

# CNE Community CHRONICLE

SUNDAY, April 13, 1975

No. 11 of 1975

St. Andrew's Concert  
" " Episcopal Church - 8:00 P.M.



dies solis

MONDAY - April 14

2:00 - Budget Committee



dies lunae

TUESDAY - April 15



dies martis

FEC - 2:15-5:00

WEDNESDAY - April 16

Noon-12:50 - The Selling  
of the  
Pentagon



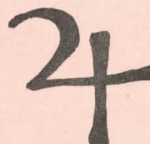
dies mercurii

2:00 - Curriculum Committee - CC229

3:00 - Ad Hoc Committee on Merit - CC209

THURSDAY - April 17

10:00 - President's Council



dies jovis

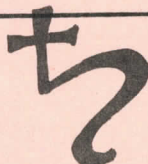
8:00 P.M. - Orpheus Trio -  
CC Theatre

FRIDAY - April 18

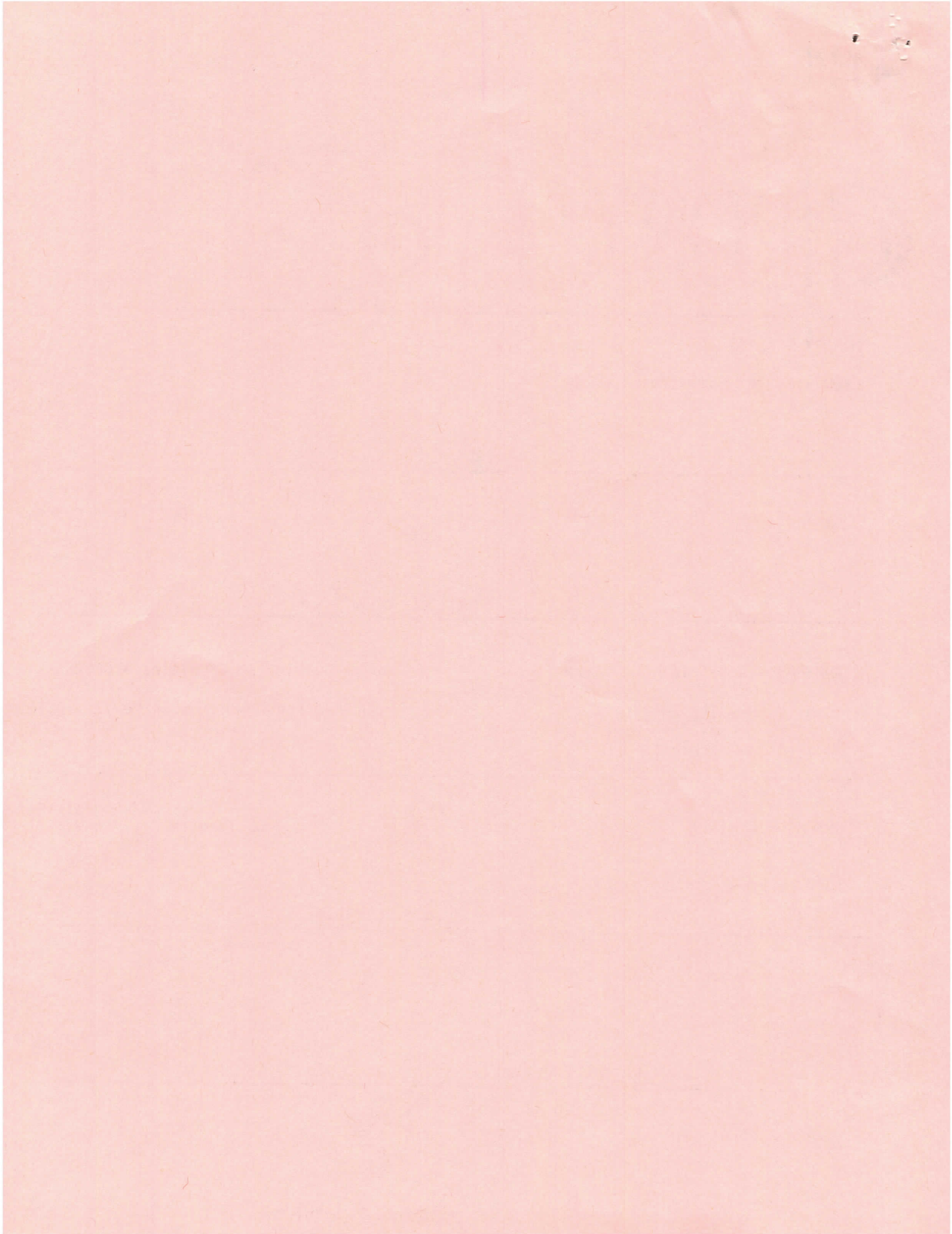


dies veneris

SATURDAY - April 19



dies saturni





## NOTICES

### Summer Employment

The U. S. Government Printing Office is seeking the temporary services of college faculty members to fill three summer positions in Washington, D. C. The description of each of these three positions appears below. The starting salary ranges from \$355.20 per week to \$492. per week, depending on qualifications and/or level of duties. United States citizenship is required. Interested applicants should complete a Standard Form 171, Personal Qualifications Statement, or send a resume to:

