

Faculty Affairs Committee Recommendations on Scheduling and Registration

A. Scheduling

1. In order to alleviate the shortage of instructional space in the Olmsted Building, all non-instructional activities which could be performed equally well in alternate locations should be transferred as soon as possible. The Committee on Physical Plant should study present space allocations and recommend specific functions for transfer.

2. Night classes should be used for regular full-time undergraduate students only as a last resort. Saturday classes are acceptable from an academic point of view and can be instituted if necessary to accommodate the range of courses that should be offered, provided that a scheduling advantage is gained.

3. Each faculty member's schedule should be arranged so that he has a full free day for consulting or research activity. Faculty members should be consulted in regard to their teaching schedules before the schedule is finalized.

4. It is not advisable to schedule a course in a variety of rooms until all periods are fully utilized.

5. Data on student work loads (non-academic) should be collected by an appropriate body so that this information can be considered in future scheduling decisions.

6. The allotment of classroom space during the prime periods 2, 3, 4, 5 for Winter and Spring terms should be frozen at Fall term levels, with the provision that Divisions may exchange spaces by mutual consent.

7. Final exams should be scheduled so that each instructor has a minimum of 48 hours to evaluate the exams and prepare grades. An effort should be made to avoid scheduling exams for large classes during the last final day.

B. Registration

1. The committee strongly supports Mr. Slygh's suggestion of having each student list an alternate course on his number two card. The student would be registered automatically for his alternate choice in the event one of the first choices is closed.

2. A complete and reasonably accurate timetable including period and instructor designations should be available before pre-registration takes place. Pre-registration for the Fall term should be completed at the end of the Spring term for all students not planning to attend the Summer session.

Early Child Specialist Visits Campus

by R. W. Bonaker

On November 16, Dr. Kenneth Wodtke, Director of the Early Childhood Center at the University of Wisconsin-Milwaukee, outlined his philosophy of early childhood education and methods to develop and implement programs, before an audience in the Auditorium.

He dealt with the concepts of early childhood education and presented his idea of what he termed a "midly utopian school." Working from the assumption pre-school education is our phase with human development, he demonstrated how his child care center is working to institute a learning process more "in tune with present day society."

Wodtke holds a Ph. D. in education psychology from the University of Utah as was a postdoctoral fellow in educational research at Harvard, centering his work in the cognitive development of children. The author of more than 35 publications in the field, he has served on the faculty of a number of universities, including Penn State.

"If education is in tune with the developmental process, we would have much smoother sailing," he stated. "But we can see that such is not the case." He believes the continual emphasis of schools of the work ethic does not promulgate a fulfillment of the goals of human development. "I argue that there are many interdependent relationships, keeping all the eggs in one basket so to speak, that are extremely important. There is not enough attention given to other areas of the learning process," stressing instruction in the utilization of leisure time and the development of personal relationships.

Before expounding upon the components of a truly developmental process, Wodtke presented background information on the learning experiences of the child from infancy to five years of age. "During the first twelve months, the child experiences interpersonal relationships. At age two, the child exhibits an initial exploratory phase and demonstrates his free will; to paraphrase a noted philosopher, it is the period of his emancipation."

Wodtke explained that the early years of education should be flexible enough to allow the child to feel comfortable in his "own sphere of influence." He related many children come to the pre-school center before achieving an intimate relationship with their parents; the culmination of that need is paramount before progressing into other areas. "The personality of the adult is shaped by his relationships as a very young child. In this light, early education is extremely crucial, and it must be done correctly." He stressed the importance of the trust which a child should see in the adults

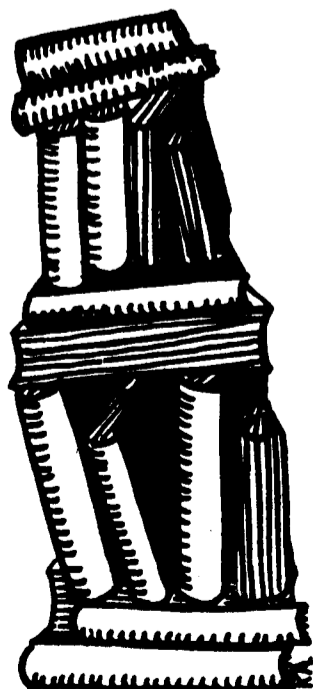
around him.

