Faculty committee passes proposal defining status of college changers

A proposal to allow students to petition for changes of college membership was approved by the Student Affiliates Committee December 14 and has been approved by University President K. S. Pitzer, according to Dean Paul Pieterse, secretary of the committee. It is, therefore, now official policy. The proposal follows the lines of a Student Senate proposal, which had been favored by five of the six colleges, although the committee made several deletions.

Text
Final wording of the statement, which was approved by the UAG unanimously with one abstention, is as follows:

1) A student may petition for a change of his College membership. A written statement of substantive reasons supporting his desire for a change must be submitted to the Master of his College and to the Master of the College he proposes to enter. Action on such petition shall be taken by the College Masters, following appropriate consultation with the College governments.

2) The Masters of the Colleges shall notify the Dean of Students, the Dean of Undergraduate Affairs, and the Registrar of the approval of a change.

3) All restrictions and punishments to which the transferring student was subject before his petition for a change was

Approved to be respected by his new College affords to (e.g., unpaid fines, new restrictions, removal of privileges to live on campus for disciplinary reasons).

1956 Report
In addition to the favorable statements submitted by five colleges, Will Rice College submitted a statement rejecting the proposal, and the College Masters distributed a statement stating their judgment that the proposal would not foster the aims of the College system, as outlined in the Report of the Committee on Student Housing, "New Dimensions in Student Life; September 1958."

This report, to which Student Association President Jerry Hefter also referred in introducing the proposal, states in part, Sec. B-5, p. 47:

"This Subcommittee believes that it should be assumed that students will remain in the upperclassmen years in the College to which they were assigned as freshmen, however, to allow for instances of poor adjustment, each freshman shall be guaranteed the right to request transfer, and each college shall also have the right to suggest the transfer of a freshman. Herein requests shall be considered by the Masters of the several colleges and shall be ratified by such marks or in each manner as they shall determine."

First year contributions swell fund; widespread alumni aid is sought

In the first twelve months of its projected three-year span, the Rice University $33 Million Campaign for capital funds has reached the achieved gifts and pledges totaling $15,105,877 or more than 45 percent of the Campaign's overall goal, George R. Brown, General Campaign Chairman, has announced.

"During our first year of campaigning we have devoted our efforts mainly at securing support from our nation's corporations and foundations," he noted. "While this will continue, in the coming months we will move into the first stages of the alumni-wide phase of our drive."

Of the $15,105,877 figure, nearly $6,300,000 represents grants by 13 philanthropic foundations. Twelve corporations which have made gifts and commitments totaling more than $1, 281,906.

Wiess presents Tablooth 'Fauusus' performed, power-blessed, powerless.

It is this conception of Christopher Marlowe's "Fauusus" as fulfilled but purposes that Roger Hilde hopes to realize in his Wiess College Tablooth Theatre production this weekend.

To extract this essence Hilde has stripped and combined various acts of the play and created a variety of technical effects.

A three-sided "unit set" — a device at once modern and Elizabethan — which has been designed and built under the direction of Visiting Professor, has been constructed in the limited seating capacity.

The Cost
John Worrall as Dr. Fauusus and Bernice Van Lillian as Mirabilus are supported by Mark Gregory and Gary Henderson playing the Good and Bad Anima, and George Terrell as the Chorus.

Glade, in his fifth production as director, has been in rehearsal for eight weeks and is full of promise both for his cast ("I am completely flabbergasted by their enthusiasm and stamina") and for his College, a new venture in organizing, cooperation, and performance.

Production will be this Friday, Saturday, and Sunday at 8 p.m. in the Wiess College Theatre, and tickets are available at the Wiess College office. Reservations are desirable because of the limited seating capacity.

Kindly merchants offer discounts

The Houston Council of College Student Discount Cards will be sold tonight and Friday night in the college commons, and Friday in the KMC between 11:30 and 3:30.

The price of the cards is 50 cents.

To date 21 merchants are participating in the program, and more merchants are expected to join the program during the year. Students will be supplied with a list of the participating merchants the day before the cards go out.

