

PLOUS LECTURE

The text of Keir Nash's Plous Lecture, which he delivered Wednesday, appears today in the Nexus beginning on page 9. A faculty letter criticizing yesterday's news coverage of the lecture appears on page 6.

UCSB's Shrinking Enrollment

Two years of big losses have hit UCSB, but statistics suggest that relief may be in sight

By Dave Carlson

Enrollment has been falling at UCSB and, in spite of new anti-growth sentiment locally, students and faculty are finding themselves increasingly demoralized and disappointed that this campus is not attracting more undergraduates. The statistics tell the grim story.

When this year's graduating class came to UCSB in 1969, 13,733 students roamed the spacious campus once conceived to be a future rival to UCLA and Berkeley. In that year UCSB even refused to take redirected applications from other UC campuses from students wishing to major in the humanities.

But then Isla Vista erupted in riots, student demonstrations against the war all over the country sent college administrators scurrying to their public relations offices, and mass waves of existential despair drove an entire generation which had valued higher education with almost religious intensity to question the worth of college and even the higher paying jobs that used to result.

At UCSB, the campus admissions office began to reap the seeds sown by national discontent, economic recession and local controversy. Following the year of the riots, total enrollment in fall quarter dipped by only 89 students. The Administration was easily able to absorb the loss, but they also knew that the 1971-72 class had applied to UCSB before the riots broke out and before the national trends toward dropping university enrollment would have their effect.

The next year showed that fall enrollment had dropped another 700 and at the fall of this year, still another 600 so that as of last fall, there were only 12,300 students at UCSB, a disastrous 11% drop in three years, and a 10% drop in only two years. The campus shrunk to its smallest size since 1967-68. It now has fully 1,100 students less than projected for 1972-73 by administrators.

The enrollment crisis coincides with a period of unrest over questions of academic freedom, tenure and hiring practices, not to mention nation-wide attention for the

Enrollment is important for any institution of higher education. At the University of California, the state budgets one professor for every 18.5 students, so that if enrollment falls even slightly, faculty members are in danger of losing their jobs.

UCSB's situation results from a unique set of circumstances. The Nexus looks at both demographic and sociological reasons for why not so many students are choosing to matriculate here, and also why enrollment will probably register an increase next year for the first time in three years.

violence of 1970. While enrollment has plunged for three years running, 65% of the faculty in a recent poll indicate they have less confidence in the UCSB Administration than they did four years ago, and Chancellor Cheadle, only a few years from retirement, has had to shoulder much of the blame for UCSB's woes.

REDIRECTS AND DROP-OUTS

The reason enrollment took its initial 700 student drop was a drastic reduction in the number of first choice applications to UCSB by new students. In the fall of 1971, there were 3,699 new students, roughly average for UCSB, but of those, 1,056 were redirected from other UC campuses.

In 1972, when enrollment again dropped 700, the number of new students stayed the same, but redirects made up only 547 of the 3,700 new students. This prompted Cheadle last fall to blame this year's enrollment dip on other campuses' refusing to send us their rejects.

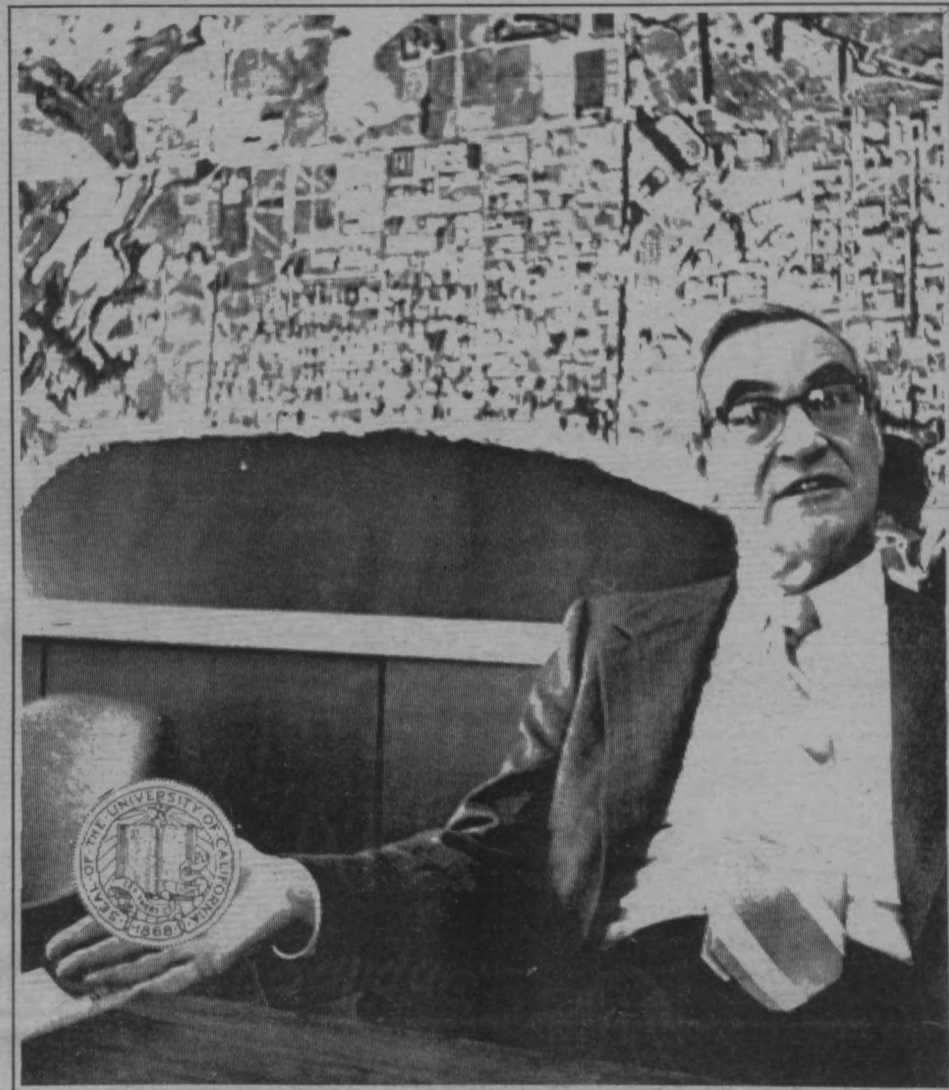
According to Cheadle, the UC President's office had told him to expect the same number of redirects. When UCLA and Davis kept more than they were supposed to, with the result that they are now over-enrolled, UCSB lost out.

Large numbers of redirects have been sent to UCSB ever since University administrators decided that this campus should hold 25,000 students. The plan was to boost up enrollment here, thereby building up the faculty at the same time. Redirects have continued to play an important part in UCSB's enrollment, even after the eventual goal of 25,000 was put off until the distant future.

Drop-outs and students who transfer may be the real culprits in the enrollment crisis. Ordinarily 1,500 students, not including graduates, can be expected to quit school in a given year, but during the two years of the greatest enrollment decrease more than 1,850 students fled the sinking ship.

GRADUATE STUDENTS

Graduate enrollment has fallen about 260 since 1969, but not because there are fewer applicants so much as an action by the state legislature five years ago, which made graduate population no more significant than undergraduate population. In other words, the campus gets the same amount of money for both graduates and undergraduates attending UCSB, and since it costs more to educate a graduate student, departments here are actually cracking down on the number of graduates. Combined



with an increase of fees and a decrease of fellowships, waivers and T.A. grants, the graduate population has been dwindling, even though the number of applicants is holding its own.

NEW HOPE

Although severe problems still remain for administrators, budget planners point to new hope for enrollment to make a slight increase next year, although campus enrollment will still be significantly under its 1969 peak.

As evidence for an enrollment increase, Cheadle has pointed to the smaller number of people who have quit school since enrolling in the fall.

Ordinarily this campus loses about 1,200 students from the fall total by the time spring quarter rolls around. (This is 1,500 drop-outs minus 300 students who transfer here.) This year the drop is only 877, which Cheadle calls "encouraging news." This figure is all the more encouraging in light of the fact that winter graduations reportedly registered a large gain. This means that remarkably fewer students decided to quit school than is usually the case.

On top of that, the admissions office in the UC President's Office reports that applications to the University of California listing UCSB as the first choice for campuses are up 7½%, although applications to the University as a whole are down half a per cent. The increase in fall enrollment is predicted in spite of the fact that the University will send fewer redirected applications to UCSB than in years past.

In 1971, 1,056 students enrolled at UCSB out of the more than 2,700 redirected applications that had been sent here. In 1972, the 547 redirected students who enrolled came out of a total of only 1,500 applications sent here. Next year, the University plans to send only 900 applications here, of which about 300 can be expected to accept.

How then can administrators be so optimistic as to plan an enrollment increase? Budget analyst Richard Jensen is pointing to the increase of 7½% in first-choice applicants, and also to a mysterious jump in the percentage of accepted applicants who decide to matriculate at UCSB.

In 1971, only 48% of the freshmen accepted eventually enrolled, but in 1972, the percentage jumped to 55%.

"Next year, we are planning on at least 55% of freshmen accepted to eventually enroll," said Jensen, "but privately we are expecting an even higher percentage."

Why fewer people quit school this year in winter and spring quarters and why more applicants are enrolling here is a mystery to administrators, but they are nevertheless delighted.

Although the enrollment crisis has been a trauma for local administrators, both they and their superiors in Berkeley are treating it as a temporary anomaly. In a few years, the Administration expects enrollment to float between 14,000 and 16,000. If this goal is reached, it may mean more building on campus, since present capacity is approximately 14,000.

Yet in less than a decade looms the leveling off of the American population. Starting in 1978, the actual number of 18 to 21 year olds will decrease, and the crunch on American universities will start in earnest. The enrollment crisis may become a fact of life.

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From local anomaly to national trends

Reasons for the 10% drop are diverse; some uncontrollable

By Dave Carlson

The question remains, "Why did enrollment fall in the last two years?" Who and what gets the blame? Who is at fault?

The question is tough to answer, and educated guesses based on sketchy information are the best we can do. Nevertheless, certain trends can be isolated.

The question is complicated by the fact that the campus is going through a crisis of confidence in the Administration. A recent poll shows 65% of the faculty having less confidence in the Administration. The Institutional Goals Survey to which Plous Award winner Keir Nash refers indicates that UCSB faculty members are more disillusioned with their campus than the faculty at any other UC campus.

There is a tendency to confuse the confidence crisis with the enrollment crisis. They are probably most closely related in the area of increased drop-outs. But reasons why first-choice applications were down and why there are fewer redirects cannot always be laid at the doorstep of local administrators.

ISLA VISTA RIOTS

Perhaps the greatest unspoken belief among administrators is that the national publicity generated by the 1970 conflagrations in Isla Vista has scared away hundreds of prospective applicants. In the first year where the riots can be said to have influenced enrollments, (fall of 1971) the number of new students to the University of California who made UCSB their first choice dived from about 3300 to 2700. Fortunately, the UC President's Office came to the rescue that year by sending 2700 redirected applications here, of which 1056 eventually enrolled. But an increase in drop-outs caused a 1971 loss of 700



students.

The effect of news coming out of Isla Vista must have hit the parents of 18-year-old applicants hard. Although residents of I.V. were participants in the riots usually by conscious choice and could (until the L.A. Tactical Squad showed up) usually avoid involvement if they so desired, outsiders gained the impression that the whole town was engulfed in violence. Fear and suspicion pervaded the entire state. One state legislator even proposed building a brick wall around UC campuses, and until just recently L.A. newscaster George Putnam was flashing photographs of a burning Bank of America behind him whenever one of his newscasts included news about I.V.

I.V. may be getting a new image around the state. The positive attitude in I.V. about solving local problems may be infiltrating through the media, and the ugly publicity from the riots may be fading in the minds of parents of prospective students.

The general education requirements at UCSB have been stiffer than anywhere

else. Only Riverside, which is also suffering an enrollment crisis, can compete with the five quarter language requirement that UCSB dropped as of fall quarter.

Although the requirement was abolished at the end of last year, this year's enrollment, which was down, would not reflect the abolishment of the imposing language requirement at UCSB. Next year's enrollment, which will probably rise slightly, is the first year in which applicants will be free from worry about five quarters of foreign language. Most significantly, first choice applications to UCSB are up next year by 7½ percent.

Another telling statistic that may have a bearing on the future comes from the General Education Experiment.

Four years ago, at the direction of the Academic Senate, the College of Letters and Science undertook the much heralded General Education Experiment, in which 485 freshmen students in 1969-70—the year just prior to the beginning of the enrollment crisis—were totally excused from any course

requirements for general education. Alongside this group was another control group of 485 which had to follow the requirements as usual. Both groups were chosen entirely at random.

Since drop-outs and inter-campus transfers comprise a major problem, it is interesting to see how many of each group of students remained at UCSB for the entire four-year program.

Of the control group, only 37.5% were still here in this spring, the final quarter of the experiment. This percentage corresponds closely to the inflated drop-out rate that UCSB has endured during the enrollment crisis.

In comparison, 49.5% of the experimental group are still here four years after the commencement of the experiment.

One can only conclude from these figures that the stiff UCSB general education requirements were responsible for causing many students to drop out or transfer, and presumably, one can conclude that they must have scared off many first-year applicants as well.

Dropping enrollment may have had a role in helping the faculty to decide to abolish the language requirement. Whereas the faculty could previously afford to shrug off those students too lazy to complete the language requirement, in the last few years they could not do so without an eye toward the campus budget.

MORALE CRISIS

Besides Isla Vista's embattled reputation around the state, a local crisis in morale may have driven more people to drop out or transfer than usual. A survey of drop-outs done by the Dean of Students in 1971 shows that large percentage increases were registered for the following reasons:

- Didn't like the type of social life available; up 4% since the average between 1959-65.

- Faculty and Administration seemed impersonal; up over 10% over the 1959-65 average.

- Didn't like Isla Vista; a new response which shot up to over 10%.

- Living arrangements not satisfactory up 7%.

- At the same time, such traditional drop-out inducements as marriage and pressure from grades have dropped in percentages.

All these reasons might be considered problems of morale. Although the problems with social life and living style can be blamed on the disintegration of

(turn to p. 18, col. 1)

Santa Barbara gets reprieve from Berkeley planners; prof surplus here

By Dave Carlson

While enrollment dropped a precipitous 10% in the last two years, budget planners in the University's main office in Berkeley decided to fund the Santa Barbara campus at a level higher than its current fall enrollment of 12,300 would ordinarily warrant.

Currently UCSB is getting as much money as it would if there were 12,882 students here. This favored treatment is based on the agreement that the campus muster up 12,600 students next year.

The agreement was made on behalf of the University Administration by UC Vice President Chester O. McCorkle last spring. The intent is to give UCSB a cushion to fall back on to during the rebuilding period.

