

1965

Board of Regents Meeting Materials, November 2, 1965

Eastern Michigan University

Follow this and additional works at: <http://commons.emich.edu/regentsminutes>

Recommended Citation

Eastern Michigan University, "Board of Regents Meeting Materials, November 2, 1965" (1965). *Board of Regents Meeting Materials*. 387.

<http://commons.emich.edu/regentsminutes/387>

This Article is brought to you for free and open access by the University Archives at DigitalCommons@EMU. It has been accepted for inclusion in Board of Regents Meeting Materials by an authorized administrator of DigitalCommons@EMU. For more information, please contact lib-ir@emich.edu.

Index for November 2, 1964, Meeting of the Board of Regents

	Pages
. 163 M - Appointments, Resignations, Changes of Status and Leaves of Absence	11
. 146 M - Audit Reports	9
. 144 M - Background and Objectives	1- 8
. 149 M - Base Radio Station Installed	9
. 160 M - Clerical & Service Staff Handbook Changes	11
. 162 M - Consultant for North Central Study	11
. 156 M - Fish Lake Property	10
. 151 M - Ford Hall Remodeling	9
. 155 M - Higher Education Facilities Commission--State Plan	10
1.08. 145 M - McKenny Addition Financing	8- 9
. 161 M - National Science Foundation Grant	11
. 150 M - Operating Revenue and Allotments Revision	9
. 157 M - Options on Property	10
2.13. 159 M - Parking Policy (2. 13. 106 M)	11
. 148 M - Physical Plant Organization	9
. 147 M - Quirk Building Addition Architects	9
. 154 M - Request to Close Streets	10
. 152 M - Steam and Electrical Distribution System	10
. 158 M - Student-Faculty International Exchange Program	10
. 153 M - Tuition and Fees for Mott Program	10

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

Official Minutes of the Meeting November 2, 1964
Formal Lounge, McKenny Hall

Members present:

Virginia Allan, Charles Anspach, Edward J. McCormick, M. P. O'Hara,
Mildred Beatty Smith

Members absent:

O. William Habel, J. Don Lawrence, Lawrence Husse (all excused)

Administration present:

Eugene B. Elliott, Bonita Farver, Lewis Profit

The meeting was called to order at 11:05 a. m.

The minutes of the October 5, 1964, meeting were approved as presented.

The Treasurer's Report was read. Dr. Anspach moved and Dr. O'Hara seconded that the report be approved as read. Carried.

Miss Allan reported that the Background and Objectives had been approved by the Educational Policy Committee, Faculty Council and President's Policy Council.

. 144 M - BACKGROUND AND OBJECTIVES

Miss Allan moved and Dr. Smith seconded that the following document entitled "Eastern Michigan University Background and Objectives" be adopted:

EASTERN MICHIGAN UNIVERSITY
BACKGROUND AND OBJECTIVES

Eastern Michigan University, even in its earliest years as a normal school, had some of the characteristics of a multi-purpose institution, and over the years it has steadily acquired more. In the future, mounting enrollments which bring to this institution even more students in search of university education rather than teacher preparation will force the University to diversify and expand its offerings still further. At the same time, however, teacher education will continue to be a main concern. These goals are never fixed but evolve with time and with such increase of wisdom as the faculty, administration and governing board may acquire.

Eastern Prior to Its University Status

Eastern Michigan University was founded by the State of Michigan primarily to meet a pressing need of the state--a need which the institutions of higher education at the time had largely ignored--the need for trained teachers in the

public schools. But along with this function, others were assigned--instruction in the mechanic arts, in agriculture, and in citizenship. (Sec. 1, P.A. 138 of 1849). Thus, in a very limited sense, the school was from the beginning a multi-purpose institution. But its predominant purpose was indicated in its name--Michigan State Normal School.

In 1855 its function of providing instruction in agriculture and the mechanic arts was transferred to a college that was being established for the purpose at East Lansing. Henceforth, and for a hundred years, Normal's prescribed purpose was the preparation of teachers for the public schools of the state.

In the course of the first two decades, an argument arose as to whether Normal should become strictly a professional school (like Law or Medicine), or continue to include courses in the subject matter areas. The division of opinion became wide-spread and bitterly contested, and culminated in 1878 in a State Board of Education ruling which would reduce instruction in the academic areas to a minimum. The experiment lasted but two years, and was laid to rest by a new Principal, Malcolm MacVicar, whom the Board brought in from New York State where he was principal of the Normal School at Potsdam.

