Prof. Halboth Speaks
Subject: Ecology

By Elaine Soto

Last Thursday, Professor Halboth of the Education Dept. spoke about the "Ecological Factors in Human Development." During the two hour discussion sponsored by the Educational Society, Professor Halboth discussed other factors which have an effect on human development such as here­ditary, emotional, nutritional, and environmental factors. But according to Professor Halboth, he does not subscribe to the theory that racial qualities influence intelligence, he does agree with Jensen's research in protein deficiencies.

According to Professor Halboth, protein deficiencies affect the I.Q. of animals and humans. This is because if the neuron or brain cell is not properly nourished, it will not grow to capacity and the result is a lower ability to understand or a lower I.Q. In his research with rats he found that those deprived of the proper proteins were duller. In his research with youngsters he believes that in the first seven years of life the child develops the bulk of his central nervous system, from which he is going to learn. If noise is going to cause a deficit in learning, he believes it will be particularly harmful at this stage of development.

Before testing the children on the effect of noise on learning, Prof. Halboth copied the Jensen I.Q. research on adult learning. He studied children and disadvantaged Harlem children. He, like Jensen found that while advantaged children do well on both tests, (Continued on Page 6)
Great food At:

Located under RED & WHITE striped awning at

Two AND POTATO SALAD OR COLE SLAW

with every Sandwich purchased

Speaker: Herb

36 LEXINGTON AVENUE

BRING THIS COUPON

THE BOOSTERS COFFEE AND MUSIC HOUR

APRIL 1-4

JOIN TICKER

Prof. Rothman

IS GOING TO HAVE A

FIRESIDE CHAT

ON 3-20-70

COME AND SIGN YOUR NAME IN

THE BOOSTERS OFFICE

ROOM 315 SE/C

THURSDAY, March 12th

Room 4 North 12-2

Sunday, March 15th

10:30 AM

MENORAH - COUERGiates & GRADS

MIX

THURSDAY, March 19th

4-6 PM

BARUCH COLLEGE

STUDENT INTERNATIONAL CHARTER

1186 W. 36th Street

SATURDAY AFTERNOON, MARCH 14, 5:30 P. M.

STUDENT INTERNATIONAL CHARTER

IN CONCERT AT TOWN HALL

1186 W. 36th Street

SCHEDULE OF EVENTS:

5:30 P. M.: Welcome and Introduction

6:00 P. M.: Student International Charter

7:30 P. M.: Professional Discount Tickets

Available for students and faculty of Baruch College

MEMORIES — CONCERTS & DRAGS

19-36

M. L.

Sat. M., 1454 W. P. M., West Side J. C.

$1.00 per seat

Available in room 314 of the Student Center or in Dr. Greger's office.

THE TICKER

HUNGRY?

Great Food At:

ALADINS

On 23rd Street Next To Baruch

or Free Delivery Call: GR5-3870

MARYA SIELSKA

PIANIST

IN CONCERT AT TOWN HALL

1186 W. 36th Street

SATURDAY AFTERNOON, MARCH 14, 5:30 P. M.

PROFESSIONAL DISCOUNT TICKETS

Available in the Student Center

SEE IMRE ROSS

STUDENT INTERNATIONAL CHARTER

1186 BROADWAY

N.Y.C., N.Y. 10001

LONDON '85

0.50

Depart Return

August 2 — August 16

June 11 — August 28

July 27 — August 15

JUBILATION MUSIC:

JUBILATION MUSIC:

JUBILATION MUSIC:

JUBILATION MUSIC:

ROUND TRIP JET AIR

FULL DINNER ON ALL FLIGHTS

FOR INFORMATION CALL 212-684-3380-81

ALL DEPOSITS MUST BE MAILED BY CHECK ONLY

ADD $10.00 REGISTRATION FEE

"ON CAMPUSES NEEDED: GOOD DEAL.

IBM will be interviewing on campus

March 23

We'd like to talk to you

if you're interested in a career in

marketing or finance.

Sign up at your placement office.

An Equal Opportunity Employer

IBM
creased the ability to verbal mediation and increases the ability to see the effect of noise on the presence of noise could also hinder verbal mediation.

The ability will be limited and his thinking and in putting his world together verbally.

