feedback

A Publication of Professional Activities by
Faculty and Staff of Morehead State University

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FEEDBACK

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EDITORS

Kent Freeland Charles Holt Dennis Karwatka

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Editors' Comments

It might well be suggested that the hours a college professor spends in the classroom are but the external manifestation of one's profession. While it might appear to be relatively simple for a person to stand before a class and "teach" for an hour or two, it takes years of preparation for a professional to successfully execute sixteen weeks of integrated and logically consistent teaching. The same can be said for other professions, whether it be the accountant who spends years learning how to categorize expenditures, a lawyer who studies constantly for maybe only fifteen minutes before the bench, or a surgeon who uses accumulated knowledge to perform surgery.

Like other professional people, college professors must keep up with their profession, incorporating recent research into their presentations, as well as completing their own research within their profession. One of the most valuable ways for a professor to stay abreast of change is to attend meetings with colleagues from around the state, the region, the nation, or the world. An attendee can often cram a good bit of learning into two or three days of intensive dialogue. Much of what is learned is applicable only to that professor and is too detailed to be of general interest. However, in the course of interchanging ideas with colleagues from other universities, one often comes across something which might seem applicable to a broader audience of professors. For example, one sub-theme of a recent conference was the use of student journals in most classes. These journals force students to write a good bit on a variety of subjects and provide students with an experience many professors feel students are quite weak in.

The purpose of FEEDBACK is to provide professors at Morehead State University with the opportunity to exchange ideas. Many times professors attend a conference only to find they have no way to disseminate their newly acquired stimulating findings with colleagues on campus. FEEDBACK is intended to provide such a forum. Moreover, Morehead State University is but one of several hundred universities in this country. It is of utmost interest and importance to the professors at MSU to be aware of what is happening elsewhere. Professional growth requires some interaction with other professionals; and continued excellence in the classroom constantly requires expanding professional experiences.

If you would like to share your ideas with your colleagues please use the form enclosed in the back. If you have any questions, please contact one of the editors.

Kent Freeland
Charles Holt
Dennis Karwatka

Name:	Betty Jean Clarke School of Humanities
	Essie C. Payne School of Humanities
Conference:	College English Association Conference
Conference Location:	Asheville, North Carolina
Conference Dates:	April 13-16, 1983

Introduction

Most of the sessions we attended dealt with rhetoric and composition. Specifically, topics included "Junior Composition," "Traditional Style in a Modern Context," "Composition: Peer Evaluation," "Honors English: Stimulating Our Best Students," "Business Writing: A Case for Cases," "English 101 in a Transformed World," "New Ways for Teaching the 'Basics': Vocabulary Development, Punctuation, and Paragraph Structure," "Remedial Writing Courses: Making Theory Work," and "Not Back to Basics but Forward to Fundamentals."

Discussion

The theme of the conference was "Building on Our Traditions." In times of stress and uncertainty for our profession and for our students, it is natural to look back toward the roots of our discipline and its culture in an effort to find reassurance for our commitment and strength for our efforts. We can retain what still has value while continuing to search for more effective ways to deal with today's problems.

Although we felt that most sessions we attended at the College English Association Conference were worthwhile to us, one, in particular, interested us and may be of campus-wide interest at MSU. This session dealt with the Junior Composition Program at the University of Maryland.

Faculty members at many universities, like those at the University of Maryland, are often being asked, "Why can't your graduates write better?" In researching this problem, the University of Maryland found that the writing ability of its students increases sharply with the taking of Freshman Composition but decreases sharply thereafter so that by the time students graduate--if they have taken no writing course beyond Freshman Composition--

they write more poorly than they did upon entering college. (Our MSU English faculty regularly observes this situation when we see students in our literature courses write more poorly than they did in Composition I or Composition II.) The University of Maryland decided to try to rectify this inadequacy on the part of its students by initiating a Junior Composition Program.