Because of the enrollment drop, UCSB has had to eliminate about 60 faculty positions. A campus gets one professor per 18.5 students. The cuts have been made up from professors who were leaving anyway, but many departments have been told that they cannot hire any replacement. Nevertheless, McCorkle's decision has allowed this campus to work with a 37 professor surplus. If enrollment does not rise next year, however, more cuts will have to be made.

"The people in Berkeley were very generous," Chancellor Vernon Cheadle told the Nexus this week. "I think it can be taken as a sign that they think of the enrollment problem here

as a temporary situation."

UCSB is built to accommodate approximately 14,000 students, about what enrollment was in 1969. Now that enrollment is down, UCSB has become "over-built."

Curiously enough, this may keep other campuses from beginning needed projects.

Legislative Analyst A. Alan Post has recommended in his budget analysis for next year that no buildings be erected until unfilled capacity at other campuses — i.e., UCSB, Riverside — is completely filled.

LEGALESE

"We believe it is unwise," he wrote, "to fund any additional space which, when added to existing space, provides more than 95% of the projected need in the year of occupancy."

This bit of legalese may force more redirects to UCSB if only to ensure project funds.

Vice Chancellor John Snyder feels that such a recommendation is unfair.

"It seems unrealistic to require every program at UCSB and Riverside must be filled before a needed medical building at Irvine could be built," he remarked, adding that since few live with relatives when they attend UCSB, it is more expensive for students to come here and hence more difficult for the University to expect to fill capacity here.

The recommendation still faces action in the Legislature.

By Scott Larson

UCSB undergraduate students will go back to the polls Tuesday and Wednesday, May 29 and 30, for a second crack at the Clean Air Initiative which was killed by Chancellor Vernon Cheadle subsequent to the May 1 and 2 elections.

The measure as it will appear in the upcoming ballot will differ from its original form in that it will specify that a special University fee rather than an A.S. fee will be levied for the financing of a mini-bus system in the UCSB-I.V.-Goleta area.

If passed by the students and accepted by Chancellor Cheadle

and the Regents, a \$3-per-quarter special fee will be paid by all undergraduates to help finance Santa Barbara Metropolitan Transit District's planned bus system. In addition to the mini-buses in this area, UCSB students would be able to ride an express bus into Santa Barbara by showing their reg cards.

Leg Council sets May 29, 30 for new Clean Air election

The special election was decided on by Leg Council at their regular Wednesday evening meeting, when several people complained of the measure's death at the hands of Chancellor Cheadle.

In a letter to former A.S. President John Grant prior to the past election, Cheadle specified

that for passage the measure would need a 35% voter turnout and approval by two thirds of those voting.

In the election, 35% of the eligible students turned out, and of those voting, well over two thirds favored the measure. However, less than 35% voted specifically on the Clean Air Initiative and so when it was presented to the Chancellor, he decided it did not meet the qualifications for passage.

STUDENT SUPPORT

Vice-Chancellor George Smith explained to Leg Council that the Chancellor did not see enough evidence of widespread student support for the fee hike and so decided not to submit it to the Regents for approval.

Smith explained that the tendency has been to lower or at least not raise student fees and so the Chancellor did not want to submit the proposed increase without being sure of strong student support.

Council determined polling places to be located at the three on-campus dining commons, the library, Ellison Hall, the Physics

building, the UCen and the Pardall underpass. Election personnel will be supplied by I.V. Planning.

It was decided to finance the election costs, which elections co-chairperson Dave Potell estimated to be \$125 to \$150, out of the concerts budget.

In other business, council allotted \$918 for Don Tate to fly to Washington, D.C., to help lobby for bills now before the Congress which would provide government funds to the University on the basis of the number of veterans enrolled. Tate said the amount could be as much as \$1000 per veteran.

At the end of the meeting, concerts chairperson Jim Curnutt announced that complimentary tickets to the Grateful Dead concert Sunday would be available to council members.

VIETNAM SPEAKER

Dorothy Weller, four-year veteran of Vietnam where she served as physical therapist at the Quaker Rehabilitation Center in Quang Ngai Province, will speak in Santa Barbara and on UCSB campus, Monday, May 21, 1973, as part of North/South Vietnam Week. At 4 p.m. she will address the campus in the International Students' Center (Interim). The public is also invited to hear Weller at 7:30 p.m. at the Unitarian Church, 1535 Santa Barbara, sponsored by the Social Concerns Committee.

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Patchwork blends blues, acoustic folk-rock, soul

A new act has been playing at Borsodi's Coffeehouse the past two Sunday evenings providing some of the most entertaining acoustic music that's been in I.V. for a while.

Patchwork, consisting of Isla Vistans Jack Pribble and Mark Ruddick, plays a combination of rhythmic-folk-blues music and their repertoire contains a strong combination of soft melodious tunes and harder, pulsier, blues numbers. Jack and Mark also do some original stuff which combines the strong and emotional voice of Ruddick and the tasteful licks of Pribble's guitar.

But the two often trade off with Jack singing and Mark taking over on the guitar. In fact it is the depth which makes Patchwork so exciting. On numbers like "Bo Jangles" the two musicians blend their voices together in an exceptionally fine harmony and then on oldies-but-goodies like "Ain't She Sweet" they put together simple up-tempo rhythms which compliment the guitar work of each other.

Old, soulful blues tunes are another basic for Patchwork. "Summertime" is one of the tunes where they shine. Jack does one of his better leads on this song while Mark's gutsy voice adds the right touch of emotion that the song should have.

Their act usually consists of three, maybe four, sets a night. They play a lot of tunes in those few hours digging into a little

Bob Dylan or a bit of Dave Mason, mixing slow blues with a little folk-rock during the set. The only time when things stop happening on stage, perhaps, is when Jack breaks another of his guitar strings; that boy really gets into his music!

Then the originals start flowing. If you have any appreciation for songwriting it will be evident to you that there is quite a bit of talent in Patchwork. Probably the best tune of their own is Mark's countryish (Jack calls it the cowboy song) piece called "All of a Sudden." It's really a fine twangy sort of tune with a basic beat and an even more basic theme. (The song's about a poor lost fella who finds himself alone after his love has left him.)

Check these boys out. They'll be playing at Borsodi's again a week from Sunday and on June 6 (I think) they'll be at a new place in town called The Giant Pickle Barrel. Besides they have already done several gigs at the Bluebird Cafe and Blackbeard's West so take a look and see if they'll be around.

— Bob Gettlin



THIS IS Marcel Marceau, who will be performing next Tuesday in Campbell Hall. He is sold out, there are no more tickets. Too bad you're going to miss him.

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EDITORIAL

Happily ever after

Once upon a time there was a fairy castle by the ocean. The castle was made of gingerbread and the windows were covered with sheepskin. Good little children frolicked in the ivy halls and ivory towers, and learned all there was to know at the feet of wise old men.

Not just any little boy or girl could get into the fairy castle, though. They had to be in the upper 12.5% of their class, score over a combined 2500 on their college boards, enjoy surfing and have big, fun parties.

But then one day, big bad meanies came and poisoned all the good little children's minds with drugs and confusing words. The children followed each other through the streets, searching for the Pied Piper. When he didn't show up, they all went back to the fairy castle, but they were wondering about the confusing words and they kept on using drugs.

The nice king that ran the fairy castle didn't like this. "Not enough nice boys and girls are coming to our fairy castle," he told his princes and his knights. "We must find more nice boys and girls." And all the princes and all the knights rode off to the San Fernando Valley and Orange County and rounded up all the nice white boys and girls they could find.

The nice boys and girls came to the fairy

castle. They weren't like their older brothers and sisters. They liked the castle. They didn't worry about the confusing words, even if they liked the drugs. And best of all, the castle was full of children again.

"Oh, good," said the nice king. "Now the castle is full of children again. All our problems are gone."

Many of the older boys and girls wondered what the nice king meant. So did a few of the wise old men. After all, the nice king was very, very old. He said funny things sometimes.

They didn't know he was staying king just long enough so that all the bad boys and girls would graduate and be replaced by nice boys and girls, so that the fairy castle would not be hurt.

Meanwhile, outside the walls of the fairy castle, the peasants were all starving to death and the nice Emperor was killing other peasants across the ocean.

"We don't care," sang the king's princes and knights from the walls of the fairy castle. "Just leave us alone with our gingerbread and sheepskin."

And the upper 12.5% of the nice boys and girls all lived happily ever after. The End.

DAILY NEXUS

Opinion

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Plous Lecture

To the Editor:

As faculty members who attended Professor Nash's Plous Lecture, we feel that both the headline in the May 17 Nexus, "Nash Rips Administration," and News Editor Dave Carlson's story concerning the lecture do a disservice to Professor Nash's thoughtful discussion about university problems.

To begin with, Nash did not "rip" or "accuse" the Administration. His chief focus was on the role of the faculty in the making of a first-class institution.

Moreover, the story singles out but a small portion of the data discussed in the Lecture and pushes it much farther than did Professor Nash. Mr. Carlson virtually ignores 4 of the 5 parts of Nash's lecture.

The result is a serious, if perhaps unintentional, misreporting of the intent, analysis, and tone of the lecture.

We urge students, faculty, and administrators who did not attend the Lecture to read it carefully in today's Nexus.

- PORTER ABBOTT, English
- LAWRENCE BADASH, History
- GORDON BAKER, Political Science
- PAUL BARRETT, Physics
- JOHN ELLIOTT, English
- JOHN ESTES, Geography
- WILLIAM FROST, English
- DAVID GOLD, Sociology
- MICHAEL GORDON, Political Science
- CARL HETRICK, Political Science
- DONALD B. JOHNSON, Russian
- ALBERT LINDEMANN, History
- DEAN MANN, Political Science
- LLOYD MERCER, Economics
- PETER MERKL, Political Science
- GLEN E. MILLS, Speech
- JOHN E. MOORE, Political Science
- ROBERT POTTER, Dramatic Art
- THOMAS SCHROCK, Political Science
- THOMAS STEINER, English

Radical notion

To the Editor:

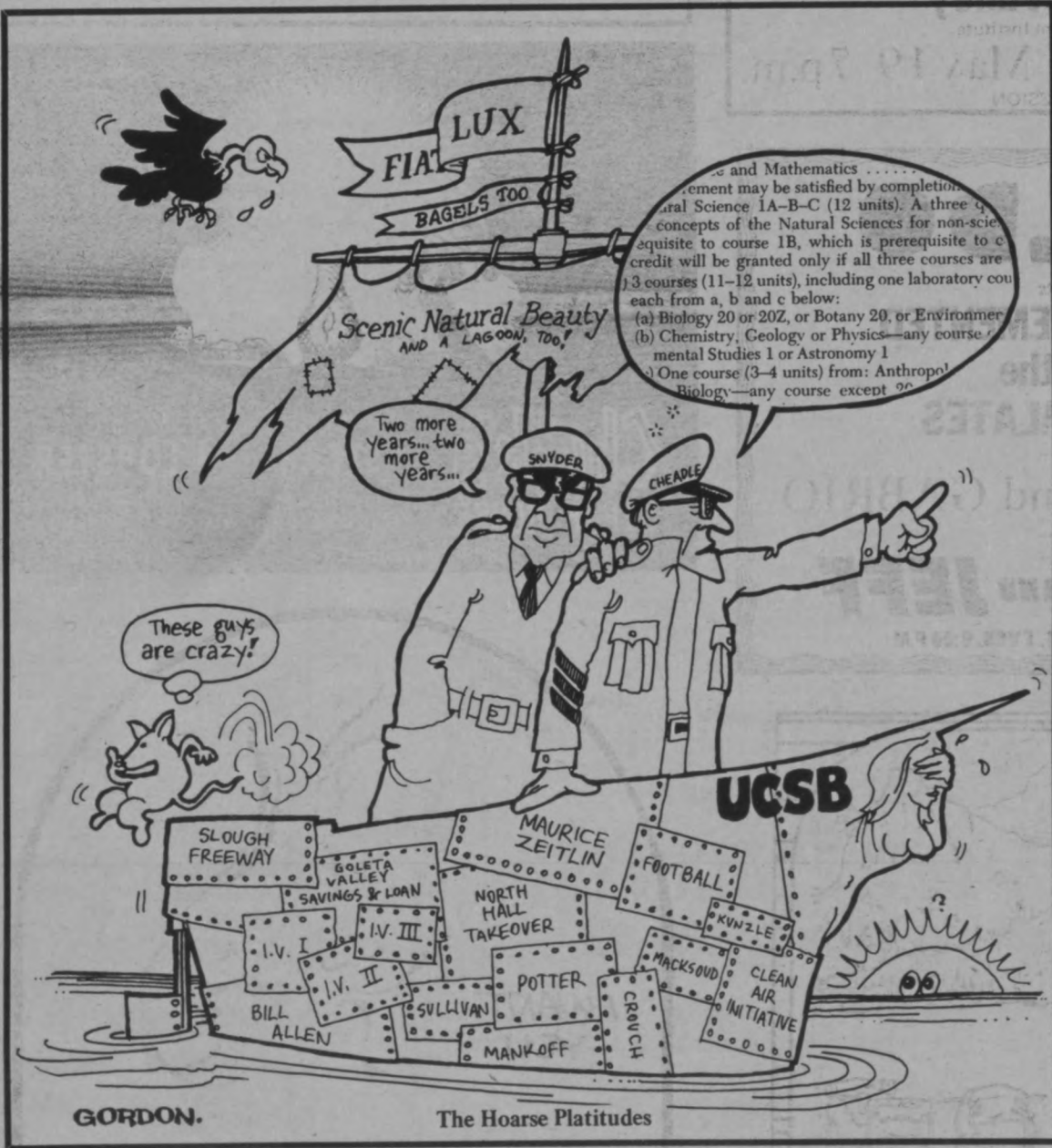
After reading Professor Flack's definitions of "radicalism" (Nexus, May 11) I have been led to wonder whether our First Citizen might not qualify as at least an honorary radical.

To begin with, a radical seems to be someone with a low tolerance for history as opposed to mythology. We learn that the development of Bolshevism into Stalinism scarcely ruffled the American radicals' calm belief that the destruction of old institutions inevitably brings human progress. The President seems to take this view with regard to certain oriental cultures if not his own.

He also seems to share the radical notion that the war was over once someone claimed personal credit for having ended it. Then, too, the President has the notion that the way to end wars is by dropping bombs rather than throwing them. As the radicals have cheerfully pointed out, this tactic only strengthens the oriental will to resist. That domestic violence against American institutions had no such counterproductive effect might appear contradictory until you realize that we are not, after all, orientals.

