

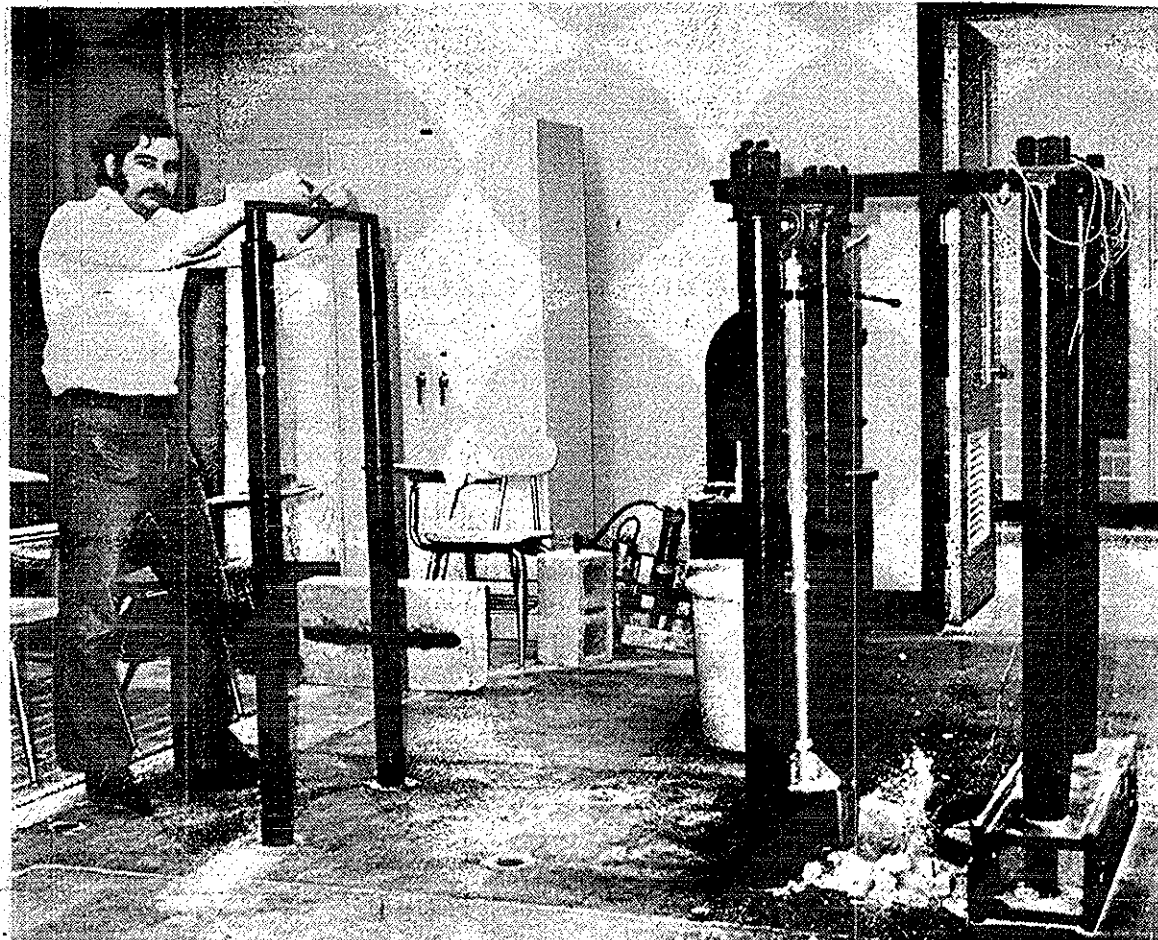
THE JAMBAR



Thursday, August 2, 1973

YOUNGSTOWN STATE UNIVERSITY

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staff photo

ASPHALT ANALYZER—Dan Fix, a graduate student in civil engineering, tests a concrete cylinder (far right) by breaking it as part of a \$24,000 research project funded by the Ohio Department of Highways. In charge of the project is Dr. Jack D. Bakos, assistant professor of civil engineering. Also working on the research are Mike Repetski, an electronics technician, and Ron Rizzo, a civil engineering graduate student who designed the tester. The aim of the project is to find a lightweight concrete suitable for safe highway use.

