

Students Should Be Partners in College Administration, Says Noted Educator

New York, N.Y.--(I.P.)--In her final report as president of Barnard College, Rosemary Park called for the acceptance of students as serious partners in college administration, lest they destroy the college before they have grasped its significance in society.

On the subject of women's education, Miss Park declared that the traditional lack of scope in women's aspirations is the factor most responsible for their absence in posts of leadership. She suggested that affiliation with a university which offers the sense of being fully present in the changing universe, is essential to the atmosphere of women's education.

Miss Park's biennial statement to the college's trustees was issued prior to her assuming new duties as Vice-Chancellor for Educational Planning and Programs at the University of California at Los Angeles.

Today's students will be responsible ultimately for the welfare of their colleges as alumni, faculty and trustees, her report says. "If educators can succeed in disabusing this student generation of the idea that colleges are the Establishment or part of it, the freedom to teach and to learn will increase at these students gradually assume, like their ancestors, a share in the support of alma mater.

"By preserving a diversity of income sources--government, business, and private--the college's integrity in the search for Truth will be guaranteed, no matter whether it originally be publicly or privately founded."

The student generation finds it difficult to imagine an institution striving for integrity, Miss Park declared. "This suspicion of organized human effort makes the maintenance of the usual student government structure difficult. Non-participation is the response," she notes, "not the more open attacks which are reserved for social institutions like political parties, the church, the business corporation; in short, the Establishment.

"The romantic anarchy of this student position should not be allowed to disguise the idealism at the core. The problem then for any belabored administration," Miss Park said, "is to envision new ways by which this demand for new forms of societal and educational experience can be channeled. Otherwise the vocal students will lay about in them in destructive frustration."

She suggested a search for reliable student opinion with regard to tenure appointments to the faculty, and recommended that student advising of other students become part of the official academic and personal advising system of the college.

Miss Park cited as "beginnings" of shared responsibility at Barnard a student Curriculum Committee effective in advocating change, the traditional student Honor Board to deal with dishonesty in academic work, and the newer Judicial Council for infringements of nonacademic regulations. She noted that "today a relativistic ethics and the assumption that the college should be concerned with individual therapy rather than judgement have made the exercise of judicial functions fraught with agony and soul-searching for individual students.

"The exchange of facts, views and aspirations between the constituent groups can only contribute to the health of the whole and enable each group to work more effectively and preceptively," Miss Park concluded.

"Whatever flexible patterns of organization are created within the college, they must serve the aim of offering a liberal arts education to undergraduates," she continued.

The survival of the nonspecialized form of collegiate education, Miss Park maintains, is partly a function of an age group who have not defined their goals and who find the choice of specialty difficult without greater knowledge of themselves and their times.

"Evolving from an aristocratic stance, the college today has become a legitimate channel for upward mobility," she said. "The college is strong, however, because there is a nagging question about how long the specialist's knowledge is good for...and a persistent notion that acquaintance with the past, some knowledge of the arts, some sense of scientific methodology, contribute to the living of life for the specialist and the nonspecialist alike.

"The cultivation of the power to work and live with ambiguities seems to me the basic mission of the college today," Miss Park said. The college must insist therefore on intellectual scope, no matter how attractive some synthesizing efforts may be.

"Too many new combinations in the structure of society and the intellectual world itself are developing to permit any but

personal and individual accommodations to the specialized information available.

