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Monitor Newsletter May 15, 1978

Bowling Green State University

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Merit scholarships: culling the cream of the crop

Scholarships based on academic merit help create an atmosphere where excellence will thrive. "We feel it's very important to encourage students with ability to come to Bowling Green," says Dr. William Givens, professor of history and chairman of the Student Financial Aid Committee. "A school's academic climate is set by many things, one of which is the serious student." Dr. Givens says. "Those students form a nucleus -- they're like the proverbial leaven in the whole loaf."

See student profiles, page 2.

University President Hollis Moore has supported the scholarship committee's efforts to increase aid for outstanding students. "It's one thing for us to request the scholarship funds, and another for the president to find the money somewhere," Dr. Givens says. Faculty Senate President David Newman is equally enthusiastic about merit scholarships. "They set a tone which is desirable for the University," he says. "It tends to make teaching more interesting for the faculty, whose members, after all, are interested in scholarship and ideas."

Merit scholarships are given each year to students who qualify for admission, and who show they need financial aid to attend the University. Scholarships are made to applicants who are athletes, and still other scholarships are given to students who excel in art, music and speech.

Merit scholarships not only enrich the University community as a whole by attracting superior students, but also help create a core of alumni who will enhance the University's reputation through achievement in their fields after graduation, Dr. Givens says. In the Office of Admissions, the steady increase in scholarships for the past five years will continue to make the task of recruitment easier, according to Assistant Director Pamela Craig.

"The recipients are still a small number," she says, "but we can show something for the student with outstanding ability. It shows our concern with academic excellence."

Ms. Craig and other University staff members point out it is difficult to compete with private schools in terms of substantial endowment funds. Many undergraduates performing at high levels remain unrecognized, according to Dorothy W. Chau, assistant director of financial aid.

"It's difficult to make the decisions," Mrs. Chau says. "We are giving award merit scholarships. "The ones who are selected to come here for interviews are all very good students."

The Student Development Program, which aids minority students, has reallocated part of its scholarship money, previously awarded on the basis of need alone, to provide a number of grants for scholastic achievers.

Raymond A. Downs, assistant vice-president for student development, calls the scholarships "an alternative, especially for some solid students who didn't have test scores high enough to get other merit scholarships. It provides recognition for good students, and they have something to offer us."

Many of the good students in the program serve as tutors for other minority students, giving informal counseling and help with academic work.

One tutor, Anita Hunter, said it was helpful for her, as a freshman, to have the counsel of a fellow student who was succeeding academically at the University. Now she is giving similar encouragement to other students.

Intellectual achievement rewarded by merit awards at Bowling Green

Academic merit scholarships have increased threefold during the past five years at Bowling Green. In 1972-73, a total of $61,677 was awarded to students who were outstanding scholars. In 1977-78, $175,038 was given through six scholarship programs -- four of them created since 1973.

During the next academic year, Bowling Green will begin still another scholarship program: a supplement to the new Ohio Academic Scholarship of $1,000, awarded to an outstanding senior from each high school in the state by the Ohio Board of Regents.

To each of those students who decides to attend Bowling Green, the University will award a full fees scholarship if the student's American College Test score is 29 or higher; $750 to a student with an ACT score ranging from 25 to 28, and $450 to one with an ACT score of 24 or less.

These awards -- to be applied toward fees only -- are in addition to the $1,000 given by the Board of Regents.

The following additional scholarships are awarded each year at Bowling Green:

For entering freshmen (the awards are made on the basis of ACT and Scholastic Aptitude Test scores, high school grades, extracurricular activities and personal interview, unless otherwise indicated):

Alumni Merit Scholarship: full fees. Four are awarded each year and are renewable for three additional years at Bowling Green, if the student maintains at least a 3.8 cumulative average at the end of the freshman year, a 3.25 average at the end of the sophomore year, and 3.5 after the junior year.