From this time on, a consistent evolution in the direction of more and higher requirements in the liberal arts took place--stimulated by the growing importance of the high schools, with the attendant necessity of preparing teachers to staff them. By the early nineties, Normal could say (in a brochure prepared for the World's Fair of 1893 in Chicago):

The function of the Michigan Normal Schools is to prepare teachers, both academically and professionally...for duty in any place in the public schools to which they may be called...And no teacher is so equipped unless his own culture and training have been carried considerably beyond the limit to which he may be called to conduct the pupils under his general supervision... To this end this Normal School offers courses whose satisfactory completion fairly earns the honors that are usually awarded to those who finish a collegiate course.

It is a significant fact that through the years the function of preparing teachers, thus broadly conceived, so captivated the minds and hearts of the teaching faculties and administrations that it served as a unifying force, a powerful stimulant, and a source of great professional pride for the academic as well as the professional education staffs. Indeed, the names of many of the past "greats" of Normal--men who achieved national (and in some instances international) reputations in their respective fields are largely to be found in the academic areas--such as Charles T. McFarlane, Charles C. Colby, and Mark Jefferson in Geography; Eugene B. Smith and John Charles Stone in Mathematics; William Hittell Sherzer in the Natural Sciences; Edwin A. Strong in the Physical Sciences; Benjamin L. D'Ooge in the classical languages; Clyde Ford in the modern languages. In addition to their academic reputation, these names are at the same time closely linked with teacher preparation--by virtue of strong public statements, articles in periodicals, or the writing of textbooks that were widely used in the schools of the nation. Several of these

men, after serving a term of years at Normal, went forth to positions of prestige in other institutions carrying with them a deep sense of the high importance of the teaching profession.

These men are indicative of the tone and deeply-felt purpose of Michigan Normal. Its psychological impact on the institution has been profound and lasting. At Eastern Michigan University today, in the year 1964, during a period when--within a scant decade--the institution has tripled its enrollments and changed its name from Normal School to College to University, and when few of its teaching staff remain who belonged to the pre-World War II era--the sense of responsibility for the preparation of teachers is still widespread and strong. In a university-wide survey of faculty sentiment concerned with institutional purpose, recently completed by a faculty committee set up as part of the institutional self-study for the North Central Association of Colleges and Secondary Schools, the following statement appears (page 10):

All departments are agreed that the mandate to continue a strong program in teacher education is clear. In fact, this function should be expanded to include all levels from nursery-kindergarten through community college, and in some areas through the college level, and should be developed in depth and breadth.

The records of the Director of the University's Placement Service show that the number of requests that come into this office for teachers far exceeds the Eastern Michigan University supply at every level of public school teaching.

Again, a report from the Registrar of the University reveals the significant fact that over the past twenty-five years a majority of students enrolled in curricula leading to a teaching certificate. No stronger evidence could be found as to the attitude of the public regarding the major function of Eastern Michigan University. Teachers in the public schools are sending their likely prospects for teaching to Eastern; students who intend to become teachers come to Eastern; the students who enroll at Eastern undecided as to their future are influenced by the atmosphere prevailing at Eastern.

Finally, as one surveys the instructional picture at Eastern Michigan University, one finds that eight departments or areas of instruction prepare teachers in highly specialized fields (Art, Business, Home Economics, Industrial Education, Library Science, Music, Physical Education and Recreation, Special Education and Occupational Therapy), and the departments in the College of Arts and Sciences participate in instruction in the methods of teaching their particular subject-matter as it is offered in the public schools. The major curricula in the university are those organized for the preparation of elementary and high school teachers. At the graduate level, the programs are directed primarily at furthering the education and competence of teachers. The College of Education provides not only the necessary professional courses, but carries the program that provides every intending teacher with the practical experience of actually teaching--under the supervision of qualified and experienced teachers. Involved in this program is the operation of three laboratory schools which not only provide clinical training, but also the opportunity for research into means of improving such training and adapting it to new and improved programs of instruction.

These aspects of the current situation at Eastern Michigan University--the impact of the first century of the school's existence, the thinking of the current teaching staffs, the overwhelming need for teachers, the continuing high percentage of students who prepare for teaching, and the great portion of the budget that goes specifically for teacher education--all combine to form a convincing answer to the question as to Eastern's essential function. The vital need of the State of Michigan for highly qualified teachers, which brought Michigan Normal into existence, has only increased during the more than a century that has elapsed since then. In fact, the establishment of our three sister institutions and of Schools of Education at the three major universities only serves to emphasize the dimensions of this need; a need so great that Eastern, despite its tremendous expansion in the past decades, has felt more and more a primary obligation to serve the needs of the people of southeastern Michigan.

