

"The University must begin to think of itself in less apologetic terms than it has done heretofore. It must stop justifying itself. Its sole reason for being is to transmit knowledge, to search and research for truth, and to teach to think. Failing this, there is not much to be said for the university."

Dr. P.K. Breit  
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## College For The Education Of It

by Norm Wilson

It may be noted that the University of today does not meet all of the needs and demands of the students. In an age of technocracy and specialization, many of today's educators and students find the present university system lacking. To fill the void that has been left by this fast-moving "educational factory," several students and faculty members of the University of Hartford have conceptualized a new type of university set-up. The idea of a College of Interactive Studies has been formed and research mainly by Dr. Peter K. Breit and Claude Schluenderer. The program has great potential in that it would allow students to get an intensive education which would cross departmental and school lines. There would also be a much greater in-depth independent study.

Dr. Breit said that the college would be a bit less structured than the present university, and therefore would flow more fluidly. Stress would be placed on intellectual and educational activities rather than on structure.

The proposed College of Interactive Studies was presented to the Board of Regents at their last meeting as part of the joint student-faculty-regent goals committee. David Murphy, Development Officer of the University, said that the Regents greeted the proposal "with great enthusiasm." Damon Smith, Assistant to the Chancellor, said that the Regents found the proposal "of considerable interest," and empowered the Chancellor "to direct further development of the matter."

Faculty reaction seemed to be mixed. The major dissenting view was offered by Dean Sullivan of

the Business School. He felt that the money which would be spent on such an educational venture could be better spent within the existing University structure. Dean Chiarenza of the School of Arts and Sciences felt that it was necessary that the new program have a representation from all six of the schools on campus in order that it be worthwhile.

Claude Schluenderer the main student proponent of the new college stated that "A good deal of students can make academic decisions, but presently are not allowed to. This will be realized in the new college." He went on to say that the proposed college is being refined and may be instituted as a pilot project in September 1970.

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## University Scholarship Program

by Gini Welles

The University Scholarship Program Committee was set up to encourage exceptionally qualified students to apply to the University Scholarship Program, of which "The primary purpose is to free the exceptionally promising student from traditional course schedules and requirements so that he may (1) widen and deepen his understanding of the field of his special interest, (2) explore areas of his subject not represented in his regular curriculum and (3) gain experience in original investigation. The Scholar Program should provide the outstanding student with unusual opportunities for exercising originality and developing resourcefulness.

Students admitted to Scholarship standing may be relieved of all, or part of, traditional credit and course requirements, having them replaced by a tutorial type of relationship with a master professor. Appointment as a Scholar will be made for only one semester at a time.

Eligibility is determined as follows:

"Any superior student . . . who has completed at least one year at the University of Hartford and who will have acquired junior academic rank at the start of his proposed Scholar Program may apply."

The candidate must submit an application for admission to the dean of the school (forms are available in the dean's office). In addition, the application must be accompanied by a "detailed description of the project to be undertaken, outlining the scope of the project, sources consulted, and procedure to be followed," and (2) by letters of recommendation from both the faculty supervisor and the Chairman of the Department. The importance of the supporting letters cannot be emphasized too strongly. The University Scholarship Committee may, in determining the qualifications of a candidate, request that the student appear before it for further elucidation of his proposal.

The deadline for submitting applications will be "the seventh

week of the semester prior to initiation of the proposed Program." The Committee will accept applications for the fall semester, 1970-'71 until March 20, 1970. The applications must receive the approval of the department chairman, the master professor, the dean, and the University Scholarship Program Committee. While this process may seem cumbersome, it does provide for a thorough consideration of individual qualifications.

During the semester, an Examining Committee is appointed, consisting of the master professor, two other professors (usually from the same department) and the dean as an EX OFFICIO, non-voting member. Near the end of the semester (approximately the twelfth week) "the Committee evaluates the Scholar's semester activity as successful or unsuccessful by means of written materials and an oral examination." In the case of the Music and Art Schools, this may be partially modified, by demonstrated evidence of creativity.

Miss Donna Chmielewski, School of Education, is the only student to take part in the University Scholarship Program for second semester, 1970. She is an outstanding senior who has brought recognition to herself and to the School through her academic achievements which include: Phi Sigma Iota, The National Honor Society Romance Languages - President of the University of Hartford Chapter, Gamma Chi Rho, University of Hartford Honor Society for Women, Regent's Award for the top junior in the School of Education for 1969, Modern

Language Department Scholarship, and the Hartford Junior Women's Club Scholarship for the junior and senior year.

