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Monitor Newsletter May 22, 1979

Bowling Green State University

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Board of Trustees

President urges setting of University goals

Approval of the University's educational budget for the coming year was delayed until the June 9 meeting of the Board of Trustees. The operating budget usually receives trustee approval in May.

President Moore told the trustees Thursday that the final provisions of Amended Substitue H. Bill 204 (state appropriations for higher education) have not yet been determined. The bill is now under consideration by the Senate and will probably require a conference committee following Senate action.

The president did say, however, that he had approved, following a recommendation from Provost Ferrari, a distribution of the $1,680,000 available for salary and related retirement benefit increases. He told the trustees that 80 percent of the funds will be distributed to departments for "across the board" percentage increases to all continuing professional, non-supervisory professional staff and faculty. The remaining 20 percent will be allotted to temporary, probationary, and current showing of interest employees as non-supervisory, as well as all continuing, competent, the opening of school calendar year from the date of graduation of the person involved. A student's rights to review a decision of the Appeals Committee and approved by the Board will be the same as described in the current catalog of the University and departmental, collegial and University policy. Every effort will be made to continue as a general guide that no less than 20 percent of the future salary increment pool will be allotted for merit determinations," Dr. Moore said.

He told the trustees that final salary recommendations would be available for their approval at the June 9 meeting.

In other remarks to the Board, Dr. Moore called for an enrollment of the goals and mission for the University in the 1980s. "The well-publicized national decline in number of students as well as our present state of development at Bowling Green dispose us toward such an undertaking," he said.

Dr. Moore said he hoped that the opening of school convocations in the fall would focus on goals and mission of the University. He added it is his hope that as the question of goals is approached, it will be with a concentration on educational values and an avoidance of obsession with questions of finance.

Employee representation

In response to petitions at the April 19 Board meeting by members of the Ohio Association of Public School Employees and the Ohio Civil Service Employees Association, President Moore asked the trustees to formally and systematically test the current sentiment for an election.

He recommended to the Board that a two-stage process be implemented to resolve the representation question. The first stage will be for a showing of current interest, and if sufficient interest is demonstrated, the second stage will be an election.

In order to determine whether sufficient interest in an election exists on behalf of the classified employees, the administration will develop a procedure for assessing and verifying a current showing of interest by a labor organization on behalf of 20 percent or less of eligible employees.

Dr. Moore defined eligible employees as non-supervisory, Civil Service personnel in the classifications now utilized by the University, Students, casual and temporary, probationary, managerial, confidential, professional, technical and administrative employees who would not be eligible.

Labor organizations wishing to participate will have until June 18 to demonstrate employee interest in an election. If the deadline is not met, no other requests for an election by any labor organization will be entertained for two years.

Academic Honesty Code

The trustees approved recommended amendments to the Academic Honesty Code, introducing two amendments of their own.

The trustees increased the maximum penalty for stealing, duplicating or selling examination books from dismissal for three years and institution of civil proceedings to expulsion and institution of civil proceedings. They also clarified the examinations as ones to be given, rather than tests which already have been administered.

The changes recommended by the Academic Honesty Committee and approved by Faculty Senate included addition of a penalty for plagiarism by graduate students which carries a minimum penalty of suspension for two quarters and a maximum penalty of expulsion.

The approved amendments also allow students charged with offenses which carry penalties for suspension, dismissal or expulsion the opportunity for a hearing with the dean of the college involved. Another amendment sets the statute of limitations on prosecution for violations of academic honesty at the calendar year from the date of graduation of the person involved. Cases involving graduate theses or dissertations are exempt from the statute.

Budgets adopted

The Board approved general fee and related auxiliary budgets totaling $6,183,405. Of that amount, $4,203,800 will come from the general fee allocation and $1,979,599 from other sources.

Fees raised

The graduate instructional fee was raised $20 per quarter for full-time students and $2 per quarter hour for part-time students. Non-resident surcharges were also raised $25 for full-time students and $2 per quarter hour for part-time students.

