

October 13, 1964

Immediate

H. David Van Dyck
Public Information Officer
HO 3-1254 EXT. 58

LOCAL SCHOOLMAN

SPEAKER AT STATE UNIVERSITY

Mr. David C. Pause, teacher coordinator of distributive education, Mont Pleasant High School, Schenectady, addressed a group of distributive education students at the School of Business, State University of New York at Albany, on Tuesday, October 13, 1964. The title of his address was "Coordinating Practices in Distributive Education."

Mr. Pause is a graduate of Mont Pleasant High School, Schenectady, and the University of New York at Albany. Before joining the staff of Mont Pleasant High School as teacher coordinator of the distributive education program, he held a similar position at Watervliet High School.

October 13, 1964

H. David Van Dyck
Public Information Officer
HO 3-1254 Ext. 58

Immediate

LOCAL BUSINESS MAN

SPEAKER AT STATE UNIVERSITY

Mr. Clement P. Becker, sales manager for McKesson-Robbins, Inc., Albany, will address a group of marketing management students at the School of Business, State University of New York at Albany, on Thursday, October 15, 1964. The title of his address on the wholesale drug business is "The Man in the Middle."

The meeting will be held in Room 147, Draper Hall, at 4:30 p.m., it was announced by Reno S. Knouse, professor of merchandising, School of Business.

Mr. Becker is a past president of the Sales and Marketing Executives of Eastern New York.

H. David Van Dyck
Public Information Officer
HO 3-1254 Ext. 58

Release:
October 14, 1964

Immediate

Albany State University Hosts
Two Year College Conference

Representatives from the two year colleges in the State University are meeting at the Thruway Motor Inn, October 16 - 17 to discuss, with Albany State University officials, the transfer and admissions procedures to the University from the two year schools.

Participants will hear L. Walter Schultze, director of Admissions; Jack Deeringer, academic dean, and Milton B. Olson, dean of the School of Business on Friday night.

Smaller group meetings the next day will discuss specific courses and ways students can adequately prepare for transfer to the four year institution.

The topics will include: the accounting programs and courses including mathematics and finance; the management and marketing courses; and the office administration and business teacher preparing programs.

H. David Van Dyck
Public Information Officer
HO 3-1254

October 15, 1964

Release:

Friday, October 16
P. M.

State University at Albany

Hosts Freshman Parents

Parents of 1,200 Freshmen enrolled at State University will visit Albany's largest educational institutions on Saturday, October 17 during its annual Parent's Day.

For 600 freshmen living in motels in the area the day will be even more significant since parents will have an opportunity to see how their offspring are fairing under emergency conditions.

Freshmen living at Alden-Waterbury Halls and in group houses and their parents will be guests at lunch in Alden-Waterbury Dining Hall. Freshmen at Brubacher, Sayles and Pierce Halls will dine with their parents in Brubacher Hall. Commuting freshmen and residents of the new campus will lunch at the State Office Campus Cafeteria where motel-livers have had meals since school opened.

A quick preview of the new dormitories about to be opened will be available to freshmen and their parents. Facilities are not yet open to the public.

FOR: Albany Student Press

RELEASE: October 16, 1964

New Dorms to Open Soon

Freshmen now living in motels and their parents will get the first official look at the new dormitories now being completed at the new campus. Plans now call for a section to be opened for review on Parent's Day, October 17. Other students ^{now living at motels and} scheduled to move into Dutch Quadrangle ^{may be able} ~~will~~ see facilities at this time.

Men now living at the Country Squire and the Governor's House ~~will~~ ^{should} begin their move ~~early~~ next week with anticipated completion in a big move on October 24. ↩

Shortly thereafter arrangements will be announced for a tour ^{so} ~~for~~ other members of the University community which will ^{have} ~~give all~~ an opportunity to see construction progress. ^{Students and faculty should} ~~wait~~ ^{wait until this time in order to avoid confusion and extra traffic.}

This week has been marked by a furor of activity. University personnel have been trained and taken over operation of the heating plant. Construction crews are cleaning up their material and ^{They are} ~~are~~ being followed by University crews which ^{are} ~~are~~ cleaning and waxing floors, ^{and} ~~and~~ hanging drapes, ~~and~~ will be moving furniture into place.

The move requires careful coordination of schedules to assure harmonious transition of transportation and food service arrangements. For the present all new dorm residents will eat breakfast and continue to eat dinner at the campus cafeteria.

Target date for use of the dining facilities has not yet been set.

Kitchen equipment has been installed and is now being adjusted.

Considerable work remains to be done in the dining hall, which should be ready when the remaining sections of this years scheduled buildings are completed and occupied.

~~The groups of~~ ^P plantings have been placed along the Western and Washington Avenue perimeter roads. Fencing between completed and unfinished sections are in place and temporary walkaways ^{and stairways} have been opened.
A

NORTHWESTERN UNIVERSITY

EVANSTON, ILLINOIS 60201

DEPARTMENT OF PUBLIC RELATIONS
1802 CHICAGO AVENUE

For further information:
Robert Lefley
492-5000 (Area Code 312)

October 20, 1964

IMMEDIATE

Colleges and Universities Pioneering in Improving Teacher Education
To Participate in Conference at Northwestern University, Nov. 16-17

High ranking administrators from 14 colleges and universities that have pioneered in improving teacher education will participate in a conference sponsored by the School of Education of Northwestern University Nov. 16-17 in Evanston, Ill.

Dr. James B. Conant, President Emeritus of Harvard University and European educational advisor to the Ford Foundation, will return from Berlin, Germany, to be a participant and a principal speaker.

The first of its kind in the nation, the conference will bring together for mutual support only institutions of higher learning which have initiated and evaluated new programs (or are planning to do so) aimed at improving the education of teachers.

Superintendents or directors of ten state departments of public instruction--which certify new teachers--from the states where the universities are located also will attend.

Conference conclusions will be widely disseminated to influence teacher education throughout the country.

--more--

add 1
teacher education conference
northwestern

Dr. Conant recently completed a two-year study of teacher education on a grant from the Carnegie Corporation of New York. His findings were reported last year in his influential and controversial book, "The Education of American Teachers."

Dr. Conant's new book, "Shaping Educational Policy," will be published Nov. 15, the day before the conference opens.

B. J. Chandler, dean of the School of Education at Northwestern, said that approximately 60 persons who have advocated or inaugurated significant changes in teacher education, or who have been intimately involved in this controversial problem, will be attending the two-day conference.

"Teacher education has been under criticism in this decade as medical education was in the early years of this century," said Dean Chandler, "but there is a reluctance to undertake changes in teacher education on a nationwide scale."

"Therefore," said the Dean, "if change of a radical nature is to come in teacher education, it will have to come through the efforts of a few colleges and universities which dare to be different, which dare to initiate and evaluate programs with the view to raising the quality of teacher education."

According to Dean Chandler, some colleges and universities have begun to take steps in this direction, while others are interested in doing so.

"All are in need of support from their fellow institutions," Dean Chandler said, "and our conference is the outgrowth of this need."

Dean Chandler said the meeting "will describe institutional innovations, discuss research designs, share results of research and take advantage of consultant services--such as Dr. Conant will provide."

Of the select group of 14 universities invited, most are sending three key administrators: the academic vice president, the dean of the College of Arts and Sciences and the dean of the School of Education.

--more--

add 2
teacher education conference
northwestern

Officials from the ten state departments of public instruction who will be attending will generally be the superintendent or his assistant or the director of certification.