Students participating at this time are:

Copenhagen Restaurant, 2012 Tunnicula, 30% Discounts only, with reservation
Dutch Katta, Herman Professional Building, 30% on foods except beverages

Students will pay greater roaming costs, board

Room and board charges for the 1967-68 academic year will be established at $4,120 in the men's colleges and $4,112 in the women's. This is an increase over the present fee of $4,016.50 for men and $4,020.50 for women.

The costs are based on an assumption of full occupancy of all housing units and actual budget for operation this year, excluding expenses of the Masters, the Faculty Association, the Student Union, college offices and secretaries.

Only take-homes cause problems in new exam plan

By BARI WATKINS

The new system of students' scheduling their own exams has thus far been a qualified success, according to James C. Moodie, Registrar.

The main difficulty found in the system was a misunderstanding concerning take-home exams. The Registrar's Office had originally intended that they be scheduled, but due to schedule conflicts many of the take-home exams were planned around the student and the professor just as in other years.

After the deadline for scheduling it appeared that from 100 to 150 students had neglected to schedule their exams, but when the take-home problems were eliminated, the number was found to be much smaller.

For these remaining students who failed to turn in schedules, exams were set by the Registrar's Office. "Scheduling the exams as well as we could," according to Mr. Moodie, students are to pick up their exams in assigned rooms at the times they selected. A list of these rooms is posted in the Student Center Office.

Members of the Honor Council, SCED, and the Student Art Association will distribute the exams and will assist the students in assigned rooms, but do not enter the rooms to check on who is being tested until after the last exam is turned in. The number of rooms in the area is 81, and is that number evenly divisible by the total exams for the period, the work should not be a scheduling job for any of the students involved.

"We do not think Mr. Moodie did anticipate any further difficulties, but admitted that unforeseen complications should arise. For a first try at a new system, however, this was felt justified in saying, "As you know, it isn't over, but we're optimistic."
A violent, untimely death imposed by the system

By BARRY KAPLAN

We are dying. This is not, of course, to say that if we were all to die tomorrow we would not be dying, but that the stresses of the situation we now find ourselves in are so great that we are likely to die one degree or another, setting up deflations which will be more than the so-called, pampered children of the post-war baby boom have any previous experience of. We are trying to expect. The process began long be- fore this, but it has been gathering pace so fast that the realization of what we are in is now inevitable, to the point where an attack on the system in which we are mired is, consequently, but that the stresses of the squirrel cage we have more or less forgotten. Let us proceed to examine and painlessly as possible. *j

Evidence and vitally essential to our continuance in all directions, since it is we who 'ire the fulfillment of whatever dream we threaten our security. This is not, of course, to say that if we are dying there, but that the stresses of the game is more important than the technicality-centered scholarship. He has been an improvement, and if technological improvement can take place, perhaps there is room for more, in other fields as well.

Someone has been able to analyze the mechanical system well enough to soften its impact upon the human being. Perhaps the same can be done within the lesser time that the human system allows, but we have no time to analyze the society that will kill us all before our time. We have no time to improve "improvements" if there is no time to inspect.

Let us scream defiance at the par- ty, if there is one to scream at, let us, at the society that asks us to render our services in blood, at whatever other location we may be. No one, no single individual is as strong as the entire society of a country to scream. It is time, therefore, for us like flies—losing our minds, our lives, our places on the circuit?

Why must administrators be ever on the lookout for standards? Why do we permit the stress to slay us? Why do we scream and rage and attack the institutions that may at some time or other serve that civilization—and its progress toward the abyss without much further damage; and the possessors of the two are ready to tick if all goes well. If we retain a bit of pride in the narrow shells they have fit into; but pride alone should not be the criterion of progress or the reverence of the construction of roadblocks for the struggle against the juggernaut. We are all dying here, and if there is a heaven and a human race, particularly that part of the race which concerns itself with the origin and future of the human race, there must be new urges that we all live, every effort will be expended in the attempt to stave off its de- struction.

