

UH NEWS

liberated press

A Place To Start

"If you don't know learn.
If you know teach"

Around this phrase we shall build our concept of educational revolution. With this concept we need not be violent. We need not take over buildings. We need not physically confront the administration. All these things are easy to do, yet they accomplish little. They cause over-reaction. What we ask for is more formidable. We ask for people to get involved. - Not a hunky type of pseudo involvement - Not an "involvement in the urban ghetto", (which is already a cliché) but an involvement in our intellectual community. Here at the university we have amazing resources to draw from. We have a fine music school and an outstanding art school, just mention two. But we have more than that. We have clubs, organizations, lecture series, movie series; these are also part of our resources. It is around these extra-curricular activities that we must learn to base our education.

We are faced with what the administration terms "growing pains". Our campus IS growing. It is growing physically - But it is not growing intellectually. This is the real pain, at the present time: Not the fact that our campus is too crowded, but the fact that we cannot learn in these overcrowded classrooms; not that our curriculum is out-dated and extremely limited, but that the curriculum limits the learning process; not that "teacher education" is taking over our schools but that the applied violin student, the painter, and the English major must change his schedule to accommodate the "teachers". All this can be fought, but it takes time.

We cannot afford to waste time fighting the administration. We must realize that we do not need the administration in order to progress. We do not need classes, or curriculum, or departments to get an education. What we need is what we have. - People. We have people who can teach. We have people who want to learn. We need to coordinate these factions. We need to take advantage of what we have. We need to take advantage of our film series, our lecture series, our English club meetings, our Hartt concerts. In all these educational functions we are students - we are teachers.

What we need is a faculty-student body who does not go home when classes are over; a student faculty body who is willing to learn and teach as a community within itself. We must become self-sufficient. We must not fight administration - We must learn to work without it.

Jack Hardy - Editor

Basic Studies Visited

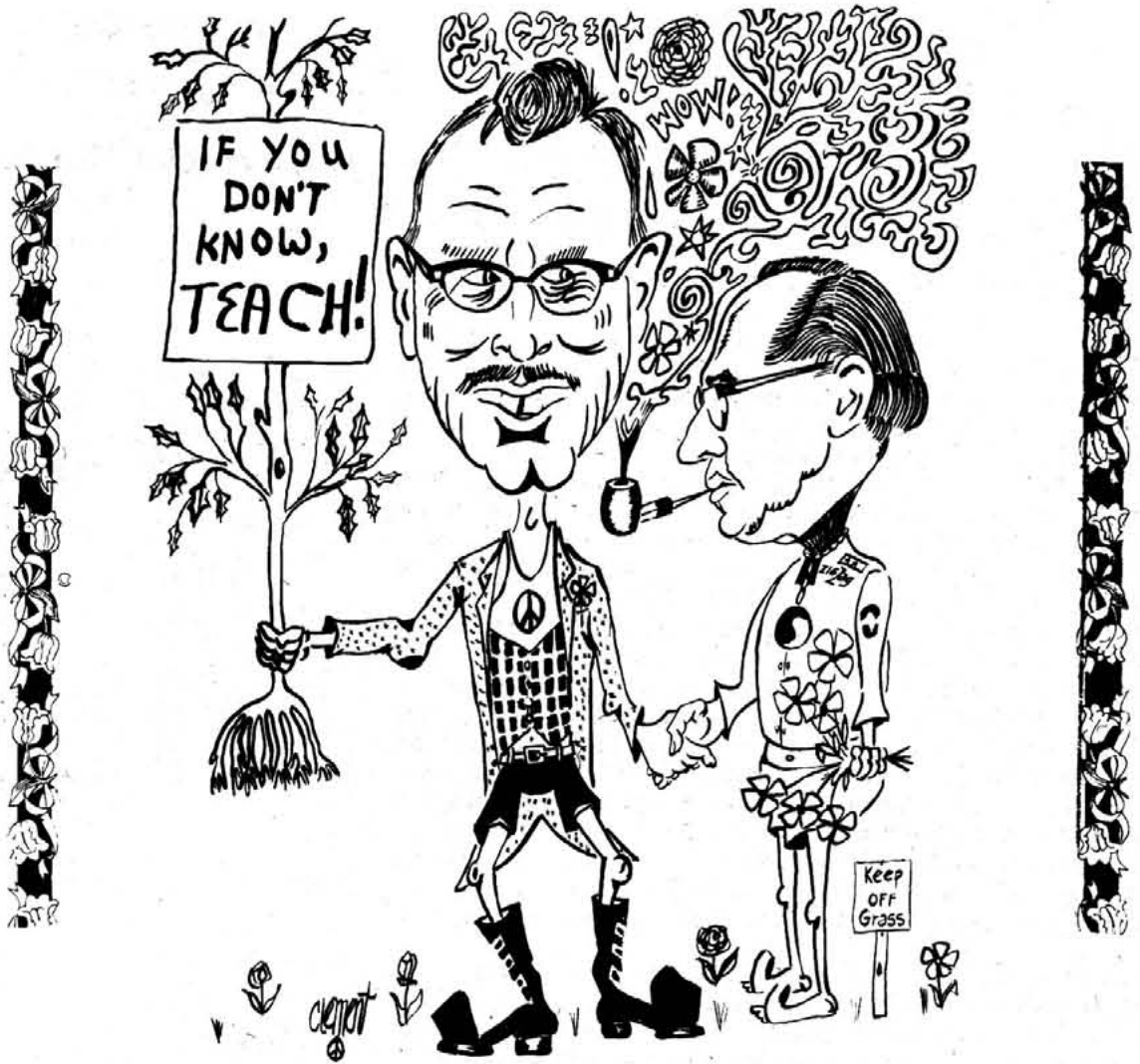
The University of Hartford is composed of various colleges and affiliations. Some of these schools have national acclaim while others are obscure even to the community of the University itself. One such school is the Basic Studies program of the University.

