can it be passive in the face of actions which challenge the right of any members of this community to think and speak as they please, or which attack the conditions required for honest and trusting cooperation in the business of teaching and learning.

To be passive in the face of such actions is to bring them within the pale of legitimacy.

September 21, 1970.

35.

Our concern extends as well to this and other universities' position on the national scene. Support of universities by the government has been dangerously reduced, and public opinion has become not only less sympathetic to the needs of the universities but less aware of the vital role they play in the nation and the world.

Moreover, the danger of unwise punitive legislation, and of government interference with university autonomy, is real and constant. These can damage higher education as badly as internal disruptions.

-30-

Selinsgrove, Pa.-(I.P.)-Susquehanna University has been awarded a grant of \$7,500 to conduct a three-year study of volunteer social programs conducted by its students in the surrounding community.

The grant was provided by the Board of College Education and Church Vocations of the Lutheran Church in America. During the course of an academic year, some 275 to 300 students from the university donate several thousand hours of their time to such volunteer programs as tutoring retarded children and conducting day care centers for the children of migrant farm workers.

Interest in these programs have grown rapidly in the past few years and university officials believe it is time for an evaluation. Charles J. Igoe, assistant professor of education and co-ordinator of the volunteer efforts, said the evaluation should provide answers to some of the following questions:

How effective are these programs? Are they providing an educational experience for the students that are involved? What kinds of students are most likely to participate? Has there been any effect on the grades of the students and their "classroom vitality"? Could academic credit be granted for some of the volunteer work? What other programs could be initiated?

Reports will be prepared on each program and made available to other colleges and universities, private and governmental agencies which might be interested. There are about 30 other Lutheran colleges in the country and it is hoped that some of them will want to start similar programs.

Speaking at a meeting of Susquehanna's 55-member Advisory Council, Igoe discussed the demand of students for "relevancy" in education. He remarked: "What today's student wants--right now--is academic relevancy through some form of personal involvement. It seems to be an ever growing and primary concern of today's undergraduate that, no matter how small a part he might play in such a development, he wants the personal satisfaction of knowing that he personally is doing something to make the world just a little brighter."

Igoe also feels that Susquehanna's experience in volunteer programs will be of use to a number of other colleges because Susquehanna is in a predominantly rural area and is attempting to serve its needs.

More than half of the colleges and universities in the country are located in rural settings and many of their students "feel left out and away from the action," Igoe noted. Although a great deal has been said and written about the ills of urban America, many of the same problems of social and economic deprivation are also prevalent in rural districts, he added.

-30-

September 21, 1970.

36.

Moorhead, Minn.-(I.P.)-The first MSC Student Handbook to be issued at Moorhead State College has been alternately criticized as carelessly written and dangerous in its alleged treatment of students as second-class citizens and praised as a badly-need quick reference book for students and a first-step towards changing or dropping long-standing rules that perhaps changing times and interpretations have made offensive or inappropriate.

Dr. Charles Magel, chairman of the Philosophy Department, and faculty advisor for the Student Senate criticized the Dean of Students office for drafting the Handbook without having any of it reviewed and approved by any student-faculty committee or council whatsoever.

He objected particularly to statements in the Handbook he said restricted students' freedom of bodily movement and freedom of speech, freedoms he maintained are too fundamental to be limited in Handbook pronouncements without very clear references to the legal reasons for and sources on which such limitations are based.

The number of references in the Handbook to "obscenities" are particularly offensive, Dr. Nagel indicated, especially in view of the confusion he said exists in many of our courts and governing bodies over definitions in this field.

According to Dr. Robert MacLeod, dean of student affairs, the president of the college is responsible, is the ultimate residing authority on campus and has the responsibility for insuring that the rights of all students are protected, i.e., that each student's individual rights are protected up to the point where he starts interfering with the individual rights of another student.

Behind these basic responsibilities of the college president and the duty of all citizens to abide by existing local, state and national laws, Dr. MacLeod noted the courts have persistently upheld the concept that an academic community, a college campus, can be expected to have and to enforce within its confines standards of behavior that may be more strict than those of the surrounding community and state in which it is located.

Dr. Magel said that a college community should be one that is continually in the vanguard in protecting such fundamental individual freedoms as freedom of bodily movement, freedom of speech and freedom of thought.

Dr. MacLeod said a new issue of the handbook will be prepared for each fall quarter. He has also arranged for an advisory committee of student representatives from the Student Senate and the Council on Student Affairs to work with him on necessary changes.

While Dr. Magel claimed the existing Handbook is full of inconsistencies with statements of student rights issued by the American Association of University Professors (AAUP), the U.S. National Student Association, and the existing State College Board Rules and Regulations, Dr. MacLeod cited portions of an AAUP statement which MSC seems to be following right down the line.

Further, Dr. MacLeod noted that recent court decisions have held that, although student conduct codes should be published, they do not have to be and persons in the college community are still subject to these rules. Dr. MacLeod indicated he feels strongly student regulations should be published.