Lifeline Hope

Reform is just a grant away, but no improvement yet seems to diminish the adversities of its opposite: shoddy, ignominious existence. Arrswomith and Rice

Teaching, William Arrswomith said Tuesday evening, should be distinguished from the mere transmittal of knowledge; it is not dif- ficult to imagine but "visibly, tangibly at one side of a multifaceted issue. It must no longer suffice to blast away at those on the inside who dare to sug- gest that there is no time to inspect?

We are so busy maintaining our posi- tions, or, it boils down to, biting the hand of the person ahead of us in the queue, to the point that there is no time to examine the society that will kill us all before our time. We have no time to improve "improvements" if there is no time to inspect.

Arrswomith and Rice

Somehow, all of this must change. If, in doing so, we might reverse the trend toward the abyss without much further damage, and the possessors of the two are ready to tick if all goes well. If we retain a bit of pride in the narrow shells they have fit into; but pride alone should not be the criterion of progress or the reverence of the construction of roadblocks for the struggle against the juggernaut. We are all dying here, and if there is a heaven and a human race, particularly that part of the race which concerns itself with the origin and future of the human race, there must be new urges that we all live, every effort will be expended in the attempt to stave off its de- struction.

Lifeline Hope

Reform is just a grant away, but no improvement yet seems to diminish the adversities of its opposite: shoddy, ignominious existence. Arrswomith and Rice

Teaching, William Arrswomith said Tuesday evening, should be distinguished from the mere transmittal of knowledge; it is not dif- ficult to imagine but "visibly, tangibly at one side of a multifaceted issue. It must no longer suffice to blast away at those on the inside who dare to sug- gest that there is no time to inspect?

We are so busy maintaining our posi- tions, or, it boils down to, biting the hand of the person ahead of us in the queue, to the point that there is no time to examine the society that will kill us all before our time. We have no time to improve "improvements" if there is no time to inspect.

Arrswomith and Rice

Somehow, all of this must change. If, in doing so, we might reverse the trend toward the abyss without much further damage, and the possessors of the two are ready to tick if all goes well. If we retain a bit of pride in the narrow shells they have fit into; but pride alone should not be the criterion of progress or the reverence of the construction of roadblocks for the struggle against the juggernaut. We are all dying here, and if there is a heaven and a human race, particularly that part of the race which concerns itself with the origin and future of the human race, there must be new urges that we all live, every effort will be expended in the attempt to stave off its de- struction.

Lifeline Hope

Reform is just a grant away, but no improvement yet seems to diminish the adversities of its opposite: shoddy, ignominious existence. Arrswomith and Rice

Somehow, all of this must change. If, in doing so, we might reverse the trend toward the abyss without much further damage, and the possessors of the two are ready to tick if all goes well. If we retain a bit of pride in the narrow shells they have fit into; but pride alone should not be the criterion of progress or the reverence of the construction of roadblocks for the struggle against the juggernaut. We are all dying here, and if there is a heaven and a human race, particularly that part of the race which concerns itself with the origin and future of the human race, there must be new urges that we all live, every effort will be expended in the attempt to stave off its de- struction.

Lifeline Hope

Reform is just a grant away, but no improvement yet seems to diminish the adversities of its opposite: shoddy, ignominious existence. Arrswomith and Rice

Somehow, all of this must change. If, in doing so, we might reverse the trend toward the abyss without much further damage, and the possessors of the two are ready to tick if all goes well. If we retain a bit of pride in the narrow shells they have fit into; but pride alone should not be the criterion of progress or the reverence of the construction of roadblocks for the struggle against the juggernaut. We are all dying here, and if there is a heaven and a human race, particularly that part of the race which concerns itself with the origin and future of the human race, there must be new urges that we all live, every effort will be expended in the attempt to stave off its de- struction.

Lifeline Hope

Reform is just a grant away, but no improvement yet seems to diminish the adversities of its opposite: shoddy, ignominious existence. Arrswomith and Rice

Somehow, all of this must change. If, in doing so, we might reverse the trend toward the abyss without much further damage, and the possessors of the two are ready to tick if all goes well. If we retain a bit of pride in the narrow shells they have fit into; but pride alone should not be the criterion of progress or the reverence of the construction of roadblocks for the struggle against the juggernaut. We are all dying here, and if there is a heaven and a human race, particularly that part of the race which concerns itself with the origin and future of the human race, there must be new urges that we all live, every effort will be expended in the attempt to stave off its de- struction.

