

MINUTES
UNIVERSITY SENATE MEETING
March 6, 1964

PRESENT: Mr. Browne, Mr. Dykema, Mr. Ives, Mr. Powers, Mr. Behen, Mr. Wilcox, Mr. Christopher, Mr. Scudder, Mr. Ellis, Mr. Evans, Mr. Cohen, Mr. Fisher, Mrs. Turner, Miss Sterenberg, Mr. Mayer, Mr. Shadduck, Mr. Long, Mr. Miner, Mr. Aurand, Mr. Slavin, Mr. Painter, Mr. Reilly, Mr. Kermani, Mr. Richardson, Mr. Paraska, Mr. Solomon, Mr. D'Isa, Mr. Cernica, Mr. Roberts, Mr. Dehnbostel, Mrs. Dehnbostel, Mrs. Botty, Mrs. Bridgham, Miss Jenkins, Mrs. Painter, Mr. Mavrigian, Mr. Yozwiak, Fr. Lucas, Mr. Campbell, Mr. Smith.

Mr. Ives called attention to an error in the minutes of February 7 regarding faculty listings in the catalog. Rather than simplifying the present listings as stated in the minutes, the President stated that he felt that when a faculty member has completed all of the course requirements for his doctorate but has not received the degree, some mention should be made of this accomplishment. He suggested that a committee might be appointed to consider this question and study the practices of other institutions. Mr. Ives moved the appointment of such a committee. Mr. Dykema seconded. Motion carried.

The President made the following announcement of faculty appointed to the Council on Education Committee:

Dean Swartz
Dean Aurand
Dean Dykema

Dr. Wilcox
Dean Smith
Dean Miller

Mr. Dykema reported on a meeting he attended in Providence, R. I. Under half of the students who will graduate here this summer will be qualified to teach or will already be teaching. Thus to this extent, this is a teacher training institution. The preparation that we give them is inadequate even when college teachers have their master's degrees and possibly their doctor's degrees. But with college teachers it is much more likely they will continue their professional education. Due to the state of nervous exhaustion that elementary teachers are in at the end of a school day, it is understandable that they do not read professional journals for one, two or three hours and the professional advancement is little. The people administratively responsible have become aware of these inadequacies. Piecemeal steps have been taken to do something about it. This has been subsidized by the federal government in certain areas. Social studies and English have been pointedly ignored. A number of contracts have been let for research in these areas but any institutes have had to be supported by private sources. The most important of these efforts is the subsidizing of summer institutes by the College Entrance Examination Board in the summer of 1962. The College Board spent about two million dollars. Each of these institutes provided one or more teachers who dealt with 45 students during the summer. The teachers were paid a stipend for attending. One of the depressing things was that there were just barely enough people applying for these paid opportunities to do work in subject matter. Last year the National Council of Teachers in English decided to sponsor some of the same institutes. They discovered that all of them were fully subscribed. They organized five institutes. The first was in Providence the week of February 24, which I attended.

Limited to 75 teachers-they could be elementary, high school or college. They were predominantly high school. These people had to pay tuition fee of \$75, also all of their expenses, plus travel. The great majority came from the vicinity of Providence. Almost all of them had their expenses paid by their school districts. The school district also had to employ a substitute teacher

while they were at the meeting. Evidently the school district felt it was of importance. There were four lectures each day and each lecturer was there for one day. After each lecture, the group of 83 was divided into sub-groups of twenty each. The lecturer was hauled around from one group to another so he had about 20 minutes with each group for questioning, then he gave another lecture. Mr. Dykema, one of the lecturers, was there on Tuesday. He felt it was very highly organized. There were two coordinators of the group and, in addition, there were three leaders of each discussion group. As a result of this organization, the people attending were fully occupied.

