De-emphasis on research

Pitzer outlines colleges' new role

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University President Kenneth S. Pitzer told a Hanszen College audience Wednesday that the college system has now reached a developmental stage where it can become a part of the educational functions of the University.

Pitzer, speaking at a dinner celebrating Hanszen's tenth anniversary, noted that the residential objectives of the colleges having been fulfilled, the colleges are in the position to help in regular instruction areas if desirable.

Reform Program

The president's remarks immediately followed a brief speech by Dr. Ronald Sass, master of Hanszen College, who mandated the faculty to take part in a “reform program” to prevent the university from sacrificing undergraduate education to the increasing demands for graduate research specialization.

Sass noted that research is desirable, both for its financial benefits and for the prestige which it lends to the University. However, research must not be allowed to become an all-encompassing end for the educational system, he said.

The implementation of reform programs must come from within the University, Sass commented. “The faculty must re-identify itself in terms of a broader view of education. Knowledge must again be made meaningful for all.”

Pitzer referred to the new plans for undergraduate education now being formulated by Drs. Sass, Margrave and others as indications that positive steps were being taken to expand the educational role of the colleges.

He also emphasized a need for broad support of the faculty in such a program, and financial support, either from foundation grants or, if these cannot be obtained, through the Board of Governors.

Dr. Pitzer indicated that the college system was better suited to handle work on the elementary level (freshman and sophomore courses), rather than advanced work. All members of the faculty must be available for teaching advanced courses in the major field, regardless of college affiliation, he said.

University Exam

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fitted for interdisciplinary studies courses, or general survey courses of the humanities for the science-engineering student, and of science and mathematics for the humanities student.

He noted that experimentation might be conducted towards a potential University examination at the end of the year, replacing a series of examinations and, perhaps, providing a closer working relation between student and teacher.