

# diagonalia

## Where To Go To See Whom For What

*Following is a guide to the LSA Dean's Office to help students, staff, and faculty locate the appropriate person to consult when they have a particular concern or problem.*

Acting Dean of the College of LSA — **B. E. Frye** (764-0322, 2522 LSA Building). Overall responsibility for the programs and personnel of the College, especially formulation of major policy; liaison with the Executive Officers and the Regents of the University; cooperation with the College Executive Committee and Associate Deans in implementing the goals of the College; cooperation with chairmen, directors, faculty, and students on all matters of mutual concern to the work and welfare of the College.

Associate Dean for Curriculum — **Jean Carduner** (764-0411, 2009B LSA Building). Evaluation of existing teaching programs and the development of new programs and courses throughout the College.

Administrative Assistant for Curriculum — **Joan Woodward** (763-3403, 2501B LSA Building). Administration and coordination of Mini, University, and Course Mart courses; *ex officio* Secretary to the Curriculum Committee.

Associate Dean for Faculty Affairs — **Eva Mueller** (764-0320, 2508 LSA Building). Review of grievance procedures, tenure policies, promotions, and other matters concerning academic personnel.

Associate Dean for Student Academic Affairs — **Charles G. Morris** (764-7297, 1220 Angell Hall). Supervision of academic counseling, the Administrative Board, the Office of Academic Actions, and Academic Judiciary; supervision of academic counseling of all undergraduates.

Assistant Dean for Underclass Advising — **Marion Jackson** (763-1042, 1213 Angell Hall). Supervision of all academic advising and counseling.

Director of Honors Council — **Otto Graf** (764-6275, 1210 Angell Hall). Supervision of Honors Program.

Secretary to the Administrative Board — **Eugene Nissen** (764-0311, 1223 Angell Hall). Supervision of all actions relating to students.

Director of LSA Checkpoint — **David Rogers** (764-6810, 1407 Mason Hall). Distribution of academic and course information to students.

Director of Coalition for the Use of Learning Skills — **Raymond Snowden** (763-3402, 1021 Angell Hall). Supervision of academic supportive services.

Associate Dean for Research and Facilities — **Samuel Krimm** (763-3272, 2520 LSA Building). Authorization of research proposals and coordination and monitoring of research budgets; authorization of space, equipment, current accounts, and computer utilization activities.

Assistant to the Dean for Administration — **John Meeker** (764-0321, 2524 LSA Building). Assistance and advice to the Dean in all needs of the College in administration; "walk-in" consultation and assistance with any urgent matters.

Assistant to the Dean for Special Projects — **Margo MacInnes** (764-6464, 2009C LSA Building). Aid in seeking funds for all Collegiate and departmental projects through contact with alumni, foundations, and corporations.

Assistant to the Dean for Non-Academic Appointments and Current Accounts — **Robert E. Ledbetter** (764-0324, 2552 LSA Building). Preparation of departmental non-academic budgets and maintenance of appropriate expenditure controls; review of expenditures by departments on current accounts.

*(Continued on back page)*



# commentary

## Creativity from a Scientist's Viewpoint

by Richard D. Alexander

*Richard D. Alexander, Professor of Zoology and Curator of Insects in the Museum of Zoology, is currently serving his second year as a Collegiate Professor, an honor bestowed upon faculty who demonstrate outstanding ability as undergraduate teachers.*

On the Illinois farm where I grew up, one job among the many necessary to keep the place functioning appealed to me more than most. It was the rebuilding of what we called the "watergaps." These were the extensions of our live-stock fences across the two creeks that wound through our pastures. The challenge was to devise some contraption of board and wire simultaneously so sturdy and formidable as to keep back the cattle and hogs, yet flexible enough to escape total destruction when the creek flooded. Every "watergap" was necessarily unique, for each creek and fence had its own idiosyncrasies.