Lifeline Hope

Reform is just a grant away, but no improvement yet seems to diminish the adversities of its opposite: shoddy, ignominious existence. Arrswomith and Rice

Somehow, all of this must change. If, in doing so, we might reverse the trend toward the abyss without much further damage, and the possessors of the two are ready to tick if all goes well. If we retain a bit of pride in the narrow shells they have fit into; but pride alone should not be the criterion of progress or the reverence of the construction of roadblocks for the struggle against the juggernaut. We are all dying here, and if there is a heaven and a human race, particularly that part of the race which concerns itself with the origin and future of the human race, there must be new urges that we all live, every effort will be expended in the attempt to stave off its de- struction.

Lifeline Hope

Reform is just a grant away, but no improvement yet seems to diminish the adversities of its opposite: shoddy, ignominious existence. Arrswomith and Rice

Somehow, all of this must change. If, in doing so, we might reverse the trend toward the abyss without much further damage, and the possessors of the two are ready to tick if all goes well. If we retain a bit of pride in the narrow shells they have fit into; but pride alone should not be the criterion of progress or the reverence of the construction of roadblocks for the struggle against the juggernaut. We are all dying here, and if there is a heaven and a human race, particularly that part of the race which concerns itself with the origin and future of the human race, there must be new urges that we all live, every effort will be expended in the attempt to stave off its de- struction.
The greener grass

By CHUCK YOUNG

For a while, the students of both Rice and Tulane had been waiting for more than one song. In one of the most daring crimes of the year, a black and white TV from the women's residence was to be moved to the same carrying away Aca-...
Free Board & Room in exchange for babysitting and dishwashing only.

Room at River Oaks Location—J-A 4-1596—Women Only Please

Earn Extra Money Weekly or Semi Weekly Donations Discounted 50% 2 Years Of Age Call 651-6142

Blood Bank of Houston 2200 W. Holcombe

Dean's Grocerette Southgate and Travis BEER — ICE SOFT DRINKS

Attorney, Hair Styling Coloring, Mastering
Open Evenings by Appointment

Western Barber Shop 2002 Blossom & South Shepherd

DROMGOOLE'S TYPEWRITER SHOP, Inc. Dictation to all Rice Students
$5 Credit On ANY TYPEWRITER Repairs

2482 Holister
JA 6-4451

Callegrad and Astro Machines "The Village next Rice Mall"

SOUTH TEXAS VENDORS

4529 Harriburg "Serving the Rice Campus with Automatic Vending Machines"

Owls see their Doty in SWC games

By Bill Kennedy

Thresher Basketball Analyst

The preliminaries are now over and the South- West Conference race has begun in earnest.

Biggest surprise of the non-conference schedule has been, of course, the Owls. Rice stands fourth in the conference with a mark of 5-7. The Owls have made believers of many observers who had earlier scoffed at talk of a roundtable reconsideration at Rice. Coach Knodt.

The pre-conference schedule has shown the 1967 mold Owls to be a far deeper, better balanced team than last year's conference cellar. Along with expected soph starter Greg Williams, two more varsity rookies, 6'4" guard Bob Rule and 6'7" post man Jim Hohsaka, have, momentarily at least, cracked the starting five.

Hohsaka seems to have found himself in the Owls' running 84-69 victory over LSU in the Pullman Classic, as he scored 16 points. Rule, who was thought to be a year away from any sort of regular spot, has thus far been the surprise of the squad with a tremendous .57 percentage from the floor.

The rapid development of these sophomores has given Rice much added depth. The enthusiasm with which the younger players have taken on the veterans' jobs has also increased the hustle coefficient of the team as a whole.

Coach Knodt promised at the beginning of the year that everyone on the team would be given an opportunity to play his way into the starting lineup. He has certainly kept his word.

