

- Famous educators and scholars in the U.S.A. sometimes prefer to work in small institutions; and their reasons are here stated.

## THE ADVANTAGES OF TEACHING IN A SMALL COLLEGE

Unrest continues on the campus — but the restless ones are the faculty members. Professors from prestigious schools are leaving challenging posts to teach in small, little-known, and often impoverished institutions. But not for money. Their motives: a quest for academic and intellectual freedom and a moral commitment to the promotion of higher education. John Monro, dean of Harvard College, announced he was resigning to head the freshman teaching program at Miles College — a predominantly Negro institution in Birmingham. (I'm just interested in the teaching opportunities that exist at Miles... I can't wait to get started," Dean Monro said). David Riesman, Harvard sociologist, claims that the movement began as a result of the invigorating spirit as-

sociated with the Kennedy Administration—"People are finding it meaningful to work for something other than their own aggrandizement." Professors are also finding it comfortable to work on a campus that isn't pressure-packed. Robert H. Knox — formerly of Rutgers — left in 1965 to teach literature at three-year old New College in Sarasota, Fla. (class size, 12). Mr. Knox has written a novel since joining New College and is planning another. The dream of freedom keeps Charles J. Pingat at Tusculum College — a struggling 560 student school in Appalachia. "We offer teachers a freedom to dream and think through what it means to help create an educated man." The advantages of this "reverse movement" are not limited to professors or small colleges, however.

Mr. Riesman, the Harvard professor, stated: "The small schools' vital importance is that they provide countervailing models to the big, re-

search-oriented universities and the prestige schools." — *From College and University Business, August, 1967.*

### AMERICAN CONTRIBUTION

"The greatest service which the American people have rendered to the Filipino people, is the implantation of the American system of public instruction giving us, without restrictions of any kind, the means of developing, freely and without limit, the physical, intellectual and moral conditions, of the individual." — *Dr. T. H. Pardo de Tavera.*