In addition to Northwestern, the host school, the institutions that will be represented at the conference are: Brooklyn College, Sacramento State College, and the universities of California at Los Angeles, Colorado, De Paul, Duke, Emory, Florida, Minnesota, Northern Illinois, New York State at Albany, Utah and Wisconsin.

Principal speakers at the conference will be Dr. Conant, who will discuss "Contemporary Developments in Teacher Education"; T. M. Stinnett, assistant executive secretary of the National Education Association, who will speak on "Teacher Education in Perspective"; and John I. Goodlad, professor of education and director of elementary education at U.C.L.A., who will explore "The Clinical Professorship and Clinical Experiences."

Payson S. Wild, vice president and dean of faculties at Northwestern University, will open the conference by setting forth its background and purpose.

Two major topics will be discussed by all conference members on the second day: (1) the relationship between academic departments and schools or departments of education, and (2) the relationship between universities and state departments of education.

At the end of the conference, Dr. Conant will offer a summary of the two-day meeting and will make some suggestions for further action.

Sessions of the conference will take place in Parkes Hall of Northwestern University, Chicago Ave. at Sheridan Road, Evanston.

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NL 1AB, 2ABC, 3B, 4AC, 27ABC

CONFERENCE ON TEACHER EDUCATION

NORTHWESTERN UNIVERSITY
Evanston, Illinois

November 16 & 17, 1964

UNIVERSITY REPRESENTATIVES

Brooklyn College

Joseph Justman
Walter H. Mals

Director of Teacher Education
Dean of Faculties

California at Los Angeles, University of

John I. Goodlad

Professor and Director of University
Elementary School

Colorado, University of

Thurston E. Manning
William E. Briggs
Stephen Romine

Vice President and Dean of Faculties
Dean, College of Arts and Sciences
Dean, School of Education

DePaul University

Rev. John T. Richardson
Dr. William J. Fenelon
Rev. Patrick O'Brien

Executive Vice President and Dean
of Faculties
Dean, School of Education
Dean, College of Liberal Arts & Sciences

Duke University

R. Taylor Cole
William H. Cartwright
Harold W. Lewis

Provost
Professor
Dean, Department of Arts & Sciences

Emory University

Edward T. Ladd

Director, Division of Teacher Education

Florida, University of

R. B. Mautz
Ralph E. Page
Kimball Wiles

Vice President, Office of Academic Affairs
Dean, College of Arts & Sciences
Dean, College of Education

Minnesota, University of

Robert J. Keller
Donald K. Smith
E. W. Ziebarth

Dean, College of Education
Asst. Vice President for Academic Affairs
Dean, College of Liberal Arts

Northern Illinois University

F. R. Geigle
Raymond B. Fox
R. G. Whitesel

Executive Vice President and Provost
Head, Department of Education
Associate Dean, College of Liberal Arts
and Sciences

Northwestern University

Payson S. Wild
Simeon E. Leland
B. J. Chandler

Vice President and Dean of Faculties
Dean, College of Arts and Sciences
Dean, School of Education

Sacramento State College

Stephen L. Walker
James Neil
Merritt Winans

Academic Vice President
Chairman, Division of Teacher Education
Chairman, Division of Social Studies

State University of New York (Albany)

Evan R. Collins
Randolph S. Gardner
Josiah T. Phinney

President
Dean, School of Education
Dean, College of Arts and Sciences

Utah, University of

Sterling M. McMurrin
Asahel D. Woodruff

Professor
Dean, College of Education

Wisconsin, University of

R. L. Clodius
H. Edwin Young
Lindley J. Stiles

Vice President
Dean, Letters and Science
Dean, School of Education

OTHER REPRESENTATIVES

Dr. James B. Conant

A Study of American Education
Princeton, N. J.

T. M. Stinnett

Asst. Executive Secretary
National Education Association

John S. Hollister

Project Administrator
A Study of American Education
Princeton, N. J.

STATE REPRESENTATIVESCalifornia

Paul F. Lawrence

Associate Supt., Chief,
Division of Higher Education

Colorado

Otto G. Ruff

Director, Teacher Education and
Certification

Florida

J. T. Kelley

Director, Division of Teacher Education,
Certification and Accreditation

Georgia

Dr. H. Titus Singletary Jr. Associate State Superintendent
for Instructional Services

Illinois

John H. O'Neill

Asst. Supt., Director of Instructional
and Pupil Personnel Services

Robert Drissenden

Executive Secretary, State Teachers
Certification

Minnesota

F. E. Heinemann

Director, Teacher Personnel Section

<u>New York</u>	Carl J. Freudenreich	Director, Division of Teacher Education and Certification
<u>North Carolina</u>	J. Everette Miller	Assistant Superintendent
<u>Utah</u>	T. H. Bell	Superintendent of Public Instruction
<u>Wisconsin</u>	Robert C. Van Raalte	Assistant Superintendent

#

P. 1

5 Colleges in State To Try Conant Plan To Train Teachers



Dr. James B. Conant

By FRED M. HECHINGER

Dr. James B. Conant has selected New York State as a proving ground for his controversial teacher training reforms. If successful, the test could lead to a nationwide revision of teacher education.

The proposed changes would significantly reduce the importance of courses in the methods of teaching, while placing great stress on a prospective teacher's classroom performance.

New York's state education authorities have enthusiastically endorsed the plan, but elsewhere Dr. Conant's recommendations have been opposed by many spokesmen

Continued on Page 43, Column 1

5 STATE COLLEGES TO TEST REFORMS

Continued From Page 1, Col. 2

for traditional teacher training. His decision to resort to personal diplomacy and practical demonstrations in the field rather than to rely on theoretical proposals and public debate appears to have been made in an attempt to prevent a deadlock.

Five colleges and universities have declared their readiness to cooperate with Dr. Conant. Dr. James E. Allen Jr., the state's Commissioner of Education, is known to be anxious to help in any efforts to move in the direction of the Conant reforms.

At the same time, but independently of the New York action, administrators of the University of Wisconsin School of Education are opening a study to test the Conant thesis. They have received a \$266,000 grant from the United States Office of Education to study teacher certification.

Proposals in Book

The Conant proposals were contained in a book, "The Education of American Teachers," published last year, after a nationwide study sponsored by the Carnegie Corporation of New York.

The most important changes advocated were the following:

¶To place most of the responsibility for teacher certification on the colleges and universities rather than states.

¶To make actual performance in the classroom the major factor in certification.

¶To shift a greater part of the on-the-job training burden to local school systems.

¶To make the state authorities mainly responsible for supervision of the practice teaching and on-the-job training.

Courses in "how to teach" would largely be replaced by learning through teaching, with the help of expert supervising teachers.

Dr. Conant last week returned from West Berlin, where he is stationed as European education adviser to the Ford Foundation. He plans to spend several weeks in the United States before returning to his post. Last week, he discussed his proposals with spokesmen of the five colleges that are likely to join the pilot project.

Brooklyn in Project

The institutions are Brooklyn College, Vassar, Cornell University, Colgate University and Fredonia State College. They represent a wide range of institutional categories — a large municipal college, a prominent women's college, an Ivy League university, an independent liberal arts college for men and a state university unit that has undergone transformation from teachers college to liberal arts institution.

Dr. Conant said in an interview that the most important initial task was to get the colleges, through their presidents, to be vitally interested in teacher education and to assume full responsibility in fact rather than merely on paper. At the time of the student's graduation from college, the president will have to be ready to certify that the student is qualified to teach a certain subject either in elementary or high school.