Keeping pace with the soaring sophs has been senior Bill Doty, who is currently second in SWC scoring, sporting a glittering average of 18 points per game. He has also hit on an excellent .47% of his shots from the floor.

Doty's importance to the Owls goes beyond the game statistics, however. It is equally sure that the Owls could hardly hustle their way up as high as fifith or sixth in the SWC.

Thresholding-out

Nelson lambasts audience rudeness at Xmas party

To the editor:

I have never seen the people at Rice, both students and fac-ulty, act so rudely a manner as they did at the President's Christmas Party this past Tues-
day night (Dec. 15, 1966).

Major people were embar-

rassed, for as the Chorale sung and then as the Band played, such a large majority of the guests were talking that the people who wanted to hear could hardly do so.

This was particularly true of the Chorale's performance. Even when President Pitzer had the service of refreshments stopped until the party, the noise continued.

Luckily the Band was louder.

Such a thing as to hearken to a noise of the kind was certainly the outcome that was trying to perform.

The members of the Rice Chorale (who are certainly as anybody else) spend many happy hours rehearsing in order to be able to present programs of which the whole Rice community can be proud.

They receive no academic or monetary compensation for this time and have now been denied even the appreciation of their friends and teachers.

The Chorale and Band both gave excellent performances Tuesday night. It's a shame so many people were present in the room.

KAREN NELSON

The Branding Iron Restaurant
3215 WESTHEIMER
JA 6-8870

ATTENTION ATHLETES!!!

(Seniors or Juniors)

Interested in a Professional Career in FOOTBALL, BASEBALL, BASKETBALL or GOLF?

We offer a full career management service (legal, promotional, publicist, etc.) to and for those we feel have potential in any sport. If interested in obtaining maximum benefits and exposure for your abilities, our national organization may be the answer.

For personal interview, send brief resume and when available to, World Sports, Inc., 408 Olive Street, Suite 401, St. Louis, Missouri 63102, Attention L. A. Wise, Executive Vice President.
During the Roman Saturnalia even slaves were permitted to speak freely, even about slavery. I am here in this American carnival city to speak, I suppose for the classroom teacher, and I claim, or demi-god-like, the ancient privileges of immunity for myself almost exactly what I think. I expect to be displaced as either insecure or impotent, but that piously and irritating exaggeration. It is this very margin of controversy that does the work. No explosion follows a lie.

Let me say immediately that I am concerned here with only one kind of teaching, and I am eager to talk about it because it seems to me the kind of teaching with which this meeting is apparently least concerned. I mean the ancient, crucial, high art of teaching, the kind of teaching which alone can claim to be called educational, an essential element in all noble human culture, and hence a task of infinitely more importance than research scholarship. With the teacher as transmitter, or conquer of knowledge, as servant or partner of research, I have no concern. He is useful and necessary and, because he does the bulk of university teaching, it is important that his job be effectively performed and intelligently evaluated. But even as long as the teacher is viewed as merely a diffuser of knowledge or a higher popularizer, his position will necessarily be a modest and even menial one.

And precisely this, I think, is the prevalent view of the teacher’s function, the view overwhelming assailed and even among those who want to redress the balance in favor of the teacher. Is it any wonder then that the teacher enjoys no honor? For if we assume that the teacher stands to the scholar as the pianist to the composer, there can be no question of passing teaching of this kind is necessary but secondary. So too is the comparatively subtle and more difficult kind of teaching that is concerned with scholarly methodology and the crucial “skilled” skills of creative research.

Only when large demands are made of the teacher, when we ask him to assume a primary role as educator in his own right, will it be possible to restore dignity to teaching in the American university.

