

Insurance programs are open

Faculty and staff open enrollment for University insurance benefits is now underway and will continue through Nov. 6.

This year's open enrollment marks the first time that all salaried employees are eligible for TIAA Major Medical insurance. Clerical - technical staff were previously ineligible for this coverage.

Also effective during the enrollment is increased coverage, without increased premium, in the Aetna Long Term Disability plan. The monthly maximum benefit has been raised from \$1,000 to \$2,000, and a 4 per cent cost of living rider has been added for both the monthly cash benefit and the TIAA - CREF payments.

Other programs open include the American Plan, Mutual of Omaha's accident insurance and, for those eligible, Blue Cross/Blue Shield.

Coverage is effective Dec. 1 for all insurance benefits or changes applied for during the enrollment. Premiums will be deducted beginning with the Nov. 30 paycheck.

Gary J. Posner, director of staff benefits, pointed out that persons already enrolled in group programs and who plan no coverage changes don't need to participate in the open enrollment or contact his office.

AMERICAN PLAN coverage has been improved in six areas (Faculty News, Oct. 20), and provides total hospital protection for semiprivate service and unlimited hospital extras up to 365 days.

Posner emphasized that this is only the third open enrollment in nine years for the TIAA Major Medical program. Yearly open enrollments are not expected in the future, he added.

He noted that the enrollment is an opportunity for faculty and staff already under a group hospitalization plan to include coverage for any children who were not added within 31 days of birth or for spouses who were not added at the time of marriage.

Posner also pointed out that if both husband and wife are employed full-time by MSU, they may be eligible for "married couples" contribution toward hospitalization insurance. Further information is available from the Staff Benefits Division, 353 - 4434.

ALTHOUGH a general open enrollment for group life insurance is not being conducted, Posner said, any full-time employee who has not reached age 53 may enroll for coverage under either schedule or may increase his coverage. Persons can enroll at any time by submitting appropriate evidence of insurability, he said.

Where to enroll

Representatives of the Staff Benefits Division will be on hand to help faculty and staff participate in the open enrollment this week and next at the following locations:

- * Wednesday, Oct. 28, Room 111, Brody, 3-4:30 p.m.
- * Thursday, 102B Wells Hall, 5-8 p.m.
- * Friday, Physical Plant, lunchroom, 3:30-5 p.m.
- * Monday, (Nov. 2), East Akers, conference room, 3-4:30 p.m.
- * Tuesday, West Shaw, small dining room, 3-4:30 p.m.
- * Wednesday, Union, Captain's Room, 3-4:30 p.m.

The Staff Benefits office will also be open daily in Room 344, Administration Building.

MISU Faculty News

Vol. 2, No. 5

Michigan State University

Oct. 27, 1970



The high energy physics group: From left, R. J. Sprafka, Gerald A. Smith, Z. Ming Ma, Maris A. Abolins, K. Wendell Chen.

— Photo by Dick Wesley

Physics group preparing to use national accelerator

By GENE RIETFORS
Editor, Faculty News

When the world's most powerful proton accelerator throws off its first beam of nuclear particles sometime in 1972, scientists from Michigan State will be among the first in line to use it for experiments.

Five professors from MSU's high energy physics group — Maris A. Abolins, K. Wendell Chen, Z. Ming Ma, Gerald A. Smith and R. J. Sprafka — have learned that projects they proposed have been approved for use at the new National Accelerator Laboratory at Batavia, Ill.

Indications are that a project proposed by Chen will be the first to make use of the NAL's 200 billion electron volt (GeV) synchrotron. The facility is scheduled to be ready by July of 1972, quite possibly sooner.

The NAL, located about 30 miles west of Chicago, is being built at a cost of some \$250 million. Its powerful synchrotron,

which will eventually reach an energy level of 500 GeV, features an accelerator ring of 1 1/4 miles in diameter. The currently most powerful accelerator (76 GeV) is located in the Soviet Union.

* * *

THE FIVE MSU physicists represent three research teams. Chen's group is collaborating with a team from Cornell University, and Abolins is working with scientists from Ohio State University. Smith, Sprafka and Ma are cooperating with other physicists from the Argonne National Laboratory (also near Chicago), Iowa State University and the University of Maryland.