"The problem is to get the professors of the various disciplines to sit down with the professors of education and to appraise what is now taught and what should be taught," he said. The time available in the curriculum is limited, he added, and therefore decisions must be made as to what is to be taught.

He considers it equally important for the academic professors to be ready to look at the classroom teaching in the schools and to be willing to appraise the way their subjects are actually presented to pupils.

Wisconsin, Northwestern University, the State University of New York at Albany, and Sacramento (Calif.) State College. They will be appraised during their senior year in college and during their first year on the job.

A major argument against the Conant proposals has been that the colleges cannot be trusted with the full responsibility of certifying teachers. Dr. Conant's current negotiations with the colleges are therefore crucial to the success of the demonstration project.

Plans to Confer

He points out that, if the approach or some variation of it works in a state such as New York, other states are likely to show greater interest. Even at this point, however, he plans to confer with colleges and universities in other parts of the country, wherever interest in the practical test is indicated.

Allen Accepts Plan

Dr. Allen has agreed that he will accept the combination of certification at the recommendation of the college faculty, and supervised classroom teaching as a valid substitute for the conventional certification according to specific course credits.

He has also said he is ready to ask the Legislature for funds to help local school boards to shoulder the extra burden of training and supervision. Part of the Conant plan is to select outstanding classroom teachers for this task. This means that their regular teaching assignments must be substantially reduced.

The Wisconsin study, announced yesterday, wants to find out "exactly what is involved when a judge evaluates teacher competence." Wisconsin education experts maintain that previous attempts to establish such standards failed largely because they aimed at finding a single method of determining what constitutes a good teacher.

"This search for universally approved standards is hopeless," said Dr. Bob B. Brown, assistant dean of the School of Education. "One may as well look for a single set of religious doctrines upon which all Americans might agree."

Clash With Council

The Wisconsin School of Education has clashed in the past with the National Council for Accreditation in Teacher Education. It has called the council's view of accreditation too narrow. The council has been characterized by Dr. Conant as the center of the teacher training "establishment" whose power he opposed.

In trying to test the Conant prescription for accreditation based on classroom performance, the Wisconsin project will select and train "observer-judges" from four states. The observers will include academic professors, professors of education, public school teachers and administrators, and state education officials.

The students to be judged will come from the University of

vard president has operated in his role of public school reformer. After his first major public school study, "The American High School Today," published in 1959, he spoke to community and education groups across the country and helped local school systems to compare what they were doing with what he recommended.

Dr. Conant said he expected to remain in Berlin until next June. However, he plans to return to the United States on a number of special missions.

Appendix A: D-182

Project Title : AN INVESTIGATION OF OBSERVER-JUDGE RATINGS OF
TEACHER COMPETENCE

Submitted by : The School of Education
The University of Wisconsin
Madison 6, Wisconsin

Telephone Number : (Area 608) 262-1763

Initiated by : _____
Bob Burton Brown
Assistant Dean, School of Education

Wilson B. Thiede
Associate Dean School of Education

Merle L. Borrowman
Professor of Education and History

Transmitted by : _____
Reuben Lorenz
Assistant Vice President and Business
Manager

Date Transmitted : March 1, 1964

Date Revised : July 14, 1964

1. Abstract

A. Objectives

The purpose of the proposed program is to field test the use of judgments of competence in classroom performances as the basis for teacher certification. This program will demonstrate an alternative to current policies and practices which base teacher certification on the completion of approved programs and specified course-credit requirements.

The program will demonstrate and evaluate a number of ways in which both academic and education professors, supervisors of student teaching, cooperating public school teachers and administrators, State Department of Public Instruction personnel, and possibly others, may be brought together in teams to observe classroom teaching performances and to judge competence for teaching.

B. Procedures

The program will be carried out in four phases over a period of four years. Phase I (one year) will involve the selection, organization, and training of observer-judges; evaluation and selection of observation and rating techniques, including the characteristics of the raters themselves and the criteria upon which they base their judgments. Phase II (one year) will include making multiple and repeated observations and judgments of the candidates' classroom performances in pre-service clinical experiences, measuring and appraising academic competence in teaching fields, as well as the collection and evaluation of data regarding the intellectual and personality traits of the candidates. Phase III (One year) will be a follow-up study involving observations and judgments of teachers certified as the result of Phase II in in-service teaching situations, and including comparison of evaluations made in Phase II with those made in Phase III. Phase IV (9 months) will be spent in analyzing and evaluating the data and preparing the report.

The prospective teachers to be judged will be drawn from those students enrolled in teacher education programs in Sacramento State College, New York State University at Albany, Northwestern University, and the University of Wisconsin. The judging teams will be selected from faculties of these four schools and cooperating public school systems in these four states under the supervision and approval of the state Departments of Public Instruction in the four states involved. Appropriate descriptive and sampling procedures will be used to place students in situations involving observer-judges of varying specified characteristics.

2. Problem

As a result of his two-year study of teacher education and certification policies, James B. Conant concludes that "The policy of certification based on the completion of state-specified course requirements is bankrupt."¹ He concludes that the specific course requirements and the alternative approved-program approach as it has developed in connection with the National Council for the Accreditation of Teacher Education have critical defects in common: "they cannot be enforced in such a manner that the public can be assured of competent teachers, and they involve the states in acrimonious and continuous political struggles, which may not serve the public interest."²

The proposed demonstration will field-test Conant's recommendations for alternative programs and policies which rely primarily on the use of judgments of competence of classroom teaching performance as the basis for certification, which he suggests as a crucial step toward solution of the problem for those concerned with quality teaching.

3. Description

The program to be demonstrated and evaluated is the first and most central of the Conant recommendations concerning state certification of teachers:

1. For certification purposes the state should require only (a) that a candidate hold a baccalaureate degree from a legitimate college or university, (b) that he submit evidence of having successfully performed as a student under the direction of college and public school personnel in whom the state Department has confidence, and in a practice-teaching situation of which the state Department approves, and (c) that he hold a specially endorsed teaching certificate from a college or university which, in issuing the official document, attests that the institution as a whole considers the person adequately prepared to teach in a designated field and grade level.³

Conant's proposal suggests that both academic and pedagogical professors, supervisors of student teaching, cooperating public school teachers and administrators, State Department of Public Instruction personnel, and possibly others be brought in to evaluate practice teaching and to judge the candidate's mastery of the subject he teaches, his utilization of educational knowledge, his mastery of the techniques of teaching, and his possession of the intellectual and personality traits relevant to effective teaching.⁴

¹James B. Conant, The Education of American Teachers (New York: McGraw Hill, 1963), p. 54.

²Ibid., p. 55. ³Ibid., p. 60. ⁴Ibid., p. 62.

The Conant plan also calls for teacher education institutions to establish, in conjunction with public school systems, a state-approved practice teaching arrangement, and stipulates that public school systems which enter contracts with teacher education institutions for practice teaching should designate, as classroom teachers working with practice teaching, only those persons in whose competence as teachers, leaders, and evaluators they have the highest confidence.⁵

This program proposes to demonstrate and field test those parts of Conant's recommendations which relate most directly to the use of judgments of competence of classroom performances as the basis for teacher certification. Without the support of wide-scale demonstration and field testing, the nation-wide implications for teacher education and certification are already clear to those concerned with quality teaching. Given a wide-scale demonstration in this proposal, this plan, as and if it can be made workable, may become a prototype for the most important developments in the education and certification of teachers to occur in this century.

