IN THE DISTANCE, THE STRAINS OF POMP AND CIRCUMSTANCE...GSU Graduation on Sun., June 24 at 3pm will be traditional, a decision based on a survey of graduate and undergraduate students. The SCEPP Sub-Committee on Commencement, through its chairperson MEL SLOTT (CCS), has made several recommendations on the nature of GSU commencement exercises after they'd carefully analyzed a student body poll of preferences. Of 1,511 questionnaires distributed, 262 (17.3%) were returned, and 200 asked for some kind of commencement exercise. The majority preference was traditional. Recommendations made are: (1) 1973 commencement to be a part of the "June Convocation." (2) Beginning in 1974, commencement exercises will be held semi-annually. (3) Commencement exercises should be on campus on Sunday afternoons. (4) They'll be conducted as a university-wide event. (5) GSU graduations should follow a "traditional format," with each candidate marching up to receive his or her degree. (6) Students shall be uniformly dressed in traditional cap and gown. (7) Speakers should be part of the ceremony, but should be limited in time and should come mainly from outside the university community or from the GSU faculty. (8) Music should be a significant part of the exercises and include both traditional and non-traditional selections. (9) Faculty attending commencement exercises should appear in traditional cap and gown. FAZE I will keep you informed of more specific activities relating to commencement as informations comes in.

THE COUNT SO FAR IS 250...Who are expected to graduate at GSU's second commencement; slightly more bachelor of arts degrees than masters will be awarded. Collegiate convocations will be optional (noon to 2:30). Co-chairpersons for commencement are BOB BAILEY and BOB HAUWILLER (both A & R). Student member of the committee is RONALD D. MILLER (CBPS). Other committee members are RAY BENN (DPS), MARY LOU CAMPBELL (COMM), MARRICK CARTER (CCS), ANDY GALE (CHLD), PAUL HILL (SS), and BILL WICKERSHAM (B & PO).

GETTING RESULTS...To the CLEP Exam that Civil Service employees took a couple of months ago is as easy as calling KEN WIEG (Ext. 290/291) to make an appointment.
How to Make Things Worse by Solving a Few Problems

By Etzioni Wimbush

It's no secret that higher education is having serious problems; what has been a well kept secret is the plan to receive them. Members of the administration, faculty, and the student body have all been known to reason together but have come up with no winning solutions. Articles of grave import have emphasized the parent of our most distinguished university's institution all over the country have been marked by the melancholy spirit of Oedipus the king. And yet the problems continue.

An unexpected solution, it appears to me, has been suggested in a recent issue of the university's newspaper. In an article, the author maintains that the problems constitute a right of life. Indeed, I would go so far as to say that the more problems you have, the more alive you are. The person who has, let us say, 10 good old tough, man-sized problems is twice as alive as the poor, miserable, apathetic character who only has five.

Well, now, what's all this concern about? Why do these solemn communications and perceiving personages? The colleges simply have not recognized the healthy state of their existence. Which college or university today doesn't have "10 good old tough, man-sized problems?" If we wish to capture our luck and add several "woman-sized" problems, then we can say, without fear of contradiction, that our colleges have been as healthy since the decline and fall of the Roman empire.

If then we take this divine illumination as the basis for judging the state of our college, we shall readily acknowledge how alive and healthy our college really are. We shall count our blessings in proportion to the number of problems we have and advertise to potential donors the amenity of our vitality.

I can even visualize that new philosophy of dealing with individual problems between departmental chairmen. A typical conversation between a dean and a departmental chairman might go something like this:

Dean Worwart: "How are things in your department, Dr. Pangloss?"

Pangloss: "I'm happy to say that we have no problems; everything has been going just splendidly."

Worwart (concerned): "And what exactly do you mean by that?"

Pangloss (exasperated): "Well, in the past year we have not had a single instance of term papers written by outside contributors."

Worwart (worried): "And how did you solve this problem of plagiarizing papers?"

Pangloss (simply confident): "We have abolished the requirement of having to turn in term papers and now merely have the majors."

Worwart (hopefully): "How about Professor Martinez? Surely his indifferent performance in class, his lack of rapport with students, his excessive demands on the students—surely, these problems still remain?"