On a more modest scale, we have the radicals credited with reforming American politics by keeping Ed Muskie from the Democratic nomination, although the Watergate shows that on this one they had a little help from their friends which it might be polite to acknowledge. By destroying the opposition party, "The Whitehouse," as he is now known, seems to have destroyed his own party as well. Since this clearly wasn't the intention, Nixon remains, I suppose, only a liberal; when a genuine radical attacks the two-party system he presumably knows what he is doing.

W. M. MARKS, III
English Department



GORDON. The Hoarse Platitudes



by Garry Trudeau

Shed our shackles

To the Editor:

Upon reading "La Raza Libre Responds," we were quite dismayed. The university system, the state university system, and the community college system are effectively phasing out all EOP and minority-type programs, and yet, rather than uniting and dealing with this reality, some believe that Chicanos can afford the luxury of arguing in the land of "ideological fantasies."

La Raza Libre states: 1) that, "the counter-service proposal does not reduce the level of services to Chicanos because the present proposal has not and does not service all Chicanos." 2) that the program services "only a select few Chicano students." 3) and that, "the present Special Services project is administered by an all-Chicano staff which excludes input from La Raza Libre."

In response to these allegations, let us say that it is naive to expect a 100% participation of all students for which any program is designed. Nevertheless, the Special Services Program, by several means, (i.e., Centro Newsletter, letters sent to all EOP students) succeeded in reaching, informing and serving a large percentage of Chicanos on this campus. Furthermore, the Special Services Program has never refused to serve any

Subnatural monsters

To the Editor:

My feelings about the revolting incident recounted on the front page of your Wednesday issue are inexpressible. However, I would like to address a few words to the "Chicano Liberation Front":

I like to think of myself as a level-headed individual able to look at problems in depth and decipher explanations and sometimes even solutions. But when I read of your malicious deed, a basic fibre in my soul was struck and my feelings were distorted for quite some time. Indeed, the first letter that was written was quite unlike the one you are now reading. It was filled with rantings, ravings and accusations against Chicanos. After some amount of discussion with a close friend, I could see that all my generalizations were not entirely founded in truth.

My point is that many people will react as I first did only they may not follow their outrage with rational thought. You and the people you are allegedly liberating will be demeaned even further in their minds. "Chicano Liberation Front," you are defeating your purpose (although there is never any genuine purpose for extinguishing life). This act is turning people against you and your cause.

It is bad enough to have to exist with the superficial personalities that abound at this campus, without having to contend with subnatural monsters such as yourselves.

DONNA L. BINDEL

Chicanos nor any member of any other minority group. It is open to all low-income students. According to statistics for the Fall of 1972, 257 low-income

Chicanos were enrolled in EOP. Of these, 122, or 44% of the Chicanos are participating in the Peer Counseling Program (a part of the Special Services Project). In the tutorial program, also a part of the Special Services, there are 92 Chicanos participating, not to mention those Chicanos who

have taken advantage of the services available at the Centro de Chicano Studies Library and Career Services.

In regards to selective hiring, Federal and State guidelines prohibit political hiring. If such were the case, then the Special Services Project would not have been funded for two consecutive years. The staff is also open to all input and has received help from many, including La Raza Libre members.

It is clear that the allegations made in the letter published May 15 are unfounded and that a small group of reluctant individuals, not all La Raza Libre, are seeking to impose their

perceptions despite the united action taken by Chicano students, staff, faculty and community participants. Let us not fall into an Administrative trap of "divide and conquer," or be deceived by individuals in the ploy of the Administration. Let us shed our ideological shackles and let us move forward UNIDOS.

Unidos Venceremos
LOUIE SANCHEZ
y ROBERTO GARCIA



Incorrect usage

To the Editor:

In the May 11 Nexus, my name was used in the role of a spokesperson for the Chicano students who are pushing for an end to cutbacks in Chicano programs at UCSB. This is not a correct usage. I am one member of the large information committee organizing the efforts of Chicano students, and I distributed the press release to the media, but I am not acting as an individual official spokesperson in any way.

Individuals who have questions or comments concerning the committee should address them to the committee as a whole, or to the 3,000 students and community members in the Tri-Counties that the committee represents.

YOLANDA GARCIA

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15th Annual Harold J. Plous Memorial Lecture

For the past fifteen years the Harold J. Plous Memorial Award has been given each June to a deserving Assistant Professor. The award was created in 1957 after the untimely death of Plous, an assistant professor of economics. Each year the award recognizes a non-tenured faculty member for his contributions to the intellectual and cultural life of the campus.

This year's winner is A.E. Keir Nash, assistant professor of Political Science.

Previous winners have included Robert A. Potter, English; Thomas Schrock, political science; R.J. Snow, political science, Felice Bonadio,

history; David Gebhardt, art; William Purves, biology; Charles Hubbell, sociology; Robert Kelley, history; Edward Loomis, English; Stanley Glenn, drama; and Carl Zytowski, music.

Nash was cited for a wide range of activities, including teaching, population research, and contributions to developing the Environmental Studies program. He is also active in several "key positions," including President of the UCSB chapter of the American Association of University Professors, and Chairman of the Academic Senate's Special Committee on the Status of Assistant Professors.

UCSB: From State College to State College in Three Academic Generations?

By A.E. Keir Nash, Associate Professor of Political Science

Several weeks ago there appeared in the Los Angeles Times an interesting article on a report by Professor Lewis Mayhew of Stanford, a report of singular interest for members of the UCSB community. As you may have noticed, it was prepared for the Vasconcellos Joint Legislative Committee on the Master Plan for High Education. If a majority of you did notice and, like myself, obtained a free copy from Assemblyman Vasconcellos' office, I perhaps need not continue.

Reading it, I was entranced. Briefly stated, Professor Mayhew argues that the post-Sputnik era produced an excessive proliferation of research and graduate education in California. He further argues that the three-tier distribution of California's higher educational responsibilities — into UC, the State Colleges, and the JCs — may no longer be the best distribution. I was particularly intrigued by Professor Mayhew's indication of one path as worth serious consideration by Sacramento. It would at least fit well with a notion being given respectable circulation by the Carnegie Commission on Higher Education. That would be to consolidate the nation's university research efforts into 100 or so institutions. Thus, according to Professor Mayhew, California might decide to "maintain possibly four — or at the outside five — major research campuses (Berkeley, Stanford, UCLA, Davis and perhaps Irvine or the University of Southern California). Faculty on other campuses...would...not be enjoined against doing research. But their primary missions would be education and relevant service!"

I would be surprised to see Sacramento swiftly adopt so thorough-going a revision of UC's goals and structures. Nonetheless, this type of thinking is very much in the higher educational air. Prudence requires that we contemplate seriously at least a somewhat less drastic hypothetical, a more moderate cutback.

Suppose, thus, that you were a Regent — let us assume an enlightened Regent. Suppose the decision has been reached that various factors — declining federal research support, emerging alternate national priorities such as health, and Sacramento opinion — simply make it no longer feasible to fund adequately 8 general research-oriented UC campuses. Suppose you are to pick two for "surrender" to the State College system. Would you, or would you not, select UCSB for this honor? How would you proceed in answering this question?

I expect that you would attempt to marshal comparative evidence concerning the faculties and educational milieus of the various UC campuses. I suggest we do the same this afternoon.

Before proceeding, however, may I mention five specific vulnerabilities of the Santa Barbara campus? They indicate that we should be more rather than less inclined to examine such a hypothetical



"...At least four vulnerabilities constitute underlying sources of stress upon UCSB's academic fabric. Such sources of stress may exacerbate times of strife such as 1970. And, they may make more difficult the recovery of that collective commitment to the dispassionate use of intellect which distinguishes the faculty of genuinely first-rank institutions."

seriously.

The first three vulnerabilities all stem from a too often neglected demographic fact. It is that especially relative to its size, UCSB rests on by far the smallest nearby population-base of any UC campus. All other UC campuses rest on metropolitan bases of at least half a million. In the cases of Berkeley, UCLA, Riverside, Irvine, and San Diego the demographic base of those within commuting distance rises into the millions.

The first consequence of this narrow population base is a relatively small amount of elected representation and hence influence in Sacramento.

The second consequence is a relatively greater vulnerability to swings in the California economy. This campus is unusually dependent on resident students. Fewer have the option of becoming commuting students to cut expenses if parental incomes slack off.

The campus is innately more prone to enrollment booms and busts.

The third consequence is closely related. In this country the geographic distribution of low incomes and minority ethnic groups is hardly random. Put brutally, big cities have big slums. Since World War II the relative national distribution of wealth has, if anything, been slightly retrogressive. We live in an era when, notwithstanding fluctuations in public concern, pressure for income redistribution and hence educational opportunity is intense. Campuses near big slums have — to be brutal again — a better chance of getting new professional schools and deriving the accompanying benefits of faculty-student intellectual interchange and alumni political clout.

The fourth and fifth vulnerabilities also spring from demographic circumstances. They pertain, respectively, to the composition of the UCSB students and faculty.

One of these springs from a calculated risk taken in the early 1960's. It appeared quite sensible at the time, and in turn sprang from another decision. The decision was to "emulate UCLA" — that is, to seek to create here a multiversity of national distinction. The calculated risk was to build up student-enrollments and faculty positions rapidly by relying heavily on redirected students. The result was a substantial number of faculty positions resting upon the uncertain base of the 2nd and 3rd choices of students. On this count too, the campus economy was highly leveraged and more subject to swings in the State economy.

The last relevant demographic characteristic is the historical tri-partite composition of the faculty. UCSB's conversions from State College to liberal arts college within the UC system in 1944, and from UC liberal arts college to UC general campus in 1958, created three faculty generations — State College, liberal arts, and multiversity. While few State College faculty are left, it is arguable that the hand of this generation still affects the faculty's capacity for creative response to changing educational times. I say "it is arguable" advisedly. Talking the point over with my colleagues, I have found the transitional liberal arts generation less than wholly convinced. Consequently, I shall simply put two questions.

One, have earlier battles during the 1940's and 50's over the future of the campus perhaps left a certain academic war-weariness among some of the transitional generation? Two, suppose

that this generation had not been occupied with such battles here, but had "grown up professionally," as it were, with their equivalent cohorts at Berkeley or UCLA. Would their perceptions of the patterns of faculty participation in academic governance and reform appropriate to first-class universities, and their broad perceptions of the higher educational scene, in all cases now be quite the same?

I am uncertain of the answers. However, I will say this. On the occasions when I journey to inter-campus meetings something mysterious occurs. It is analagous to the red shift perceived by astronomers in the light emitted by stars moving rapidly away from the earth. That is to say, what appears a position slightly off to the "reddish left" on this campus becomes shifted back to the middle of the spectrum by the time one arrives at, say, the San Francisco airport for a university-wide meeting. I am not sure I can attribute this effect entirely to the speed of United Airlines 727's in catching up with the more rapidly moving campuses in the UC galaxy.

Be this "astronomic" point as it may, at least four vulnerabilities constitute underlying sources of stress upon UCSB's academic fabric. Such sources of stress may exacerbate times of strife such as 1970. And, they may make more difficult the recovery of that collective commitment to the dispassionate use of intellect which distinguishes the faculty of genuinely first-rank institutions.

In my judgment, we have not completely recovered that commitment. We have not sufficiently abandoned the poor substitutes for thoughtful communication about university problems of ideological catch-phrases, or simply closing our ears to those upon whom we have pinned ideological labels. If so, we are running much the same risk in the micropolitical world of academia which George Orwell once argued increasingly and dangerously characterized language in the macrocosm of 20th-century politics.

"It is clear, said Orwell, that the decline of a language must ultimately have political and economic causes...But an effect can become a cause, reinforcing the original cause and producing the same effect in an intensified form...A man may take to drink because he feels himself to be a failure, and then fail the more completely because he drinks. It is rather the same thing that is happening to the English language. It becomes ugly and inaccurate because our thoughts are foolish, but the slovenliness of our language makes it easier to have foolish thoughts."

TABLE I SOME COMMON IDEOLOGICAL CATCH-PHRASES		
OFF-CAMPUS VERSION	ON-CAMPUS VERSION	REAL MEANING
unreliable elements =	troublemakers =	"I don't like the things they say."
unpatriotic =	divisive =	"He is undermining the moral (and/or logical) legitimacy of my position."
Un-American =	controversial =	"He is questioning the way we have always done things."
that statement is no longer operative =	we must consider each case on its individual merits =	"O.K., so we promoted X last year with a weaker record than Y has this year. So what?"
law and order =	academic responsibility =	"Those Sociologists are running wild."
fuzzy-minded liberal =	disruptive radical =	"He has dangerous thoughts about due process."
loyalty freak =	administration lackey =	"He does not have dangerous thoughts about due process."
"Can we afford an orgy of recrimination?" =	"Can we afford to foul our own nest?" =	?????????

It has occurred to me to offer you a brief table of possible equivalent on- and off-campus ideological phrases. Their use serves, in Orwell's words, each "to anesthetize a portion of the brain." (Table I)

Any such anesthetizing is something we can ill afford. We need to look as dispassionately as we can at the condition of this campus. Let us, then, take up our "Hypothetical Regental Game."

Suppose You Were An Enlightened Regent

As an enlightened Regent, you might begin by asking about the comparative strengths of the faculties at the 8 UC general campuses. You might examine the National Survey of Graduate Programs carried out for the American Council on Education in 1969. Involving all 130 universities which had awarded at least 100 Ph.D.'s between 1957 and 1967, and based on over 6,000 questionnaire responses, and ACE "Rating of Graduate Faculties" is the most authoritative survey available.

You might convert relevant portions of that study into a comparative UC table, with the departmental results arrayed under each campus. Table II is what you would get if you did.

The CAPITALIZED DEPARTMENTS are those falling into the top ACE-survey category, those rated as "distinguished" "or strong." The numbers in parentheses indicate the national rank of each department.

The departments listed in underlined lower case letters are those falling into the second ACE-survey category, those rated at "good." The departments listed in lower-case letters without underlining are those falling into the 3rd ACE category, those rated as "adequate plus" or better. Very roughly, we are talking about the top twenty, the next ten, and the ten after that.

What is striking about this array? Essentially four things.

First, look at the numerical department rankings. While UCLA is a strong institution, Berkeley is remarkable. Most Berkeley departments are in the top three. That is what a knowledgeable observer of the higher educational scene, Earl Cheit, meant by speaking of the extraordinary California achievement of an institution both public and elegant. It is not the sort of institution a professor can responsibly want to see damaged. Berkeley's elegance makes reasonable a statement reputedly made some months ago by a key administrator on another UC campus, a strong campus at that. Speaking in gloomy tones to a meeting of department chairmen about the coming prospects for public support of the UC enterprise, he reputedly stated, "Our first order of business is to save Berkeley. To do so, we may have to cannibalize selectionly our campus."

