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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. The Committee analyzed MSC's needs and functions, and placed them in eight major categories. Specifically, they see:

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 be best accomplished through a 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, oceanography 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, containing English, history and philosophy departments, 2) a School of foreign languages, containing French, German, Italian and Spanish, 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, containing the departments of chemistry, biology and biology, 6) a School of Applied Arts and Science, containing the social work, teacher preparation, physical education, speech and the teaching of languages, 7) a School of Economics and Industrial Education, 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 reason for pursuing the environment which helps to originate, test, hypothesize and evaluate 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 program.

RECORDING, PUBLISHING AND CIRCULATING. Within this framework is the necessity 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, economic, education, communications, the arts, religion and the family is necessary. The foundations of MSC are centered as a center of theory and practice. For this reason, MSC must provide for the availability of higher degree levels to educational groups, a resource center, publication 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 relationships. In order to obtain a better-developed capacity of knowledge, MSC must provide, in student social, moral, cultural, and athletic programming.

Also included in the report are a survey of external requirements to fulfill these eight basic 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," he added. "The plans for the future of the MSC is to facilitate physical expansion for the future."

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 Caudill-Rowlett-Scott states it, 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 faculty seniority for admission dedicate 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 interesting fact is that the campus master planners and will decide where the buildings will be put, as well as the architecture involved. This firm has already begun the building of Partridge Hall, a new classroom building 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 he was "stopping at thinking that everything in the future has been physically on 100 acres."

He went on to express the belief that "with a microfilm" the program could be executed practically.

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 nearly 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 linkage with other accessible libraries."

Dr. Samuel Pratt

Since these plans require even more minute specialization than masters' degree studies, Pratt stated that only through the "cooperative consortium" could this 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 internships 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 major fields." He added, "This is the very reason Pratt had hoped for. We have made it a general, overall 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.

Mrs. Dorothy Rudy of the English department gave what appeared to be the typical faculty reaction to just how the time to review it. "The plan seems rather open," she said. "She looked to other communication processes, resources in all area libraries would become available to all students as a communal venture."

Dr. Samuel Pratt

Rather Open"

"For example," he continued, "we could send a philosophy major out into a large corporation (Continued on Page 4)
The End of Traditional Education?

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 reveal the hopes and goals of the administration 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 landmark in modern American education.

For a small college such as we are, the projections, plans and desires incorporate the varied wishes of many MSC students — wishes 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, boldly modern institutions realize that intellectual stimulation comes as a result of inquiry into all available sources. So on the whole, the proposals are aiming at a progressive administration looking at traditional education.

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

Creative writers and artists are encouraged to submit and evaluate material for Montclair's literary magazines MONTCLARION and THE QUARTERLY. All material should be submitted in duplicate to the QUARTERLY box in Life Hall. Winter submissions period: Oct. 28 to Nov. 15. ALL students and faculty are urged to visit the "STOOPS TO CONQUER" office during the submission period to evaluate the material.

PLAYERS' PRODUCTION

Nov. 14-16, 18

'The Stoops To Conquer'

Matinees and Evening Performances

The college is appreciative of 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 STATEMENT. To the extent that generating 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 accelerating. 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 transformation, at least to the one who 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 state.

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

When one crowds into the lounges, bookstore, snack bar or cafeteria, one knows that the present climate is one of inquiry into all available sources. 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 Montclair State College is being shaped NOW. The present student body has the responsibility to shape the future of Montclair State College.

As student enrollment at MSC continues to grow, so must the curriculum to meet the wishes of many MSC students. The end result of all this will make us more out of the college than in. While this may certainly be true, boldly modern institutions realize that intellectual stimulation comes as a result of inquiry into all available sources. So on the whole, the proposals are aiming at a progressive administration looking at traditional education.

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Tentative Statement of Policies & Goals

A Continuous Planning Process

A system has been organized for continuous planning and policy implementation for the future of Montclair State College. This is the logical consequence of a series of continuing comprehensive and coordinated efforts underway throughout the institution. The process and its various components have been specifically outlined in the section entitled "Statement of Philosophy." The objective of this process is to develop a long-range continuous plan of action for the campus. This plan is intended to provide a comprehensive, long-range, and accurate framework for the University's growth and development.