The complexity of modern society demands that, more than ever before, the preparation of the teacher for today's schools, in common with preparation for the professions of law, medicine, college teaching, and for many other walks of life, must include a good education in the arts and sciences. The intending teacher is required to earn a bachelor's degree along with and in addition to the professional requirements for a teacher's certificate. A statement in the report (page 10) of the faculty committee referred to above states the point well:

An effective teacher in a democratic society is first an educated man, dedicated to freedom. He possesses strong academic preparation in the areas of his teaching responsibilities. He also possesses professional knowledge, skills, and attitudes which will enable him to foster the ideals of universal public education. The faculty at Eastern Michigan University recognizes that the preparation of teachers involves the best contribution in subject matter departments and professional education departments.

This naturally means that the university providing a good teacher education program will also provide a good education for students who do not intend to teach. Until 1934, every student who graduated from Michigan Normal was legally required to accompany his bachelor's degree with a teaching certificate; since that year, this requirement has been dropped. Today, with the swelling flood of students knocking at our doors, and the change in name of the institution from Normal College to University, it is to be anticipated that more will seek our offerings who do not intend to teach. A major indication of this probable trend is the recent organization of a College of Business--with its emphasis on training for a business career--in place of an earlier Department of Commerce, with its sole purpose the training of teachers of business subjects for the public schools. The conclusion is inevitable that Eastern Michigan University must remain sensitive and responsive to the needs of the society that it serves. In this connection, the conclusion of the report of the faculty committee to the North Central Association, mentioned above (page 11) is sound where it asserts:

In the future, mounting enrollments which bring to this institution even more students in search of university education rather than teacher preparation will force the University to diversify and expand its offerings

still further. At the same time, however, teacher education will continue to be a major concern.

The diversification and expansion of the University's program should, in fact, be conceived in terms of its positive contribution to the function of teacher preparation rather than as competing with it. Such expansion can contribute to attracting and holding high quality faculty by providing opportunities for the research work (a truly adequate library; appropriate laboratory facilities) that a teacher must participate in to remain in touch with scholarly progress in his field, by providing him with the opportunity to teach advanced courses in his specialty, and by providing a clientele for specialized course offerings highly valuable to a small proportion of elementary or secondary teachers but which could not be justified by the demand from these groups alone. It can also provide leverage for salaries that are competitive at all levels.

Outstanding faculty thus attracted will contribute to all the offerings of the university including the more general courses. Furthermore, the richer offerings thus made possible will allow more meaningful elective choices and provide an atmosphere of wider intellectual scope to the person preparing to teach. In addition, one of the most probable areas of expansion is into an increasing emphasis in the graduate program on preparation of teachers for community colleges. A further consideration should be stated. In this era of college and university administration when faculties must participate in developing educational and administrative policy, through the recognized faculty organization, the quality and wisdom of the instructional staff are of paramount importance to the progress and growth of the institution.

Eastern as a University

When Eastern became a university, in 1959, the faculty sincerely questioned the meaning of this honored name and evinced a strong feeling that they would never be satisfied with a situation in which there was form without substance. Recalling the history of Eastern revealed that the typical functions of what is called a "university" had long been a part of the life of this institution--even while it was designated as a "college."

A college, as distinguished from a university, has been defined as "an institution of higher education, characterized by the four-year program of studies leading to an undergraduate bachelor's degree." This Eastern was, but in addition its faculty became known (as noted earlier in this report) far beyond the confines of this campus for contributions they had made to learning. The spirit of this campus is also revealed by the fact that, at the turn of the century, the thing to do at the Normal College for an ambitious member of the faculty was to go to Germany and return with a Ph. D. from a German university. Thus it was with Hoyt in Education (Jena); Gorton in Physics (Berlin); D'Ooge in Ancient Languages (Bonn); and Ford in Modern Languages (Munich). Others also had the experience of study in a German university (including two who originally came to Normal from that country): Miller in Music and German (Jena); Lodeman in Modern Languages (Karlsruhe Politechnic); McFarlane in Geography (Vienna); Sherzer in the Natural Sciences (Berlin). These men came back to their college

having drunk from the very fount of that stream with its components of science and research that was influencing the universities of America to become something more than agencies for the transmission of a static heritage of knowledge. Eastern felt the pulse of a new, broadening, invigorating concept of learning at the source. At the same time it retained a strong emphasis on the humanities, and on the high value of a person-to-person relationship between instructor and student.

