

3070 BUTLER ROAD, ROCHESTER

PHONE: FE 8-4515

Volume I Number 5

April 1959

As Alfred North Whitehead wrote, "Fools act on imagination without knowledge; pedants act on knowledge without imagination. The task of the university is to weld together imagination and experience."

DEAN OF THE FACULTY: Dr. Robert G. Hoopes, Vice-President of the American Council of Learned Societies, New York City, has been appointed Dean of the Faculty. An ex-marine pilot (1942-46), he was graduated from Cornell College in 1941 and Harvard University in 1948 and 1949. Dr. Hoopes was a member of the English Department, Stanford University, from 1949 to 1956. During his service at Stanford, he chaired a faculty committee which completely revised the university's curriculum. Leadership in this project resulted in his appointment as Vice-President of the Council of Learned Societies. Author of several scholarly books and articles, he will join the MSUO faculty on 1 July.

*

OTHER FACULTY APPOINTMENTS: In April, the Board of Trustees announced the appointment of three teaching faculty members. Appointed effective with the opening of school at MSUO were Dr. James McKay, Associate Professor of Mathematics, Dr. Peter Amann, Assistant Professor of History, and Richard Burke, Instructor in Philosophy. Dr. McKay currently is teaching at Seattle University. Dr. Amann, a native of Austria, has been at Bowdoin College for the past three years. Professor Burke is completing the PhD at Chicago University. They will bring strength to our faculty.

*

FUTURE TEACHERS RECRUITMENT TEA: On 27 April, a group of 150 future teachers were entertained at a "recruitment tea" in the Community Center Room of the new academic building. This is the first such occasion held on our academic campus. We sincerely hope it is the first of many such affairs. To see through your own eyes what is happening now building-wise at MSUO is worth 10,000 written words. Come and visit the academic campus at the corner of Walton Boulevard and Squirrel Road, halfway between Pontiac and Rochester.

*

ENTRANCE EXAMS: These exams are being conducted once each month between now and September. Eligibility for the exam is based in part on the principal's recommendation for such tests, plus other factors. The tests, which are administered on invitation only, are held at the MSUO Continuing Education Center at Butler and Adams Roads.

*

MSUO SPEAKERS BUREAU: It is our fervent hope that all citizens of Oakland and Macomb Counties wishing to hear the MSUO Story will have the opportunity. To achieve this goal, speakers at MSUO are available for all kinds of groups. If you would like to arrange for a speaker, please contact the Director of Student Services (FEderal 8-4515).

*

ADMISSIONS REQUIREMENTS: The following are the requirements for admission to MSUO:

1. Graduation from an approved high school in the top half of the graduating class.
2. Recommendation of the high school principal that the applicant is a sound college risk.
3. Pursuance of a college preparatory curriculum having a total of 15 units.
4. Under the Michigan Secondary School-College Agreement, MSUO will accept students from among the more able graduates of accredited high schools without regard to the pattern of subject matter completed, provided such students are recommended by their high school principal.
5. If a student is not from the upper one-half of the class, he may still apply to MSUO to take qualifying examinations. The results of these examinations, plus other criteria established by the University, will determine whether or not he will be admitted to a degree program.
6. A fee of \$10 must accompany all applications for admission. This fee will be applied toward the first term tuition for students who are accepted and enrolled.

ENROLLMENT: For the beginning class in September 1959, only freshman students will be accepted. Four years hence, this will be our first graduating class. In addition to the regular full time students, we plan to offer a part time freshman program, which will be held for the most part in the evening. Students in the part time program will be enrolled in the same academic departments, and have the same professors, as the regular full time students. The school day will thus extend from 8 a.m. to 10 p.m. There will be no Saturday classes.

TUITION AND FEES: MSUO will operate on a term system; that is, three terms a year instead of two semesters. Tuition and fees will be \$255 per year. You should add to the tuition cost about \$40 per term for books and materials. Costs thus total \$375 per year. Board and room, of course, is an individual matter. The regular school year of three terms will be organized in such a way as to provide opportunity for a full term of work in the summertime. Tuition for summer school will be extra.

SCHOOL CALENDAR: The calendar for the school year 1959-60 has been planned as follows:

August 1959	- Freshman Orientation Clinic (dates to be announced later)
September 17-18	- Registration for First Term
September 21--December 8	- First Term Classes
December 9-14	- First Term Examinations
January 4-5	- Registration for Second Term
January 6--March 16	- Second Term Classes
March 17-22	- Second Term Examinations
March 29-30	- Registration for Third Term
March 31--June 9	- Third Term Classes
June 10-15	- Third Term Examinations

All inquiries regarding admissions should be directed to Mr. Herbert N. Stoutenburg, Director of Admissions and Registrar, MSUO.