If "selective cannibalizing" is the future for that rather strong campus in

question, may the future for lesser UC campuses by "general crucifixion?"

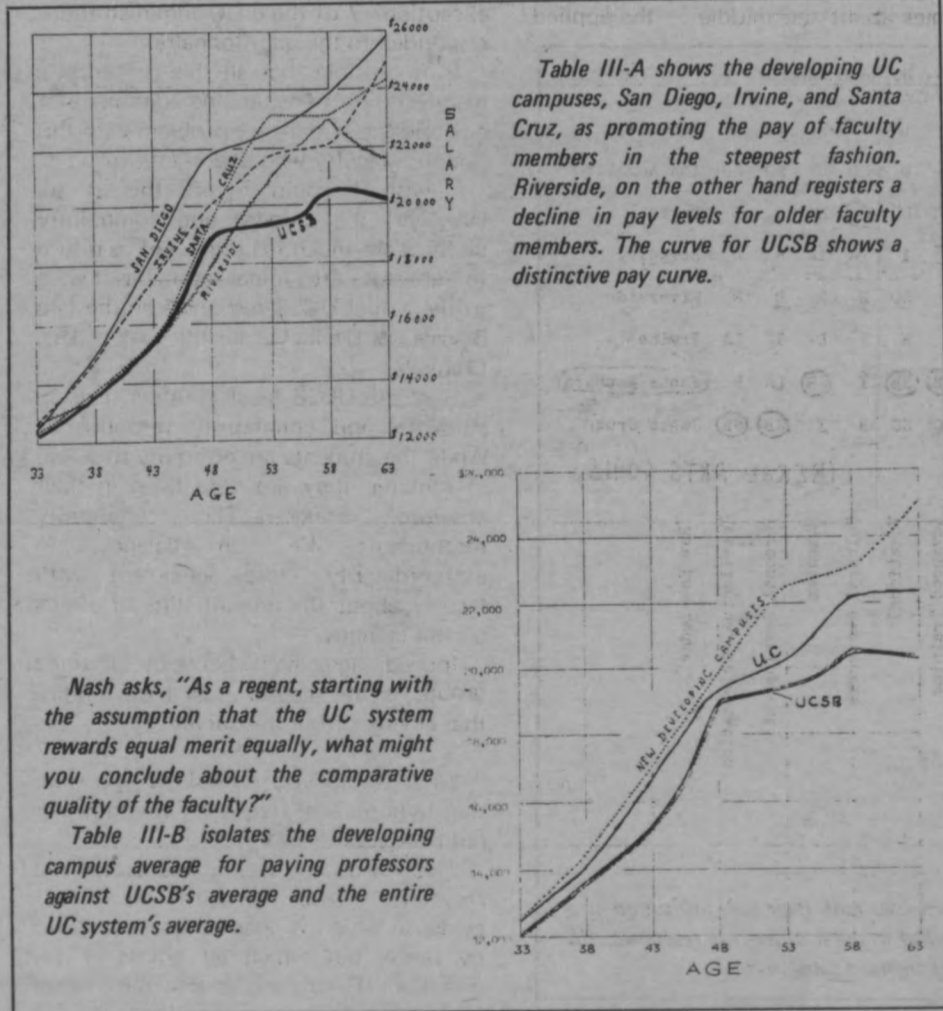
The second striking feature of this array is its close fit with Stanford Professor Mayhew's assumptions about major centers of research. Davis is less even than Berkeley or UCLA. But look at its Biological Sciences. One clear inference you might draw is that these three campuses are "safe" as future research centers. As a Regent you would, moreover, be sensitive to Davis' trump card — Davis' pattern of research gives Davis an inherent political strength. The benefits of improved strains of corn, for instance, are quite understandable to the public.

The third striking feature of this array is San Diego's strength, especially in the Natural Sciences. And there is good old Riverside. Less strong than the other four. Nonetheless, perhaps it is rather too strong to permit any quick conclusion that its present enrollment difficulties should mark it for speedy "eradication."

The final striking feature is, of course, the absence of Santa Barbara, Irvine, and Santa Cruz from this table. None had produced enough Ph.D.'s by 1967 to be included in the survey.

While eliminating Berkeley, UCLA, and Davis from the fate of potential victims in our cut-back game, you need more evidence to decide the competition among the remaining "developing campuses."

Suppose you decided, therefore, to ask various campuses if there was any more



Nash asks, "As a regent, starting with the assumption that the UC system rewards equal merit equally, what might you conclude about the comparative quality of the faculty?"

Table III-B isolates the developing campus average for paying professors against UCSB's average and the entire UC system's average.

such survey analysis around. Suppose that, when you got to Santa Barbara, you talked, among others, with the president of the local American Association of University Professors. Having conducted a soliloquy with myself upon the subject, I can predict confidently that he would say three things.

First, the only campus-wide "rating" of which he knows did not involve off-campus sampling, and should be viewed as educated guessing.

Second, he would mention two other national ratings of specific disciplines, sociology and economics. Should you go to them you would find Sociology rated 10th in the country, and Economics coming out 45th in number of publications in leading journals.

Third, he would caution you about the sundry biases inherent in all these measures, and so would urge you to look, again with appropriate caution, at as many other measures as you can find. He would also suggest three particular measures.

The first measures the ratios between faculty, Senate members and members of the two major non-disciplinary professional associations, the American Association of University Professors and the American Federation of Teachers. How many AAUP and AFT members are there for every 100 Senate members?

But, what do differences between campuses mean? One interpretation would take them as an imperfect but significant guide to the "cosmopolitan" versus "localist" orientations of faculties. You might argue that it provides a very rough guide to the "Extent of Being With It" in two respects: (a) awareness of basic change in the American higher educational system, and of the need for responsiveness to it; and (b) awareness of the "competitive" nature of the inter-campus UC situation.

Be that as it may, it is at least interesting that among the developing campuses, it is those with significant student enrollment problems that have the lowest ratios of memberships; Riverside has 26 for every 100 Senate members and Santa Barbara has 37. Contrast San Diego at 46, Santa Cruz at 49, and Irvine at 72 for every 100 Senate members.

Also interesting is their fit with another measure of "cosmopolitanism"—an intra-disciplinary one. I have in mind average salaries by campus and

1969 AMERICAN COUNCIL ON EDUCATION	
BERKELEY	UCLA
BIOLOGICAL SCIENCES	BIOCHEMISTRY (11)
BIOCHEMISTRY (2)	BOTANY (14)
BOTANY (1)	MICROBIO (18)
DEVEL. BIO (4)	MOLEC. BIO (13)
ENTOMOLOGY (1)	PHARMACOL. (16)
MICROBIO (2)	PHYSIOLOGY (7)
MOLEC. BIO (4)	POPULATION BIO (16)
MOLEC. BIO (2)	ZOOLOGY (12)
PHYSIOLOGY (12)	ASTRONOMY (11)
POPULATION BIO (3)	CHEMISTRY (7)
ZOOLOGY (1)	GEOLOGY (7)
PHYSICAL SCIENCES	MATHEMATICS (14)
ASTRONOMY (3)	PHYSICS (19)
CHEMISTRY (3)	Chemical
GEOLOGY (2)	Civil
MATHEMATICS (1)	ELECTRICAL (10)
PHYSICS (1)	MECHANICAL (11)
ENGINEERING	Art History
CHEMICAL (3)	Classics
CIVIL (1)	ENGLISH (12)
ELECTRICAL (3)	FRENCH (17)
MECHANICAL (4)	GERMAN (18)
HUMANITIES	LINGUISTICS (12)
ART HISTORY (6)	MUSIC (10)
CLASSICS (2)	PHILOSOPHY (8)
ENGLISH (2)	SPANISH (9)
FRENCH (5)	ANTHRO (7)
GERMAN (1)	ECONOMICS (14)
LINGUISTICS (4)	GEOGRAPHY (10)
MUSIC (2)	HISTORY (12)
PHILOSOPHY (6)	POLIT. SCI. (12)
RUSSIAN (2)	PSYCHOLOGY (10)
SPANISH (2)	SOCIOLOGY (8)
SOCIAL SCIENCES	
ANTHROPOLOGY (2)	
ECONOMICS (5)	
GEOGRAPHY (6)	
HISTORY (3)	
POLIT. SCI. (3)	
PSYCHOLOGY (3)	
SOCIOLOGY (1)	

by age. Given the rank-and-step salary structure of UC, and given the importance of published research in determining a professor's rank, step, and salary, one can construct a measure of achievement and reputation campus by campus (unless of course other hidden factors are affecting it significantly—a point which we shall reach later).

Table IIIa shows campus-by-campus salary curves created by reordering the latest available data in the President's Annual Personnel Report. Age is on the horizontal axis, and 9-month faculty salaries are on the vertical axis (thus excluding health and law faculties).

Look at the salary path for the three "new developing campuses" San Diego (the thin solid line), Irvine (the dashed line), and Santa Cruz (the dotted line). These are all fairly normal UC salary curves. Except for one minor perturbation in the Santa Cruz path between ages 53 and 58, all have a typical characteristic of professionals' salary-curves—earnings begin slowly but rise continuously until retirement. They are, with the exception of Santa Cruz's slower start, roughly comparable with Berkeley. In fact Berkeley's path is just below Irvine's. They also follow the same general form of the UC-wide average. The university average happens to be very nearly the UCLA one.

Now consider the Riverside curve. Very much like Santa Cruz at the start, it slows down in the early 40's. Then it begins to catch up to age 58, where it is about average for all "developing campuses." It has one peculiar characteristic. Note the downtrend between ages 58 and 63. However, that downtrend includes only 7 faculty members.

Now examine the Santa Barbara salary curve (the heavy broad line). It is atypical. It starts slowly, keeping just about up to Santa Cruz to age 48. Suddenly at a salary level about half way between Professor Step II and Step III, it flattens out drastically. It reaches a very low peak at age 58, then dropping off. The drop-off is similar to Riverside in trend; and though not so steep, it contains a much more significant number of faculty (30).

Let us finally consolidate our finding by lumping together the "new developing campuses," (Table IIIg) Their average is represented now by the dotted line. Just

GRADUATE FACULTY RATINGS

DAVIS	SAN DIEGO
BIOCHEMISTRY (23)	BIOCHEMISTRY (13)
BOTANY (2)	DEVEL. BIO (12)
CENTEL. BIO (19)	MOLEC. BIO (9)
ENTOMOLOGY (7)	CHEMISTRY (17)
MICROBIO (11)	GEOLOGY (13)
MOLEC. BIO (26)	MATHEMATICS (26)
Pharmacol.	PHYSICS (11)
PHYSIOLOGY (20)	English Philosophy
POPULATION BIO (9)	SPANISH (12)
ZOOLOGY (18)	

RIVERSIDE
Biochemistry
Botany
Devel. Bio
ENTOMOLOGY (4)
Molec. Bio
Physiology
Zoology
Chemistry
Geology
Mathematics
Physics
English
History

intellectual, aesthetic environment, educational innovativeness, and off-campus learning opportunities.

The other aspect concerned "academic outcome goals," that is to say, what is achieved by means of the process goals. They included (a) the traditional educative aims of the best liberal arts colleges (education in and for itself); (b) more "applied" practical aims and (c) university public service activities.

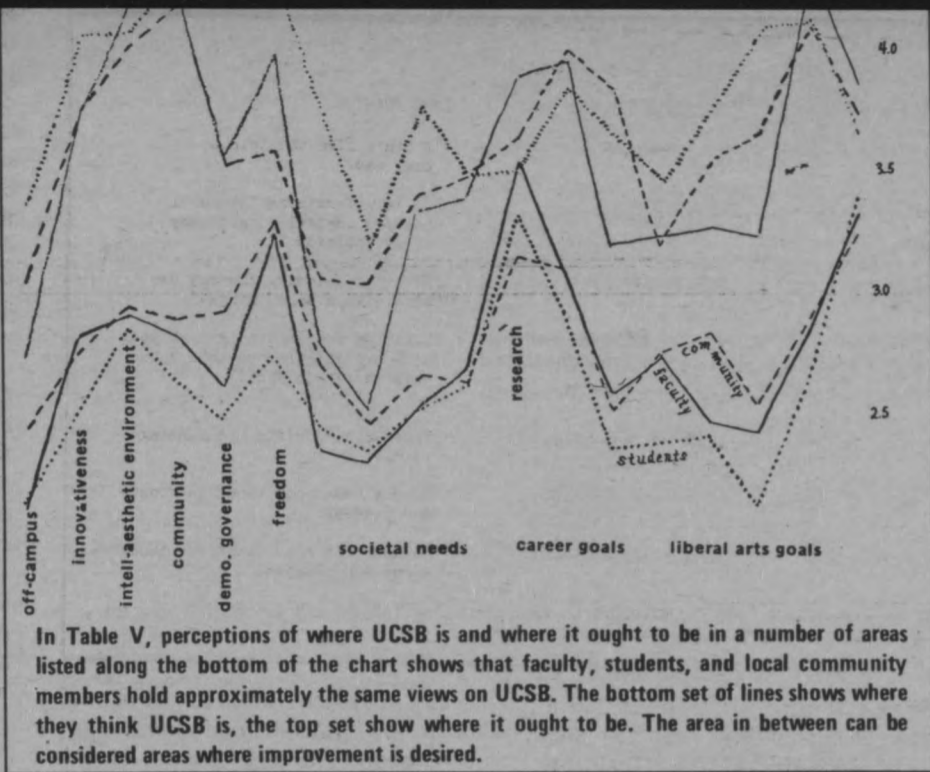
Faculty, students, administrators, regents, and local community residents were asked: (a) to estimate their campus' goal performance now, and (b) to indicate how important they thought these goals should be.

From the standpoint of our hypothetical Regent, the trouble with the Report is that it displays the results for all colleges, coded and by each of twenty separate goal dimensions. However, a little subversive divisiveness permits us to reconstruct the data usefully. One gets titillating results.

First, let us decode and extract faculty responses for the 8 UC general campuses. Second, let us rank order for each goal each UC campus' faculty estimate of the current state of affairs. The campus whose faculty on a particular goal rates the situation highest is put at the top, the next highest is put 2nd, and so on down to 8th. It is important to note that the faculty were not asked to compare other campuses, merely to rate their own situation on a scale from a low of 1 to a high of 5. Thus we are simply transposing into rank order their own absolute estimates of their own situations. Table IV shows what you get.

First, examine Santa Cruz. A very distinctive profile. Come over to the right part of the table, to the liberal arts college values. Look at Intellectual Orientation, Personal Development, Humanism, Cultural Awareness. Remarkable. Then come over to the middle where we have the more applied practical goals—Vocational Training, Advanced professional Training, Community Service, and so on. Right at the bottom, and probably proud of it. Then, further left, look at the process goals. Democratic Governance, low Freedom, in the middle; Intellectual Environment, Innovativeness of Education, and Off-Campus Learning opportunities—all up at the top again.