If a student is poor in school they will have difficulty with verbal mediation or putting the Wechsler digit span indicates manifest pooriy on the Wechsler digit

A wide range of opportunities are offered to college graduates by the IRS. Starting salaries to $9,900 for Accounting graduates quickiy. Positions enable you to enjoy a wide range of values and responsibilities. You may spend oniy some days in the field. The “I” in IRS could be you!

Satisfying and rewarding careers ad

Revenue Agent

Special Agent

Tax Auditor

A wide range of opportunities are offered to college graduates by the IRS. Starting salaries to $9,900 for Accounting graduates quickly. Positions enable you to enjoy a wide range of values and responsibilities. You may spend only some days in the field. The “I” in IRS could be you!

St. Patrick’s Day Festivities

Featuring

Mary Bastis Irish Dancers

(212) 239-3000

DEPARTMENT OF PUBLIC TRAFFIC

COFFEE MUSIC CAFE

The Dating Game is Here.

MARCH 13 – 4 SOUTH 120

All Welcome

SPECIAL TO STUDENTS

XEROX COPIES

of each

8 1/2 x 11" only

PLEASE SHOW BUS SEASON CONTINUOUS

HILLERS

218 3rd Ave.
S. W. CORNER 24 STREET

---

Beauty is how you feel.

The way you feel is different each day. Some days you feel great, other days you feel less than great. That’s when a little Irish something can help.

Life is better with the Irish something. St. Patrick’s Day is a day to celebrate with a little something Irish.

With a few Irish something you can feel great every day!
“Progress Thru Change”
Pi Lambda Phi
SMOKER
Find Out About Our
“Four Week Pledge Period”
BEER + FOOD + FILMS + FRIENDSHIP
FRIDAY, MARCH 13th
8:30 P.M.
861 EAST 12th STREET
BROOKLYN, N.Y.

Today is Harold's birthday.
This is his present.

Mart Crowley's
"THE BOYS IN THE BAND"
...is not a musical.

"AROUND THE CAMPUSES"

SET YOUR OWN GRADUATION STANDARDS

REDLANDS, Calif. (I.P.) — Students at Johnston College, the new experimenting college at the University of Redlands, will negotiate their own “graduation contracts” rather than meet standardized requirements.

Individual “contracts” drawn up between students and faculty will serve as the measure for each student’s academic progress, according to Dr. Edward Williams, vice chancellor.

The mechanics of the contract plan have been worked out by a faculty committee headed by Dr. William McDonald, professor of English literature. In a report to the Board of Overseers, Dr. McDonald asserts: “The principal concern of the faculty in formulating criteria for graduation from Johnston College is to preserve the flexibility and relevance which characterizes our curriculum.”

The “contract” concept takes full advantage of Johnston College’s educational philosophy which encourages students to establish their own educational objectives. It is similar to procedures followed in graduate schools at some universities, Dr. Williams said.

Johnston College opened in September with a first-year enrollment of 180 students and 18 faculty members. The first cluster college within the University of Redlands, Johnston College will grow to an ultimate 600 students.

Dr. Williams explained that the contract plan is being extended into classroom projects to prescribe student workloads for each class. Students and faculty contract with each other in their seminars and tutorials to complete a certain amount of work, to attend classes regularly and to participate actively in discussion.

“These individual, course contracts in turn imply a larger contract to accomplish certain objectives within a particular semester,” the vice chancellor observed. The next step is to broaden the contract to cover a full program leading to a bachelor of arts degree. No predetermined set of graduation requirements will be forced onto any student, Dr. Williams emphasized.

Each student will be directly responsible for negotiating his own requirements. It is entirely possible that no two students will have exactly the same requirements. As a freshman, the student selects an advisor who then becomes the chairman of the student’s graduation review committee. In his sophomore year, the student chooses two additional faculty members from differing academic disciplines to serve on the committee.

The student will present a written proposal to the committee describing in as much detail as possible his educational objectives and his plans for meeting those objectives. The committee must operate within the guidelines of an 11-point checklist for graduation contracts.

Graduation criteria express concern that students should consider the need for a foreign language, undergo a physical education program, including mastery of at least two sports, develop an awareness of contemporary problems, master several learning methodologies and experience a large measure of independence in their studies.