Chief, Employment Branch  
Room C-106  
U. S. Government Printing Office  
North Capitol and H Streets, N.W.  
Washington, D. C. 20401.

#### 1. Management Analyst

Academic background desired: Business Administration

Desirable experience: We prefer someone who is conversant with Financial Management Information Systems and who possesses a comprehensive and technical knowledge of ADP system technology and information system requirements.

Duties: The selectee will be responsible for planning, directing and executing the detailed review, update, enhancement and necessary expansion of our Financial Management Service Five Year Data Automation Plan (FYDAP).

Salary range: GS-13 (\$419.60 per week) or GS-14 (\$492.00 per week)

#### 2. Computer Specialist

Academic background: Computer Science

Desirable work experience: Management, consulting, systems analysis, report preparation and/or related computer work.

Duties: The Computer Specialist will develop an overall written preliminary program to conduct post-evaluation reviews of completed projects; survey user attitudes; complaints and degree of satisfaction with automated projects, and prepare written reports and suggestions concerning improvements in relationships and communications. The incumbent will also assist the Director of Data Systems Service in evaluating the concept and scope of an Administrative Staff.

Salary range: GS-13 (\$419.60 per week) or GS-14 (\$492.00 per week)

#### 3. Engineer

Eventhough two projects are listed for the third vacancy, we are only authorized one engineer. We therefore propose making a selection to complete our first priority. In the absence of qualified applicants for that project, we will select someone to complete Project No. 2.



Project No. 1.

Academic background desired: Industrial Engineering

Duties: Perform a study and issue a report on the methods available for setting work standards on maintenance activities. Develop a system for setting standards using the approved method, and for applying these standards to maintenance job orders.

Salary range: GS-12 (\$355.20 per week) or GS-13 (\$419.60 per week)

Project No. 2.

Academic background: Electronic, Electrical, or Mechanical Engineering

Duties: Perform a study and issues a report on both the present state of art technologies now used for minicomputers as applied to industrial problems and on the configuration of future mini-computers for industrial controls.

Salary range: GS-12 (\$355.20 per week) or GS-13 (\$419.60 per week)

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Consortium Administrator

Applications are being accepted for the position of administrator of the Virginia Tidewater Consortium for Continuing Higher Education. The position is available as of July 1, 1975.

Responsibilities: To assist member institutions in the evaluation, coordination, and improvement of continuing education services.

Qualifications: Master's degree with experience in higher education and interest in continuing education; administrative experience preferable; some familiarity with the Tidewater area.

Salary: Negotiable but will be in the \$12,000 to \$14,000 range for a 12-month contract with all Commonwealth benefits including 30 days annual leave.

Application Deadline: All applications should be postmarked on or before April 25, 1975. Interviews will be conducted as necessary.

Applications, resumes, and inquiries should be directed to:

Dr. Perry Adams, President  
Paul D. Camp Community College  
P. O. Box 737  
Franklin, Virginia 23851

An Equal Opportunity/Affirmative Action Employer.

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Old Dominion University Concert Choir Performance

The Old Dominion University Concert Choir, under the direction of John J. Davye, will present a concert on Wednesday, April 23, 1975, at 8:15 P.M. in the Christopher Newport College Campus Center Theatre. Works included on the program are Erwünschtes Freudenlicht by J. S. Bach; Te Deum by Franz Joseph Haydn; Laudate



Pueri by Josquin Des Prez; and contemporary works by Ned Rorem, Hildor Lundvik, and other composers. The public is cordially invited to attend. There is no admission charge.

Mary Thompson

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### "Every Bastard A King"

"Every Bastard A King" the fourth film showing of The Film Classics Club is being sponsored by Christopher Newport College and the Jewish Community Center. This film will be seen at 8:00 P.M., Saturday (April 12) in Gosnold Hall Auditorium 101. A coffee hour will follow the film.

