

HC Students . . .

(Continued from page 1)

Reithal said that he does not think there was ever any intention of the Honors College "skimming off the top students and forming them into an elite corps." The basic idea behind the Honors College was to bring together people who are seeking interchange and communication with others seeking the intellectual life. The discipline necessary for this kind of learning requires that a person be academically adept. The amount of work and thought process required of the Honors College student soon dooms to failure that student who is academically lazy or intellectually passive.

These same faculty members were also in disagreement as to the amount of student participation expected in determining curriculum. Reithal said there "never can be any substitution for student self-government." He added that the students cannot simply state dissatisfaction, however, but must also have some concrete proposals for improvement and reformation.

OPPOSITE REACTION

Svendsen reacted quite to the opposite by stating that he knows "more than any sophomore what is best for him." He suggested that if students are so determined to become a significant part of the decision making process, instead of financing the best teachers, why not let students teach the classes.

Herman Cohen, director of the Honors College, does feel that students have a very important position in determining curriculum. In conjunction with this, he is at the present time considering the formation of a student curriculum committee to study the Honors College curriculum in its entirety.

He does not want just a piecemeal reform of present curriculum. He would rather have this committee evaluate that curriculum and decide what it is lacking. He hopes to see some proposals for bringing the program up to date to the students' needs.

COMPETITIVELY ORIENTED

Cohen has also suggested that Honors College faculty and members look into eliminating freshman grades. He said that this "would unload something unpleasant to the Honors College."

Students are now competitively oriented and grades have become an index to that competitiveness. The Honors College would be more intel-

lectual without grades. He added that grades, however, are a motivation to students to do their best work.

The danger is that students will not show their best potential in ungraded classes but will devote more attention to those which are graded.

One other common complaint about the Honors College is that it is not living up the ideal of students doing independent study.

Cohen said he understands that requirements take up too much of a student's time and tend to narrow his education. However, unrestricted study contains the "danger of losing all discipline."

He does feel that there is a definite need for more flexibility in requirements and curriculum but has not formulated any definite proposals yet.

STUDENT DISCONTENT

When asked about the student discontent with the Honors College, most professors made it clear that they considered it to be in the context of students not rejecting the concept of the program. They are working toward those ideals by demanding more from the faculty and the structure to make the system always more progressive and to fill the needs of the students.

Svendsen views the dissatisfaction as part of a "generalized rebellion and dissatisfaction among the young. Honors College people probably have more drive to find discontent."

Peirson finds it to be "in context to belief in the College. The Honors College is geared to ideals that must face some degree of failure." Therefore the students must always demand more from the program in order to push it toward those ideals.

DIRECTION OF HIGHER EDUCATION

Cohen considers one reason for dissatisfaction in the direction that all higher education is taking. Universities have "become professional-directed schools."

They are pre-training grounds for graduate students. The tendency is to reject those students who are not majoring in that particular field but are just interested.

It is therefore becoming difficult for students to find courses that are directed toward giving them an overview of a field. The core-courses of the Honors College do try to do this but are not diversified enough and some of them are still too much in depth to satisfy those outside the field.

Graduate Council To Meet Wednesday

The Graduate Student Advisory Council will hold its first fall meeting at 3 p.m. Wednesday in the Student Union. The council is at full strength following appointment of representatives from all University professional schools and departments but one.

On the agenda for Wednesday are the development of a graduate student orientation booklet and graduate student newsletter.

Other topics the Graduate Council will deal with this fall are:

- Shuttle bus service to married student housing;
- Campus parking;
- Problems in married student housing;
- Changes in Ph.D. language requirements;
- Pass-fail or no-grade graduate courses, especially for seminars, conference, and research;
- Role of graduate students in administrative and curriculum policy decisions;
- The University co-operation with Selective Service.

The Graduate Council is organized to provide liaison between the administration and students in dealing with graduate student problems. It also seeks to pro-

mote educational, social, and welfare activities of graduate students.

Each professional school and each department in the Liberal Arts College which has a graduate degree program is entitled to representation on the council.

Representatives are elected by student vote or may be appointed pro-tem by deans or department heads to fill vacant positions.

For the first meeting Wednesday, a number of pro-tem appointments have been made to begin the year.

Blood Bank

The Lane Memorial Blood Bank needs the following types of blood for its special account which serves the faculty, students, and staff of the University.

Donor hours are 1:30 to 4 p.m. Monday, Tuesday and Thursday, and by appointment from 3 to 7 p.m. Friday. The Blood Bank is located at 790 E. 11th Ave., next to the Mayflower Theatre. Phone 345-0336 for further information.

Units Needed	Type
4	A Positive
2	A Negative
5	O Positive
4	O Negative



1. Um...uh...now that we know each other a little, I was wondering if, uh, you think I'm the type of guy you could go for?

I could go for a real swinger.



2. I have an exciting pipe collection.

I want to be where the action is.



3. I know some daring chess openings.

I want a man who's making it happen.



4. I read all about it in The New York Times.

I want to do 'in' things with 'in' people in 'in' places.



5. I spend a lot of time in the library.

My motto is fun today and fun tomorrow.



6. Then I guess you wouldn't be interested in someone like me who has landed a good-paying job that will let his family live well and who, in addition, has taken out a substantial Living Insurance policy from Equitable that will provide handsomely for his family if, heaven forbid, anything should happen to him.

How's about showing me that pipe collection, swinger?

This is Russ Kennedy of Balboa Island, California, on an in-port field trip as a student aboard Chapman College's floating campus.

The note he paused to make as fellow students went ahead to inspect Hatshepsut's Tomb in the Valley of the Kings near Luxor, he used to complete an assignment for his Comparative World Cultures professor.

Russ transferred the 12 units earned during the study-travel semester at sea to his record at the University of California at Irvine where he continues studies toward a teaching career in life sciences.

As you read this, 450 other students have begun the fall semester voyage of discovery with Chapman aboard the s.s. RYNDAM, for which Holland-America Line acts as General Passenger Agents.

In February still another 450 will embark from Los Angeles for the spring 1967 semester, this time bound for the Panama Canal, Venezuela, Brazil, Argentina, Nigeria, Senegal, Morocco, Spain, Portugal, The Netherlands, Denmark, Great Britain and New York.

For a catalog describing how you can include a semester at sea in your educational plans, fill in the information below and mail.

Director of Admissions
Chapman College
Orange, California 92666

Chapman College
Orange, California 92666

Name _____ (Last) _____ (First) Present Status _____ College/University

Address _____ (Indicate Home or College/University) Freshman ☐

City _____ State _____ Zip _____ Sophomore ☐

Telephone _____ Age _____ M _____ F Junior ☐

Senior ☐

Graduate ☐

The Ryndam is of West German registry.

For information about Living Insurance, see The Man from Equitable. For career opportunities at Equitable, see your Placement Officer, or write: Patrick Scollard, Manpower Development Division.

The EQUITABLE Life Assurance Society of the United States
Home Office: 1285 Ave. of the Americas, New York, N.Y. 10019 © Equitable 1966
An Equal Opportunity Employer, M/F