Other criteria relate to meeting state requirements for special courses, satisfying the student’s professional objectives or plans for post-graduate education, and providing for the integration of a wide breadth of knowledge.

The graduation contracts must also delineate a “concentration” of study. Each student should focus on a major emphasis for his work. When the student is convinced that he has fulfilled the terms of his contract, he may ask the committee to certify that he has done so. The certification must be signed by a committee member who finds the work appropriate. It may involve written or oral examinations or the presentation of a project.

Dr. McDonald cites several advantages to the graduation contracts. He believes they allow maximum flexibility in education for both freshmen and transfer students.

Other advantages are: (1) the contracts respond to student demands for relevant education because they make student initiative and responsibility central to formulating objectives, (2) the lock-step approach to graduation requirements is avoided, (3) guidance is offered by faculty members from diverse disciplines, and (4) traditional deadlines for graduation are removed. A program may take two or three or five years depending upon the abilities of the student.

One disadvantage associated with the program involves the amount of time required on the part of faculty to draw up the contracts. Dr. McDonald is confident the faculty will give the full cooperation.

“Faculty members came to Johnson College not because they were interested in efficient education — mass lecturing and the like — but because they were committed to an educational policy which treated the student as a full member of the academic community. The faculty is eager to experiment with the program,” Dr. McDonald said.

In its first semester, the Johnston College curriculum included 31 special interest seminars, 34 tutorials and 9 Quest for Meaning seminars. Subject matter covered a wide range of traditional courses such as Indians of the Southwest and History of World War II, as well as several off-beat courses such as Witchcraft, Psychodrama, and ESP and Spirituality.

Seminars on contemporary issues including the Arab-Israeli conflict and cultural implications of over-population are also offered.

The Quest for Meaning seminars are the “most personal” of the educational experiences for Johnston College students, according to Dr. Williams. The QMF seminar is “the axis around which the curriculum revolves,” he said. Content is determined by the interest of the seminar members, who may number anywhere from 6 to 30. The seminar’s focus may change several times during the semester. Independent work is given heavy emphasis.

Students and faculty contract with each other in their seminars and tutorials to complete a certain amount of work, to attend classes regularly and to participate actively in discussion.

“These individual course contracts in turn imply a larger contract to accomplish certain objectives within a particular semester,” the vice chancellor observed. The next step is to broaden the contract to cover a full program leading to a bachelor of arts degree. No predetermined set of graduation requirements will be forced onto any student, Dr. Williams emphasized.

Each student will be directly responsible for negotiating his own requirements. It is entirely possible that no two students will have exactly the same requirements. As a freshman, the student selects an advisor who then becomes the chairman of the student’s graduation review committee. In his sophomore year, the student chooses two additional faculty members from differing academic disciplines to serve on the committee.

The student will present a written proposal to the committee describing in as much detail as possible his educational objectives and his plans for meeting those objectives. The committee must operate within the guidelines of an 11-point checklist for graduation contracts.

Graduation criteria express concern that students should consider the need for a foreign language, undergo a physical education program, including mastery of at least two sports, develop an awareness of contemporary problems, master several learning methodologies and experience a large measure of independence in their studies.

Other criteria relate to meeting state requirements for special courses, satisfying the student’s professional objectives or plans for post-graduate education, and providing for the integration of a wide breadth of knowledge.

The graduation contracts must also delineate a “concentration” of study. Each student should focus on a major emphasis for his work. When the student is convinced that he has fulfilled the terms of his contract, he may ask the committee to certify that he has done so. The certification must be signed by a committee member who finds the work appropriate. It may involve written or oral examinations or the presentation of a project.

Dr. McDonald cites several advantages to the graduation contracts. He believes they allow maximum flexibility in education for both freshmen and transfer students.

Other advantages are: (1) the contracts respond to student demands for relevant education because they make student initiative and responsibility central to formulating objectives, (2) the lock-step approach to graduation requirements is avoided, (3) guidance is offered by faculty members from diverse disciplines, and (4) traditional deadlines for graduation are removed. A program may take two or three or five years depending upon the abilities of the student.

