

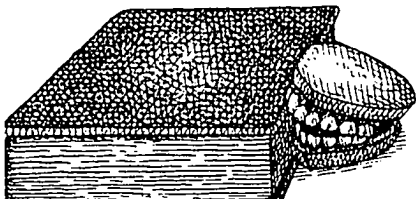
## Eating Away at Royalties . . . and Scholarship

■ The attempt by the trustees of Mattatuck Community College to appropriate royalties on a book co-authored by Professor Richard Nolan, or to regard the book as unrelated to his work as a teacher, reveals, at the very least, confusion on the part of the trustees and, at the very worst, complete wrongheadedness (letter, Nov. 4, "Community Colleges' Royalties Policy").

If they are serious about securing the royalties on the book, then they have confused the free, highly creative and scholarly process with an economic model more appropriate to the manufacture of widgets than ideas.

Such a serious confusion between learning and manufacturing sheds no credit on those responsible for higher education in this state. If the trustees' position is that no scholarly work not directly related to classroom teaching is to be recognized as credited time spent by a faculty member, then they are clearly wrongheaded about what scholarship is and how it relates to teaching.

As a faculty member at a liberal arts college, I know that scholarship — the research and publication of original lines of investigation — may not always lead directly into class-



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room preparation, since much scholarship is often narrower than the scope of most courses. On the other hand, I also know that without the stimulation and regeneration of the mind which scholarship provides, the overall enthusiasm and insights necessary for the general courses would not exist.

But it is sheer myopia, a failure to understand what learning, scholarship and teaching are, which could lead to the belief that the only "real" scholarship that will be rewarded is the kind that is directly related to the content of courses.

The relationship is more complicated and subtle than that, and the trustees' treatment of it is a frightening revelation of how they view education and learning in general.

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