The criterion problem, which has been so intransigent in a half-century of research on teacher effectiveness, will be met in this study by providing for the use of a variety of diverse and even conflicting criteria for judging what is good and poor teaching. In our pluralistic, open, democratic society, universal agreement on a single criterion or set of criteria is neither possible nor desirable. For this reason, this study proposes to have judgments made by teams of observer-judges, each using individual criteria identifiable in terms of explicitly stated and measured positions on relevant value continua. Judgments will be relative to described value positions and described circumstances, rather than based on absolute values and universal circumstances. If certification based on judgments of teaching competence is to be realized, such a solution to the criterion problem must be demonstrated to be meaningful, and practically obtainable and useful.

4. Objectives

- a. To demonstrate the use of judgments of competence in classroom performance as a basis for certifying teachers.
- b. To make wider use of and test out in practical field situations basic research knowledge of various processes related to judging teaching competence from observations of classroom performance, and, if possible, add to that knowledge.

⁵Ibid., p. 63.

- c. To free teacher education from the traditional quantitative, legal and professional specifications that have hindered experimentation and improvement, i.e. state certification requirements, accrediting standards, and professional associations.
- d. To involve both academic and pedagogical scholars in an all-university approach to the process of evaluating the qualifications of candidates and recommending certification for teaching.
- e. To develop working partnerships between teacher education institutions, state Departments of Public Instruction, and local school systems that involve both shared responsibility for teacher education and cooperative judgments of candidates' qualifications for teaching.

5. Research Foundation

Basic to this demonstration are the recommendations of James B. Conant which are the product of his recent two-year study of the education of American teachers.⁶ Although the Conant study may not qualify as basic research, it does represent a painstaking survey and penetrating assessment of the complex and controversial issues involving the education and certification of teachers conducted by a most respected scholar, scientist, and statesman, who was assisted by a strong staff of qualified educators. Dr. Conant's recommendations are rooted in the findings of a study of current facts and issues, which is considerably more than can be said for the rooted-in-tradition policies and procedures his recommendations are designed to displace.

With respect to the demonstration and evaluation of procedures for observing classroom performance and judging teaching competence, there is, fortunately, a considerably stronger research foundation. Most pertinent to the implementation of the proposed program is the vast amount of research on teaching drawn together under the editorship of N. L. Gage.⁷ There are available a wide variety of experimentally tested procedures for measuring classroom behavior by systematic observation,⁸ for rating competence in teaching,⁹ for

⁶Ibid.

⁷N. L. Gage (ed.) Handbook of Research on Teaching (Chicago: Rand McNally & Co., 1963).

⁸Donald M. Medley and Harold E. Mitzel, "Measuring Classroom Behavior by Systematic Observation," Handbook of Research on Teaching (Chicago: Rand McNally & Co., 1963), pp. 247-328.

⁹H. H. Remmers, "Rating Methods in Research on Teaching," Handbook of Research on Teaching (Chicago: Rand McNally & Co., 1963), pp. 329-378.

analyzing teaching methods,¹⁰ for analyzing the teacher's personality and characteristics,¹¹ and for measuring cognitive¹² and noncognitive variables¹³ in research on teaching, which will be selected and used in this program.

The proposed program, while not designed primarily as a basic research study, must, in making intelligent use of available procedures for measuring and judging teacher behavior, draw upon and add some increment to the basic research knowledge in this area. The observation, judging, and evaluation phases of the program will be conducted with the rigorous control in design and procedure required of basic research.

6. Procedures

- A. Setting. The setting for the program will evolve around the teacher education programs at the University of Wisconsin in Madison, which is particularly appropriate for this demonstration for several reasons. First, the all-university approach to teacher education at the University of Wisconsin is the prototype of the partnership between the academic and professional educators advocated by Conant as essential for carrying out his recommendations. Second, the University enjoys an unusual relationship of mutual respect and trust with the Wisconsin State Department of Public Instruction and has secured an agreement with the Department for its cooperation and participation in this program. Third, the faculty of the School of Education at the University of Wisconsin, which includes all those professors in subject fields offering teaching majors and minors, has voted unanimously to lend its combined support and effort to the success of this study. Fourth, the Wisconsin Improvement Program has established working relationships with approximately 30 first-class school systems throughout the state in which teacher internship programs are now functioning and in which crucial phases of this program can be demonstrated.

¹⁰Norman E. Wallen and Robert M. W. Travers, "Analysis and Investigation of Teaching Methods," Handbook of Research on Teaching (Chicago: Rand McNally & Co., 1963), pp. 443-505.

¹¹J. W. Getzels and D. W. Jackson, "The Teacher's Personality and Characteristics," Handbook of Research on Teaching (Chicago: Rand McNally & Co., 1963), pp. 506-582.

¹²Benjamin S. Bloom, "Testing Cognitive Ability and Achievement," Handbook of Research on Teaching (Chicago: Rand McNally & Co., 1963), pp. 379-397.

¹³George G. Stern, "Measuring Noncognitive Variables in Research on Teaching," Handbook of Research on Teaching (Chicago: Rand McNally & Co., 1963), pp. 398-447.

In order to give the demonstration study a broader geographic setting, so that outcomes, if fruitful, will be broadly applicable, selected aspects of the program will involve teacher education programs and certification policies in the states of California, Illinois, and New York. We have secured agreements from the state departments of education in these additional states for their cooperation and participation in this program. In California and New York we are in the process of negotiating arrangements with several teacher education institutions approved by the state departments of education to participate in the program. In Illinois, our direct negotiations have been with the School of Education at Northwestern University, which has already secured the cooperation of the Illinois State Board of Education to participate in this and similar programs requiring experimentation with teacher certification. The University of Wisconsin is fortunate to be able to secure this kind and quality of nationwide cooperation for a program of this nature.

- B. Population. Three distinct populations will be involved in this program: (1) Observer-judges (raters₁) of pre-service performance; (2) Observer-judges (raters₂) of in-service performance; and (3) candidates for teaching (ratees).

Raters₁ and raters₂ will be drawn from (a) the faculties of the participating teacher education institutions, including personnel from both academic and pedagogic departments; and (b) cooperating public school teachers and supervisory personnel with whom the ratees do pre-service practice teaching or do in-service teaching after graduation and certification; and (c) possibly State Department of Public Instruction personnel. Wherever possible, those in the raters₁ group will be used again in the raters₂ group, although practical considerations will cause a shift in composition from heavier reliance on university personnel in the raters₁ group to a heavier reliance on public school personnel in the raters₂ group. Characteristic differences within and between the two rater groups will be identified, described, and, in certain cases, controlled.

The ratees, the prospective teachers to be judged, will be drawn from those students enrolled in teacher education programs in the Schools of Education at the participating colleges and universities. Appropriate sampling and assigning procedures will be used in drawing students from a range of grade level and subject field areas of specialization for teaching.

Certain types of descriptive data will be collected and compared on the entire population involved in the demonstration; however, a portion of this population will be selected, using appropriate sampling techniques where feasible, for intensive study and evaluation. For example, separate teams of observer-judges will be selected and assigned to the following types of groups of candidates.

<u>Grade Level/Subject</u>	<u>Approximate Number of Students</u>	<u>Approximate Number of Observer-Judges</u>
Elementary Level		
Group 1	10-15	4
Group 2	10-15	4
Secondary Level		
English	10-15	3
Spanish	5	3
Science	5	3
Business Educ.	<u>5</u>	<u>3</u>
Totals	45-60	20

With the addition of subjects from California, Illinois, and New York, both the total population and the portion of that population selected for intensive study and evaluation will be expanded. There will be a division of labor, with one state concentrating on elementary teachers, another on English students, another on science, and so forth.

