

should be presented directly to the Director of Resident Instruction.

ITEMS DISCUSSED

A great variety of items is discussed by the Committee. General questions regarding curricula are always of interest. College of Agriculture and University administration regarding student activities are popular subjects. A committee of this kind also affords an opportunity for faculty and administrators to obtain student reaction to proposed changes.

Specific examples will be of interest: Students suggested an Agricultural Council in the College of Agriculture. This recommendation was considered and approved by the Administration. The Agricultural Council is a student organization composed of representatives from clubs and organizations in the College of Agriculture. It was established to provide coordination among the various organizations so that the clubs could not only operate better as individual units, but also so that larger projects, such as Aggie Day, could be a reality. The Agricultural Council has been a successful addition to our College.

Centralized registration and distribution of class cards in the College of Agriculture was recommended. Centralized registration has been held in the lobby of the Agriculture Building since the Fall Semester, 1963-64. This innovation has been very helpful for both students and faculty.

Students asked if it would be possible to have a Student Study Room in the College of Agriculture. The administration provided a Study Room in the Agriculture Building. Effective use has been made of this facility, since its origin.

Lobby furniture in the Agriculture Building for student use between classes was recommended. The foregoing furniture was provided, and it is being used and enjoyed by both students and faculty.

It was suggested that a pay telephone was needed in the College of Agriculture. Since its installation in the lobby of the Agriculture Building, it has been widely used by students, particularly during the evening hours.

Undergraduate students pointed out that frequently it was impossible for seniors to enroll in Speech 2, a requirement for graduation, because some sections became filled and closed prior to the students registration time. When those of the Department of Speech were informed of this problem they agreed to reserve room for graduating seniors if provided with the names of such students, prior to the opening day of registration.

Graduate students asked if additional dates could be scheduled for language examinations. Language examinations are now given four times throughout the year; this makes it more convenient for students to satisfy these requirements.

A group of male students discussed, at great length, the problem of campus prowlers and the inadequate protection for female students. As a result of this discussion, the Committee emphasized the need for additional lighting in certain dimly lit areas on campus and suggested the need for additional campus police patrolmen. When informed of this problem the University administration took appropriate action. The coeds were very impressed by the concern of the male students for their protection and welfare.

I could go on at great length citing additional examples, but these are sufficient to illustrate the great variety of problems considered by the Student-Faculty Relations Committee. The Director of Resident Instruction meets with the Committee at the close of each semester to discuss the progress made by the Committee during the semester.

AFTER 10 YEARS

After 10 years, it is clearly evident that the College of Agriculture Student-Faculty Relations Committee at the University of Arizona has been an outstanding success. It has established an effective working relationship between students, faculty, and administrators. The principal reason for the Committee's success is the "Spirit of Good Will" that it has created between students and faculty. J. D. Snow once wrote the following words: "The most precious thing that anyone can have is the good will of others. It is sometimes as fragile as an orchid and as beautiful. It is more precious than a gold nugget and as hard to find. It is as powerful as a great machine and as hard to build. It is as wonderful as youth and as hard to keep. It is an intangible something, this good will of others, yet more to be desired than gold. It is the measure of a man's success and it determines his usefulness in life."

The Reverend George St. John, Headmaster of Choate Preparatory School in Wallingford, Connecticut, used to tell his students: "Ask not what your school can do for you; ask what you can do for your school?" So, if you are not satisfied with your present educational institution, the establishment of an effective Student-Faculty Relation Committee may help you transform it into the best school in your state.

Profiting by Potential

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The following article is reprinted from the Proceedings of the Gamma Sigma Delta Biennial Conclave, "Innovations in Higher Education," held on the University of Arizona campus in 1968.

Six months ago when Professor Kneebone first mentioned that he would like me to be on this program today it was most easy for me to agree because that was a long time in the future, and I had other pressing problems to take my mind off of the work here today. Then, as the time grew closer to today's meeting, and he reminded me on several occasions of my responsibilities, my anxiety and frustration began to increase. The reason for this is that the more contact I have with people and the more experiences I have in regard to meetings, colloquia, conventions, etc., the more convinced I become that we are going through the motions of involvement in order to satisfy some kind of vague, subconscious need to belong to a large group or important movement but, at the same time, not wishing to become involved in any way so that it causes a commitment on our part.

