

NEWSLETTER ARCHIVES

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Mildred McAfee once defined an educated person as one who voluntarily does more thinking than is necessary for his own survival. Such a person is not only educated; he is psychologically young. For he has not permitted himself to slip into either the selfcenteredness or the apathy of old age.--Bonaro W. Overstreet

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STAFF APPOINTMENTS: Ten MSUO faculty appointments will be approved at the June meeting of the MSU Board of Trustees. Three of these will be staff positions in Student Services. Each person to be appointed comes to MSUO with an outstanding record in higher education. Several are national figures of considerable prominence. Like MSUO's curricular program, the faculty will be of high quality.

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BUS TRANSPORTATION: Plans are still underway to arrange bus transportation from key population centers to the MSUO campus. An announcement regarding this will be made in August. Meanwhile, accepted students should be organizing car pools if possible.

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INTRAMURAL ATHLETICS: Many questions have been raised relative to athletics at MSUO. We will not have intercollegiate athletics for several years. When the program is developed, it will be low-pressure. A strong intramural program will be organized from the beginning. It is hoped that many MSUO students will become involved in the voluntary intramural program. To head this program, an outstanding physical education specialist, currently at the University of Nebraska, has been hired. He will plan with students the kinds of activities most desirable in the university situation.

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RELEASE OF CURRICULAR PROGRAM: Since the official Catalog will not be available until September, materials which will appear in this publication are being sent to all accepted applicants. Included in the materials are curricular programs, policies related to academic life, and university philosophy. If you have applied and been accepted for admission at MSUO, your copy of this material will be forthcoming this month. Any other person may obtain a copy by writing the Registrar.

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STUDENT EMPLOYMENT: Efforts are being made to identify part-time student jobs for the fall quarter. It is unlikely that any jobs will be available before September. Every effort possible will be made to insure jobs for students needing financial assistance. Maximum work time allowed will be about 20 hours per week. Information about part-time work may be obtained from the Student Services Office.

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SUMMER FRESHMAN CLINIC: A freshman clinic to be held late in August is now being planned at MSUO. Heading this program will be the newly appointed Director of Counseling and Testing. The clinic will deal with testing, academic counseling and orientation to MSUO life. All accepted freshmen will be notified of the dates and urged to attend this important session.

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The April NEWSLETTER dealt with guidelines for teacher education. This NEWSLETTER, which deals with business administration, and the one following will report generally ideas emerging from the Seminar. 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 in Engineering Science, Business Administration, Teacher Education and the Liberal Arts. Bases for the presentations appearing in the NEWSLETTER are the seminar reports prepared by Chancellor Varner and Vice President Hamilton.

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An interesting trend related to American business and industry has been identified through recruiting practices. More and more, graduates from among those concentrating on the more practical and vocational disciplines are being hired by business and industry. Colleges, as a matter of fact, have encouraged this trend by devoting increasing amounts of their resources to vocational programs. Naturally, this has created considerable concern in the minds of people interested in general or liberal education. Of still greater impact is the significance which this kind of educational program has, both for industrial organizations and the institutions of higher learning which are responsible for business education.

As social and economic organizations have become increasingly complex and technically oriented, the need for many highly trained and skillful scientists and technicians has been accelerated. However, although universities have been able to provide the scientific and technical education necessary, serious problems in good human relationships, crucial to every employment situation still exist. What is meant here is that although science graduates from colleges and universities are keenly trained, this has not insured job success because the vast majority of people losing employment leave because of problems in human relationships which have no connection with technical competence. A recent study of 76 American corporations divulged that lack of job know-how or skill accounted for only a shade over 10% of the discharges, while 90% of those discharged were for reasons involving human relations problems. This fact has considerable meaning and significance for business education programs. It has become increasingly clear that undergraduate education does not train business men, but should produce a citizen and an education human being. True, there should be a certain skill orientation toward vocational areas developed in undergraduate programs. However, it is equally true that no undergraduate program can provide all of the skills and knowledges which a mature business man has at his disposal.

What then should the undergraduate programs be expected to produce in the graduate? Perhaps we can better answer this question if we look at the educational picture related to business administration education and see what is being done in the United States by the various kinds of institutions. Here it would be necessary for us to accept first that business education is not the sole concern of large universities and colleges. Other institutions of learning have a logical right to deal in the field or related fields. Today, business administration education is being done by Company Universities, Community Colleges, Schools of Engineering, Liberal Arts Colleges and University Schools of Business. The following statement, which includes the function of each type of institution, may suggest to you overall responsibilities for education in this field:

Company University

The company university is fairly widespread in big business and industry. Programs of an internship nature relating specifically to concepts necessary in a given industry are offered. An important generalization here is that because the company offers its own university training, it expects its employes to continue with their professional educations beyond graduation. This kind of institution, of course, has the advantage of offering skill development opportunities in a living problem situation directly related to work.