This program works on a university-wide scale to give 20,000 students in all majors training in writing on subjects associated with their majors or intended careers. The students, who are rather knowledgeable about their fields by the time they are juniors, learn to perform as self-aware writers who have something to say to someone. They learn to write across to educated peers and to write down (not in a pejorative sense) to uninformed lay persons. The audience is not the already-informed teacher, but those who need information that they do not already have. The teacher is not the only expert in the classroom. While the teacher develops students' writing skills, builds their self-confidence, and leads them through a sequence of assignments, the students maintain the advantage that follows from their expertise. Both students and teacher have knowledge to impart. Students are to be seen as developing writers--young people who are not yet but may become skilled writers.

This required course at the University of Maryland is taught not just by English faculty. Although administration headquarters are in the English Department, teachers come from three distinct groups: approximately one-third come from the English Department, one-third come from other departments throughout the university, and one-third come from the professional community. In this way the English Department does not feel unduly strained and, therefore, welcomes its increased responsibility. More importantly however, teachers involved in the program go back to their departments and to their departmental meetings with a new awareness that writing must be attended to in every course. Neither

students nor teacher can forget about "writing" after the freshman year.

Anecdote

Our hotel was across the street from the home of Thomas Wolfe, and we had a guided tour through it. Wolfe wrote Look Homeward, Angel, Of Time and the River, You Can't Go Come Again, and The Web and the Rock.

Name:	Lola Crosthwaite School of Social Sciences
Conference:	Genetics and Society: A Dynamic Interaction NSF Chautauqua Short Course for College Teachers
Conference Location:	University of Dayton, Ohio
Conference Dates:	March 21-23, 1983

Introduction

Some of the topics covered during the many sessions at the meeting included:

1. The impact of sociocultural and environmental factors on the gene pool of populations.
2. Physical and biological basis for specific genetic defects and genetically transmitted diseases.
3. Potential effects of modern intervention techniques on the population gene pool.
4. Legal, social, and political implications of genetic counseling, genetic screening, gene alternation technologies.

Discussion

The dynamic interaction of genetics and society has a broad import on human development, human behavior, social functioning and population dynamics. These knowledge areas are significantly related to both of the courses SWK 322 and SOC 203 contents at MSU. Social, ethical and legal issues related to the techniques of deletion, modification and alteration of genetic traits become social policy issues studied in SWK 530.

This Chautauqua course treated the dynamics of social and cultural interaction with environmental factors which are responsible for the concentration and development of birth defects and genetically transmitted diseases in the population. Some mechanisms responsible for concentrating genetic defects and genetic errors in metabolism in a population include mating and marriage patterns within class structure and within ethnic and racial groups. In addition, poor environment management and environmental chemical pollutions have in different and specific ways also contributed to selection and concentration of deleterious mutations,

as well as to alteration of the genetic material itself. During the process of selection in the evolutionary time scale the mutated genetic traits are selected in company with other specific genetic traits necessary for adaptation to a given environment. Modern intervention methods of correcting, deleting or modifying a specific deleterious trait may override the effect of natural selection pressures in the population gene pool. Since the total effect of a single gene change on behavior, development, and social functioning is unknown, questions arise as to whether such perturbations are absorbed, neutralized or selected. Legal, ethical and social issues related to strategies and techniques used in attempts to modify, eliminate or regulate deleterious gene expressions were also treated.

Name:	Ben Flora School of Sciences and Mathematics
Conference:	Annual Meeting of the Council of Teachers of Mathematics
Conference Location:	Detroit, Michigan
Conference Dates:	April 13-16, 1983

Introduction

"Problem Solving" is a topic that has been designated by NCTM as the "focus of school mathematics in the 1980s." (An Agenda for Action, Recommendations for School Mathematics of the 1980s, NCTM, 1980)

Discussion

The problem solving focus is expected to greatly influence the mathematics texts for elementary and junior high school programs. A great deal of supplemental curriculum materials has already been developed. Strong suggestions are being made concerning one of two approaches for implementing the need for problem solving attention in elementary grades. Devote 20 to 25 percent of time given to mathematics to problem solving each day or replace parts of a program (other than mathematics) with a new curricular element: Problem Solving (Reasoning). We now have a need for 4 R's: Reading, Writing, Arithmetic and Reasoning. This is an implication for modifications to teacher training programs.