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### St Andrews Concert

St. Andrew's Choir, under the direction of George Bayley, Organist and Choir-master, will present a concert of sacred music in memory of the late Rev. William Francis Burke and Miss Nancy Ramseur at St. Andrew's Church, Main Street and River Road, Newport News on Sunday Evening, April 13, at 8:00 P.M. The public is cordially invited to attend. The program is as follows:

Missa Brevis	Palestrina
Kyrie - Gloria - Credo - Sanctus - Benedictis qui venit - Agnus Dei	
Alleluia! we sing for joy	J. Handl
Let all mortal flesh keep silence	Bairstow
Rejoice in the Lord alway	Redford
Ave verum corpus	Byrd
O sing joyfully	Batten
Deliver us O Lord our God	Batten
Exultate justi	Viadana
Te Deum	Bruckner

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Mary Berlin, Soprano  
William Holm, Tenor

Gary Lewis, Organist  
George Bayley, Conductor

Libby Anderson, Contralto  
Richard Berlin, Bass

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### The Selling of the Pentagon

The Sociology Club is sponsoring a college-wide viewing of the controversial CBS documentary "The Selling of the Pentagon." It was this documentary which brought the Congress of the United States and CBS News into direct confrontation resulting in a wide-spread societal discussion of the role and operating ethos of the mass media in contemporary society.

TIME: Noon-12:50

DATE: Wednesday, April 16, 1975

PLACE: TBA

Everyone is welcome!

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## VA State Teachers' Scholarship

For the 1975-76 academic year, the Virginia State Teachers' Scholarship is being limited to junior and senior applicants who are currently in the program. No new applications will be accepted for next year.

Application blanks for the Summer Session, 1975, and for the 1975-76 academic year can be obtained from Mr. John E. Jenkins in the Education Department, W-225 by those who are currently receiving the Scholarship.

Deadlines for submitting applications for the Scholarships are as follows:

1975 Summer Session	-	April 14
1975-76 Academic Year	-	June 1

The Summer Scholarship is limited to those who plan to graduate in less than four years.

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## FACULTY NEWS

Jane and George Webb have been invited to participate in a Conference on Technology studies that will be held this month at Lehigh University.

The purpose of the conference is to discuss humanities perspectives on technology.

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George Webb and Richard Bass of ODU have just published a paper in Mechanics Research Communications.

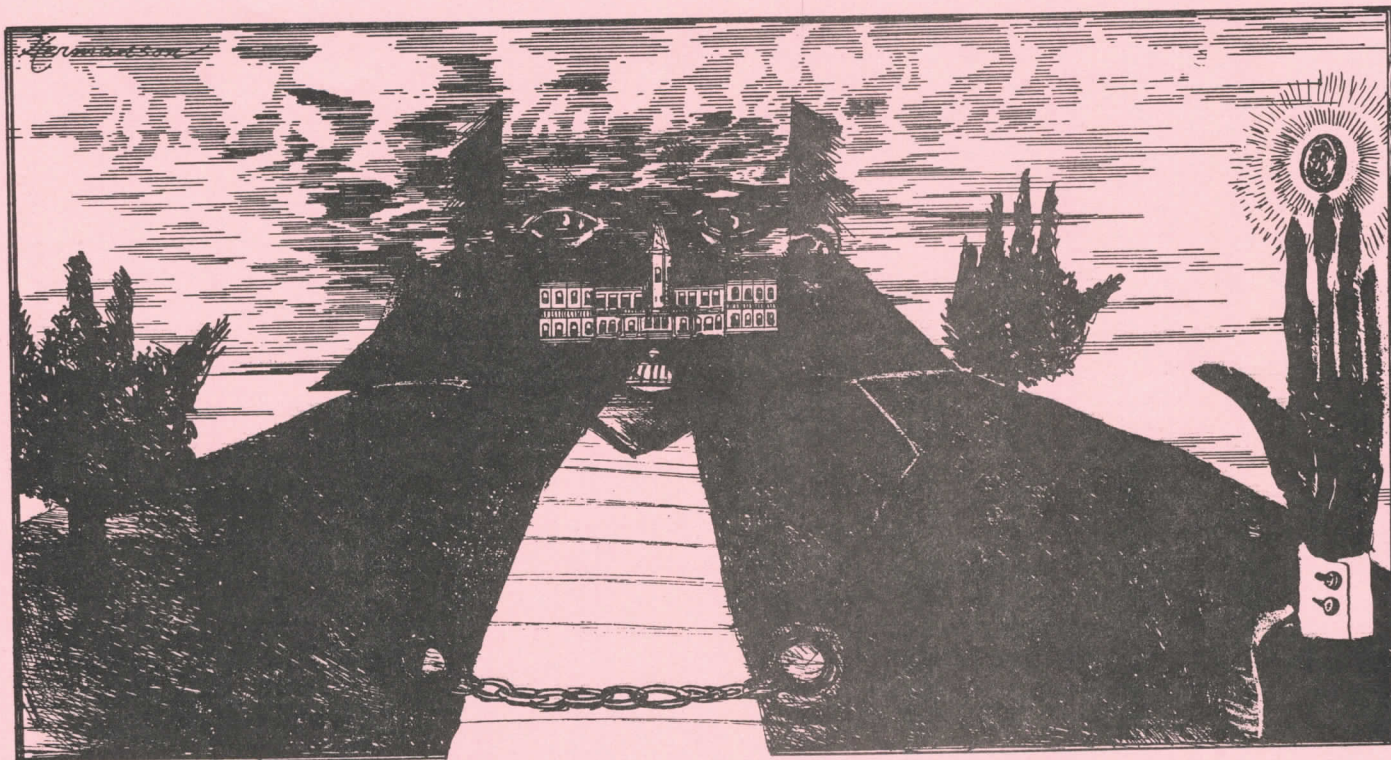
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Dr. Marshall Booker presented a paper entitled: "Experiences in Teaching Economics for Teachers" at the 2nd Annual meeting of the Virginia Association of Economists in Charlottesville, April 4th and 5th. Additionally, Dr. Booker was elected by the membership to serve a three-year term on the Executive Committee of the Virginia Association of Economists. Dr. Booker was the breakfast meeting speaker at the meeting of the Credit Women-International at the Newport News Holiday-Inn Tuesday, April 8, 1975, and spoke on the topic of "The Role of Credit in Financing the Economy." On March 13th Dr. Booker was the guest dinner speaker at the meeting of the Peninsula Sales and Marketing Executives Association, and on March 20th, Dr. Booker was guest speaker at the meeting of the Peninsula Pharmaceutical Association. On each occasion he spoke on topics pertaining to the current state of the economy.