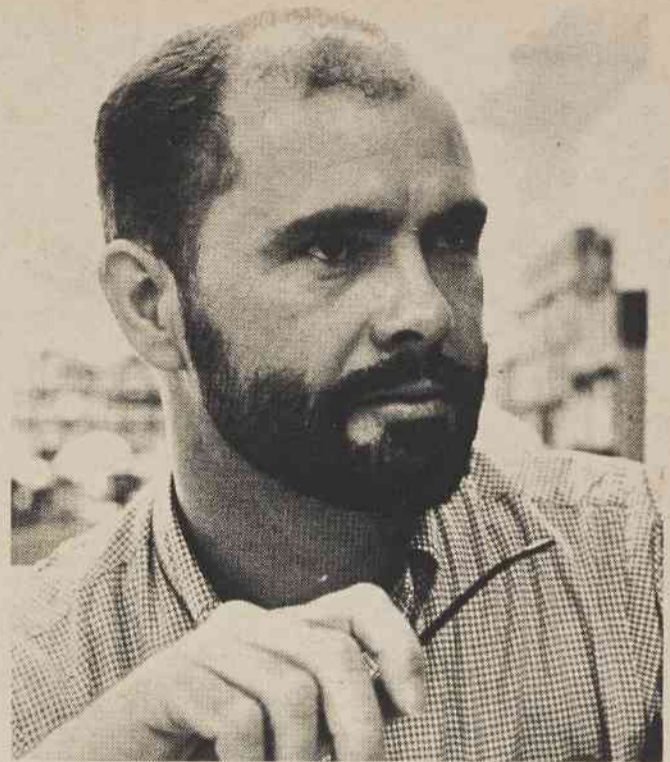
"If," she continued, "higher education in its liberal arts form cannot resolve the ambiguities of our evolving and transitional time, then maturing of judgement is the essential aim of the college, and this requires time and not necessarily additional facts." Last year, Miss Park recalled, the Barnard faculty reduced the normal student program from five to four courses in an attempt to provide opportunity for reflection. This is not to be regarded as a means of accelerating progress toward graduate and specialized training, she said.

Other problems covered in the publication include the role of the student dormitories and the need for experimental and imaginative instructional programs.

"Originally college housing was intended to relieve the student of the necessity to find food and shelter for himself, thereby enabling him to devote himself primarily to study. Like other aspects of the college program," Miss Park commented, "the undergraduate dormitory is now given a new interpretation and is thought to offer a restrictive type of existence which prevents the fullest development of the individual."

On the subject of college instruction, Miss Park said: "More imaginative programs need to be tried if we are to determine where the personal relation between the teacher and the student is essential and where the student can do as well, if not better, by himself."

Rather than continually increasing the size of existing faculties by adding less well-paid and possibly less competent people, Miss Park suggested regular scrutiny of college programs to devise new methods of encouraging and judging student learning and to "free us from tyrannical academic bookkeeping."



Pictured above are two of the many bearded males that have dotted the Wesleyan campus during recent weeks. Carl Carter (above) and Ed Maddox aren't trying to start a new fad, they're just helping the city of Rocky Mount celebrate its 100th Anniversary. (Photos by Norton).

Faculty Approves Studies Program, Advance Placement, MENC

Acting on a recommendation by the Curriculum Committee, the faculty recently approved a group studies program.

The program is so designed that students, under the direction of a faculty member, may organize into seminars in order to pursue an area of special interest for elective credit. Stipulations for organizing a seminar in a particular interest field are that the title of the course must be academically defensible, that a faculty member can be interested in participating in the course, and that enough students show interest in the course.

Prior to registration of such a seminar, the instructor involved will define the nature of the course, the semester hours credit, and whether upper or lower level credit will be given, subject to approval by the Division Chairman and the Academic Dean.

The group studies programs are intended to carry between one and three semester hours credit in any given semester. The program becomes effective in the Fall of 1967.

In other recent action, the faculty voted in favor of a measure which would provide that quality point averages will be computed on the basis of total hours attempted. This means that no student may repeat a course for credit in which he made a "D" or above.

This measure, effective September 1, 1967, means that students will not be allowed to make up "F's" and have them taken from the record. Any grade made by a student after September 1, 1967 will be permanently affixed on his record.

The application for charter of the Music Educators National Conference Student Member Chapter of N. C. Wesleyan College was also approved on the recommendation of the Board of Review and the Student Life and Services Committee.

The MENC held its initial meeting recently and elected officers for next year. Sara Nell McBride was elected president; Maggie Poole, vice president; Barbara Crawford, secretary; and Donna Bradham, treasurer.

The faculty all agreed upon a plan of advanced placement for credit for entering freshmen. This advanced placement for credit will be awarded to entering freshmen on the basis of the advanced placement examination administered by the College Entrance Examination Board. To qualify a student must attain a rating of 3 or higher.

The following courses will be given as credit to all who qualify: Biology 1-2; Chemistry 1-2, English 11-12, Foreign Language 21-22, History 1, 2, 11, 12, Math 25-26 and Physics 1-2.

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