Name:	Kent Freeland School of Education
Conference:	Learning Institute Workshop
Conference Location:	Chicago, Illinois
Conference Date:	March 10, 1983

Introduction

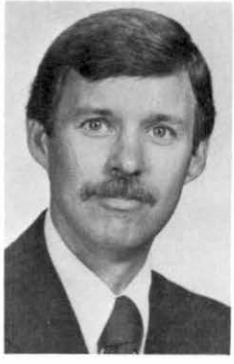
This was a workshop for educators who are concerned with computer assisted instruction. A nationally known consultant provided a demonstration and evaluation of some of the best available software. He informed us how to establish and implement our own criteria for microcomputer use in the classroom. A wide variety of Apple software was demonstrated to illustrate that this company provides abundant classroom software for elementary and secondary grades.

Discussion

By 1987 it is estimated 50 percent of the nation's students will be receiving computer assisted instruction in schools. Teachers do not have to know how to program a computer; they do need to know, however, how to be discriminating users of software. This conference was especially valuable because this extended exposure to Apple programs gave me a better understanding of the applicability of its courseware. It is apparent to me that Apple programs are excellent for K-12 students.

Anecdote

An example of "Murphy's Law" existed at the beginning of this workshop. Some of the materials to be used by the participants had not arrived, and the workshop was about to begin. Nervously, but showing a sense of humor, the consultant said he would pinpoint the blame for this delay to his co-consultant. The day was saved, however, when UPS arrived shortly with the materials.



Name:	Kent Freeland School of Education
Conference:	Phi Delta Kappa Leadership Conference
Conference Location:	Bowling Green, Kentucky
Conference Date:	April 16, 1983

Introduction

Phi Delta Kappa encourages its officers to organize, plan, establish a mission, delegate responsibilities, motivate others, and communicate to the members. This meeting was to prepare officers elected for the 1983-84 year so that they can make plans for programs, finance, communication, and membership activities.

Discussion

The state of Kentucky has eight Phi Delta Kappa chapters in the five regional universities, University of Kentucky, University of Louisville, and Union College. Phi Delta Kappa is an education honorary for educators, with chapters located in other parts of the world. One idea I picked up that several other university chapters are doing is to ask more members to serve on committees, because working for the organization seems to create an ownership and allegiance.

Name:	Charles Holt School of Social Sciences
Conference:	Science, Technology and Arms Control NSF Chautauqua Short Course for College Teachers
Conference Location:	Dayton, Ohio
Conference Dates:	April 12-15, 1983

Introduction

After a brief historical overview of weapons development, the main topic of discussion was addressed during the remainder of the sessions. The basic thesis of the workshop was that weaponry evolves gradually over many years. A good bit of time was devoted to a review of the literature and the availability of free or inexpensive materials.

Discussion

Most participants in this workshop were scientists, so much of the discussion was a bit technical. However, the issue of arms control is multi-dimensional and the subject matter can be taught in any of a number of academic departments. We live in a nuclear era and yet we confront the issue of nuclear fission and fusion in a most casual manner. A few universities teach a seminar on this topic and I was able to secure course syllabi for some of them. Such a seminar should, I think, be taught at Morehead State University. The problem with attempting to introduce such a course, whether it be at MSU or at many other universities (according to the participants), is the difficulty in getting an interdisciplinary course in the curriculum.

(A photograph was not available at press time.)

Name:	John Holton School of Education
Conference:	Annual Conference of the American Association of Colleges for Teacher Education
Conference Location:	Detroit, Michigan
Conference Dates:	February 23-25, 1983

Introduction

The theme of the conference was "Essential Knowledge for the Preservice Teacher." The sessions I attended included recent research on classroom context and student achievement.