Board of Regents approves new curriculum program

The Ohio Board of Regents has approved the initiation of an Individualized Curriculum Program (ICP) at YSU which will be offered on a trial basis for three years starting this fall quarter.

The ICP will enable students whose needs are not completely met by existing conventional programs to design an individualized curriculum especially suited to his or her background and needs. This provides the student alternative educational paths for reaching the university's currently offered undergraduate degrees.

Dr. Irwin Cohen, professor of chemistry here, was the first to propose, research, and formulate plans for an ICP format at YSU. He began taking his proposal through committees last November. He said at that time that about 60 colleges and universities in the country already were using an ICP format or similar program.

Director of counseling Dr. George Letchworth, Dr. Lawrence Looby, director of continuing education, assistant dean of student affairs Dr. C. David Bertelsen, and Dr. Thomas McCracken, assistant professor of English, also served on the early study committee for the ICP.

With the aid of a faculty advisor or committee, students in the program will be able to plan their own curriculum, including the major or area of concentration, all graduation requirements, and supporting studies experience.

No more than 20 students will be allowed in the ICP during its

first year of operation, and an active total of no more than 40 in its second year or 60 in its third year. Those who apply after these limits are reached may apply again later; students will be chosen on the basis of academic work and urgency of the program, and on the basis of balance within the university.

Students should apply if they have special problems, interests or goals that may be met by multidisciplinary, inter-disciplinary or other specialized curricula which fit the purposes of the ICP. Possibilities are limited only by the individual student's abilities, interests, and needs.

A student who wishes to enroll in the program will need to demonstrate, with the help of his faculty advisor or committee, that the individualized curriculum he or she proposes will serve a valid educational goal; this goal is not attainable within the regular curricular structure of the university; the curriculum is feasible and the overall program will be of a scope and intensity comparable to the conventional programs leading to the degree being sought.

Students may submit preliminary proposals as soon as they have determined their purposes. Some may be ready early in their freshman year, but most are expected to apply after approximately two years of study. Students may, however, submit proposals at any time.

To apply, students should develop their own ideas, clarify objectives, formulate plan, and write a tentative proposal. The proposal should include a title, principle objectives in order to achieve a goal upon graduation, (Cont. on page 4)

Letchworth takes post here as acting Dean of Student Affairs

Dr. George E. Letchworth, director of the counseling center, has been appointed acting dean of student affairs at YSU effective September 1. Dr. John J. Coffelt, president designate, announced yesterday.

Dr. Letchworth will replace Dr. Darrell F. Rishel who will leave the university August 31 to accept the positions of vice-president for student services and

dean of students at Duquesne University in Pittsburgh.

Dr. Letchworth received his A.B. degree from Bucknell University, and his A.M. and Ph.D. from the University of Pennsylv-

vania. His major field of specialization is clinical psychology.

A native of Philadelphia, Dr. Letchworth served as the director of residence at Temple University

(Cont. on page 3)

YSU has fine student body and qualified faculty, says President

"YSU has a fine student body, a competent administration and a qualified faculty. That, with the realization of the building program, should give YSU the tools to fulfill its mission. I think YSU will gain in prestige and stature," President Albert L. Pugsley said Monday in a summation of his feelings about YSU, present and future.

As the chief administrative officer of YSU for the past seven years, President Pugsley is, perhaps, the man most responsible for the university as it exists today.

President Pugsley will vacate an office he has held since YSU went state, during which time YSU has changed both physically and administratively.

President Pugsley, taking office in 1966, saw the volatile years of the late '60's when many college campuses were torn by upheavals, and students were slain at Kent and Jackson State, although YSU escaped such incidents.