Since January 1969, Miss Chmielewski has been assigned to Dr. Bernazza as a research assistant. In this role she has helped Dr. Bernazza, not only in teaching her graduate courses in Applied Learning Theory, Introduction to Educational Research, and Statistics in Education and Psychology, but has also been of significant assistance in conducting an experiment concerning the scaling of words according to their affective variables. She has not only performed well in the duties of her position but has taken the initiative in developing research projects pertaining to the interaction of serial learning and concept development.

Her project is entitled, "The Development of a Discriminability Matrix for French Phonemes." Bloomer has developed a discriminability scale of phonemes and morphs. Coleman has developed discrimination patterns of phonemes based on occurrence of letters and sounds of the English language.

This project will attempt to apply the principles developed by Bloomer and Coleman to learning French as a second language. The purpose of the project is to establish the critical discriminability phonemes of French by asking natives or near-native speakers to sort phonemes in terms of similar and dissimilar sounds.

The data generated from the procedure will be ordered in an n by n matrix depicting the discriminability of French phonemes. This matrix will be used as a basic reference in further basic research in French language learning and in developing French language learning programs for the classroom.

## Improvisational Workshop

by Erica Bramesco

Under the leadership of Professor Henry Larsen, a small group of Hartt College students is experimenting with the musical movement of their own time: Improvisation. Their workshop, which has been meeting since September, is one of the first classroom attempts made at Hartt to deal with this most immediate form of artistic expression.

During the first semester, the students experimented with traditional forms that they had learned previously. Having a group of students improvise a roudreau, for example, is a far more creative way of familiarizing the student with this form and of increasing his sensitivity to the other voices of the ensemble than the dry classroom techniques which are more widely employed. This semester, Professor Larsen hopes to include non-music students in his experiment by using student or faculty contributions of extra-musical art forms as a basis for instrumental improvisation. (see box on p. 7)

This provides an excellent example for artistically-minded students to participate in bringing modern culture into the University program. Although the group's only public performances have been in Thursday morning musicianship classes, they have been invited to perform by Educational Television in a special program on improvisatory music.

Professor Larsen is a member of a more advanced improvisational ensemble named New Music II. This group consists of four members of the Hartford Symphony: Jonathan Miller, cellist, and Irving Austin, percussionist,

are both alumni of Hartt; and Roger Murtha and Mr. Larsen, Hartt faculty members, play trumpet and woodwinds, respectively. The quartet has performed demonstration-lectures for kindergarten through high school classes. They have improvised to films, and played audience-composed pieces for the young students, and the response was tremendous.

Whether or not it is recorded as a significant movement in the history of music, Professor Larsen sees improvisation as a legitimate expression of the culture: "Everything is instant. Sometimes you're given information you don't even want -- immediately. Improvisation is appropriate to the age."

Dean Komisar's Coffee Hour

Thursday, February 12-9:30-11 a.m.  
 Room C, Cengras Campus Center

Topic: THE PROPOSED EXPERIMENTAL COLLEGE

Guests: Dr. Peter K. Breit,  
 Mr. Christopher Horton,  
 Mr. David L. Murphy,  
 Mr. Claude Schluenderer—the  
 idea man behind the experimental college!

## Orientation

## Statement of Purpose

## And Process

by Robert A. Potter

In recent years growing numbers of faculty, students and administrators have increasingly sensed the inadequacy of an orientation program which tries to do everything in a few days in September prior to the start of classes. The basis for dissatisfaction is evident upon evaluation. The presupposition that somehow students will sort out the cross-purposed intent of academic registration, introduction to new friends, varied social activities, dormitory living and suddenly be ready to attend classes is obviously open to serious question.

Recognizing these factors and realizing that other schools similar to our own have successfully pursued alternative orientation programs, it is proposed to our faculty and student body that we consider a redefinition of the purpose of an orientation and registration process.

What we seek primarily is the ENABLING of a student to make the transition from high school to college (or from another campus to the University of Hartford) with confidence and with as much ease as is possible. Therefore, we are designing a program to meet the particular needs of our students by stimulating an interest and participation in the full range of opportunities which the University of Hartford offers.

To accomplish such a purpose we see an introduction to college life program in two separate stages with a parallel program for parents. Entering freshmen and transfer students are REQUIRED to attend ONE of five sessions (two days each) three of which will be in June and two in August.

The main purpose of this first stage is for academic registration in which the student, with the help of an academic advisor, determines courses, registers and enrolls. A further intent is that the student

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