Collaboration that involves a large number of scientists is almost

mandatory, Smith says, because a single group "usually cannot handle a whole problem at such a large installation" as NAL.

By 1975, it is estimated, NAL will have about 1,700 scientists and supporting staff, plus an average of 350 visiting researchers.

"Competition is very high just to get use of the machine," points out Frank J. Blatt, MSU chairman of physics.

Nearly 90 proposals have been submitted so far to the NAL, from researchers throughout the U. S. and from around the world. Only about 20 have so far received firm or tentative approval.

(Continued on page 3)

AAUP will seek amendments again

Is there a science crisis?

"Is There a Crisis in Science?" is the topic for a public meeting scheduled tonight at 8 in Room 138 of the Chemistry Building.

The main speaker will be George S. Hammond, chairman of chemistry and chemical engineering at the California Institute of Technology. The meeting is part of a distinguished scientist series begun by the chemistry department and supported by the Science Development Program in chemistry, physics and mathematics.

The MSU chapter of the American Association of University Professors, which originated the two bylaw amendment proposals rejected this month by the Board of Trustees, is asking the Academic Council to reaffirm its support of the proposals so they can be reconsidered by the Trustees.

"We feel that the trustees probably misunderstood the intent of the proposals," said Sigmund Nosow, professor of labor and industrial relations and president of the AAUP Chapter.

"The essential thing is that these are advisory functions and nobody is taking away anyone's power," he said.

He was referring to Trustee Stephen Nisbet's concern over "continued

diminution of the Board's authority..."

Trustees also expressed concern over the phrase which said that decisions of the faculty tenure committee would be binding on the administration. Nosow pointed out that "the Board of Trustees always has the final say," and that the term "binding" refers to administrative officers of the University.

* * *

PROVOST John Cantlon, who presented and argued for the proposals, disagreed with the contention that the trustees misinterpreted the intent of the proposals.

"Binding in a legal sense and endorsement are two different things,"

(Continued on page 2)

Nolen Ellison:

'Bringing about needed changes'

By BEVERLY TWITCHELL
Associate Editor, Faculty News

Nolen M. Ellison, new assistant to the president, describes his job as "nondescript." His duties, he says, are to assist the president . . .

Beyond the obvious, however, are the perceptions, concerns and experiences of the man, which gives the position a more definite shape.

"I'm conscious of the fact that the President's Office is obviously a very key office," Ellison says, "and I'm interested in how one best works in this framework to bring about changes that need to come about."

Day to day, Ellison says, "my job will relate to the kinds of problems and concerns the president has at the moment, across a vast number of areas," from representing the president at a Varsity Club meeting to making notes which might be used in a speech to urban center directors.

But beyond day to day are the broader concerns.

Ellison says he believes that "the critical issue today is how the University addresses itself to the kinds of problems that have developed in urban America. There is a challenge to redirect its resources, to develop a body of knowledge to seek solutions to those problems."

He recognizes this as a major function of the Center for Urban Affairs (of which he had been associate director), but "it is just as critical to the President's Office," he says.

And urban affairs are not necessarily

only minority people's affairs, he says. (Defining exactly what is meant by urban affairs, is a project for his doctoral dissertation in higher education and administration.)

So, asked if he was hired to be the Black assistant to the president or to specifically work as the assistant in charge of urban affairs, his answer was no. It's more complex than that.

* * *

ELLISON said he considers his new position a great opportunity "to work with a man like Cliff Wharton," plus — with his personal interests in a career in higher education administration — he now has the opportunity to "see how a university in fact operates.

"You must be familiar with as many facets as you can be to know how a university can best effect necessary change."

Because the president holds such a key position in helping to create change in the University, Ellison sees as "very critical" his own task of helping the president apply all the best information in decision-making.

He also refers to the "different kind of potential" he can provide for the president.

* * *

THE "DIFFERENT kind of potential" relates to the experiences Ellison has had not only with the Center for Urban Affairs at MSU, but as former member of Kansas City's Human relations commission, as a former member of the Board of Trustees at Kansas City Junior College, and as chief



Nolen Ellison: The job is "nondescript."

— Photo by Dick Wesley

planner for the Kansas City Planning Department.

Teaching for six years in the only all-black high school in Kansas City, seeing "victims of the urban setting," plus being a victim himself of urban renewal or relocation, also had an impact on him, Ellison says.