At the period from three to five years, the child is involved with fantasy. "He acts out his joys and fears in dramatic play. We call this time the period of first conscience formation. They form a camaraderie with adults and participate in a colleague relationship. At our school, we urge all adults to work with the kids to develop mutual interests in a total learning environment, a de facto educational process." Wodtke states that after such ground work has been finalized, the ethos of productive work and leisure time activities can be stressed.

The psychologist then outlined his methods to implement his ideas into a model program. "At the university level, teachers must be deeply committed to their work; it's not just a job to teach young children, it is a part of their life. People must realize that young children are individuals with their own personality. You cannot be overbearing, but must give the child an opportunity to enjoy his emancipation."

A second factor which Wodtke mentioned concerned architecture of the classroom. "The environment is usually designed for adults in most facilities, failing to consider the size of a child. Some argue that it is a minor point, that it is the same environment he deals with in the outside world. But I feel it is important to make him feel as comfortable as possible."

A third point centers on the approaches to easily educating a young child. "At all costs, there should not be a remedial or compensatory approach, which I feel is a negative approach to a child's culture. For example, a Spanish speaking child experiences a tough transition when coming into contact with English for the first time. What happens is he is usually forced to adopt English in a manner demeaning to his cultural experience. It is a negative approach and can drive the child to have an inferior outlook."



Outlook Good For Engineers

University Park, Pa., Nov. — The 1972 graduating class of engineers and technologists in institutions throughout the country benefited from a late increase in campus hiring by industry, says Dr. Nunzio J. Palladino, dean of the College of Engineering at The Pennsylvania State University.

"June graduates were largely successful in finding jobs," he says, "and older graduates, too, found the job market noticeably improved, according to placement directors in most of the nation's engineering schools."

He points to a report of the Engineering Manpower Commission of the Engineers Joint Council, a non-profit federation of national engineering societies, whose annual placement survey showed a brightening job situation for engineering graduates.

The 1972 study was based on replies from more than 43,000 students at 260 colleges, universities, junior colleges, and technical schools.

Among the survey highlights was the finding that about 60 per cent of the bachelor's and master's degree recipients had already accepted jobs or were considering job offers at the time of graduation. Another 20 per cent were going on to graduate school, and 11 per cent were entering military service or had other specific plans. The remainder had no offers or definite plans, but experience in recent years has shown that most of these graduates can be placed by the end of the summer.

Prospects for 1973 look even brighter, Dean Palladino said, explaining that real shortages of engineering graduates are seen three or four years ahead when the small freshman and sophomore classes currently enrolled complete their curriculum.

There also were increases in starting salaries over last year.

"Although the increases were not large," says the report, "they were sufficient to boost engineers' beginning salaries to monthly averages of \$892 for bachelor's degree graduates, \$1,024 at the master's level, and \$1,396 for holders of a doctorate."

"Engineering topped practically all other occupations in starting salaries reported by the College Placement Council. Technology graduates at the two-year associate degree level received offers averaging \$647 per month, while those with bachelor of technology degrees averaged \$825," according to data compiled.

"We feel that the job situation has definitely taken a turn for the better," says Dean Palladino, "and anticipate no difficulty in placing new engineering graduates."

Universities Institute Deferred Tuition Plans

(CPS)-- After two years of critical study, several major universities, including Boston University, Harvard, Columbia and Duke, are presently initiating modified versions of the "Yale plan" of tuition deferment.

The Yale postponed-tuition option, in operation since the fall of 1971, represents a plan under which students could delay paying a certain amount of their fees until after graduation from the school. Students are allowed to defer more than \$1000 per year in tuition costs and repay the loans at a rate of .4 percent of annual income over a period of 35 years. Under such an "income-tax" program, it is possible for wealthier graduates to repay more than the amount of the loan plus the seven percent interest, while less affluent graduates could pay less than they borrowed.

Under Connecticut law, however, no graduate may be required to repay more than 150 percent of the money borrowed plus the interest.

The Yale Tuition Postponement Option has been heavily criticized for its enormous operating costs which have forced rises in tuition. According to a staff member of

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