Pangloss (even more exasperated): "I'm happy to report that Professor Martinez is a new person. Last summer, he went to a series of encounter sessions in California; there he realized that the problem all these years has not been the students, but himself. He suffered from repressed hatred for his maternal grandfather and unconsciously projecting this hostility onto the students. Now that he knows this, he gets along splendidly with his students."

Worwart (still hopefully): "How about the continued decline in the number of majors in your department? It must have gotten even worse this year?"

Pangloss: "No, as a matter of fact, we've doubled the number of majors this year. Now that we allow students to tour foreign countries of their own choice—we find taking course here—we have had a terrific increase in history majors."

Worwart (skeptical): "Your report has been very disturbing to me. Pangloss, I was hoping that instead of solving all those problems you mentioned last year, you'd tell me they've gotten worse. You sure you have no problems at all?"

Pangloss (catching on): "Well, as a matter of fact, some of our majors have decided not to return to college; six have remained in Paris; three have decided to stay in Rome. . . ."

Dean Worwart: "That's more like it."

Dr. Pangloss had learned that when college have no worries, they have something to worry about.
Is ‘Affirmative Action’ Penalizing Males?

By Bernice Sandier

The newest cry to be added to the phrases that condemn affirmative action is that of "reverse discrimination." White male faculty members, as a result of budget tightening, are finding it increasingly difficult to find employment in academia. Despite myths to the contrary, academic women are also having difficulty in finding employment. Preliminary figures on some campuses show an actual decrease in the number of women employed despite affirmative action. This is the most recent manifestation of this "reverse discrimination" there was no such problem when the sex reverse was reversed. Women have clearly been the victims of what amounts to an unwritten quotas but are not the first to notice. As many as 40% of the tenured female faculty members on some campuses have been unable to locate the academic freedom of women who have lost their jobs as a result of their activities to end discrimination. (On one campus, for example, all 10 women who formed a women's rights committee subsequently lost their contracts terminated.) None of the men who worry about preference have shown any concern for the traditional academic preference for white males. None of those who are against "strict academic standards" and the merit system have noticed that the "dead wood" which exists on any campus is predominantly white and male, persons who were chosen by the so-called merit system. Those who live in the glass halls of ivy seem most likely to throw stones at affirmative action.

Some Complaints Justified

Other complaints have been justified. Some administrators have misunderstood federal requirements and have erroneously believed that only women and minorities, including minority women, could be hired, and not white men. Affirmative action expressly forbids any preference based on sex or race. What is required is that the institution make a "genuine good-faith effort" and document its activities to seek out qualified women and minorities, that criteria be objective and job-related, and that they be applied equally to all candidates of any sex or race. When a department head has not only done this and can justify that the white male he wants to hire is indeed the best-qualified candidate, he simply goes ahead and hires the white male.

Numerical or percentage goals for hiring women and minorities are not quotas. The employer's obligation to fulfill the goal is not absolute. It is the obligation of active affirmative recruiting and fair objective hiring that is required by law and federal regulations. Employers who have done this and have not met the goals face no penalty whatsoever. On the contrary, employers who try to meet goals by giving preference to women and minorities are violating the law, for such preferences change goals into quotas. The courts (as well as federal law and regulations) have clearly differentiated between goals and quotas, with goals being ordered and upheld in a growing list of cases under the Civil Rights Act, the 5th Amendment, and the 14th Amendment. In contrast, quotas have been struck down by the courts as unquestionably violative of all the law.

Throughout academia in the past there has been preference, but it has not been for women or minorities, but for white males. One wag put it this way: "We've always had affirmative action for white men; now it's time to have it for women and minorities, too." Affirmative action is not aimed at creating preference, but at ending preference for white males.

Standards Likely to Increase

Academic standards, contrary to myths, are likely to increase as a result of affirmative action. Despite claims of a gloriously objective merit system, academic judgments have too often been intuitive and subjective. Now instead of being able to justify a candidate merely by saying, "He's a well-known and respected scholar," a department head will have to develop specific objective criteria, and be able to demonstrate that the candidate is indeed the very best person recruited from the largest pool possible, a pool which will include qualified women and minorities.

None of the opponents of affirmative action who claim dedication to the principle of academic freedom have shown any concern for the academic freedom of women who have lost their jobs as a result of their activities to end discrimination. (On one campus, for example, all 10 women who formed a women's rights committee subsequently lost their contracts terminated.) None of the men who worry about preference have shown any concern for the traditional academic preference for white males. None of those who are against "strict academic standards" and the merit system have noticed that the "dead wood" which exists on any campus is predominantly white and male, persons who were chosen by the so-called merit system. Those who live in the glass halls of ivy seem most likely to throw stones at affirmative action.