That which distinguishes a university from a college appears to lie in its institutional concern for the advancement of learning. The college serves youth by opening the doors to the many fields of learning. It transmits, as far as it may in a limited time, the knowledge that has been accumulated. The modern university takes the next step - that of doing something about and with this body of knowledge. But it also does something more--it infuses the scholar with the spirit of adventure and the excitement of new discovery. It makes the teacher a much better one for it generates an enthusiasm which cannot but be catching; and imparting the enthusiasm for his subject is the most important contribution that the teacher can make to his student.

President Pusey of Harvard made this assertion:

Our chief present need is not simply for "teachers"... but it is for scholar-teachers whose joy shall be in the free play of the mind, and who alone, because of their zeal for learning and devotion to it, can be adequate for the extraordinarily complicated demands of our time.

Alfred North Whitehead has said:

The justification for a university is that it preserves the connection between knowledge and the zest for life, by uniting the young and the old in the imaginative consideration of learning... The universities are schools of education and schools of research.

Whitehead placed the major emphasis on research. "Knowledge does not keep any better than fish," he said. "It must possess the freshness of its immediate importance." To carry on Whitehead's line of thought, research is indeed adventure; it is the excitement of curiosity in action; it is stimulated by contact with other minds of diverse opinion and background; it contributes an invigorating quality to learning.

Viewed in this light, Eastern has long been entitled to assume the mantle of university. It has drawn from the very source of the broader concept that has come to mark the American university; its scholars have contributed to the world of learning; in its function of transmitting knowledge to the young, it has fostered the ideal of the stimulating teacher. In its mission of preparing teachers and administrators for the public schools, it has not confined itself to a single major area of service but has developed curricula for all. More recently it has added an area whose major emphasis is on the business world rather than teaching. The way is open for more developments of this nature. Of greatest

importance, perhaps, is the fact that during the past quarter of a century it has been developing a graduate program, the very nature of which calls for research. Here there is no dearth of opportunity to experience the stimulus of divergent viewpoints and different areas of interest; there is no lack of appreciation of the vital role that research plays in the learning process and in the re-making of the world of action.

However, research should never become the major objective of the faculty at Eastern; rather, scholarship, research, and teaching should go hand in hand to make Eastern a university which effectively combines the love of learning and the love of teaching.

Statement of Purposes

In the light of the above, the following statements of broad university objectives are pertinent. Eastern Michigan University aims to serve the educational needs of the people of the State of Michigan, with special attention to the needs of the southeastern part of the State. It seeks to provide a healthy diversity of background and experience in the student body by attracting students from other parts of the nation and the world. A strong interest in the growing area of international education is shown by its current commitment in the development of a teacher-education center in the Somali Republic; in its program for the preparation of Peace Corps workers for the Somali Republic; and in the services that a number of individual members of the faculty have in recent years rendered abroad.

Consonant with its aims and purposes, Eastern offers the following goals:

1. To make available to all undergraduates intellectual training and knowledge that will add meaning, scope, richness and interest to their lives, no matter where they make their careers.
2. To provide for undergraduates an education which will equip them to make important cultural, social, and economic contributions to their community, their state, and to the nation.
3. To provide for undergraduates training of a quality and scope that will qualify them to enter graduate and professional schools.
4. To provide for undergraduates and graduates the specific education and training to qualify them for careers in education, business, and some technological or specialized fields where the basis for such training traditionally exists or grows naturally from a strong program in the liberal arts and sciences, and when there is a felt need for such training.
5. To provide graduate work at the fifth-year level (Master's degree) and the sixth-year level (Specialist's degree), and further graduate work as needs arise.

6. To cooperate with other institutions of higher learning in meeting the needs of the region for adult and continuing education.
7. To extend and diversify present programs, including more support for research, as circumstances require and as financial support becomes available, provided that this expansion shall enrich the instructional program.