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# The Ethical Crisis in Education



by Warren Bryan Martin

At a time when the president of the United States and the secretary of state admit that they authorized a systematic distortion of military reports concerning 1969 Cambodian bombing raids, and at a time when the Republican party's Committee for the Reelection of the President says that in the last general election it employed the services of persons who sought to subvert the processes of politics and democracy, and at a time when major corporations like American Airlines confess to illegal campaign contributions and certain multi-nationals like ITT are shown to have manipulated or at least tried to illegally influence governmental policies and election procedures in other countries—at a time, in short, when a number of our major social institutions are experiencing an ethical crisis because of the actions of leaders within those institutions—it

is important to consider the possibility that another major institution, namely higher education, has not gone unscathed by this pervasive ethical decline. Colleges and universities, in fact, are already showing signs of being affected by an emerging ethical crisis of their own.

Historically, American colleges and universities have performed with comparatively high ethics—certainly no worse than the church and surely better than government and industry. We all recall occasional cases of some obscure functionary tampering with an athlete's transcript (as occurred last year in Texas, though it involved the University of Oklahoma). Then, too, there have been the intermittent cheating scandals (my memory immediately locks on the Air Force Academy and West Point). Some could point to "that grade," the so-called "gentleman's C" and take it as a clue to corruption. Obviously, not all such grades were given because young gentlemen didn't care to work very hard but, rather, because these sons of older "gentlemen," perhaps "old blues,"

WARREN BRYAN MARTIN is vice president of the Danforth Foundation in St. Louis, Missouri. This article was adapted from a speech to the Western College Association annual meeting in March 1974. Mr. Martin is also the author of "How Administrators View Innovation" in the September 1973 issue of *Change*.



were sometimes given undeserved advantage in their classes after having received preferential admission treatment. Finally, there has been in this country a smattering of diploma mills, grinding out bogus degrees for benighted students.

Nevertheless, most of what has taken place—I mean the various forms of irregular behavior—could easily be considered mere peccadilloes. If the English have taken their pleasures sadly, American academics have taken to sinning poorly. American colleges and universities have been bastions of traditional moral values and exemplars of institutional integrity. Individuals sometimes faltered, but the institution seldom did.

Yet we all know that educated people and educators have no corner on the moral virtues. From the time of the Greeks, there have been warnings that to know what is right is not necessarily to do it. And we need go back only into our own century to be reminded that the educated are sometimes the frauds and the fools.

Perhaps we should not have expected better, but there is trouble on the campuses. The first signs of an emerging ethical crisis in postsecondary education, and in areas of institutional as well as individual life earlier regarded as impervious to moral rot, are now too numerous to ignore. Consider the evidence, from the lesser to the more important.

