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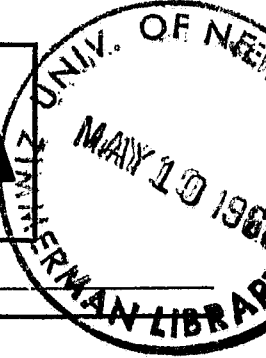
# UNM 1966: What Is Wrong Here?

## NEW MEXICO LOBO

### EXTRA

OUR SIXTY-SEVENTH YEAR OF EDITORIAL FREEDOM

Vol. 69 <sup>389,789</sup> <sub>Un 3 Q W</sub> Tuesday, May 10, 1966 No. 107



### Required Course Theory Attacked By UNM Student

By TOM ISGAR

The wild animals once had a school in the woods. All the animals had to take all the subjects. Swimming, running, jumping, climbing flying made up the required curriculum.

This was a school of no nonsense. It was a good, liberal education. It gave broad general—and instruction—and education, too.

Some animals, of course, were better students than others.

The teachers recognized that students would necessarily display great variation in their abilities. In the woods Normal School, as a matter of fact, the teachers had learned a great deal about individual differences and the consequent tremendous ranges in human capabilities. They set themselves doggedly, therefore, to the task of reducing these differences as best they might, that same likenesses, same unities, and noble conformities might prevail in the world.

The snake was a promising student. Being a combination tree and water snake he was excellent in both climbing and swimming. He was also a superior runner and passed the tests in that subject with ease. But he began to show anti-social tendencies in arguments with the instructor in jumping. When he had been given the basic instruction in that subject and it came time for him to make his first jump, he coiled up and threw himself almost his full length. This was not jumping, said the teacher. It was merely striking—a snake skill—and not at all the general-education jumping which all cultivated creatures had to know.

"What kind of jumping is of any use to a snake," demanded the student, "except this kind?" Then he coiled up and struck again, or jumped as he called it, with the beginning of a bitter sneer on his face.

The teacher of jumping remonstrated with him, tried to get him to jump properly, and used the very best methods taught in the more advanced demonstration schools, but the snake became more and more uncooperative. The school counselors and the principal were called in and decided to attempt to vary the snake's education by teaching him flying, but to their distress he flatly refused even to attend the preliminary.

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## President Tom L. Popejoy's Message

For several years the Conference on the University has provided a forum for the discussion of contemporary campus problems and issues by students, faculty, and administration. The results of these discussions have not always been readily apparent and in any case would be generally intangible; however, I have always believed that this kind of effort to open avenues of understanding among the three segments of the campus community was most worthwhile.

I am pleased, therefore, to give my full support to this year's conference. I consider it entirely appropriate that six deans from both the academic and administrative areas will answer students' questions throughout a two-hour period on Wednesday, May 11.

Although regular classes will be held during the conference, students wishing to take part will be excused.

It is my hope that this conference will provide a fitting climax to a year which has already produced a number of successful examples of faculty-student-administration cooperation.

—Tom Popejoy  
President University of New Mexico



## Today's Universities Face Many Problems

By CARROL W. CAGLE

There has been ample thought among those concerned with higher education about the recurring problems of today's university; conversely, there has been a lack of conscious analytic concern about these problems. What analysis there has been has been carried out under a handicap of considerable proportions.

A university is made up of three main groups: faculty, students and administrators; many sub-groups within the main factions which differ in perceptions, ideology and actions; and is also affected by forces and groups outside the campus boundaries.

However, most study of today's university is done by each of the groups exclusively, with little cross-fertilization of ideas with their counterparts.

For example, the annual National Student Congress brings together hundreds of student leaders from around the country who are deeply concerned about what they call de-humanization of the university, among other

things. There is little opportunity to hear what the hard-pressed administrator has to say, or to listen to counter-charges from irritated faculty members. The same lack of cross-fertilization of ideas is noticeable at gatherings of the American Association of University Professors, the American Council on Education, and organizations of regents and governing boards.

There is not often outright exclusion of others involved with higher education, but there has been a notable lack of rational discussion and debate (and even rough - and - tumble argument)

among all participants and molders of higher education.

Ideas alone can be sterile things. To become relevant to problem-solving, they must be brought into contact with others, perhaps conflicting ones, on the same subject: today's university.

It is unrealistic to think that the myriad problems of the modern university can be perceived realistically, much less solved, unless all factors are taken into account. The alternative to a dictatorial approach to problem-solving is to promote debate among all that have a stake in the outcome, in this case, students, faculty, administrators, governing boards and professional organizations, and the public.

This approach has not been taken, with the result being that preferred solutions are conceived in a myopic manner and do not survive when they have to be reconciled with the true situation, which may be viewed quite differently by others involved.

For example, a student convention might decide that the answer to high-handed administrative techniques would be to include students in administrative-level decision-making. It is the only fair thing to do, they say, because the university, after all, is primarily made up of students.

