



## Faculty Views On The Strike

The Strike and even the concept of a strike prompted many different reactions from the University community. Reactions varied from student to student, faculty-member to faculty-member. Some of our faculty reactions are as follows.

### Dr. Sandstrom

"I'm delighted that the University of Hartford stayed open. I think it was vital that those students who wished to pursue their courses to the bitter end did not have that prerogative arbitrarily revoked. However, I am thrilled at the quality and quantity of the special activities that materialized on such short notice.

For those who availed themselves of the vast array of special activities the past two weeks were a real learning adventure. I would hope, however, that this experience will be treated as a stimulant or launching platform for further efforts to come to grips with this complex world of ours, and not as quick total immersion course that has provided all the necessary handles. Too many people thought they had all the answers before the whole thing started. Too many others settled too quickly for the ones they picked up in a hurry. For all those who, understandably, are still honestly confused, I hope this summer and the coming school year will be regarded as opportunities for further exploration of the deeper issues that lie beneath the surface of the current issues.

### Dr. Simpson

This last week, I don't think enough students were involved. I think that what was done could have been done in four days instead of two weeks. Personally, I think it was bad to do this so spontaneously. The students didn't know what to do with themselves — they didn't want the decision forced on them. There was no planning — the whole thing happened too fast, it was too spontaneous, and I'm afraid it will happen again.

Strike activity should go on all year long as normal activity. There should be a series of lectures and seminars, for credit, and canvassing all the time. Repeated in a sporadic fashion, such activity would be extremely disruptive. The university may go on existing, but not in the fashion it exists now. I think enrollments would be cut back, and the university would lose a lot of prospective students to industry. If the university becomes so disrupted that the faculty can no longer teach, it will fall apart. The faculty is the university.

This is a matter of real concern to me. Change must occur, but if it results in the tearing apart of the university, and there is no predictable end, I do not go along with it.

I am disappointed at the number of faculty members who involved themselves in the seminars, but in the short period time available the seminars were very good.

My major complaint with the nationwide demonstrations was that most of what was said was negative. One should always start with the positive.

I think that strong, sensible leadership is needed at all levels — students, faculty, and administration.

### Prof. Edward Wall

Professor Edward Wall, Assistant Dean of the school of Business and Public Administration

"It wasn't a strike against the University. The university showed its flexibility by giving certain students time off to engage in strike activities. The talks and discussions I attended were interesting, although the attendance was low. The classes ranged from some active to some almost full. There was quite a few students that went to class and also attended strike activities. A lot of students learned from this experience and a lot of them took advantage of it. The discussions with students and faculty concerning the three problems was revealing to me. It acquainted me with the state of mind of the students. I can't agree with all the objectives, but some I can agree with and so do most faculty. I was glad that the strike affirmed two things. One, it reaffirmed the doctrine of institutional neutrality and two, at the same time it gave students and faculty time to preserve their own commitments. I was glad it was done without detracting from academic programs.

### Dr. Thomas Mahan, Associate Dean of Education

Student involvement was handled very well. The decision to keep the University open with the opportunity for involvement with strike activities was the only sensible way. I was impressed by the number of students who showed continued interest in the strike, and also by the development of the initial stages of the strike. The students developed the philosophy of Mr. Prud'homme. It is a good strike. Whether it will achieve the goals set forth, I'm not sure, but the students did a beautiful job, and I would be proud to do it as a Dean as well as a student.

### Dr. Sinta

Mr. Donald Sinta of Hartt Music School conducts the concert band as well as teaching saxophone.

It is the beginning of student involvement in crucial issues here on campus. As a soloist, I was on strike. Facing such a crisis as this was such that music could not be that important at this time... A hell of a lot of people who did care. It was the continuation of mind expansion. But it was still necessary to preserve the importance of the artist's role, but not to abdicate our responsibility of human beings and citizens. The guidelines are delicate, we must turn people around gently.

## The Administration

by Tim Michaels

The Strike has now settled into a campaign of organized resistance, its strength derived from the need to correctly orientate the heated and well intentioned confusion, which marked the first few days after the Kent State horrors. Perhaps was the major accomplishment of the strike. Many people who once felt they would like to constructively alter the path of American Democracy, but did not know the mechanics, are now involved, with a direction, in a well defined cause.

This direction could not have come about without help and understanding from all points of the University environment. It was essential to the main problem of educating beyond our immediate physical boundaries. While it is true the University never did release a statement of definite attitudes, their (admin.) position did not hinder in any way our attempt to make ours (students) known.

In talking with Vice Chancellor Hector Prud'homme this afternoon, we agreed that a vast amount of worthwhile action came from this unprecedented involvement between administration, faculty, and students. He felt it revitalized the democratic process, a wind of such dramatic changes that the university would never again be the same.

He was pleased that the guidelines, which were so quickly set up, served their purpose so well. Although, he said, there were hang-ups, the faculty in general reacted favorably to the agreed upon academic variations. He would however suggest that in the future a meeting of all faculty members take place. Sir, I can only say that next time there may be even less time in which to act.

He noted that at the meeting on the Tuesday following the Kent State murders all those present were discussing issues not as a student, professor, or administrator, but as deeply concerned persons. The rationale used despite the high tensions was a manifestation of the seriousness at hand.

The potential of the University of Hartford is phenomenal. The fact that so many students did not pack up and go home exhibits their quality and sincerity. This has been a valuable period in the history of the country; it seems fitting that this unparalleled example of introspection should start in the colleges of this country. The University has and will remain open for all.

## Faculty Strikes

Although some professors viewed the strike with disdain a good many of them agreed, at least in part, with the prevailing mood of the students on campus. There were those who opened their classes to discussion, and freely rapped with students when confronted in the halls. They are to be thanked for the time spent in non-academic activities, and their thoughts both pro and con are appreciated.

There were also some professors who drew upon their varied backgrounds and participated in programs in which they were able to focus their experience and knowledge with the problem at hand. The list is long and the educational benefit derived even greater. Just the topics can give

you an idea of what was happening: "War and Its Objectives," "The Military Industrial Complex," "Alternatives to Democracy," "Fascism, Beliefs, Reminiscences, & Parallels," there were many more. The students who attended these gatherings can tell you how valuable they were. Many thanks to DiLiscia, Kay, Sandstrom, Wilhelm, Franchetti, Doyle, Gilbert, Sharpless, Duff, Mahan, Schloss, McClure, Evica, Milliken, Barns, Brayer, Matthews, Heffernan, Simpson, Muraski, Wenograd and to anyone we have missed in the confusion, for their participation in this educational and very important examination of the world around us.