

"We Have Become Sterile In Our Thinking"

Bigger Universities?

Buffalo, N. Y.—(I.P.)—The sheer size of today's universities is one of their most frightening aspects, according to Dr. Charles H. V. Ebert, dean of the Division of Undergraduate Studies at the State University at Buffalo. He said that the size of today's universities indicates that "we have become sterile in our thinking."

"All we can do is build bigger and bigger universities, when what we should be doing is developing new ways of integrating the university with the real world," he said. One possible method of achieving this integration, according to Dr. Ebert, would be the establishment of a new type of academic department, one that would embrace a much broader scope of subject areas.

This could be accomplished by eliminating the rigidity of traditional departmental structure, and merging individual departments into larger interest groups that would devote themselves to core problems.

Dr. Ebert sees these new departments as being "responsive to needs and not tied to tradition. The individual members of these departments could still function as professionals in their fields, but at the same time they would be members of a larger team."

He would also like to see students do more "practical work outside the classroom" for academic credit. He cited internships with industrial firms or community agencies as examples of this type of work.

In this way Dr. Ebert believes that the learning process could be made much more worthwhile for the student, because "there is a real advantage in doing what you are learning."

Dr. Ebert noted that there has been some progress here in broadening the range of options which a student has in selecting a major field. At present, a student has four alternatives in this area at U/B.

The first method, which is organized along traditional department lines, allows a student to major in a particular subject by fulfilling the requirements of only one department.

The second type, which Dr. Ebert described as being for students "who are not satisfied with any one department," is the joint major. A student can create his own joint major by fulfilling part of the requirements in each of two departments.

A third, and related option, is the double major. To graduate with a double major a student must fulfill all of the requirements in each of two departments.

The fourth type presently available is the special major, which Dr. Ebert termed "the beginning of a new type of education." The student who opts for a special major can design his own field with the assistance of any two faculty members who are willing to assist him in pursuing his particular interest. Preliminary results of a survey now in progress indicate that these

graduates are doing "very well."

A fifth major option, called a faculty major, is now under consideration. The faculty major would enable a student interested in a broad area, such as social sciences or humanities, to pick one of the seven faculties which comprise the University for his field of concentration, rather than a single department. Dr. Ebert described it as "somewhere between the traditional and special major."

The various faculties are examining the possibilities for this type of major and Dr. Ebert expects that it will be ready for implementation in the fall of 1974. He emphasized that it was not meant to be "a low standard degree designed to salvage poor students," but rather an attempt to meet the increasing need for a broader scope in education.

Dr. Ebert also commented that society and technology are changing so rapidly that it "doesn't make sense to develop a 10 year master plan because we have no idea of what the social, political and economic trends of the next four or five years may be."

"We are at the threshold of a new era in education. We know that education is not a panacea, and that the traditional assembly line method doesn't work. Now what we must develop is not a rigid master plan, but rather an ongoing process that will enable us to deal with the trends of the future," he said.

Energy Crisis Hits Wesleyan

Recognizing the present energy crisis, and the fact that it may grow more severe before it is resolved, we have sought ways in which we can cooperate in our campus program, and through our community.

However, to share in the national emphasis and to make the most effective use of the resources available to us at Wesleyan we shall:

1. Academic Calendar changes—

Fall Term examinations to begin Saturday, December 8, 1973 and to conclude on Thursday, December 13, 1973, saving one heating day.

Winter Term—

Classes begin on Monday, January 7, 1974 (instead of January 3). Deadline for registration of new students also January 7.

Winter Recess begins (5:00 p.m.) Friday, February 22 (instead of February 27).

Classes resume (8:30 a.m.) Monday, March 4, 1974.

Last day of classes, Wednesday, April 10 (instead of April 5).

Winter Term examinations begin Thursday, April 11 (instead of April 8).

Spring recess begins (3:00 p.m.) Tuesday, April 16 (instead of April 12).

May Term—no change, to begin Monday, April 22, 1974.

This will save about ten heating days during the coldest period with no loss of required class time.

2. Staff holidays will be changed with an announcement to be made within 10 days after consultation with expert to determine energy conservation from the power plant.

3. All resident facilities will close to all persons at the end of the announced closing day, with resultant heat and lighting saving. Heat supplied to vacated or sparsely occupied buildings will be stringently reduced.

4. In all public areas on campus we shall maintain thermostatic controls at approximately 68 degrees. Wherever it will not work a hardship, we recommend this temperature for residence and service facilities.

5. We shall lower temperatures in unused public areas at nights and on weekends compatible with efficient operation and fuel conservation. Whenever facilities will not be used for extended periods minimum temperature controls shall be established.

6. We shall curtail the use of ornamental outside lighting. Light for the purpose of safety and security shall not be reduced, but all unnecessary lighting shall be eliminated.

7. We encourage each member of the community to cooperate in the conservation of electric energy. Please turn down lighting to accomplish basic needs. On bright days, try to get by with one bank of lighting rather than two or a lower setting in some light fixtures. Please turn off lights when no longer needed. When leaving a classroom or other public area, help extinguish lights where no class use is to follow.

8. Please close all windows that you open in public areas as you leave for wasted heat energy is particularly destructive of our conservation efforts.

9. We encourage you to use less paper in duplication of materials, and effect maximum utilization of paper resources in on-campus communications. Not only is paper in scarce supply, but re-cycling places great demands on our energy supply and our eco-systems.

THE

CAIRN

AN ANNUAL MAGAZINE OF
THE LITERARY AND VISUAL ARTS
IS NOW SEEKING AND ACCEPTING

CONTRIBUTIONS OF
POETRY, PROSE, PHOTOGRAPHY & GRAPHICS
FOR THE SPRING, 1974 ISSUE.

A \$25 PRIZE WILL BE AWARDED IN
EACH OF THE FOUR CATEGORIES.

* SEND ALL CONTRIBUTIONS TO:

THE CAIRN
5/6 TOM PATTERSON
BOX 791
ST. ANDREWS COLLEGE
LAURINBURG, NORTH CAROLINA
28352

* DEADLINE FOR SUBMISSION

OF CONTRIBUTIONS: CHRISTMAS, 1973

(CONTRIBUTORS ARE REQUESTED TO SUBMIT
A BRIEF BIOGRAPHICAL NOTE ALONG
WITH THEIR WORK.)



You've Got A
Lot To Live
Pepsi's Got A
Lot To Give

The bank
where people
make the
difference...

Peoples Bank