Such an arrangement will be made in the two semesters involved in Phase II, bringing the population for intensive study to a total number of approximately 200. Allowing for normal attrition, the number of this group should exceed 100 in the follow-up study in Phase III.

C. Materials Development. The program will involve the selection, adaptation, and refinement of materials for observing, measuring, and judging classroom behavior of teachers, and for measuring cognitive and noncognitive characteristics which relate to teaching and judgment of its quality. Material development, as such, is not the purpose of the study; however, crucial to this program is a demonstration of how materials and procedures for measuring classroom behavior may be combined or used in conjunction with materials and methods for measuring value positions affecting criteria on which classroom behavior is based as well as the criteria used in judging the effectiveness of that behavior. In the sense that it will connect previously disconnected materials, the proposed program will create and develop new materials which will be useful in the future in basing teacher certification on judgments of the quality of observed teaching.

D. Evaluation. The study will consist of four phases:

(1) Phase I: A period of twelve months beginning September 1964, which will include:

(a) Concluding arrangements for cooperation, selection, organization, and training of the university, public school, and state department personnel that will be involved as observer-judges in the study.

- (b) Collecting data on the characteristics of observer-judges by administering the Personal Beliefs Inventory¹⁴ to measure agreement-disagreement with Dewey's experimentalism as a fundamental philosophy, and the Teacher Practices Inventory¹⁵ to measure agreement-disagreement with Dewey's experimentalism as a philosophy of education.¹⁶ In addition, instruments such as the California F Scale¹⁷ or the Dogmatism Scale¹⁸ will be used as a further measure of fundamental beliefs, and an instrument such as the Teacher Characteristics Schedule¹⁹ will be used as a further measure of educational values.
- (c) Developing teams of observer-judges, utilizing the data to identify the high-to-low congruence of the three or more members comprising each team. When and where possible, for comparative purposes, the composition of these teams will be controlled to develop some teams which are highly congruent and some teams which are highly incongruent with respect to criteria and value positions used as a basis for judging teaching competence.
- (d) Obtaining data on the reliability of judgments of teaching competence made by observer judges.
- (e) Organizing and conducting training sessions designed to increase reliability of judgments.
- (f) Comparing reliability coefficients obtained before and after the training period, and establishing levels of confidence warranted by the achieved reliability.

¹⁴Bob Burton Brown, Personal Beliefs Inventory (See Appendix A.)

¹⁵_____, Teacher Practices Inventory (See Appendix A.)

¹⁶See Appendix B for a summary of the reliability data obtained from repeated pre-testing of the Personal Beliefs and Teacher Practices Inventories.

¹⁷T. W. Adorno et. al., The Authoritarian Personality (New York: Harper, 1950).

¹⁸Milton Rokeach, The Open and Closed Mind (New York: Basic Books, Inc., 1960).

¹⁹David G. Ryans, Characteristics of Teachers (Washington, D. C.: The American Council on Education, 1960).

- (g) Selecting, developing, and adapting or refining instruments to be used in observing teacher behavior and rating teacher competence. For example, a new instrument and procedures will be developed for assessing the factual accuracy of information disseminated in the classroom.
- (2) Phase II: A period of twelve months beginning September 1965, to involve:
- (a) Placing prospective teachers (ratees in student teaching situations, which will be described and taken into account when analyzing and evaluating data, for example: educational and socio-economic backgrounds of pupils and the school community; inter-personal relationships between ratee and cooperating teachers; nature and degree of freedom and responsibility given the ratee; whether the organization is of a departmentalized, self-contained, or team type; grade level(s) and subject(s) taught, teacher-pupil ratio; and the physical setting, including teaching equipment and materials.
- (b) Collecting data on the characteristics of the prospective teachers, using the same instruments used in Phase I to collect comparable data on the observer judges. For the student population it will be possible also to collect data regarding cognitive ability and achievement, i.e. test scores on college entrance examinations, cumulative grade-point averages, proficiency examinations in knowledge of education and of subjects taught.
- (c) Observing pre-service teaching performances and judging the competence of prospective teachers. The judgments or ratings of teacher competence will include the collection of a wide variety of relevant data. For example, the items on the Teacher Practices Inventory are adaptable for use in a Q-sort for rating observed teaching behavior, and will be used in order to permit comparable measures of classroom practices and values in terms of a common theoretical referent -- in this case experimentalism. Additional rating instruments, such as Ryan's Classroom Observational Record,²⁰ McGee's Classroom Observational Record,²¹ and the Purdue Rating

²⁰ Ibid., p. 86.

²¹ H. M. McGee, Measurement of Authoritarianism and Its Relation to Teacher's Classroom Behavior. Genetic Psychology Monograph, 1955, 52, pp. 89-146.

Scale for Instruction,²² will be used for comparison purposes. In addition, a factual accuracy score or rating will be determined for each of the ratees, using instruments and procedures to be developed in Phase I.

- (3) Phase III: A period of twelve months beginning September 1966, to involve:
- (a) Arranging for cooperation of public school personnel in those school systems where the ratees accept employment as certified teachers, and training such personnel in the use of rating instruments.
 - (b) Collecting data on the characteristics of new personnel added to the teams of observer-judges, using the same measures used in (b) of Phase I.
 - (c) Establishing reliability of judgments of added observer-judges.
 - (d) Obtaining descriptions of the in-service teaching situations similar to (a) in Phase II.
 - (e) Up-dating the data collected on the characteristics of the ratees in (b) of Phase II.
 - (f) Observing in-service teaching performances and judging the competence of ratees, using the instruments and procedures in (c) of Phase II.
- (4) Phase IV: A period of nine months beginning September 1968, to involve:
- (a) Evaluating the program through an examination of the interrelationships of (1) measured characteristics of observer-judges, (2) measured characteristics of prospective teachers including measured observations of classroom teaching behavior, (3) ratings or judgments of the teaching competence of the prospective teachers, and (4) other relevant variables descriptive of the teaching situations in which observations and judgments are made.
 - (b) Treating the data obtained with correlational analysis, analysis of variance, and other statistical procedures which may be useful in determining the relationship of the variables described above in order to answer such questions as:

²²H. H. Remmers, Manual, The Purdue Rating Scale for Instruction (West Lafayette, Indiana: University Book Store, 1960).

- (1) How are the characteristics of raters related to judgments made of the performances of ratees with varying characteristics in varying teaching situations?
 - (2) Is there a difference within and among these relationships from time to time, from phase to phase of the study?
 - (3) Are there characteristics of raters which become predictive of extreme good or poor ratings of certain teacher behaviors and characteristics?
 - (4) Are there characteristics of ratees which become predictive of extreme good or poor ratings of teaching competence?
 - (5) What are the relationships of ratings in Phase II with ratings in Phase III for (a) all ratees, (b) ratees given extremely good ratings compared with ratees given extremely poor ratings, (c) ratees who complete regular course-credit requirements for certification compared with ratees who take alternative paths to certification, such as the certification-via-examination program?
- E. Dissemination of Information. The fundamental purpose of the demonstration is to conduct an evaluation through field testing rather than to disseminate information. However, there will be a comprehensive report of the program and its evaluation. Other products will include a series of reports which will be submitted to social science and educational journals. Reports of procedures and evaluations will also be made available for use by other teacher education institutions, public schools, and state departments of public instruction.