National Merit Scholarship: at least full tuition, depending on financial need. Three are awarded each year to students who are named finalists in the National Merit Scholarship competition and elect to attend Bowling Green. Test scores, grades and extracurricular activities are also considered. The scholarship is renewable for the next three years if the student meets National Merit grade requirements.

President's Achievement Scholarship: eight half fees and eight full fees awarded each year. They may be renewed for three years.

Trustee Scholarship: $2,000. Two trustee scholars are named each year and the award is renewable for three years.

President's Honors Scholarship: one full fee and one half fee award, renewable for three years. The awards are made to two of the students in the Outstanding High School Junior program, which is sponsored by the Undergraduate Alumni Association. More than 100 juniors from northwest Ohio schools attended the banquet earlier this month.

For upperclassmen:

University Achievement Scholarship: full fees. Sixteen members of each class -- sophomore through senior -- receive the award each year. In general, they must meet minimum requirements including a 3.5 cumulative average.

Trustee Scholarship: $2,000. Four students from each of the upper three classes receive the award each year.

Book Scholarships: three full fees, four half fees awarded each year to students whose averages are at least 3.75. The scholarships are for $40 per quarter to be charged against the University Bookstore for books and supplies.

University Need Scholarships: ranging from $120-$50 are given each year to students whose averages are at least 3.0 and who show financial need. The amount is to be applied toward fees only. Entering freshmen are also eligible.

The Martin Luther King Award is presented each year to two or three scholars who are minority students at Bowling Green. The $300 scholarship is given on the basis of academic achievement and community contributions.

The University's colleges and departments award additional scholarships to their students. Many scholarships are given through funds provided by foundations and individuals, for example, the Frazier Reams Fellowships, awarded to five students each year in a communications or public services field. It is difficult to estimate how many of the University's top students chose Bowling Green because of its merit scholarships.

Larry Weiss, director of alumni activities, says about 20 percent of the students invited here as outstanding seniors enroll at Bowling Green.

Selecting scholars

Behind the glass wall of the Office of Admissions, Assistant Director Pamela Craig interviews prospective students. These scholarships help attract outstanding students to the University and have made the recruitment of scholars easier for the admissions staff.

American College Test score and ACT and Scholastic Aptitude Test scores are awarded each year at Bowling Green. Financial aid to students whose averages are at least 3.75. The scholarships are for $40 per quarter to be charged against the University Bookstore for books and supplies.

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Monitor
Academic excellence often its own reward...

...but superior students respond to recognition

When Norma Gottschalk learned she was the outstanding high school junior selected to receive a scholarship to attend Bowling Green, she burst into tears. "Mr. (Larry) Weiss began reading the essay of the scholarship winner," she recalls, "and I realized it was mine. I looked across the table at my mother and we both started crying."

"I always tried to earn all A's," Miss Gottschalk says, "One of my goals was to earn a scholarship." MONITOR spoke with Miss Gottschalk and a few other recipients of merit scholarships about their motivations and their experiences at Bowling Green. "I have to work hard," Miss Gottschalk says of her introduction to Bowling Green this year. "But I'm in a lot of small classes and the teachers really make an effort to know you."

"I think the scholarship committee likes students with straight A's," says Richard Usmiller, a junior speech education major. He has received a Trustee Scholarship for the past two years. And while the Maryland native says he probably would have achieved his 4.0 average for the satisfaction of it alone, he finds the incentive of a merit scholarship compelling.

Mr. Usmiller was one of two University students who competed in the National Debate Tournament in Denver last month. He is a member of Omicron Delta Kappa and Phi Eta Sigma, freshman scholastic honorary, and has served an internship for the Agency for National Development in Washington, D.C.

Diane Kerr, a junior accounting major and one of this year's Martin Luther King scholars, says merit scholarships "give you an incentive to do your best." The Cleveland native says she finds keen competition among her classmates. "Most people in accounting seem to be striving toward achievement," she says.