Teaching, I repeat, is not honored among us either because its function is grossly misconceived or because the value we place on education is grossly misconceived. The reasons for this lie in the overwhelming positivism of our technocratic society and in the arrogance of nineteenth-century scholarship (as it survives in the twentieth-century university). Behind the contempt for the teacher lies the transparent arrogance of the knowledge class and the un-American life generally. Indeed, nothing more vividly illustrates the myopia of academic humanism than its failure to realize that the fate of any true culture is revealed in the value it sets upon the teacher—his personal guarantees, embodies his own definition of love. Our universities and our society need this compelling emblem, this exemplification of what we are all presumptively at, as they have never needed it before. It is men we need, not programs. It is that education, the Bildung of the old ideal, that education in this sense will not be driven from the university by the knowledge technicians. But this higher form of teaching does not die merely because the university will not practice it. Its future is always assured since human beings and human culture cannot do without it. And if the university does not educate others, will it be passed, as it is passing now, to the artist, to the intellectual, to the guru of the mass media, the charismatic charlatans and shamans, and the whole human range of secular and religious street-corner fakes and saints. The context changes. Sorcery took to the streets, but so does every demagogue or fraud. By virtue of its traditions and preoccupations the university is, I believe, a not inappropriate place for education to occur. But we will not transform the university merely to create teachers for the mechanistic device of offering prime or bibles or “teaching sabbaticals” or building a favorable image. As presently constituted, the colleges and universities are as uncongenial to teaching as the


2. An Arrowsmith aside:

The argument in Perkins’ book is absolutely false. He says the high schools are much better now and he says, as he always says, that the senior professors are bored to death at the prospect of teaching freshmen and sophomores and will do anything to evade the job and so they pass it on to the teaching assistants and the junior faculty. Perkins is trying to meet this problem and he says, well, it’s very simply met: all we have to do is start freshmen on their way and the senior research professor can amicably talk to freshmen without condescending. He says, there will be certain restrictions and he says, and he says, the high schools are much better now because they use their students more intimately in the liberal education in the task of a lifetime, and it’s terribly unfair to burden the college with this life’s responsibility. It’s a singular argument.”
but it is the means, not the end, and the end must always be either rationally visible or profitably implied in the means. It is only in the teacher that the end is apparent; he can humiliate because he presumes to educate others, and the human skills which give him the power to humanize others. If that power is not fully, nothing of educational significance can occur. This is why the humanities stand or fall according to the human worth of the student. If one presumes that he, that ever met teachers of this kind, the abstract, human-professional, the student's only evidence as an individual, and the unaided, some plausibility; there would be an educational base. But no human base in which men who have not themselves been educated presume to educate others. Our whole educational professionalism of the graduate schools might have begun to threaten to educate others. If undergraduates begin to threaten to educate others. If undergraduates presume to appropriate the education he gives. This is why it is com- punishment of the learned to humiliate the humanists, the monumental indifference of the learned to human misery and need. Why, you presume to educate others. If undergraduates begin to threaten to educate others. If undergraduates presume to appropriate the education he gives. This is why it is com- punishment of the learned to humiliate the humanists, the monumental indifference of the learned to human misery and need. Why, you presume to educate others. If undergraduates begin to threaten to educate others. If undergraduates presume to appropriate the education he gives. This is why it is com-
The same failure of nerve. For this I believe administrators; there must be leadership, which means a sense of courage, but they cannot, apparently, provide it. It is with the crisis of education that one looks there is the same vacuum of leadership, and one comes to the conclusion that, apart from a few noteworthy experiments, there is no more and more to the pinched professionalism of the day. It seems to me that we have in this country, as Riesman has pointed out, an academic parade, and the only way to get through it is to grab hold of something to go for. We have in the graduate schools of the country an almost inevitable policy of conformity high. If these forces are not directly solvable, provided its defenders are capable of energetic behavior into being, and that the intact task of building institutions worthy of the love and learning might do much to create the kind of man who is missing. Enterprise which requires both of the first prerequisites for a greater humanity. Men must be educated for the world, as they are now, and that what is the law of all education, all growth. Why not apply it to education? We need new or renewed institutions since there is no room for the old.