- F. Time Schedule.
- | | |
|------------|--------------------------------------|
| Phase I: | September 1, 1964 to August 31, 1965 |
| Phase II: | September 1, 1965 to August 31, 1966 |
| Phase III: | September 1, 1966 to August 31, 1967 |
| Phase IV: | September 1, 1967 to June 30, 1968 |

7. Personnel

- A. Director: Bob Burton Brown, Assistant Dean
School of Education, University of Wisconsin

Dr. Brown received his B.A. degree from Nebraska State Teachers college, his M.A. degree from Northwestern University, and his Ph.D. degree from the University of Wisconsin. He has served as teacher and principal in public school systems of Nebraska and Illinois, and is currently an Assistant Professor of Education and Assistant Dean of the School of Education at the University of Wisconsin. In this position he is in charge of student personnel and teacher certification matters. Research and writing related to this project includes investigation of problems of teacher education and certification, teachers' values, and teacher effectiveness, as summarized in the following publications:

"The Relationship of Experimentalism to Classroom Practices," (unpublished Ph.D. dissertation, the University of Wisconsin, Madison, 1963).

"Dangers in the Misuse of NCATE Accreditation," Journal of Teacher Education, September, 1963.

"Acquisition Versus Inquiry," Elementary School Journal, September, 1963.

"Bringing Philosophy into the Study of Teacher Effectiveness," Journal of Teacher Education, scheduled for winter, 1964.

- B. Co-Coordinator: Wilson B. Thiede, Associate Dean,
School of Education, University of Wisconsin

Dr. Thiede received his B.S., M.S., and Ph.D. degrees from the University of Wisconsin. He has served as a classroom teacher of biology in Fond du Lac, Wisconsin. He has directed doctoral dissertations and served on numerous research planning and advisory committees. He was Director of Institutional Studies and Registrar for the Louisiana State University from 1949 to 1951. In 1962, he was appointed Publisher and Chairman of the Executive Editors of the Journal of Educational Research and the Journal of Experimental Education. He has been Chairman of the Graduate Program Committee of the Department of Education and Chairman of the Department. He is currently responsible for the teacher education program of the University of Wisconsin. His publications include:

"Research Within Selected Programs: University and College Extension," Review of Educational Research, Adult Education, Vol. XXIX, No. 3, June, 1959.

"Research and Investigations in Adult Education," Adult Education, Vol. XII, No. 4, Summer, 1962, pp. 195-211.

"Research and Investigation in Adult Education," Adult Education, Vol. XIII, No. 4, Summer, 1963, pp. 195-216.

"Professional Leadership," Focus on Public School Adult Education. Washington, D. C., The National Association of Public School Adult Educators, 1963, pp. 31-34.

- C. Co-Coordinator: Merle L. Borrowman, Professor
Department of Education and History
University of Wisconsin

Dr. Borrowman received his B.A. degree from Brigham Young University, his M.A. degree from the University of Idaho, and his Ph.D. degree from Columbia University. He has served as a

classroom teacher and school administrator in public school systems in Idaho, where he was President of the Idaho State School Administrator's Association. He has taught the History of Education at Columbia University, the University of Hawaii, and at the University of Wisconsin. During 1962-63, Dr. Borrowman served as a full-time consultant to Dr. James B. Conant in his study on the Education of American Teachers. Recently, he has engaged widely in discussion and consultation educators throughout the nation regarding the implementation of the Conant report. Other research and writing related to teacher education includes:

The Liberal and Technical in Teacher Education, A Historical Survey of American Thought (New York: Teachers College Bureau of Publication, 1956).

Teacher Education in America, Classics in Educational History (New York: Teachers College Bureau of Publications, Spring, 1960).

"The Quest for a Discipline of Teacher Education," Teachers College Record, 55: (6) 329-337 (March, 1954).

"Liberalizing the Discipline of Education," Teachers College Record, 56: (3) 178-187 (December, 1955).

"Teacher Education in the Past Decade," Teachers College Record, 58: (8) 446-457 (May, 1957).

D. Project Associates:

Dr. Russell J. Hosler, Professor of Education and Commerce, Director of Business Education, University of Wisconsin

Dr. Eleanor E. Larson, Associate Professor of Education, Chairman of Elementary Education Student Teaching Committee, University of Wisconsin

Dr. Milton O. Pella, Professor of Education, Specialist in Science Education, University of Wisconsin

Dr. Theodore Rose, Assistant Professor of Education and Spanish, University of Wisconsin

Dr. John R. Searles, Professor of Education and English, University of Wisconsin

Mr. James C. Stoltenberg, Associate Professor of Educational Administration, Director of Clinical Experiences, School of Education, University of Wisconsin

- E. Advisory Panel -- to meet with the director and coordinators at least twice during the first year of the study, and at least once each of the subsequent four years of the study to help plan and guide the program with the greatest possible rigor, imagination, and impact:

Dr. Norman Bower, Professor of Educational Psychology,
Northwestern University

Dr. William H. Cartwright, Professor of Education, Chairman
of the Department of Education, Duke University

Dr. Nicholas A. Fattu, Professor of Educational Psychology,
University of Indiana

Dr. John I. Goodlad, Professor of Education, Director of Teacher
Education, University of California, Los Angeles

Dr. Chester W. Harris, Professor of Educational Psychology,
University of Wisconsin

- F. Consultants:

Dr. James Allen, Commissioner, State Department of Education,
Albany, New York

Dr. Donald Bucklin, Associate Professor of Zoology, University
of Wisconsin

Dr. B. J. Chandler, Dean of the School of Education, Northwestern
University, Evanston, Illinois

Dr. John Guy Fowlkes, Professor of Educational Administration,
Director of the Wisconsin Improvement Program, University
of Wisconsin

Dr. Irwin Gaumnitz, Dean of the School of Commerce, University
of Wisconsin

Dr. Carl A. Larson, Chief of the Bureau of Teacher Education and
Certification, State Department of Education, Sacramento,
California

Dr. Philip Lambert, Professor of Educational Psychology,
Chairman of the Department of Educational Psychology,
Director of Experimental Education, University of Wisconsin

Dr. Edward R. Mulvihill, Associate Dean of the College of
Letters and Science, Professor of Spanish, University of
Wisconsin

Dr. Robert C. Pooley, Professor of English, University of Wisconsin. Currently Coordinator of "Project English" in the Wisconsin State Department of Public Instruction.

Dr. Julian C. Stanley, Professor of Educational Psychology, University of Wisconsin

Dr. Lindley J. Stiles, Dean of the School of Education, University of Wisconsin

Dr. Robert C. Van Raalte, Assistant Superintendent, Director of Teacher Education and Certification, Wisconsin State Department of Public Instruction

8. Facilities

The University of Wisconsin provides a wide variety of demonstration and research facilities which are appropriate to this study: Clinical Experiences, including student teaching in the "block" semester and the Internship Program; Joint Laboratory Schools, the Wisconsin Improvement Program, including cooperating local school systems; Multi-Media Instructional Laboratory, Language Laboratories, Bureau of Audio-Visual Instruction, Certification-via-Examination Program, whose services will be available for obtaining the desired populations, training of personnel, and the collection of evaluative data.

Excellent computing services are available for use, including a Statistics Laboratory, and a well-staffed Numerical Analysis Laboratory equipped with the CDC 1604 and other electronic computers for data programming and processing.

