By Herb Lieb

The faculty is scheduled to vote on February 15 on a proposed change in the rules for withdrawing from courses, presenting the possibility of this change having gained additional momentum in recent weeks. I have been a silent observer of these proceedings, but my recent experiences at a faculty meeting called Thursday night, Jan. 19, to discuss this and other issues forces me to comment on them.

As "us vs. them" mentality seems to pervade much of the debate, I believe I can state with truth that I have agreed in many respects with the faculty who students can most comfortably describe as their allies. My efforts would be to find articulate students willing and able to present a proposal. Better still, try to find an optimal use of student lobbying when they're doing this. When students expect us to listen to them, we when they're doing this' and these students wish us to respond with '... and these student effort wanted on a kneejerk "it's a conspiracy" approach. Please. The time for lobbying efforts is now, when faculty are considering the proposal - not a week before the meeting, when they have already made up their minds. Talk to faculty members now about your four-time fighting losing battles with hard-core drop-it students. Let sympathetic faculty to attend the Feb.-Mar. meeting and remember that only takes one progressive vote to cancel a reactionary vote. Focus your efforts on this one issue: don't fight for everything at once. Above all, try to work with the faculty. In general, they will meet and decide on the student's course of study. The rubric's for the advisors and students concerns body.

Solution number two deals directly with the problem of overload. That student cannot handle overload, then the CAP should institute a load limit after the fifth week and his term would be made up.

There are, however, two solutions that will deal directly with the students who are the heart of the CAP group. The first is the ideal, the second is the present.

First, the student-advisor relationship should be promoted as the proper way for a student to outline his academic goals. The student should be familiar with the advisor so that the two can collaborate and decide the student's course of study. The rubric's for the CAP at the January 19 meeting that exists at the present time is a sham. The faculty has the power and the force that occurs on Registration Day is really trying to do this for making and guidelines for the advisors and students concerned.

Editor's note: A copy of this letter was also given to Professor Robert Halverson, Chairman of the Commission on Educational Policy (CEP), who will present the letter at the CEP meeting on Thursday, Jan. 26.

On February 15, 1978, the fact that students would be unequal to a problem. The problem stems from statistics which show that a person who drops two or more subjects after the fifth week of the term is likely to be in academic difficulty. The committee feels that the change from the more liberal drop date policy will help students and lessen the chances that those in academic trouble. The reasoning here appears faulty. Under the present system, the drop date was a time to drop courses that they would have to struggle for. The students would be in worse shape academically than before. The early drop date constitutes a punitive, rather than remedial, system. It permitted at a small group of students whose efforts would touch the lives of all students.

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