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Universities of Tomorrow

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Editorial Comment

UNIVERSITIES OF TOMORROW

Some institutions of higher learning in the United States are being weighed in the balance and found wanting. Enrollment is increasing as entrance requirements are being modified. Students are making demands for new courses and elimination of old ones. The value of marks, degrees, and even graduation is being questioned. Irresponsible students are destroying property and taxpayers are reluctant to support ever-increasing costs of institutional upkeep. Furthermore, they are shocked by the appearance of some instructors and dismayed by their teaching. Like indulgent parents, some administrators have become increasingly permissive. The end is not yet.

Will the new be better than the old? Will top-heavy structures and wheels within wheels be set aside? Will the business of the university be directed by experienced business executives? Will teachers, who can really do what they expect their students to do, be permitted to stimulate, inform, and guide young men and women? Will quality of instruction and leadership in the disciplines count for more than size of the university? We shall see.

It is possible that in the universities of tomorrow students will seek knowledge in order to achieve their objectives and not necessarily to earn degrees. Irrelevant requirements, credit hours, final examinations, and marks in courses may be no longer demanded. What the student can do may be appraised in terms of his history, on the spot observations, informal inventories, and programmed examinations administered at the request of the student. Computerized data may be employed to determine whether or not certain academic requirements have been met. Instruction and graduation, like birth, may be individualized. The new *can* be better than the old.

Homer L. J. Carter

Editor