A. Program Development

1. What is the relative status of each function?
   a. What are the educational levels or levels applicable to each function?
   b. What are the relative terms of each function on a scale of present, emerging, near term, and long term?

2. What types of approaches are approved and adopted?
   a. What is the definition of the office and its responsibilities?
   b. What is the relationship among the various offices?
   c. What is the role of the office?
   d. What are the authorized positions?
   e. What is the scope of the office?
   f. What is the scope of the function?
   g. What is the technical definition of the function?

3. What are the educational deficiencies?
   a. Are there any specific deficiencies in the curriculum?
   b. What are the educational needs of the students?
   c. What are the educational needs of the community?

4. What are the educational benefits?
   a. What are the educational benefits of the program?
   b. What are the educational benefits of the institution?
   c. What are the educational benefits of the community?

5. What is the educational impact on society?
   a. What is the impact of the program on society?
   b. What is the impact of the institution on society?
   c. What is the impact of the community on society?

6. What is the relationship of the program to the community?
   a. What is the relationship of the program to the community?
   b. What is the relationship of the institution to the community?
   c. What is the relationship of the community to the institution?

7. What are the educational implications?
   a. What are the educational implications of the program?
   b. What are the educational implications of the institution?
   c. What are the educational implications of the community?

8. What are the educational objectives?
   a. What are the educational objectives of the program?
   b. What are the educational objectives of the institution?
   c. What are the educational objectives of the community?

9. What are the educational outcomes?
   a. What are the educational outcomes of the program?
   b. What are the educational outcomes of the institution?
   c. What are the educational outcomes of the community?

10. What are the educational results?
    a. What are the educational results of the program?
    b. What are the educational results of the institution?
    c. What are the educational results of the community?

11. What is the scope of the program?
    a. What is the scope of the program?
    b. What is the scope of the institution?
    c. What is the scope of the community?

12. What are the educational resources?
    a. What are the educational resources of the program?
    b. What are the educational resources of the institution?
    c. What are the educational resources of the community?

13. What are the educational limitations?
    a. What are the educational limitations of the program?
    b. What are the educational limitations of the institution?
    c. What are the educational limitations of the community?

14. What are the educational achievements?
    a. What are the educational achievements of the program?
    b. What are the educational achievements of the institution?
    c. What are the educational achievements of the community?

15. What are the educational implications?
    a. What are the educational implications of the program?
    b. What are the educational implications of the institution?
    c. What are the educational implications of the community?

16. What are the educational results?
    a. What are the educational results of the program?
    b. What are the educational results of the institution?
    c. What are the educational results of the community?

17. What are the educational objectives?
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    b. What are the educational objectives of the institution?
    c. What are the educational objectives of the community?

18. What are the educational outcomes?
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    b. What are the educational outcomes of the institution?
    c. What are the educational outcomes of the community?

19. What are the educational resources?
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    b. What are the educational resources of the institution?
    c. What are the educational resources of the community?

20. What are the educational limitations?
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    b. What are the educational limitations of the institution?
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21. What are the educational achievements?
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22. What are the educational implications?
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23. What are the educational results?
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24. What are the educational objectives?
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25. What are the educational outcomes?
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27. What are the educational limitations?
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30. What are the educational results?
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The changes outlined in various ways above have been influenced upon the organization of a library and imply its transformation into a large concept, such as an Information and Research Center. This includes the areas of philosophy, the social life and physical sciences, the arts, and contemporary cultures. The purpose of research activity in the Educational Evaluation Freight would be expanded. Specific research institutes and programs have been organized to continue this research. Among the areas of emphasis are the following:


In the area of social institution, specific research programs would be created such institutional units as:

1. Office of Community Services; 2. Office of Rural Communities; 3. Office of Institutional Relations; 4. Office of Science Education.

Existing service programs would be strengthened and expanded including:


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