Now let's take San Diego. It trades places near the top with Santa Cruz through the liberal arts "goals." It waggles about the middle in the applied



In Table V, perceptions of where UCSB is and where it ought to be in a number of areas listed along the bottom of the chart shows that faculty, students, and local community members hold approximately the same views on UCSB. The bottom set of lines shows where they think UCSB is, the top set show where they think it ought to be. The area in between can be considered areas where improvement is desired.

below it is the UC-wide average (the thin line). Now consider Santa Barbara (again the heavy solid line).

As a Regent, starting with the assumption that the UC system rewards equal merit equally, what might you conclude about the comparative quality of the faculty?

If you were thorough in your Regental work, and very enamoured of reading tables, you might seek out one final piece of survey research. Also prepared for the Vasconcellos Joint Committee, it is the Institutional Goals Inventory done last year by Educational Testing Service. This survey sought to find out sentiment at 116 California college and university campuses concerning two fundamental aspects of those campuses' "health".

Educational Testing Service labelled one of these aspects "academic process-goals," that is to say, the conditions which make good education possible. These included academic freedom for both student and professor, democratic governance, the sense of a academic community, the

goals. It is high on research achievement, peaks at egalitarianism and social criticism, then fluctuates through the process goals but is near the higher end. A different profile but also a happy one, I think.

Third, let's try Davis. Why is Davis doing so well in enrollments? Look to the right again, there in the liberal arts goals it waggles about, a bit above the middle. Now come over to the applied goals. There's one half of its excellence. Now look at the process goals—freedom, next to the top; democratic governance, at the top; community, at the top. You can see the rest for yourselves.

Fourth let us look at UCSB. Words are not enough.... Well, let's try a few anyhow. No firsts. No seconds. One 3rd place. No 4th places. No 5th places. No other campus can make all these claims. Five next to last. 10 last places. **No other campus can even approach that claim.** Freedom, last; Democratic Governance, last; Academic Community, last; Intellectual Environment, last; Innovativeness, last; Off-campus Learning Opportunities, last. Can you beat that hand? A process Yarborough? It would be out-of-sight if we were playing Hearts.

Is there no UCSB distinction at all? I am happy to report that there is one. Of all UC campuses, Santa Barbara, with one exception among its various groups, had the best survey response record. The exception? 7 of the 8 UC administrations responded to the questionnaire.

Is it possible that all this is merely a manifestation of what one administrator has told me is the core-problem with this campus—faculty who bad-mouth it?

I wish I could report this is so. However, the student and community pictures are much the same. Let us return to "absolute attitudinal space," as it were to the actual UCSB responses on the 1 to 5 scale, as distinct from the rank-orders. (Table V)

Here are UCSB faculty, upper division students, and community respondents. While the students are not quite so severe in ranking, they are here been in their absolute ratings. The community respondents are, on balance, in extraordinarily close agreement with faculty about the present state of affairs on this campus.

Indeed, agreement between all three groups is the second most basic finding that emerges from this survey.

What would you now do if you were that hypothetical Regent? I would rather not hear your answer, just yet.

The reason for saying this is also the reason for presenting this evidence which is open to question piece by piece, but which all points in one direction. The reason is that the present

situation reminds me of a story supposedly illustrative of the different behaviors of the Austrians and the Prussians under pressure. In late 1944 toward the end of the Second World War, it is said that the prevalent view in Berlin was that the war situation was serious, but still not desperate. In Vienna, the situation was thought desperate but still not serious. I think that the latter may be too much an attitude among the faculty.

In any event, it appears pellucid that examination is called for, rather than ideological catch-phrases or calls for quieting things down. I have no objection to quietness but I do attach a condition. It is that we look ruthlessly at what we are and decide either to fish in the UC sea, or to cut bait. I advocate fishing. For one reason, I believe we have a slightly better chance than the Viennese or the Berliners in 1944. For another, there is an obverse side to this data on institutional tools. It is the "should be" side.

III. CONSENSUS ON THE "SHOULD BE"

The other side of the data can be pointed out briefly. Examine the top lines in Table V. These show the situation with respect to these goals which students, faculty, and community would like to see. The basic characteristic I wish to point to is the high degree of consensus between faculty, student, and community as to what ought to be done. The higher lines trace the "ought." As you can see, there is a great deal of commonality.

PATHS OF HIGHER EDUCATION IN THE 1970's

It is pleasant to be able to point to the extraordinary consensus on high aims lying just beneath this campus' everyday surface. However, there are two obvious preconditions for realizing them. One precondition is an adequate conception of the directions in which American higher education is likely to go. The other is, of course, creating the structural and policy conditions for effecting the high aims. Let us focus on the first precondition.

At the risk of some oversimplification, we can identify three conceptions of the contemporary university: (1) the radical critique; (2) the Liberal Positivist theory and (3) the PPB (Programming-Planning-Budgeting) theory. I shall not discuss the radical critique on this occasion, both for reasons of time and because this campus appears unlikely to suffer from any great widespread excesses of its application.

The Liberal Positivist theory is for most American professors much what "prose" was for Moliere's bourgeois gentilhomme. It is what they have been using all their lives without realizing it. As

INSTITUTIONAL GOALS INVENTORY -- UC RANK ORDERS																	
FACULTY, PRESENT STATE "IS..."																	
D	SC	B	D	D	B	B	SD	D	LA	B	B	LA	SC	SD	SC	SC	San Diego
SC	D	SC	SD	R	D	SD	R	B	D	D	D	D	SD	SC	SD	SD	Los Angeles
R	SD	D	R	LA	R	D	I	SD	B	SD	LA	B	SB	B	D	B	Davis
I	I	SD	LA	SD	SD	R	D	R	I	LA	D	I	LA	LA	R	D	Berkeley
SD	R	LA	B	B	SC	SC	B	LA	SD	R	I	SD	D	R	B	R	Riverside
B	B	R	SC	I	I	LA	SB	I	SB	U	R	R	R	D	I	LA	Irvine
LA	LA	I	I	SC	LA	I	LA	SC	R	SB	SB	SB	I	SB	LA	B	Santa Barbara
SB	SB	SB	SB	SB	SB	SB	SB	SC	SB	SC	SC	SC	SC	B	I	SB	Santa Cruz
"ACADEMIC PROCESS"						"APPLIED GOALS"						LIBERAL ARTS GOALS					
Off-Campus Learning Opportunities	Innovativeness	Intellectual/Aesthetic Environment	Academic Community	Democratic Governance	Academic & Personal Freedom	Social Criticism	Social Egalitarianism	Public Service	Local Needs	Research	Advanced Training	Vocational	Cultural Awareness	Humanism	Personal Development	Intellectual Orientation	"Raw Knowledge"

This chart compares how faculty at different UC campuses rank their own institution on a one-to-five scale in each of eighteen categories. Ranked in order of average responses, UC Santa Barbara fares poorly, netting last place in ten of eighteen categories.

such it merely needs making its basic tenets explicit. It is Liberal, in the classical 18th century sense of that word, because of its touching Enlightenment faith on two counts: One is its belief in the primacy of human reason over human irrationality. The other, particularly in its American version, is its belief in the essential equality and similarity of men. It is Positivist because of its actual genealogy as an idea around which to organize a research university in the German universities of the late 19th century. It is also Positivist because of its beliefs in the objectivity of truth, and in bringing about human progress by accruing and diffusing new knowledge — by in other words, research and education.

The PPB theory, by contrast, is essentially a cost-conscious administrative response to the unfortunate realities of tight budgets. It is not popular with professors imbued with a different ethic, a **cost-unconscious** one. Nonetheless, and quite apart from its superior analysis of the contemporary American higher educational scene, it merits attention **just because it is** an administration theory. As such, unattenuated, it threatens the Liberal Positivist professorial value-structure at least as much as does the radical critique. What of its analytic superiorities? Essentially, they are two.

Its first superiority over the Liberal Positivist theory is that it does ground what is presently happening to American universities in at least the past few decades' historical circumstances. At least retrospectively, it does take serious account of the fundamental demographic shifts which have occurred in higher education. It is mindful that in 1940, 15% of 18-21 years olds attended some form of higher education, while in 1970 the percentage approached 50%, and in this State, 70%. It is mindful that in 1940 graduate enrollment approximated only 1.5% of the population ages 22 to 24, whereas in 1970 it reached almost 10%. It is also impressed that between 1960 and 1970 the higher education share of the GNP rose from just over 1% to 2-1/2%. It is impressed enough to say, in Earl Cheit's words that such changes "made it inevitable that (higher education) should become the object of scrutiny."

It is further impressed enough with off-campus realities to take serious note that beginning in 1978 there will be an absolute decline in the number of 18 year-olds. So too it notices that specific campus enrollment declines (such as UCSB's) are not, and should not be treated as isolated phenomena. It is genuinely impressed that 1972 has seen a nationwide college enrollment drop from a 1967 peak of 45% of 18-19 year old males to 36% — the level of ten years ago.

The fundamental conclusion which the PPB theory draws from these sheer demographic facts is that American higher education must, if it is to have a decent survival, make itself accountable to the public, including students. Consequently, it expects to apply cost-effectiveness techniques to the University. What MacNamara introduced to the Defense Department in the 1960's despite the kicking and screaming of generals, must be introduced to universities in the 1970's despite the kicking and screaming of professors. Moreover, accountability to the public is not a new state of things. Professors may consider it a novel affront to the dignity of learning. But in fact, "Major policy conflicts over quality, access, and cost are not new to the Land-Grant Colleges. That is what most of their early history was about."

The PPB theory displays a second superiority in its capacity to grasp essential contemporary societal realities. That superiority is displayed in its greater capacity to cope with demands for

changes in the socio-economic bases of recruitment, as with respect to "Affirmative Action." The force of events external to the university with which the administrator is confronted leads him to sense the fundamental societal truth of a proposition advanced 102 years ago by an Alabama Federal District Judge: the proposition that governmental inaction does not necessarily produce, via neutrality, justice. In *U.S. v. Hall*, Judge William Woods (later Supreme Court Justice Woods) was confronted with a white defendant who argued he could not be prosecuted for denying someone else's rights. It was a black someone else, of course. The defendant argued he could not be prosecuted, because, he asserted, Congress could not constitutionally enact positive statutory protection to enforce the just passed



"Hence we are quite wrong in our historical analysis if we take great umbrage at the 'anti-research trend' of recent years, whether its expressions be advanced by Reagan or Vasconcellos."

Fourteenth Amendment when a State failed to do so. Dismissing the argument, Judge Woods stated: "The Fourteenth amendment prohibits the states from denying to all persons within its jurisdiction the equal protection of the laws. Denying includes inaction as well as action, and denying the equal protection of the laws includes the omission to protect, as well as the omission to pass laws for protection."

One of the great failures of liberal positivism in the university has been its failure to perceive and seriously apply on campus, what it would surely have recognized in relation to blacks oppressed by white Alabamians. 102 years later, university liberal positivism is still not where Judge Woods was in 1871.

This is extraordinary. It amounts to a kind of sociological schizophrenia: it creates a curious on campus/off campus split in the thought processes of some professors. One of my colleagues coined the expression "macro-liberal/micro-fascist". This is a bit strong; and, though picturesque, it is not quite accurate. Moreover, as we shall see later, there are attenuating intellectual reasons for this dichotomizing.

Thus far, I have displayed a clear bias in favor of the administrator as against the professor imbued with the liberal positivist theory-or ideology, if you prefer.

Nonetheless, and I stress this, I am by no means wholly enamoured of the PPB approach. In the Defense Department that approach, after all, produced its F-111s; and, if we believe David Halberstam, also its Vietnams. It could do the same in higher education.

In lieu of presenting an elaborate alternate general theory of the university future, may I offer seven debatable but I hope not ludicrous contentions.

• The PPB theory may fall short on at least one important point. It seems to assume the inevitability of a retreat from higher education. It is, then, a rational, but essentially passive, response. For my tastes, it is too much like an acceptance of the Mosteller-Moynihan-Armor

reasoning in respect to "lower education." Perhaps we can, to some extent, influence the larger society by our action.

• PPB's superior realism is still very much an expression of a society in its industrialized, rather than its post-industrial, phase. It makes what may be a wrong estimate of the future relationships between educational supply and economic demand. It assumes that the limits of higher education are set by the capacity of the existing economy immediately to offer jobs "in the appropriate slots." May I put to you, just to tease and provoke, the possibility that by 1985 or 1990 we may not think this a self-evident proposition? One thing which has impressed me about some of our current graduate students is their view that they may be interested in "graduate learning," even if, **even if**, the job

epigrams, "He who knows only Locke, is condemned to footnote him."

If you do not accept this flight of Tory fantasy, perhaps you will still concede that this inner contradiction bears witness to the circumstance that current administrators were largely recruited from faculty ranks and hence display at times a residual liberal positivism.

• To say this is to suggest my fourth contention. It is that neither theory explains adequately **why** multiversities are on quite such pointy cleftshicks, **or how** they can get off, **and how denatured** they will be when they do.

The reason for this insufficiency is, I believe, that neither has adequately scrutinized three weaknesses inherent in the core idea of the research university — weaknesses present well before the public and the politicians began to demand an accounting.

The first weakness is not only that the American research university was an attempt to domesticate an import, German scholarship; and graft it onto the American small college and land-grant norms. More importantly, that imported idea was already becoming flawed in its native European territory by the most penetrating scholars of the generation during which the American grafting was taking place. To put the matter tersely, the American importers did not understand what Weber, Croce, Bergson — and later Mannheim — were saying about that which was being imported. This is at least ironic.

The second weakness lies in the failure to recognize a crucial component of the resulting American professorial job-structure — an inadvertently but touchingly American component.

That is the singularly *laissez-faire* process which the American research university created as the organizing mechanism for "advancing the frontiers of knowledge." In a very real sense—and quite contrary to public opinion—professors of the publish-or-perish era have been much less emissaries of a socialist future than they have been representatives of a dying American breed—the small businessman, the solo entrepreneur. Of course they have not been self-employed in a literal sense. Nonetheless, they have been individual marketeers—offering the product, research, not for direct sale in a marketplace, but utilizing it to market themselves as precious commodities. And effectively, the more precious the individual as commodity, the more during the expansive research era he was able to commandeer (not altogether unlike Lockheed or Grumman) outlays of public moneys upon him, to intensify the capital behind him whether in the forms of special secretaries, guaranteed computer-time, or what have you. "Publish or perish" is just the university equivalent of 19th century Social Darwinism's "survival of the fittest." And, it would be hard to find elsewhere in the economy of the late 20th century Social Darwinism's "survival of the fittest." And, it would be hard to find elsewhere in the economy of the late 20th century United States many sectors where the struggle has been quite so saber-toothed as it has between individual entrepreneurs in the best American universities for the past generation.