One disadvantage associated with the program involves the amount of time required on the part of faculty to draw up the contracts. Dr. McDonald is confident the faculty will give the full cooperation.

“Faculty members came to Johnson College not because they were interested in efficient education — mass lecturing and the like — but because they were committed to an educational policy which treated the student as a full member of the academic community. The faculty is eager to experiment with the program,” Dr. McDonald said.

In its first semester, the Johnston College curriculum included 31 special interest seminars, 34 tutorials and 9 Quest for Meaning seminars. Subject matter covered a wide range of traditional courses such as Indians of the Southwest and History of World War II, as well as several off-beat courses such as Witchcraft, Psychodrama, and ESP and Spirituality.

Seminars on contemporary issues including the Arab-Israeli conflict and cultural implications of over-population are also offered.

The Quest for Meaning seminars are the “most personal” of the educational experiences for Johnston College students, according to Dr. Williams. The QMF seminar is “the axis around which the curriculum revolves,” he said. Content is determined by the interest of the seminar members, who may number anywhere from 6 to 30. The seminar’s focus may change several times during the semester. Independent work is given heavy emphasis.

Students and faculty contract with each other in their seminars and tutorials to complete a certain amount of work, to attend classes regularly and to participate actively in discussion.

“These individual course contracts in turn imply a larger contract to accomplish certain objectives within a particular semester,” the vice chancellor observed. The next step is to broaden the contract to cover a full program leading to a bachelor of arts degree. No predetermined set of graduation requirements will be forced onto any student, Dr. Williams emphasized.

Each student will be directly responsible for negotiating his own requirements. It is entirely possible that no two students will have exactly the same requirements. As a freshman, the student selects an advisor who then becomes the chairman of the student’s graduation review committee. In his sophomore year, the student chooses two additional faculty members from differing academic disciplines to serve on the committee.

The student will present a written proposal to the committee describing in as much detail as possible his educational objectives and his plans for meeting those objectives. The committee must operate within the guidelines of an 11-point checklist for graduation contracts.

Graduation criteria express concern that students should consider the need for a foreign language, undergo a physical education program, including mastery of at least two sports, develop an awareness of contemporary problems, master several learning methodologies and experience a large measure of independence in their studies.

Other criteria relate to meeting state requirements for special courses, satisfying the student’s professional objectives or plans for post-graduate education, and providing for the integration of a wide breadth of knowledge.

The graduation contracts must also delineate a “concentration” of study. Each student should focus on a major emphasis for his work. When the student is convinced that he has fulfilled the terms of his contract, he may ask the committee to certify that he has done so. The certification must be signed by a committee member who finds the work appropriate. It may involve written or oral examinations or the presentation of a project.

Dr. McDonald cites several advantages to the graduation contracts. He believes they allow maximum flexibility in education for both freshmen and transfer students.

Other advantages are: (1) the contracts respond to student demands for relevant education because they make student initiative and responsibility central to formulating objectives, (2) the lock-step approach to graduation requirements is avoided, (3) guidance is offered by faculty members from diverse disciplines, and (4) traditional deadlines for graduation are removed. A program may take two or three or five years depending upon the abilities of the student.

One disadvantage associated with the program involves the amount of time required on the part of faculty to draw up the contracts. Dr. McDonald is confident the faculty will give the full cooperation.

“Faculty members came to Johnson College not because they were interested in efficient education — mass lecturing and the like — but because they were committed to an educational policy which treated the student as a full member of the academic community. The faculty is eager to experiment with the program,” Dr. McDonald said.

In its first semester, the Johnston College curriculum included 31 special interest seminars, 34 tutorials and 9 Quest for Meaning seminars. Subject matter covered a wide range of traditional courses such as Indians of the Southwest and History of World War II, as well as several off-beat courses such as Witchcraft, Psychodrama, and ESP and Spirituality.

Seminars on contemporary issues including the Arab-Israeli conflict and cultural implications of over-population are also offered.

The Quest for Meaning seminars are the “most personal” of the educational experiences for Johnston College students, according to Dr. Williams. The QMF seminar is "the axis around which the curriculum revolves," he said. Content is determined by the interest of the seminar members, who may number anywhere from 6 to 30. The seminar's focus may change several times during the semester. Independent work is given heavy emphasis.