The penalty for debate in such a vacuum becomes evident when no student can be produced who understands tax laws, institutional jealousy among the faculty, intricacies of the state legislature, the whims of the alumni, and the elusiveness of necessary funds, to name a few. Similar high-sounding but unworkable proposals emerge from faculty and administrative organizations.

The dearth of such cross-fertilization of ideas and suggestions results in a preponderance of solutions which cannot be worked out in the real world of the university, peopled by many groups and individuals with many conflicting ideas about what a university should be.

Thus, although there has been a great deal of concern evidenced about the myriad of problems faced

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## UNM Comment Made by Selinger

By CARL M. SELINGER  
NM Assoc. Law Prof.

In his recent report to the Overseers of Harvard, President Nathan M. Pusey identifies with notable clarity what is perhaps the major responsibility of the American university in 1966 and in the years ahead:

Civilization continues a precarious existence. Consider only a few of the formidable array of threatening problems with which it is now confronted: population, poverty, resurgent nationalism, cultural conflict on a global scale political instability, war, ill health—especially mental ill-health, the multiplying social and economic ills of cities and nations, too much or too little technology, inequitable and inadequate educational opportunity, anxiety and despair where personal resources have long been sabbaged by inadequate faith and the resulting lessening of hope—these and a host of others. It will take many people working many years to begin to make significant advances toward their solution. And when these problems are solved, if they are solved, just as certainly others will have taken their places.

It is in this kind of situation, with this kind of understanding, that universities do their work. If civilization is ever to continue, someone must work for it. Universities were created both to share in and to try to lead such effort. . . .

One way a university can and should discharge this responsibility is by helping its students generally to confront with a modest degree of competence the kinds of problems described by President Pusey; problems about which these students, as citizens, will be called upon to exercise judgment. Indeed, the current University of New Mexico catalogue states that "the ultimate goal of college or university education is to equip the maximum number of citizens with the understanding and wisdom which will laid them in becoming useful and responsible members of a democratic society."

'A Matter of Concern'

Whether the University of New is in fact attaining this objective

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### Schedule

CONFERENCE ON THE UNIVERSITY

Sponsored by THE COMMITTEE ON THE UNIVERSITY

WEDNESDAY, MAY 11 10:30 a.m.—NEW MEXICO UNION CAFETERIA

Deans Lavender, Springer, Mathany, Whiteside, Travelstead, and Trowbridge will answer questions in the New Mexico Union Cafeteria. The floor will be open to the entire faculty and student body of the University.

1:30 P.M. ROOM 250-D NEW MEXICO UNION Deans Mathany and Whiteside will meet any interested students and faculty to discuss the problems concerning the Office of the Personnel Deans.

ROOM 231-C NEW MEXICO UNION Deans Lavender and Springer will meet with students and faculty interested in problems concerning the general administration of student matters.

ROOM 231-B NEW MEXICO UNION Deans Trowbridge and Travelstead will meet any students and faculty members who would like to discuss academic problems of the University.

Students may be excused from regular classes to attend the conference by asking for permission from professors.

### Faculty Meeting

There will be a meeting of the University Faculty on Tuesday, May 10, in Mitchell Hall 101 at 4 p.m., to consider a recommendation by the School of Law to change the designation of the law degree from LL.B. to J.D.





# NEW MEXICO LOBO

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## THE ESSENTIAL STUDENT

**HAROLD TAYLOR**—an idealistic college administrator who has managed to realize many of his ideals—recently asserted, "What saves a university from becoming (exclusively) a training institute or a research institute is the student body, and the mark of a true university is whether or not it takes its students seriously." I would agree, and would add that the mark of a true university is also whether or not the students take the university seriously.

On the whole, one can say that the University of New Mexico, when compared with other universities of similar size and nature, seems quite ready to take its students seriously. The fact that six deans have consented (all willingly, some even eagerly) to a public and no-holds-barred questioning from the student body (in the cafeteria, no less, which, as has been commented, will be like putting the Christians right in the lions' den, or putting the lions in the Christians' cave, depending on one's point of view)—just this face indicates a disposition to listen, which, we hope, will not be ignored by the student body.

**AS STUDENTS** we do have the right to expect to be taken seriously; but, as always, that right predicates the responsibility of earning it.

It would seem a truism to assert, as we always do, that without the students there would be no university. It is also true that even with 12,000 or 24,000 students here can still be no university — unless the "university" becomes for each student not an abstraction but an actuality, not something merely to be accepted but something to be acted upon. A Berkeley (to mention this overly used example only once), the administration, the faculty, and the students (excepting isolated individuals in each category) all waited too long; all three elements, though actively involved with the everyday world around the university (as each university element should be) rather apathetically accepted developments in their own institutional world until the university had become a teratological threat to both the intellect and the identity of those individuals it originally intended to serve, the students.

