

Education Report . . .

(Continued from page 1)
the graduate level which would include all requirements in a Ph.D. except a dissertation.

The report rejects "the idea of teachers who are not also scholars" but acknowledges a "danger that deficient performance of teaching is not adequately recognized and outstanding performance given due credit. . . ."

It proposes that all recommendations for tenure be accompanied by a formal dossier on the candidate's teaching performance.

In a related area, the report recommends that the faculty design an experimental student evaluation form to be used in all undergraduate courses. The form would go directly to the individual faculty members concerned. Berkeley now has a student-run program.

The committee devoted substantial attention to the grading system. While concluding that changes were necessary, it was unable to reach any clear consensus and wound up recommending "only limited changes together with a proposal for further experiments."

Recommendations included:

- The opportunity for students in good standing to take one pass-no pass course each term which would give credit towards a degree (although only by special permission in a major) without counting in a grade-point average.

- Courses offered in sequence over two or three quarters in which the student would receive only one grade, at the end of the sequences.

- Elimination of grades from a student's grade-point average for courses taken in his first term of residence.

Concerning freshman admissions, the committee urged recognition that "the tone of the (entire) campus will be set increasingly by the needs and values of the graduate students."

It proposed that the admissions office become more sensitive to which students would "flourish in this atmosphere" and which would not.

The report seeks to abolish compulsory advising, declaring that the rapid turnover of advisers makes the system impersonal and ineffective. Entering students and students about to declare their majors would be the only exception from a general policy of voluntary advising.

The report declares that professional education is "so strong that it is able to relax a little in the interests of another goal of university education, namely that of guaranteeing a meaningful ex-

posure to the humanities and social sciences."

It recommends that professional schools work with the literary college to develop optional five-year, combined B.A.-B.S. programs. It also recommends that the literary college improve its general courses in the humanities and social sciences, after which the professional schools should raise their "breadth" requirements to a minimum 20-25 per cent of the total degree requirements.

The committee's outlook toward the broad range of issues it has raised is generally positive. "The fact that we can make 42 recommendations is an index of the great potentialities of this campus, not of its weaknesses," Muscatine declared in his statement.

"If size and scale are among our foremost problems, they are also formidable assets," the report states. "We do not have to limit ourselves to one kind of education. We have the means to generate rich pluralism—a whole spectrum of kinds of education, better suited to the variety of our students than our curriculum is now. . . ."

"We have tried," Muscatine explained, "to frame proposals that have some edge to them—we have avoided as much as possible recommendations in favor of motherhood—and we have been practical enough to make recommendations that we think are possible as well as progressive."

Student Nominations For Ersted's Requested

Students are now being encouraged to make nominations for the Ersted Awards, presented annually to outstanding young teachers at the University.

Two such awards—\$1,000 apiece—are given annually at the University.

This year the deadline for nominations is May 1, and students are urged to nominate their favorite teachers for the award as soon as possible.

Nominations should consist of the names of teachers being nominated and the reasons why the students think they should receive the award.

These should be turned in to Don DuShane, dean of students, 207 Emerald Hall, on or before May 1.

DuShane has emphasized that the nominations require no analysis of the teachers, only their names and reasons for the nomination.

Previous winners of the award are not eligible for another. Previous winners at the University are Roland Bartel, David Baenckopf, Stanley Greenfield, Bernd Crasemann, Paul Dull, Lucian Marquis, John Hulteng, George Streisinger, and Stanley Pier-son.

The awards were started eight years ago by A. J. Ersted, to encourage and reward "distinguished and spirited teaching" by faculty members.

Accumulated interest on the funds has made possible the giving of two awards. Before 1965, only one award was given.

The money is made available through the University Development Fund.

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