

Ring Around the Regents

Berkeley Wants A 'United UC'

BERKELEY, Calif. (CPS) — A committee of the Faculty Senate of the University of California's Berkeley campus has called for more campus autonomy within the state's university system.

The committee proposal suggests a university of nine autonomous schools under a single Board of Regents. It would mean reducing the role of the university president and greatly increasing the role of the faculties and the chancellors on the individual campuses.

The University of California is now a system with nine individual campuses, each with its own chancellor and each under the control of the president and the Board of Regents.

The report was released by the committee chairman, Thomas Kent, at a press conference that was also attended by Martin Malia, chairman of the Academic Senate at Berkeley.

Campus Commonwealth

Kent said his committee advocates a university in the form of individually chartered campuses where the individual "chancellor and the faculty senate work as partners in the common enterprise" of education.

(Interviewed in Washington during last week's meeting of the American Council on Education, President Clark Kerr sharply opposed any commonwealth arrangement. "In a commonwealth any member can withdraw at any time, and no one really wants that." Instead, Kerr preferred decentralization of the university along federal lines.)

Plans Coming

Kent said that the senate would continue to propose and make policies on each campus "in those

chancellor would provide "effective leadership."

The proposals of the committee will be submitted to the full Academic Senate and, if approved, the committee will likely be asked to submit a detailed plan of implementation. If the senate rejects the proposal, a new committee will probably be formed with the job of writing a new set of recommendations.

Any final action would have to come from the university's regents.

The Kent committee reported that "an institution as complicated as the University of California cannot be operated permanently by the methods appropriate to building it.

"While in the past a certain measure of centralized direction may have been desirable, now such direction becomes a constraint on more subtle types of achievement," Kent said.

The day following the issuance of the report, Regent Donald McLaughlin said the report was "very interesting," and that the regents would doubtless study it. He added that the regents were "much interested indeed, in promoting more autonomy, but this is a complex problem."

Advising More Personal

In the past, the most any student saw of his academic adviser was a passing signature and a hurried approval or disapproval of a class schedule.

However, the University recognized a gap had developed between the students and faculty, forcing both to become disoriented and a little confused. In an effort to close the student-faculty academic gap, the University formed the Academic Advising center.

Last July the center officially began operation for summer students on a one-man basis. In September four other graduate students were added to the center staff to accommodate the 1,200 students who have since used the advising center.

The Academic Advising center was formed to "try to maintain a close personal relationship between faculty and students despite the University's size," said the center's director Phil Schoggen. Schoggen took over as head of the center in September and has been "tremendously pleased so far. The response over the campus has been extremely rewarding."

Schoggen pointed out that the purpose of the center is not so much to switch the responsibility for academic requirements from the student to the adviser, but more to present the student with complete information and implications of the academic requirements.

He emphasized that two staff members work at the advising center office eight hours a day to solve such problems as group University requirements, department requirements, major requirements, transfer students, and implications of majors.

The center also is responsible for reviewing student petitions for waiver of academic requirements. Schoggen is head of the academic requirements committee.

Schoggen enthusiastically added, "This is a significant effort to show this is a school where the undergraduate is important."

To Schoggen the plight of the undergraduate requires thorough advising and adviser selection. Adviser selection is a main objective of the center.

However, Schoggen stressed the chief objective of the center is to offer undergraduates adequate counseling and presenting them with enough information concerning academic requirements.

PL-3 Program

THURSDAY, OCTOBER 21
6:30—Huntley-Brinkley Report
7:00—New Math for Parents
7:30—TBA
8:30—Kaleidoscope
9:00—Poet's Eye
9:30—Open Mind

Employment

U.S. Central Intelligence Agency

A representative will interview graduate students and seniors on the University of Oregon campus on October 26, 27, and 28, 1965. A variety of academic disciplines are needed for employment in the United States and abroad. For information concerning these positions and to schedule an interview, apply immediately to the Placement Service, Susan Campbell Hall.

Professor Publishes Article in Magazine

M. Allan Kays, Assistant Professor of Geology, has published an article in the September-October 1965 issue of "Economic Geology." The article is entitled "Petrographic and Modal Relations, Sanford Hill Titaniferous Magnetite Deposit."

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