

Schools Make News

Education of the underprivileged is suddenly one of the most vital topics of the day. Accordingly, it has been buried under an avalanche of reports, studies, and documents. To help research scholars and students classify and organize this scramble of information, Yeshiva University's Graduate School of Education has set up an "information retrieval and resource center" to act as a clearing house.

The center is assembling as complete a collection as possible of books, reports, articles, newspaper clippings, curriculum bulletins, and descriptions of compensatory programs and practices. Other materials that cannot be collected are abstracted and filed. All persons with professional interest will be able to obtain copies of available abstracts and reports and selected bibliographies upon request. The collection of books, reports and newspaper clippings will be available for use at the center.

In addition, a bimonthly newsletter will be published regularly for persons and institutions who want it, at a nominal charge.

Directing the center is Dr. Edmund Gordon, chairman of Yeshiva's Department of Educational Psychology.

Computer programing should be learned in high school, according to Dr. Charles F. Wrigley of Michigan State University. "Learning computer language is like learning a foreign language," he says. "It requires no prerequisites, it is on about the same level of difficulty, and it is easier to learn early in life."

Dr. Wrigley, director of the MSU Computer Institute for Social Studies Research, is now teaching a class of thirty Lansing-area high school students in a special evening college course on computer programing. The course was offered to high school students after a number of them showed up for a course open to the general public last summer.

"The high school students who have taken the course have learned a powerful skill very early," said Dr. Wrigley. "It would be a good thing if high schools could teach computer programing, but unfortunately they cannot afford the computer. This is why universities should offer the opportunity."

A sharp increase in federal aid to the nation's public schools was called for last month by the National Educa-

tion Association. Robert E. McKay, chairman of NEA's Legislative Committee, announced plans for a drive for a \$1.5 billion-a-year increase. The drive will have two major objectives:

► Allocation of substantial federal funds to the states through the establishment of a National Educational Trust Fund. Under this plan, the states would receive the funds according to population and need and would use them without federal control.

► Expansion of the federal impact program under which funds are given to school districts where there are military and defense installations and a heavy concentration of children and government workers. This calls for a change of eligibility standards so that districts which do not now qualify would be included. In addition, the definition of "impact" would be broadened to include school districts where there are children of low-income families. This part of the program is estimated at \$250,000,000.

A world college committed to a "transnational" concept of education will open at Brookville, Long Island, next September. The Quaker-sponsored institution will be a four-year coeducational liberal arts college. It plans eventually to operate through seven study centers in representative parts of the world.

The faculty and student body will represent many of the world's religions and cultures. When the college opens it will have a starting class of about forty students and four faculty members.

Dr. George L. Nicklin, chairman of a Committee on a Friends College, said that the college is seeking "a small group of dedicated students who are concerned about the more menacing problems of the time—racialism, nationalism, economic justice and war—and many of whom are prepared to spend a considerable portion of their college years in study and experience abroad."

Study centers are being planned for Western and Eastern Europe, South Asia, East Asia, Latin America, and North America. Eventually, the Soviet Union and China are expected to be included. The college intends to move a portion of the student body to a different center of study every six months. The annual charge of \$2,625 will include transportation costs as well as the

usual cost of tuition, room, and board.

A graduate division planned for the Friends World College will be a Center for Peace Study and Research, which will be available for graduate students who wish to prepare professionally for work in international agencies and in areas requiring experts in conflict resolution and conciliation.

Business careers are losing prestige among college graduates, who increasingly favor careers in teaching, scientific research, law, and public service, according to a recent report in the *Wall Street Journal*. The decline of interest in business appears most marked at well-known private institutions noted in the past for contributing more than their share to top executive suites.

At Harvard, for example, only 14 per cent of last spring's graduates plan business careers, as opposed to 39 per cent five years ago. Teaching was the leading career choice, drawing 20 per cent of the graduating class.

Partly responsible for the few seniors entering business is the rising number who go on to graduate school. Many of these will pursue business careers at a later date, but many also will wind up with the government and nonprofit organizations.

Students tend to look upon the business world as a high-pressure, conformist place where superficial values prevail, the *Journal* report states. Increasing numbers are seeking jobs in public service, a trend indicated particularly by the widespread interest in the Peace Corps.

Because of the intellectual bent and social concern among students, some businesses are striving to gear their recruiting pitch to these trends, stressing the social value or intellectual challenge of careers in their industry.

"Culture on the Campus," Chapter 6 of the new book *The Culture Consumers*, presents a quick, neat survey of the university's new role as "impresario" of the arts.

Author Alvin Toffler discusses how campus theaters, art galleries, and cultural programs have helped bring fine artists to all parts of the country. In return, artists get the opportunity to perform or produce works that otherwise might not find a receptive audience.

Mr. Toffler regards the new relationship of the university and the arts as "an experiment in patronage." He recounts the great sums of money and the personnel devoted to the enterprise, and describes its considerable successes. However, he all but ignores other questions—such as the problems of the artist-in-residence, the standards maintained in campus fine arts curricula, and the effect of the new cultural contacts on campus life in general.