"It impressed on me the need for blacks — and for whites — to develop a new kind of framework for action, for professional posture — new kinds of professional posture for needs I know exist in urban communities.

"I saw the University as a definite plateau to effect change back in the community, and at this point, not just in Kansas City."

* * *

ELLISON, 29, came to MSU in 1968, intending to get his doctorate and leave

— "the normal pattern of problem-solving," he says.

He became assistant to Robert Green, director of the CUA, and decided to stay "for awhile."

Now he's staying, he says, "because I find this University and the land-grant philosophy as really part of the kind of philosophy needed to speak to problems of America today."

He's committed to a philosophy, he says, (which is more than urban), but which is simply about people.

"I think the challenge facing President Wharton is a unique challenge — as a black person heading one of America's giant institutions," Ellison says. "That represents a kind of potential that the larger community really needs benefit of."

"I saw the chance in assisting him. . ."

Bylaw amendments . . .

(Concluded from page 1)

he said. "They (the trustees) know the meaning of 'recommend.'"

But, he said, "they felt we were already doing many of the things being asked."

Cantlon said the mood of the trustees at the meeting affected the fate of the proposals: A student request at the previous evening's meeting for student seats on the Board helped cause negative trustee reactions to the faculty proposals.

Resubmitting the proposals now may have little effect in changing current members' minds, Cantlon said.

THE AAUP also considers Trustee Clair White's reaction a misinterpretation of its intent.

White said the proposed committee on faculty compensation and academic budget was "obviously a well-studied effort to have governance and collective bargaining simultaneously."

Nosow said collective bargaining is completely out of context with the proposal — it was not intended as a substitute for or an alternative to collective bargaining, nor was it to relate in any way to the concept of collective bargaining.

The AAUP has had a long-standing policy to recognize common goals within the academic community, Nosow said, and it rejects the notion of an adversary relationship between the administration and the faculty.

The AAUP perceives the University "as a community of scholars all working toward the same end," he said. "And we as faculty have something to offer in the crucial areas that affect the University."

Erwin Bettinghaus, professor of communication, is chairman of the faculty affairs committee, which now is

responsible for some of the areas the new committee would have assumed. He said that faculty input has already existed, but that the new committee's charges would have been somewhat more specific.

The faculty affairs committee does make budget recommendations on the

budget, he said, and does have the same kind of associations with the Provost's Office as recommended by the bylaw amendments.

With the defeat of the amendment to have created the new committee, the faculty affairs committee will continue as it has in the past, Bettinghaus said.

The rejected amendments

Two proposals for faculty bylaw amendments were rejected by the Board of Trustees at its October meeting.

The amendments that proposed the University Committee on Faculty Compensation and Academic Budget included these bylaw changes to outline the committee's responsibilities (prefix numbers refer to bylaw sections):

"5.4.3.2.1. Studying and making recommendations with respect to the allocation of financial resources to the various academic functions and activities of the University.

"5.4.3.2.2. Studying and making recommendations with respect to the level and structure of faculty salaries and other forms of compensation.

"5.4.3.2.3. Making annual recommendations for adjustments in salaries and other economic benefits, with a view toward improving the economic status of the MSU faculty.

"5.4.3.2.4. Studying and making recommendations with respect to personnel policies relating to faculty (excluding tenure). Illustrative areas are promotion, leaves, outside work for pay, military service, participation in partisan politics, physical examinations, health services, faculty publications, faculty evaluation, retirement and faculty housing.

"5.4.3.2.5. Developing and recommending procedures for equitable adjudication of individual faculty grievances concerning salaries, benefits and personnel policies.

"5.4.3.3. The University administration shall consult with the Committee during the process of formulating the University's annual budget request to the State of Michigan, during the

process of allocating appropriated and other funds of the University, and during the process of decision-making on other subjects within the responsibilities of the Committee. Consultation shall be understood to mean providing an adequate and timely opportunity for the expression of the views of the Committee, consideration of those views by the administration and the provision of information to the Committee on any actions taken on matters which have been discussed with the committee.

