

SANTA CRUZ SENTINEL EDITORIALS

Campus Dedication

Tomorrow afternoon site dedication ceremonies will be held high upon a hill overlooking Santa Cruz and Monterey bay where the University of California is building a new campus.

This is the beginning of what will eventually become one of the major campuses of California's great public university.

Chancellor Dean McHenry described his plans for the Santa Cruz campus recently in an address before the Colloquium on Experimental Colleges at Florida State university.

What he had to say deserves the attention of all Santa Cruzans interested in high education. Here is a section of his talk:

"The essence of the Santa Cruz plan is to organize instruction in such a way that the advantages of a small college—close instruction, sense of belonging, residential setting—are combined with those of a large university—great scholars, excellent libraries and laboratories, and superior cultural events. We hope in this way to help bridge the gap between the curricular and the co-curricular, and fill in the chasm that so often yawns between students and faculty.

"The new campus will begin with a modest input of students and a controlled growth. On opening day, in October of 1965, some 60 faculty and 75 non-academic staff members will greet the expected 500 students. It will be deliberate policy to start small and increase slowly. And it is essential that we know the students well from the first, for in that crucial first semester the esprit de corps of the institution may be largely determined.

"This new campus will be quite different from its older siblings. Undergraduate instruction will not be en masse. The key to our plan is a series of liberal arts colleges that will average about 600 students, most of whom will "live in." By combining living and learning, we expect to reach the whole student and to augment educational effectiveness. Preliminary cost studies indicate that we can operate on the residential college basis at a cost no greater than on the conventional.

"We define the residential college as an educational unit of a university that combines, to a substantial extent, the functions of an academic unit of administration with co-curricular aspects of undergraduate student life—living, dining, social athletic and other. These colleges will be the dominant academic units in the early development of the campus, and enduring, distinctive features of the ultimate campus organization . . .

"All residential colleges would provide undergraduate liberal arts education, but they would vary considerably in shade and emphasis. The provost, by his field and personality, would put a stamp on a college. So would the faculty members attached to the college. Some academic specialization might be predetermined, but the way will be left open for a college to adapt or develop new emphasis as the years go by . . .

"The size of the colleges will vary, probably from 250 to 1000. Cowell college, the first and 'pilot' unit, is designed for 600 student members, of which 400 will live in and 200 will commute. To encourage interdisciplinary cooperation and to minimize particularism, there will be no formal departmental organization within the colleges. 'Faculty fellows', the academic staff members attached to a particular college would be joint appointees with the disciplinary group with which they were affiliated. All colleges would have some representation of the principal arts and sciences disciplines . . .

"The colleges will be student-oriented, but the atmosphere will be seriously intellectual. The academic program will be heavy, the hours long. A determined effort will be made to reach the 'whole'

or graduate level . . .

"Cowell college, which will be quite general in the beginning, will later emphasize the humanities. The second will have a strong public affairs and social sciences slant; it will have 700 students, of whom a higher proportion would be commuters than in Cowell. The third college will emphasize science; it will have 500 student members. We plan to hold to a maximum of 50 per cent the proportion of students majoring in the area of emphasis of a college; that the science college would have no more than one-half of its students specializing in science and mathematics . . ."

What Chancellor McHenry proposes presents a challenging new approach to "bigness" in education. It offers an opportunity yet to be given in any major university in the United States.

We, in Santa Cruz, have a chance to be a part of this vast undertaking. It is an opportunity we should not overlook.