A **PARADOXICAL** enigma now recognized, of course, by most administrators is that the larger the number of students on a campus, the more likely the university is to lose sight of the student (and, correlatively, the student to lose sight of himself). And no one need be told that the UNM is getting larger at a rather phenomenal rate. In 1952 President Popejoy wrote: "Someone has said that universities, like people, experience stages of growth, maturity, and senescence. . . . The University of New Mexico, of course, is still in its first cycle. I would place it in its early maturity." Now, in 1966, one can say that the UNM has reached, at least, middle maturity in this first cycle. However, that third stage—senescence—need not be inevitable; but mere growth alone is no guarantee of continued vitality (witness the proverbial "spread" which worries individuals of "middle maturity"). The most potent alleviative of that third stage is the student body, the veritable life blood of any university, the ultimate source of a university's viability.

**THE FUTURE COURSE** of the University of New Mexico depends largely on the students, undergraduate and graduate alike—and not just on the student leaders, but on the entire student population. Indifference must be replaced by involvement, apathy by action, passivity by participation.

The third annual Conference on the University offers us a chance to retain the University of New Mexico as the students university, and, hence, as a true university.

—Joel M. Jones

# Language Requirements Singled Out as Needless

(Continued from Page 1)  
inary classes in that subject. He did not say he was unable to fly—he merely scoffed at the notion of flying for a snake, and said he had not intention of even bothering with the subject.

The more the teachers argued with him the more he coiled and struck and sneered, and the more he sneered and coiled and struck the more bitter and introverted he became. He left school and made his living briefly as a high-walker, murdering other animals along the woods path, until he struck at a wildcat one evening and was clawed to death for his lack of judgment. He died detested by all and mourned by none. (From the Cultivation of Idiosyncrasy, by Harold Benjamin.)

This is analogous to the situation in which all students find themselves at some time during their academic career. In a number of cases, it is when their advisor says, "It's time you get that math requirement out of the way." Or, "Don't you think it's time to start on that language requirement?" It's rather ironic that freedom to choose may be only the freedom to choose the manner in which we wish to become frustrated. When I say "we," I won't mean all of you but rather the few of us who, for some reason or another haven't been able to clear a hurdle somewhere along the way. The hurdle may be differential equations or business law or symbolic logic or it may be Math 120 or French 102.

Regardless of the nature of the hurdle the fact remains that it is there and that you may become a name on the dropout list rather than a name on the matriculation list. Or you may become like the snake and bite people in your frustration. It may be that the time has come for us to begin biting and the place to begin is to inquire into the very nature of the hurdle that has us stopped. This hurdle is the one to which the University gives us no alternative: "The Required Course" that is a must and hasn't been waived in at least 12 years.

To set the stage you need only flip through a current University catalog and notice some of the present regulations. The College of Arts and Sciences still clings to the archaic language requirement, about which more will be said later. The College of Business Administration requires three hours of fine Arts and eight hours of Mathematics but refuses to allow credit for typing.

Even more basic is the question of requiring any student to take courses in a discipline that is in no way tangibly related to his major field. What are the justifications in these instances? What are the criteria used to determine that a course shall be required? What are the objectives of a course that is required?

And, finally, are the required courses meeting courses meeting these objectives? I would like to examine these questions in more detail in the one specific area that I see as being the least flexible and maybe the least justifiable of the above examples: the language requirement in the College of Arts and Sciences.

Aside from the standard English requirement and a three hour math requirement in the College of Education the language requirement in the College of Arts and Sciences is the only requirement for which the student is offered no alternative. There are, of course, professional requirements and major requirements but there is no other general requirement that demands as much time from the student or that is as rigid. The criteria that we asked for in the general case is even more important now.

What are the objectives of the language requirements and are they being satisfied? For the sake of dialogue, I will pose a few of the obvious reasons cited for requiring a language. These reasons may or may not be some of the

objectives of the requirement it it presently exists. One of the major reasons for this and any other requirement is that everybody else is doing it and that they always have. It is rather a matter of playing follow the leader and if you are a follower then no one can expect you to take the lead. The matter of tradition is of a similar nature and stems from the dawn of education.

Research has shown that in some cases it is impossible to master a second language at college age. A reassuring conclusion is that "the language handicap is not due to lack of intelligence or to intellectual confusion." He failed, however, to report on the frustration levels and psychological problems that result from repeated failure of a language.

In relation to this, there has not been a study at the University of New Mexico to determine how many students fail or drop a language one or more times or what happens to the ones who can't pass the required amount of language. Neither has there been a study to see how many potential Arts and Sciences students transfer to the College of Education or to the College of Business Administration to avoid the language requirement.

Why have a college of Arts and Sciences if one requirement will force a number of students to pursue a second choice. Why should the language requirement force a qualified government major to become a business major? Some of the consequences are more serious even than this.

At this moment, I can cite three cases of students who have been seriously retarded in their careers by this requirement. One was denied a good job because he needed a degree and lacked three hours of language to get it.

This student has spent this entire year attempting to master three hours of language, a year that he could have spent as a productive member of society.

