Board fails to elect chairman

In less than half an hour - one of its shortest meetings in recent memory - the Board of Trustees last Friday:

* Decided to enter 1971 without a chairman. Trustees Blanche Martin and Warren Huff were nominated to succeed Don Stevens, but the vote ended in a 4-4 tie. (Supporting Martin were Stevens, Mrs. Patricia Carrigan, Kenneth Thompson and Martin. Voting for Huff were Frank Hartman, Clair White, Frank Merriman and Huff.) Stevens had earlier requested that his name not be placed in nomination "to remove any possibility that I as chairman might cause possible factional division on the Board."

* Authorized a day - care facility for children of MSU students living in married housing. The facility will be self - supporting through charges to those who use it. Designed for 100 children, its purpose is to allow student wives with small children to work and/or attend classes.

* Accepted $2,601,643 in gifts and grants. The total includes $1,095,000 for scholarship purposes, $700,000 for research projects, $480,000 for educational programs and $131,000 for fellowships.

* Approved some 50 personnel actions, including the naming of Dorothy A. Arata, professor in human development and the Honors College, as assistant provost for undergraduate affairs, and Clayton H. Wells, assistant professor, as administrator of conferences and institutes in the Continuing Education Service. Also approved was the appointment of Richard E. Hansen as chief of the Continuing Education Service editor in continuing education. He succeeds James C. Totten, who becomes an associate editor and managing editor of athletic publications. University Editor's Office.

Retirements were approved for Erling B. Brummer, professor and chairman of art; William B. Hawley, professor and associate dean of education; and Beatrice F. Moore, professor, Counseling Center. All are effective July 1, 1972.

* Received a proposal from Trustee Patricia M. Carrigan offering guidelines for the structure of Board meetings. In what she described as "some rather modest modifications" in procedures, Mrs. Carrigan suggested making agendas of each meeting, and making public the agendas of "retreats" of the Board and the Executive Group. She asked Board members to respond to her proposal at the February meeting. (A summary of the proposal is on page 3)

Senate prepares for another try at bylaw amendments

Action concerning two new standing committees will precede discussion of student participation in academic governance at today's Academic Senate meeting at 5 p.m. in 108 B Wells Hall. The Senate will be asked to approve:

* Bylaw amendments to provide for a new committee on building, lands and pluemies. The committee's charge would include studying and making recommendations on building priorities and land utilization on University property and the "ecological implications" of such proposals.

Two new majors approved

Curriculum changes in four colleges, including the creation of two new majors, were approved last week by the Academic Council.

The new majors are in mathematics education (leading to the Ph.D. degree) and in music therapy (for the master of music degree). Both are effective immediately, pending formal approval by the State Board of Education.

The Ph.D. program in mathematics education is designed for persons specializing in mathematics who are interested in college teaching or teacher training, according to William Fitzgerald, associate professor of mathematics.

Establishment of the major will encourage more research mathematicians to participate in math education, he said.

Fitzgerald noted that MSU's mathematics department has maintained a wide interest in math education, one of the few departments in a major university to do so.

He said that the present tight job market for Ph.D. holders should prompt more and more graduates to take jobs at smaller institutions where teaching is emphasized over math research.

THE NEW major in music therapy formalizes offerings that now exist in the music department.

Requirements for the master's include a bachelor's degree with a music therapy major, plus six months' clinical training in an approved training hospital. (The latter is already a requirement for the bachelor's degree at MSU.)

Robert F. Unkefer, associate professor of music, said that MSU is the only institution with its own clinical facilities for music therapy education, and one of only about a dozen schools offering a master's program in music therapy.

Also approved was a change in the number of credits required (from 198, plus physical education, to 180, plus P.E.) for the bachelor of music in music therapy.

OTHER curriculum changes were approved in James Madison and Lyman Briggs Colleges.

The James Madison foreign language requirement (now one year of foreign language and a year of related study) has been modified to include four options:

* Attainment of a second - year competency in a foreign language.

* Completion of six courses in foreign area study.

* Completion of six humanities courses, either in the College of Arts and Letters, or in the humanities department beyond the 241-242-243 series.

* Completion of six methods courses in social science.

Herbert Gaffin, dean of the college, said the changes reflect an attempt to offer a better compromise between those who wish to require two years of foreign language and those who would eliminate any language requirement.

Approved for Lyman Briggs College is a field of concentration in medical technology.
What to do when there's no class:
Start your own

A year ago Jim Cash was looking for a course he could take in creative writing for television. At the television department he was told: "No, we don't have a course in that, but we do have TR499." How should such a course be taught? The department chairman asked. So Cash wrote a proposal with his own answer to the question.