I viewed the challenge of a watergap replacement with real enthusiasm; and I always did a novel reconstruction, supposing logically that since the old one had collapsed something different deserved a chance. Unfortunately, my mutations rarely seemed to represent improvements. My father viewed some of them with astonishment, others with downright embarrassment because the neighbors could see them. Once he summed it up in a rush of words I never forgot: "You may be smart, but you haven't got a practical brain in your head!"

That criticism was fairly devastating to the insecure teenager that I was, but as I worked past a Ph.D. degree years later in a part of this large realm that we call "science," I found myself able to

give the words a new and more comforting meaning. Ultimately, I brought myself to believe that my father may even have known that he was paying me some kind of back-handed compliment. True, I had been striving to devise novelty in building those watergaps, but for a purpose. I was trying to make them work — to find some truth that hadn't been there before. He seemed to be giving me significantly more credit for the novelty, and so might some of my fellow scientists today, especially those who tend toward the physical or "hard" end of this long spectrum of scientific endeavor on which I find myself nearer the behavioral "soft" end. Practicality implies a greater use of the previous structure, and perhaps I am more willing to be "smart" than practical in this world in which watergap equivalents seem to fail at alarming rates.

George Gaylord Simpson defined science as a self-correcting method of finding out about the universe — not a branch of knowledge, not all knowledge, not even organized knowledge, but a *method* with a built-in correcting factor, which is embodied in the kind of publication that makes every effort repeatable by any and all who may find the conclusions unsatisfactory.

In some sense, then, scientists are all rebuilding watergaps. The creativity in science lies in the ideas by which new models of reality are devised and tested when the old ones have shown themselves to be unsatisfactory.

The models that fail to meet the tests are identified in their shambles and rebuilt or replaced. They may concern the reality of a fundamental particle, a supergene, or a predator's search image, or the likelihood of an altruistic act spreading because it helps a social group at the expense of the individuals displaying it. Models, like watergaps, are unique because they are developed to deal with different aspects of this universe we are trying to find out about.

Perhaps it was an accident that the method called science developed its unique attribute of being self-correcting. Perhaps it was an outgrowth of some striving of the ancient sages, each to

excel, and of successful accusations against competitors that their results were faked or accidental. Whatever the case, the self-correcting aspect stuck, and the result has been a leapfrogging growth of knowledge whose rate alternately disheartens and encourages neophytes.

To illustrate: When I have supposed that I had a magnificent insight into the nature of man from some part of my biological understanding, and happened just then to read a bit of Shakespeare — or indeed of any keen observer on the human scene — I have been humbled into repressing my minuscule revelation. Sometimes, though, the idea will re-emerge for testing and the embarrassment finally fade, for I know that while Shakespeare remains undiminished because somehow we all sense that his genius was to understand us, his insights likewise remain essentially unexpanded.

The scientist may be viewed suspiciously, not only as bearing knowledge unique to him and with a significance known only to him, but also as dangerously impractical; and he may be viewed as narrow-minded because of the extent of his specialization. In turn, we potentially impractical bearers of unique but specialized knowledge must operate under the constant awareness that we teeter on a knife edge between the exuberance of discovery and the certainty of *being* discovered if it ain't so. Somewhere between is the comfort of the reality that if it is so, then it will not be the same when it is as old as what Shakespeare said, but an essential part, however minor in retrospect, of something larger — maybe even a watergap still swinging in the breeze after the worst of all spring floods.

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## Commencement Speaker

Dr. Donald T. Campbell, a distinguished psychologist from Northwestern University, will be the main speaker at U-M's winter commencement on December 15.



# special report

## Some Options for Satisfying the Foreign Language Requirement

Undergraduates who did not finish four years of high school language study with passing grades may fulfill the foreign language requirement in a number of ways. For example, they may demonstrate fourth semester proficiency by taking the College Board reading and listening test in the language previously studied. Students should ask the appropriate department about the specific score needed to fulfill the requirement.