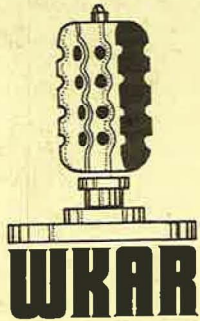
"5.4.3.4. The Committee shall report and make recommendations to special meetings of the elected Faculty Council, to be convened each year on dates which will allow sufficient time to influence decisions affecting the allocation of the University academic budget and adjustments in salaries and other economic and fringe benefits. These reports will be in addition to the reports required of all standing committees (5.2.3-5.2.3.1)."

* * *

THE SECOND set of proposed bylaw amendments involved the charge to the University Faculty Tenure Committee:

"5.4.4.6. Decisions of the University Faculty Tenure Committee on matters involving interpretation of tenure rules and in cases involving deviation from tenure rules shall be binding on the administration and the faculty member concerned.

"5.4.4.7. The University Faculty Tenure Committee shall report promptly to the Academic Council any case in which the administration acts contrary to the Committee's decision on a question involving tenure."



Tuesday, Oct. 27: 1 p.m. . . . (AM) "Advocacy and Objectivity in Urban Journalism," Paul Gapp and Don Holt of Newsweek.

Wednesday, Oct. 28: 10:30 a.m. . . . (AM) "Radio Smithsonian," music with instruments from Smithsonian collection.

Thursday, Oct. 29: 11:30 a.m. . . . (AM) "Keyboard Technique: Jazz and the Blues" with James Drew, composer and professor at Yale.

Sunday, Nov. 1: 9 p.m. . . . "Ernest Hemingway," a 2-hour documentary on Hemingway's life and literature.



Wednesday, Oct. 28: 7 p.m. . . . "If I Am Elected . . ." State House candidates Jim Brown and George Griffiths meet.

Thursday, Oct. 29: 7 p.m. . . . State Senate hopefuls Philip Pittenger and Len Stuttman are featured.

Sunday, Nov. 1: 2:30 p.m. . . . Candidates for MSU Board of Trustees answer questions and discuss issues. 4:30 p.m. . . . Sixth Congressional district candidates featured. 10 p.m. . . . "Georgia Brown Sings Kurt Weill" features Miss Brown (from "Oliver") doing the music of the composer of several musicals. 11 p.m. . . . Playhouse production is "A Scent of Flowers," Emmy Award-winning play of young girl driven to suicide by illicit love affair.

National survey shows salary levels

Deans of the professional colleges earn higher median salaries than other university administrators — including presidents — according to a biennial National Education Association survey.

In the portion of the survey devoted to four-year institutions, deans of medicine ranked highest with a median 1969-70 salary of \$37,333. Deans of dentistry (\$30,800), veterinary medicine (\$28,500), law (\$28,063) and engineering (\$26,750) also were higher than presidents (\$25,979) in median salary.

Numbers in the sample varied widely, however, since 969 presidents were surveyed, compared with only 54 deans of medicine, 36 dentistry deans, 18 veterinary medicine deans, 97 deans of law and 142 engineering deans.

Three university presidents reported salaries of \$60,000 or more, and 72 others reported earning \$40,000 or more. The median salary for presidents was up 16.5 per cent over two years ago.

More than 22,000 administrators and some 270,000 teachers at 1,791 colleges and universities were polled. The survey included schools both public and private, four-year and two-year. Results were reported in *The Chronicle of Higher Education*.

* * *

Twenty-five of the 53 types of administrators surveyed had median salaries higher than \$20,000 for 1969-70.

At the low end of the scale among administrators at four-year schools were directors of student financial aid (\$10,409), directors of alumni services (\$10,750), directors of

information (\$11,158), deans of women (\$11,406) and registrars (\$11,743).

Other administrative areas reporting median salaries over \$20,000 included (all for 12 months):

Deans of forestry, \$25,750; deans of agriculture, \$25,375; provosts, \$24,412; deans of arts and sciences, \$24,071; deans of business, \$23,938; deans of education, \$23,625; vice presidents for research \$23,500; deans of graduate school, \$23,361; executive vice presidents, \$23,250; deans of extension, \$23,000; vice presidents for planning, \$21,536; deans of home economics, \$21,500; deans of nursing, \$20,600.

* * *

AMONG FACULTY at four-year universities, the median salaries were (nine months' rate): Professors, \$17,418; associate professors,

\$13,316; assistant professors, \$10,980; instructors, \$8,459. Those salaries represent nearly 160,000 faculty at four-year universities.