"It isn't because some people didn't try," Pugsley said, referring to the lack of major disturbances at YSU. Pugsley attributed the real reason for the relative

campus peace to the character of the student body.

"YSU students," he said, "are more mature, more thoughtful and have one foot in the real world."

There was also, Pugsley commented, an attempt on the part of many people in the university "to respond to the genuine concerns that the students had."

The peace that existed then on campus could conceivably have been explained by the highly-touted apathy of the YSU student. But President Pugsley does not believe such non-interest exists.

(Cont. on page 3)



Dr. George E. Letchworth

When he retires August 30,



Dr. Albert L. Pugsley

WORD FOR WORD BOOKS: A HAVEN

by
Dr. Stephen Sniderman
Assistant Professor of English

For some reason, my students this summer have been less able than usual to attend classes, to meet deadlines, and to complete assignments, so I seem to be constantly listening to someone's explanation, excuse, or alibi. One student tells me that his wife had a baby, another that her son had pneumonia, a third that she was hit by a car while riding her bike.

I have been forced to consider questions that I have neglected too long: When should a teacher give a student special consideration? When is he being unfair for expecting the same from all his students? When is he playing favorites by treating one student as an exceptional case?

The problem is complicated, of course, by the question of honesty. We are all painfully aware of the possibility of a student lying to his teacher in order to gain sympathy or to avoid work. But even if a teacher knows (or assumes) that a student is telling the truth, on what basis should he honor or reject the student's request for special treatment?

Neither of the "easy" answers seems right. If the teacher, on the one hand, decides to honor all such requests (whether or not he tells his students), he is really saying that he will be more lenient with those students who have the nerve to come to him with their problems. Those who suffer in silence, he is implying, deserve to suffer. On the other hand, if the teacher decides in his own mind that he will accept *nothing* as a mitigating circumstance, he is placing his course above everything else, including the student's health, family, and responsibilities.

In addition, both of these extreme positions can lead to absurdities. I have seen the problem with the first policy by trying to employ it this summer. Without really intending to, I have been accepting virtually any reason as legitimate. The other day, a student called and said she had a "good excuse" for missing class. When I told her she could turn in the assignment late without penalty, she said, "Don't you want to hear my excuse?" I replied that there was no reason for me to; since I would certainly not doubt her honesty in explaining her reasons, I might as well accept her characterization of them. Yet, the next day a student brought in a paper late and said, "I really have no excuse." For his honesty, he got docked a full grade. If he had said, "It's late because I lost at poker and was too depressed to write my paper," consistency would have dictated that I accept his excuse as valid, even though common sense says that such an excuse must be considered irrelevant, if not absurd.

On the other hand, we have all heard of teachers who say they will accept no excuse for absence or failure to complete an assignment and we know the ridiculous things that can happen. One story that I heard is undoubtedly apocryphal, but nevertheless illustrates the point. Supposedly, a professor told his students that the only legitimate reason for missing a test is death—the student's own death. One lady, the story continues, came to take a test on the same day that her husband died; she was afraid the teacher wouldn't accept her excuse and allow her to make up the test.

If neither of these positions is tenable, then for every teacher there must be some legitimate and some non-legitimate reasons for treating a student as a special case. The question is how to tell the difference.

Should a teacher simply rely on gut reaction—this excuse "sounds" good, that one doesn't—or should he, on the other hand, try to make for himself a list of valid excuses? Again, neither of these extremes seems wise.

The first year I taught here, I tried the "gut" approach. A student asked me if he could have an extension on a take-home test that was due the next Monday. His reason—the fraternity he was pledging was having its "hell week" over the coming weekend and he would be given little time to do any homework at all. My prejudices against

(Cont. on page 4)

by
Dr. Morris Slavin
Professor of History

No Haven for the Oppressed. The United States Policy Toward Jewish Refugees, 1938-1945. By Saul S. Friedman. Wayne State University Press, Detroit, 1973. 315 pp. \$15.95.

