

# state Beacon

VOL. 29, No. 20

Paterson (N. J.) State College

April 10, 1964

## Beacon Elects New Editor

Junior English major, Al Pecci, has been named editor of the Beacon for the 1964-65 academic year. The election took place on Tuesday, March 24, when the Board of Control voted Pecci the new editor.

After graduation from high school, Al served three years in the army as a Sergeant stationed in Germany, a member of the



Al Pecci

Eighth Infantry division. Two years after his release from the service Al was accepted at Paterson State.

Pecci lives in West Milford, and works part time as a salesman with the Melville Shoe Company.

When asked to comment on future plans for the BEACON, Pecci remarked, "I hope to create a greater response from the student body and continue as their channel of communication."

## Pioneers Open '64 Conference

The Pioneer nine play their conference opener against Glassboro State College tomorrow at Glassboro at 1:30 p.m. Last year the Sa diamond men battled eleven innings to drop a close contest, 4-3. At the second meeting of the two teams, Glassboro won another close game by a score of 3-1.

Tomorrow the Profs from Glassboro will face the hot bats of the Pioneers sparked by left-fielder Mark Evangelista, pitcher Bill Born and short-stop Dave Alexander. Evangelista led last year's squad in batting with a .359 average and was followed by Bill Born's .342. Born also led the squad with 18 runs batted in. Dave Alexander, the fleet-footed short-stop, had seven extra-base hits last year for twelve RBI's.

On the mound for Coach Jim Lantano's nine will be either Paul Gilly, Vince Lupinacci or Bill Born.

## Speech Dept. Faculty To Attend Convention

Nine faculty members of the Speech Department at Paterson State College and Speech Correction majors will actively participate in the 55th Annual Convention of the Speech Association of the Eastern States to be held April 9, 10 and 11th at the Henry Hudson Hotel in New York City.

Mr. William Formaad, associate professor of speech and Coordinator of Barnert Memorial Hospital Speech Clinic in Paterson will participate in a panel discussion with other prominent speakers in the field. The topic to be discussed entitled "Public Relations and the Speech Specialist," will be moderated by Dr. Arthur A. Eisenstadt of St. John's University. Dr. Eisenstadt of St. John's University. Dr. Eisenstadt is president of the New Jersey Speech and Hearing Association.

Dr. Neil Sheldon, assistant professor of speech, is Chairman of the Exhibits Committee which will handle the public relations for all commercial exhibits. This committee is staffed entirely by PSC faculty and students. The faculty members are Mrs. Barbara Sandberg, Mr. James McCarthy and Mr. Anthony Maltese, assistant professors of speech. Four seniors assisting them will be Marion Goldstein, Carol Touhey, John Siemsen and George McCabe.

Mrs. Wathina Hill, assistant professor of speech is Chairman of a special convention placement service for Association members. This placement committee has been set up to provide assistance to administrators and applicants in arranging interviews right at the convention. Dr. Neil Sheldon is assistant Chairman and members of the committee from Paterson State are Mrs. Jane Barry, Mrs. Sidney

Berman and Dr. Robert Leppert. The SAES Placement Service will be supplemented by a team from the Speech Association of America thus providing a wider range of placement.

In addition to the general sessions four or five panel discussions will be held simultaneously throughout the convention covering every phase of speech arts, the speech sciences and the theatre arts. Senior, junior and sophomore correction majors of PSC will usher at the various sessions.

## Peace Corp Test Slated For Apr. 11

The next Peace Corps Placement Test will be given this Saturday on April 11. The test will be given at the main Post Office at Market and Straight Streets in Paterson. Tests will also be given at Post Offices in Montclair, Newark, Jersey City and Trenton.

Senior students may also take the test on May 9, June 13 and Aug. 8. However, to allow for better planning on the part of both the Peace Corps and the applicant, they should apply as early as possible. Peace Corps officials emphasize that this is a non-competitive test, with no passing or failing grades.

In addition to the Placement Test, students must also turn in a completed questionnaire. Anyone seeking additional information may see Miss Anita Este, college Peace Corps liaison, at Haledon Hall.

This summer the Peace Corps hopes to train as many as 6,000 men and women at approximately 55 colleges and universities throughout the country.

## Band Wanted For Shaffer Play Day

Dr. Grace M. Scully, assistant director of student personnel, has announced that suggestions for a five-piece band to play during the all-day Shaffer Playday boat-ride. All suggestions will be gratefully accepted and considered by Dr. Scully.

Last year The Esquires were contracted for the occasion. Many students felt that they were excellent. If any student feels that they should be contracted again, or knows of another group please contact Dr. Scully in Haledon Hall.

