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 plans for the future of Montclair State College. 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 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 the 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, containing the departments for English, history and philosophy departments, 2) a School of Foreign Languages, including the School of Behavioral Sciences, including the departments of psychology, sociology, economics, and political science, 3) a School of Management Theory and Practice, containing the department of education, 4) a School of Mathematics and Science, 5) a School of Applied Arts and Science, containing the social work, teacher preparation, physical education, computer science, 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 synthesis of knowledge leads to the need for publication of this knowledge. The policy of having applicants for admission declare a major, and the development of additional programs in each housing several departments, makes it necessary to place "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.

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MONTCLAIR 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 paraphrasing Dr. Pratt, "the old model is dead. A new model is taking its place." If and when this "tentative statement" becomes a reality will demand student response and reaction. It is urgent that the student body and faculty have a responsibility to the college, to become familiar with this STATEMENT. To the extent that the processing of loans.

The End of Traditional Education?

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To the extent that the STATEMENT to you and plead with everyone to let his reactions be known.

THOMAS H. RICHARDSON

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A Continuous Planning Process

A system has been organized for continuous planning and decision making for the future of Montclair State College, to meet the changing continuous concern of all segments of the Campus. The functions and goals will have been outlined below are but the first step in an overall continuous planning process. A partial analysis of the initial phase of college development. The following list of questions must be applied again and again. This process, once it becomes activated and coherently planned has emerged that can be expressed in terms of the following four levels are:

1. What is the relative status of each function?
2. What is the educational level or levels applicable to each function?
3. What are the needs of the kind of students that Montclair State College serves?
4. What teaching approaches are applied in each function?
5. Defining life-long education as these roles - occupational, religious, including moral, humanistic, aesthetic, educational, and social; how does each function relate to the college, as they permit the implementation of the functions.

6. What is the scope of the k.a. to be included?
7. To what extent are the functions underlying the future of the college, as they permit the implementation of the functions.

8. How does each function relate to the college, as they permit the implementation of the functions.

9. What is the relative status of each function on a scale of present, emerging, near term and long term?

10. What course and curricular emphases in society, and on other levels, are?

11. What funds, State and other, are available?

12. What is the relative status of each function?

As stated above, the implementation of the functions will be closely related to the problems of this study, goals are being established and the implementation with the stress on that point to be achieved in the planning and decision making process.

They are:

1. Attaining existing academic programs, introducing new academic programs, adding new academic programs.
2. Adding to the functions of the College.

The goals listed below fall primarily in the levels "I" and "2" above.

New Goals and Objectives

a. A principal goal is continuous development and introduction of additional programs and areas of emphasis. Within the specific framework of each function, the coordination of programs.

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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 $58,233,000, according to tentative plans, it will be used for a new classroom-laboratory building, tower addition to the library, renovation of older facilities and additional parking area.

Kathy Mancini and Harry Kuhn were co-chairmen of the student bonds committee. Don Underwood, as co-chairman of TUB staff assisted in stuffing envelopes and Marilyn Gauch and Pam Behrke helped sort mailing and mailers to parents and graduate students. Evelyn Plummer assisted the Alumni Association in its bonds mailing to alumni.

Lou Martinez painted the large signs that advertised the Life Hall cafeteria window. Tables for recruiting student workers were manned by the following: Jim Roberson, Pat Reardon, Tim Fanning, Mike Clinger, Marjory Coe, Elizabeth Fanning, Marjory Coe, Elizabeth Fanning, Jerri Sabo, Jerry Benn, Charles Boskey, Al Burgrmester, Pat Mihal, Evelyn Plummer assisted the Alumni Association in its bonds mailing to alumni.

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