Community College

Community colleges deal primarily in the field of terminal programs. Much of the activity carried on by community colleges is in the nature of a technical service. This, too, has its rightful place in business education.

School of Engineering

Through such programs as industrial engineering and industrial management, a marriage, which a number of years ago was unforeseen, schools of engineering have integrated within their programs business education principles.

Liberal Arts College

Regardless of what recruitment practices might imply, there seems to be a movement in the direction of renewed interest in liberal arts graduates. Four hundred liberal arts colleges now offer some business education courses.

University School of Business

The university school of business has a distinct obligation in this field. It must provide leadership, guidance and experimentation for the total field of business education. Skill building and technical teaching should be left to the companies and community colleges. Industrial management should be left to engineering schools. This school's role is leadership.

This resume of the kinds of schools currently dealing in business education gives you some idea of the breadth and scope of the business education field. Look now at business education on the university level from the standpoint of approaches. Generally, there have been three approaches used: 1) Concentrate on the teaching of techniques and skills, and of course here it would be necessary to differentiate between the teaching of technical skills related to a computer and those related to the functions of a bookkeeper. 2) Treat business education as a self-contained subject area with one or two years of general education superimposed over business education. 3) Integrate some business education into the general educational program. The implication here is recognized that problems in business oftentimes are similar to those in other academic fields. For instance, principles

in the study of the liberal arts and sciences may also apply in the solution of problems of business education.

This brief explanation presents some idea of breadth in business education and several approaches used to satisfy the various needs within the field. Beyond this, what should the undergraduate program provide for young people going out into the business community? The following listing of competencies, skills and understandings indicates the answer:

1. Thorough understanding of the nature of society. Naturally this is important to the business man as a business man, but also and maybe more importantly, to the business man as a citizen. He must know the history of his own society, and he must know the principles involved in processes of social change. Business has more than economic aspects. It also has social, political, psychological and historical dimensions.
2. Ability to reason. A formal education should place strong emphasis on those disciplines designed to produce thinking and reasoning skills. Of course, this will include more than the traditionally accepted content area of mathematics. Other disciplines are equally invaluable.
3. Awareness and understanding of the physical world. Considerable emphasis should be placed on the natural sciences, but as an intellectual process rather than a manipulative technique.
4. Three job-related outcomes: Analytical tool kit, basic management tools and competence in the behavioral sciences, economic analysis and quantitative method.

Dean George Leland Bach of Carnegie Institute of Technology, a member of the business administration seminar, presented the following observations, which seem to summarize approach necessary for developing a top-quality business administration curriculum:

Given the certainty of change and the uncertainty as to its direction and outcome, it seems to me clear that we must place central importance in our university training--for business as elsewhere--on students' thought processes and not on particularized subject matter. In such a world, surely anything we can do to develop flexibility of mind, openness and receptivity to new and changing ideas, habitual skills in learning for one's self, and other such mental characteristics must promise more use to the individual and to society over the quarter century of change ahead, than would comparable attention to descriptive information about today's institutions and today's best business practice. It suggests equally that insofar as we build in analytical tools, we must continually reach for those of broad and general applicability, with emphasis on how to use them effectively in widely varying situations, rather than on detailed particular skills and techniques.

There were a number of interesting comments from other members of the seminar. Possibly these will enlighten you on the cross currents of thinking pervading the group.

Theodore V. Houser, Chairman, Board of Directors, Sears, Roebuck and Company:

The business administration student should come to Michigan State University Oakland with a reasonably high IQ, initiative, and a sense of leadership, a strong will, independent thought, and reasonable powers of analysis.

William Howard Coleman, President, Twin Coach Company, Kent, Ohio:

The greatest problem in business today is the lack of incentive and an over-dependence on security.

Frank Cook Pierson, Professor, Department of Economics, Swarthmore College:

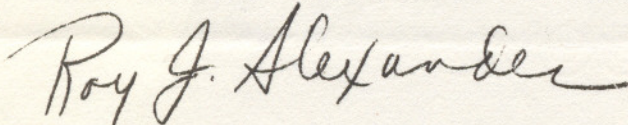
The central question with which you are concerned at Michigan State University Oakland is whether or not you can provide optimum education for the average student headed for the average job and do it at a reasonably high standard and quality.

Erwin Haskell Schell, Professor Emeritus and Lecturer, School of Industrial Management, Massachusetts Institute of Technology:

You should never consider restricting the marketing of your graduates' service in the local area--give them the best training in the world, but pass them out to the rest of the world too.

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The next issue of the NEWSLETTER will contain the report on the Liberal Arts Seminar. This will be the final report on seminars.



Roy J. Alexander
Director of Student Services

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