Consequently, everyday — today, in fact — thousands of speeches are being given, and many more thousands of people are sitting in the audience. At the end of the day all will go home with various feelings of relief, satisfaction, or boredom, and the knowledge that another meeting has been attended, but no real change within themselves.

I have become increasingly resistant to spending my time in this manner. Consequently, I hope that my part in this program today will mean more than just filling up this period of time on the agenda. I was so concerned about this that, at one point, I had thought about bringing to you a panel of students from our Honors Program, rather than bore you with my own opinions about the topic. Because of summer vacations and jobs, this became impossible; consequently, you are stuck with just me and another speech.

The ideas I would like to share with you today can be covered in two major areas of personal concern for me. First, I would just like to briefly view some of the present practices of

enriching and improving work for superior students, particularly at the college level. And then I would like to move to some of my own reactions about what I hope will become a new trend in the education of the college student.

These remarks are a result of several things that have happened to me over recent years. One of the more important "happenings" in my life was a meeting called a couple of months ago by the U.S. Office of Education. Two hundred influential educators from all levels of education in this country were brought together in Phoenix to explore the possibilities of a more relevant approach to education for all of our students. My participation as a staff member in this meeting helped develop the topics I will discuss in the latter half of my presentation.

PRESENT PRACTICES IN HONORS

First, let me summarize for you some of the traditional practices in honors programs. Typically, honors work centers around the following major areas:

1. Seminar, or colloquium, type courses.

In our honors program here at the U of A these have proved most popular with the students, primarily because it gives them an escape from the masses in auditorium-housed classes. It is also my impression that it provides a chance to become involved in the learning process.

This coming academic year we will initiate a new series of Sophomore Colloquia in which the Honors student, in his sophomore year, will have the opportunity of selecting a section which is limited to a maximum of twenty enrollees. These sections involve: Humanities, Social Sciences, and Physical Sciences. Students are encouraged to choose sections which are unrelated to their major academic area in order to broaden their understanding of other disciplines.

This past year the Sophomore Colloquium in the Humanities featured outstanding scholars from the campus who specialize in the Nineteenth Century. The section on the Sciences involved weekly meetings in various research labs on campus to observe first hand the research in progress as well as become acquainted with the researcher, his ideas and contributions.

2. Special dispensations for prerequisites and required courses.

Experience has shown that many students are able to do most satisfactory work in various advanced courses, even though they have not met the prerequisites for such courses. Consequently, it can become frustrating — especially for the superior student — to be restricted by an unnecessary entrance requirement to a particular course. Therefore, in many honors programs around the country, one of the advantages for the participants is to be able to receive special approval to enter a course without meeting the prerequisites. Here at the University of Arizona this is worked out on an individual basis with departments and the professor involved in the course. Almost without exception, this has been a satisfactory arrangement for both the student and the teacher.

There are also many instances in which a student can obtain a most acceptable equivalent experience in lieu of certain required courses needed to meet graduation requirements. The trend is toward allowing students to either substitute directly for required courses or to take a course by examination only. In the future all progress in education may be determined more by evidence of reaching a competency level rather than evidence of having spent a particular period of time in a certain intellectual pursuit.

3. Scholarly lectures and meetings.

In most cases, this involves bringing to the campus a person of outstanding reputation in a particular field. Meetings are usually open to the general public, as well as honor students. The more enthusiastically received lecturers of this kind usually have a question-and-answer period at the end of their talk. It seems to have more meaning for the audience if they can become involved with the lecturer and his topic in a more personal, direct way.

4. Special sections in regular course work reserved for superior students.

Many departments on a college campus arrange their scheduling so that special sections of regular courses in their sequence will be reserved for students who have already demonstrated superior academic ability. Usually these courses move at a more rapid pace than the regular sections and all involve a smaller number of students in any one group. Student reaction to such situations are mixed. That is, some enjoy the accelerated pace, and the give-and-take among equals intellectually, while others prefer to be in a regular section, provided that it is not overly crowded, because they resent being cut off from the mainstream of the student group. Once in a while, complaints are received that students become dissatisfied with the higher expectations of the professor in these special sections; however, most of the time, students are willing to accept this as a normal part of being in such a section.