Among the many periodicals devoted to the struggle against fascism in the 1930's was one whose title I have forgotten but whose cover I can still picture. It showed a huge Nazi boot stamping out the Lilliputian figures scattering pell-mell in frantic haste to escape its hob-nailed sole as it crushes the unfortunates beneath its weight. Across the foreground of the magazine cover are spread out the fingers, encased in the immaculate gloves of a State Department diplomat, holding back the fleeing refugees seeking asylum. This image reflects the theme of Dr. Saul Friedman's book, *No Haven for the Oppressed. The United States Policy Toward Jewish Refugees, 1938-1945.* Dr. Friedman is an assistant professor of history at YSU.

It is difficult for the contemporary generation to grasp the open and latent anti-Semitism that permeated so many individuals and institutions in the United States of the '30's. A chronic economic crisis, fear of social reform, an extreme chauvinism and xenophobia, an apathy to fascism and Nazism as "the wave of the future," and loss of confidence in the democratic process made many Americans suspicious and resentful of all things "foreign."

This suspicion combined with age-old hatreds based on religious, historical, and cultural differences rendered millions of Americans callous and indifferent to the sufferings of victims of Hitlerism. Politicians, with rare exceptions, reflected the prejudices of their constituents and dared not recall them to the most elementary duty of humanity. The result led to the inevitable destruction of six million human beings and the annihilation of a contemporary culture with 2,000 years of historical development.

The hypocritical or well-meaning resolutions of various international conferences, convoked to rescue the refugees, all condemned Nazi barbarism but did nothing to ease the plight of its victims. The fear of diplomats here and in other lands was that Hitler might indeed announce that he would let his prey escape, or, worse yet, might expel the Jews from the countries under his control.

The racist immigration laws of the 1920's, weighted heavily in favor of "Aryans," left no loop-

hole for the Jews of Central or Eastern Europe. Efforts to rescue a few thousand children met ferocious opposition from nativists, racists, and an assortment of proto-fascists.

Proposals to establish temporary refugee camps for those who could be brought from the hells across the seas met an equally determined hostility. Palestine, too, was closed to the Jews of Europe by Britain anxious to appease those chauvinistic Arabs who wanted no aliens in their midst. Latin America, Canada, Australia—all closed their doors. Soon, there was no place to go and no place left to hide.

Professor Friedman is critical, if understandings of the ineffective role played by leaders of American Jewry. The old adage that if nine Jews meet together they will produce ten opinions, amusing in normal times, worked to their detriment in a time of crisis. The willingness of these leaders to maintain silence as Hitler launched his program of extermination, so as not to embarrass the Roosevelt administration, tells much of the insecure position of America's Jews of the 1930's. Months went by before they dared speak up. By then it was already late. One can understand, of course, their forlorn hope that the United States would indeed prove once again to be a haven for the

oppressed.

The author demonstrates conclusively that a number of practical alternatives existed to halt, or drastically reduce, the ruthless extermination of helpless people. Among these were the threat of poison gas against Nazi targets, the bombing of rail lines leading to the concentration camps or the destruction of these camps, and the employment of American vessels returning empty from European shores to shuttle those still able to flee. Yet, nothing was done. Even after the destruction of the Nazis the pitiful survivors of the concentration camps remained behind barbed wire for many months.

The legalistic bureaucrats of the State Department contributed to the destruction of Europe's Jews. Immigration laws that had been passed in the relatively peaceful '20's were rigidly applied to a situation qualitatively different. Never did these gentlemen pose the question whether such laws were moral, based as they were on quotas which themselves broke so violently with American tradition and experience.