Another couldn't accept a fellowship at the University of Michigan because he lacked six hours of language to complete a degree. The third, at this moment, has an assistantship awaiting him at this University if he completes his language this year.

There are, however a number of alternatives. This year the University of New Mexico has reworked the language requirement for the Graduate School. Here a requirement that in the past has been two languages has been reduced to one that can be satisfied in a number of ways. One way is to have made an A or B in the fourth semester of language at the undergraduate level. However, the present situation won't allow the opportunity to get to Graduate School.

At the New Mexico Highlands University students in the College of Arts and Sciences who are planning to pursue a profession after graduation have the option of taking a language of the same number of hours in the history of language. At Columbia University Graduate School a proficiency in mathematics can be substituted for the second language requirement.

However, at this time there are no plans at the University of New Mexico for alternatives to the undergraduate language requirement. All indications are that the University isn't planning to present any unless the people who are forced to suffer along under this traditional rule make their frustrations heard.

If any student who has a language problem ever wishes to be counted he's going to have to stand up and be counted now. To assist in this endeavor there will be a box in the lobby in the Union the remainder of the week in which you can leave complaints or suggestions. You can be the catalyst for change.

# Universities Face Many Crises

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ing the university, there has been a corresponding absence of serious discussion about possible solutions among, all involved in higher education.

The proper context for problem-solving involves students, faculty, administrators, governing board members, state legislators, professional association officials, and concerned members of the public. Even if no partial solutions emerge, each participant should gain a better insight into the complexity of each problem.

Even this step, though, should help produce an atmosphere more conducive to solving common problems—one of reason and tolerance, rather than one of haste and intolerance.

Frankness tempered with tolerance should allow a professor to tell a university president that too much money is being spent on pseudo-amateur athletics and too little on books and professors; a student to tell a professor that he gives up too easily when confronted with rows of blank faces in the classroom; an administrator to tell a faculty member that he would fall on his face if tried to run the institution just one day.

But the central aim is to combine these diverse views on the university's problems, mold them, modify them, mix them together until some solution can be offered or at least several alternative solutions.

Most of the problems are well recognized by those who have given any real thought to the university's problems. What needs to be done now is hammer out some possible solutions, while at the same time probing deeper into the reasons for the existence of the problems.

One major problem is concerned with balancing the demand of a democratic society that everyone be given the opportunity for higher education against the requirement that the quality of the educational experience be maintained and improved. The problem begins long before students reach college age, but the concern of the conference shall be with the university's dilemma.

Questions on decision-making begin immediately. What should be the admissions criteria? Some critics say entrance examinations are designed to admit the quick-minded but shallow applicants while rejecting the thoughtful youth who sees complexities behind the possible test answers.

Is there a way, and enough manpower, to develop a system of personal interviews (possibly utilizing graduate students to some degree) for the potential enrollees? Or would personal capriciousness be substituted for mechanical impartiality?

How do you get a student interested in really learning once he makes it to campus? Is the atmosphere on the campus really anti-intellectual, perfumed with the exciting odor of Homecoming, dates, parties, athletic events—and no learning? How do you instill in a few more students at least an excitement, or at least an acceptance, of learning?

Would it be feasible to have a corps of graduate, or upper-division students to help these students become acquainted with the university and learning? It might help not only the freshman to meet a fellow student who cares about the university and its purpose, but the graduate student might be helped in formulating his own ideas by the act of expressing them. The important thing might be the personal touch at an early stage in the student's college career.

Changes in the structure of the university have been proposed. Would it be possible to develop a number of small (15 students) seminars for freshmen, manned by professors and graduate students to discuss current events, various things of interest, the liberal arts in general?

Another problem is the demand for equality of educational opportunities and the necessity of running the university on some kind of a business-like basis. Classes have to be numbered, as do the

stages? Should there be some way of taking into consideration the fact that students are young and prone to boisterousness at times, while still guaranteeing them the civil liberties?

What is the purpose of student government? Is it merely a way to keep the natives from getting restless, or should it function on higher policy-making levels? Should faculty and administrators be involved with student government as "advisors," or should the process allow students to govern their own affairs exclusively? What about the problem of yearly turnover of student leaders?

In what specific areas are lines of authority and appeal lacking? Are universities too slow-moving, too ridden with inertia to allow significant change to be introduced? Or should they be traditional, cherishing academic links to the past and resistant to "hot shot" new ideas?

There is contention that the university should be the place of training of a thoughtful and responsible citizenry, acutely aware of the value of knowledge.

Are present curricula wedded to the concept of the Renaissance Man who knows something of substance about vastly diverse areas of knowledge and thus is able to bring his knowledge to bear on contemporary problems? Or is specialization a necessity in today's complex society, a necessity that must be begun early? Is "citizenship" another term for sheep-like humans?

Should there be thought given in courses to the problems society and individuals in it are likely to face in the years to come? Is there a way to teach some feeling for different worldviews of various career and socio-economic groups in society?