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Miss Kerr is a member of Beta Delta Phi, accounting honorary, National Merit Scholar Ronald Clise of Lyndhurst says his scholarship played an important part in his choice of Bowling Green. He says he finds the student body here stimulating. "There are a lot of people who know where they're going and have many of the same interests as I do," he says. "And if you want to talk philosophy — my favorite pastime — there's always someone to do it with."

The freshman environmental studies major says he has found two political science courses — food resources politics and ecopolitics — to be most exciting. "Bowling Green is what I hoped it would be," he says. "If you want a challenge, it's there."

Ancient Cherokee man sits on a sagging slum porch and stares out to a littered street...dreaming of Qualla's mountains.

But he knows that before his body will leave this slum, his spirit will leave his body.

Inali Bill Clark from "Native Son," August 1977, Detroit.

Edmund Danziger Jr. has met many like this old Indian on his walks through Detroit's Native American ghetto. "Many have a visitor's mentality," Dr. Danziger says of the Detroit Indians. "They don't vote, they don't join organizations — they still believe the reservation is their home."

The history professor is studying urban Indians in Detroit. Because he is immersed with the relatively recent past, he is able to use testimony from living people as his sources — for oral history.

American Indians began to move to the cities around the turn of the century. They came in the hopes of finding better jobs and better health care and education for their children. Arriving alone and unprepared for urban life, however, they found their way to the Cass Corridor, where more than a third of Detroit's 15,000 Indians still live. They had no transportation, no jobs and no skills. Their homes were shacks.

"Government policy encouraged American Indians to leave the reservation," Dr. Danziger says. "But it did nothing for them once they arrived in the city." The federal government is just beginning to recognize the plight of urban Indians, Dr. Danziger says, and to meet its responsibility for improving the lot of the Native American. The federally funded American Indian Centers are an attempt to provide services to the Indian community. The centers are staffed by Native Americans like Harry Command, one of Dr. Danziger's sources. Mr. Command is a former alcoholic, vagrant and burglar, who has spent the past 15 years, reformed, trying to help his fellow Indians.

Dr. Danziger has found most of his observations about the Detroit Indian community are parallel to the report of a congressional task force on non-reservation Indians. "Indians have come to the cities in substantial numbers because of the acute problems of the reservation," the report states, "but many of them have been unable to establish themselves successfully in the cities...Thus many are unable to find security either in the city or on a reservation, and they are really at home nowhere. But the federal government, by its own policies and programs, has been directly or indirectly responsible for the migration...It has failed to provide adequate assistance,..." and many Indians have been left as isolated individuals or families in the midst of a whitesociety.

An introduction to one man in Detroit launched Dr. Danziger's investigation. His search for evidence of the Indian past has widened to more specific locations. He works without notebook or tape recorder. "It's a methodological challenge," the professor says. "Sometimes I just sit with people in bars or in their homes, and listen. I've trained my mind to absorb massive amounts of detail. I usually stop on my way back to Bowling Green and write down everything I've learned. Later I confirm everything with my sources."

"I'm really a participant-observer," Dr. Danziger explains. "I've been brought into the group. It's difficult for an outsider to walk into a community and expect the residents to open up about their history. It's even more difficult because I'm a member of a different race — and an oppressive race."

...but superior students respond to recognition

Norma Gottschalk
Ronald Clise
Diane Kerr
Richard Usmiller

Tracing the American past along Detroit's Cass Corridor

Students are enthusiastic about the project — they have met several of Dr. Danziger's sources and they are in the forefront of a new area of historical research.

"It's enriched the students," Dr. Danziger says, "and they have said it's a tremendous experience."
GRANTS
Donald Bright, business education, $300 from the Ohio Department of Education for annual one day in-service teacher conferences. The 1978 theme is "A Genuine Interest in Students.”

W. B. Jackson, environmental studies, $11,332 from Toledo Edison for monitoring bird impacts on the cooling tower at the Davis-Besse Nuclear Power Station.