Moreover, their anti-Semitism finally forced Treasury Secretary Hans Morgenthau to present a memorandum, in January 1945 to President Roosevelt. The title of this document speaks volumes: "Report to the Secretary on the

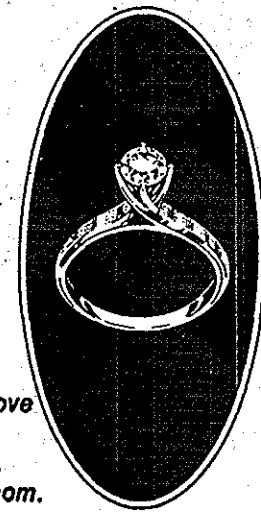
(Cont. on page 4)

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Perspective

It was a controversial seven years for Dr. Albert Pugsley. The days were often disturbing, the times always lively.

No other YSU chief administrator we can remember stirred so much emotion on both sides of the student-faculty/administration fence. His pronouncements were never received dispassionately by either group. His words and actions evoked strong responses. The man as president was a fighter who won many and lost several, but who never bowed out at the showdown.

This week marks President Pugsley's last one as university head. He leaves his office after a term sparked by rough moments in 1968, when some students threatened to disrupt all university operations. Dr. Pugsley responded to one of those demands by creating the department of student affairs the next year.

Then there was the 1971 student council referendum which asked voters to decide whether Dr. Pugsley should resign. Results turned up a vote of no-confidence. Less than ten percent of the student body voted, though.

Dr. Pugsley saw the turbulence of student unrest in the late '60's wind down into 1973's student repose. He had to guide the transition of YU into YSU. Most recently, he met a head-on collision with the YSU chapter of the OEA in contract negotiations last spring.

Now that the issues are past and the decisions final, we believe Dr. Pugsley acted according to his convictions. We suspect those seven years were as much a growth process for him as they were for this university. Just as YSU expanded and survived the times, so President Pugsley changed to meet the demands of no easy office, and survived battle on several fronts.

We wish Dr. Pugsley a good retirement.

FRANKLY SPEAKING by Phil Frank



ON YOUR RESUME YOU LIST YOURSELF AS A FAROUT DUDE... IS THAT GOOD?

THE JAMBAR

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Observe solar eclipse---

Six YSU members sail to Africa

by
Dennis McEaney

Most of us attending both halves of summer session inevitably lose a few minutes of class time now and then caught up in a dream of the perfect summer vacation. A consequence of the intensity of the sun, we dream of throwing off responsibility and escaping someplace perfect to indulge only our private interests—or do nothing at all.

Main attraction

For six YSU members not confined by class the first half, the dream became reality, and the sun was the main attraction, when they sailed to the coast of Africa on the luxury liner *Canberra* to observe the solar eclipse which took place there late last month.

Dr. Warren Young, YSU's astronomy head, Ted Pedas, planetarium lecturer, and students Ron Parise, Joe Tucciarone, Kevin Walsh, and James Renda were among the 1,830 passengers who sailed from New York on June 22 bound for a spot 30 miles off the shore of Mauritania in north Africa.

The Cunard cruise liner *Canberra* was chartered for the voyage by Eclipse Cruises Incorporated,

a New York-based firm which originated here and is still operated by people from Youngstown. Pedas is listed as Educational Programs Coordinator by Eclipse Cruises.

Beautiful sight

Ron Parise, an A & S graduate student and planetarium technician, said, "if you're interested in astronomy, an eclipse is an event that you try to attend." Dr. Young's view is similar: "An eclipse is a marvelous sight. They're beautiful in themselves."

To emphasize the central feature of the cruise, the *Canberra* carried 30 guest lecturers who spoke on topics such as astronomy, oceanography, and space travel. Author Isaac Asimov and astronauts Scott Carpenter and Neil Armstrong were some of the lecturers who were present.

Luxury liner

Life aboard the luxury liner wasn't all academic, however. With three swimming pools, 11 cocktail lounges, round-the-clock food service, and several acres of deck space available for sunbathing, passengers were able to find just the right combination of work and play.

The ship reached its position for eclipse observation by the

morning of June 30, but a sandstorm blowing out to sea from the Sahara forced the *Canberra* to move 300 miles to escape the haze and dust kicked up by the storm. At 9:30 a.m., the moon began to move across the face of the sun.