Is there some way to teach broad underlying principles that are less likely to become obsolete than particular applications? A core of common educational experience is necessary to furnish students with a basis for their discussion and exploration of advanced areas. But is this common experience adequately defined and specified? Does the credit system have relevance to achievement? How can the "vested interests" in the status quo be dealt with?

The competition for better grants, more money, impressive faculty and higher-ability students often leads to a snowball sort of image-building that leads to impersonalization of the university.

What are the proper spheres of responsibility for students in regard to their own conduct, such as class attendance, library usage, student activities, etc.? Aren't students the reason the university exists? Or should they be regarded as in the maturing

university. But are the financial benefits worth it? Is the availability of grants weighted too heavily toward the sciences and engineering courses, while slighting the arts and humanities?

Does the presence of outside money lead inevitably to some degree of outside control, through at least the acceptance of conditions? Do large universities get most grant money at the expense of smaller universities?

Our ready assumption that Western culture is superior to other cultures in the world is dubious, and our general ignorance of non-Western cultures is a serious deficiency in the view of some educators. Are universities seriously lacking in the providing of a historical perspective of society? Mustn't a remedy be found for us to be able to understand and be accepted by the developing nations? Is there a way to develop in students a perspective of society which is not uncritical ly slanted toward the Western view-point, particularly U.S. foreign policy?

Are enough students coming out of the university who really understand the growth of the modern world, and who have a sufficiently wide world view to deal with the gigantic problems of the future—such as world government, law in outer space, the treatment of the spread of nuclear weapons, the new frontier of the mind? Or is today's man too shallow and the problems too big?

Most universities, particularly public ones, have to cope with political decision, basically with regard to allocations from the state legislatures. The problem is complicated by the face that lobbying, which appears necessary, often is felt to be beneath the dignity of an institution of learning.

What, too, about attempted (and sometimes successful) control over matters which should be protected by the concept of academic freedom? What can the president do to balance the demands of legislators with the best interests of the university? What should be the student role? The faculty? The legislators themselves?

Is there a way to expand university contact with legislative finance committees and legislators to include faculty and students? Do faculty and students really understand the problems a president faces in dealing with the legislature, and with grant-giving agencies an dthe public in general—especially donors?

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## UNM Comments Made by Selinger

(Continued from Page 1)  
should be a matter of profound concern to its administration and faculty. Well-founded doubts concerning the University's present performance should be fully investigated, as should all reasonable suggestions for improvement. The following observations, questions and proposals are intended to suggest some of the lines of inquiry that might be followed in such an investigation.

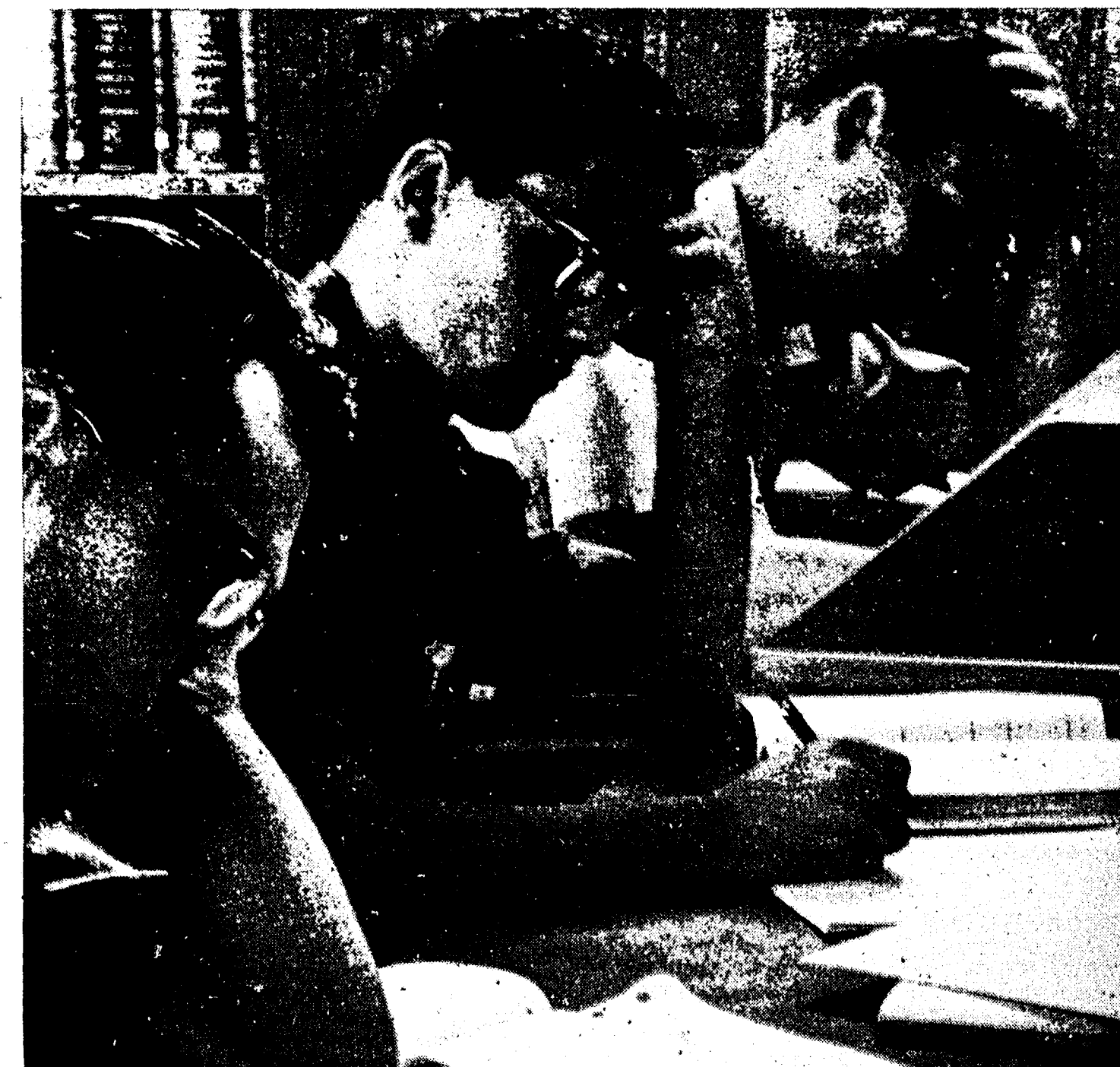
With respect to the great problems facing American society today and tomorrow, the University's current educational program, defined broadly, offers several means by which students might conceivably acquire the wherewithal for intelligent decision-making.