The LSA faculty recently voted to retain the foreign language requirement but asked that departments provide more approaches to the study of languages.

The offerings listed below in the departments which attract the greatest numbers of students demonstrate the variety of options already open to students. Undergraduates may, of course, fulfill the requirement in languages other than those mentioned.

### Germanic Languages and Literatures Department (764-5357)

101. Elementary Course: An introductory course in spoken and written German, presenting practical vocabulary and basic structures through intensive conversational practice and simple written exercises. Emphasis is on oral proficiency but familiarity with written German is also developed.

102. Elementary Course: Oral work continues, but increased attention is given to the written language and its characteristic grammatical patterns and vocabulary. Conversational practice. Rapid sight reading. Writing of short compositions.

100. Intensive Elementary Course: In lieu of German 101 and 102 a student may elect this course which meets eight hours each week and presents, in one semester, the same content which is ordinarily assimilated in two.

(German 101 and 102 may also be taken via individualized instruction with

the student proceeding at his own rate under supervision.)

231. Second-Year Course: A study of texts selected from modern German writers and of associated cultural material. The course, which includes practice in writing and speaking, is designed to give the student a reading knowledge of standard modern narrative and expository prose.

232. Selected readings from modern prose writers and the classic masterpieces of German literature. Continued practice in speaking and writing.

230. Intensive Second-Year Course: This course meets eight hours per week and covers, in one semester, the same material covered in German 231 and 232.

221. Second-Year Course: This course is similar to 231, but emphasizes reading. The texts studied include modern writers like Brecht, Mann, Hesse, Boll, and related cultural material.

222. Second-Year Course: This course is similar to 232, but emphasizes reading. The texts studied include modern writers and the classical masterpieces of German literature.

236. Scientific German: Rapid reading of various texts in the sciences. May be taken by science majors in lieu of 232 or 222.

### Romance Languages Department (764-5345)

1. A student may meet the requirement in two semesters by taking the two intensive courses French or Spanish 100 and 230.

2. A student may test out of the first year and finish the second year either in a one semester intensive or a two semester sequence.

3. A student, who has had some experience in the past but is not in good control of the material may take a review course, French or Spanish or Italian 103, and then finish the requirement by taking the second year in a one semester intensive or a two semester sequence.

4. A student may take the 101-102 sequence the first year and finish the requirement by going to France, Spain, or Italy and taking the second year intensive in one summer.

5. A student may wish to take the intensive first year during the second semester and finish the requirement by going abroad for the second year intensive summer course.

6. A student may use the knowledge he has acquired in any non-academic situation, take a proficiency examination, and finish the requirement in whatever time span he wishes, one, two, or three semesters.

### Slavic Languages and Literatures Department (764-5355)

Russian 101, 102, 201, 202: Taught on a two-track system. The traditional track meets four hours a week and equal weight is given to reading, writing, grammar, and speaking. The audio-lingual track emphasizes Russian as a spoken language and meets five hours each week.

Russian 103, 203: An intensive variant of the traditional track, using the identical textual materials but meeting eight hours per week. This enables students to complete two years of Russian in one year.

## Comments and Suggestions Welcome

We welcome your reactions to our articles as well as suggestions for future articles of interest to faculty, staff, and students.

Contributions to our Departmental News section and other news items should be mailed by the 10th of each month to Editor, *Diagonalia*, Room 2501, LSA Building, for inclusion in the following month's issue.

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News items, information and requests  
for copies should be directed to  
Susan Almazol, Editor  
2501 LSA Building  
(764-6464)



# departmental news

## Access to Student Records

Students interested in the most recent information available on the status of the federal Family Educational Rights and Privacy Act of 1974 and U-M policies affecting LSA counseling records should call POINT 50 or 764-6850.

A list is now being maintained in the counseling offices (134 Tyler for Residential College students, 1210 Angell Hall for Honors students, and 1213 Angell Hall for all other LSA students) of currently enrolled students requesting access to whatever confidential information is in their counseling records. These students will be notified later in the month about the status of their request.