General fees were raised $2 per quarter for the main campus and $5 for the Firelands campus.

Name change

The trustees approved renaming the Frank C. Ogg Science Library to the Frank C. Ogg Science and Health Library. Dwight Burlingame, dean of libraries, recommended the change for more appropriate designation of the facility, which supports the fields of health as well as the sciences.

In other business, the trustees elected Albert Dyckes president of the Board for the coming year. Norman Rood was elected vice president and Richard Edwards, University vice president, was re-elected secretary.

Inside: Education

This issue of Monitor includes a four-page insert, an "Update" on the College of Education. All material for the insert was prepared by Marilyn Bratz, Information writer for the College. The last issue of Monitor for the 1978-79 academic year will be published June 4. Deadline for submitting articles for publication is Tuesday, May 29.
Film journal grows in readership, scope

Money they earned from teaching and scholarship launched Michael T. Maraden and John G. Nachbar, popular culture, on journal career. The two, with the help of former faculty member Samuel Grogg, incorporated their extra teaching income to publish the first edition of "The Journal of Popular Film" in January, 1972. The publication has been issued four times annually ever since and has remained self-supporting.

The most recent issue, however, represents a new example of the journal. The journal now includes articles on both film and television and appeared to have been renamed "The Journal of Popular Film and Television." Dr. Maraden said there were two factors which contributed to the expansion of the publication. "Film and television are interrelated," he said. "Television studies are today what film studies were 20 years ago.

Dr. Nachbar pointed out that rigidity publishing only also were considered in the expansion. "By including television studies, we will bring us our readership," he said.

The journal currently circulates to about 2,000 people. Two-thirds of the copies are sold by subscription; one-third on the newsstand.

The two editors devote from 10-15 hours per week to the publication. "We review from 200-300 manuscripts a year," Dr. Maraden said, adding that only 10 percent of those are published. Two University faculty and several alumnus have been among the scholars whose works have been included in the journal. Ralph Wolfe, English, is review editor of the journal which devotes about 10 hours per week to compiling materials for the "Review of the Journal." The section includes reviews of TV-related popular chemical literature.

Donna Brauer, a student at the University, is an assistant to the editors.

Dr. Maraden said the journal is designed to encourage original study of film and television. Articles concentrate upon stars, directors, producers, studies, networks, genres, series, the audience and on theory and criticism. Most have similar publications look at film as an art form, he said.

The journal has been ranked among the top 10 popular culture periodicals in the country. Many of these articles have been republished in book form, according to Dr. Maraden, who said the authors "test audience response" to their material in the journal. Dr. Maraden and Dr. Nachbar have just completed a book which is a collection of essays from the journal. The book, "Moving and America: Cultural Approaches to Popular Film," will be published by Nelson-Hall.

The editors also have established a special Gish Award which is given to the author of the best piece of film history printed in the journal during the year. The award, named for actresses Lilian and Dorothy Gish, is presented annually by Lilian Gish. The second annual presentation was made in February to Thomas H. Pauly, University of Delaware.

MAURICE SEVIGNY

Dissertation earns national recognition

Mauricio J. Sevigny, chair of the art education division, has won the 1979 Award for Excellence in Dissertation Research, presented by the editorial board of the "Review of Research in Visual Arts Education" in conjunction with the National Art Education Association's Seminar for Research in Arts Education.

Dr. Sevigny received the award during ceremonies April 16 at the National Art Education Conference in San Francisco.

The national award recognizes the research and dissertation report with a substantial contribution to research in visual arts education for of the 99 persons nominated for the award, Dr. Sevigny was the unanimous choice of the eight-member panel of judges.

Grants to be awarded for grad study abroad

Competition opened May 1 for grants for study or research abroad in academic fields and for professional training in the creative and performing arts. Five grants are awarded to graduate students or undergraduates who will receive a degree before Friday, May 25.