Total eclipse

An hour later, the eclipse was total and remained in a period of totality for five minutes and 46 seconds, during which time hundreds of feet of film were shot to record the event. YSU students may see some of the pictures and slides taken by the group in future planetarium shows. They will replace some older photographs purchased by the university.

Though the group said they attempted no very sophisticated experiments from the decks of the *Canberra*, they did try to take hydrogen-alpha pictures of burning hydrogen within the sun's corona, but because they require extremely long exposure times, they are erected by the motion of the sea and blur very easily when attempted from the deck of a ship.

The *Canberra* returned to New York on July 8. Those who took the cruise are now dreaming about their next cruise, which will go to Australia.

Pugsley

(Cont. from page 1)

"I think very highly of YSU students," he said. "They have, in general, a purpose for going to college... and the fortitude to make their education possible." Apathy at YSU, according to Pugsley, is vastly overrated. "The people who accuse YSU students of apathy," he noted, "too often are saying that the students are not interested in a particular project that these people would like to gain support for."

"But when there are real issues, as opposed to Micky Mouse ones," Pugsley continued, "YSU students are both interested and constructive."

When President Pugsley came to YSU in the '60's, colleges were expanding annually in terms of student enrollment. Now, the

trend has levelled off and in certain cases, such as exist here, there has been a dip in enrollment.

Pugsley attributes part of the decline to the draft's end which removed some pressure from college students. The public, he thinks, has also lost its blind faith in higher education because of the extremes taken by the activists of the '60's.

But, he says, higher education is partly to blame since, in some instances, it has not changed with the times.

"The general feeling is that higher education should leave its Ivory Towers and come down to the world," he commented. "That's why the urban university is important to the future and

should be located in the community."

Pugsley feels that YSU, as an urban university, has kept pace with the times. "YSU," he said, "is no longer 'Wick High' but has kept up with developments like T&CC, a graduate program, and the lateral expansion of other programs and new programs."

Throughout Pugsley's tenure here, buildings have been planned and constructed, almost 200 new faculty members were employed, new administration posts have been created, and rules and regulations for the university have been written or clarified.

But, if he had the opportunity, what would he do differently?

With a grin President Pugsley said, "Create 148 hours in a day instead of 24." Then, he added seriously, "I was not as close to the faculty as things got moving as I was in the earlier years simply because I did not have the time."

Letchworth

(Cont. from page 1)

prior to becoming a counselor and assistant professor of counselor education at the University of Pittsburgh. At the University of Pittsburgh, Dr. Letchworth worked as a staff member of the University Counseling Center, supervised counseling interns, served as chairman of a Special Fellowship Program, and taught psychology courses. Dr. Letchworth also

taught a course in Counseling Theory and supervised a master's level practicum.

Dr. Letchworth has written numerous articles on verbal conditioning besides having two others published, one dealing with fraternities, and the other on the education of the academically gifted undergraduate.

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SOUND: SHA NA NA

by
Bob Kopac

Last Thursday night, Blossom Music Center was graced by Sha Na Na. Although their music is not played by local radio stations, somehow people have heard of this group, as evidenced by the overflow crowd at the performance. (Blossom has a capacity of 18,140).

The audience was composed mostly of young people, although a few oldies were seen. Many had come with their Ripple to see a little R 'n' R.

Sha Na Na does not sing current popular songs, so it is surprising that the crowd was as large as it was. Their concert was composed of songs dredged up from the '50's, and polished up in Sha Na Na's satiric fashion.

Sha Na Na demonstrated their versatility right from the beginning of the performance. Each of the first five songs was sung by a different lead singer. This might show that the act is well-balanced, but it also illustrates one of the group's basic flaws—it is hard to identify with any single performer in the group. There are 12 artists, and that makes any single performer become lost in the crowd. Also, with so many different lead singers, a single leader is not in evidence. The closest one to being a leader is Bowser, but that still doesn't make him a dominating force. He led many of the songs, and also was master of ceremonies for their main skit.

