By William Lauer

Many of the most pressing problems which America faces can be traced directly to the present institutional structure which pervades our uni-
versity system, and which is epitomized by the approach taken here.

I will not attempt to analyze in great detail the framework of the
University, restricting my remarks to those features which, in my
judgment, are of primary importance. Yet I believe that a critical
overview should be provided if we are to gain the necessary perspective:

First, there are the issues of the cost of education and the growing
deference between the public and the university. University educa-
tion, particularly the undergraduate experience, is becoming increas-
ingly expensive. Meanwhile, the public is showing a growing desire to
have its money invested in something more concrete and tangible.

Second, there is the problem of the curriculum, of what we teach and
how we teach it. The curriculum is not a static entity, but a dynamic
system that responds to the changing needs of society. However, the
problems of curriculum development and revision are not being
addressed in a comprehensive and systematic manner.

Third, there is the issue of the relationship between the university and
the community. The university is not seen as an integral part of the
community, but rather as an institution separate and apart. This
attitude hinders the university's ability to contribute to the
community's needs and to benefit from the community's resources.

Fourth, there is the issue of the role of the professor. The professor
is expected to be both a scholar and a teacher, but the balance
between these two roles is often skewed in favor of the scholar. This
impedes the university's ability to provide a quality education.

Fifth, there is the issue of the university's accountability. The
university is not seen as accountable to anyone, and its actions are
not subject to external scrutiny. This lack of accountability
undermines the university's credibility and effectiveness.

These are some of the major issues that we face. We must
address them if we are to ensure a quality university education for all.

Technical education isn't always enough

The Media

TV sports coverage biased

By Glenn Brownstein

Ever since former President Nixon trod the media circuit with his
talk show, the world has been watching the media's reactions
to the uncertainty of the political climate. The media has
been the focal point of the American public's concern, and
their reactions have been watched with great interest.

It is impossible to use one's masters of a technical subject to full ad-
vantage, to solve the world's most pressing problems, without the
breadth of understanding that comes only from a liberal arts
education. Without a knowledge of the sciences, without a
familiarity with literature, art, and history, engineers and scientists
are relegated to being the mere instruments of other men, men who
have the dedication and inspiration to effect change, but who lack the
ability to understand the techniques involved in doing so.

The solution to the fundamental problem of properly educating
engineers is to provide them with a liberal arts education. This
education should be provided by the university, not by
industrial institutions.

The difficulties faced by our cities, by our government and by our
people are never given the opportunity to look at what is wrong and
how we can go about fixing it. Instead, we begin to

Readers differ with critic on Sparks-Smith review

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William Lasser '77 - Editor-in-Chief
Lauren Gang '77 - Managing Editor
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TUESDAY, FEBRUARY 8, 1977

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