

Editor's Note: In keeping with its editorial policy, the State News here presents the pros and cons of an arguThe purpose of this presentation is to stimulate, not to defend, apologize or attack. Readers are invited to presen their views in letters to the editor The "natural superiority" of Ivy League schools has
long been perpetuated by such articles as Henry Robinson' long been perpetuated by s The time has come to more solidly evaluate the ma
terials these rather snobbish gentlemen offer as proof that "We are all equal, of course, but some of us are more equal than others.
tional rabbit-warrens" is as vague as his assertion "educa ever subtle, that graduates of such schools are unworthy of their degrees.
One cannot help but wonder at the shallowness of a
man who boasts of his own intellectual superiority by pounding out such vitriolic drivel on a typewriter manuthe end by a concern owned, operated and maintained He is nourished, housed, transported about, and indeed
makes his living from these "Denizens of Outer Medioc. makes his living from these "Denizens of Outer Medioc
rity."
a plea for higher academic standards. After reading it a piea for higher academic standards. Artier reading it
however, one is left with the impression that he iie mueh more, ecmecerned over the academic encroachments many of these "country cousin" universities are making on the almast salered fields of education that have, for years, been
sole property of the ivy League. sole property of the ivy League.
Education is a broed term inde
Education is a brosd term indeed, and when a person
attacks such a broad concept, it is a foregone conclusion that his comments will be vague and inaccurate. Robinson's are both.
One of the basic principles of this nation is equal op-
portunity. This is salso a be directly applied. As for the standards and entrance a person to qualify, enter and complete the require that for a B.A. in any of these schools must show the same "marked intellectuni promise" the Ivy League brags of. coming freshmen are from the top half of their high sehool classes. Fifty per cent are from the top fourth This would seem to be sufficient intellectual promise. Although there is little in the way of a grading system to go on, the reputations of MSU's schools of geology, vet medicine, ag engineering, plant pathology, speech,
journalism and music, to mention only a few, draw many students from overseas and other distant areas. It seems reasonable that they offer something in the
way of intellectual attainment and achievement to do this. Say what you will, Mr. Robinson, the great midwestern schools will continue to turn out capable, alert and well.
rounded citizens to provide for the needs of "superior rounded cilizens to provide for the needs of "superior"
Ivy League grads.
Art Underwood

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## Ivy Superiority Is No Idle Myth

Henry Morton Robinson, author ("The Cardinal") and Ivy Leaguer (Columbia "2s) has written a provocative
article entitled "Ivy Superiority" which appears in the November lesue of Holiday maguzine
In it he maintains that men who go to the eight tvy tunate associates in other schools.
Robinson asserts the "educational rabbit-warrens would "demoeratlve" the B A. degree by bringing it dow wouid
to the level of a."vaceination certificate.

Those of us who attend state universities, says Robinson, are "Denizens of Outer Mediocrity.
Robinson goes on to make other unflattering remarks about state universities and colleges not in the Ivy League.
He uses strong language; possibly his choice of words is at times unfortunate, even unjust.
But the notable thing about the article is its themenot, as its title tadieates, a defense of "Ivy Superiority,"
but a plaintive plea for higher standards of college educa. tion.
It is sad that a prominent man has found it necessary to publicly make such a plea. It indicates he does not believe the American ideal of a college education for everyone
is a success. is a success. Much sadder is the fact that it is most difficult fo
any MSU student, faculty member, or administrative ficial who claims even the slightest semblance of objectivity not to agree with Robinson's argument.
MSU's educational standards, along with those of many
nother university, have been attacked-viciously and another u
purposely.


Yet what can we possibly say in our own defense? That we have a "new concept of education?" That we are a pioner in education for the "common man?" That we
grew from a "clearing in the wilderness" to a "university" with 17,000 students?
Hardly. The truth of the matter is that educational
standards at MSU are low standards at MSU are low. MSU is an institution known far and wide for its services to the people of Michigan,
for its unparalleled physical plant, for its feared athletic or its unparalleled physical plant, for its feared athletic
teams. But it cannot even begin to compare itself as an educational institution-the primary reason for its exist-ence-with Harvard or Yale or the rest of the Ivy League. MSU is, by Hature, hin thstitution that accepts practiically any native of the state who boosts a "creditable" high school average. The emphasis, unfortunately, is not
on quality. And until it shifts to quality, MSU will not be known as a leader in the educational world, sven if I raduates a milition people a year
It is perhaps a viglation of, MSUU's baske precepts
insist on higher standards here, since it necessarily whata exclude many students. But the need is apparent.
It hurts to hear someone refer to MSUN as a second-
rate institution, even indirectly, but this is exactly what Robinson does in his article. It hurts even more when one cannot put up an adequate defense against his charges; when one must agree substantially with what he pos Changes are needed, and they had better come soon.
If they do not, MSU will become famous, not as an educa(ional institution, but as a leader in mediocrity. Ritzinger

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