The purpose of the grants, provided under terms of the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act), is to increase mutual understanding among countries through exchange of scholars. According to Ronald J. Etzel, director of research services, approximately 500 awards to 50 countries will be available for the 1980-81 academic year.

Selection is based upon the academic and/or professional record of the applicant, the validity and feasibility of the proposed study plan, the applicant's language preparation and personal qualifications. Preference is given to candidates who have not had prior opportunity for extended study or residence abroad.

Christopher Ford, a graduate student in the College of Musical Arts, received a Fulbright grant for the 1979-80 academic year. He will study in France. According to Etzel, Bowling Green has had at least one grant recipient in each of the last four years.

Further information about qualifications for the grant program and application materials may be obtained from Etzel, Fulbright program advisor, at the research services office in McFall Center.

The deadline for submission of applications to Etzel is Oct. 19, 1979.

Firelands banquet set

The Firelands College has scheduled its 10th annual Recognition Banquet on Friday, June 1. The banquet will begin at 7 p.m. at the Twine House in Huron. Reservations must be made no later than Friday, May 25.

Dr. Friedman receives fellowship to write book

Lawrence J. Friedman, history, has been awarded a full 12-month fellowship from the National Endowment for the Humanities. The year's leave, which will begin in September, 1979, will be used by Dr. Friedman to complete a book on the antebellum American abolitionists and their anti-slavery movement.

The fellowship, which will total $20,000, represents the maximum stipend presented by the NEH. This year the awards were granted to only one of seven applicants.

University Professor to deliver lecture

Janis L. Pallister, romance languages, will present a public lecture and receive the University Professor Award at 8 p.m. Thursday, May 24, in the Alumni Room of the Union.

Dr. Pallister was named a University Professor by the Board of Trustees in January. President Moore will present her with a certificate in recognition of the honor at the Thursday lecture.

"The Aesthetics of Anger: African Poetry Today" is the title of the lecture which Dr. Pallister will present at her award ceremony.

Her excellence in the fields of African literature, French Renaissance literature and her career as a literary scholar, poet, critic and teacher were cited by the trustees when they announced her appointment to the University Professorship.

Dr. Pallister also recently was named the 1979 recipient of the Ohio State University's Human Relations Commission Award.

She received that award at the President's Awards Dinner May 11 during the annual OFA convention in Columbus.
Public Law 194-42 and Ohio House Bill 455 may be the keys to predicting the education trends of the future according to David G. Elsass, dean of the College of Education.

"The mandate, from both federal and state levels of government, is that each person, regardless of physical or mental handicap, should be placed in an educational environment least restrictive of that handicap," he explained.

The procedure is most commonly known as "mainstreaming," and Dean Elsass claims its implementation could have far-reaching effects on education in general.

"The impact of these laws is still uncertain," he said. "The schools are just beginning to respond to them."

"To provide education for the handicapped, the schools need to recognize the individual differences among these students and develop an individual educational plan befitting those differences," he explained.

The dean said that educational pattern could signal the beginning of a new democratic philosophy of education. "If these individual education programs are being planned for handicapped children, I can foresee a clisolor among parents, demand that same individual attention for all children," he said.

"It could have a revolutionary effect on education," he added. "It would probably require more personnel and our educators in the public schools would have to become more specialized."

Dean Elsass said the individualized approach to education would require specialized personnel to diagnose the potential of a student, while others might specialize in prescribing appropriate educational programs for each pupil.

"More education specialists might be needed to develop and carry out those programs, while still others would be responsible for pupil progress and program assessment."

"I can see a real specialized team approach in future schools," he said, "even though it would drastically change the roles of educational personnel in our elementary and secondary schools."

"Whether Dean Elsass's vision of the future becomes a reality depends on the extent of the commitment made by the government and society in behalf of the handicapped."