The main skit was "Sha Na Na Hits the Street." Using street props, the most notable being a garbage can spray painted in the famous NYC fashion, the group staged a Sha Na Na Dance Con-

test. Bowser, as the emcee, came strolling out in a loud sport coat outfit, complete with rolled-down white socks. He introduced the three couples in the contest: three members of Sha Na Na and three local girls. It was up to the audience to decide, by its applause, which couple was the best. The contestants danced to R 'n' R and the cha-cha. The first couple was booed, which led Bowser to say that the couple would meet the entire audience outside after the performance.

The winning girl, from couple number three, was awarded a dance with the Sensuous King of Rock 'n' Roll, Lenny Baker, a super heavyweight at nearly 300 pounds. They danced in the Spotlight Dance to a love tune sung by Johnny "Kid" Contardo.

Sha Na Na also showed their versatility by singing several different styles of songs. The opening number was "Shake, Rattle, and Roll," a fast rocker which got the audience in the proper mood. "Wanderer," the next song, slowed the pace down somewhat. The famous "Tell Laura I Love Her," sung by "Kid" Contardo, was a slow and tender ballad of young ill-fated love, typical of the late '50's. This continual shifting of pace proceeded throughout the evening.

For the first part of the program, the show seemed to lag. For so many people present, there still did not seem to be the proper excitement. The audience sat in their seats; there was no spontaneous dancing inside the pavilion. However, one couple on the grass to the left of the stage began dancing during the middle of the show. Soon, other couples joined them. At this point, Sha

Na Na "stopped with the fakin' and got on with the shakin'." The crowd on the lawn set down their bottles and grooved to the music.

A few people on the lawn broke through the cordon of police and rushed to the stage, where there were spontaneous gyrations. The police blocked the sides, but were unable to stem the frontal assault.

Sha Na Na responded to the crowd by playing the song made famous by the Woodstock album, "At the Hop." And, similar to what happened at Woodstock, the crowd went wild. Sha Na Na wisely left the stage after that number. The fans were screaming for an encore. Some even tried to get on the stage. However, the police appeared and kept them down.

At this point, members of Sha Na Na's entourage pushed the cops off the stage. Bowser came out and told the crowd that if anyone set foot on the stage, Sha Na Na would break every single bone in the culprit's body.

The crowd went hysterical. Screamin' Scott Simon uttered his long-awaited words: "I got but one thing to say to you f---in' hippies, and that is, that Rock 'n' Roll is Here to Stay!"

The group immediately went into the above-mentioned song. The next encore number was an Elvis Presley take-off on "Hound Dog." The crowd still was not satisfied, so Sha Na Na had to do the slow number "Lovers Never Say Good-bye" in order to escape. With this closing song, Sha Na Na slowly slid off in their grace.

So, as the crowd filed through the beer cans and ice, another night of R 'n' R was laid to rest.

Word for Word

(Cont. from page 2)

fraternities and razing welled up. I told the student that I would grant an extension if he could get his fraternity brothers-to-be to write me a note explaining why their hell week was more important than my test. Predictably, he dropped the course. I still regret my reaction, not because I think the excuse is a valid one, but because I acted from emotion, rather than principle.

Suppose, though, that one tried to list for himself all the excuses that he would and would not accept. It is doubtful that he would cover any of the possibilities that give teachers conniptions. Hard decisions, after all, are hard precisely because we have never encountered them before. How can anyone hope to predict the specific excuses he will have to consider?

One of my toughest decisions, for example, involved the anti-war marches on Washington. A student asked to be excused from a test so she could attend the protest. Is it likely that I would have conceived to such an excuse before I was confronted with it?

It is obvious, then, that every responsible teacher must ask himself: How do I evaluate an excuse once I decide the student is telling the truth? What criteria do I use for determining the validity of a plea for special treatment? It seems to me that there are four basic principles that teachers (and students) should keep in mind.