Winding its way through a stormy history of opposition and dissent from the Faculty Senate of the University the existence of the Basic Studies was voted against 11/1. Despite opposition the Basic Studies program came into existence. It was stipulated that the program would be an autonomous body affiliated with the University.

With this autonomy came isolation and neglect; the program seemed to have been initiated and forgotten. With the resulting oblivion, the very aims of education, the very constitution of academe and study at the University and particularly at the Basic Studies program has been violated.

The Basic Studies student was not included in any of the policy making of the University. The Basic Studies student, even if he fulfills his grade requirements is discouraged, either by omission of constitutional design or by social rejection, from participating in the events carried on at the University. This, the School of Basic Studies has become the lost and lonely child of the family of the University. This is not to say that the entire authorized body of teachers and administrators at the University closed their eyes to the attempts of the "lost child" to come home. Some have strewn crumbs on the prospective path of the program. Needless to say, this interest taken by the few did generate some progress; Basic Studies got into the S.F.A. and student involvement and action at the University began to crawl. However, the effects of the previously staunch isolationist period still remain to some extent, and there is a social gap between the societies of the Campus and 44 Niles Street, the educational laboratory of the College of Basic Studies. This geographic disassociation is also a factor in the canyon of apathy between the schools.

In order to be objective and just to both the Basic Studies and the Campus it is necessary to allude to the ideology behind the initiation of the Basic Studies program. It was, in effect, a program which was to acquire and utilize the potential of academically undernourished High School students, rehabilitate their dormant talents, seek out the promises of those who have intellect but no motivation, take these students and bring them to the fore where they truly belong. Indeed, some of the graduate students of Basic Studies have been accepted to some of the most well recognized Universities in the country. This does not mean however, that the College of Basic Studies (C.B.S.), should



not remain autonomous. It means that exposure to an intellectual environment is a part of education. It means that within limits and in certain circumstances, even a disciplinary program should relent to an extent which allows the subject the most benefit and the least stagnation. It means that even disciplinary education is not a clear cut device. It means the C.B.S. should have the most autonomy with the least educational cost.

Again, this being an Urban university, the question of how much should the University participate in Urban affairs has been tackled. I believe that any University whether Urban or non-Urban owes a great deal to society. The University of Hartford has no choice but to be involved in the community. The very nature of education involves enlightening a student about his environment. In this respect, the Basic Studies Program can endeavour to reflect the "University's concern" to the community by enlisting more of the community's academically undernourished students. I must say that the mere existence of the Basic Studies Program is a step in the right direction.

As far as affiliation goes, it is the responsibility of the student populations, the faculties, the administrations of both schools and the Regents of the University to assist in at least socially incorporating the potential of the College of Basic Studies into the general body of the University, to assist in bridging the ravine of social apathy between the separate communities of students and to encourage academic unity in the family of the University.

To ignore these points is to ignore the prescriptions for general progress for the University and to violate the decrees of the educational purpose itself.

Ewart C. Skinner - Associate Editor

Community Citizenship Center

In a panoramic tour of the first floor of the Campus Center, we find only one major change, other than our music listening room, worthy of comment. In what used to be the Ticket Office, we now find the office of a newly-manufactured 'student' organization, the Community Citizenship Center.

The Citizenship Center was started last May at a closed luncheon sponsored by Dr. David D. Komisar, to which Dr. Calvin Lee, who started a similar program at Columbia at the same time that Columbia was beginning its Morningside Heights Development Negro removal program, was invited to speak. Drs. Lee and Komisar spoke about the commitment of the urban university to the surrounding city and the corresponding commitment of the urban student to the urban community. While University Regents sit on the boards of directors of insurance companies which refuse coverage to 'high risk' areas and University Regents sit on the boards of Connecticut's Banks which own the mortgages on those same urban ghettos, University administrators are out organizing pacification teams. Urban rebellions are bad for business, and personal liberation is unprofitable. The University, which is a self-admitted service station for Hartford business, has the task somehow of pacifying the growing urban discontent.

These same Administrators, who now proclaim commitment to change as the paragon of virtues, spent all of last semester calling those who tried to make the educational experience more than a spectator sport psychological deviants.

Perhaps we just don't shuffle enough...Pacification on campus and in the city go hand in hand.

Benedict M. Holden III - Pres. S.F.A.

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