9. Other Information

- A. No support is available for this project from any source other than the transmitting institution.
- B. This proposal has not been submitted to any other agency.
- C. This is not an extension or addition to any other project previously supported by the U. S. Office of Education.
- D. This or a similar proposal has not been previously submitted to the U. S. Office of Education

H. DAVID VAN DYCK
PUBLIC INFORMATION OFFICER
HO 3-1254 Ext. 58

Release:

OCTOBER 21, 1964

STATE UNIVERSITY AT ALBANY
SPONSORS RENAISSANCE SYMPOSIUM

One of the most impressive and knowledgeable collections of lecturers in the field of renaissance culture will visit the State University campus at Albany during the three weeks beginning October 26. Presented by the Division of Humanities on the general theme of the Renaissance, the Symposium will feature a series of lectures, exhibits, recitals and dramatic presentations; all open to the public; all free.

Speakers will include: Dr. George Boaz, emeritus professor of Johns Hopkins University; Dr. Robert Conant, curator of musical instruments at Yale University; Dr. John H. Randall, Jr., Woodbridge professor of philosophy at Columbia University; Dr. Clifford Leech, chairman of the English department at the University of Toronto; Dr. I. Bernard Cohen, professor of science history at Harvard University, and Colin Eisler, professor of art history at the Institute of Fine Arts at New York University.

Other events include an exhibit of rare renaissance books in the foyer of Draper Hall from November 13; a display of Dürer prints in Draper Gallery from October 18 to November 8; and a University Theater presentation of Christopher Marlow's Dr. Faustus at the Cathedral of All Saints from November 9 to 14.

The Symposium will open Monday, October 26 at 8 p. m. in Page Hall, with a lecture by Dr. George Boaz, professor emeritus of the history of philosophy at Johns Hopkins University. Dr. Boaz will discuss the many inter-related factors in the development of the Italian Renaissance in his address entitled: "Cross Currents of the Italian Renaissance"

The lecturer taught at Johns Hopkins for 35 years and has lectured and taught at Princeton, Wesleyan and Pittsburgh Universities. He has had the unique experience of serving in both the Army and the Navy and in both World Wars. His published books number 20 and there are countless articles in professional publications.

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STATE UNIVERSITY AT ALBANY
SPONSORS RENAISSANCE
SYMPOSIUM
PAGE 2

A musical and intellectual treat is in store for listeners at the second presentation in the Symposium series October 29 at 8:30 p. m. in Page Hall with a lecture and recital by Robert Conant, brilliant young harpsichordist who has been praised in Europe and America for his technique and his ability to convey to his audiences his complete musical understanding of the works of old masters. He is a graduate of Yale School of Music and is now the curator of the Yale Collection of Musical Instruments.

John Herman Randall, Jr., Woodbridge professor of philosophy at Columbia University will speak on "The Intellectual Development of the Renaissance." A prolific writer, Dr. Randall has lead philosophical thought for several decades. He is honary editor of the Journal of the History of Ideas and joint editor of the journal of Philosophy.

Shakespeare: Elizabethan and Jacobean is the topic of the November 6 lecture to be delivered by Dr. Clifford Leech, chairman of the English Department at the University of Toronto. His talk will start at 1:30 p. m. in Page Hall. His topic which is his special teaching field has brought him world-wide reknown as an author. Long experience in teaching and research in this subject should make his presentation memorable.

Harvard University's, I. Bernard Cohen will lecture on Science in the Renaissance. Viewed from his vantage point as director of graduate research in the history of science, Dr. Cohen can bring a new dimension to the scope of the seminar. A specialist in the history of scientific ideas and the growth of physical thought, Dr. Cohen has lectured on these subjects around the world. He has studied and written extensively in his field. He will speak November 9 at 8:30 p. m. in Page Hall. Colin Eisler, professor of art at the Institute of Fine Arts at NYU, has contributed significantly to expanding knowledge of late Medieval and Renaissance art. He has written books and articles in the field. His

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STATE UNIVERSITY AT
ALBANY SPONSORS
RENAISSANCE SYMPOSIUM
PAGE 3

comments November 13 at 1:30 p. m. in Page Hall will be of interest to historian and art lovers alike.

From November 9 - 14 the University Theater will present a production of Christopher Marlow's Dr. Faustus at 8:30 p. m. in the Cathedral of All Saints. Directed by Dr. Jarke Burian of the University staff, the presentation is cast from students. The set will be designed by Jay Moore also on the University staff. Dr. Burian was quoted in the Albany Student Press when he described Dr. Faustus as, "a dynamic vivid play that allows for a variety of interpretations and modes in staging."

Memorable prints by Albrecht Durer (1471-1528), in which the Gothic and Renaissance styles meet, have been selected from the collections of The Metropolitan Museum of Art by A. Hyatt Mayor, Curator of Prints. The exhibition, PRINTS BY ALBRECHT DURER, is on view at Draper Gallery, from October 18 through November 8 during school hours.

Durer's "Frontispiece to The Apocalypse" (1498) is included in the exhibition, as well as woodcuts and engravings used to illustrate the small-dimensioned "Passion of Jesus" (1509, published 1511).

A faculty committee, chaired by Dr. Edith Wallace, Humanities Division Chairman, planned and arranged the Symposium. Dr. Wallace said, "It is not our contriving that for Shakespeare, Michelangelo and Marlow this is the 400th Anniversary. We are happy to present this program to the students of the University, to students in neighboring schools and friends in the capital area."

The committee includes:

Jarka Burian
Audrey Kouvel
Bruce Solnick

Robert Creegan
Hugh Maclean
Charles Stokes

Mojimir Frinta
William Skidmore
Edith Wallace

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IMMEDIATE

GLOVERSVILLE STUDENT WRITES
ARTICLE FOR SCIENTIFIC JOURNAL

Russell W. Dunham, who received his masters degree in physics at the State University of New York at Albany has published an article "Diffraction by a Circular Aperture" in the September issue of the Journal of the Optical Society of America. The article describes his findings concerning the behavior of electromagnetic waves as they pas through apertures. Dunham's findings will be helpful in the explanation of light patterns in the circular apertures that surround the lenses of telescopes and the behavior of microwaves as they pass through the circular apertures of parabolic reflectors.

Professor Luther Andrews, chairman of the Physics Department at the State University, claims the work is unusually competant. Not many students are priveleged to publish in this highly technical Journal.

Mr. Dunham, a native of Gloversville, New York is presently working for his doctor's degree in theoretical physics at Rensselaer Polytechnic Institute.

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10/22/64

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IMMEDIATE

**ALBANY STATE ALUMNI AWARD
\$4250 in SCHOLARSHIPS AND
ASSISTANTSHIPS**

Four students are being helped with their tuition and living expenses by grants of \$4250 from the Alumni Association of the State University at Albany.

Two young ladies receive \$500 each this year under the Joan Van Slyke Trust. This year's recipient is Miss Norma Telefus, Middletown, who is just beginning her studies at State University. A second year recipient is Miss Karen Knapp, North Syracuse.

The Joan D. Van Slyke Scholarship Fund made its first award of \$500 to a freshman last year (1963-64). This year the same recipient will receive a similar amount, and a new freshman has been named as the Van Slyke Award winner.

This fund was established in 1962 under the will of Miss Van Slyke, an Albanian who at one time held an interest in the Hotel Wellington. The interest may be used to aid promising students who plan to become teachers.

file

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IMMEDIATE

OCTOBER 27, 1964

GE MANAGER SPEAKS AT STATE UNIVERSITY

Mr. Robert A. Winter, Advertising Manager, Silicone Products Department, General Electric Company, Waterford, New York, will address a group of marketing management students at the School of Business, State University of New York at Albany, on Thursday, October 29, 1964. The title of his address is "The Role of Advertising in Introducing New Silicone Products."