I can draw these conclusions: It seemed to be very successful in the sense that those who participated seemed to be very much interested in what the lecturers had to say. The questions came spontaneously. The attitude was in no instance antagonistic and in many instances enthusiastic. They seemed to reel that they got a great deal that was profitable. The primary conclusion is this, that the elementary and secondary school people are decidedly anxious to improve their knowledge. The results were encouraging and a good many of the teachers felt that they were quite profitable. In the first experiment the applications were barely enough to fill up the various places and there was definitely antagonism on the part of some of the teachers whereas in this institute, one, two or three years after the other experiment, there was no antagonism at all and a great deal of enthusiasm. The foundation was laid by the College Board and we benefited from their experience. An attempt was made to do something to retrain these teachers who in the first place had inadequate training as undergraduates and have been unable to continue with preparation. This was primarily an institute on the English language and linguistics.

Dean Dykema felt that the undergraduate program has been weak in the history of English language since most of the course offerings are in literature. In 1928 Professor Kenyon recommended that all English majors, and especially those who were going to teach, should have a minimum of three hours in the History of English language. We're among the earliest to comply with the recommendation and have for some time required six hours in English language for prospective teachers. The State of Ohio now requires this for certification.

Edna J. Pickard, Secretary

ATTENDANCE SHEET
UNIVERSITY SENATE MEETING
March 6, 1964

Please sign:

Mark Bignone

Kathy King

David S. Ives

William C. Powers

Behen

Wilcox

W. Christopher

T. B. Smith

M. Ellis

W. J. ...

H. ...

H. ...

E. J. Fisher

Mae D. Turner

Elizabeth Sterenberg

W. E. Mayo

H. A. Shaddock

Joseph ...

Ward T. Minn

O. H. ...

M. Slavin

Clyde A. ...

E. T. Reilly

Taghi Kermani

L. F. Richardson

Paraska

Michael Solomon

Frank A. ...

John ...

S. L. Roberts

R. H. ...

Nellie B. Dehnbostel

Richard E. ...

Catherine M. Bridgman

Vera Jenkins

Edith ...

GUS MAVRIGIAN

B. J. Gyzwiak

Z. Lucas

R. G. Campbell

J. E. Smith

13 February 1964

Dean J. E. Smith
Youngstown University

Dear Sir:

In the minutes of the University Senate meeting of February 7, 1964, which I received today, part 3 of the first paragraph is (except for the last five words) just about 100% erroneous in substance or implication or both. It states, in fact, almost the direct opposite of the facts. Indeed, President Jones may well be repeating the famous words of J. Alfred Prufrock: "That isn't what I meant at all; that isn't it at all."

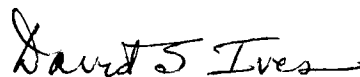
What the president said, you will recall, was that several years ago he felt that the listings were too detailed, and that they had been simplified at that time, by omitting mention of graduate study consisting of less than six hours. What he proposed on 7 February is not mentioned in the minutes at all: namely, that we consider whether or not to indicate in some way the status of those who have all but completed work for the doctorate (meaning, usually, all course work completed but the thesis still unfinished).

Accordingly, it was for the study of that question, and not to consider further "simplifying", that I moved the appointment of a committee. (I did not, incidentally, say "a committee of the Senate", but simply "a committee".) But the more serious error, of course, is the one in the first sentence of part 3, especially since it could have an unfortunate effect upon what I believe the president had in mind in bringing the matter to our attention.

Adding this information where pertinent, while actually not a very complicated thing to a competent editor, can nevertheless not be called "simplifying" by anyone, including the members of the appointed committee. Hence a committee "appointed . . . with the purpose of simplifying listing of graduate work" (as the minutes wrongly have it) could justifiably---indeed, might even feel bound to---recommend against the president's suggestion out of sheer misunderstanding of the purpose for which it was appointed.

Some, at least, of those who attended the meeting will remember the facts. Others, however, may not. And the large number who were not there at all will be completely and unsuspectingly misinformed. A notice of correction should therefore be sent to all who received copies of the minutes. (To facilitate this, I enclose a suggested version of such a notice.) The very least that must be done is to make clear the facts to the members of the committee, especially any who were not there last Friday.

Respectfully,



David S. Ives
Associate Professor
College of Arts and Sciences