First, the student's problem should be *unusual*; it should really make the student a special case. Otherwise, the teacher should consider changing his policy rather than making one or two students an exception to it. At YSU, for example, a student who works 40 hours a week does not deserve special consideration on that basis; too many others share his situation.

Second, the problem should be *unavoidable*; there should be no solution other than special treatment. When a student argues that he can't turn his paper in on the day it is due because he will be out of town, he needs to be informed about the mail service, not given an extension.

Third, the problem should be *significant*; it should involve something more important to the student than grades, tests, or classes. The teacher must try to determine if the student is willing to take the consequences if he is not granted special treatment. Is he (or was he) planning to take a lower grade "anyway?" The student who would forego his grandmother's funeral in order to take a test, but "just wanted to check with you before deciding" does not have a significant problem.

Finally, the problem should be *relevant*; it must be clearly and directly related to the special treatment requested. The student who wants permission to write a paper shorter than the minimum because he's graduating at the end of the quarter, should be given a lesson in logic instead.

My feeling is that a problem constitutes a valid reason for special treatment if and only if it meets all four of these criteria, but it should be stressed that such a set of principles cannot be applied mechanically or "objectively." Every teacher will inevitably interpret each criterion in the light of his own experience, so an excuse may be valid to one teacher and not to another.

Nevertheless, I believe that an appeal to the criteria I have listed will help any teacher be less subjective, less arbitrary, more consistent, and more confident in his decisions concerning exceptional cases. At the same time, a student who considers these principles will be less likely to bother a teacher with flimsy excuses, and more likely to appeal for special treatment when he has every right to expect it.

Curriculum

(Cont. from page 1)

an outline of the total proposed program including completed work that may be relevant, and proposed graduation requirements compared with the standard requirements for the degree sought, including an explanation of any variations. The proposal should then be submitted to the director of the ICP. Dr. Cohen is serving as acting director at this time.

He will indicate how the student is to form his advisory committee, and will help the student choose its members. An advisory committee is not guaranteed to the student; it is up to the student to find faculty members who are convinced of the soundness of the proposal and who are willing to serve as advisors.

Once the proposal is approved by the dean of the school of college granting the degree, it will not be withdrawn later by the university. Students may change

the provisions by following the same procedures again, or transfer to any other university program subject to the usual university requirements.

Further information may be obtained by contacting Dr. Cohen at university number 746-1851, ext. 374.

Haven

(Cont. from page 2)

Acquiescence of This Government in the Murder of the Jews." Only fear of a political scandal, finally, induced Roosevelt to act.

The author concludes by pointing to the experience of the recent past. Genocide is by no means a unique historical phenomenon limited to the Nazis. A glance at the tribal, religious, and imperialist wars in Africa,

Lifeguards

Health and Physical Education's Cynthia Loehr announced this week that several lifeguard slots are available at the Beeghly pool from noon to 1 p.m. each Monday and Wednesday for the rest of the second summer term. Applicants must hold a current Senior life-saving certificate. Interested students can contact Mrs. Loehr at extension 344.

The last day to withdraw with a W from the second half of the summer session is 4 p.m. next Friday, August 10.

Asia, and Latin America is eloquent proof of this horror. Being universal, it can only be halted by acknowledging that we are all involved in mankind.

The work under discussion reflects a thorough knowledge of the sources ranging from archival documents in the State Department to letters and memoranda

of private institutions and individuals. It is sharply focused on its theme, rigidly excluding extraneous material, avoiding discursive jaunts into areas outside the proper province of the author's subject.

Professor Friedman writes with passion, but passion that is disciplined and controlled, never losing sight of his sources and

conditions as they were. He is both tolerant and understanding, if not laudatory, of the men he portrays. His style is polished, avoiding both bombast and imprecation.

The book is, thus, both scholarly and readable. I have no doubt that it will take its place among the important contributions to the history of our times.