The third weakness is closely related. It is that the American university professor and the loose collegial department structure within which he has operated have both made an assumption about the advancement of knowledge which he would overwhelmingly reject in his analysis of the larger society. In his own profession he has made a fascinating leap of faith to belief in Adam Smith's invisible hand. Given little credit for

prospects are not at all what we (I am speaking now to the professors) took for granted in the 1950's and 1960's. They may want "learning" even if they must start their careers as assistant professors in the places we would not have thought imaginable in our worst nightmares. Or even, as individuals working at Hertz and Avis rent-a-car booths. I don't know the answer. But, we should consider debatable the assumption that graduate programs should be geared only to turning out future professors.

At the University of California the administration PPB theory contains an unresolved inner contradiction. On the one hand, it is very much aware of external forces pushing towards a contraction of the post-Sputnik concentration on research. On the other hand, it maintains **de facto** an essentially unaltered professorial performance-and-reward structure. On the one hand, it says to professors, "Change your ways." On the other hand, it adds, "But we shall still judge you according to the old ways — according to the research criterion ways of the great Golden Brown research era."

This inner contradiction probably reflects two circumstances. First, even the adherents of the PPB theory have not abandoned in their heart of hearts the striving for prestige underlying the post-World-War-II university-competition: for Protagoras' dictum that "Man is the measure of all things," the universities of that era substituted the dictum that "research distinction is the measure of all university men."

As one who both has a personal liking for that research enterprise and conceives of himself as a progressive Tory, I derive some slight **Schadenfreude** from this contradiction. It reflects in a refined multiversity fashion what almost twenty years ago Louis Hartz argued was an inevitable result of this country's whole hearted commitment to John Locke's Liberalism. Absent any genuine competition from other political ideologies, it is condemned to wander in Lockean circles. The point holds in the micropolitics of the university. To mix

Number of Faculty by Age-Group in Hypothetical Committee Slot-Filling Game

Developing Campuses & UC Davis					
	61-65	56-60	51-55	46-50	41-45
Santa Cruz	2	6	9	16	18
San Diego	4	8	18	24	42
Irvine	4	12	9	21	39
Riverside	4	14	17	41	45
Santa Barbara	30	24	44	72	81
Davis	7	9	25	53	62

replication of other's "experiments," awarded prestige for original single-shot experiments, he has in effect adopted in research the laissez-faire dictum that the sum of all selfish-professorial interests maximizes the resulting public benefit in knowledge.

This is surely a curious assumption—and it may well be what creates the curious dichotomy between the macro- and micro-societal analyses of the professor.

This point has been unduly neglected. Indeed there is still singularly little awareness of what might be the most kindly way of interpreting what has occurred. One might want to argue that at certain stages—the takeoff stage and drive-to-maturity-stage of Rostow-laissez-faire in the economy was indeed a public virtue, whereas the post-industrial society requires something else. It may be there is an equivalent "stages-process" in the development of research in American higher education, but of course several generations later. You might, on this view of the matter, want to argue that the 1920's 1930's, and 1940's marked the take-off stage in the American research university enterprise. Thus there was created a "vacuum of social responsibility" for the professor to do research equivalent to that developed for late 19th century industrialist to do business by the law of negligence and by the XIVth amendment concept of substantive due process. In that case the multiversity era of the 50's and 60's amounted to the drive to maturity. Now what the public and the legislature are doing, unwittingly perhaps, is arguing for much the same changes in the University as, for instance, the Environmentalists have been arguing for in politics and law. In this connection, one might note another laissez-faire similitude—the liberal Positivist perspective in relation to the optimal rate of knowledge growth is a kind of Chamber of Commerce mentality—the best growth rate is the fastest. Is this self-evident?

• Whether or not you accept the details of this analogy, perhaps you will consider two questions. Is there good reason for believing that the essentially individualist, departmental, and disciplinary-journal structures which the American research university developed for the discovery and diffusion of new knowledge are always going to be optimal; Is there good reason for disbelieving that these structures are increasingly inadequate to the really crucial problems of the inter-relationships between new knowledge and its socio-political consequences?

I simply ask these questions this afternoon. Rather than attempting a detailed answer, may I suggest one important instance where at least *prima facie* they are not?

The prospective research achievement—if that is the right term—which I have in mind is "cloning". It is a prospect sufficiently near to amount to rather more than a small cloud

the size of a hand on the horizon. In this case we are talking about a small baby on the horizon—one who is the genetic duplicate of an already existing individual. Some of our most advanced thinkers such as Mr. Steptoe of England appear to regard this as a future marvel, and he is proceeding ahead: we could produce a hundred Mozarts. Others, more gloomy, imagine a hundred Hitlers.

In order to convince you that perhaps the really crucial problems in coming research are inherently ones that burst disciplinary boundaries may I adopt the dictum that a page of poesy may be worth a thousand lines of logic? May I ask you to contemplate the local situation on the twelfth day of Christmas some years hence, if, the biologists go ahead without the ethical philosophers, the sociologists, and perhaps even the political scientists? We might return from the Christmas holidays to find that Bill Purves, (if he changes his specialty a bit) has sent us from Connecticut something like this.

*On the 12th day of Christmas
Purves sent UCSB:*

*Twelve Cheadles cheadling,
Eleven Turners turning,
Ten Bakers baking,
Nine Potters potting,
Eight Nashes gnashing,
Seven Crouches suing,
Six Johnsons consulting,
Five David Golds.
Four French Flacks
Three Girvetz,
Two Alexanders,
And Mike Gordon hanging from a pear tree.*

Even if you juggle, add, or delete names, you may be prepared to believe that this would constitute more than a problem for the Department of Biological Sciences. It might even require an emergency Faculty "Town Meeting."

• Besides the question whether the present processes for the creation of new knowledge in this post-industrial society are long likely to be optimal, we should place another question. Do we also need fundamental shifts in the "downstream processes" for the diffusion of knowledge? The rate of knowledge accumulation has, it is becoming increasingly clear, reached a point where the straight-through kindergarten to Ph.D. "knowledge—" outfitting formal is no longer adequate.

This is so on two counts. The first is the rapid dating of knowledge. Already there is legislative recognition of this in a few places—e.g., the Oregon statutory requirement that doctors return periodically to medical school to update themselves. This will become an increasingly prominent feature of our society. The K-12-Ph.D. mode of knowledge acquisition is already producing its curious and adverse side-effects novel to our post-industrial economy. Consider, for instance, aerospace engineers who are too highly specialized to be readily adjustable to shifts in the economy's needs. Moreover,

once laid off they are likely not to be rehirable in a return economic upswing—technical advancements during their enforced idleness leaves them behind. This is a new and potentially acute problem for our society—the creation of an elite jobless Proletariat.

The second count points in the same direction but arises less from the determinism of the economy and more from the prospect of a leisure society. For that reason, too, continuing education is almost certain to become a major feature of higher education in the last decades of this century. If research universities do not take these great impending shifts in patterns of education seriously, they are liable to be in a very bad way. We may already be there, and without adequate awareness. How practical is it to view the extended university as an *infra dignitate* epiphenomenon to our real concerns when there are already 12 million Americans enrolled in adult and continuing education (twice as many as in traditional college and university degree programs.) How practical is it when IBM is offering a Bachelor's degree, and Arthur D. Little is seeking approval for a Master's Degree? How rational are our staid professorial attitudes when the UC statewide administration has drawn up a blue-print for collective bargaining at UC, which, if it comes, would list department chairman as management personnel?

• To say this is to suggest the moral. It is that the research university idea is encountering a far graver undermining process than simply public calls for more teaching, or for rationalized governance and cost-accounting. It is not simply a question of accounting for high expenses. It is also a question of the societal adequacy of the university structures designed at the end of the 19th century to promote the creation and diffusion of knowledge.

Hence we are quite wrong in our historical analysis if we take great umbrage at the "anti-research trend" of recent years, whether its expressions be advanced by Reagan or Vasconcellos. I suggest instead that our professorial pique comes from considering as a norm what is in fact an exception. The activity of "objective liberal positivist research" without social countability was only possible in the rare conditions created by the move toward mass higher education; by the concomitant eclipse of the earlier American college reality of bright college days and father-figure college presidents; and by a curious lag in the Public Agenda, between vastly increasing the public commitment to financing higher education and the taxpayers' asking for the receipts. It was the largesse and accompanying laxness of the post-Sputnik era which permitted, if not outright encouraged, university faculty to sever their conceptions of American university purposes and their conceptions of their job-roles in society from the earlier genealogical moorings of the institutions within which they prospered. In an Era of University Good Feeling, the liberal positivist research utopia was possible. But that Era of Good Feeling was an exception, rather than an American land-grant norm.

V. THE PRECONDITIONS OF A UC FUTURE FOR UCSB

What is to be done at (or to) UC Santa Barbara? By now, and regardless of whether you have agreed with my exposition, I hope three things are clear.

One is that I do not advocate standing still, mouthing liberal ideological platitudes about the indispensable necessity of good research to good teaching, or the need for the good people of California to recognize that professorial resistance to teaching more than five hours a week constitutes as heroic a posture on behalf of Truth as

Socrates' courage in saying things which led to a draught of hemlock. Standing still is a prescription for letting others design our future. In the absence of proof about the vital connection between research and good teaching—not that without someone doing research, teaching could avoid becoming stagnant (which is one proposition), but rather that one person, the professor, must do both (quite a different proposition)—only the research university professor is likely to be convinced. The contention that light teaching loads serve the public interest *ex necessitate rei* is about as convincing as the oil companies' insistence that oil-depletion-allowances are self-evidently in the national interest. The trouble with both postures is much the same. The professor, who incidentally writes letters to the editor about tax loopholes for big business, is too much like the oil executive, who incidentally writes letters to the Governor about lazy professors. **Each wishes to impose the costs of needed social change upon everyone but himself.**

The second point is that my Toryism does not lead to embracing a course of which a few of my colleagues appear enamored, adopting the practice which in the thirteenth century, the Chancellor of the University of Paris thought would solve all campus difficulties: "requiring (degree) candidates...to swear allegiance to himself."

My third point is that few would be less happy than I if the pendulum of emphasis between research and teaching were to swing to the other extreme. I would give much the same counsel as I am giving here to Cornelius Vanderbilt of Jay Gould just before their entrepreneurial excesses lead to the regulatory enchainment of railroads three quarters of a century ago. And, when Vanderbilt said, "The public be damned," he had a better chance of getting away with it. Rather what I am hoping for is a minimax solution—an accountability to the public that balances research and teaching fairly—as an alternate to our becoming victims of a populist reaction.

The solutions which, therefore, this campus should be moving quickly toward are those which would put it in a position of leading, rather than tagging along behind, other UC campuses. Therefrom would arise the identity of this campus.

You can say, if you want, that I am doing nothing more than repeating Bill Tilden's advice: "Never change tennis tactics when you're winning; always change when you're losing."

However, I believe there is more here at UCSB than an unfortunate combination of walls, without ivy, shattered dreams of emulating UCLA, and the remnants of the old UCSB—UC Surfing Branch.

When I arrived here in 1965 one of my first perceptions was that this was not a red-but a pink-brink university. The difference between it and ivy-covered Eastern institutions put me in mind of a section in Albert Camus' 1936 essay "Summer in Algiers." Recall his dichotomy between "old walled towns like Paris, Prague, and even Florence" and "Algiers.. "Open to the sky," "the sea at the end of every street, a certain volume of sunlight, and the beauty of the race."

Recall too his dichotomy between "European cloisters, or the profile of the Provençal hills — all places where man can...gently liberate himself from himself,... (Europe) where Goethe calls for light on his deathbed and this is a historic remark," and the Algerians' simply being "comfortable in the sunlight"; Algiers where "for the first time in two thousand years the body has appeared naked on beaches. For twenty centuries man has striven to give decency to Greek insolence and naivete', to

diminish the flesh and complicated dress....However when you frequent the beach in summer you become aware of a simultaneous progression of all skins from white to golden to a tobacco color which marks thelimit....of transformation of which the body is capable....How can one fail to participate, then, in that dialogue of stone and flesh in tune with the sun....? In a sense, research universities in Southern California have been too much like Puritans of the intellectual self, striving to give decency to California insolence and naivete, by footnoting insolence and naivete away.

Looking back now on my early impressions of Yeats' "baldheaded, ink-coughing scholars" shuffling around campus next to, and yet light years away from, the students' tanned impeccable polytheism, it is evident that Camus' Algerian dichotomy really did not meet the complexities of California. Here, rather students are saying to the research professor that the dialogue must be one of mind, flesh, and sun. There is, in fact, nothing radically anti-intellectual about the students or more generally about Californians. The state, I think, and certainly, the students are not done justice by the Visiting Eastern journalists, who sum the state into a Brownian motion of Campers, Outboard Motors, and Dirt Bikes.

This is a very partial view of California truth. More important is that so much these days starts in California, and that this campus may have, precisely because it is losing the present dichotomous game, a better chance of deriving the next solution.

In the remaining minutes of this talk, then, I wish to put forth the minimal changes in campus structures which would, in my judgment, create conditions of sufficient flexibility to reach then a clear identity and a UC future for this campus.

Recommendation 1. Perhaps the single most important change this campus could initiate in the UC system would be to sever reviews on research from reviews on teaching, at least with regard to merit increases. One might divide a professor's reviews *seriatim* into alternate ones focusing on research and focusing on teaching. If a professor is asking the university to meet a competitive outside

The following members of the UCSB faculty are supporting this publication of A.E. Keir Nash's Plous Lecture through voluntary contributions, in the interest of bringing the issues the lecture raises to the attention of a wider audience.

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offer, one would presumably collapse the on-going and the next-upcoming reviews into a joint teaching-research one, with the proviso that, assuming he stays on, the next one would focus on teaching.

It seems fair to assume that the outside offer springs from his research achievements.

This change would have three advantages over the present system.

(1) It would give evidence to the public that UC was being accountable, as it were, for its teaching responsibilities.

(2) It would, if anything, improve the quality of research. The present system of 2 and 3 year reviews encourages the "quickie publication" and discourages the "risk-taking research" necessary to the truly distinguished achievements which justify UC's research commitment. This would, in effect, substitute 4 and 6 year "look-sees" at what a professor has achieved.

(3) Presumably, faculty-members who were exceptional teachers and researchers would advance at twice the rate of those who were good in only one area. The latter would have to wait for the next review to "go up."

Recommendation 2. An equally desirable innovation would get away from the rigidities of the 4-unit course and quarter-system. The original grounds for adopting the quarter system in 1966 have evaporated both because of the Governor's budgetary approach, and, probably, because it is simply too far removed from inbuilt nationwide educational and vocational rhythms.