Some Complainants Are Unjustified

A recent book by a campus president, for example, is entitled "The Heirs of Education," as if the last name of the president were sufficient cause to hire him. That is precisely the sort of activity that should be prohibited by affirmative action. To use affirmative action as an excuse for not hiring males either deliberately or unintentionally, is illegal.

Some Complainants Are Unjustified

One of the complaints has been that the white male who was unable to locate work because the men thus hired were supposedly better qualified, while men who were qualified, were not hired. Such cases are rare, if they exist at all. The evidence suggests that there are many more white males, who want to be academic, than there are vacancies. A study of 250 campuses showed that women outnumber men by a margin of 3 to 1. No institution has been able to fill all the vacancies for the traditional academic standards. While men have been the victims of hiring wars and wars for the traditional academic standards, women have been surplus. The women have not been the victims of quota or numerical goals, but have been the victims of the criterion of "best qualified" which is now interpreted to mean "white male."
BEN CASEY ALWAYS NEEDED HELP... The National League for Nursing has selected GSU as one of 32 pilot project observation sites for a study on open curriculum opportunities in nursing education, according to word received by SUSAN A. GEBHARDT, University Professor of Health Science, CEAS. Selection decisions reflected overall consideration for program representation by geographic region, locale, kind of financial control, type of nursing program, open curriculum pattern, levels of career mobility offered within the program, and time of implementation of planned programs. This is a national study and GSU was chosen along with other nursing programs because they would provide the best overall representation to meet the objectives of the study. Evanston Hospital School of Nursing and SIU consortium were also selected in Illinois.

DEUCE ABOUT SLUICE... The latest dance craze is called the Watergate Tap, according to reports from student ANN SWARTHOUT... While JOHN CANNING (COMM) cites Nehemiah 8:1 and 3 for a divine reference.

GO WEST, YOUNG PERSON... The U. of Oregon in Corvallis offers an interdisciplinary workshop on college and university teaching in its graduate school. For $97 you can get University credit (9 semester hours) and a breath of fresh air. Check the Commons bulletin board for a brochure description.

VETERANS WILL DRAFT... Plans for activities at the next meeting of the GSU Veterans Club Tuesday, May 22, 4 p.m. All veterans are encouraged to participate in meetings of this newly-formed group on the first and third Tuesdays of each month. Members are now exploring the many ways that the organization can work for vets at GSU. They have so far defined one function as informing about rights and benefits. The discussion of activities and functions will continue at the meeting, so why not bring in your suggestions and ideas!

ABOUT BILL ENGBRETSON... BONNIE ENGBRETSON reports that Bill is riding his Galloping Angina down to a slow, slow crawl at the University of Illinois Research and Teaching Hospital, Intensive Care Unit. She delivers his mail and things-to-be-done lists there daily... at the incinerator near the emergency entrance. Home soon. (No visitors or flowers, please.)

GSUings... RICH ALLEN (FA) getting funds from the U.S. Office of Education for a workshop for new financial aids administrators; and coordinating a 3-day training workshop sponsored by the Nat’l. Ass’n. for Financial Assistance to Minority Students in Chicago... DAN CASAGRANDE (CEAS) receiving a telegram from HRD that proposals he submitted for water resources development for Park Forest So. have been funded to the tune of $1.4 million... LARRY McCLELLAN (CCS) coordinating an ad hoc committee on community information services established by the Park Forest So. Village Board... HERMAN SIEVERING and SKIP ROBERTS (both CEAS) attending the Nat’l. Conference on Managing the Environment in Washington, D.C. ... DON HERZOG (CBPS) lecturing and being a panelist at the Conference on “Organized Labor, Transportation Technology, and Urban Mass Transit in the Chicago Metropolitan Area,” sponsored by the Chigo. Labor Education Program ILIR-DUE and U of I-Chigo. Circle... PAUL HILL (SS) discussing “Improving School Effectiveness” at the Invitational Conference of the Educational Testing Service in San Francisco... JERRY WARTGOW (R & I) speaking to students at Chigo. State U. on “The Educational Experiment at GSU”... PETER FENNER and JOHN CHAMBERS (both CEAS) collecting environmental samples for GSU collection and research data on various lithospheric and hydrospheric environment in Beaufort, N.C. ... ED MILLER and PAUL LEINBERGER (both CEAS) taking part in the 4th Int’l. Conference of the Environmental Design Research Ass’n. in Blacksburg, Va. ...
LOOK WHO'S TALKING...About 80 GSUers turned up at the May/June dialogue in the Commons last Wednesday (5/9). Wide ranging questions involving BILL ENGBRETSON, student assistant deans, student reps to the University Assembly, and others who just happened on the scene included: concern for security in LRC, student activity fees for part-time students, Student Activity Workshop (5/16), food services on the new campus, junk mail from GSU, minority student recruitment, the new GSU newsletter FACCS, and out-of-state travel by students using student activity fees. The Dialogues are scheduled once each session in the Commons, generally during the noon hour.