"Is our country that greatly committed to making education a universal right—to including those previously excluded from the public education sector?" he asked. "And are they willing to follow through by digging deep enough to pay for it?"

"If so, it becomes the task of the teacher-training colleges to adequately prepare entering teachers and provide opportunities for the re-training of current teachers in the schools."

In response to the demands of teachers in the field, teacher education students, and the concerned public in general, the College of Education offers two courses designed to show teachers and future teachers how to maintain discipline in their classrooms.

Dr. Chamberlin, educational administration and supervision, prepared the material and is the instructor of EDAS 413, "The Administration of School Discipline and Student Behavior," and its graduate level counterpart, EDAS 513, "Administration of School Discipline Strategies and Techniques."

"I maintain that classroom discipline problems result from many factors, including different lifeways, society's changing expectations regarding today's schools, and a lack of preparation on the part of teachers."

"Our education graduates are extremely well-prepared in their teaching fields," he explained. "They're practically experts in mathematics, history, music or whatever field they are trained to teach. However, they haven't been given the opportunity to learn how to live and work with boys and girls."

"Today's teacher must not only present information in his or her subject area, but must also be able to help students learn to socialize," Dr. Chamberlin said.

"Learning to socialize was a skill once taught in the home, but Dr. Chamberlin notes that today's parents don't seem to have as much time to spend with their children. The children, however, spend as much as 35 hours per week watching television, which he described as an "isolating activity."

"Television has created a generation of well-informed youngsters, but it has also robbed them of much socializing time," he said. "The youngsters don't get enough practice in the art of getting along with other people. So, if kids are bright, but they are not self-disciplined. The teacher is expected to develop in them the necessary self-control."

According to the Gallup Polls, discipline is considered the biggest problem in the school today. "Lack of discipline" ranked first in all but one survey poll during the last decade, Dr. Chamberlin said. He added that many new teacher graduates and others would be fired from their jobs within the first five years because of their inability to control their classroom.

"What our teacher education students need is the commitment made by the state that they are not simply going to stand in front of a classroom and dispense information," he continued. "The teacher is expected to motivate those students to learn, in spite of the fact that many students are unwilling clients and don't even want to be in school."

"And how does a teacher manage to motivate students and maintain discipline at the same time?" "It's no easy ball game," Dr. Chamberlin admitted. "But the most important thing is to have a positive attitude. The teacher must believe that the students are worthy, capable, able and deserving of support. And, if the students perceive this, if they think you are truly interested in them, and if you have something worthwhile to say, they will feel the same way about you—that you are worthy, capable, able and deserving of their support."

Dr. Chamberlin points out that the process of developing and maintaining such a supportive climate and understanding between teacher and student is not an automatic one. It takes a planned strategy, practiced behaviors and specific techniques on the part of the teacher. However, he said, his courses can be of immeasurable help to practicing and future teachers.
HPE chair supports 'mastery learning' in center-city school

Dr. Burke brings 'mastery learning' to University students.

A drive to require certification of coaches in Ohio high schools is being spearheaded in part by Terry Parsons, chair of health and physical education at Ohio State University.

Dr. Parsons, a member of the Ohio College Directors of Physical Education, was chairman of that group's certification movement last spring, but he noted that the legislation, with its original resolution favoring such certification, was adopted in 1958.

Under the old law, however, a voluntary certification program has been adopted, and Buckeye State superintendents have designated as the headquarters for certification distribution.

The Coaching Certificate is awarded to present and future coaches in secondary schools upon completion of a 15-hour semester program.

The prescribed curriculum includes courses in coaching ethics and practice, athletic administration, medical aspects of sports activities (including first aid), sports psychology, and theory and practice of coaching.

The program of study and the certification of interscholastic coaches in Ohio is supported by the Ohio Association of Health, Physical Education and Recreation, the Ohio School Athletic Association and the Ohio State Medical Association, as well as the Ohio College Directors of Physical Education.

