ADMINISTRATION PLANS FOR MSC'S FUTURE

By DON PENDLEY
Staff Reporter

The Tentative Statement of Policies and Goals, recently released by the Institutional Planning Committee, is the first official evidence of the changes in the future for Montclair State College. The Committee analyzed MSC's needs and functions, and placed them in eight major categories. Specifically, they say:

COMMUNICATION AMONG SCHOLARS. The basic foundation behind MSC is the idea of a "community of scholars," where men and women of various backgrounds and achievement join together in their pursuit of learning. The goal of learning, states the report, can best be accomplished through a community rather than an isolation from other areas and other men. This statement sets as an objective in this area of communication the development of additional programs within existing departments, ranging from currently existing programs such as sociology, Italian and philosophy, to programs which are now only on the drawing board such as journalism, meteorology and crime professions.

Also included in this goal are the development of additional programs at the master's level, and the beginning of post-master's, doctoral and post-doctoral programs.

SYNTHESIS IN KNOWLEDGE. One way of furthering the pursuit and accomplishment of learning is by specialization and expansion. This will require a major reorganization of the curriculum and departmental divisions at MSC. The initial plans call for seven "schools" at MSC, each housing several departments. These are (1) a School of Humanities, covering English, history and philosophy departments, (2) a School of foreign languages, (3) a School of behavioral sciences, including the departments of psychology, sociology, economics and political science, (4) a School of Management Theory and Practice, containing the department of education, (5) a School of Mathematics and Science, (6) a School of Applied Arts and Science, containing the social work, teacher preparation, physical education, community service, economics and industrial education departments, and (7) a School of Fine and Performing Arts, housing the departments of film, TV and radio, fine arts, theatre, dance, music and creative writing.

INTELLECTUAL AND AESTHETIC PRODUCTION. The committee also stated that the environment which helps to originate, test, hypothesize, experiment and theorize in all areas of study.

DIRECT CONFRONTATION OF ALTERNATIVE IDEAS. The purpose of this function is to allow and encourage the introduction of new and different alternatives and practices into MSC's curriculum and community. One major source of this introduction would be active participation of the SGA into the curriculum.

RECORDING, PUBLISHING AND CIRCULATING. Within this function is the reorganization of assembling, disseminating and storing man's knowledge, which is mandatory for an institution of higher learning such as MSC. This will be accomplished through the establishment of a microfilm recording division, a performing arts and exhibition facility and a data bank.

SERVICE TO SOCIAL INSTITUTIONS. An involvement in the basic social institutions, namely social security, education, communication, the arts, religion and the family is necessary. For this reason, MSC must provide for the availability of higher degree levels to educational groups, a resource center, curriculum review, social betterment such as Project TRY and Upward Bound, and scientific and performing arts facilities.

POLICY EVALUATION, FORMATION AND DECLARATION. In this "community of scholars" is the sole possibility of assessment of policies, says the report. This requires the establishment of certain means through which to define and systematically review Montclair State's policies on all matters.

COMPREHENSIVE PERSONAL GROWTH. The report states that the possibility of development of one's intellectual capacities is directly affected by the communications and relations. In order to obtain better-developed capacities of students, MSC must spend money, student social, moral, cultural, and athletic programming.

Also included in the report are a summary of physical facilities to be accomplished through the expansion. Functions included in these requirements are a Student Union Building, Faculty Housing Complex, Performing Arts and Exhibition Facility, Research Building, new departmental buildings and additional dormitories.

Reason for Statement

LONG-RANGE VIEW NEEDED
NOW, COTTINGHAM ASSERTS

According to James Cottingham, administrative assistant, one of the major reasons for the formulation of the goals of the MSC is to facilitate physical expansion for the future.

"Once the four walls are up you become very limited in what you can do," said Cottingham. "Today the plans for the future of the definite plans can be made as to new buildings."

Dr. Lawrence Bellagamba, former Associate Dean of Undergraduates, has been appointed Director of Institutional Planning to work for the effective use of space.

The firm of Caudill-Rowlett-Scott, which operated out of Houston, Texas, has been hired as educational consultants to cope specifically with the architectural end of future planning. The firm is collecting information about building space in available square feet and cataloging it down to custodial closets.

"The final objective," as building which is "to know how much space is needed for each student in every major." For example, if 50 new engineering students were to be accommodated, it would be immediately known just how much space it would take to educate each student for four years in terms of the courses he will need to take.

In this way, there will supposedly be an accurate long-range view which would plan effectively for space. Also, this would mean a continuation of the policy of giving permission for admission declare a major.