## Experiment Conducted At Chicago University For Teaching Learning

(I. P.) — An experiment designed to construct a series of teaching-learning opportunities which permit the teacher to teach in a manner most stimulating and rewarding to him and also provide for a variety of student learning styles is being conducted through the joint efforts of the faculty and students in University High School on the campus of The University of Chicago.

Called "The Freshman Project," it stems from several recent experiments conducted in the Laboratory Schools, but especially from a study in University High during 1961-62. Involved were 42 freshman students taught by a team of two teachers — Ernie Poll and Edgar Bernstein. Instead of offering their courses separately (Earth Science and World Geography), these teachers made a team presentation of content to the students, who were assigned to them for three hours daily.

At the outset, the two teachers agreed upon certain methodological principles: (a) there were to be no demands made upon the student that would require rote memorization; (b) teacher-structured and teacher-directed learning experiences were to be maintained at a minimal level; (c) the teacher was to serve as a subject-matter resource and as a critic of student methods; (d) there was to be a wide latitude of opportunities for student choice-making; and (e) there was to be an emphasis on student "inquiry."

In addition to other objectives, attention was focused on the following six challenging educational questions: Can the external structure ordinarily imposed on the student by teacher and administration be diminished to an extent which will permit student-structure learning to develop? What kind of educational growth takes place in a self-ordered milieu? How do students respond to such a milieu emotionally? How do they actually conduct themselves in this milieu? Does an emphasis on a problem-solving approach to curriculum lead to a significant development of inquiry skills and independent study habits? What attitudes, behaviors, and skills develop in a student-ordered milieu, which may not develop in the structured classroom?

Considerable interest on the part of both students and faculty was aroused by the team presentation, and, after much discussion and observation, it was decided to conduct a somewhat similar experiment during 1962-63, but using the entire freshman class. Thus, last year 175 freshmen were assigned to a new program. A block of time and specific building and instructional facilities were set aside for inclusion of English, mathematics, social science and science in the Project.

Eight faculty members including the two who participated in the initial study were assigned as instructional staff. This community of teachers was given one mandate by the administration of University High School: You are required to pursue the subject matter objectives set forth by your department. Any other objectives you wish to conceive and develop to achieve are yours to determine.

After deliberation, the faculty group recommended an initial program allowing for about 40% of the student's time to be planned and organized by the student. Soon, however, basic differences in students' needs and progress indicated a revision. A new program offering three choices of structure to the student was devised:

Type I—four- or five-day-per-week formal classes with one or (Continued on Page 2)

## Arts Festival Presented This Evening

Tonight, "An Evening of the Arts" will be presented at 8:30 p.m. in the Memorial Gymnasium. This is the second annual Arts Festival to be presented. The program will include dance, drama, music and the graphic arts.

Performing in the program will be the Festival String Orchestra under the direction of Mr. Stanley Opalach, assistant professor of Music. The Modern Dance Group will be accompanied by the Festival String Orchestra. Selections from the works of Bach, Handel, and Telemann will be included in the program.

The evening will be highlighted by the appearance of the Pioneer Players who will pay tribute to Shakespeare's quadricentennial anniversary. The cast of players, coached by Mrs. Barbara Sandburg, includes Barbara Abbate, Susan Grabina, Mollie Snyder, Alan Kemp, James Hollenbach and Jonas Rosenberg.

The Art Club will present a showing of painting sculpture and jewelry executed by students. Club president Belmont will be assisted by vice president James Cullen and members of the Art Club.

Students as well as the public are invited. Admission for the program is free of charge.

## Bookstore Honors Personal Checks

Effective April 6, 1964, personal checks will be accepted by the College Bookstore up to the amount of merchandise purchased by full-time students, part-time students, faculty and staff members upon presentation of satisfactory identification. Full-time students, the Identification Card will be used. For part-time evening students, other satisfactory evidence such as a Driver's License or current Tuition Receipt will be used. For faculty and staff members, checks will be accepted upon identification.

It should be understood that this is not a check cashing service since this would require the maintenance of cash reserves in the Bookstore and this could present problems.

It should also be understood that there will be a \$2.00 service charge by the Bookstore for any check returned by the bank marked "Insufficient Funds."

This new policy was approved by the Board of Trustees of the Student Cooperative Association at its meeting on Monday, March 16, 1964.