5. Independent study.

This seems to be, in the student's mind at least, the most important part of being involved in an honors program. In this kind of situation a

student works very closely with a member of the faculty in a tutorial-type relationship. The student experiences an equality here that is not found in the regular course. Usually, it stimulates him to delve into the learning process much more deeply and actively than as a participant in a large group. The freedom in this case also allows for a broader coverage of a particular area than would be possible in the traditional coverage of the course.

In our honors program here, independent study involves either summer reading projects, or actual research leading to the honors thesis. In the summer readings, a student and his professor decide upon an appropriate reading project for the summer session. Then the student does his work independently during the summertime and in the fall produces evidence of the material which he has covered. This evidence can be either in the form of a report or an examination. Once he has satisfied his professor that the topic area has been sufficiently covered, he receives honors credit for his summer work.

6. Writing of a thesis, or its equivalent.

The culminating effort for a student who wishes to graduate with honors is the production of a thesis. On this campus, this involves three semesters which typically follow this sequence: (1) first semester — the student works out a proposed thesis topic with his major professor and does the preliminary library research on this topic; (2) second semester — the actual gathering of data, or the experimentation phase, is accomplished; and (3) during the third semester the thesis, or report upon the research, is developed and defended in an oral examination.

In some areas such as the Fine Arts it seems that other types of activities could be more appropriate than the production of a thesis; consequently, Fine Arts students may produce a piece of music, or a work of art, in lieu of a thesis. At the present time the honors program is cooperating with the College of Education in an attempt to develop a project equivalent to a thesis. The honor student in this particular college has the difficulty of being involved in student-teaching activities at the very time when the writing of a thesis is demanded. In order to alleviate this situation, and make the total honors experience more meaningful, it may be better for the student teacher to develop an outstanding teaching unit and then demonstrate this unit either by means of video tape, or in direct demonstration, before a committee who would pass judgment on its appropriateness.

7. Honor dormitories.

While this does not exist on our campus there are situations around the country in which superior students are assigned certain sections, wings, or floors of dormitories and are somewhat segregated into these areas. The advantage of this situation is obvious, since the idea is that the superior student would develop a more serious academic atmosphere for productive study than if he had to compete with the socialization activities so prevalent in regular dormitory situations. On the other hand, many honor students resist this type of segregation since they feel it is a somewhat sterile experience, both socially and academically.

8. Resident colleges.

There are a few places in the country which are experimenting with resident colleges. The University of Michigan describes the purpose of a Residential College as an effort "to combine the environment of a small college with the resources of a large cosmopolitan university . . ." In a residential college the faculty, students, and the academic program are housed in one total environment. This should have the effect of breaking down the mass production feeling which many students have about the complex university setting. Since these are very recent trends there is not a great deal of evidence yet to indicate success of such departure from convention.

Since the local community college will be using a variation on this theme, the University of Arizona is in an excellent position to be able to observe, first hand, the effects of such an arrangement.

FUTURE DEVELOPMENTS IN EDUCATION

All of the above activities exist primarily for the promotion of the cognitive development of the individual. It is the feeling of many people, both in and outside the field of education today, that this alone is not sufficient.

Our recent change in college student attitude toward their own educational institution is weighty evidence that we must also become involved in the development of the person, or what some people refer to as the development of the affective domain in the educational endeavor.

In March, 1967, Dr. Richard E. Farson, of the Western Behavioral Sciences Institutes, in La Jolla, California, prepared a paper entitled "The Education of Jeremy Farson" for the State of California, State Committee on Public Education. The paper dealt with what Dr. Farson hoped would be the type of education in which his young son, Jeremy, should be able to participate when he becomes of school age sometime in the future.

I would like today to borrow from his ideas in explaining to you what I see as not only possible developments in the field

of education, but absolutely necessary developments which must occur if we are to maintain forward progress as a society. These changes focus on an enrichment of the traditional cognitive emphasis generally prevalent in education today, by giving more attention to the affective area.