These may be listed as follows: (1) courses directed specifically to one or more of the problems; (2) "basic principles" courses; (3) exposure to expressions of faculty members and invited speakers in the exercise of traditional academic freedom. As they actually function, do these various means accomplish the desired objective? Specific Problem Courses

Obviously a course cannot be taken if it is not offered. Do we really know how many of the problems identified by President Fahey are the objects of systematic and scholarly consideration with students anywhere in UNM? Can the University, in good conscience, view the total absence of such consideration as merely a departmental or college concern?

And, most critically, who is to assume responsibility for dealing with problems that do not fall within the traditional purview of any single department? Within the purview of what department, for example, are the military aspects of war and peace; national security policy and disarmament? Are not most of the other prob-

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# Can 'The System' Be Reformed?

(Continued from page 3)

lems identified by President Pusey similarly difficult to pigeonhole? Further, it should be evident that the mere existence of a specific problem course within a departmental curriculum may not insure that the University's responsibility is being adequately discharged. Insofar as a problem is cross-disciplinary, a departmental offering may serve to expose only part of it.

Students who leave the University unaware of the several dimensions of a problem such as "civil disobedience" legal, philosophical and sociological—at the least) will be severely handicapped in functioning as "responsible members of a democratic society."

And how accessible are the specific problem courses that are now being offered in particular departments? Are they accessible to the large number of students who complete only one or two years of university work, but who, nonetheless, are charged with obligations of citizenship?

Are they accessible to extra-departmental students who, between satisfying "group requirements" and the demands of their own majors or professional curricula, are unable or unwilling to accumulate departmental prerequisites?

## Basic Principles Courses

Under the "group requirements" in the College of Arts and Sciences, and, to a lesser extent, under the various professional curricula, students are presently required to select a variety of freshman and sophomore level courses in subjects outside their own areas of concentration.

The goal of these requirements is, of course, the proverbial liberal education. Passing the larger questions of educational philosophy, what is important for the present discussion is whether the freshman and sophomore level courses most closely related to the kinds of problems identified by President Pusey do an effective job of educating for intelligent decision-making.

Here, a number of questions merit investigation: to what extent may these courses be fairly characterized as "basic principles" courses, in the sense that they are structured by the various departments on the assumption that the students enrolled in the courses will pursue advanced departmental work? Are courses so structured inherently unsuited to the needs of the vast majority of students, for whom the assumption does not hold?

Specifically, if it is necessary that a departmental major take additional courses in order to appreciate the relevance of the basic principles to contemporary problems, how likely is it that a non-major or drop-out will be able to acquire such an appreciation on his own? Once it is recognized that intelligent decision-making requires not only usable knowledge, but also the exercise of trained judgment, another possible difficulty with "basic principles" courses becomes apparent.

Critical observation of the judgmental process surely constitutes one of the more effective means by which sound judgment may be developed. Yet, if a professor is unwilling to wrestle with the disorderly facts of problems that are meaningful to students and to thoughtfully work toward answers to these problems, how can such education by example take place?

Finally, would it be altogether far-fetched to suspect that for some students early confrontation with some "basic principles" courses may be detrimental?

[May not an inability to perceive the relevance of what they are studying be tending to chill the intellectual interest of some of our more able students? May not this same inability be tending to convince some students that the academic disciplines simply have nothing to say about the great issues of our time?