Contrary to popular belief, it is a minority, only one percent of the students, who do change their major after being admitted. Another compound added was the campus master planners and will decide where the buildings such as psychology, art and architecture involved. This firm has already begun the building of Partridge Hall, a new classroom building which is being constructed next to the new Fine Arts Building.

Dr. Pratt Would Combine External and Internal Resources

By KARYN BYKOWSKY

In rebuttal to comments that the new directions for MSC as given in the Tentative Statement of Policies and Goals are "not practical," Dr. Samuel Pratt, director of academic planning explained that "We all have to stop thinking that everything in the future has to be physically on these 100 acres."

"We're looking to other communication processes, resources in all area libraries would become available to all students as a communal venture."

"Rather Open"

Mrs. Dorothy Rudy of the English department gave what appeared to be the typical faculty reaction to the time to review it. "The plan seems rather open," she commented. "The plan gives quite a few sections that I was particularly interested in and thought had possibilities."

This is the very reaction Pratt had hoped for. "We have made it a general, open program," he said. "We hope that faculty members will each develop his own specific area in detail, using the projected goals of the program as a guide."

"Doctoral Studies"

Inherent in the program of policies and goals is also the development of doctoral studies.

One of the typical faculty objections concerned the "implied library facilities" needed to accompany the expansion. Pratt countered by saying that although there is definite merit in students taking advantage of the nearby Newark and New York libraries, he believed that "in the shortest possible time, $3 million dollars should be spent to both expand the present facilities and also to provide some type of linkage with other accessible libraries."

He went on to express his hope that a "microfilm consortium" could be done to any degree. Since a doctoral program is usually dependent on a standing faculty, with the combined teaching departments in the four northern state colleges, the plan could be executed practically.

Another interesting point Pratt plans to develop is internship in all fields. "Right now we have internship exclusively in the teaching field," he said. "There is no reason why intern programs could not be developed in all fields."

As to the problem is to find social agencies willing to accept the interns.

"We had been set up as a guide," commented. "We could send a philosophy student to the New York libraries, to see about 

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MONTCLAIR STATE COLLEGE, UPPER MONTCLAIR, N. J.
November 13, 1968

To Be Done on 100 Acres
The college is appreciative to the MONTCLARION for making available to the entire academic community the TENTATIVE STATEMENT OF POLICIES AND GOALS. This document represents the first phase of a process which will shape the future of our college. All members of the student body and faculty have a responsibility to the college, as well as to themselves, to become familiar with this document. To the extent that penetrating and critical reactions are forthcoming, the final document will emerge truly representative of this whole community's desires.

Montclair State College is not only changing, but the rate of change is changing. Discomfort inevitably results from constant alteration but stimulation and excitement is also part of the present climate.

The HIGHER EDUCATION ACT OF 1966 mandated a change for our college to an arts and science institution. On the surface of it, this looks like a fairy simple mandate. Are we going to try to copy arts and science colleges as they exist today, or is it our task, when we realize that these institutions are also in a stage of critical self-analysis and evolution, to change to a type of modern, flexible institution for which there is no perfect model?

Building on the strength of our history — a good teacher education institution with a sound liberal arts base — Montclair must become a college with a variety of schools, each one of which has a relevance to the needs of society. I do not want to get into an analysis of the current Kerr-Barzum debate and I fully recognize the need for a TENTATIVE STATEMENT to you and plead with everyone to let his reactions be known.

Concern about the future of teacher education at Montclair State College is certain to be generated. A legitimate question is certain to be raised as to whether the proposed program adequately reflects the inevitable role which we will continue to play in preparing teachers. It is my personal opinion that the proposed organization will not be "down-grade" teacher education, but rather that it will make it more dynamic through a more wholesome relationship with other professions. This question will need to be thoroughly examined and debated.

THOMAS H. RICHARDSON

Next Issue Montclair
Nov. 15

 Importance to All Recipients of National Defense Student Loans

Checks for National Defense Student Loans (granted for the Fall Semester) MUST be picked up in the Business Office IMMEDIATELY.

If you have been granted a DEFERRMENT in August or September against your National Defense Student Loan, you MUST still go to the State Treasurer:

Checks NOT PICKED UP by Nov. 1 WILL BE RETURNED TO THE STATE TREASURER.

All previous grants National Defense Student Loans for the Spring Semester MUST sign invoices in order to obtain said loan.

Please see Mr. Neuner in Student Personnel in order to complete processing of loans.