Discussion

Schools and teachers can make a difference. It is no longer reasonable to attribute school failure primarily to a child's socio-economic background. A growing body of research indicates that school organizational patterns and the actions of the individual teacher have the most important impact on learner achievement and satisfaction.

Name:	Victor Howard School of Social Sciences
Conference:	Organization of American Historians
Conference Location:	Cincinnati, Ohio
Conference Dates:	April 6-9, 1983

Introduction

The conference was held in Cincinnati and therefore I had the opportunity to combine attending sessions with doing some research at the Cincinnati Historical Society, Cincinnati Public Library, as well as browse at length at the book exhibit. Many recently published monographs on the Old South were exhibited at the Historical Society meeting.

Discussion

Joseph Conforti delivered a paper titled, "The New Divinity and the Edwardsian Evangelical Tradition." He felt that people who supported the New Divinity followed Jonathan Edwards' teaching, but they stressed reform more than Edwards. They made major contributions to New England Congregationalism in the late eighteenth and nineteenth centuries.

In spite of its importance in the region's religious history, the New Divinity movement has not received the scholarly attention it deserves. This is because the New Divinity's contribution has been precluded from an accurate assessment, creating a geographical bias in the writing of early New England religious history. By focusing on eastern Massachusetts, historians have overworked the New Divinity personalities because these individuals spent the major part of their clerical careers in remote corners of the New England back country, principally in the Berkshire Mountains in western Massachusetts. Most religious and intellectual historians have been preoccupied with the liberalization or democratization of Calvinist theology in American, that is, with the transformation of reformed piety into American moralism. New Divinity was considered an archaic school of thought because it grew to maturity when enlightenment rationalism was the bedrock of New England's Calvinism. Finally, the New Divinity movement

was obscured by the long shadow of the dominance of Jonathan Edwards. Many mid-nineteenth laity repudiated their Calvinist heritage. One such person was Harriet Beecher Stowe who caricaturized the New Divinity men in her writings.

Conforti analyzed the career of 56 ministers who have been postively identified as New Divinity men and found a different picture from the conventional caricature.

1. Rather than divorcing their movement from experimental religion and betraying the Edwardian evangelical tradition, the generation of New Divinity ministers handed down to their theological offsprings both a revivalistic commitment and a record of evangelical success.

2. They contributed to the impressive growth of the 1780s through the second decade of the nineteenth century by their vitality. Among the New England Congregationalists the awakening was very much a New Divinity revival.

3. They recognized the importance of the popular, extemporaneous mode of preaching that the awakening promoted and capitalized from it.

4. They did not remain cloistered scholars but made the transition from intellectual engagements to the pulpit, from theological dissertations to evangelical sermons with ease.

5. The New Divinity revivalism was not confined to Connecticut as the traditional historian has maintained; it spread through Massachusetts and filtered into the West. They even made inroads on the Harvard territory and checked Unitarianism.

6. They stimulated renewed lay interest and affected the new reform movement of the nineteenth century. They played a part in shaping the Second Great Awakening as an evangelical campaign by which the New Divinity ministers democratized Calvinism with a doctrine of moral ability. They also used the reform agencies of the "benevolent empire" as an instrument of social control to replace the crumbling state-established

church system.

7. The moral societies, such as the American Colonization Society, the Tract Society and the American Bible Society were Calvinistic responses to a social crisis. They consisted of ministers and laity who were attempting to promote moral reform in the age of Jacksonian Democracy when the common man had made himself king.

The New Divinity School was equally important with the Hopkinsian School in shaking the New Calvinism.