As things turned out, Cash never did get to take a course in creative writing for television — he's been teaching one instead (TR499).

SIX TABLES and 18 students, one instructor, and one videotape machine squeeze into a corner classroom (of sorts) in WMSB's basement. A few minutes later the students are being told: Okay, you've just been granted an audience with God. Describe Him, the place you're in and the reactions of the people around you.

Or: Describe the thoughts of a person going insane.

From whence these ideas? Cash points to his head.

And how do you determine good writing?

It's new, unique, not stale — and technically good, Cash answers.

The "technically good" part of the creative writing in this course makes it unique. There are other courses on campus for creative writing — there is no other course which also teaches a structure to the written word.

Cash hands his class a two-page introduction to a segment of the "Revolution of the Radio" television show — then proceeds to point out some 26 technical points to script writing on the two pages. Camera shots, angles, indentation, page numbering, description, dialogue, what to capitalize, what the terms mean.

Drill and a drill and — that's the only way they'll learn that stuff, Cash says.

"There are seven basic rules of script composition," he tells his class. He looks up: "I sound like a drill sergeant. . . ." goes back to the seven basic rules.

DOESN'T THE "drill and drill and..." of the technique get boring?

"If so, tough," Cash says. "It's just something that has to be done. If you're going to be in the game, there are reasons for it. They're not writing a novel, they're writing a script. Thousands of technicians and others get copies of this script. If you're going to be a professional you have to act like one. That's professionalism — both an art and a craft.

The only way to learn to write is to write, Cash says. "The guy who taught me how to write — Clinton Burhams (professor of English here) really made me work. The first story I ever wrote for him he made rewrite 11 times. Each time he pointed out something wrong. You've got to make them work, they're not going to do this other way. The important thing is discipline — just keep doing it."

CASH HIMSELF is a writer. He has sold scripts to various television shows, including "Mod Squad" and "The Bill Cosby Show." He's had plays produced here on campus, has written a novel and is a producer — writer for WMSB's "Man of the Year" series.

Teaching, however, is a new experience, and "I love it. It's the greatest fun in the world. It excites me — the spontaneity, the communication. Two points come together and connect. The kids are bright, that's something to say. It's really fun to rap with them."

The main thing about this course that turns me on is that here is at least one time that people can get together and really dig what they're saying to each other — and really dig what they're saying to each other.

"I thought a teacher is what you are if you can't be anything else, but, wow, that's ballet. It's an art form in itself."

"I've got the two greatest jobs in the world."

Cash is also a graduate student in theater, recipient of the annual Shubert Fellowship, and for that is writing a three-act play. He did his undergraduate work here in English.

There is more to his class than drilling. He was concerned about developing a personal relationship with each of his students. "For something as personal as creative writing, you've got to get to close to them," he says. "It's not like mathematics — it's a personal thing.

And he says, "the kids can't believe they're in a class where there are no yes and no answers. Their heads are the answer. I only teach technique."

The approach, he says, is "totally personal. With 18 kids I can do it. I don't know how or why they (other faculty) do it with 250 kids in a class." (In class, a product gets dissected via the videotape machine. Studying angles and shots. Discussing a movie or television show, getting excited, not about content or scenery, but an angle, a shot, technique. . . . really takes your breath away . . . ."

Cash is saying to his students.

"I stutter a lot in class, it seems to me," he says. "There's so much I want to say. My thoughts are tumbling — creative writing is so alive, so intimate."

Class discussions often go beyond class time, because the students ask him not to stop. "That's really a gas," he says, adding afterwards: "It also wears me out."

— BEVERLY TITCHWELL

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Jim Cash: "The two greatest jobs in the world."
Report chronicles a campus in crisis

MSU Omnibus Survey Report No. 2 was conducted during May, 1970, when campuses across the nation were in turmoil and when this University was the scene of attempts by students to mount a general strike. The survey was conducted by the Urban Survey Research Unit, with assistance from the Social Science Research Bureau and the research unit of the Center for Urban Affairs. Questionnaires were sent to three groups: 2,500 students, 500 faculty members and all administrators; returns came from more than 1,250 students, about 295 faculty and some 275 administrators – an overall response of about 60 per cent, according to coordinator Philip M. Marcus. Following are excerpts from the report.

ATTITUDES TOWARD OFF-CAMPUS EVENTS

The data in our first section clearly show that MSU personnel had a lack of support for the Indochina War in any of its manifestations. While administrators, as compared to undergraduates, were more sympathetic to the national policy, they too remained somewhat divided.