TEACHER EDUCATION AT MSUO: You may recall from a prior NEWSLETTER that one step in our curriculum development program involved four seminars, one in each of the academic areas to be offered. To refresh your memory, top seminar panelists were brought to the Meadow Brook Campus from many places in America for the purpose of presenting dynamic and exciting approaches to Engineering Science, Business Administration, Teacher Education and the Liberal Arts. The March NEWSLETTER dealt with guidelines for Engineering Science. This NEWSLETTER, which deals with Teacher Education, and the two following will report generally ideas emerging from the seminars. Bases for these presentations are the seminar reports prepared by Chancellor Varner and Vice President Hamilton.

Education, rightly or wrongly, has been under attack in recent years. In this bombastic, turbulent age of science, problems in human relationships not envisioned by the inventor have enmeshed us at every turn. Not only are these problems complex, but seemingly we know not devices and methods to solve them. Because of this situation, education may have been attacked because it is the most obvious of social institutions. However, in facing up to the problems which Americans experience today, it is necessary to realize that our problems are deeply rooted in our culture, which involves all of the social institutions. This is not an attempt to justify anything, particularly, except to say that education cannot assume full responsibility for all things for all people. The community as a whole has proved to be of greater and greater significance in shaping its membership. Values, attitudes, even the motivation for learning, are reflections of the community impression on its membership. Learning, by no stretch of the imagination, can be limited to the classroom.

However, education does play a tremendously significant role in America. It is the social institution specifically charged with the formal intellectual development of our children for twelve years of their lives. Certainly it is one of the agencies for the transmission of culture from generation to generation, and needless to say, the answer to many of our vital, urgent problems may well rest in our formal public educational structure.

Central to public education is the teacher. Excellent programs of course are meaningless without competent, qualified, creative teachers. The preparation of teachers thus becomes a critical determinant of the contribution which education will make in the growth and development of children. It becomes increasingly clear, as we rush headlong into the present maelstrom, that we must look critically at the manner in which we have educated teachers in the past. It is entirely possible that our methodology is obsolete, that our approaches are threadbare, that our programs are sterile.

The seminar group established what they conceived to be four points of focus in the preparation of teachers. These focal points, however, are all based on the premise that the preparation of teachers is the responsibility of the total university and cannot be accomplished by any single department, division or college. This is a total university operation from beginning to end.

The first point of focus is that all teachers, regardless of level or specialization, must have a liberal or general education of excellent quality. This includes knowledge of our social world, its historical

and cultural antecedents, an understanding of the nature of science as an intellectual process, and the development of broad skills in communications which allow the individual to understand the relationship between these skills and content. Added to this, of course, must be a concern that future teachers receive this liberal education in the company of those who are being prepared in other professional fields.

The second point of focus is that the program must provide outstanding competence in the specialized fields in which the teacher will be certified. How is it possible to determine adequacy of the undergraduate program in the specialized field for certification?

One criteria might be that the teacher, on his undergraduate program, can build a good graduate program in the specialized field. For the elementary teacher, the general or liberal education should be as broad and sound as is possible, and there should be special competence in understanding the growth, development and learning of children.

The third point of focus in the preparation of teachers relates to professional education courses--professional education courses must be constantly analyzed and scrutinized, both by professional educators and people outside of the profession. Professional education, of course, cannot be overlooked, since it is essential that the competencies and knowledges of the profession be understood by the teacher candidate. For instance, it is important that school teachers know the history of the American public school and the philosophical foundation on which it rests. It is essential that teachers know the continual interaction between schools and the social order. Teachers should understand thoroughly the learning processes and the implications which these psychological processes have for teaching methodology. Naturally internship, intensive practice teaching, coupled with the opportunity to learn through study and reflection on experience, is essential. These are all in the nature of professional education programs which cannot be overlooked. However, this aspect of the total undergraduate program of the student should not exceed more than one-sixth or one-seventh.

The fourth point of focus is this: the prospective teacher must understand the nature of the discipline which he aspires to teach. This requires more than simple mastery of manipulative skills or a body of knowledge. This implies being able to operate with a clear understanding of what happens in terms of a total intellectual process. In math, for instance, it is necessary to teach more than the manipulative processes which produce students who can follow directions with reasonable accuracy. It implies an understanding of the nature of mathematics as an intellectual discipline which has a proper relationship to other disciplines and which indeed has a relationship with the entire history of ideas. Methodology in a specific subject matter area is not so important because if the discipline is properly taught on the university level, in its teaching will be found valid clues to best teaching methods.