Note: This statement, prepared at the request of the Committee on Educational Policies of the Board of Regents and President Elliott, is based on two major sources: (1) the report of the Sub-Committee on Institutional Objectives which was formed by the Faculty Council's Steering Committee for the Self-Study, conducted for the North Central Association for Colleges and Secondary Schools in preparation for its forthcoming visitation; (2) the history of Eastern Michigan University. The Sub-Committee in turn based its findings both on surveys which it conducted to determine faculty opinion, and on a report--"Faculty Opinionnaire 1964"--made by the Special Projects Committee of the Faculty Council. It was prepared by Dr. Egbert R. Isbell (of the History Department and member of the Steering Committee) in collaboration with the Co-Chairmen of the Sub-Committee, Dr. Herbert H. Caswell (of the Biology Department) and Dr. Robert J. Fisher (of the College of Education); and Dr. Edward E. Potter (of the English Department and chairman of the Faculty Council).

---Carried.

Miss Allan reported on suggested procedures, responsibilities and policies of the Commencement Committee.

The meeting was recessed for lunch at 12:20 p. m.

The meeting was reconvened at 2:45 p. m.

Mr. Earl Cress gave a report on the proposed term loan agreement and promissory note for the addition to McKenny Hall.

1.08.145 M - MCKENNY ADDITION FINANCING

Dr. O'Hara moved and Dr. Smith seconded that the resolution approving promissory note for the addition to McKenny Hall be approved as follows:

RESOLUTION APPROVING PROMISSORY NOTE IN THE PRINCIPAL AMOUNT OF TWO MILLION DOLLARS FOR REMODELLING AND CONSTRUCTING AN ADDITION TO MCKENNY HALL AND A TERM LOAN AGREEMENT BY AND BETWEEN THE BOARD OF REGENTS, EASTERN MICHIGAN UNIVERSITY, NATIONAL BANK OF DETROIT AND ANN ARBOR TRUST COMPANY SETTING FORTH THE TERMS AND CONDITIONS FOR REPAYMENT OF SAID PROMISSORY NOTE

BE IT RESOLVED BY THE BOARD OF REGENTS, EASTERN MICHIGAN UNIVERSITY, as follows:

Section 1. The form of Promissory Note and the pending Term Loan Agreement relating to the remodelling of McKenny Hall and the constructing,

furnishing and equipping of an addition thereto, on the campus of Eastern Michigan University, located in Ypsilanti, Michigan, presented to this Board at its regular meeting held in the City of Ypsilanti on the 2nd day of November, 1964, is hereby in all respects approved.

Section 2. The authority granted by this Board to its Chairman, its Treasurer and the President of Eastern Michigan University by Resolution adopted on the 5th day of October, 1964, with respect to the execution of the documents approved in Section 1 hereof and the borrowing of \$2, 000, 000. 00 from National Bank of Detroit, is hereby confirmed.

---Carried.

In the absence of Mr. Lawrence, Mr. Profit gave a report on the Building Development, Finance and Capital Improvement Committee.

. 146 M - AUDIT REPORTS

Dr. O'Hara moved and Dr. Smith seconded that the audit reports for McKenny Union and Residence Halls, Horace H. Rackham School of Special Education, Division of Field Services and Roosevelt School for the fiscal year July 1, 1963, through June 30, 1964, be accepted as presented. Carried.

Mr. Henry Allen gave a report on the contact with Smith, Hinchman & Grylls, appointed architects for Quirk Building addition, concerning fees.

. 147 M - QUIRK BUILDING ADDITION ARCHITECTS

Dr. O'Hara moved and Dr. Smith seconded that Smith, Hinchman & Grylls be offered \$2, 000. 00 as additional fees to the approved architectural fee schedule for the addition to the Quirk Building. If this is not accepted, the Building Development, Finance and Capital Improvement Committee has full power to negotiate and act. Carried.

. 148 M - PHYSICAL PLANT ORGANIZATION

Dr. O'Hara moved and Miss Allan seconded that Rene Hauser be appointed Superintendent of Physical Plant, A-VII, at a salary of \$13, 500. 00 for 12 months, effective January 1, 1965, and that the proposed Plant Department organization be approved as presented. Carried.

. 149 M - BASE RADIO STATION INSTALLED

Dr. O'Hara moved and Dr. Anspach seconded that the installation of a base radio station with mobile and auxiliary units in cooperation with Civil Defense Program be approved. The total cost will be approximately \$9, 000. 00 with 1/2 being reimbursed by Washtenaw County Civil Defense. Carried.

. 150 M - OPERATING REVENUE AND ALLOTMENTS REVISION

Dr. O'Hara moved and Miss Allan seconded that the 1964-65 Operating Revenue and Allotments be revised as follows: revenue increased by \$205, 282. 50, allotments increased by \$179, 071. 00, and surplus increased by \$26, 211. 10. Carried.

