

Upward Bound; Good or Bad? . . .

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feels that it is not even yet directed toward the right group.

"We have to stop talking to middle class kids. We have to start talking to lower class people about lower class kids," DeBerry emphasized.

Special College

A special college within the University, which would consist of only Upward Bound students, many of them taking special introductory courses to prepare them for regular college-level courses, was one suggestion he gave.

"The Equal Educational Opportunity College," as DeBerry called it, would even give degrees. It would be sort of like the Honors College, but would deal with students who are poorly prepared for college, instead of those who are very well prepared for it.

DeBerry would have the Upward Bound students live together, in effect segregated from other students. He feels their being grouped together would give them sufficient confidence to make college much easier for them.

Sometime during their sophomore year, the Upward Bound students could be phased into other living groups.

Directly disagreeing with DeBerry's viewpoint is John Howard, assistant professor of sociology and a member of the program's faculty advisory council.

"Negative Honors College" Howard feels that the "negative Honors College," such as the one suggested by DeBerry, would give rise to a stigma about its students' being academically "inferior."

"The segregation (such as DeBerry would have the Upward Bound students in until their sophomore year) process itself is not what evokes a negative reaction, but the reason for the segregation," the sociologist explained.

Howard suggested that the eight-week summer session held for Upward Bound be made more like an actual college's atmosphere, so that the increased competition would not discourage the students.

"It's a tremendous mark of success that so many of them are still here," he commented, since a third to a half of all freshmen drop or flunk out every year, anyway.

Assistant geology professor G. T. Benson, also a member of the

faculty advisory council, has several Upward Bound students in his geology classes and knows others, as well.

Benson feels very strongly that most of the students in the program had little or no idea about the work that would be involved in attending college when they came to the University.

Communication Hinders

Even their communication with other people in the University has hindered their educational process; "learning the language of college," said Benson, is a big project for a person who has never come into contact with an academic environment before.

"Some of the kids in this program are unimpressive . . . while others are quite impressive," he explained, "and somewhere in it there are kids who are college material and can be successful."

Benson also feels that the summer session should be conducted more rigorously, to get the students used to the idea of hard work.

The geologist considers the program to be "a potentially useful thing," but one on which a lot

of work is needed.

Classroom Problems

"It's really a problem in the classroom, adapting to the communications styles of the professors," replied Upward Bound counselor Chuck DeMars when asked about the problems encountered by the students in the program.

A senior in psychology, DeMars is quite enthusiastic about the Upward Bound program and its students; he has been assigned to counsel nine of them and spends much of his time solving students' problems.

"Some of these boys came from backgrounds where college was out of the question," he explained. Either because of their financial

status or their lack of academic background, the program's students all started out at a terrific disadvantage.

"They have an amazing ability to catch up," the counselor affirmed. They can group to beat the University system."

"They tutor each other and we do things socially as a group," he continued.

DeMars also said that, although "some professors have been very helpful in giving additional help," others have not. He would like to see more faculty members help.

"If the University would operate an Upward Bound program on a large scale, there'd be some outstanding things happening," he concluded.

Appointments

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Jessie L. Puckett, associate professor of physical education and a member of the Committee, asked that the student body president and whoever else is involved in the selection of the court members "work together and have co-operation in the work of our committee rather than the student group and not the faculty."

Goldschmidt said he didn't envision the taking of this duty by his office as a "power situation." "I envision it as trying to make the system work," he said.

He said student body presidents in the past haven't taken much of an interest in the affairs of the court systems. "Most of them have never sat in on a session," he said. "But I think the reason is that the thing is so far away from them."

Important Part

"This is one of the most important parts of student life, and the reason they aren't showing more interest is because the responsibility has been lifted off their shoulders," Goldschmidt said.

Another point discussed for the Friday meeting was a rule in I.D.S., which allows for the associate dean of students to not turn over a case to the student courts on the ground of "psychological abnormality, mental illness, or other unusual circumstances."

Bob Carl objected to the fact the associate dean of students had the authority to decide whether or not the student is "normal." He suggested this should be done by the counseling service or someone who is trained in this field.

These points will be discussed at the Friday meeting and possibly at a retreat Committee meeting, tentatively scheduled for Feb. 5.

Correction

The time of the lecture by Morris Yarowsky was incorrect as printed in Wednesday's Emerald. The correct time is 4 p.m. today.

The lecture, "Image and Meta-Image in Contemporary Paint," is the third of a series sponsored by the University School of Architecture and Allied Arts.

Letters

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yes. She is also very serious about trying to change things in this land for the better. So is the National Council. So are a lot of us. So what does Mr. Riggs offer? Basically, the same kind of negative philosophy which we have heard, southern-fried, in a different context. "Northern agitators," that one usually goes, "come to the South on an absurd mission, one that is contrary to the nature of how the American South operates." Remember?

I for one give both Miss Ashley and the "northern agitators" a good chance of doing something that will ultimately change their respective fields for the better. Both causes are worth the effort.

Bill Lovell
Junior, English

Senate Stand . . .

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problem that should and does concern every student. And that, too, is worthwhile!

Recognizing that students do indeed care very much about Viet Nam and that they have a right and responsibility to see their views expressed, does not mean that the Senate will be less effective in dealing with "local" campus problems.

In fact, by broadening the range of issues and by involving and interesting more students, the Senate and students of this University can have a larger voice in decisions now being made by the faculty and administration.

In other words, to have an impact on issues like the football stadium, closing hours, mandatory physical education, lighted tennis courts, the Mosser plan, and improved curriculum, the campus political system gets students interested in its activities.

The best way to do that is to consider issues like Viet Nam.



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