Extremes in the university faculty salary brackets range from 25 professors who report salaries of \$35,000 or more to 78 full professors earning less than \$10,000.

Overall faculty salaries included: All four-year institutions, \$11,745; public four-year institutions, \$12,078; nonpublic four-year institutions, \$10,908; all two-year institutions, \$10,626; public two-year institutions, \$10,850; nonpublic two-year institutions, \$8,190.

The complete report, "Salaries in Higher Education, 1969-1970," was prepared for the National Education Association in Washington, D.C., under the direction of William S. Graybeal, assistant research director.

Letters

Retirement raise too low?

To the Editor:

May I comment upon your report in the Faculty News of Oct. 20 concerning the raise of retirement (noncontributory plan) from the maximum \$3,000 set in 1958 to a maximum of \$3,300. A financial specialist informs me that in terms of current prices as compared with the price index of 1957-58, \$3,000 in the 1957-58 days would be fairly represented today by an increase to \$4,500, at the very minimum.

It would seem that faculty "who would have been disadvantaged in 1958 by changing over to TIAA (and) who were

allowed to remain exclusively under the noncontributory plan" are now being increasingly disadvantaged — even when the University makes a gesture of generosity. I cannot help feeling that to the promptings of the conscience of the Powers that Be that asked for justice, the reply was a pittance of charity.

Carroll Hawkins

Associate professor, political science

COGS meeting

The Council of Graduate Students will hold an open hearing on the proposed document on graduate student rights and responsibilities in the Owen Hall small cafeteria Thursday, October 29, at 9:30 p.m.

Members of COGS will be available for small group discussions of the document, including explanation of the proposal or any suggestions for changes.

The document must be approved by both COGS and the Graduate Council before being presented to the Academic Council and Senate, and to the Board of Trustees.

A limited number of copies of the document is available in the Office of Advanced Graduate Studies, Room 246, Hannah Administration Building.

Beethoven program opens with concert next Monday

Michigan State's Beethoven Festival begins next Monday (Nov. 2) with a concert by pianist Daniel Barenboim and cellist Jacqueline du Pre.

Miss du Pre, Barenboim, violinist Pinchas Zukerman and the Chicago Symphony Orchestra will participate in the week of concerts presented by MSU's Lecture-Concert Series.

Barenboim, who recorded the 32 Beethoven piano sonatas, will be heard in concert Tuesday, Nov. 3, at 8:15 p.m. performing four of the sonatas.

The Chicago Symphony will be conducted by Barenboim. An open rehearsal where faculty, staff and students can watch the orchestra prepare for the concert will be at 3:30 p.m. Wednesday (Nov. 4).

(Concluded from page 1)

THE TERM "high energy" physics generally refers to work dealing with accelerators that operate above 1,000 million electron volts (MeV). MSU's own Cyclotron, for example, reaches an energy level of about 55 MeV.

The physicists here agree that the NAL will be the center for world high energy physics — "the mecca for our business." In fact, it is the University's proximity to the NAL and to Argonne that helped attract members of the high energy group here.

Abolins and Sprafka (both from the Lawrence Radiation Laboratory, Berkeley), Ma (from Duke University) and Smith (from the University of California, Berkeley) arrived about three years ago. Chen came this fall from Princeton University.

"The University made a strong effort to get this group here," Smith says. "Those of us who came felt that a strong group could be built, and we liked the idea of building it to our own tastes and interests."

The high energy group was organized under former physics chairman Sherwood K. Haynes, now professor of physics.

Says current chairman Blatt: "When you set out to build a program in this field, you need to be sure that the people you bring here are going to be in the forefront of the field."

Acceptance of MSU projects for the

NAL is evidence of the group's standing nationally and internationally, Blatt emphasizes.

The five scientists agree that they wouldn't be here if it weren't for the teaching opportunities, students and atmosphere of a university campus. They acknowledge financial support from both MSU and from the National Science Foundation.

* * *

ALL THE RESEARCH involves a study of the structure of matter in its smallest regions. Chen will investigate the smashing interactions of mu-mesons with protons, in order to test a fundamental concept of scale at these regions.

While the region of study is extremely small, the physical scale of the experiment is so large that its recording and analysis equipment alone require a 40 ft. by 120 ft. building at MSU. Much of his equipment will come from Princeton and from federal resources.