Such institutions would surely not lack for students. Those who desire further study but have no wish to touch the conventional curriculum would surely find in them more numerous than is commonly suspected. The country is rich; leisure is available; educational expectations are rising. For too many graduates of our colleges and universities feel moreover that they never got an education, and it is those who go on to graduate school in the hope of getting what they failed to get as undergraduates. It is graduate education they want, not graduate training. This is why dissatisfaction is so simply by daring to profess the values they assert is geared to professional training. And among those who want to become "V enlarge their field of vision and make it possible to grow. That the world needs humane knowledge is already convinced that the Gentility and snobbery have played a large part in subversion, as well as in the hunger for academic respectability which is now firmly linked to the business of research. Instead of being to their Smug pretensions and traditions, the colleges have tended instead to become petty universities, differing from universities only by a higher grade of pretentiousness. The head of the college and a corresponding tolerance of the student. If the world's ideas are managed to escape a tene- rable faculty, the poor colleges have faced hard, crooking second and third-rate Ph.D.'s, who for their part regard the college as an academic brotherhood and last for the day when they return to the urban Khan of research. In the meanings they teach the only thing they know—technical expertise—and thereby both corrupt their students and reduce their own social opportunities. The colleges, in short, have sought to help themselves in Phaenian chariot and, if they regret that they have no line of function, they have only themselves to blame. A handful of small colleges have dared to break the bond of snobbery and respectability that binds the college to the university, and they have done their part in the struggle for power.
human resources that this source can be so tragically wasted.

Are there enough men to staff more than three of four such experimental "graduate" centers in the liberal arts? Probably not. But what matters is that there should be at least a handful of colleges in this country which dare to rest the conformity imposed by the research cartel and to distinguish itself by putting the teacher—and therefore the humanist—squarely at the center of the curriculum. Two or three such places would, I am convinced, revolutionize the educational institutions and perhaps revolutionize American education simply by proving examples of the diverse values that are possible. The logical place for them to be established is either upon the existing bases of some more liberal arts colleges, or as a new "higher college" created by a group of colleges acting in concert. Only such a device, by attempting to correct the situation by striking at the source of the trouble, can transform the professional character of the college and make it possible to transform.

The obvious vehicle for such a countervailing force is the so-called "graduate" professorship. But through this professorship is still an uncertain novitiate, occupying a still undeclared institutional position, because its administrators have felt the need for counteracting the effects of extreme departmental specialization. While the university professor may retain a departmental base, his appointment is a "university" one insofar as it rests upon departmental and even college lines. This "professional" professor has of course aroused the contempt of departments and is quite likely to remain so. It is plain that thus far, the process has been wholly at odds with the principle established. It would seem folly not to follow it up. Clearly the problem of defining the relations of two such departments to each other is resolutely faced. There are two functions which the university has inherited from the pre-scholarly institutions. The first is the professional, the scientific, the scholarly, the academic, the teacher-scholar, who has everything—the freedom, the status, the income, the recognition—squarely at the center of the curriculum. Two or more such experimental "graduate" centers in the university, or one new "higher college" created by a group of colleges acting in concert, would, I believe, be a delibera
tive effort to expand and consolidate the university professorship with the hope of eventually creating a new professorial The research scholar has everything—the freedom, the status, the income, the recognition—squarely at the center of the curriculum. Two or more such experimental "graduate" centers in the university, or one new "higher college" created by a group of colleges acting in concert, would, I believe, be a deliberate
tive effort to expand and consolidate the university professorship with the hope of eventually creating a new professorial The research scholar has everything—the freedom, the status, the income, the recognition—squarely at the center of the curriculum. Two or more such experimental "graduate" centers in the university, or one new "higher college" created by a group of colleges acting in concert, would, I believe, be a delibera
tive effort to expand and consolidate the university professorship with the hope of eventually creating a new professorial The research scholar has everything—the freedom, the status, the income, the recognition—squarely at the center of the curriculum. Two or more such experimental "graduate" centers in the university, or one new "higher college" created by a group of colleges acting in concert, would, I believe, be a deliberate
tive effort to expand and consolidate the university professorship with the hope of eventually creating a new professorial the research scholar has everything—the freedom, the status, the income, the recognition—squarely at the center of the curriculum. Two or more such experimental "graduate" centers in the university, or one new "higher college" created by a group of colleges acting in concert, would, I believe, be a deliberate
tive effort to expand and consolidate the university professorship with the hope of eventually creating a new professorial