"We are encouraged by the support shown by the superintendents (Buckeye Association of School Administrators)," Dr. Parsons said. "But we ran into a dead end with the state board."

In 1960, the Ohio State University College of Education adopted a pilot program designed to show prospective teachers the similarities and differences among elementary school children in an urban setting.

The program was proposed by Dr. Logsdon and Saul Sakola. The class, originally intended for 25 students, was expanded to 30.

"We wanted to provide our elementary physical education majors with experience in urban schools," Dr. Logsdon explained. "Our current enrollment consists of 160 majors, but it is the kind of class that would benefit other education teachers as well."

In addition to weekly seminars with Dr. Logsdon and Sakola, the group spends eight days at Lincoln Elementary School in Toledo, observing and assisting with special morning physical education classes for first, third and sixth grade pupils.

"One of the things we wanted to do with the project was to test the success of our particular instructional approach with urban students," Logsdon said.

"At Bowling Green, the elementary physical education classes stress the movement approach," she explained. "We also recognize the child as a decision-maker, and believe it is the responsibility of the educator to help the student make reasonable, wise choices."

As an example of this approach, Dr. Logsdon said that a physical education teacher using traditional methods might tell her pupils to "turn cartwheels," while a teacher using the movement approach would ask the class members to "support your body weight on your hands and put your feet up in the air."

The latter approach is an attempt to develop a variety of movement patterns which can add depth and breadth to the program, Dr. Logsdon said. "The student does not say you cannot have to turn cartwheels. He can perform in whatever manner his imagination and skill permit."

"The idea is to give the child reins," Sakola explained. "This method is more difficult to teach because the teacher is busier, and is continually involved in the learning process, too. Because it is a more open method, some children cannot learn that way in an urban school."

However, after three sessions with the youngsters at Lincoln School, both Dr. Logsdon and Sakola concluded that the movement approach can just as successful in an urban setting as it is in any other school.

Each Friday morning, the class of 30 students travels to Lincoln School. One-third of the class assists Dr. Logsdon and Sakola with teaching on the gymnasium floor. Half the remaining students observe the instructors, while the other half observe the pupils and their reactions to the class activities. The three groups rotate throughout the morning.

As an example of this approach, Dr. Logsdon and Sakola regard the program as an enriching learning experience for the students.

"So far, we're ecstatic about the success of this program," Dr. Logsdon said. "We know that we are the only two faculty members who are enjoying the experience."

Before taking their class to Lincoln School, Dr. Logsdon and Sakola shared their plans with the school principal and Toledo's health and physical education director. They also traveled to Lincoln School to work with the children and establish rapport with them before bringing the University students in for field experiences.

University students also were oriented through several seminar sessions on campus before their first trip to Lincoln School.

Students in an elementary physical education class are gaining field experience in a center-city Toledo school through a pilot program designed to show prospective teachers the similarities and differences among elementary school children in an urban setting.

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Home economics

‘Phenomenal growth’ likely to continue

The nearly 1,000 graduate and undergraduate students who call the Home Economics Building their academic home go by many different names. Some are future nutritionists, dietitians and food scientists. Others are fashion merchandising majors or are on their way to becoming textile experts. Several will be registered dietitians and others will become specialists in neighborhood mental health clinics.

Fewer than 200 of those students are preparing to become home economics teachers, which was the major thrust of the department when it was created as a separate major in 1957. "Home economics is so much more diverse today," explained Ronald Russell, chair of the department. "It is an interdisciplinary field of study that is concerned with the relationship of an individual to his family and his environment—and that includes a lot of territory."

Dr. Kim to study longevity and diet

The relationship between animals and human longevity and diet is the subject of study for Dr. Kim, who has been studying the effect of diet on longevity and diet on different populations, as well as the major thrust of the department when it was created in 1957. "Diversification of the field in recent years is cited by department chair Ronald Russell as the reason for the growth. The building presently houses fewer than one-third of the department faculty. Home economics courses also must be offered in various buildings on campus."