Since World War II, colleges and universities have received millions of dollars from federal and state governments for student scholarships and loans, for financial aid and work-study grants. Over the years, there has been some defaulting on student loans, but most of the money has been handled properly, dispensed according to law, and used responsibly. Of late, however, reports are surfacing of federal and state audits, and of charges of dereliction of duty on the part of institutional officials allocating federal and state aid. Unqualified students have received support and student records have been inaccurate or incomplete—sometimes as a consequence of collusion between school officials and students. At one institution the Feds demanded the return of \$976,000 to repair misallocations in the financial aid program.

The situation is as bad with regard to work-study funds. Students are sometimes paid for jobs that they do not perform. (There is ample precedent for this. In the sixteenth century, for example, when John Calvin went to school under what was called “the benefit of clergy,” he received money from his bishop for diocesan duties he made no pretense of doing.) But the problem today also takes other forms; students in work-study placements may put in time at assigned posts but do little work in exchange for their pay. Work-study funds are often

poorly administered, inadequately supervised, and sometimes misused—with both school officials and students fully aware of such abuses.

Is there evidence of an ethical crisis in the strictly academic realm as well? I think so. Consider the efforts being made by students, faculty, and administrators to get around rather than clear academic hurdles. Plagiarism is an old problem, but it has now taken on new forms. Whereas before plagiarism was sometimes resorted to by students to meet assignments they assumed were legitimate, now some students plagiarize in the name of doubting the value of the work they’re assigned to do. They are helped in this sort of thing not only by the files of term papers and exams fraternities have traditionally kept, but by the various “service” organizations that have sprung up around major campuses to supply students with lecture notes, sample exams, and term papers. These are knowledgeable students who have learned the game and are manipulating the system as never before, with the tacit consent of some faculty. It is at this level that the marks of ethical deterioration are most noticeable—and troublesome.

Item: A student in an established department of an accredited institution of higher learning submitted a term paper that the instructor happened to show to a colleague. The latter smiled and observed that he had received this same paper the preceding semester. When the instructor confronted his student with this intelligence, the student acknowledged that not only had he erased the name of another person and assigned his own to the work, but that the paper had been purchased in the first place. Neither faculty member failed his student.

Item: There appears to be some deliberate misrepresentation by administration and faculty about the job market for graduates. Without getting into the issue of whether it is immoral for colleges and universities to continue to promote, at their present levels, majors and graduate programs in fields already glutted with job applicants, we can properly raise the question of whether these institutions are dealing fairly with students regarding prospects for employment. There are indications that the answer is that they are not.

Some administrators and faculty prefer to ignore the problem. Others profess to reject the evidence, secretly hoping that although employment prospects are down, there will be an upswing. Still others assure themselves that there will always be need for *their* graduates. In one department at Yale, despite the fact that only 13 of 35 final-year students looking for jobs had been successfully placed, faculty continued to deny that a problem existed, preferring to mouth the patently false claim that their students would be able to get jobs because of “the excellence of Yale’s programs and reputation.”



A game some academic people are playing could be called "look one way but go another." Whereas before certain prestigious graduate programs almost always sent people into teaching at four-year colleges and universities, now the students who are "placed" are going into community colleges, private schools, or nonacademic positions. Last year at Princeton, for example, one department reported that 13 out of 15 graduates had been placed when, in fact, most had gone into the latter kinds of jobs, and few had gone into the places to which the established point of reference still pointed.

The situation with respect to traditional instructional themes, such as general and liberal education, is nothing short of scandalous. Colleges and universities still pledge support for general education and the liberal arts: most have requirements in these areas—40 units of general education, or whatever. Such requirements, however, seldom reflect the expression of a coherent educational rationale. The whole undergraduate curriculum is now an appalling mess, without exterior beauty or interior logic. Viewed from the outside, it is all patching and pasting—courses on courses, requirements and electives—with few people ready to claim that the indiscriminate pile makes a creative montage. Seen from within, the curriculum is chicken wire and rough plaster—a flimsy house of intellect about which the correct question is not whether it now has coherence and integrity but whether it ever had any.

Curriculum construction is mainly the result of trade-offs among faculty interest groups. Since the instructional budget is tied to full-time equivalents (FTE), it is important that the resources be carefully distributed—and here I refer not to ideas or even dollars but to bodies. So there are general education "distribution requirements," with students encouraged to think they are receiving breadth and interdisciplinary learning, when actually they are pawns in a faculty game called "the FTE shuffle."

Nontraditional approaches to higher learning show promise these days, but they too are contributing to the problem. Entrepreneurs are on the scene, setting up nontraditional degree programs that may cheat the individual student even more than many traditional arrangements do. For example, two-year undergraduate degrees are now being advertised. Only the fine print shows that full-time enrollment is required to carry out the program in two years, and at a cost of several thousand dollars. The people most likely to be interested in such a degree cannot go to school full-time and, without working, do not have the tuition. Also, these programs often feature independent study and accelerated learning for people who may lack the basic skills required for success.