NEW HOPE FOR WEAK COLLEGES

By GEORGE H. HANFORD, *Executive Vice President, College Entrance Examination Board.*

DESPITE the seller's market in college admissions, some small liberal arts colleges opened again last fall with empty classroom seats and unassigned dormitory beds. These are the institutions whose names are absent each spring from the news stories of oversubscribed colleges and disappointed applicants. But each summer, long after most college rolls are filled, they appear in reports of institutions that are continuing to accept students who have found no other academic home. And each June a simple count of graduating seniors will show that less than a fifth of those who entered four years earlier have stuck it out.

These are the nation's small, academically weak, poverty-stricken colleges. It is possible that as the numbers of college-bound students rise dramatically in the years ahead, they will be able to fill both their classrooms and their dormitories. But the solution of one problem will only bring others, more difficult, in its wake.

The reasons are as various as the current freshmen themselves. A large proportion of contemporary students approach college better prepared than any of their predecessors. The new high school curricula, advanced placement programs, innovations such as the ungraded high school and team teaching, have advanced them far beyond the level of the traditional freshman year.

At the same time, as our industrial society demands more sophisticated skills and training, the percentage of the age group going to college has increased, and necessarily has included a greater number of less able students. And this trend will continue as efforts to upgrade the educational opportunities of the under-privileged gather momentum in the years immediately ahead.

The weaker liberal arts college has been unable to meet the multiple demands of such a heterogeneous student body and finds itself outside the main current of higher education. One possibility for bringing it into full partnership in the nation's educational enterprise might be the establishment of what I have chosen to call college consortia.

A college consortium would be a cooperative association of colleges hav-

ing three characteristics: interchangeable freshman and sophomore offerings at all participating institutions, specialized upper-division programs on each campus which would, in combination within a single consortium, comprehend the full range of the liberal arts, and automatic transfer of credits within the association.

Partial models for a consortium exist today in the variety of cooperative ventures on which institutions of higher learning are already embarked. The complete model for the college consortium requires only one additional concession to complete local autonomy—freedom of transfer.

COLLEGES today cooperate in diverse ways. Many have banded together in groups large and small for the conduct of joint fund-raising efforts. Others such as the Associated Colleges of the Midwest have joined together in cooperative efforts at the faculty level to increase the educational effectiveness of their institutions. Another group of colleges from the Midwest supports a cooperative field admission office in New York City. Through the College Research Center a number of women's colleges are today conducting studies which would be difficult for any one of the group to do on its own.

Colleges also work together in providing education *per se*. Facilities are shared by the Claremont Colleges of California. The same faculty members teach classes at coordinate colleges such as Radcliffe and Harvard. Students at Amherst, Mount Holyoke, Smith, and the University of Massachusetts may take, for local credit, regular courses at any one of the other institutions. And, in another instance, joint credit is awarded in cooperative engineering programs wherein students finish up their undergraduate studies with two years at an institute of technology such as Case after three years in a liberal arts college. In each instance, some measure of institutional control has been sacrificed in the cooperative interests of greater total benefits.

The college consortium would carry this spirit and practice of cooperation two simple steps further. The first would be for each member to forego its attempt to offer a complete liberal arts program. Instead, it would specialize in that limited number of upper division courses which would, in combina-

tion with those of the other members of the group, be part of a stronger and more comprehensive liberal arts program than any one member could alone provide. By such an action the weakness of distension of effort that follows from the full exercise of autonomy would be sacrificed for the strength of cooperative effort that would follow from concentration on limited objectives. The second step would be for the members of the consortium to permit students to have complete freedom of transfer within the complex and to carry with them full credit for all courses satisfactorily completed. The promise of greatly strengthened and more effectively diversified opportunity for higher education that would result from these two steps could go far in helping each college attract and each consortium retain those students who today are going elsewhere.

This promise would be better fulfilled and further enhanced by taking advantage of the possibilities that upper division specialization would give for restructuring freshman and sophomore offerings in response to the curricular revolution that is taking place in the American secondary school.

The traditionally limited number of freshman courses available at the typical small college restrict its ability to accommodate the variety of types of preparation and levels of achievement that students bring with them from high school. This restriction could be removed by applying the savings that would accrue from upper division specialization to small classes, seminars, and individual instruction in the freshman and sophomore years. Designed to equalize the readiness of students for entry into the last two years of undergraduate study, such a program could save the overprepared student from the boredom of repetition, the underprepared from the threat of failure, and both from the fate of the drop-out.

For example, enrichment could be the keystone of instruction for those freshmen who had followed honors tracks in high school; acceleration, for those who had trod the slower paths. In mathematics and the physical sciences, those trained in the modern and traditional modes could start from different points toward a common objective. In English and the foreign languages, differences in college preparatory emphasis on language, lit-