



MAY 1970

A Suggestion on Commencement Procedure

There has been a great deal of thought and consideration given by many people, to the university commencement procedure. As the number of graduates increase, the desire to maintain a worthy, intimate and meaningful procedure for all concerned is seemingly impossible. Mass production techniques and computerized traffic control can indeed run the graduates through a line, but what happens to the personalized and relaxed atmosphere that the Academe tries to create for those involved?

It seems to me a suggestion worthy of consideration would be for each School to conduct its own commencement program with the Dean of the School presiding. I am aware this would eliminate some university-wide activities such as the ROTC Commissioning ceremony. However, this, like the administering of degrees, is in need of the personalization that is now being lost in numbers and it could be conducted in a special ceremony for the candidates, their families and friends. Timing and places for holding the School ceremonies could be scheduled so that not all would be held at the same hours.

It would appear that the commencement parade and program spectacular is done more for the university than for the graduates. In our modern, populous society of today, the need to retain personalized relations becomes increasingly difficult. Even a university that tries to provide all things for all its students must recognize that when its students leave the family, their leaving should have an intimate relationship that should be meaningful. I realize that a great many details would need to be coordinated, but these are resolvable if a desire to do so is present.

April 21, 1970

Head, Dept. of Veterinary Medicine



WE OWE IT TO OURSELVES

Each of us has a stake in our minority program. We cannot afford to allow the efforts to recruit minority students to falter. We must provide the resources necessary to support these students to the point where increasing numbers can achieve academically.

There is no doubt that we have to have patience and a certain amount of faith. Our traditional indices of academic prediction are only minimally valid for these students -- their school records are generally poor and aptitude tests such as the SAT use a vocabulary and work style which handicaps them. With special assistance in making the transition to college requirements plus a knowledge that there are those who believe that they can achieve, many of these students have defeated the usual predictors and have succeeded in programs at other four-year colleges. The most critical predictor for the minority student's chances of success seems to be his motivation to succeed -- a characteristic which is, without doubt, difficult to assess prior to his actually entering college. It is this factor on which the college is taking a risk -- but it is a risk worth taking for the returns to the student and to the college can be great as a result of a relatively small investment.

We must accept the risk not only because Oregon State has a responsibility for involvement in the education of the minority students as well as the white students of the state but also because the simple fact of American minorities on our campus adds to the total educational possibilities for all of us. The minority students, despite their relatively small number, raise questions about our educational processes that we have too much taken for granted. We can't expect that 50 or 100 or even 500 in a student body of 15,000 will directly affect the life of each Caucasian student. We can expect, I believe, that the presence of these students will cause some schools and departments to reevaluate their procedures and what they offer students in light of the questions and special problems which these students pose.

Can we in good conscience withhold from entire identifiable groups in our state the opportunity for their sons and daughters to move into the same types of professional and managerial jobs open to the white graduates of our institution? We have slighted the education of the children of the non-whites too long; they are citizens, too, and we cannot simply sluff off all of their young people to the two-year technical schools. There are potential engineers, pharmacists, businessmen and college instructors among them. We may have to work harder to develop the potentials of minority students but we cannot avoid our responsibility in finding ways of attracting and graduating them in significant numbers.

We can rationalize our way out of the immediate problems we face in coping with the dilemmas posed by experimenting in the education of non-whites. We can make the obvious point that our current Minority and Special Services Program is weak and potentially incapable of assisting very many students. We can maintain, with some justification, that we may be simply encouraging one more failure for some of these students. We can point to the more adequate services for these

young people in community colleges. We can even be inwardly thankful that we are presently isolated from the impact of the major social problems confronting the rest of the country. Unfortunately for some of us, after we have faced up to all these excuses for inaction, we are forced to ask ourselves how we can justify our personal lack of involvement and our institution's reputation for aloofness when we have not made a significant effort to use the resources available to us to meet this human need.

As a land grant college we are supposedly dedicated to solving the practical problems facing the state and nation. OSU has done its share in increasing food production, improving the efficiency of business and commerce, upgrading the skills of our white youngsters for coping with a predominately rural society. However, our major domestic problems today are the problems of an urban and transient population -- and we are only beginning to readjust our priorities to take this fact into account. Outside Corvallis, the presence of the non-white is a fact of urban America and we are in danger of indulging in miseducation unless we take part in offering higher education to these people and encouraging their presence on our campus as part of the educational experience of our white young people who are going to be living in a racially mixed society. We simply cannot afford to educate our white students in isolation from any possibility of contact with a resident non-white population.

The state should recognize the need for increasing the numbers of non-whites on all college campuses by financially supporting the students and the efforts to help them succeed academically. There is no question about that but we cannot simply sit and wait until political and economic pressures force action. We in the OSU community must do now whatever we can do to sustain and increase our small Black, Chicano and American Indian communities until more adequate support is made available from official sources. A few dollars invested in our minority students through the OSU Foundation may be one of the best investments we can make in our institution.... an investment which is really a contribution to ourselves.



Charles Warnath
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April 22, 1970

GUIDELINES FOR PREPARATION OF MANUSCRIPTS FOR THIS PUBLICATION

The "OSU Faculty Forum Papers", a publication for the exchange of faculty opinions concerning university affairs, is published monthly through the office of the Dean of Faculty with the assistance of a faculty advisory committee. Guidelines for this publication were approved by the Faculty Senate on March 7, 1968 and appear in the March 15, 1968 edition of the Staff Newsletter. The guidelines contain the following directions for the preparation of manuscripts:

- a. Must be authored by a faculty member eligible for election to the Senate according to the provisions of Section 2 of Article IV of the Bylaws.
- b. Should be typed in a form which can be reproduced directly without the need of retyping or rearranging. Short papers of one or two pages may be typed with either single or double spacing to make best use of full pages. Longer papers must be single spaced. Other requirements:
 - (1) Use 8-1/2" x 11" plain white bond paper (sub.20)
 - (2) Type on one side of page only
 - (3) Do not number or fold sheets
 - (4) Leave at least 1-1/2" margin at the top of all pages
- c. Should not exceed a reasonable length. A six page limit is suggested, including displays such as tables or graphs. If this limit is exceeded, publications will require approval of the faculty advisory committee.
- d. Should be signed (use black ink) and dated by the author at the end. The author's name and a subject, if appropriate, may be typed at the heading of the first page of the paper.
- e. Manuscripts are to be submitted to the office of the Dean of Faculty. Receipt of each manuscript will be acknowledged. For each monthly publication, the deadline for the receipt of manuscripts shall be noon of the last full working day (Monday thru Friday) of the preceeding month.