Consequences are predictable: longer periods of time turn out to be required and at additional costs to students for tutors or other special academic services.

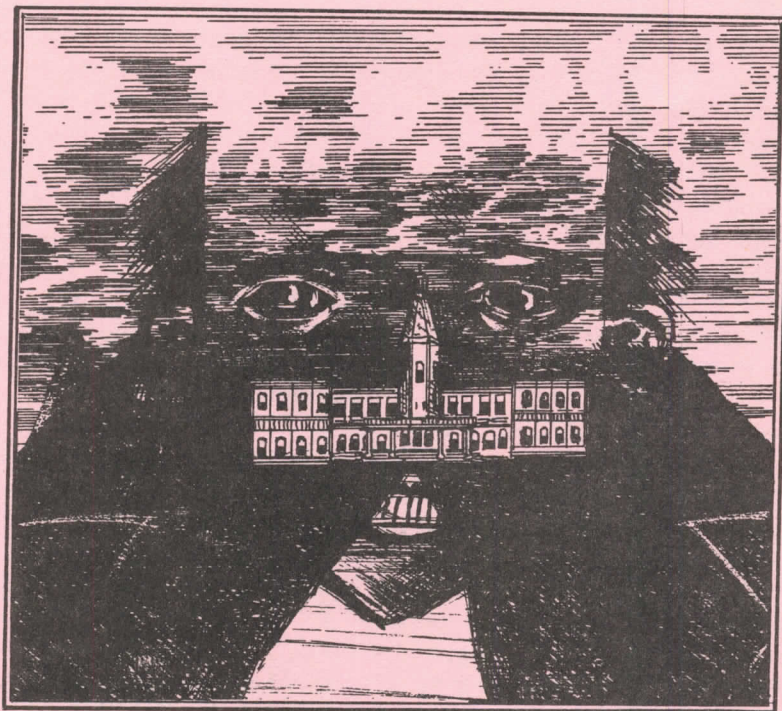
These programs seldom command wide academic respect. Students are led to think they are getting an education equivalent to or better than the one they would have received in a conventional institution, only to discover later that their degree has little value. They realize that they have not acquired the skills with which to compete successfully against students from established colleges and universities for graduate school placements or jobs.

Cheap graduate degrees may be even more prevalent now than cheap undergraduate degrees. There are one-year MAs involving, perhaps, 18 units of regular courses and 12 units of field work, with "life experience" accepted as a substitute for some of the course requirements, and with the field experience largely unsupervised. A "creative project" can replace a thesis, and some of the course work is taken in undergraduate classes where no additional tasks are given graduate students. It is all reminiscent of the Puritan merchant who lived over his store and called down the stairs one morning to his apprentice—"Have you blown up the butter, have you put the chicory in the coffee, have you watered down the milk? Then come on up for morning prayers."

There are other problems in academe today, which not only contribute to the emerging ethical crisis of higher education but which constitute, especially for younger faculty, a very pointed threat to the integrity of the teaching profession. Consider the certain effects of the present scramble for students. In the world of politics, everything is contingent on getting elected. Abraham Lincoln vowed he would not be bound to deals made during the Republican convention in Chicago in 1860, but his floor managers said, "Lincoln is in Springfield and we are here. We will do what we must to get him elected." And the commitments made in exchange for convention votes were ones that Lincoln later had to honor. Similarly, in education everything is contingent on getting and holding students. (See "In Search of Warm Bodies," *Change*, Summer 1973.) This fact is causing some faculty to resort to practices they know to be threatening to their integrity. They jazz up classes, follow fads, relax requirements, coddle students. Cynical students exploit this situation unmercifully. They can threaten to withdraw from a class that has a minimum FTE (where a certain enrollment is necessary for the class to "make"), insist on special arrangements regarding attendance, pare down reading lists, negotiate for grades. Some faculty feel intimidated.

Departments struggle with the same problem: those vying for FTE undercut each other and, by so doing, contribute to the erosion of standards. For example, faculty and administrators may assign an "in-






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complete" for reasons other than extenuating circumstances beyond the student's control. It is not uncommon to encounter institutions where about 10 percent of the grades are incompletes—grades which hold students, avoid hassles—and undermine established criteria of excellence. Or faculty may use traditional grades in nontraditional ways. In more avant-garde colleges, it is not uncommon to find that only about 2 percent of the grades assigned are in the D or F categories.

