

Alternative education options grow

Innovative schemes abound—funds don't

By DEAN BALL
Of the Emerald

Alternative Education.

Students in the 1960s demanded changes in higher education, changes relevant to their needs and applicable to life in the "real" world. What's happened since then?

"Alternative education," sometimes called "experimental" or "innovative," arose to meet the demands nationally. Sometimes it took the form of student-run colleges. In other cases, colleges altered their traditional curricula or legislatures created new institutions. These colleges emphasized individual learning, programmed studies, community involvement, interdisciplinary studies and a lack of grades and credits.

Meanwhile, at the University, changes in some individual departments also took place. Some courses moved out into the community to solve problems. Students began to initiate their own courses through SEARCH. The Honors College, once offering only strict disciplines students with high grades or test scores, initiated an independent studies program, in which students could design their own curricula.

But, the majority of departments seemed to remain the same.

University President Robert Clark has been criticized by some faculty members for not actively supporting experimentation.

Clark said, however, in a recent interview, "I'm very much in favor of our experimenting somewhat as the Evergreen State College in Olympia did . . . I favored (last year) the developing of another unit similar to the Honors College, but experimentation wasn't much in favor at the time."

Clark returned to the question of an experimental college at the University. He told how HPUP (last year's Hearing Panel on University Priorities) recommended cutbacks for the Honors College.

Clark said he had set aside

\$90,000 for the creation of the college, but that it had to be used elsewhere at the University.

"Merit in standard curriculum"

Although he said he favors experimentation, Clark emphasized there is "great merit in the standard curriculum." One of the problems in innovative colleges, Clark said, is "to achieve long-range stability." He added that people may lose their motivation over the continuous introduction of innovations.

Richard Littman, vice provost for academic research, pointed out that there are "a number of interesting (alternative) programs" at the University.

One main problem Littman finds in his own point of view is that "freshmen are reluctant to take advantage of these field programs. Neither students nor faculty have fully explored alternatives. There is a great deal of capacity for student inventiveness . . . They can arrange programs that are relevant to their goals."

Littman also viewed the Honors College as a potential experimental college. HPUP last year recommended cutbacks in the Honors College.

"With growing concern of elitism on campus, the program lost salience. Also, there was a growing lack of interest in the faculty, but, for the most part, among students," Littman said. He added that Ed Diller, director of the Honors College, is "considering a number of alternatives," including a specialized institution for "student-oriented individual field work and study . . . for students with education or research objectives."

Diller is currently considering four possible alternatives for the Honors College, including a "rejuvenation of the Honors College along the traditional lines."

However, Diller viewed, "It depends on where the students are."

John Wish, associate professor of marketing, has been involved in implementing the Beachhead College, within the College of Business Administration.

Students use research and seminars to complement field work, usually in Portland. Past investigative projects have involved bait and switch advertising, campaign expenditures, health care, etc.

Wish, along with Jan Newton, assistant professor in economics, and David Sonnenfeld, a senior in independent studies, put forth a "Proposal for an Experiment with Undergraduate Education in the State of Oregon" last term. The proposal was planned to expand the Beachhead program in order to transcend departmental boundaries in interdisciplinary study.

Wish said there is a need to "try to establish a department where nothing is defined" to "work out new organizations of experience."

"The spirit of the thing is more important than the money" in establishing alternatives, he added.

Wish anticipated problems in setting up University-wide innovations "unless we change the incentive system around the University. It offers no incentive to step out of the rut."

The CSPA (Lila Acheson Wallace School of Community Service and Public Affairs) began in 1967 and offers similar community involvement.

Students majoring in the school enter near the end of their sophomore year with field observation. During junior and senior years, students earn up to 18 hours of credit for field work which is integrated with class work.

Field experiences range from involvement with welfare agencies, to poverty agencies, correction institutions, art centers, and many others.

James Kelly, dean of the school, expressed some of his views on community involvement in a 1970 article in *American Psychologist*, entitled "Antidotes for Arraignment: Training for Community Psychology."

Interaction asks a lot

Kelly said, ". . . This type of interaction asks a lot of both students and faculty—it means

the professor drops his Socratic ways, his citations, and his defensiveness about being professional, and even says quite frankly that he does not understand a particular problem better than anyone else.

"The student can no longer hide behind padded bibliographies, simulated silences, and he is not allowed to 'cop out' and be uninvolved in his own graduate career. Shedding such role sets can make a whale of a difference to faculty and students independent of substantive interests."

ESCAPE (Every Student Caring About Personalized Education) and SEARCH (Student's Exploratory Actions Regarding Curricular Heterodoxy) are two ASU-funded alternatives.

