

Upward Bound Education...

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Clyde DeBerry, head of the School Desegregation Training and Research has in the past suggested that an "Equal Education Opportunity College" be set up especially for under-privileged students. The students would then take special courses designed for them, thereby avoiding this confrontation with White middle-class values.

Warfield disagrees, stating, "Certainly it is difficult for a disenfranchised student to have to face all this WASPy-ness at the University. (WASP stands for White Anglo-Saxon Protestant.) This search for self-identity is important, and very necessary. It will have its separatist character."

"But I think that the long-range goal has to be an integrated society. Students will have to try to change the irrelevant nature of their education. I think that separatism avoids the issue."

Warfield plans to attack the problem of self-image in the summer by offering a curriculum which affords the maximum amount of "involvement. It's a curriculum based on the idea that doing precedes all knowledge," Warfield said.

"So much education takes place outside the classroom. A student will learn that much more if he finds he can apply his classroom knowledge to outside problems."

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cussion about an alumni member on the committee.

Mike Fancher, former Emerald editor, and a leader during the sleep-in, responded to the committee composition by saying, "The Chancellor decision is undoubtedly the result of political reality. Anything less would quite likely have cost him his job."

"My question is, will the Faculty Senate now condemn the alumni, State Board members and faculty members who have been at the Chancellors' throat since he made the 3-3-3-break-down?"

"The only difference between the coercion by the students and that experienced by these others is that the students were men enough to make their demands and threats in public."

Bill Watson, member of the Students for a Democratic Society and active during the sleep-in, said, "I feel the presence of outside influence contradicts the concept of education provided by society for the good of society, as an end unto itself."

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"For example, there will be a class in film-making. We might send an Indian Upward Bound student back to do an interview with members of his tribe, a project on Indian culture."

"Most students feel powerless academically. If they can utilize their learning they'll be able to have a sense of competence. In the process of all this, they'll have to learn all the traditional stuff—reading, writing and arithmetic—to succeed at their task."

The problem of housing is also one which seriously concerns the Upward Bound project. Currently, Upward Bound students are housed along with regular University students in the dorms. Counselors in these dorms are given no special training in race relations.

Except for last summer when "four or five" Blacks were involved in a fight with other dorm residents, there have been no difficulties with Upward Bound students in the dormitories, according to Warfield. "I understand that a petition was passed around in Burgess which claimed that the Mexican students were too loud, but that

wasn't very serious," he said.

"There is a certain amount of discrimination in the dorms. If a Black or a Mexican does something wrong, it's likely that he'll be read to from the rule book. In the case of a White, he has a greater chance of being let off or being reprimanded informally."

A big shortcoming with the Upward Bound program is its failure to involve the hard-core poor, Warfield said. This is because Upward Bound takes its students from high school and the hard-core poor are likely not to be in school, he said.

"It's the same old problem," Warfield said. "The University is unwilling to take the high-risk youth. That would mean high risk educational programs."

The most important objective of Upward Bound, according to Warfield, is to enable the students to cope with his environment.

"It is most important that the student earns his degree. That's part of dealing with one's environment realistically. I want to be able to provide the student with the tools to deal with his environment. But that doesn't mean sending him through the University like a hunk of beef to be stamped at graduation."

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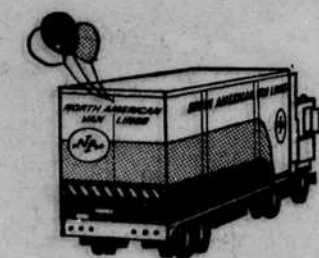
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