The 4-unit quarter course may work reasonably well in naturally architectural majors where courses are hierarchically arranged. And, it may suit the permanent undergraduate course-shopper. However, it has (at least in its 4-course-per-quarter pattern) three serious short-comings. One, it makes virtually impossible the continuity of instruction necessary to bring about within one course a substantial and discernible increment in the student's analytic ability. Two, it is simply too small a bread-box for many complex topics — especially perhaps in the social sciences and humanities. Three, the shortness of the quarter diminishes the opportunity for instructors to know students, and hence increases institutional impersonality.

In brief, the present curricular structure is far too fractured and probably even heightens anomie in the student. Numerous structural improvements are possible which I shall only list here: 2-quarter or year-long courses; 6, 8, or 16 unit quarter courses; early semesters, 4-4 patterns. Any would be an improvement.

Recommendation 3. To provide an adequate undergraduate education something must be done both about the impersonality which has grown into the multiversity system and about its close companion, the fractionated remember-it-this-week, forget-it-the-next pattern of learning. In addition, the increasingly differentiated backgrounds and preparations of college students need to be adequately reckoned with.

At least three possibilities warrant consideration. One would hold each professor responsible in a serious advisory capacity for 18 undergraduates (or whatever the faculty-student ratio is) as they pass through the ranks from freshman to senior. Such would provide the basis for substantial personalization — indeed creation — of a genuine academic community.

A second would recognize that the absence of Harvard Houses and Yale Colleges does not mean we can do nothing about increasing faculty-student interchange. One could import the idea of "Faculty Associates." That is to say, a faculty member might be willing to be

associated with an undergraduate residence hall, be so carried on its roster, lunch there say once a week, become active in residence hall colloquia and so on.

A third possibility would introduce a serious — indeed arguably an educationally **more serious** — alternate to the 18-unit graduation bread-box-building arrangement. One might, thus, create an alternate "New College" characterized by "contracted learning stream" and "general examinations."

Recommendation 4. To increase public confidence in UC's accountability, to avoid irrational legislation of new rigidities, and to permit a fair apportioning of responsibilities among professors, new modes of accounting for "professional load" and "allocation of FTEs among departments" are needed.

First, we need to adopt, or modify, one of the "point-systems" under scrutiny or in use around the countryside. Such would permit a reasonable variation in faculty duties. At least for tenured faculty, one might introduce a 12-unit module — 6 units of research and 6 of teaching. Professors could take, say, up to three units, allocated as they chose, as substitutes in either category, for administrative work, committee work, advising, "associate activities," etc.

Second, to permit the additional needed flexibilities at least tenured staff might have ¼ of their FTE-equivalents attached to them to do as they pleased in these and other inter-disciplinary endeavors. The allocation, regardless, would remain credited to their "home departments."

Recommendation 5. That the chairman of the faculty develop a clear program, and timetable of, change. There are two reasons for this. First, the House of Commons model of the Speaker is appropriate to a Faculty Senate when the underlying theories of university purposes are not in doubt and in competition. The matter is different, however, when the push for accountability, and its derivative, the PPB administrative theory, are as strong as they are now. Absent a Faculty Senate systematically engaged in developing coherent responses to change, the flow of power into the University executive branch is likely to be as tidal as that which has occurred in the national government since the Roosevelt presidency. The U.S. House of Representatives Speaker model seems far more appropriate now for the chairman of the faculty. If anything, the need here is greater because the flow of power is not only to the Campus Administration, but beyond that to the Statewide Administration, and finally to that nation-wide fashion of the day, State Co-ordinating Boards. Most UCSB faculty seem even less conscious about the danger than was Congress until a few months ago.

The second reason pertains to the legitimacy of faculty pursuits in the eyes of students and community. Both tend to get the impression that the Senate normally accomplished nothing; this is not always so.

A NOTE ON SOURCES AND DATA

Quotations are from L. Mayhew, "The Role of Research in California Higher Education" (1973, pp. 63-64); G. Orwell, "Politics and the English Language" (1946); E. Cheit, "The Coming of Middle Age in Higher Education" (1972) U.S. v. Hall (Fed. Cas. No. 15282); W. Metzger, "Academic Tenure in America" (1973, in Comm. on Acad. Ten., Faculty Tenure); A. Camus, "Summer in Algiers" (1936); K. Brewster, "On Tenure" (AAUP Bulletin, Dec. 1972); R. Jackson, "The Supreme Court in the American System of Government" (1955).

Data comes from K. Roose & C. Anderson, "A Rating of Graduate Programs" (1970); C. Hitch, "UC Academic Personnel Report," 1970-71 (1972); R. Peterson, "Goals for California Higher Education" (1973).

The following cautions are in order. ACE data is straightforward reproduction, AAUP/AFT versus Senate measure contains "noise factor" of some AFT non-Senate members. Salary curves derived from C. Hitch, Table 15 average 5-year cohorts, then spread them back and forth evenly: lumpiness within a cohort may exist. Sources for Sociology "ranking" and Economics "ranking" are "American Sociologist" (1972) and "Western Economic Journal" (1972) — but note that Economics "ranking" inverts original relationships' direction, and is not corrected for size, UC rank orders, generated from R. Peterson, are only that, and some of the "goal-dimension" questions and response-rates are imperfect. No single table or index "proves" anything beyond all doubt. The question is, rather, one of the cumulative direction. Compare in this connection, D. Rossington, (UCSB) "Faculty Attitudes Toward the Administration" (1973).

In fact, much that is constructive is accomplished. One example is the CAP's work during the past few years. That Committee been admirable both in listening to requests for change and in proposing solutions which promote fairness without diluting quality. As they pertain to the CAP and the ad hoc review committees, UCSB personnel review mechanisms have arguably become the fairest in the UC system. Yet how many students and community members are aware of this?

A program and timetable would permit student or outsider to appraise what is accomplished.

Recommendation 6. That Nexus take on the task of interviewing candidates for at least the major Senate posts in future elections. The 18th-century gentleman's club voting system which presently prevails is very well suited — to the 18th century. It loads the scales in favor of faculty who achieve high visibility, and who have been on campus for a long time, and who belong to large departments. It is hard to argue that the resultant voting-patterns are those of a well-informed rational electorate. It is quite atavistic in an age when both administration and student offices are increasingly subject to public scrutiny.

Recommendation 7. That the Committee on Committees make two changes in the present modes of selecting committee members. The first change would be to modify the prevailing informal consensus rule. If there is one thing this campus could do with it would be building greater diversity of opinion into committee structures. That is much better than letting dissent fester unenfranchised and "bad-mouthing."

The second change would be to make a more deliberate effort to canvass new and younger possibilities for committee work. The reason stems from the nature of the "developing campuses" competition, (Table VI). This table shows the age-level campus by campus which you would have to go down to fill the 50 or so major committee slots if you began by filling them with the eldest first. At Santa Barbara it is possible to do so by getting down to age 56. At Riverside and San Diego you have to get down into the level 48 or 49; and at Santa Cruz to about 41 years of age. Of course the Committees on Committees do not actually work that way. The point is rather that there is abundant survey literature showing, with respect to both general political and university professional attitudes that age and innovativeness tend to be inversely related. The size of the old-age ranks at Santa Barbara requires some artificial safeguards in order to equalize the campus' capacity to respond to change.

Recommendation 8. That the CAP and the Budget Committee undertake a joint study directed at determining whether or not the apparent UCSB salary lag is: (a) real; and (b) justifiable. There is nothing better designed to lower morale among professors than unequal treatment within an ostensibly equal inter-campus system. Whether this is occurring I do not know. However, translating the salary paths we

Plous Memorial lecture...

(continued from p. 14)

looked at earlier into number of years-lag to reach a given rank is suggestive. What begins as roughly a 2 year lag in the average age of promotion to Associate Professor builds up to 5-7 years by the Full Professor Step III, and to infinity by Step IV. The average UCSB professor never reaches that step. Years from appointment at a given rank to reach the First Step of the Full Professorship are also suggestive. Thus, the UC-wide average for one who begins as an Assistant Professor Step I is three years faster than the statutory norm. The real UC norm is three accelerations.

Recommendation 9. That the CAP adopt the UC Davis fashion of reporting annual personnel actions.

Recommendation 10. That the Senate and Administration seriously consider replicating the 1969 ACE survey with respect to UCSB. My sense of a number of departments here and my admittedly subjective impression of the esteem (or rather lack of it) in which this campus is held on other campuses suggests that the reality may not be quite so dreadful as the UC-wide perception. If I am right, such a replication would be advantageous in the next few years' intercampus budgetary strife. If I am wrong, we had better stop kidding ourselves.

Recommendation 11. That at least prospectively serious attention be given to regularized votes of confidence in the administrators FROM the department chairman level on up. I do not suggest this for incumbents because that strikes me as containing too much of an ex post facto tinge to it.

There are two reasons for suggesting this course. First, the levels of tension in universities confronted both by static economies and by competing theories of purpose are

bound to be higher than was characteristic of the Golden Days of Research. The coming years will require more and better conflict-management. Second, and this reflects perhaps just a personal bias, I have never understood why anyone would want the burdens of office if he thought that he lacked support of at least a faculty majority. I am not arguing for a "presidential election model." That would push the art of governance too far in the direction of currying faculty favor. Far more appropriate appears a parliamentary model - one which would leave it to the administrator to "call an election" as he chooses, say every third year or so.

Recommendation 12. That the Senate Division consider the advisability of a resolution designed to bring UCSB departmental voting patterns in personnel cases into line with other UC campuses. My experience on inter-campus committees had led me to believe that a common UCSB voting pattern - dividing the right to vote down to both Rank and Step - is anomalous in the UC system. Indeed, two P&T chairmen on other campuses believe it violates By-Law 188. While I confess I am uncertain on this count, I am not convinced by the two arguments brought in its favor. The first is that, on the whole, the faculty do better than when, for example, Associate I's vote on the merit increase of II's to III. Prima facie, the comparative campus salary figures belie that. The

second argument is that, on the whole "the older (or at least the higher in step), the wiser and better judges."

There are three weaknesses to this argument. One, in fact, between the lowest tenured rank and Full Professor Step IV, time-in-service is an important determinant of step-level. The argument would better apply if voting were restricted to Full Professors V, VI, and overscale. But that no one is suggesting.

Two, given recruitments from faculty ranks into administration and back again, and given "administratively-based" merit increases, there is no guarantee whatsoever that capacity to judge is directly proportional to step. Especially in fields characterized by rapidly expanding knowledge, one would probably do better to have all cases decided by younger tenured faculty and very high level full professors. It is they whom one can be most sure are in touch with new developments in their fields.

Three, at UCSB there is less reason for its practice than at some other campuses. At Berkeley or San Diego, for instance, the presumption that the older the wiser may be more plausible.

Nonetheless, my inclination is that on any campus it is a bad idea - for another basic reason. It is elucidated in Kingman Brewster's recent and refreshingly different defense of tenure - one based not on defense from off-campus political interference so much as protection within.

"The more subtle condition of

academic freedom is that faculty... once they have proved their potential during... junior probation, should not feel beholden to anyone, especially Department Chairmen, Deans, Provosts, or Presidents, for favor, let alone for survival... In the development of their ideas they should not be looking over their shoulders either in hope of favor or in fear of disfavor from anyone other than the judgement of an informed and critical posterity... In strong universities (that are) alive and productive... colleagues are in constant dispute, defending their latest intellectual enthusiasm, attacking the contrary views of others. From this trial by combat emerges a sharper insight... It is vital that this combat be uninhibited by fear of reprisal... Jockeying for favor by trimming the argument because some colleague or some group will have the power of academic life or death in some later process of review would falsify and subvert the whole exercise."

The present UCSB practice of

subdividing the right to participate in personnel cases down to the step-level back into the tenure system the danger which it should prevent. And, the danger becomes greatest where it is least defensible - among the full professor ranks, where it increases in proportion as there are fewer persons one or more steps above an individual.

I am constrained to say that on this campus this danger may be more than simply a hypothetical possibility. During my service in the AAUP chapter, I have heard full professors tell me that they are afraid to vote, or to take action which seems right to them, because they fear reprisal from someone one or more steps ahead of them. This is intolerable in a first-class university - whether the fear be well- or ill-founded. In fact it is impossible in a first-class university. The two cannot co-exist.

Some of you may feel that, if such fear exists, it is a problem not for the faculty to deal with, but for the administration. I assure this is not so:

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Art Student League "Salon des Independents," 10-2 in the UCen Program Lounge.

Baha'i Faith potluck dinner at 4:30 followed by a fireside. Everyone welcome. 6681 Berkshire Terrace Apt. 13.

Ecology Action recycling at 5 p.m. behind Logos Bookstore.

A special Shabbat interfaith service will be held at 7:30 at the URC. Following the service Father Charles Martine of St. Mark's will speak. Open to all people of good will. Sponsored by Hillel.

For the finest blues, real rock 'n' roll and rhythm and blues ever put on, tune in to the Dog Faced Boy Radio Show at 8:30 p.m. on KCSB-FM.

KCSB Town Forum Telephone Talk Show: The "Dog Problem" will be aired with host Ed Isenberg and guests Bill Wallace and Pat Campbell. 1 a.m. on 91.5 FM.

Department of Mathematics Colloquium with Donald Potts of Cal State University at Northridge speaking on "Fields and Planes," 4:15 in SH 6607F. Reception at 3:45 in SH 6623.

Kundalini yoga classes from 6-7 at the I.V. Service Center, Suite F. Bring donation.

Yogi Haecel holds classes in complete yoga from 12-2 and 3-5 in UCen 2272. Evening class from 7-9 and a special class by invitation from 5:30-6:30. More information by calling 967-1860 or 966-7400 (messages).

SATURDAY

"Oedipus Rex" by Igor Stravinsky will be performed by the University Orchestra and the Men's Choir, 8 p.m. in Lotte Lehmann Hall. Free.

A picnic will be held at noon at Goleta State Beach to raise funds and to commemorate Malcolm X's birthday. Sponsored by the BSU Saturday School.

Movie: "Revolution Until Victory" with a discussion following will be shown at 7:30 and 9:30 in Campbell Hall.

SUNDAY

Repeat performance of "Oedipus Rex," 8 p.m. in LLCH.

Joint Concert: University Singers and Chamber Singers at 4 p.m. in LLCH. Free.

Lutheran Student Congregation: student-led worship service to be held up at Najoki Falls near Solvang. Meet at the URC at 9:30 a.m. Service will be at 10:30 a.m. and a picnic will follow. No regular service or Bible study will be held.

MONDAY

Benefit for Nguyen Van Troi Children's Hospital, 7 and 9 p.m. in Physics 1610.