Creative writers and artists are encouraged to submit and evaluate material for Montclair's literary magazine, THE MONTCLARION. All manuscripts should be sent to the attention of the Editor-in-Chief, Miss Janet Caruso, at 125 University Hall, Montclair State College, Upper Montclair, New Jersey 07043. Copy Editor: Janet Caruso. Assistant Editors: News, Pat Hanrahan; Features, Ginny Saunderson; Sports, John D'Amato; Photography, Gary Novisielski; Business, MaJo MaMa; Drama and Arts, Maurice Moran; Copy, Mark Trenk; Typing, Sue Dominick; Cartooning, Malia Carpena.

A LOOK TO THE FUTURE

This extra edition of the MONTCLARION is being published by the staff upon the request of the administration for two specific purposes: 1) to acquaint students with the proposed projected image of Montclair State and 2) after acquaintance with this information, to encourage students' suggestions and criticisms.

As student enrollment at MSC continues to grow, so must the curriculum to meet individual needs and desires. The proposed program worked out by the administration is more than generous; it is remarkable in its scope and variety.

And if and when this "tentative statement" becomes a reality we will demand student response and reaction. It is urgent that students do a little more than just glance at the enclosed statement. Its importance requires honest reaction by students. The future of the Montclair State College is being shaped NOW. The present student body has the opportunity toparticipate in its development.

THE NEW JERSEY BONDS — YES

The voters of New Jersey have approved the $990 million bond issue to provide state aid to transportation, housing and higher education projects. Approved by almost a 2-1 margin the people of New Jersey have shown recognition for the need to aid these three vital areas.

As a state college, we at Montclair feel especially fortunate that our basic needs will be used for construction of a math-science building, an extension to Sprague Library and supporting services.

It is realized that this money is greatly needed at MSC. As one sits in Annex 2 and TUB one thinks ahead to the future when Partridge Hall and the new Student Union Building will be filled to overflowing with material. There will eventually be enough dormitory space to house all those students requesting dorm rooms.

When one enters Sprague Library and does not find sufficient resources of information, one wonders when the shelves will be filled to overflowing with material. When one crowds into the lounges, bookstores, snack bars, one knows the lack of adequate facilities to accommodate our growing college.

The bond is long overdue. The people of New Jersey have long neglected their state institutions. The passage of the Bond Issue is one step in the right direction toward improvement of our college.

It is hoped that improvement will be imminent in state transportation, housing and especially in higher education.

When one thinks ahead to the future when Partridge Hall and the new Student Union Building will be functioning. When one living in dorm rooms.

The facts on pages three and four make it evident that our college has an opportunity to become a college with a variety of schools, each one of which has a relevance to the needs of society. I do not want to get into an analysis of the current Kerr-Barzum debate and I fully recognize the need for an extension of higher education to a rank more closely related to its wealth and status in the world of today.

Something long awaited by interested students and a patient faculty are the proposals currently being advanced by the Committee on Institutional Planning.

The facts on pages three and four indicate the hopes and goals of the University for a broader, more intriguing college structure. And while the booklet format of these proposals will never make the NEW YORK TIMES best-seller list, they do represent a large step in modern American education.

Byline: David M. Levine

The End of Traditional Education?

For a small college such as we are, the projections, plans and desires incorporate the varied wishes of many MSC students who feel that a college education must transcend traditional, confining boundaries. The world is indeed a big place, and paraphrasing Dr. Pratt, author of a large percentage of the proposals, we should not confine ourselves to 100 acres.

Some will argue that the end result of all this will make students more out of the college than in. While this may certainly be true, if modern institutions realize that intellectual stimulation comes as a result of inquiry into all available sources.

So on the whole, the proposals are advocating a progressive administration looking at traditional education.

"Flexibility," administrative assistant Jim Cottingham points out, "is the key to our plan.

"And we hope to keep changing as society changes," he adds.

From The President's Desk
A Continuous Planning Process

A system has been organized for continuous planning and evaluation for the future of Montclair State College. The planning team and the consultant have identified five areas of continuous concern of all segments of the Campus. The functions and goals for Montclair State College have been outlined below are but the first steps in a plan for an overall planning scheme. A partial analysis of the initial phase of implementation is presented. The following list of questions must be applied again and again until the final plan is complete and coherently and comprehensively presented will emerge that can be expressed in the final planning scheme.

1. What is the relative status of each function?
   - Is it educational or levels applicable to each function?
   - Is it social?
   - Is it academic?
   - Is it administrative?
   - Is it community?

2. Defining Life Space as these roles – occupational, religious, economic, social, and cultural, how does each function relate to Montclair State College?

3. What is the scope of the k for Montclair State College?
   - Is it geographic?
   - Is it ethnically?
   - Is it academically?