## JOBS ABROAD STUDENTS & TEACHERS

Largest NEW directory. Lists hundreds of permanent career opportunities in Europe, South America, Africa and the Pacific, for MALE or FEMALE. Totals 50 countries. Gives specific addresses and names prospective U. S. employers with foreign subsidiaries. Exceptionally high pay, free travel, etc. In addition, enclosed vital guide and procedures necessary to foreign employment. Satisfaction guaranteed. Send two dollars to Jobs Aboard Directory — P. O. Box 13593 — Phoenix, Arizona.



# PSC Business Manager Releases Co-op Budget

At its meeting on Monday, March 16, Paterson State College Student Cooperative Association authorized the publication of financial statements for the last complete audited year, which ended on June 30, 1963. Following the annual practice instituted several years ago, the Bookstore Account and the Student Service Account were audited by a Certified Public Accountant firm licensed in the state of New Jersey.

The Board of Trustees also felt that it is inevitable that sometime in the future there would be a need to expand the facilities of the College Bookstore and that it would be wise to place some cash in the Bookstore Account in a Savings Account so that interest will be earned on these funds in the meantime.

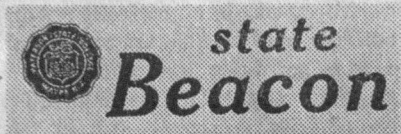
The complete and detailed Profit and Loss Statement for the Bookstore Account and a summary statement for the Student Service Account are shown below.

## Paterson State College Student Cooperative Association College Bookstore Statement of Income, Profit and Loss For the Fiscal Year Ended June 30, 1963

Income from Sales .....	\$147,655.62
Less Excise Taxes .....	68.19
Net Income from Sales .....	\$147,587.43
Cost of Sales .....	
Inventory — July 1, 1962 .....	\$ 24,012.14
Add: Purchases .....	138,142.26
Freight and Cartage .....	717.78
Less: Purchase Returns .....	18,267.64
Net Purchases .....	120,592.40
Cost of Goods Available for Sale .....	144,604.54
Less: Inventory, June 30, 1963 .....	29,207.52
Cost of Goods Sold .....	115,397.02
Gross Profit on Sales .....	32,190.41
Expenses .....	
Salaries .....	\$ 12,530.23
Depreciation on Fixtures and Equipment .....	1,315.36
Payroll Taxes .....	737.04
Stationery, Postage and Office Expense .....	257.58
Maintenance and Repairs .....	51.20
Auditing Fees .....	650.00
Insurance Expense .....	505.85
Advertising .....	15.00
Dues and Subscriptions .....	90.00
Legal Fees .....	26.00
Other General Expenses .....	140.86
Total Expenses .....	\$ 16,319.12
Operating Profit .....	15,871.29
Other Income .....	
Budget Allotment for S.G.A. Bookkeeping .....	
Expenses .....	\$ 1,866.67
Purchase Discounts .....	161.78
Gain on Sale of Coco-Cola Machine .....	75.00
Total Other Income .....	\$ 2,103.45
Net Profit for the Period .....	\$ 17,974.74

## Paterson State College Student Cooperative Association Student Services Account Summary of Receipts, Disbursements and Fund Balances For the Fiscal Year Ended June 30, 1963

Account Balances, July 1, 1962 .....	\$ 32,363.36
Receipts from Student Government .....	
Association Approved Budget .....	80,000.00
Other Receipts and Transfers .....	79,254.57
Total Funds Available .....	191,617.93
Less Disbursements and Transfers .....	151,686.98
Fund Balance, June 30, 1963 .....	\$ 39,930.95



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### Experiment . . .

(Continued from Page 1)

two short options;

Type II—a three-day class, two-day program; and

Type III—as little as one day of formal class with as many as four days for options; the number of class meetings to be not less than one, but otherwise determined by the students and teachers involved.

About 40 students elected Type I and Type III programs. The majority continued Type II which had been the original arrangement for all. Students were given a chance, after a three-week trial period, to change options if they so desired.

A testing program has been developed to provide a basis for measuring students' academic progress. Several evaluative techniques have been devised and a great deal of data gathered. It is too early to report results; yet some calculated guesses can be hazarded. Indications to date are that: **The students in the Project are meeting the growth expectations in each subject area at a level as high or higher than those in regular class arrangements.**

Much greater use of library and other resource materials by the students results.

Growth in critical thinking will be significant, as measured by tests.

Student attitudes toward the role of the teacher and the purposes of the school will have changed to the extent that students will accept more responsibility for their learnings.

It is also being found that teachers, when given the opportunity and freedom to do so, can develop creative and exciting programs which more adequately meet student needs and differences.