This kind of interest in non-intellectual pursuits may seem a bit far out of place for one who is deeply involved in the development of the Honors student. A closer look at the Honors student points out the danger of encapsulation that exists for him in a narrow pursuit of intellectual matters. In some cases, this has caused him to be a drop-out from society as surely as the far-out "hippy." To me, the affective development of the Honors student is more productive in the "rounding out" process of making the "full person" than any combination of interdisciplinary subjects in his college study program. To produce this person Dr. Farson believes that education, in the future, will emphasize the following points:

1. Education will be valued as an experience, not only as preparation.

The prevalent attitude toward education today is that it provides one with a "meal ticket", or an entre, into an economically productive life. In other words, our young people are being told that they must obtain a college education in order to do well financially in today's world. It seems to me that our educational institutions are still being strongly influenced by industrial production. By this I mean that we use the unit and product concept in our educational institutions. Note the use of semester hours credit, total number needed to graduate. The student must retain a certain number of facts to succeed. Also, after tons of paper have been turned in in the form of research projects and term papers, a person has established the fact that he has produced enough to pass on to the next phase of his growth educationally.

It may be possible that we are moving from our pioneering era, when we were building a country, and past the industrial progress phase, when we were furnishing the country we built, to a period in which primary attention will be given to the individual, rather than the items which the individual produces. For some years, in this country, we were concerned about the development of the country physically, as well as industrially, and now at this point in our history we have reached a rather high level of development in these areas, so it is quite natural that we turn to other challenges.

The implications which this has for education is that education will, of necessity, *have to center more* upon the development of the person rather than concentration upon development of skills or knowledge. Consequently, education will become an experience of personal development, rather than totally devoted to acquisition of competence and facts.

2. Education will be life-long.

This is already becoming quite evident in today's society. At this precise time there are thousands of people with us here on campus doing summer work, even though they have concluded the basic education necessary for their job. Perhaps some of you have noted the change in the physical complexion of the student body from last month to this month, in terms of the present predominance of gray hair, bulging waistlines, and matronly figures compared with the mini-skirts and the look of youth during the regular academic year.

It becomes immediately obvious that if education is going to be spread out over a person's entire life that it will be necessary either to develop more degree categories, or put less emphasis upon termination points, such as high school graduation, bachelor's degrees, master's degrees, and doctoral degrees, so that one level of education will blend with the following educational period in a person's life. Perhaps it would also be better to de-emphasize the present traditional levels of education in order to alleviate some of the problems attached to the starting and stopping that occurs at each juncture in present day education.

So it follows from point No. 1 that, if education is valued as experience rather than a preparation, no one will want to stop experiences of personal growth at the end of a bachelor's degree or master's degree, but rather continue with this until the end of life.

3. Education will be fun.

Dr. Farson feels that this may be the hardest concept of all to accept because of our rather general attitude that things which are fun cannot be nearly as worthwhile as those things which cause us pain and discomfort. The fun which I am thinking about would not be the kind that one would experience in a game, or an entertainment way, but rather the stirred-up feeling that one receives from personal involvement in a situation.

With a trend toward more and more personal free time for everyone in our society, because of shorter working weeks and mechanical aids, we will be required to learn more about enjoyment of our lives. Probably if we had to pinpoint the major anxiety or threat generated by some of the movements of the younger generations, we would have to identify the message which these groups are sending to our society about a positive attitude toward the enjoyment of life, rather than a feeling of guilt about any pleasure we may experience.

4. Education will include noncognitive dimensions.

There is great resistance in our society to anything that remotely involves emotions, or what many people refer to as the affective domain. It seems to me that in the field of education this is a perpetuation of the old concept that education is encompassed by "readin', writin', 'rithmetic". We have preserved education as predominately an intellectual activity. In many of the classrooms this morning, perhaps most classrooms, a great deal of concern is being placed upon the intellectual acquisition of knowledge, with little or no attention being given to the way in which the student is being affected by this educational process.

It seems ludicrous to me that this extends even to areas *directly* involved with human behavior, such as the fields of psychology, sociology, anthropology, etc. Students sit in classrooms and listen to lectures about anxiety, frustration, joy, depression, values of various kinds, or read about them in textbooks by the thousands. It would seem much more productive to learn about these matters through the experience of these emotions rather than treating them at a distance through the textbook, or the lecturer. If more of this were done in the classroom there would be less chance of students spending their college career in learning about human behavior but never understanding themselves in relation to others around them.

5. Education will be, at least in part, student designed.

Nothing would make the student more involved with his own education, or more responsible for the outcome of that education, than to be included in the planning of this experience. This could probably be accomplished throughout our educational lives with more and more responsibility for the planning of one's education as a person progresses through the educational system. In our valuable and very commendable efforts to educate our entire society we have been forced to utilize the same structure for all students. Consequently, the student must fit the structure, rather than the structure fit the student.