The simple fact that no major political figure could gain as much as one - third of sample's choice for a future U.S. president is indicative of the diversity of support for any specific leader and his policies...

Most persons on campus indicated they were supportive of President Wharton's overall handling of the campus events. An overwhelming proportion of respondents were against any legislation which might call for the resignation of President Wharton and the presidents of the other major Michigan universities.

While this reaction may not entirely reflect support for President Wharton, it clearly incorporates much of the feeling of off-campus agencies are denied legitimacy when they enter into university affairs. This is an important finding because it reveals how complicated attitudes are toward legislative or police intervention. The goals of the University are diverse and not clearly perceived; but how much the respondents approved President Wharton's overall handling of crisis events last May

<table>
<thead>
<tr>
<th>To a great extent</th>
<th>To some extent</th>
<th>To slight extent</th>
<th>No extent at all</th>
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</thead>
<tbody>
<tr>
<td>Administration</td>
<td>62%</td>
<td>37%</td>
<td>4%</td>
</tr>
<tr>
<td>Faculty</td>
<td>53</td>
<td>29</td>
<td>12</td>
</tr>
<tr>
<td>Grad. students</td>
<td>37</td>
<td>33</td>
<td>19</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>30</td>
<td>30</td>
<td>25</td>
</tr>
</tbody>
</table>

How the respondents characterized their own general political orientations, as of May, 1970

New or radical left: Administration 3% Faculty 7% Grad. 2% Undergrad. 5%

Very liberal: Administration 12% Faculty 19% Grad. 13% Undergrad. 23%

Somewhat liberal: Administration 41% Faculty 40% Grad. 32% Undergrad. 34%

Moderate: Administration 21% Faculty 16% Grad. 18% Undergrad. 15%

Somewhat conservative: Administration 11% Faculty 21% Grad. 25% Undergrad. 19%

Very conservative: Administration 1% Faculty 2% Grad. 4% Undergrad. 3%

New or radical right: Administration 0% Faculty 0% Grad. 0% Undergrad. 1%

these who interfere in campus life gain little support within the academic community. Self-discipline is clearly the norm.

ATTITUDES TOWARD PROTEST ACTION

... it is clear from our data that undergraduates are more positively oriented toward extra-campus channels and radical students than any of the other three subgroups. Thus, it might be expected that if action were taken against protesters, support could be generated among a substantial segment. This segment would also be joined by members of the other three subgroups, who are often divided on many issues.

It is important to note that, although differences occur among our subgroups, there is great consensus as to proper courses of action (for protest); relatively strong, similar norms govern behavior of all subgroups. The similarity remains constant while the degree of attachment varies.

This point was most obviously illustrated in answers to our question about protest action. A majority of all subgroups approved of protest if it did not interfere with the rights of others. However, undergraduates subscribed to this point more strongly than other subgroups.

REATIONS TO CAMPUS VIOLENCE

Comparison of the reactions to these two events (the student shootings at Kent State, Ohio, and at Jackson State (in Mississippi) shows some interesting consistencies. For example, there was more sadness about the Kent State shootings and more anger about the Jackson State killings. Each subgroup in our sample indicated this reaction.

In terms of justification for the shootings, each subgroup felt there was less justification for the Jackson State event than for the killing at Kent State. It is also interesting to note that there was more overall agreement among our four subgroups about the events at Jackson State than about Kent State ...

The data show that respondents were upset about violence on other campuses but did not change greatly in their attitudes toward the use of campus police. Thus, those who suggest that campus disruptions themselves bring about major shifts for or against police action are apparently without support among the vast majority of our sample.

THE MSU STRIKE

... Clearly, strike activity did not encompass a high proportion of the campus, but there was a very substantial minority who were either directly involved or in strong support. This was most marked among undergraduates who comprise the largest segment of the university. In most cases, graduate students were more aligned with faculty and administrators than with undergraduates.

It should be clear from these data that students are quite involved in national interests and are willing to participate in certain kinds of activities leading toward changing conditions. While most students believe in, and participate in, traditional forms of action, they are quite sympathetic to others who desire, and act upon convictions and principles.

Administrators are much less sympathetic to student concerns, and more likely to think in terms of control to avoid change. Part of the explanation of this divergence of views can be found in data presented in our Winter Study, i.e., administrators have a broader concern for University operations and its goals than students manifest. The latter are concerned primarily with personal and relatively limited problems.

