

Spring 4-24-1963

University Council Meeting, April 24, 1963

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MINUTES OF THE UNIVERSITY COUNCIL

(Not Approved by the Council)

DATE: April 24, 1963

No. 2

MEMBERS PRESENT

Robert Bone
Lynn Brown
Arley Gillett
DeVerne Dalluge
Warren Harden
Arlan Helgeson
Eric Johnson
Arthur Larsen

Lewis Legg
Frank Philpot
Donald Prince
Elizabeth Russell
Ralph Smith
John Trotter
Charles White

VISITORS

Eleanor Dilks
John Gillis
Dean Hage

APPROVAL OF MINUTES

The minutes of the Wednesday, March 20, 1963, meeting of the University Council were accepted as distributed to the faculty.

ELECTION COMMITTEE APPOINTMENTS

The following nominations were presented by the Executive Board for the Executive Committee:

Arley Gillett - March, 1963
Lynn Brown - March, 1965
DeVerne Dalluge - March, 1964

It was moved by Mr. Helgeson and seconded by Mr. Harden that the above nominations be approved unanimously. Motion carried.

COMMITTEE ON COMMITTEES

The name of John Trotter was presented by the Executive Committee as nominee for Council representative to the Committee on Committees. It was moved by Mr. Larsen and seconded by Mr. Smith that nominations be closed and a unanimous ballot be cast/ Motion carried.

BUILDING COMMITTEE

The name of Perry Ragouzis was presented by the Executive Committee as representative on the Building Committee of the University. It was moved by Mr. Philpot and seconded by Mr. Gillett that the nominations be closed and a unanimous ballot be cast for Mr. Ragouzis. The motion carried.

STUDENT UNION BOARD

The name of Mrs. Charlotte Upton was presented by the Executive Committee as a nominee for this board. It was noted, however, that she will be on leave during the second semester, and upon discussion, it was agreed that the Executive Committee should re-submit a nomination at the next meeting.

COMMITTEE TO STUDY A.A.U.P. RESOLUTION CONCERNING ELIGIBILITY FOR MEMBERSHIP ON THE COUNCIL

The Executive Committee made the following nominations: Willard McCarthy, Chairman; Ruth Stroud; Ralph Gooding; Warren Harden; and Frank Philpot. The motion was made by Mr. Dalluge and seconded by Mr. Brown that the nominations be closed and a unanimous ballot be cast for the above nominees. The motion carried.

ISNU SUMMER READING PROGRAM

The tentative proposal for an ISNU Summer Reading Program was introduced and discussed by Dean Hage and John Gillis. The Orientation Board has made the following proposal: "Every student attending ISNU for the first time in September, 1963, will be asked to read the following book: The Adventure of Learning in College."

Mr. Hage and Mr. Gillis asked for Council reaction to the proposal. After discussion, Mr. Philpot moved and Mr. Trotter seconded the following motion: "that the University Council approve the ISNU Summer Reading Program." Motion carried.

COMMUNICATION FROM THE DEPARTMENT OF EDUCATION AND PSYCHOLOGY

The attached communication from the Department of Education and Psychology was presented to the Council. The secretary was authorized by the Council chairman to forward a copy of this communication to the chairman of the Committee to Study Modification of University Book Rental System Policies.

FACULTY REPRESENTATIVE TO STATE-WIDE COMMITTEE STUDYING MASTER PLANS

The University Council was asked by President Bone to select a faculty member to represent ISNU on a Faculty Advisory Committee to meet and advise the Board of Higher Education. The following nominations were made for this committee: Claude Dillinger; Stanley Rives; Vernon Pohlman; T. E. Rine; Robert Moore; Charles Hicklin; Don Prince; and Carl Dallinger.

Five ballots failed to select a delegate between Mr. Hicklin and Mr. Pohlman. It was then moved by Mr. Helgeson and seconded by Mr. Harden that the two names be placed on slips of paper and a name be drawn from a hat by Miss Russell. Mr. Hicklin was the winner.

ADJOURNMENT

Motion to adjourn was made by Mr. Johnson and seconded by Mr. Larsen. The motion carried and the meeting was adjourned.

Donald Prince, Chairman

Lewis L. Legg, Secretary

COUNCIL RECONVENES

The Council later reconvened for the following motion made by Mr. Harden and seconded by Mr. White:

"that the Executive Committee of the Council appoint a committee to bring into the Council a list of tentative problem areas concerning intra-University communications for Council discussion and analysis."

The motion carried by a unanimous ballot. The motion was made to adjourn by Miss Russell and seconded by Mr. Brown. The motion carried and the Council adjourned.

COMMUNICATION TO THE UNIVERSITY COUNCIL FROM
THE DEPARTMENT OF EDUCATION AND PSYCHOLOGY

The Department of Education and Psychology wishes to reaffirm its interest in the textbook question now before the University Council. This question was reported in the Minutes of the University Council of February 20, 1963, under the heading Report of the University Rental Bookstore Management and includes the action taken by the Council in adopting Mr. Harden's motion, "that the executive committee of the University Council appoint a small committee to consider the resolution of the American Association of University Professors and the problems raised in the discussion at the University Council meeting."

On two previous occasions in recent years, the Department of Education and Psychology has indicated (by a large majority vote) its conviction that the textbook question was in need of a thorough study. In both instances the Council initiated a study. It is our belief that in each instance the study did not come to grips with the basic issues and did not obtain an adequate expression from the faculty.