"This trend led to the creation of our restaurant management program," Dr. Russell said. "So the program is a response to the needs of the population. We have more and more families who want to prepare and cook for themselves."

"The drafting and design programs are designed for those who are fashion merchandising majors or are on their way to becoming textile experts. Several will be registered dietitians and others will become specialists in neighborhood mental health clinics."

"We also act as a supporting agency to other programs by offering a number of special courses for majors in a variety of fields such as family education and nursing," Dr. Russell said.

"What's more, the department is currently exploring a proposal to offer a special program for those who want to prepare for careers as home economics teachers. We are preparing the students to be dietitians, nutritionists and food scientists."

"We've experienced enormous growth," Dr. Russell said, "and it is this growth, along with the demands of business, education and society, that has caused us to write new programs and become more specialized in our curriculum."

Enrollment in the home economics department has more than doubled during the past decade. Ten years ago, the department was home to 320 majors in three programs in the areas of home economics education, textiles and clothing, and food science and nutrition.

"More and more women are working outside the home, and more and more families are eating outside of the home," he said.

NOT WHAT IT SEEMS—The home economics department has outgrown this building, constructed in 1957. Diversification of the field in recent years is cited by department chair Ronald Russell as the reason for the growth. The building presently houses fewer than one-third of the department faculty. Home economics courses also must be offered in various buildings on campus.

Proposed preschool program crosses college lines

The College of Education has given its stamp of approval to a proposed preschool program in early childhood education. According to Ronald Russell, educational foundations and inquiry, the program and the college program could be operational by fall, 1980, if it is approved by the University's Graduate Council and the Ohio Board of Regents.

Recognizing the "whole child" approach to be needed, early childhood educators, the program, if approved, will include a multidisciplinary one, involving faculty and courses from the departments of EDIF, EDI, home economics and special education in the College of Education, and psychology, sociology and speech in the College of Arts and Sciences."

"The proposal for a graduate program in the field comes close on the heels of Bowling Green's undergraduate program in early childhood education, which was begun in 1974. According to Dr. Charlesworth, the impetus for development of early childhood education at Bowling Green and across the country was the Head Start program."

"Head Start developed some extended program models into the program model that created an increased awareness of the need to view preschool, kindergarten and primary school as a developmental period, rather than as three separate chunks in a child's life," she said.

"With the increasing awareness, we are concerned about the need for specialized personnel in early childhood education."

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Drs. Radeloff, home economics, is one of the leaders of that movement. "Certification will become a reality. I have no doubt about that," Dr. Radeloff said. "But probably not for several years."

"Rats have a life span of three to five years, so if I have the opportunity to do a long-range study, I would like to work on it for two to three years, and we would have to have at least 200 to 300 rats."

"In another of her nutrition-related projects, Dr. Kim and graduate assistant Diane Holme are developing a nutrition curriculum for a nursing home staff. A pilot program using this curriculum is being used now at the Wood County Nursing Home."

"In-service classes, Holme is teaching nursing home personnel the value of good nutrition, hoping that they, in turn, will be able to influence the residents of the home to improve their food intake."
Verification Team Peruses Findings

College commended for redesign efforts

A team of seven educators representing the State Department of Education, spent two days on the Bowling Green campus recently to verify the College of Education’s progress regarding compliance with the new “Standards for Colleges or Universities Preparing Teachers,” designed to check that it’s adherence to current standards.

The verification team, chaired by Roger Iddings, dean of the College of Education at Wright State University, compiled its findings in a progress report, which was submitted to Drs. Eiseas and his staff during an exit interview on May 10.

In its report, the team commended the College for its efforts to provide continuous field experiences in the preparation of each of the teacher education curriculum and noted that, as a result of a series of comments provided by students, educators in various teacher education programs, programs were added, changed and complimented of their preparation requirements.