For example, the draft laws affect the students and their occupational futures. Only the administration can have the luxury of worrying about abstract educational goals. On the other hand, administrators' futures are judged by the way they handle student problems.

... We hope it does not oversimplify matters too much to say that students have a great investment in world events (but they seldom act upon their interests); administrators have a broader concern for University operations and its goals than students manifest. The latter are concerned primarily with personal and relatively limited problems.

Rating of alternatives that the respondents said best described their position on campus police having weapons

<table>
<thead>
<tr>
<th>Rating of alternatives that the respondents said best described their position on campus police having weapons</th>
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<tbody>
<tr>
<td><strong>Admin. Faculty Grad. Undergrad.</strong></td>
</tr>
<tr>
<td>I approve of violent disruptive protest.</td>
</tr>
<tr>
<td>I believe in nonviolence, but approve of violent or disruptive protest if it is the only way to make a point in an urgent situation.</td>
</tr>
<tr>
<td>I approve the civil disobedience principle while stressing the need for willingness to accept consequences.</td>
</tr>
<tr>
<td>I approve of protest if it does not interfere with rights of others.</td>
</tr>
<tr>
<td>I approve only of legal channel forms of protest.</td>
</tr>
<tr>
<td>I reject all forms of protest.</td>
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How administrators and faculty indicated the extent of disruption during the turmoil last May

<table>
<thead>
<tr>
<th>How administrators and faculty indicated the extent of disruption during the turmoil last May</th>
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<tbody>
<tr>
<td><strong>Very Somewhat Slightly Not</strong></td>
</tr>
<tr>
<td>disruptive disruptive disruptive disruptive at all</td>
</tr>
<tr>
<td><strong>Admin.</strong></td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
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</table>
Board meeting guidelines are offered

RETREATS

The term "retreat" here refers to closed meetings of the Board of Trustees and the Executive Group held for the purpose of discussing certain categories of business for which, unequivocally or at a given point in time, discussion in public session is incompatible with the best interests of the public and/or the University. Two such categories are obvious: Pending financial transactions (purchase or sale of property, stocks and bonds, etc.) and personnel matters. Perhaps there are others, but whatever categories are ultimately to be included, they should be defined publicly (along with the rationale for excluding them from discussion in public session), and the Board should scrupulously limit discussion in executive session to matters falling within those categories. Any Board action required on such matters would, by policy, continue to be taken in public session.

PUBLIC BRIEFING SESSIONS

There should be encouragement in these sessions full and open discussion by the trustees of all policy matters on which the Board is to act. Cursory discussion at best suggests a lack of interest and may encourage public suspicion that the decisions have already been made, behind closed doors. The agenda of items scheduled for action in public session should be made available to the press well in advance of the meeting... so that those have a special interest in attending can plan their presence. The published agenda should include both definite and tentative items, with the latter identified as such.

PUBLIC ACTION SESSIONS

These are open meetings held primarily for the purpose of formal transaction of University business. The agenda of items scheduled to be discussed at public briefing sessions should be made known to our relevant public, and conscientiously adhered to in whatever meetings are held, singly or in combination.

Potential benefits from this process are three-fold: (1) More effective communication between the Board and its constituencies, (2) increased public awareness of the University's role and of the practical problems of implementing that role for the greatest benefits to Michigan higher education, and (3) increased public confidence in the management of the University, both by the Board of Trustees and by the Administration.

Legislative report

Editor's Note: Following is the first in a series of monthly reports on activities in the Michigan Legislature that relate to the MSU community. They are prepared by Mike Born, special assistant to Executive Vice President Jack Breslin.

Economic issues loom high in State Legislature

The governor's budget recommendations for 1971-72 include both definite and tentative items with the latter identified as such. Economic issues loom high in State Legislature. It is clear that due to the current belt tightening, being expected of all state government, higher education is in for some hard fights in seeking greater financial support.

There should be encouragement in these sessions full and open discussion by the trustees of all policy matters on which the Board is to act. Cursory discussion at best suggests a lack of interest and may encourage public suspicion that the decisions have already been made, behind closed doors. The agenda of items scheduled for action in public session should be made available to the press well in advance of the meeting... so that those have a special interest in attending can plan their presence. The published agenda should include both definite and tentative items, with the latter identified as such.

...GROUND RULES for each type of meeting need to be spelled out, made know to our relevant public, and conscientiously adhered to in whatever meetings are held, singly or in combination.

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- MIKE BORN

MSU Faculty News

Editor: Gene Reinlein
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Editorial Office: Rooms 323 and 334, 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.