4. What teaching approaches are applicable to each function?

5. What general definition of the functions, goals, and organizational concepts are required to each function?

6. What is the nature of the long-term, maximum size limits to each function and social; how does each function relate to Associate, B.A., M.A., and Ph.D. levels?

7. What is the socialization scheme is best fitted to each function?

8. How can the specific goals and the implementing schemes for more extensive community of scholars (faculty and students) be scrutinized?

9. How is the intellectual achievements of all varying ages, social backgrounds, and educational levels applicable to each function?

10. How do the opportunities and needs for intellectual life today are specialization vary?

11. How does each function relate to Associate, B.A., M.A., Ph.D., Post Ph.D. and continuing education?

A Tentative Statement of Policies and Goals

1. A principal goal is continuous development and introduction of additional programs and areas of emphasis. Within the specific 
   - Is it a single function?
   - Is it two or more functions?
   - Is it more?

2. A second principal goal is to proceed on four levels
   - Development of a program for the purposes of this study, goals are broad.
   - Implementation of the functions with the stress at this point on those to be attained in the near future. Analysis of the opportunities and the needs for syntheses is pressing. In organizing its present facilities, the College should give special attention to this obligation both in the to the special problems of the several fields.

3. A third goal is the development of cooperative programs with Rutgers, The State University.

4. A fourth goal is to support theodyssey of new policies and course offerings in introductory and allied academic programs.

5. A fifth goal is to body of the College.

A Concept of Knowledge

Two accelerations trends in intellectual activity are identified:

a. The acceleration of the rate of new knowledge, chronologically, and continuously, with these roles - occupational, religious, economic, social, and cultural; how does each function relate to the intellectual achievements of all varying ages, social backgrounds, and educational levels?

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The immediate goals are:

1. Develop and expand internship programs for all majors.
2. Continue to explore and develop additional means to utilize technology in the classroom.
3. Develop and expand independent study programs.
4. Develop and expand human relations education.
5. Increase in non-classroom, non-campus learning arrangements.
6. Conversion of Library into new form of Montclair State College with greatly expanded independent study facilities.
7. Create a new form of Student Government articulated with the new form of Montclair State College.

The immediate facility requirements is in support of near term goals are:


Enrollment Projections

It is anticipated that the minimum enrollment at Montclair State College will be as noted below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate Full Time</th>
<th>Part Time</th>
<th>V Full Time</th>
<th>Part Time</th>
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<tr>
<td>1968</td>
<td>4,378</td>
<td>5,500</td>
<td>945 FTE</td>
<td>500</td>
</tr>
<tr>
<td>1975</td>
<td>7,500</td>
<td>11,550 FTE</td>
<td>1,155 FTE</td>
<td>2,000</td>
</tr>
<tr>
<td>1980</td>
<td>11,000</td>
<td>11,000</td>
<td></td>
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</tbody>
</table>

MSC Students Contribute To Passage of Bond Issue

Over 40 Montclair State students and 28 faculty members took an active part in the campaign that resulted in the passage of the three bond issues on the New Jersey ballot in the Nov. 5 election. The Public Buildings Construction and Transportation Bond Issues passed by a two to one vote and the third, Housing Assistance Bond Issue, passed by a small margin.

Montclair State's share in the $337,500,000 issue of new classroom-laboratory building, tower addition to the library, expansion of facilities and additional parking area.

Kathy Mancini and Harry Kuhn were co-chairmen of the student bonds committee. Dan Udenberger as continuing Education TUB staff assisted in stuffing envelopes and Marilyn Gauch and Pam Behre helped sort the mailings to parents and graduate students. Evelyn Plummer assisted the Alumni Association in its bonding mailing to alumni.

Lou Martinez painted the large posters signifying the Life Hall Cafeteria window. Tables for recruiting student workers were manned by the following: Jim Roberty, Pat Reardon, Tim Panning, Franklin Co., Elizabeth Walsh, Pat Frewen, Fred Meyer, Ron Bozarth, Bob Barth, Rick Keever, Usherson and the TUB staff.

Among the students distributing bond literature were: Arthur Jackson, Lois Nack, Sue Stover, Brian Blake, Matt Malke, Pat Pepin, Jerry Benn, Charles Manaranzo, Bill Guiney, Sally Mowry, Ron Bozarth, Bob Barth, Rick Keever, Usherson and the TUB staff.

Lou Green, Ken Abels, Rick Keever, Usherson and the TUB staff.

100 Acres

(Continued from Page 1) When asked about the ethics of running a large business within our pluralistic society.

The hope is to provide information from all sides on the propositions. "The situation now is that the underlying philosophy of the program of academic advancement is available for $200,000,000.00.

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