Team members interviewed key people among College faculty and administrators and reviewed faculty vita sheets to verify that faculty standards comply with the state standards.

Dr. Mills said the verification visit was the last state department visit to the campus before July, 1980, when the new state standards take effect.

“We will be visited by an evaluation team for a more intensive investigation after that,” he said. “All 51 teacher-training institutions in the state will have to be evaluated under the compliance date, and that could take three to five years to complete.

Team members, in addition to Dr. Iddings, were John F. Cuneo, co-chair, director of International programs and Department of Education student services. Progress made in upgrading the curriculum to this point was also noted in the report.

Teams members listed a number of suggestions for improvement, including more specifically communicated university and college expectations for field experiences and tenure.

Arrangements for the two-day visit by the verification team were made by Patricia Mills, assistant dean and coordinator of the college’s teacher education redesign efforts.

Team members interviewed key people among College faculty and administrators and reviewed faculty vita sheets to verify that faculty standards comply with the state standards.

The core courses were selected by the College redesign task force.

Instructor is required in areas such as the nature of the learner and the learning process, teaching of reading, multi-cultural education, utilization of instructional media, student organization and classroom management.

“These are areas which were identified as needing in the education of any teacher, regardless of area of specialization,” Dr. Mills explained.

The four existing courses in Bowling Green’s professional core include Educational Psychology (EDFI 302), Assessment and Evaluation in Education (EDFI 402), Education in a Pluralistic Society (EDFI 408) and the Organization and Administration of Education in America (EDFA 331). All were revised or modified in the development of the professional core.

The three courses which will be offered for the first time next fall include Educational Management (LEM 301), Content Reading for Specialized Subject Areas (EDCI 360) and Exceptional Child in the Regular Classroom (EDSE 331).

The new courses were designed by the faculty in their respective departments and were approved by the College’s Program Council, the dean and the provost.

“It has been a long and involved process that began nearly 18 months ago,” Dr. Mills said. “The revised professional core will strengthen our teacher education curriculum. Therefore, we are very pleased to present the new courses, even though they are a part of their required program.”

Dr. Mills noted that although the broadening of opportunities this fall in the core courses are viewed as a necessity for all teacher-education students, some alternative approaches for providing these competencies may be approved in the future.

Curriculum descriptions, indicating the complete core of courses required for the professional core, are now undergoing review by the Program Council so that teacher education curriculum in 1980-81 will be enrolled in the redesigned curriculum.

The College of Education’s clinical laboratory is in blueprint form and coordinator Janet Sullivan hopes the facility will be open next fall.

“We are finalizing the blueprint now, and then we have to wait until the University makes availability of the construction schedule,” explained Dr. Sullivan.

State funds are financing the $86,000 project, which is a part of Bowling Green’s total teacher education redesign program. The laboratory facilities are expected to provide both faculty and students with a centralized location for clinical activities and experiences.

The laboratory will be located at the north end of the second floor of the Education Building. A group of classrooms in that area will be renovated to produce the U-shaped facility.

Dr. Sullivan noted the laboratory will be used to “teach teachers how to teach,” either on a class, small group or individual-study basis.

Instructing courses and learning activities, grouping patterns and role responsibilities, we can begin to actively demonstrate concepts to our students that we have previously only been able to talk about,” she said.

A group provided with the laboratory will be a large independent study room. In this area students will be equipped with such equipment as video playback units and audio tape recorders for smaller group and individual study teaching techniques, sound-slide projectors and sound-film strip projector.

“Our collection of educational materials and equipment will grow as the program develops,” Dr. Sullivan added. “We’ve tried to build in sufficient flexibility so we can begin to actively demonstrate concepts to our students that we have previously only been able to talk about,” she said.

