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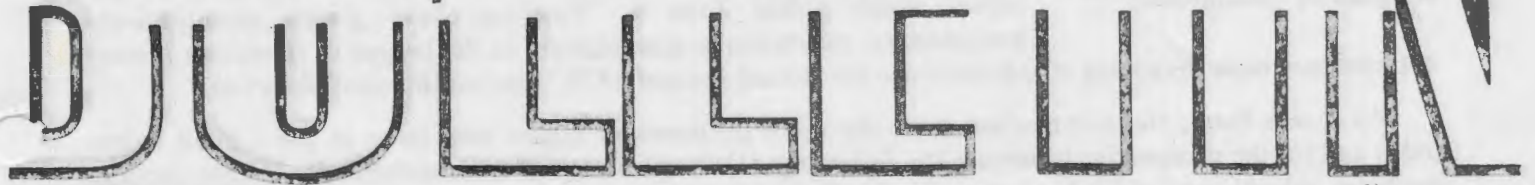
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University of Massachusetts at Boston



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Computer Program

Bids for the new University-wide computing system have been received from the vendors. These proposals are open for public inspection by any interested persons, at the Computer Facilities, 330 Stuart St., basement of the Salada Building. One cannot stress enough the importance of your interest in determining the best overall system to meet the future computing needs of the University. Therefore, we would greatly appreciate your acknowledgement of this memo by dropping by and making us aware of any special system considerations you may have as a user.

Personnel titles

Barbara Zucker (Registrar's Office) is leaving Boston. Her husband, Leonard, has been reassigned to South Carolina. Our Assistant Registrar has been stalwart in the aid she has given to academic and administrative departments at UMass-Boston.

Message to Registrar Eleanore Silverman: Come back to work; we miss you. By doctor's orders Mrs. Silverman has been away from her desk for over two weeks.

Also in the Registrar's Office, Phyllis Steinmetz has been invited to travel this summer to Africa with a group of American Registrars to assist African universities to assess their own systems of operations.

And to Willard Prince (Planning and Development), our warmest best wishes in his new architectural pursuits.

Duplicating Services

Tom Curran (Duplicating) advises Department Chairmen and Directors of Services to schedule work this summer in order that the full flow of Fall orders can be done more expeditiously.

Nantucket Theatre

Louis Roberts (Theatre Arts) is engaged in summer activities at Nantucket where students will be involved in a five-day a week program, three hours a day, in theatre exercises, acting, dance, and workshop productions at the Cyrus Peirce Theatre.

**Purposes, Performance
Of Higher Education
Weighed by Commission**

The purposes and performance of colleges and universities are evaluated by the Carnegie Commission on Higher Education in a new report made public June 4. "Purposes have grown quantitatively and changed substantially qualitatively in the course of American history

but have not been decisively reordered since the period around 1870," the commission observed.

As it sees them, the commission said, the main purposes of higher education in the United States today and for the prospective future are the following: (1) the provision of opportunities for the intellectual, aesthetic, ethical, and skill development of individual students, and the provision of campus environments which can constructively assist students in their more general developmental growth; (2) the advancement of human capability in society at large; (3) the enlargement of educational justice for the post-secondary age group; (4) the transmission and advancement of learning and wisdom; and (5) the critical evaluation of society—through individual thought and persuasion—for the sake of society's self-renewal.

"We rate the actual performance of the first of these purposes as generally adequate," the commission said. "The second, as superior; the third, as unsatisfactory but improving; the fourth, as superior; and the fifth, as quite uneven in the past and uncertain for the future."

The commission suggests improvements in the five purposes as follows:

First Purpose—More attention to the general education of students, to the opportunities for their occupational preparation, and to the enhancement of their creative abilities. More concern for the quality of the environment which affects the developmental growth of students; in particular, more mixing of studies with work and service, and more mixing of age groups on campus.

Second Purpose—A steadier supply of Federal research funds, particularly for basic research, and concentrated on the most productive individuals and projects. A major effort to reduce deficits in the health manpower field by the end of this decade. A major expansion of opportunities for "life-long learning."

Third Purpose—A determined effort to provide places in college for young persons who wish to attend from low-income and minority groups, with adequate financial assistance for their support and with respect for their cultural backgrounds. A greater concern for the opportunities available to the total postsecondary age group, and for the total contribution of postsecondary education to the achievement of social justice.

Fourth Purpose—More research support for the humanities, the social sciences and the creative arts; along with steadier support for the sciences.

Fifth Purpose—Better rules and understandings to govern exercise of the critical evaluation of society. Better appreciation by the public of the importance of this activity.

On this last point the commission said it distinguishes three positions on the conduct of the critical evaluation of society: the first is that neither the college nor its members should criticize society—this cannot be enforced in a democracy; the second is that both the institution and its members can and should engage in the criticism of society—and even action against it; and the third is that individual members, but not the institution or its corporate bodies, can and even should engage in critical activity.

The commission said it supports this third position but warns members of the campus community that when they engage in such activity as individuals they should keep in mind that "(1) they are not the only people in society with a right to evaluate society—this is a general obligation of all citizens, and (2) that they have not necessarily been endowed with a higher sense of morality or the quality of better generalized judgment than other persons in society."

The panel said it finds American higher education "now heavily loaded with functions"—it lists 16 "major" ones—and suggests that each function be subject to periodic scrutiny to see if it meets two tests: "(1) Is the activity, even if largely academic in method or content, compatible with the mores of academic

life? and (2) Is the activity, if not academic in method or content, better done by the campus than by any other alternate agency?" If the answer is "no" in specific cases to either question, the commission said, "we believe there is a prima facie case for disengagement."

Among 23 separate recommendations implementing its report, the commission urges that "all secret research should be eliminated from all campuses as a matter of national policy, except under quite unusual circumstances."