. 151 M - FORD HALL REMODELLING

Dr. O'Hara moved and Dr. Anspach seconded that the administration be authorized to amend the Capital Outlay Budget Request for the remodelling of Ford Hall to

6. 700 00 Carr'e

. 152 M - STEAM AND ELECTRICAL DISTRIBUTION SYSTEM

Dr. O'Hara moved and Dr. Anspach seconded that the administration be authorized to amend the Capital Outlay Budget Request as a result of necessary modifications to the Steam and Electrical Distribution System, and that the amount be reported at the December meeting. Carried.

. 153 M - TUITION AND FEES FOR MOTT PROGRAM

Dr. O'Hara moved and Miss Allan seconded that effective with the second semester 1964-65 all students enrolled in the Mott Inter-University Clinical Preparation Program be given Michigan residency status for the payment of tuition and fees. Carried.

. 154 M - REQUEST TO CLOSE STREETS

Dr. O'Hara moved and Dr. Smith seconded that the President of Eastern Michigan University or the Treasurer of the Board of Regents be authorized to petition and request the Board of County Road Commissioners of Washtenaw County to vacate a portion of Lyman Avenue and Campbell Avenue. Carried.

. 155 M - HIGHER EDUCATION FACILITIES COMMISSION--STATE PLAN

Dr. O'Hara moved and Miss Allan seconded that the minimum standards required by Federal Act for determining relative priorities of eligible projects for institutions other than public community colleges and other public technical institutes be approved and submitted to the Higher Education Facilities Commission--State Plan. Carried.

. 156 M - FISH LAKE PROPERTY

Dr. Smith moved and Dr. Anspach seconded that Dr. Belcher be invited to meet with the Educational Policies Committee to discuss the Fish Lake Property in Lapeer County. Carried.

. 157 M - OPTIONS ON PROPERTY

Miss Allan moved and Dr. O'Hara seconded that the University be authorized to negotiate options from the property owners as such property may come on the market or when the property is the site of a building project. If the property has not received legislative authority, requests for such approval would then be processed. Carried.

Dr. Anspach gave a report on the Presidential Candidate Committee.

. 158 M - STUDENT-FACULTY INTERNATIONAL EXCHANGE PROGRAM

Miss Allan moved and Dr. O'Hara seconded that a Student-Faculty International Exchange Program in Teacher Education be established at Eastern Michigan University within the College of Education to coordinate plans for student and faculty exchanges with selected institutions in Great Britain, the United States and other countries. This program will augment University goals in international understanding and existing College of Education programs on the international scene. Carried.

Mr. Profit gave a report on the parking and traffic regulations.

2.13.159 M - PARKING POLICY (2.13.106 M)

Dr. Smith moved and Dr. O'Hara seconded that no change in the parking policy be made at this time, and that program administration continue with variations made as necessary under approved policy. Carried.

President Elliott gave a report on the meeting with the Michigan State Employees Union representatives on October 12.

.160 M - CLERICAL & SERVICE STAFF HANDBOOK CHANGES

Dr. Smith moved and Dr. Anspach seconded that the Regents continue the present policy of administrative personnel working with organized campus groups, that section VI should be stricken from the Clerical & Service Staff Handbook, and that the sections on Rights and Privileges, Problems and Grievances and the regulations concerning appeals should be combined and submitted to the Board at the December meeting. Carried.

It was decided that Dr. Bruce K. Nelson be appointed executive in charge during the absence of President Elliott from November 14 through January 3.

.161 M - NATIONAL SCIENCE FOUNDATION GRANT

Dr. O'Hara moved and Dr. Smith seconded that Eastern Michigan University accept a grant from the National Science Foundation in the amount of \$2,000.00 in support of a project initiated during the past summer in a program of Research Participation for College Teachers. Carried.

.162 M - CONSULTANT FOR NORTH CENTRAL STUDY

DR. Anspach moved and Miss Allan seconded that Dean William Engbretson be retained as consultant for the North Central Self-Study, and that there should be reports made by the chairman of the Self-Study Committee each month. Carried.

.163 M - APPOINTMENTS, RESIGNATIONS; CHANGES OF STATUS AND LEAVES OF ABSENCE

Dr. Anspach moved and Miss Allan seconded that the appointments, resignations, changes of status and leaves of absence be approved. Carried.

Dr. Smith moved and Dr. Anspach seconded that the meeting be adjourned at 5:25 p. m.

Respectfully submitted,

Bonita Farver, Secretary