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Sociologists to probe 'only child' stereotype

A team of University sociologists has received a $68,000 grant to study how being an only child affects success in adulthood. H. Theodore Groat, Arthur G. Neal and Jerry W. Wicks, who are known nationally for their pioneer work in population studies, will conduct the research project, which is being funded by the National Institutes of Health through the U.S. Dept. of Health, Education and Welfare.

The project is thought to be the first major national study of achievement levels attained in adulthood by those who grew up without brothers or sisters. The study will involve 10,000 adults under the age of 45 from throughout the country.

Achievement levels of only children will be compared to the achievement levels attained by adults who grew up with siblings to discover what differences, if any, exist.

Dr. Groat noted that although many people have preconceived ideas about the only child, there has never been, to his knowledge, a scientific investigation of just what differences, if any, there is between being an only child and one in a family with two or more children.

It's commonly believed, for instance, that the only child suffers from the lack of interaction with siblings which presumably makes the child less mature, below average academically, lonely, over dependent and an underachiever.

The only child also has been stereotyped as selfish, self-centered, egotistic, deprived and aggressive.

"Yet," Dr. Groat said, "the scientific basis of these beliefs is relatively sparse and not very convincing."

The sociologists will study patterns of educational and socio-economic achievement, marital histories, family formation, work experiences and similar life events. Dr. Neal indicated. These patterns will then be compared to similar studies of young adults who grew up with siblings.

The results of the study, the sociologists believe, will provide valuable information and insights into whether being an only child really makes a difference in respect to critical life events, such as the decision to go to college, career choices, the decision to marry and whether or not to have children.

"We're very excited about the project," Dr. Groat said, "because we are now in a time of fundamental change in demographic patterns."

"With rapidly changing lifestyles, including a marked trend toward smaller families, it's important to have a scientific basis for informed decisions making by couples contemplating parenthood," according to Dr. Groat, who added that it's also important to study possible consequences of these trends for the future lives of children.

"School research has noted that many couples are choosing not to have children, rather than have one, because of the negative stereotypes attributed to the only child."

"We may find that, in fact, the only child has many advantages over the child who grew up with siblings," Dr. Neal pointed out.

The sociologists hope to have preliminary results of their study compiled by fall.
Bill Reynolds, educational administration and supervision, has been elected chair of the Faculty Senate for 1979-80. When/Where

5 p.m. daily through June 17, 1979.

Representing the Senate on committees were Thomas Kumler, chairman of education and recreation; Jeanette Danielson, Firelands, and Collins were elected to the Senate Executive Committee.

Elected to the Academic Policies Committee were William Kay, mathematics and statistics; Stephen Vessey, biological sciences; and Bruce Hageman, educational administration and supervision.

Spring quarter enrollment

14,989 on main campus

Spring quarter enrollment, including two musicals, will stage this summer at Huron Playhouse.

Six theater productions, including two musicals, will stage this summer at Huron Playhouse.

when/where

music

Brass Choirs, 8:30 a.m. Wednesday, May 23, Recital Hall, College of Musical Arts.

Carnegie Hall, 7 p.m. Thursday, May 24, Recital Hall, College of Musical Arts.

Percussion Ensembles, 7 p.m. Tuesday, May 22, Recital Hall, College of Musical Arts;

Symphonic Band Lawn Concert, 7 p.m. Wednesday, May 30, Student Services Building.

Opera Workshop, 8 p.m. Friday and Saturday, June 1 and 2, Recital Hall, College of Musical Arts.

Women's Chorus, 3 p.m. Sunday, June 3, Marvin Hall, College of Musical Arts.

Rex, Tom and Friends, musical performance, 8 p.m. Tuesday, June 5, Firelands College of Musical Arts; guitarist Tom Gwill, University student; guitarist Bob Ke, Findley College; and Bill Paul Klemmer, University student, will stage this summer at Huron Playhouse.

Lectures

Victor Marchetti, former member of the CIA, 8 p.m. Wednesday, May 23, Grand Ballroom.