TIP-A-CANOE AND WHAT ELSE IS NEW...With the Student Assistant Dean (and two other students) who were among the 22 GSUers who left for Indiana last Friday? They went on a BALANCE (?) weekend of camping and canoeing on Big Pine Creek. How could anyone say that CEAS is all wet!

IT'S PLANE TO SEE...Collaged paintings by Chicago artist WILBUR HOMER ROUSON are on exhibit in LRC through May 25 as part of Black Month. By cutting and placing cloth shapes on canvas then painting in and over them with a minimum of drawing and modeling, Rouson has developed a medium that virtually guarantees a certain breadth of handling. He has restricted himself almost entirely to figures in landscape and explored his central theme of man and nature through many variations. A graduate of Chicago Art Institute, he has exhibited in galleries and museums across the nation.

BIRTH IS IN THE BULLETIN...But it's also a very happy event for JOHN and SHERRI LOWE (CHLD), who are parents of a new baby boy born Wednesday (5/9). Being original, JOHN III and SHERRI I's addition came up with JOHN LOWE IV for a name. If he's not a speech pathologist, maybe he'll be a polo player. (That is the latest John as opposed to the next to last, who is third in the line...Get it?)

I have nothing against Negroes...some of my best friends are culturally deprived.
MONDAY, MAY 21
8:30 a.m. - 10:00 a.m. Academic Affairs Staff (AA Area)
9:30 a.m. - 12:00 noon Coop Ed Staff (830)
10:30 a.m. - 12:00 noon A & R Staff (Mini-conf.)
3:30 p.m. ICC Staff (Preview Room)

TUESDAY, MAY 22
8:30 a.m. - 10:00 a.m. Innovator Deadline
10:00 a.m. - 12:00 noon V.P.'s meet with President (Mini-conf.)
11:00 a.m. Financial Aids (Mini-conf.)
1:00 p.m. Governance Committee (840)
1:30 p.m. Innovator Staff (North Rotunda)
3:30 p.m. HSRC Staff (HSRC Area)
1:30 p.m. - 3:00 p.m. LRC Staff
12:00 noon - 1:15 p.m. Academic Wing (Mini-conf.)

WEDNESDAY, MAY 23
8:30 a.m. - 10:00 a.m. Dean's Meeting (Mini-conf.)
9:30 a.m. - 4:00 p.m. Environmental Planning Workshop V
10:00 a.m. - 12:00 noon Educational Policies & Programs (Mini-conf.)
12:00 noon - 1:15 p.m. FOCAL POINT (Mini-conf.)
1:30 p.m. - 3:30 p.m. Equipment Demonstration, Off. of Comm. (Mini-conf.)
3:30 p.m. Women's Studies Advisory Council (Mini-conf.)

THURSDAY, MAY 24
9:00 a.m. - 10:30 a.m. Civil Service Information Meeting (Mini-conf.)
9:00 a.m. - 11:00 a.m. CEAS Faculty (802)
10:00 a.m. - 12:00 noon Foreign Students Advisory Committee (AA Area)
12:00 noon - 1:15 p.m. Committee on the Future (Mini-conf.)
1:00 p.m. BALANCE (780)
1:30 p.m. - 3:00 p.m. CBPS Staff
4:00 p.m. University Assembly (Performing Arts Room)

FRIDAY, MAY 25
8:30 a.m. V.P.'s meet with President (Mini-conf.)
12:00 noon - 1:15 p.m. Executive Committee (Mini-conf.)