## Former Prof Tells Of First Weeks In Kabul

by Rosanne Ponchick

"Kabul, Afghanistan" read the postmark on a letter delivered recently to the Paterson State mailroom. But this letter was not an ordinary application nor was it a business letter. It was from a former Paterson State faculty member, Dr. Sanford Hendrickson and his family. Dr. Hendrickson left the United States on February 14 for a two-year stay in Afghanistan as part of the Columbia University Teachers' College team which is under contract to the United States Agency for International Development for Teacher Training.

The Hendricksons arrived safely in Kabul on February 27 and were quite thankful for making such a journey, especially over the treacherous terrain from Teheran to Kabul, without any major mishaps.

In their letter, they recounted some of the highlights of their trip. "The whole trip was unbelievable—we saw so much and had such mixed emotions over many sights, various cultures and peoples. The first stops, at Barcelona, Rome and Athens, we thoroughly enjoyed and did not feel too far apart from the people, despite language differences."

The letter then discussed their arrival in Cairo. "When we arrived in Cairo, we had our first introduction to the East and the strange contrasts helped cushion the impact of conflicting impressions which hit us from all sides here in Kabul. Due to an unfortunate mixup in reservations, we were forced to stay with friends in Cairo. The party with whom we stayed, Mrs. Frances Simon, had taught at Paterson State and is currently the cultural attache at the embassy in Cairo. Mrs. Simon has learned Arabic in the two and one-half years she has been there and devoted the two days of our stay there to show us personally around the city. Thus, with Mrs. Simon

## Letters to the Editor

Dear Editor:

Most of this letter was originally written in December when the Beacon editorially endorsed the so-called position paper of the A A U P. Since Assistant Professor Fulton has chosen to take the Advisory Committee and President Shea to task at such great length that an important news story which I had been promised would be published was omitted. I think the ideas expressed are appropriate and timely. Professor Fulton and a few other faculty members belong to the local chapter of the AAUP. They believe that a college should be run by vote. I happen to believe that they are wrong and that the outcome of their proposals would be sheer anarchy.

Some members of the local AAUP chapter have persuaded members of the Beacon editorial staff to support them and to allow them to speak as if they represented the entire faculty of the college. Actually they represent a small minority. Furthermore, the position paper which was presented last fall to the Governor's commission on higher education was done so without the knowledge or approval of the membership of the local chapter. It represents an extreme position which is not shared by many faculty members on this and other state college campuses.

The call by the AAUP for greater faculty participation in all phases of college operation is, in my opinion, based upon a complete misconception of the nature of a public college — namely, the idea that it is a community of free scholars who should have the power to run the institution by vote. Nothing could be farther from the truth. A state college is an agency of the state government, and the faculty members and other members of the staff are employees of the state. They operate under rules spelled out by the legislature of the state and the authorities to whom the legislature has delegated the responsibility of operating the colleges. These include the State Board of Education, the Department of Education, the Com-

missioner of Education, the Presidents of the Colleges, and other administrators.

It is ridiculous to think that the legislature would abandon its responsibility to the citizens of the state and turn over the powers to appoint presidents and deans, to create and abolish such administrative positions, to determine budgets of the colleges, to control all matters of curriculum, activities, and physical facilities to the vote of individual faculties. No government could function on this basis. If the faculty were to have such powers it would also need the power to raise taxes, and so would every other agency of state government, since it is logical to assume that if a state college were to enjoy such power all other agencies of government should enjoy similar independence of control by higher authority. The result obviously would be chaos.

The assumption that because they are scholars college professors are competent to make all decisions concerning the operation of a college is also questionable. As a matter of fact, college professors tend to be narrow specialists who are more likely to be concerned with their own vested interests than they are with the over all welfare of the college. The bitter battles between academic departments, and between individuals within departments which almost invariably result from any proposal to change the curriculum are an indication of the disorder, confusion, and antagonism which would characterize a college run by vote of the faculty.

There is an implication in the AAUP position paper that the faculties at present have no voice in any of the matters which concern them. This, too, is false. The departments and individual faculty members have major responsibility for proposing and developing individual courses and complete curricula. Faculty members serve on standing and *ad hoc* committees which make recommendations on every phase of the college program. They are involved in the appointment of new faculty members. The real question in the minds of this power-hungry minority is not participation, but final authority. They resent the fact that their proposals must be approved by higher authority. But this is the inevitable procedure in an agency of government, and the only way in which the operations of government can be carried on in an orderly and efficient manner.

The proper alternative for those people who cannot accept the conditions of life at a public college seems obvious to me.

Sincerely yours,  
Herbert Lee Ellis