

Literary Reviews

NEW CONSCIOUSNESS

"The extraordinary thing about this new consciousness is that it has emerged from the machine-made environment of the corporate state like flowers pushing up through a concrete pavement...For those who thought the world was irretrievably encased in metal and plastic and sterile stone, it seems a veritable greening of America."

That concluding passage contains the essence of a phenomenally successful new book, *The Greening of America*, by Charles A. Reich, professor of law at Yale University.

Inhumanity Rejected

America, he argues, has become a monolithic corporate state, unresponsive to attempts to control it. Its leaders merely manage the machine; they cannot change its direction. The nation's youth, Mr. Reich says, in their clothes, in their music, and in their aspirations, have rejected the inhumanity of the state. They have a "new consciousness" which can revolutionize society without violence.

Mr. Reich calls the new consciousness of youth "Consciousness III." Consciousness I and II, which had their roots in earlier times, are the sources of our troubles, he says.

Consciousness I (example: Barry Goldwater), embodies the spirit of our simple agrarian past. It "was appropriate to the 19th-century society of small towns, face-to-face relationships, and individual economic enterprise." It is still prevalent among large segments of the nation today and is often called upon by politicians seeking votes.

Consciousness II (example: the Kennedys) grew out of the failure of Consciousness I, with its simplistic notions of the individual, to cope with the problems of an emerging industrial nation. Its adherents are the New Dealers and their liberal-reformist descendants who believe that society must be regulated in order to redress grievances, and correct imbalances.

The New Deal and its aftermath brought about an increasingly powerful public state, analogous to the private corporate state, Mr. Reich argues. The interests of the two powerful forces have now become so intertwined, he says, that they constitute a single, monolithic, corporate state.

The members of Consciousness II see themselves as liberal, as unselfish, Mr. Reich says, but they accept the values of the corporate meritocracy. A member "can fight for reform just so long as the fight is in the same direction that organized society is going.

...He is in favor of many reforms but he will not jeopardize his own status to fight for them; he will not put his own body on the line.

"He has been persuaded that the richness, the satisfactions, the joy of life are to be found in power, success, status, acceptance, popularity, achievements, rewards, and the rational competent mind. He wants nothing to do with dread, awe, wonder, mystery, accidents, failure, helplessness, magic."

Consciousness III was triggered more than anything else by the war in Vietnam, Mr. Reich says. "The war did what almost nothing else could have: it forced a major breach in consciousness. And it made a gap in belief so large that through it people could begin to question all the other myths of the corporate state."

After his indictment of the corporate state, Mr. Reich prophesies that the new values of youth will prevail and reassert the human control of the state. He provides no plan of action, although he rejects both reformism and violent revolution.

"Neither 'lawful channels' nor the politics-and-power approach can succeed against the corporate state. Neither can prevent the steady advance of authoritarian rule. The power of the new consciousness is not the power of manipulating procedures of the power of politics or street fighting, but the power of new values and a new way of life."

—Malcolm G. Scully



Three-year bachelor's degree

Hartford, Conn.— (I.P.— Trinity College President Theodore D. Lockwood has asked the College's Curriculum Committee to consider establishing a three-year bachelor's degree program.

In a letter asking consideration of a three-year program option to the committee, Dr. Lockwood said two reasons prompted his suggestion. "First," he wrote, "I sense that at this time of considerable curricular fluidity we shall see many experiments to provide far greater flexibility in the pace at which students complete their undergraduate program."

Dr. Lockwood said at one extreme there were students who could profit from interrupting their education—"a prospect which changes in the selective service system may permit," he added and "At the other extreme we have those who could profit most from being encouraged to finish their undergraduate studies more rapidly—not simply acceleration in the accumulation of credits but as a more rapid acquisition of agility of the mind and intellectual mastery."

Secondly, he observed, "The emphasis on specialization has slackened. Now may be the time in which to recognize explicitly the differing paces at which students fulfill these goals."

In considering a three-year degree program, Dr. Lockwood said, "It should be voluntary. It should be different—not simply acceleration." He added "my assumption is that it would most likely involve qualifying examinations—rather than credit accumulation."

Dr. Lockwood said that such a program might tend "to attract the better student." However, he said, "it is not alone the superior student who profits. What the program recognizes is that students differ in the 'earliness' with which they achieve the goals we set.

"Society may prefer that we provide four years suspension from labor during the ages 18-22; but I would hope we would not plan education in those terms. Therefore I admit that this program should incorporate the possibility of interruption."

President Lockwood also said a program might take the form of a student finishing his degree in three years and then optionally, "pursue a master's degree during the following 12 months."

He said that some might view a three-year program as "a contraction and therefore a diminution." President Lockwood said

"I do not; for I feel we have moved away from that kind of measurement in higher education."

Dr. Lockwood told the committee that he considered the proposal for a three-year degree program "as a logical extension of the philosophy inherent in our new curriculum."

Since September 1969, Trinity has been under a curriculum which places maximum emphasis on flexibility of students selecting their course of study without specific requirements outside the major in order to fulfill their educational objectives.

While the flexibility of the current curriculum allows for extending study for a degree to five years or acceleration in a three-year program the latter is not a formalized option to which President Lockwood is asking consideration.

Commenting on The Curriculum in his annual report, released here recently, Dr. Lockwood states: "Trinity has sought to respond to the necessity of change by designing its academic programs. There is little doubt that the new curriculum, now one year old, has quickened student interest in significant intellectual matters.

"The Freshman Seminars were a welcome break with what students had known in high school, and they have served as the base from which a new and better advisory system is being built."

"The restatement of departmental majors and the creation of interdisciplinary majors hitherto unavailable has moved us away from a dangerous preoccupation with preprofessional training. The absence of requirements in general education has recognized that the exploration of ideas does not necessitate force feeding at the table of presumed invariant truth laid out according to discretely departmental or divisional lines.

"And the creation of new cooperative programs has expanded the educational opportunities available to our students. But there are problems. Many people, inside and outside of Trinity, have become uneasy about the lack of rigor in certain courses, especially those offered under the experiments authorized by the new curriculum.

"I share this worry. However, any new program which genuinely encourages departures from traditional teaching techniques—and surely colleges have too long been

reticent about considering new ways of learning—will suffer occasional misconceptions.

"During the coming year we plan to review systematically just what has been happening and I am confident that the faculty will, if appropriate, suggest modifications.

"At the same time it is a source of reassurance that Trinity has attracted national notice because of its new academic approach. At the Danforth Workshop on the Liberal Arts College, to which a Trinity delegation was invited, our faculty members discovered how frequently we are cited as moving in the right direction.

Weekly, Monthly, Full Or
Teacher's Terms

Collier's

"Whiteville's Leading Jewelers
And Silversmiths"

*Orange Blossom
Diamond Rings*

Symbol of a Dream



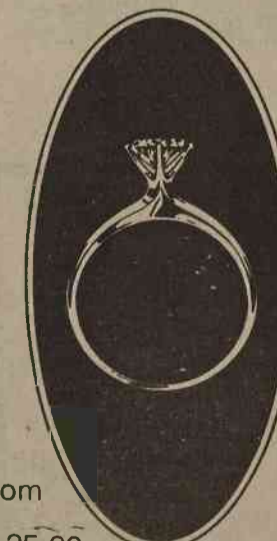
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