Untenured and younger faculty have to succeed not only with departmental colleagues who hold their destinies in their hands, but also with students who are in an ever-stronger bargaining position. Most colleges and universities now allow withdrawals from class throughout almost all, if not all, of a semester or quarter. But a student often can get by without submitting the withdrawal forms to the registrar's office until the last moment even though his participation in classes has ended much earlier. In this way, the student avoids risking failure in courses and continues to collect G.I. benefits or other awards. The academic risk to the student is reduced. He may enroll late and leave early. But the complications for faculty are compounded. They invariably get a signal: hold on to students; keep them in the department.

And so the faculty member listens to students. Some of them argue for the standard class situation—lectures, discussion, a body of knowledge transmitted in a measured, sequential way. Others, while

equally interested in the credits which culminate in a degree, argue against the conventional format. They want flexibility, individualized instruction, less emphasis on intellectual training, more attention to personal development. The pushing and pulling of colleagues and students goes hard on the untenured faculty, and is especially threatening to their integrity.

Add to all this the general scarcity of jobs, plus the fact that few positions are likely to become available at the upper ranks. Most institutions have between 60 percent and 80 percent of their faculties at the level of associate or full professor. And the senior faculty often have 10 or 20 years to go before retirement. Given this situation, independence in actions and attitudes is a perilous life-style for younger members of the profession.

Senior members of a department often impose more than a pedagogical style on junior members: they may impose methodological conformity or even epistemological conformity. If a member of the philosophy department at the University of California at Berkeley, for example, happened to be won over from analytical philosophy to phenomenological existentialism, it is likely that such a person's academic freedom would be threatened. If the teacher were a newer member of the department, the chances for tenure there would be nil.

There is also sociopolitical conformity. To support Governor Reagan on a California campus is to play Russian roulette—not with one bullet in the chamber, but with only one cylinder empty.

Growing administrative centralization also carries with it a threat to faculty integrity. Just as a coterie



of ruling faculty can sap the vitality of colleagues, so today, when the themes of efficiency and accountability figure more and more prominently in institutional planning, it is possible for administrators to centralize key functions, thereby enhancing their influence and diminishing the faculty's. In states with multicampus systems, educational policy may be decided in state government offices, such as a department of finance, or in the statewide coordinating office, or in a chancellor's office or the office of the system's president. The administrators and faculty of a system's campuses are then consigned the task of carrying out or implementing policies made elsewhere. Given an academic tradition of autonomy and authority, or at least the presumption of such a tradition, this situation quickly reduces campus leadership to feelings of powerlessness.

Decentralization, of course, is no assurance of integrity. Consider current problems related to accrediting processes. Regional accrediting agencies are creatures of the very institutions these bodies are expected to monitor. We should be more vigilant when we recognize that regulatory bodies set up in collaboration with the industries they were to regulate have, in the past decade, tended to be timid and slow in exposing and penalizing their sponsors' failures. It is not surprising, then, that accrediting associations are being questioned by the federal government and member institutions about the adequacy of their standards, the impartiality of procedures, the qualifications and conduct of examiners, and the fairness of the processes of hearings and decision making.

There are inequities. Innovations are easier to start up, stop, or change in the established, better known colleges and universities than they are in the obscure, less prestigious places. And accrediting agencies, which are voluntary organizations, are much more rigorous in their investigations of those newer, smaller, weaker institutions. Certain colleges and universities can afford to treat accrediting agencies with thinly veiled contempt, while for other institutions a relationship with an agency is not truly voluntary nor is it conducted as though volunteers of equal worth were coming together to work for the common good.

**B**ehind the various special threats to faculty integrity—those caused by administrative centralization, professorial cronyism, and intimidation by students—and behind the problems in general and career education, in nontraditional programs, in financial aid and work-study arrangements—behind all these lie a more fundamental problem and threat: it is the presence of ideational inertia, even despair. Uncertainty about an appropriate educational philosophy, disagreement about the desired outcomes of

teaching and learning, in sum, confusion about the nature of the enterprise, has led to immobility and a spirit of resignation.

There may once have been general agreement on a body of knowledge that, when accepted and mastered, would give to its holder the ability to understand himself and locate himself in society—the Greek Academy, the medieval trivium and quadrivium, the liberal-humanistic curriculum of the nineteenth century. But there is no agreement now on the essential intent, the best form, or the likely consequences of students' courses of study.

Education's dilemma is but part of a larger problem. America no longer has a unifying social philosophy, and its schools and colleges reflect that situation. After all, schools do not initiate an ethic. They transmit and inculcate the prevailing one, though they also criticize and react to it. Today, what the institutions of education have to work with is an almost limitless pluralism, a commitment to ill-defined diversity. Under such circumstances we cannot agree about the constraints of order or the imperatives of obligation, without which Kant would say morality is impossible. We lack a social philosophy, an ethic that is equal to the challenge of obligation.