With Honors students, it seems to me that there is the strong possibility that the efficacy of student-designed programs could be tested. When I speak of a student-designed program I have in mind a program in which the student, along with a committee representing the various establishments in which the student would have to operate, would design a program especially relevant for him. The immediate establishments that come to mind would be the major department in which the student will get his degree, the profession or career into which he eventually plans to go, and the administration of his educational institution. Through the efforts of a student-faculty-professional-administrative committee a program would be designed which would incorporate the parts of the traditional program which would be useful to the student in the future, as well as individually designed educational experiences.

The student would be the focal point in the planning with the faculty member representing experience and knowledge of the intellectual variables. The professional would be able to assist in meshing the student's personal needs with the reality of licensing, certification and professional standards. The administrative representative would be able to advise on problems of cutting various red tape to break some of the conventional restrictions to such a departure from structure.

6. Education will be directed toward constellations of people.

Even though we teach people, especially at the university level, in massive groups the line of direction of communication is between the teacher and each individual student in the large audience.

It is being found that, even at the early stages of our educational system, students can be most helpful to each other in the learning process. In other words, students can be used to teach students, or the reverse -- students learn from each other. A system may be developed whereby the teacher would be able to more directly instruct a student, or students, who would then be able to transmit this on to small groups of other students. Interaction between members of the group will become increasingly emphasized. Not only would this improve the quality of the understanding of the cognitive material presented, but would also allow for the affective development of the individuals by improving the digestion and integration of the material in each.

Students may be trained, in the future, in related but diverse groups, depending upon their specialties or areas of interest. For example, architects, engineers, artists, interior decorators, painters, and carpenters may be trained more as a team approaching the problem of providing shelter for our society. This already is being done on a minor scale in industry where teams of people are being brought together for the purpose of improving communications between various departments in a company, or in various levels of management and supervisory personnel.

7. The teacher will become the facilitator.

Through the vast technology of modern times we have arrived at that stage where we can actually free the teacher of the mechanical aspects of his job. By the use of video tapes, computerized exercises, programmed learning, and various other audio-visual media, the educator is capable of freeing himself to be the facilitator of the learning process. I foresee the day when anything which the teacher does repeatedly, or which can be presented in a mechanical fashion, will be put into a machine which will present the material accurately, continuously, and selectively without variation. This would free the teacher for the more important and critical human involvement which

would be so necessary in producing education as an experience. In other words, he would be available to the student, on an individual and/or small group basis, to deal with the reactions, frustrations, impediments which the cognitive part of his course is causing.

8. Lastly, education will not be restricted to classroom courses.

No longer would it be necessary to develop a set of semester hours credit, but rather it would become important to demonstrate mastery or competence in a particular area. It is possible that many of the things now being taught in the classroom can be learned much better at home, in the dormitory, the library, watching a sunset, listening to a symphony, rubbing shoulders on the job with people of different values and backgrounds. Utilizing the same modern technology mentioned above, people will be able to teach themselves through much the same method, provided we become secure enough to allow this to happen outside the conventional classroom.

There are probably other areas of heuristic value for consideration of education in the future; however, I feel that those mentioned above provide the basis for genuine improvement (indeed, revolution!) in education. These are not so far out or wild ideas as it may seem at first glance, since practically everything that has been mentioned here today is already in progress on a pilot or experimental level.

The critical need for reassessing our educational systems can be best illustrated by the experiences of Lynn Tornabene. Perhaps all of you have seen the TV commercials for a hand soap or lotion in which thirty-four-year-old mothers are being transformed into teenagers. Mrs. Tornabene actually passed as a teenager at a high school which she entered as a junior and went unnoticed by everyone in the school.

She wrote a book about her experiences called *I Passed as a Teenager*. Many of her experiences were somewhat comical and make an interesting story. The part which I feel should not be overlooked by our society, particularly those of us interested in the education of our people, is where she discusses the impotency which she felt as a teenager. I grant that we have been talking primarily about college students, but if you can transfer this impotency from that age to the increased frustration which capable college students are also feeling, I think you will get a flavor of the impact.