The Abolins group, concerned with neutron-proton interactions — bouncing particles off each other like billiard balls — will continue work they have begun at Argonne.

Abolins and his colleagues have been given two years to prepare for their NAL project, and, he says, the work is so complex that the lead time is not an overestimate.

The Smith-Sprafka-Ma team is involved in bubble chamber research. They are studying what are called "catastrophic" collisions among nuclear particles in a bubble chamber, where the results of such collisions can be recorded and analyzed. To gear up, they'll have to move a 120-ton piece of equipment from Argonne to the NAL.

Smith says such experiments are seen as "fundamental to our understanding of the forces responsible for the structure of matter," because they involve collisions within distances that are the smallest yet studied by man: less than one-millionth the size of a hydrogen atom.

MSU Faculty News

Editor: Gene Rietfors
Associate Editor: Beverly Twitchell
Editorial Offices: Rooms 323 and 324, Linton Hall, Michigan State University, East Lansing 48823. Phone: 355-2285.
Published weekly during the September-June academic year by the Department of Information Services.
Second-class postage paid at East Lansing, Mich. 48823.

Toward 'flexible rigidity' on the campus

(Editor's Note: Following are excerpts from a speech - "Toward an Era of Flexible Rigidity for Crisis Sake" - delivered recently by Paul L. Dressel, assistant provost and director of institutional research at MSU. He made his remarks during the "Share-In" conference that commemorated the 25th anniversary of the University's Counseling Center, of which he was the first director. Dressel is also the current president of the American Association of Higher Education.)

For nearly three centuries, much of what has occurred in American higher education was based on the Protestant ethic and done for Christ's sake . . . Today, much of what we do is based on the protest ethic and is done for crisis sake . . .

There is more here than an amusing similarity in the sounds of the phrases. Actions taken either for Christ's sake or crisis sake are alike in other respects. Administrators have been brought to their knees in prayerful attitude for both sakes - and for the same reason. They have sensed a power which they do not understand and with which they are unable to cope effectively . . .

It may be cogently argued that the earlier rigidity of colleges based on a classical curriculum sanctioned by religious considerations gradually shifted to a rigidity enforced by a priesthood designated as Ph.D's. I am convinced that this latter - day rigidity has led in part to the crises of the day in higher education.

My concern is that in trying to avoid one rigidity, we do not simply invoke another . My thesis is that extreme flexibility is as undesirable as extreme rigidity. And hence I assert that what we should seek in higher education is flexible rigidity.

* * *

FLEXIBILITY, whether in a woman's girdle or a college curriculum, is not a virtue when it permits an individual to emerge unchanged in shape or character. Rigidity, whether in the structure of a bridge or in the standards and policies of an educational institution, is not a vice when it permits an individual to attain a desired goal or acquire a new capability.

A college exists to educate individuals, and it serves both individuals and society in so doing. Equally, it has obligations to both the individuals and to society. If every individual were truly capable of educating himself, we would need no schools or colleges. Obviously, most individuals do not have this capability or society would not have found it desirable to establish colleges.

But colleges have erred in becoming too prescriptive in regard to all aspects of student behavior, and especially in unnecessary and unrealistic curricular requirements.

Some structure is essential to avoid complete chaos, but over - concern about structure, often based upon the bias and convenience of faculty and administrators, destroys flexibility and individuality.

(What) emerges (is) the concept of a flexible rigidity - a dynamic structure which adjusts to stress but continues to perform its essential functions and attains its specified goals.

* * *

THE PLANNING of university programs is and always has been a search for structure. We started with a completely required curriculum, based on mental discipline by exposure to a classical education. This mental discipline view of learning, aptly designated as faculty psychology, is still in modified form, the learning psychology of the faculty today.