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Plous Memorial lecture . . .

(continued from p. 15)

in a first-class institution the administration takes its primary bearings as to what is right and proper from the faculty.

The realization of the goals and procedures we have been discussing are ones which, whatever else the future may bring, will increasingly become the common currency of university institutions during the remainder of this century. There is one final point that I have. In a sense it is a recommendation, but it is too important to so classify it. It is the sense of due process as infusing a first-class university enterprise. Due process is, after all, simply the legal codification of the essential decencies of human relationships.

I was put forcefully in mind of this by a picture, which I imagine you noticed - appearing appropriately enough on May (Law Day) - on the front page of the Los Angeles Times. Along with small photographs of Haldeman, Ehrlichman and Dean, leaving the Nixon Administration, there was a much larger photograph of Richard Kleindienst resigning from

the office of attorney-general, a very sour expression on his face.

I wonder how many of you noticed behind him the oil-portrait of the late Justice Robert H. Jackson who, before his term on the Supreme Court, served as Roosevelt's attorney-general. It reminded me of some words he had penned just before death cut him short, words which he never had the chance to give.

It seems fitting for me to close with them both because of their future relevance to this campus and because of this occasion, the fifteenth anniversary lecture in memory of another whose fruitful life was cut yet more abruptly. In the passage I am about to read, taken from the end of what were to be his Godkin Lectures at Harvard and published posthumously, Justice Jackson concluded that the protection of due process and fundamental liberties depended less on an aggressive court and more on the attitudes of a society.

I do not know whether you will concur with his contrast between the United States and Great Britain. It is

an extraordinary contrast to be made by one so deeply American - in his small-town childhood and in his being the last Supreme Court Justice to have entered the legal profession by the "old-fashioned American way" of apprenticeship in a lawyer's office. But perhaps you will consider, as I read, whether one may properly substitute in for his "Britain and America," first class and not-so-first class universities; for his government "officials" and "politicians," "people," university administrators and faculty; and, if you will, for his "courts and judges," Privilege and Tenure Committees.

"I am a fairly consistent reader of British newspapers. I have been repeatedly impressed with the speed and certainty with which the slightest invasion of British individual freedom or minority rights by officials of the

government is picked up in Parliament . . . and made the subject of persistent questioning, criticism, and sometimes rebuke. There is no waiting on the theory that the judges will take care of it. In this country, on the contrary, we rarely have a political issue made of any kind of invasion of civil liberty. On the contrary, district attorneys who have been rebuked by the courts are frequently promoted by the public. The attitude seems to be, leave it to the judges . . . In Great Britain, to observe civil liberties is good politics and to transgress the rights of the individual or minority is bad politics. In the United States, I cannot say this is so."

Whether you think any analogy to this campus appropriate, I leave you to decide. I will, however, assert this. Whatsoever things a first-class institution may lack yet still be distinguished, due process - like freedom from fear of reprisal for intellectual combat - is not one of them.

Due to ineptness on the part of the Art staff, it was erroneously reported yesterday in the calendar that the film "Tokyo Twilight" would be screened tomorrow night in Campbell Hall at 7:30 p.m. This is incorrect. The film to be shown in Campbell Hall tomorrow night at 7:30 and 9:30 is "Revolution Until Victory." The Japanese Sunday Film series will be screened on Sunday as usual. Sorry for any inconvenience.

Malcolm X's birthday celebration

Tomorrow the Saturday School (Watoto Weusi Shule) is sponsoring a picnic in commemoration of Malcolm X's birthday at Goleta Beach off Sandspit Road. Barbequed dinners - ribs, chicken and hot dogs - will be sold. Also there will be speakers, volleyball, softball and music. Everyone is welcome. The proceeds will go to the children's Saturday School; it's a Black holiday so let's celebrate. Everything will begin at noon.

ATTENTION!!

JUNE 1 is the last regular DAILY NEXUS. A Special Edition will be published on June 8. DEADLINES: Noon - Display ads 3:00 pm Classifieds Come to the Storke Bldg. Rm 1053 or 1045.

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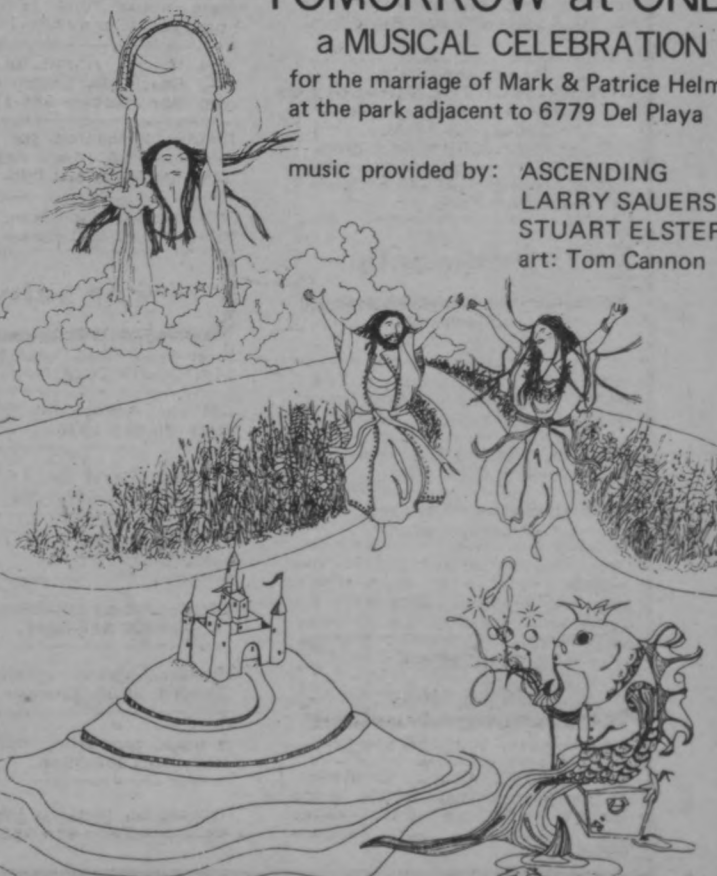
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Reasons for shrinkage...

(Continued from p. 3)

community esprit, the impersonality of the faculty is a problem which has caused much anxiety among faculty and administrators. Plous Award winner Keir Nash dedicated his lecture to the subject, and Chancellor Vernon Cheadle has begun to push for more effort in teaching innovation.

In a speech to the Faculty Legislature last fall, Cheadle listed 15 new programs he hoped would help halt the attrition rate. They included such programs as new majors, recruitment programs, interdisciplinary studies and the new learning resources building.

LACK OF PROGRAMS

According to the drop-out study, the number of students dropping out merely because of lack of programs of interest to them showed a decline; however, the lack of certain programs might be mentioned.

The dip in enrollment came at a time when the Home Economics and Industrial Arts Departments were being phased out. Similar programs, although not particularly cerebral in nature, are attracting a lot of interested students to the popular Davis campus. Other programs cited for transferring include a lack of business administration, journalism, nursing, architecture and others.

Balancing these possible deficiencies are programs that tend to draw students here, such as the College of Creative Studies, marine biology and environmental studies.

The lack of professional schools here—law and medicine—also deny UCSB a large chunk of "guaranteed" enrollment. This may explain why Davis, with not only law and medicine but the only veterinarian school in the state, is doing so well. Cheadle claimed last fall in his speech to the faculty that "if we had these professional schools on campus as originally planned for in 1967, we would have 1300 more graduate students this fall."

ECONOMIC RECESSION

One reason enrollment may be dropping that is entirely out of the scope of University administrators is the general economic recession in the United States in the past few years, coupled with the recent ravages of inflation. Registration and A.S. fees have almost doubled in the past few years, and the administration-estimated cost of living for a student here has risen from \$1900 to \$2700 in just five years.

UCSB is more susceptible to enrollment booms and busts based on economic fluctuations because of its small population base in Santa

Barbara County. Only 3 1/2% of UCSB students still live at home. Since it costs more for a student to sustain an independent household, Santa Barbara, along with Davis and Santa Cruz, might tend to suffer more in times of economic strain. At campuses such as San Diego, Irvine, Berkeley or UCLA, where a quarter of the student bodies live with relatives, students might find it easier to get by when money is tight.

Rather than living away from home, more students are choosing local campuses. Junior college enrollments show significant increases lately. While two-year institutions show an increase in enrollment of 5.4%, according to U.S. census figures, university enrollments in the United States are down .6%.

In Southern California, the aerospace recession has probably had special significance for UCSB. This campus gets 38% of its students from Los Angeles County alone.

DISILLUSIONMENT WITH COLLEGE

High school graduates seem to be less enthralled with the idea of higher education in recent years and this may be affecting the demand for spaces at UCSB. The job market is such that a college degree does not guarantee any financial reward as in the past, and increasing concern with what students call "relevance" has driven higher numbers of students to seek a sense of identity elsewhere than the university campus.

Another more cynical reason why students are shunning this country's ivy-covered institutions may be the end of the draft. In 1969, 44% of men of draftable age were enrolling in college. In 1973, with the draft at an end, the percentage has dropped to 38%. Meanwhile, the percentage of qualified women has risen slightly, perhaps partly because "affirmative action" hiring policies promise better paying jobs, and perhaps partly because the draft was never a consideration.

If the trend in the job market continues, by which a college degree is no guarantee of higher wages, then the University of California as a whole may have to gear its educational program to suit a student body more concerned with education for its own sake than as a vocational training.

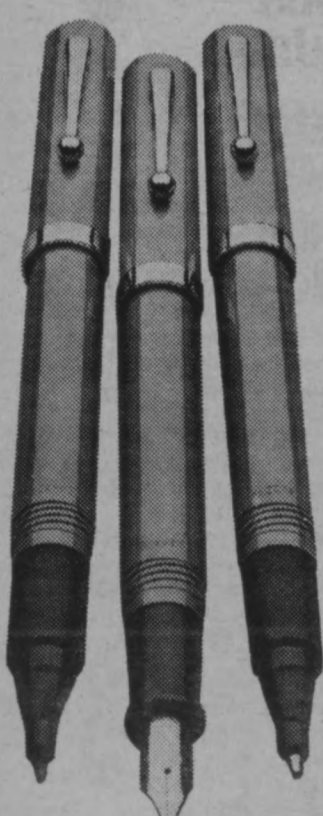
CHANGING DEMOGRAPHY

These are several suggestions about why enrollment has fallen, but with an upturn expected in the next few years, many of these reasons may disappear, while others may blossom into more importance. As the nationwide demography changes, the University of California must prepare to make necessary changes. UCSB may someday serve as a rich case study of why an institution of higher education goes through periods of fluctuations.

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Ron Hooper to compete in nat'l wheel chair competition

By Jim Clarke

Earlier this year there were charges made by some skeptical individuals that the UCSB campus was void of athletes with national caliber. Gay Jacobson, Jan Svendsen and Steve Ota have already disproved this accusation.

Ron Hooper is another UCSB student whose athletic talents place him amongst national champions. Hooper is a paraplegic who recently qualified for five events in the National Wheel Chair Championships which will be held in New York City June 14-17.

Hooper, a 24-year-old graduate student who is currently working on his Ph.D. in economics, is not a stranger to national competition. Since being confined to a wheel chair following a car accident five years ago, Hooper has attended two national championships. He claims a fourth place archery medal and an eighth place weight lifting medal for his efforts in these past competitions.

This year Hooper will be entering five separate events in New York; archery, the 100 yard dash, the shot put, table tennis and the pentathlon. He placed no less than third in each of these events at the recently completed regionals in San Jose, qualifying him for these events.

Of the five events Hooper is entering, he expects to do best in archery, table tennis and the pentathlon. Archery competition is based on a columbia round: 24 arrows shot at three distances ranging from 30-50 feet.

This year the pentathlon is consisting of archery, the shot put, the javelin, a 50-yard swim and the 100-yard dash. Since most of these events are ones in which Ron normally does well, he is anticipating a good showing in this competition.

It should be pointed out that not all persons entering the games

compete against each other. There are five different classes in national competition, ranging from classes 1a and 1b (quadraplegics) to class 3 (those with complete trunk control).

Ron is in class one, which includes those persons with no trunk control. Paraplegics, polio victims and persons suffering from muscular dystrophy are all part of this classification.

Training for the nationals has become a full time affair for Hooper. Tuesdays and Thursdays are spent with a coach who helps with the shot put and javelin events. On Monday, Wednesday and Friday from 9:30-11 a.m., Ron can be found behind Robertson's Gym taking aim at the archery targets.

It is at this time in his training schedule that interested students can really give Ron a hand. Misfired arrows can really be a pain to retrieve in a wheel chair, so if anyone cares to donate a few hours in the next few weeks, consider this as a worthwhile endeavor. If interested contact Ron at 968-2583, or else just drop by the archery range on a Monday, Wednesday or Friday morning.

One other area in which persons can be of assistance is the all-important financial one; Ron must incur all travel expenses on his own and is therefore attempting to locate a few interested sponsors. Should anyone wish to help out along

these lines, or knows of someone who might, a phone call to Ron would be greatly appreciated.

Athletically Ron claims to be a "jack of all trades, master of none." Perhaps for this reason he has made it clear that he does not wish to be portrayed as a spectacular athlete, but rather as an individual who "loves the involvement, the travel and the people I meet."

Track finals start today

By Dan Shiels

A young UCSB team that was victimized by an "unfortunate series of injuries and other personnel problems," concludes its season this weekend amidst a prestigious gathering of track talent as they host the PCAA championships beginning today at 1 p.m.

One Gaucho, Rory Kenward, has already qualified for the nationals later this quarter in the decathlon, but three others are also within reach this Saturday.

Senior Wayne Snyder, whose versatility was vital in carrying the team when injuries depleted the ranks, needs to lower his league-best 440 mark from 47.3 to 46.9. Coach Adams described him as "mentally ready" but cited bothersome knees as a potential problem.

Senior Dave Poure needs to extend his league-leading javelin mark from 232' 4" to 235', and Adams says his recent throws



IM Briefs

Tantalizing, sexy, showy coed volleyball bursts into action tomorrow in Rob Gym at 9 a.m. By popular demand this tourney was changed from four-man competition to four-person involvement. All interested participants should meet in RG tomorrow. No prior sign-ups are necessary. Simply grab your roommate, neighbor and a friend and show up for some ball smashing activity.

Softball Results

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- Clod Squad - 12, Theta Delta Chi - 9;
- Un-Huh Nine - 14, Fly Droppers - 6;
- Mudheads - 11, Cosmic Dirtbags - 7;
- F.U.B.A.R. - 5, Dukes - 3;
- See Men On Uranus - 9, Harry Hardstick - 4;
- Runarounds - 8, Canalino Cupcakes - 3;
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