

Hardison Speaks Here

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second Liberal Arts Forum Humanities Lecturer, delivered an address entitled "Summerhill and After", in which he stressed a pessimistic view for the future of the humanities and stated that the only hope for a non-technical education lies in the small liberal arts college. His lecture, stimulated by the actions of President Nixon and the District of Columbia school system, stressed the point that the present educational movement is that away from the humanities.

In a March, 1970, speech, Nixon stated that forms of "post-secondary education (other than humanities) are far better suited to the interests of many young people," and that he proposes "to create a career education program funded at \$100 million in fiscal 1972 to assist states and institutions in meeting the additional costs of starting new programs to teach critically-needed skills in community colleges and technical institutes."

On April 3, 1970, the District of Columbia school system signed a contract with an educational consulting firm to provide "accountability," operative words of business. Hardison stated that "it is clear enough how the wind blows in Washington. It blows technical."

He also said that there are fifteen such consulting firms throughout the country and that Washington is not the only place that has applied technical aspects to the humanities. "Twelve faculty members at John Tyler Community College in Chester, Virginia, have agreements that their teaching will produce specific, measurable results in their students. In essence each of the teachers agreed that he would be able to provide evidence when his class ended that his students could master the objectives of his course. The twelve teachers are members of the humanities department. Only those faculty members who participate in the program will be eligible for merit pay increases next year."



Don Kirwin, left, and Bob Lane were chairman and co-ordinator of last week's Liberal Arts Forum Symposium week.

Hardison said that he suspects that the last shreds of humanity will be crushed unless a "Humanities renaissance" occurs within the small liberal arts colleges. These "private sectors" can resist the technical trend and perhaps, "even in 1984 there may be a few departments of English and a few schools more interested in human beings than machines."

"Since the push toward accountability is government supported and has a sure-fire appeal to the layman - it is likely to spread rapidly. As it spreads, it will threaten those few traces of aesthetic education that can be found in public schools. You cannot test a class on happiness, on creativity, on freedom; you can most easily (perhaps only) test it on knowledge."

Hardison attacked that technical education and its advance into the humanities as being "narrow, over-specialized, and unsuited to the conditions of life outside the classroom. It trains people to hold jobs. It has no social commitment. It is neutral...it trains servants of the system--any system -- not responsible citizens. Humanistic education is socially oriented, while technical education is information and skill-oriented. The goal of the first is nobility, of the second, jobs."

Harper Attends Conference

Dr. Charles Harper of Elon College attended the National Council for the Social Studies Area Conference at the University of Georgia, Athens. The conference entitled, "Social Studies and the Educational Disadvantaged," was held on February 22-24, 1970.

The conference dealt with instructional solutions for teachers of the culturally deprived youngster. During the conference he chaired the February 23 morning group session entitled, "Solving Practical Problems in Helping Teachers Change."

SAT Scores Questioned

Brunswick, Me. - (I.P.) Bowdoin College announced recently that its Faculty voted to eliminate all College Board examination requirements for admissions candidates.

"Effective immediately," said Director of Admissions Richard W. Moll said Bowdoin's decision to make the College Boards optional "represents, for one thing, an attempt to emphasize our interest in the highly-motivated student, whatever the level of test scores."

Mr. Moll said recent studies conducted here have prompted the liberal arts college to question frequent assumptions that College Board scores correlate well with performance patterns in college.

"Analysis is difficult, however, largely because our own definition of 'success at the College' is constantly broadening," he said, "and cannot be stated simply in terms of grades and rank. But even if one concentrates on numerical indications of success or failure at Bowdoin, results warn against over-confidence in the predictive value of standardized test scores."

"The educational process is improved by personalization -- and admissions plays an important role in the educational process. As the lecture gives way to seminar and independent study, and as highly structured grading systems give way to No Rank and Pass-Fail, so must the evaluation of a college candidate become less encumbered with scores and formulas, and concentrate more on the appraisal of those human qualities which cannot be measured by standardized tests, but which nonetheless are predictors of success in a particular institution of learning and in a particular area of contribution thereafter."

Many colleges, including Bowdoin, "have failed in their attempts to communicate to candidates, schools, and parents the relatively subordinate role of College Board results in the admissions process," Mr. Moll said.

"Although most colleges emphasize that actual school performance and personal accomplishment are the key factors, candidates too often estimate their chances for admission to College X by comparing their CEEB scores with that college's SAT medians.

Also, the quality of College X's entering class is often judged purely in terms of these medians, even though the admissions committee passed up many high-scoring candidates for others with lower test scores but stronger overall records."



Outdoor Performance

International Club Formed By Foreign Students

Remember the first day you arrived at Elon College; the strangeness and loneliness. How cold the corridor of the dorms felt, and how everyone seemed wrapped up in their little world. Unfortunately this feeling can prevail throughout the entire college life of a foreign student if no one cares. Well finally someone does care.

President of the new ECIC (Elon College International Club) Laurent Changuion explained the purpose for the formation of this new club. "Our purpose is explained in two parts of our constitution. A) To foster mutual understanding between students, staff, and personnel from all nations represented in the Elon community. B) To encourage an exchange of ideas toward better international understanding." In a less formal way, Changuion explained, "We don't want to be just a foreign island in America. We want to get together just to get to know each other better; if we have problems we can talk about them. We don't want the program to become so formal that we can't have a good time."

When asked about the need for a club like this on the Elon College campus Changuion replied, "We have students from places like: Canada, Germany, South Africa, Central America, Jordan, Viet Nam, Thailand, Nigeria, India, Cuba, and

Korea just to name some of them; each of these persons have different customs and ideas. It is very difficult for some foreign students to get to know anyone and this is one reason for the need of a foreign club." Duke, UNC-CH, and NC State have similar clubs.

Although the club was not formed until recently, Changuion already views its success as promising. "We had about 20 persons at the last meeting. I think that it is a marvelous response. We invite any students to take part in our meetings." He went on to say it is beneficial for American students and foreign students alike to get together and know more about each other.

The next meeting will be held April 30, in the Large Lounge on second floor of the Student Union. Changuion emphasized that everyone is invited.

DIRECTOR LECTURES

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The inner world is more important than the other world. Today's youth, Roose-Evans felt, is becoming more aware of this fact. This is why they are unhappy with their education -- because of the direction it is taking.

"Experience must always precede understanding," he pointed out. We must, he felt, learn to relate to one another, but also develop reflection, an understanding of ourselves.

SUMMER STUDIES IN EUROPE

The "windows of the world" will be flung open, come June, for some lucky college students with a yen to learn "how it is" in faraway places.

The Off-Campus Studies Program of Guilford College in Greensboro is sponsoring three such studies again this year in close cooperation with the University

of North Carolina at Greensboro.

The Summer Study in London provides one week in Paris and five weeks in London. Included will be visits to major points of historical interest, weekly tours outside London, and tickets to plays and other relevant performances in London, Stratford and other cities. There will be daily lectures.