ESCAPE has 800 students involved in tutoring in the Eugene area in schools, nursing homes, day care centers and other agencies. Students receive one credit for each two hours of field work and hour of preparation. They also meet in weekly seminars to discuss mutual problems and concerns. The program began in 1969 with 65 tutors and is student-run and student initiated. Credit is earned through the department of curriculum and instruction.

SEARCH began in 1967 "in response to student interest in having some form of direct involvement in and contribution to the University's continuing goal of curricular improvement."

With SEARCH, students initiated new credited courses every quarter, sponsored and sometimes taught by a faculty advisor. Other times, however, students or community members serve as instructors. Courses this term ranged from "Experience in a Psychiatric Hospital" to "Basement Lapidary."

The EEII (Educational Experimentation, Innovation and Improvement) committee was

set up by the University faculty in 1967 to "initiate and administer a program of grants to faculty members for the encouragement of research and development in educational experimentation, innovation and improvement."

No funds ever received

However, according to Fuller Moore, assistant professor of architecture and co-chairer of the committee, this goal has been difficult to carry out as "no funds have ever been given to the committee. It's been unable to carry out its basic charge because the University administration hasn't seen fit to give us the funds."

The EEII has been working on several programs, including an "in-service training program for all incoming faculty members specifically dealing with innovative techniques," but "it's going to take money to implement or it's doomed to failure," Moore said.

"I'm very pessimistic of instituting innovative education," Moore said, "unless the University and the Legislature commit some funds to developing innovative teaching." The roadblock to innovative education, according to many who were interviewed, seems to be both a lack of money and the lack of unity among the innovative departments to develop one over-all University program.

However, some effort is being made to change this. A portion of a \$10 million federal grant for improvement of post-secondary education may be available if a University-wide proposal is developed by mid-April.

Twelve students and faculty members, who have been involved with innovative education at the University met initially on February 16 to begin developing such a proposal (see "Federal funds eyed for innovation" in Tuesday's Emerald).

Bill limits computer access

SALEM (Special)—A bill drafted by two University law students, Lois Portnoy and Maureen Fitts, was introduced into the Oregon legislature by House Republican leader Gordon MacPherson and five co-sponsors Tuesday.

The bill would create a Criminal Justice Information System Control Commission to watch over so-called "computerized criminal information" used by law enforcement agencies throughout the state.

Under the provision of the bill, the commission would be responsible for approving the operation of the crime data systems and insuring that the privacy of those individuals that are listed on them would be maintained.

The bill is intended to limit access to computerized law information. The bill states, "No agency other than a law enforcement agency and no person, other than the person or his attorney requesting the criminal information relating to himself, shall have access to criminal information without specified

authorization of the commission."

The bill is the first of a series of student requested bills to be introduced by the Republicans.

Asked if the Republicans aim to garner student support by their sponsorship of the bills while introducing valid pieces of legislation, co-sponsored Mary Burrows (R-Eugene) com-

mented, "Probably both . . . no matter how much merit, no matter how sincere the students are, it would be difficult to sponsor a bill I didn't believe in."

"I sensed it was a good bill, she said, "and after I talked to Lois I was convinced it was a good bill. The idea of a suspect being on a computer list really frightens me."

THURSDAY, FEBRUARY 22

VIDAS SECAS

Written and directed by Nelson Pereira Dos Santos. "Barren Lives" is one of the best Brazilian films ever made. A story of Brazilian peasants. "It is about poverty so complete, so hopeless, that it isn't just a state of being but something as unfathomable (to one who does not know it) as another dimension of time. It is the work of an enormously gifted director who knows how to control his grief and rage. 'Barren Lives' comes about as close as may be possible to communicating the feeling of such poverty, especially poverty's small subsidiary horrors." Vincent Canby, NY Times. Also, WAR, an anti-war short.

177 Lawrence. 7:00 and 9:00 P.M.

Admission \$1 Sponsored by NUC

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The Red Detachment of Women

THE RED DETACHMENT OF WOMEN, a revolutionary dance drama from China, dramatizes both the political program and the revolutionary spirit of the Chinese revolution. Traditional ballet was found to be inadequate. So in order to obtain a dance style that would reflect the strength and hope of the Chinese workers, peasants, and soldiers, a new form of dance was created. RED DETACHMENT OF WOMEN is a combination of traditional Western ballet, poses from the Peking opera, folk dance, calisthenics, acrobatics — and shows determination to change and revolutionize the existing Chinese culture.

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