The address is one of a series designed to bring current marketing management information to the attention of graduate marketing students. The meeting will be held in room 147, Draper Hall, at 4:30 p.m., it was announced by Reno S. Knouse, Professor of Merchandising, School of Business.

- 30 -

October 28, 1964

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Release:

IMMEDIATE

STATE UNIVERSITY FRATERNITY
SPONSORS GOBLIN BALL FOR
LASALLE SCHOOL BOYS AND
NEIGHBORHOOD YOUNGSTERS

Ghosts and goblins, games and goodies will be the order of the day Saturday, October 31 when the boys from the LaSalle School on Western Avenue are the guests of the members of Alpha Pi Alpha fraternity at the State University at Albany. Carl Cusato, ADA social chairman said it was believed to be the first time any college fraternity in the city had turned its house over for a purpose such as this.

The LaSalle boys and youngsters in the neighborhood of the fraternity at 135 Lake Avenue, opposite the Dudley Observatory, will be welcomed to the house between 2 and 5 p. m. The main floor will be decorated and games and typical Halloween goodies will be distributed. The basement of the house will be set up as a Horror Hall with fraternal brothers serving as guides.

This is the fourth annual Halloween part conducted for the boys a LaSalle but the first in which they will be coming to the fraternity house.

10/30/64

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IMMEDIATE

**STATE UNIVERSITY
NEW DORMS HOLD OPEN HOUSE**

New residents at the recently occupied dormitories on the Albany State University campus now rising on the Washington Avenue extension are holding an open house for members of the University community on Sunday, November 1, 1964. The 200 men now living in Van Rensselaer and Ryckman Halls have invited their fellow students and members of the faculty to inspect the new facilities between 2 and 4 p. m.

The two occupied halls are the first of nine in what will be called the Dutch Quadrangle in honor of the first settlers in the area. Four more halls will be occupied before the end of the year. The balance of the quadrangle, including the 22-story tower dormitory, is not scheduled for occupancy until September 1965.

The men are quartered in four and five men suites, depending on the size of the suite. Each includes two bedrooms, a study room and a bath. Lounges are located in the center of the building at each end to provide space for 40-50 students. Recreational facilities, when completed will be located in a basement area.

file

H. David Van Dyck

Assistant to the President
For Public Information

Local Girl Chairs

Homecoming Weekend

At Albany State University

Plans for one of the largest social functions of the fall season at State University's growing campus in Albany are being made by a committee chaired by Miss Lynn Kurth, 8612 Munson Avenue. Miss Kurth is the daughter of Mr. and Mrs. Emile Kurth and a graduate of LaSalle Senior High School. She is a junior at the Albany University.

Plans for the weekend, welcome for returning alumni, include the naming of a Homecoming Queen at a Friday night folk concert featuring the well-known Judy Collins and the Modern Folk Quartet. Saturday calls for a parade involving several marching bands and floats.

Following a soccer game with Oneonta, the weekend will close with a formal dance for seniors and alumni.

Date - Oct. '64

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Public Information Officer
HO 3-1254, Ext. 58

Release:

IMMEDIATE

Income Tax Course Opens
Monday with 160 Enrolled

More efficient handling of the 1964 income tax returns and greater saving to taxpayers are the goals of the Internal Revenue Service and the State University at Albany who are co-sponsoring a series of tax seminars beginning Monday evening at Drubacher Hall. Over 150 lawyers, certified public accountants and tax specialists are enrolled in the unique 8-week evening course.

A spokesman for the IRS indicated that this was the first time that such a cooperative arrangement had been tried in this area. The first session will be opened by IRS District Director Edward J. Fitzgerald, Jr., and Dr. Milton C. Olson, dean of the University's school of business. James Murphy, Albany District Internal Revenue Agent will serve as instructor. Professor Reno Knouse is coordinator for the Seminar.

Sessions in subsequent weeks will be conducted by other IRS agents and deal with a wide variety of subjects. Mr. Olson said the University is pleased to provide this service to the community and hopes the seminar can be come an annual event.

Enclosure: Program

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Public Information Officer
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Release:
IMMEDIATE

LEARNING TO READ SUBJECT OF
STATE UNIVERSITY 7TH ANNUAL
FACULTY LECTURE

The complex processes by which children learn to read will be the subject of the seventh annual faculty lecture; this year being delivered by Dr. Morris Eson, chairman of the department of psychology, under the joint auspices of the Albany Chapter of the American Association of University Professors and the University. The lecture can be heard Thursday, October 15 at 8 p.m. in Room 349 at Draper Hall at the University Campus on Western Avenue.

Entitled, "Cognitive Development and Acquisition of Language," the speaker will draw heavily on his study of the basic skills children acquire in learning their native language.

Professor Eson has been involved in and made significant contributions to the more careful and rational studies of the root problems in this area. Both in the Bethlcher School District in our own back yard and in working with children in Israel, who did not have English as their native language he has tried and tested new techniques in teaching language and helped to develop new theories about its acquisition.

He has been a Research Scholar under the Fulbright program in Israel and has twice been awarded a research fellowship grant by the State University of New York. He is the author of many articles and of the the recently published text, Psychological Foundations of Education.

Release:

State University Professor to
Speak to Nature Conservancy Group

"Can We Save the Large African Animals," is the topic of an address by Dr. Paul Lemon, chairman of the biology department at State University at Albany, being presented to the Eastern New York Chapter of the Nature Conservancy at the Unitarian Church, 1221 Wendell Avenue, Schenectady.

Dr. and Mrs. Lemon have just returned from a year's study in Nyasaland and Tanganyika. They were there under a Fulbright - Hayes Research Scholarship.

Their illustrated talk will not be technical and is aimed at one of the most controversial topics in nature study and conservation circles.

IMMEDIATE
Release:

**ALBANY STATE UNIVERSITY HOST TO
FRENCH GEOLOGIST**

Dr. Jean Tricart, professor of geology and geography and director of the center for applied geography at the University of Strasbourg, is here as the guest of the State University at Albany from October 16 through October 22. On his way home after an official visit to South America for the French Government, Dr. and Mrs. Tricart will sojourn here as a result of a contact made in Brazil with Dr. Jean Auclair, State University's assistant director of the Center for Inter-American Studies.

Internationally known for his work in physical geography and geomorphology, Dr. Tricart has spent years studying and seeking solutions to problems relating to water-soil conservation programs both in his native France and in Latin America. He has lectured in universities of: France, Belgium, Germany, Great Britain, Sweden, Poland, Hungary, Morocco, Brazil, Venezuela, Peru, Chile, Australia and Israel.

During his stay in Albany, the French geographer-geologist will conduct seminars in geography and geology. Some will relate physical problems to the economy, particularly as applied in Latin America. Two lectures in the Department of Earth Sciences are entitled: "The Transport of Boulders in Streams" and "The Paleoclimatology of Africa."

On October 22 his final night at the University, Dr. Tricart will present a public lecture at 8:30 p. m. in Draper Hall, Room 349. His address will deal with problems of regional development in Latin America and French aid.

While he is in Albany he will visit nearby campuses and meet with members of the Conservation Department and the State Geologists Office. One day will be devoted to field trips in the area with Dr. John Bird, associate professor of Earth Sciences. Dr. Bird is geological problems in the area under a National Science Foundation grant.

Another day will be spent lecturing at Syracuse University under the auspices of State University. Upon leaving here Dr. Tricart will lecture for one day each at Yale, Columbia, and Johns Hopkins Universities; the Brazilian Embassy and the U. S. Geological Survey in Washington D. C. He will depart for home November 1.