One important idea which recurred time and again during the seminar was that the task of preparing teachers must be shared jointly by the university and public school systems. It was proposed that the university deal with the theoretical, scientific, substantive areas,

while problems in application be left to public schools. Although there is controversy regarding this point, it was suggested that such course areas as administration, business management and audio-visual education could be better learned in the public school system. It certainly would be a major improvement to the preparation of teachers if both the university and public school systems would recognize more fully the implications of their joint responsibility. One possible approach might be a five-year teacher preparation program with the final two years being shared by both the university and public schools.

Much furor has been raised regarding the necessity for a very high level, restrictive system of selection for future teachers. Of course, all of the professions would hope for this kind of system. It should be pointed out, however, with the tremendous shortage of teachers in America today, it is unrealistic to assume that a much higher scale of selection could be used or defended. Other factors enter the selection picture. At the present time, we do have instruments which measure intellectual ability and performance reasonably well, but we have practically no way to determine the factor of desire for continued learning. We can measure fairly well health and appearance, if these are important in the prospective teacher. However, any attempt to measure personality factors in prospective teachers has resulted only in confusion and cloudiness. Certainly, the instruments used to distinguish the good from the questionable prospective teacher are far from infallible. We must, however, not sacrifice quality in program, although there is great need for quantity in output.

Another serious concern of the seminar group was classified as the "community shock effect" on new teachers. Teachers coming into the field today do not have the same degree of cultural status as in the past. Also, the total educational level of communities today is higher than that of the past. New teachers may face considerable difficulty in establishing positions of intellectual or cultural leadership. These problems for teachers have resulted from changes in our cultural attitudes toward education and educators. This problem certainly has had an effect on efforts to make teaching a profession. It has become increasingly difficult to establish career stability among teachers. Frequently, teachers go into education as an interim period before marriage, or as a secondary choice for lifetime occupation. Poor salaries have also influenced the movement of teachers from educational jobs into other income pursuits. Generally speaking, teachers have not been able to look at their chosen field in terms of a full, professional life pursuit. These are problems which both the university and public schools must tackle. Public school systems must provide a situation in which able young people can see the totality of their professional lives in such a way that it is so challenging, they will not be tempted to desert their profession. Public schools must rid teachers of clerical, janitorial and nursing jobs if able and energetic people are to be retained in the field. Leadership for this kind of service must come both from the public schools and the university.

The following quotations, which have meaning for the teacher education program, were recorded during the seminar:

DEAN KEPPEL: Many things are being taught in colleges today which could better be done on the job. Such areas as visual aids should actually be done in the public school system. On the college level we have tried to do some things which we are not qualified to do. We should stick pretty close to the theoretical and the subject matter on the college level.

PRESIDENT HILL: What should teacher preparation include? 1) There is need for a strong general education or liberal arts program. 2) There is need for the mastery of a subject matter area. 3) Although some say it is not essential, I say there is need for professional training--training related specifically to the profession of education.

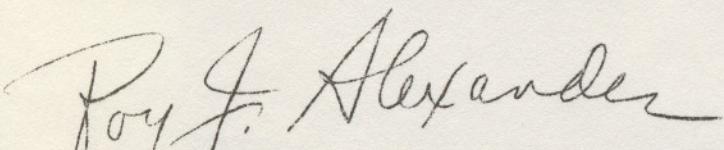
PRESIDENT NEWSOM: Professional education still has great value in teacher education programs, but there should be the following modifications: 1) It should come late in the curriculum. 2) There should be a critical look at what we teach in professional education, so that we are certain that what is taught has real significance to the teacher trainee. Education courses have become diluted. There must be a logical consolidation of materials. Also, there must be the introduction of new materials and new ideas which bring professional education up-to-date with today's times.

PRESIDENT HEALD: There must be a close relationship between this new university and the public schools. Extra emphasis should be placed on this relationship. Public schools can do some of the training which is now being done by the universities--and they can do it better. Here the medical school--hospital situation might be a correct analogy for the teacher education--public school situation.

SUPERINTENDENT BROWNELL: Teacher education is a long-time process. Much learning continues after the strange interlude called teacher education. It is strongly recommended that an early career choice be made by people interested in teaching. The person who makes up his mind to do a specific thing seems to get more out of it.

DEAN MELBY: The present educational system in America is nowhere near creative enough as it has to be if freedom is to survive. We must develop a total education which will provide a much broader base for decision making if we are to come to grips with reality. Communities are becoming more and more powerful teachers. We must take advantage of this aspect of society to help us in the problem of educating young men and women.

In the next NEWSLETTER, we shall give some of the highlights of the Business Administration Seminar.


Roy J. Alexander
Director of Student Services