We, therefore, urge the committee appointed by the University Council to pursue this question energetically, to come to grips with the basic issues and present clear-cut alternatives for faculty reaction. We suggest that the textbook question is of sufficient importance to justify a faculty meeting, or two if needed, to discuss the issues involved. After a thorough airing of the various positions, we suggest that the faculty be given a chance to vote on well defined alternatives.

To the committee that is appointed to study the textbook question, we would like to present the following suggestions for consideration:

1. The approach to the textbook question should be - What system of providing textbooks will contribute most meaningfully to the educational program? It seems to us that this question is primarily an educational rather than a financial one.
2. We suggest that this is a question to be determined by the faculty and not by the students.
3. A recent study at ISNU by Dr. John Gillis indicates that ISNU is weak in the area of intellectual presses. A glance at page 14 of the new 1963-64 Undergraduate Catalog may suggest a possible answer; Activity fee - \$13.50; University Union Fee - \$11.00; Recreational facilities fee - \$9.00; and Textbook Service Fee - \$8.00.

TENTATIVE PROPOSAL

ISNU SUMMER READING PROGRAM

The purpose of Orientation is to increase the student's receptivity to the total college experience. Ideally, this experience is largely self-directed and intellectually oriented. If he is to succeed in this enterprise, the new student must understand what the University is and what the University is trying to accomplish. He must feel that the goals and values cherished by the University are worthy of his best efforts. In some sense the student's own goals and objectives must coincide with those of the University.

To assist the new students in exploring their own goals and values, and in understanding the nature of University experiences, the Orientation Board has developed a summer reading program. Every student attending ISNU for the first time in September 1963 will be asked to read the following book:

The Adventure of Learning in College
by Roger H. Garrison
Harper & Brothers, 1959

This book is available in a paper-bound edition at a cost of \$1.95. It is the belief of the Orientation Board that this book will be of real value to students as they begin their college experiences.

New students will be sent information concerning the summer reading program early in June. They will be responsible for securing the book through their local bookstores.

During Orientation Week student leaders will discuss the book and issues related to it with the new students in their group. The Orientation Board will prepare a brief guide to assist student leaders in preparing for the discussion. In addition, the Board suggest that each student leader invite a member of the faculty to join him in reading the book and preparing for the discussion. This informal preparation might well take the form of a discussion over coffee in the Red Door sometime before the end of the semester this spring. The faculty member is invited to join the discussion group next fall at a meeting during Orientation Week tentatively scheduled from 3:00 to 4:30 p.m. on Tuesday, September 10, 1963.

It is recommended by the Board that copies of The Adventure of Learning in College be provided free to student leaders and that additional copies be available for loan to members of the faculty.

It is the hope of the Orientation Board that this reading program will assist students in better understanding their own goals and the educational objectives of the University.

The Adventure of Learning in College

Roger H. Garrison
Briercliff College

From the Preface

It has long seemed to me that the aims, problems, and expectations of higher education should be discussed frankly, and without an oversimplified condescension, with those who are most directly concerned -- the students, especially freshman and sophomore students who are beginning what could be the richest learning experiences of their lives.

The thoughtful or philosophical discussion of education is usually addressed either to those already professionally concerned, or to those of the general public who are predisposed to interest. But the usual lot of the entering college student is to arrive at his institution in a state of nervous anticipation; to be "oriented" to a state of detailed befuddlement in the first week or ten days of his freshman year; to be exposed thereafter to occasional rotund generalities about the "privileges and meaning of higher education"; and from that point on, to be left to muddle his way into an understanding of what is (or should be, or might be) happening to him.

The shift from secondary schooling to college learning is essentially a shift from juvenile status to the assumption of adult intellectual status. Many of the guidance books and manuals giving advice to undergraduates are devoted to techniques of one kind or another: study methods, techniques of adjustment, or ways of campus social development, and even techniques for the formation of a philosophy of life. But few writings addressed to college students set forth any of the essential inwardness of what it means to "get an education".

I have been told in good faith that such a discussion is too hard for college freshman or sophomores -- that they are not ready for the full-blown, adult challenge to their intellectual and spritual capacities. I cannot agree with this assertion. I think it is a confession, by inference, of mollycoddling, condescension, and a bankruptcy of faith. The young person of 18 or 19 or 20 not only is ready for a truly complex and regorous experience; he deeply, though perhaps unconsciously, wants it. There is nothing wrong with our young people that some vigorous, realistic calls to adult behavior won't rouse them to achievement beyond their own anticipation or the anticipations of older folk for them.

Students can be trusted more than we do trust them. They can be trusted to want to learn in every way that will increase and buttress their self-respect, their sense of competence, their self-identified goals. They can be trusted to grow in healthy ways, provided that atmosphere for healthy growth is made available to them. While most adolescents appear to be almost obsessed with the wish to be like everyone else, this appearance is misleading. Most of them are deeply eager to escape teen-age patterns and to join the society of grown-ups as acceptably mature people. Any challenges realistically directed toward this end will, I am convinced, be accepted by young people both effectively and joyfully.

Bluntly, young students tend to learn, or try to learn, what they believe older people who hold significance for them expect and want them to learn. Therefore, we owe our students higher and better expectations than those with which we now ordinarily present them.