Solzhenitsyn has warned, in at least one version of a recently released letter, that the chief defect of Western democracy is "its lack of an ethical base." Democracy's highest law, he said, is only the constitution, and so, according to its rules and without further preconditions or limitations, "the parties and classes engage in a conflict of interests, interests and nothing more." He sees Western democracy "experiencing a great decline, perhaps its last decline."

The present situation with its paucity of ideas and its infinitely complex problems can lead to two undesirable outcomes for colleges and universities. One is academic anarchy and the other is imposed probity. Not anarchism, mind you, that well-reasoned political philosophy that holds that governmental authority is unnecessary for community and that society should be based on voluntary cooperation and the free association of individuals. But anarchy, a mindless denial of order and tradition, with the solitary individual made the basis for authority, standing as an end in himself, making no effort toward voluntary cooperation or the free association of individuals.

Notice the further qualification: *academic* anarchy. It is especially in the realm of standards, criteria, or guidelines by which to determine and evaluate the nature of the academic enterprise that we are threatened. By insisting on the limitless creation of alternatives to established procedures and goals, we can produce a condition defined only by options, in which there is nothing fixed against which to measure fluidity, nothing definite and permanent that provides the future with a standard by which to measure sub-



sequent change. The trouble with permissiveness is that it requires standards—standards by which permissiveness can be defined and evaluated.

But an equally serious danger for the future is the threat of imposed probity. In legislatures, in system offices, among our sponsors, there are those who have already concluded that faculty and students are incapable of monitoring their own behavior, that the institution is incapable of reforming itself, and that change requires the imposition of external authority. A hint of things to come was given when the trustees of the California State University and Colleges censured 4 of the 19 presidents of the system's campuses by withholding salary raises for these persons because they had not handled various forms of trouble on their campuses in the way or with the dispatch desired by the trustees. Though the action was later modified, the incident stands as a warning of how rewards and sanctions can be used to impose probity.

We are also seeing legislatures, federal and state, becoming more and more assertive in the interests of fiscal accountability and economic efficiency, and more and more concerned about the professional training offered and the quality of educational services. Where there is an emerging ethical crisis in higher education, the threat of imposed probity cannot be far behind.

What we need is a better organizing principle. Prospects for institutional integrity would be enhanced if we could achieve conceptual clarity. Let educational institutions define themselves, then, and in more specific ways than they have before. If they are committed to theoretical and intellectual training altogether, let them say so. If they are centers of liberal education as traditionally understood, let them say so. If they propose to change their mission, let them say so. We would move toward conceptual clarity if we worked at the job of distinguishing between academic institutions and educational institutions.

An *academic* college or university is guided, in teaching and learning, by the mode of objective analysis. That means that priority is given to the cognitive development of students and the professionalism of the faculty. The institution itself is defined as a center of intellectual training. In the academic institution, there are bodies of knowledge to be mastered, usually by means of subject-matter specialization. The key words are: technique, order, sequence, quantification, definition, certification, skills, rationality.

An *educational* institution will allow for the importance of objective analysis and may even advocate intellectual rigor. It does not necessarily scorn the academic tradition and its accomplish-

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ments. But in an educational institution the perspective is broader, more contextual, emphatically relational. The education of the total person becomes more than a cliché. Emphasis is placed on affecting mind, body, and spirit, so as to enlist all of the human being in teaching and learning. Thus, intellectual training is matched by experiential enrichment—field experience, work-study, personal involvement. And by what Theodore Roszak calls "transcendent vision," the utilization of human sensibilities to achieve perceptions that transcend the human. The key words are: action, vitality, practice, contact, imagination, the metaphoric, sacramental, poetic, the symbolic and spiritual.

What is called for now is not one institution or the other and not one above the other. Theory is unquestionably important, for without it training programs will be devoid of purpose. But action is required if theory is to be tested. An academic institution at its best features theoretical answers to practical problems. An educational institution at its best puts conceptualizations into larger contexts—individual, group, social, ethical, political. It applies theory and by so doing—by making the "reality check"—makes an indispensable contribution to the improvement of theory. Thus, both types of institutions can contribute to the development of the new paradigms which are so much needed.

The sought-after social philosophy must unite and utilize the experiences of a lot of different people. It must take into account the evolving experience of race in America. It will need to deal with current skepticism about government, and with the widespread ambivalence about human nature, and with the insights of Eastern thought. In this movement and struggle from confusion to clarity, we may very well be groping toward a new human pantheism. If so, the new organizing principle for our colleges will be symbiotic—the successful and necessary reconciliation of apparently irreconcilable differences. ■