## Academic Freedom

Only recently have we begun to tap the potential resources of traditional academic freedom for

the exploration, within the University and in the community, of contemporary problems.

The Free University concept, which should be viewed at least in part, as a critique by students of curriculum inadequacies, represents an important step in the organization of such exploration.

More frequent participation by faculty members in ad hoc public discussions—and particularly in discussions of an inter-disciplinary nature—will also help.

Nevertheless, the utility of traditional academic freedom must, for several reasons, be regarded as limited. Within the classroom, a professor may not ethically "introduce into his teaching controversial matter which has no relation to his subject." (AAUP, 1940 Statement of Principles).

Less clearly defined, but perhaps no less significant, considerations of professional and departmental responsibility may serve to inhibit a professor to whose "basic principles" course some "controversial matter" is relevant.

Outside the classroom, the conscientious professor is inevitably required to balance against his desire to discuss contemporary issues both the limited time remaining after a substantial teaching schedule and his personal commitment to, and professional obligations for research and publication. Nor can one be overly optimistic about the quality and impact of the extra-curricular discussion that does take place.

## It It to the Good?

Is it necessary to the good to liberate professors from the pressures of professional responsibility and professional criticism in discussing issues of vital public concern? And how many students will show up to listen in the context of a formal curriculum that encourages a belief that discussion of such issues is not really part of the educational process?

No extra-curricular program carries the University's implicit guaranty from the classroom situation that what is being said, if not right, is at least worth being listened to.

## Accessibility

In a recent report on "The Reforming of General Education," prepared for the administration of Columbia University, Daniel Bell, a professor of sociology at

Columbia, contends that a student should be required to relate his liberal arts experience to specific contemporary problems through the medium of a so-called "third tier" of inter-disciplinary courses.

These courses would be offered in the student's senior year after he had acquired a general background and undertaken intensive work in a speciality. Certainly, the senior student's accumulated knowledge and his experience in individual study and research must be counted in favor of the "third tier" concept.

Nevertheless, it would seem ill-suited to the needs of a state university which, unlike Columbia, graduates substantially less than a third of its entering students. Over 40% of our students are gone by the end of two years, and over 20% after one. Seemingly, courses of the kind previously described should be made available at the freshman and sophomore levels.

At this point it might be argued, however, that if the "third tier" concept is to be preferred academically to lower level study, courses dealing with important social problems should be scheduled in the senior year, while the attrition problem is dealt with on its own terms.

## Reflect On Answers

Before accepting this argument, one should reflect upon the answers to two questions: Would the suggested approach be consistent with the "ultimate goal" of university education set forth in the University of New Mexico Catalogue?

And may there not be some relationship between the absence of inter-disciplinary, social problem courses at the freshman and sophomore levels and our high attrition rate?

Consider again the problem of chilled interest, even among our more talented students. Consider also the plight of those students who come to the University bent upon pursuing a particular discipline and who, finding that they are unsuited for that discipline, also find their prior experience inadequate to the task of choosing an alternative.

Might not these students be helped by opportunities at an early stage of their academic careers to see their favored discipline and other disciplines "in

action?" In what sense are these considerations "non-academic?"

## Objections Discussed

A proposal to introduce a new program of the kind suggested might well provoke some objections both from within and without the university community. A few of these objections may be briefly discussed here.

"The proposed instruction must necessarily be highly superficial in character, if not intellectually dishonest." That there would be an ever-present danger cannot be denied. Nevertheless, superficiality can be avoided if coverage is sharply limited to certain concrete examples or aspects of the problem under consideration, and if these examples or aspects are thoroughly probed.

Students would profit more broadly both by observation of the probing process and by testing the approaches developed by the instructor against other examples or aspects of the problem. Such instruction would obviously require imaginative teachers and teaching materials, and extraordinary emphasis would probably be placed on the students' pre-class preparation.

## No Room for Program?

"In view of the University's present curricular demands, there is no room for such a program in the coursework of the typical student."

This objection may be answered in two ways: (A) Even if students were to take the social problem courses in addition to everything that is presently required for a degree it would be questionable to what extent their total educational load would be increased. Less than half our graduates presently receive their undergraduate degrees in four years. Insofar as the new courses operated to avoid "false starts," they would tend to make-up their own time.

(B) On principle, the addition of the new courses should result in an appropriate adjustment of the Arts and Sciences' "group requirements" and the liberal arts' requirements of the various professional curricula. For this purpose, the new courses should be viewed as alternatives to the present "basic principles" courses in relevant areas.

The "basic principles" course in a given department would, of

course, remain as the required first course for any student desiring to do advanced work in that department. Because students should be encouraged to "test out" prospective specialities at an early point in their academic careers, and because of the undoubted value of many courses whose subject matter does not fit within the scope of the present discussion, a student should not be permitted to take more than two of the new courses in any one semester.

But any established curriculum should be adjusted to allow at least one of these courses in each semester of the freshman year, without causing undue hardship to the student.