R. D. Noble, biology, $31,206.72 to conduct research in tree physiology on the interaction between air pollution and gas exchange in forest trees.

Beryl Smith, student financial aid, $28,594 from the U.S. Department of Health, Education and Welfare to supplement the 1977-78 College Work-Study Program.

William C. Spragens, political science, a Moody Grant from the Lyndon B. Johnson Foundation to work in Austin for a month this summer to study the papers of George Reedy and George Christian, former presidential press secretaries.

PRESENTATIONS
Benita Chambers and Janet Schupp-Lee, educational curriculum and instruction, a workshop, "Concept Development as a Tool for Integrating the Kindergarten Curriculum," for kindergarten teachers, in April in Chillicothe.

Benita Chambers, Janet Schupp-Lee, Joyce Myles and Sheila Wiseman, educational curriculum and instruction, a workshop, "Exploring the Content Area through Children's Literature," at the International Reading Association Convention in May in Houston.

Robert Clark, radio-television-film, attended the Broadcast Education Association and the National Association of Broad- casters Conventions in Las Vegas, April 7-11. Don Himmann participated in a panel on Canonical Correlation, and David Kennedy presented a paper which was awarded third place in the historical competition. Both are doctoral students.

Emil Dansker, journalism, taught a workshop in editing and writing for the Grand Haven (Mich.) Tribune April 24.


William O. Reihelt, political science, a paper, "The Relevance of Pierre-Joseph Proudhon to Contemporary Anarchism," at the annual meeting of the Midwest Political Science Association April 22 in Chicago.

Lending study
James R. Ostas, J. David Reed, and Peter M. Hutchinson, associate professors of economics, have been awarded a $131,641 grant from the Office of Policy Development in the Department of Housing and Urban Development.

Their primary objective will be to determine to what extent lending institutions restrict mortgage credit to certain areas of a city based on predetermined neighborhood characteristics.

Their investigation will concern the practices of lending institutions in nine midwest metropolitan areas which range in population from 200,000 to two million.

Monitor
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THOMAS ATTIG
On Thursday, Donald Simmons will round out 16 years as a member of the Board of Trustees. He was appointed to the Board in 1962 to complete an unexpired term and was reappointed in 1968 to a full nine-year term.

Simmons, who lives in Perrysburg, has been one of the most visible Board members. During his tenure on the Board he has missed only "two or three meetings and that was because of business commitments" and only one graduation ceremony.

Bowing Green had only 6,800 students when he was first appointed; now there are more than 16,000.

There has been physical growth, particularly the growth of bowling Green's buildings and students has been a marked improvement in quality. Simmons says that Bowling Green is a quality institution.

Probably the major concern of the Board during its 16 years has been finance. "I can remember that the first budget I ever dealt with in 1962 was about $20 million. Last month we approved an operating budget for the 1978-79 fiscal year of more than $47 million."

Simmons says the fiscal challenge has almost been a difficult balancing act between keeping expenses as low as possible for students and adequately compensating faculty and staff and allocating funds for the academic operation of the University.

Simmons received his bachelor's degree in education and his master's in 1949, both from Bowling Green.

He began his career as a teacher and was principal of the junior high school in Perrysburg until he took a position with Owens-Illinois in 1941. For 32 years he held various labor relations and personnel positions with Owens-Illinois before retiring in 1975.

Though Thursday will mark the conclusion of his official service on the Board, it won't be the end of his service to the university's alma mater. "I'll be around to do whatever they want me to do," he says. "I always have."

In a farewell address to the Board, Simmons said: "It has been an honor and privilege to serve on the Board of Trustees of Bowling Green State University."

The Trustee recognizes the Board's commitment to the university and the community. He knows that Bowling Green State University is a quality institution and he is proud to have been a part of its development.

Thank you, Donald Simmons, for your service and dedication to Bowling Green State University.