She contrasts her feeling as an adult with the impediments she felt as a sixteen-year-old thusly:

That's what I am that they are not. I am potent. I can make myself felt. I can hold up my hand and say "Wait a minute!" I can say "No, I won't" and "Yes, I can." I can say "this is me. See me. I am a person. These are my limitations. These are my potentialities. You may not like me, but that doesn't mean I have to change. I don't have to submit. I don't have to repress. I can pack and go. Or, better yet, I can suggest that you pack and go."

... I have seen their special world, and let me tell you I am not worried about whether today's teenagers are familiar with a dozen intimate positions. I am worried about the kinds of teachers they are exposed to, the kind of environment they go into when they leave home in the morning.

I didn't go to Urban High looking for this worry. I didn't go to a high school to learn about high schools. I went to high school because that's where the kids were. I didn't want to get involved in problems of education. That's for *Admiral Rickover*. I didn't want to let myself think when I got in the middle of the cafeteria mayhem or heard a political lecture in English class. But I got involved, and now I can't forget the anger and exhaustion I felt at the end of each of my days.

... STOP THREATENING ME! That's what I wanted to shout in my classrooms. If you don't cover this book by Wednesday... if you don't have your homework written on lined paper... if you don't keep quiet... if you don't stop... if you don't start... you'll be punished.

Good God, there must be some other way.

I hope that you people, no matter what your position in our society, will want to become involved in the making of our society in your own way and would give serious consideration to these comments today. To paraphrase the eulogy given to the late Senator Robert F. Kennedy by his brother: "Some people see what is happening in education and ask why. I see what is not happening and ask why not."

¹ Farson, R. E. "The Education of Jeremy Farson." Prepared for the State of California, State Committee on Public Education. March, 1967.

Encouraging Wrong

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Our methods of teaching cause us to encourage apt students and to nag at weaker performers. We should be smart to reverse this, encouraging the laggards and needling the ones near the top.

Some teachers think that we should encourage all students, but an equally strong case can be made for encouraging none. Enthusiastic and soft-hearted professors believe that, by encouraging everybody, teachers bring forth full development. More realistically, such teachers glow in the mutual pleasures of giving praise. They find the occasional need for censure most distasteful. Tough teachers, on the other hand, look upon their able students as normal, deserving no special praise. They think of their laggards as rather hopeless, deserving of no special attention except for a few stern warnings.

Professors in general, however, mix some of the milk of human kindness with the pride they have in their own standards. Asked offhand, they are likely to say that they should encourage students when such is appropriate or earned, and stir to action those who lag behind. This answer is too casual. The placement and displacement of encouragement is a real factor in teaching.

Our society is currently dedicated to a scale of schooling which transcends anything ever seen before. We began three centuries ago with public schools; now we seek to provide college training for everyone who wants to go to college. Whether or not the goal is possible or reasonable, the present trend has to be faced as it is. For the professor, the students with whom he works have to be the ones who come to him.

From the graduate assistant up, among teachers, and from the students in high school up, among students, the fact that teachers put high values on their estimates of the worth of students is well established. Equally apparent is the fact that disagreement among teachers in the estimates of worth is

notoriously frequent. Any grade book will support this and attendance at any meeting at which scholarships or honors are decided will prove it. Estimates are personal and varied.

Professors who praise their top students are merely boasting of their preferences. The cold facts are that the professor is too self-assured in thinking that he can pick a winner and that he does not have the claimed privilege of designating winners.

Since the chances are that the top student, for his part, knows well how to please his teachers, praise or encouragement from them is of little value, possibly excepting the diffident and hard working fellow who discourages himself by his own criticism and is lifted by a kind word. To the student who is unduly sure of his own great worth, encouragement simply aggravates the fault. If such a student is unpopular, praise stirs antagonisms among those around him: should he be popular, then envy, jealousy, disappointment, and discouragement are certain to be engendered among some. The total damage done exceeds the value of the encouragement. The effect of encouragement on students is as likely to be an impediment as a benefit in teaching.

At the other end of the scale, the tremendous compost heap of words which have been spent in discussing grades of C and below testifies to the tremendous power for nagging which is usurped by professors. The extent to which such grades are dispensed shows how viciously this power is used. The nagging effect produced by a succession of C and D grades, given day in and day out throughout the long successions of days in school needs no amplification here. Any employee so treated would leave in a week. Any wife or husband so treated would soon join the divorced crowd.

Whether or not these marks of mediocrity include specific personal words or acts of nagging or discouraging, the effect is precisely that. Yet the student who gets such treatment is only