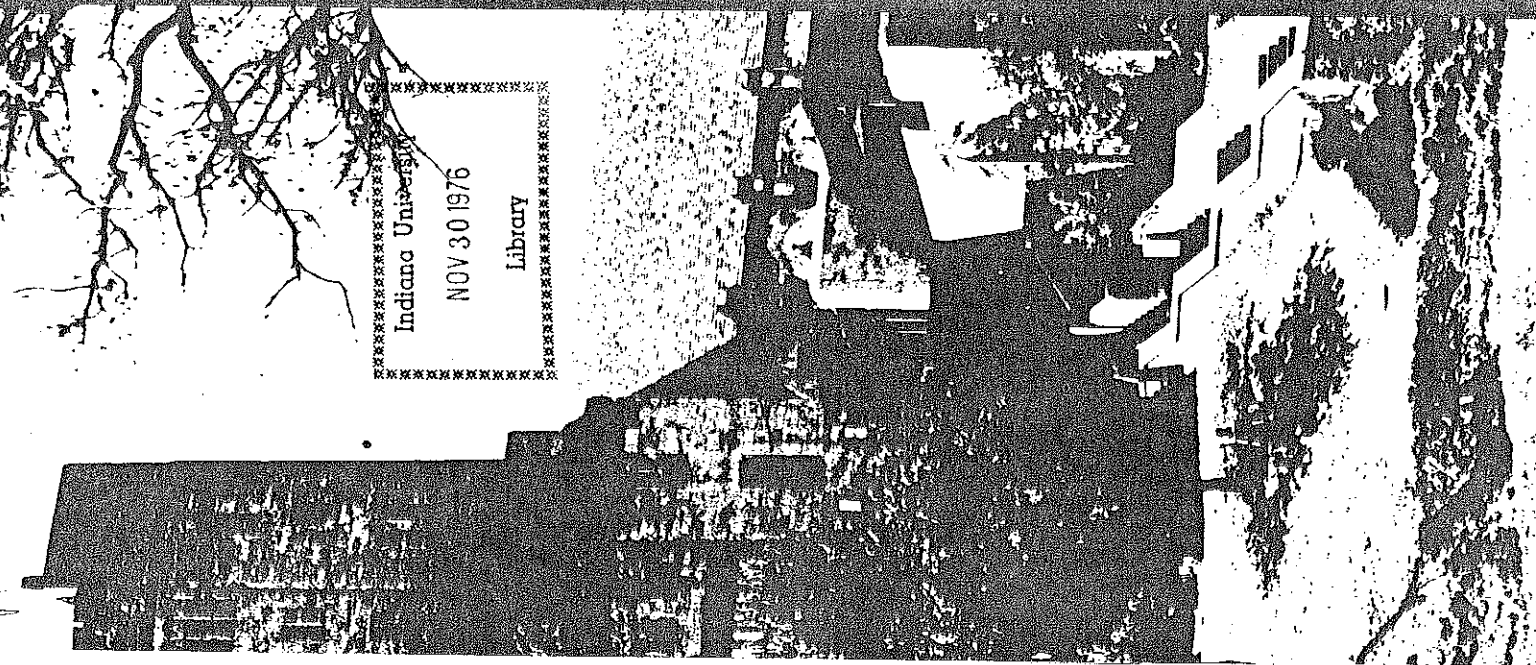


Wm. C. 1 (1977) p. 101



Indiana University
NOV 30 1976
Library

Journal
of the
Indiana
University
Student
Personnel
Association

Fall
1976

Department of College Student Personnel Administration
Education Building, Room 226
Indiana University
Bloomington, IN 47401

TABLE OF CONTENTS

Articles

- 3 THE ETHICS OF PARTNERSHIP: A PARADIGM FOR INTERACTION BETWEEN STUDENTS AND RESIDENCE HALL STAFF

Richard Searer

- 7 THE FUTURE OF THE WOMEN'S LIBERAL ARTS COLLEGE

Janet Cromie

- 10 EDUCATION THROUGH STUDENT ACTIVITIES: THE FRATERNITY EXAMPLE

C. Richard Scott
Larry Lunsford

- 16 STUDENT PERSONNEL WORK: PAST AND FUTURE

(An Interview with
Kate Mueller)
Lee Mann

- 19 COLLEGE STUDENT PERSONNEL ADMINISTRATION: ACADEMIC DISCIPLINE AND PROFESSION

Frank Ardaiole

Features

- 14 THE NEWEST ADDITION TO IUCSPA: WELCOME, DR. KUH

Anthony Zizas

- 18 DEPARTMENT NOTES FROM DR. "G"

- 24 CONTRIBUTORS

- 25 BOOK REVIEWS

- 27 PLACEMENT -1976 GRADUATES

- 29 ALUMNI NOTES

- 31 JOURNAL PERSPECTIVE

- 32 CONVENTION NOTES

The Journal of the Indiana University Student Personnel Association is published by the Indiana University Student Personnel Association, the Department of Residence Life, and the Department of College Student Personnel Administration.

EDITOR

Diane Burnside

ASSOCIATE EDITOR

Richard Scott

COMMITTEE MEMBERS FOR THIS ISSUE:

Brenda Lardy
Susan Hopp
Frank Ardaiole
Lee Mann

ADVISERS:

Dr. Elizabeth Greenleaf
Dr. David DeCoster

The Ethics of Partnership A Paradigm for Interaction between Students and Residence Hall Staff

BY RICHARD SEARER

It has been stated by Mueller (1961) that one of the goals of higher education is to preserve, transmit, and enrich the culture. The second goal she lists is the development of all aspects of personality. It is a basic contention of this author that the goal of preserving and transmitting, though not enriching, the culture stands in dynamic tension with the second goal of higher education enumerated by Mueller, that of student development. Our present technological society (Ellul, 1964) encourages the depersonalization of individuals as well as organizations for the sake of purported technological goals. Therefore, if those associated with higher education, particularly those of us working in the residence halls, choose to pursue the goal of student development, we must recognize that we are confronting a powerful societal trend.

If the goal of student development is to be effectively actualized in the residence hall environment, then authentic relationships between students and staff members must be effected. DeCoster and Mable (1974) suggest that

Authority and power must be distributed authentically, not paternalistically, and the judgment of students must be valued, desired and utilized (p. 35).

Such power sharing is imperative if students, who are most effected by

decisions, are to have any effective voice in the decision-making process.

I believe that a new model for student-staff relations must be implemented before a redistribution of power congruent with humanistic values can take place. Students and residence hall staff members must recognize each other as partners in the process of residence education. I would like to evaluate the educational philosophy of Paulo Friere (1970) as an ethical paradigm for realignment of student-staff relations.

According to Friere's philosophy of education, both "teacher" and "student" are subjects striving through communication to critically perceive the way in which they exist in their environment. Friere declares that it is the humanistic task of the oppressed to liberate both themselves and their oppressors. He envisions the existence of two stages of liberation: the unveiling of the world of oppression by the oppressed with subsequent transformation, and the ensuing liberation of all mankind. In short, the pedagogy of the oppressed eventually presents itself as the pedagogy of all persons.

Friere reluctantly admits that the oppressed require outside aid in order to begin, and maintain, the process of liberation. This admission carries significant implications for residence hall staff. It is my contention that this problem-solving method of education constitutes the proper way to enable students, as subjects, to understand and fashion