## It Would Interfere

"The proposed program would constitute administrative interference with college and departmental autonomy, and with the freedom of the individual faculty member to pursue his own discipline." The principles of college and departmental autonomy are—within their proper spheres—dynamic and liberating influences in higher education.

However, as with other academic enterprises, the proposed program should neither be created nor implemented by administrative fiat. Responsibility for determining its merit and, if meritorious, its nature should rest ultimately with the university faculty or its duly chosen representatives. With regard to the individual faculty member, introduction of the proposed program should represent no real threat to his freedom.

No faculty member would be drafted to participate, and those who choose to participate should receive full teaching credit for the new courses. Thus, there would be no long-run curtailment of opportunities for research and publication in the faculty member's own discipline.

Moreover, the very process of inter-disciplinary discussion may serve to generate notable subsequent efforts to relate seemingly disparate bodies of knowledge and methodologies. While the success of the proposed program would require that no departmental or college restraints be placed on the freedom of valued faculty members to participate in one of the new courses, the department or college affected should receive appropriate compensatory treatment from the administration.

## Too Controversial?

"The subject matter of the proposed courses is too controversial." But so is modern life! One either believes in the principles underlying traditional academic freedom or one does not. On this score, there can be very little room for compromise.

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free expression." (AAUP 1940 Statement of Principles.)

The purpose of this discussion has been, quite simply, to stimulate thought and inquiry on a matter of vital concern. No effort has been made to canvass in any systematic fashion the experience of other universities, although such investigation would obviously be essential to a realistic appraisal of our own situation and of the proposed program of instruction.

In conclusion, let no one misconstrue what has been said as indiscriminate criticism of the educational program of the University of New Mexico. Much of our work has achieved excellence and much more is earnestly seeking excellence.

On the contrary, it is a very real tribute to the intellectual vitality of this University that on this campus individual students and professors do speak their minds on questions of fundamental academic policy not only freely, but hopefully.

# Attitudes Stunt UNM

By SIDNEY SOLOMON

Professor, UNM Medical School

Any newcomer (three years at UNM) gets a series of impressions about the community. Many good things about the University and New Mexico will not be discussed. I want to consider problems of growth and development which have derived from faculty and administrative attitudes which need examination.

A regional chauvinism is interfering with academic growth here. Take economic matters. An administrator once remarked to me that he considers the New Mexico weather is worth about 15 per cent of a faculty member's salary. Such arrogance is overwhelming. This attitude assumes that everyone like desert weather in spite of the fact that many find all this sunshine quite monotonous.

For scholars, the intellectual environment is at least as important as the physical environment. If climate is indeed important, it seems only reasonable to increase salaries to compensate for the limited intellectual atmosphere of this community. Finally, such an attitude fails to come to grips with the real issues involved in employing a professional: does the university want him? What are his services most likely to be worth to the university?

The latter question leads directly into a problem prevalent on many campuses, but seems intensified on this one. A current approach is to pay faculty accord-

ing to the availability of people in the area where a faculty member is to teach. On a limited budget, such a view might be reasonable. Where this policy breaks down is in hiring and keeping outstanding people. It is a truism that one does not find quality goods at a five and ten cent store. One does not keep recognized scholars by paying them Woolworth wages.

Faculty salaries should be based on merit, and merit must be evaluated through services rendered to the institution and on the basis of the quality of performance. Furthermore, equal service and quality demands equal compensation. In keeping "academic stars," discrimination by discipline should end.

In the short period of my stay in Albuquerque, outstanding faculty members in the "overpopulated" fields have left because of failure to implement the principles of equal pay for equal service. The problem is compounded here by other factors which raise other issues. In far too many areas, administrative officers fail to evaluate faculty performance and do not fight for the recognition and reward of excellence. In discussions with some of these people, one generally finds the excuse offered that standards of judgment are not available, and one cannot say for sure how much a man is worth.

Although this view may be valid in general, when applied to specific instances it is evidence of a lack of administrative re-

sponsibility. It is the job of a professor to profess and of a chairman to chair. Despite the lack of an absolute frame of reference, decisions based on available information must be made and defended. To fail to do so leads to drift and eventual chaos.

It is my impression, however, that the platitudinous defense of a lack of decision is a rationalization. The inability to act all too often is evidence that the administrator does not have the requisite knowledge and framework upon which to act. In some areas of this university, standards of quality are either absent, not implemented, or are so low as to be indefensible.

The following contributing factors may play a role in creating this situation: 1) the administrators do not have the "guts" to implement such standards. 2) the standards of academic excellence are based upon provincial experiences fortified by the above mentioned regional chauvinism and a lack of knowledge about what is going on in the rest of the academic world.

In far too many instances, when one of our colleagues names that university to whose status we should aspire, he refers to some third-rate, recently developed western state institution. I believe that this faculty must recognize and admit that academic standards are being set by the Harvards, the Yales, the Chicagos and the Cal Techs, and it is to their station that we should aspire even if that station is not reached in the immediate future.