## New President of Biological Sciences Group

Professor **David M. Gates** has been elected president of the American Institute of Biological Sciences for 1975. AIBS is a nonprofit educational and scientific organization concerned with research in the life sciences.

Dr. Gates is director of the U-M Biological Station and professor of botany.

## Interested in Business?

Liberal arts students interested in a business career after graduation are advised to do the following, in addition to acquiring basic communication skills:

Take two courses in accounting and one each in business principles and management. Spend at least one summer at work in a business setting. Elect economics as part of the social science requirement. Take full advantage of the benefits of a liberal arts program and avoid slanting the remainder of the undergraduate program toward preparing for a job.

This advice comes from **Daniel J. Weintraub**, professor of psychology, and **William R. Audas**, associate director in the U-M Office of Career Planning and Placement.

They surveyed large American business and industrial companies in a recent study designed to help students and academic departments meet the requirements of employment markets.

## New Books

*Conversations at Random* by sociologists **Jean M. Converse** and **Howard Schuman** focuses on the experiences of 150 U-M graduate students as they conducted a battery of interviews for the University's Detroit Area Study. Their accounts range from poetry and satire to thoughtful essays and humorous vignettes. The book is published by John Wiley and Sons.

*Hail to the Victors!* is an in-depth study of racism and athletics at The University of Michigan by **John Behee**, now Director of Physical Education at Tri-State College in Angola, Indiana. Swenk-Tuttle Press, Inc. is the publisher.

## U.C. 308

Collegiate Professor **Wilfred Kaplan** of Mathematics will teach "Mathematical Ideas in Science and the Humanities" (University Course 308, MWF 10 a.m.) next term. The special interdisciplinary course develops the application of mathematical ideas to problems arising in the social, biological, and the physical sciences, as well as in the humanities. The course can be used as the third course in any distribution area.

## 1975 Henry Russel Lecturer

Professor **George Kish** of Geography has been named Henry Russel Lecturer for 1975, the highest honor the University can bestow on a senior faculty member.

The Lectureship to be delivered March 25 was established in 1920 with a bequest from Henry Russel of Detroit who earned three U-M degrees in the 1870's.

## LSA Student Government

Officers of the LSA Student Government are President Mark Gold, a senior

in economics; Vice President Shari Grant, a senior in history; and Treasurer Gary Baker, a sophomore in political science.

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## Where To Go To See Whom For What, continued

Assistant to the Dean for Budgets and Appointments — **Maurice Tommelein** (764-8526, 2556 LSA Building). Construction of the academic budget for all units and maintenance of expenditure controls on all general funds; coordination of all academic, budgetary, and appointment transactions with department chairmen.

Administrative Manager — **Carolyn Copeland** (763-3275, 2512 LSA Building). Appointments of Teaching Fellows and allocation of funds for Term III and for all closed courses; coordination of Affirmative Action program; development of a computerized system of faculty appointments, departmental work and class size, and student credit hour data.

Administrative Manager for Space and Equipment — **Bland Leverette** (764-0323, 2544 LSA Building). Planning and utilization of existing facilities and construction of new facilities; allocation of equipment funds and the operation and maintenance of computer terminals; reallocation of space within particular buildings, safety, security, and fire prevention.

Supervisor of Academic Appointments — **Robert Chipps** (764-8526, 2564 LSA Building). Maintenance of academic personnel files and monitoring of budgetary commitments.

Associate Editor — **Susan Almazol Baker** (764-6464, 2501 LSA Building). Supervision of internal and external Collegiate publications.

Supervisor of Office Services — **Mary Plummer** (764-0355, 220 Angell Hall). Supervision of such services as printing and typing for staff and faculty.

(Note: An alphabetical listing of responsibilities along with names of persons to contact is available from the Dean's Office by calling 764-6464.)