The psychology of the faculty insists that the diet of students be balanced, and balance is equated to control. And so a new structure is sought, based on faculty conceptions and convenience more than on a considered conception of what an education should be. The structure which emerged and which is still largely found in our universities is based on:

1. The organization of knowledge into disciplines and some type of requirement which enforces student contact with various groups of disciplines. The emphasis is on the student knowing something about the disciplines rather than acquiring any significant and useful competency;

2. Requirements which purport to insure breadth and depth but interpreted as unrelated experiences with disciplines rather than as qualities of an educated individual;

3. Course and credit requirements - a deceitful packaging conception of education rather than a flexible but planned and cumulative set of experiences productive of meaningful competency;

4. Grades, honor points, and simplistic arithmetical computations based on them, which are used to measure progress, eliminate students, and award honors and degrees;

5. Rules in the operation of residence halls, registration, transfer of credits, fee payments which are based on financial concerns and administrative or faculty convenience rather than on educational considerations;

6. A calendar which demands completion of prescribed units of work in specific periods of time, and places more emphasis on attainment of some minimum knowledge in these inflexible units than on the attainment of mastery;

7. An organization of courses which in content, timing and placement is based

Canadian studies group formed

An Association for Canadian Studies in the United States, representing colleges and universities across the country, was established at a meeting here last week.

According to Victor Hoar, associate professor of English and chairman of the Committee of Canadian - American Studies at MSU, the association will "seek to recognize and encourage scholarly research and publication and to

advise in curricula, research and library developments involving the study of Canadian history and culture in American schools."

Also planned is a series of biennial conferences of interested scholars and private citizens.

MSU's Canadian studies program was formed in 1956 and has worked in both curricula and faculty - student exchanges with Canadian universities.

on faculty interests and convenience rather than on the demands of student learning;

8. An organization of the university into a maze of departments and colleges with artificial distinctions, contrived entry requirements, and meaningless degree standards which force student choice among these units rather than in reference to personal interests and goals;

9. An administrative pattern which separates the management of structured learning experiences from the extracurricular, the financial and the living experiences of the students;

10. A conception of learning in which the student gets three credits when the Professor lectures three hours per week but is given credit only after great hesitation when he does work on his own.

Of course we impose all of these rigidities in the name of efficiency and of standards, and view them as in some manner related to the outcomes of college education . . .

* * *

WE TALK occasionally about learning, but we spend most of our time, so far as undergraduate instruction is concerned, in arguing about teaching loads, evaluation of teaching, and improvement of teaching. We concentrate on what the professor does almost to the exclusion of what the impact is.

We forget that what a professor does has significance only in terms of what it encourages students to do, and no matter how good the performance of the professor and how strong the evaluation made by his students, that professor who has not modified their insights, viewpoints or behavior has not really taught anything to anybody.

Our trouble is that the structures that we would impose have little to do with the results that we seek. We are much more adept at imposing classifications, categories and rules on our students than we are in educating them.

ANY COMBINATION of courses into a curriculum developed by faculty committees is contrived. It is based largely on existing college and departmental structures which have a historical rationale but little relevance to the future. Individuals must have freedom with advice to develop a curriculum of their own which may turn out to be far more significant for their own interests and their future roles than rigid curricula which fill the many pages of the typical university catalog.

But these individual programs must be justified by their relevance to the development of useful competencies and a prospective field in which they will be used. Such programs will cut across departments and even colleges.

A significant element in the structure (the flexible rigidity) which emerges is that one of the educational experiences of the student is that of defining his own education and taking responsibility for it.

Another element . . . would require appraisal of the students progress toward the competencies and planning of experiences appropriate to further progress.

In this pattern I should not care whether the educational experiences which produced progress were in scheduled credit courses, in community services, on the job, in the counseling center, in extracurricular activities or in social activities.

One inspired to learn can do so in many contexts, and learning which takes place in realistic contexts is more likely to inspire application and continued learning than is the traditional classroom.

WE SHALL, from time to time, continue to have crises, and so long as the crises are in part generated out of the rigidity which presently exists in American higher education, we shall always be on the defensive in dealing with them.

For a college education to have meaning, there must be structure and hence a certain amount of rigidity. But the structure and the rigidity should be related to the competencies to be achieved by attending college.

Hence rigidity should be imposed not in terms of requirements and courses and house, but by insisting that the individual recognize that certain competencies are required to get a degree from an institution and that certain progress must be evidenced at various stages, else the individual and the institution are both wasting their time and resources.

Within this framework there can be a great deal of variation in what individuals do, and so the structure can provide for flexibility, but always flexibility in terms of a choice of experiences selected with regard to their probable significance in producing growth toward the agreed upon goals . . .



- Photo by Dick Wesley