Name:	John S. Klein School of Education
Conference:	Conference on Mental Retardation
Conference Location:	Gatlinburg, Tennessee
Conference Dates:	March 16-18, 1983

Introduction

Most of the sessions dealt with educable mentally retarded individuals. Some of the topics included:

1. Speed of information processing in retarded and non-retarded individuals.
2. At-risk children and the visually directed search, together with the effects of oxygen deprivation on newborns.
3. Cognitive deficits in the mentally retarded.
4. Memory strategies in retarded and nonretarded subjects.
5. Testing the logical instructional studies.
6. Generalization of training.
7. Inferential processes in comprehension of discourse and language comprehension in the mentally retarded.

Discussion

One of the most beneficial outgrowths of research on cognitive development in educable mentally retarded populations has been the attention paid to fine detail regarding the component parts of educational tasks. Such task analysis is necessary to the development of quality teaching and research on college and university campuses and in classrooms across the country.

Name:	John S. Klein School of Education
Conference:	Society for Research in Child Development
Conference Location:	Detroit, Michigan
Conference Dates:	April 22-24, 1983

Introduction

Topics at this meeting included:

1. Developmental aspects of memory and cognition related to attempts to train number conservation.
2. Historical roots of cognitive developmental psychology.
3. Stability and change in parent/child interactions in normal and at-risk children.
4. Federal funding of research on children and adolescents.

Discussion

We seem to be entering a time in which much of the recent quantitative information processing research is becoming integrated with the more qualitative research on structural aspects of cognition. The resulting increase in continuity suggests great promise for educational aspects of both schools of thought.

Anecdote

Jerome Bruner, an unscheduled discussant, was asked to do 15 minutes on Vygotsky as a fill-in for Sylvia Scribner. He received a standing ovation after ad-libbing Latin inscriptions Vygotsky had written on his school books, and after integrating much of the recent work of the American mediationist school of Vygotsky's work.

Name:	Eva Y. Lin School of Business and Economics
Conference:	Microcomputers as Laboratory Tools NSF Chautauqua Short Course for College Teachers
Conference Location:	Iowa City, Iowa
Conference Dates:	March 27-29, 1983

Introduction

The purpose of the short course was to discuss the use of microcomputers as laboratory tools. What follows is a discussion of the memory system.

Discussion

The mainframes or minicomputers are considered best for training professional programmers and computer engineers. However, high schools, colleges and vocational schools are using smaller desk-sized microcomputers more and more as laboratory tools to teach various subjects.

Convenient permanent storage devices are in demand by those who use low-cost, single-board microcomputers. External storage devices, such as cassette recorders, paper tape punches, and other inconvenient methods of permanent storage are not even being bothered with by some schools when training students.

Since the memory chip 4485 NVRAM (Non-Volatile Random Access Memory) has been brought to the market by NCR Corporation, a reasonable solution seems to be the use of this memory chip which provides each small microcomputer with permanent "on-board" storage with no need for external devices. A nonvolatile memory is one whose memory contents are not lost when the power supplied to the memory is interrupted or removed.

Generally speaking, the largest percentage of storage devices are the RAM (Random Access Memory) type, both static and dynamic. Dynamic RAM has memory cells from which, over a period of time, the stored charge tends to leak away, causing a loss of information unless the charge is restored. Static RAM has memory cells which are similar to a common flip-flop. This with two stable states, hold storage indefinitely, as long as the operating power is not interrupted.

With a 4K bit (412x8) memory capacity, the 4485 NVRAM can be used as a regular static RAM; however, the "shadow PROM" (Programmable Read Only Memory) on the same chip is the speciality of this new type of memory device. For example, those working on a program do not have to reenter their program each session, but may store the program for recall at the next session. On command, the contents of the RAM may be stored into or recalled from this "shadow PROM."

Dr. Rex L. Berney, of the University of Dayton in Ohio, has built a memory system using the 4485 NVRAM and a 2716 EPROM (Erasable Programmable Read Only Memory) connected to the bus of an SDK-8085 (built by INTEL) microcomputer, along with several support devices for decoding and controlling the NVRAM and the EPROM.

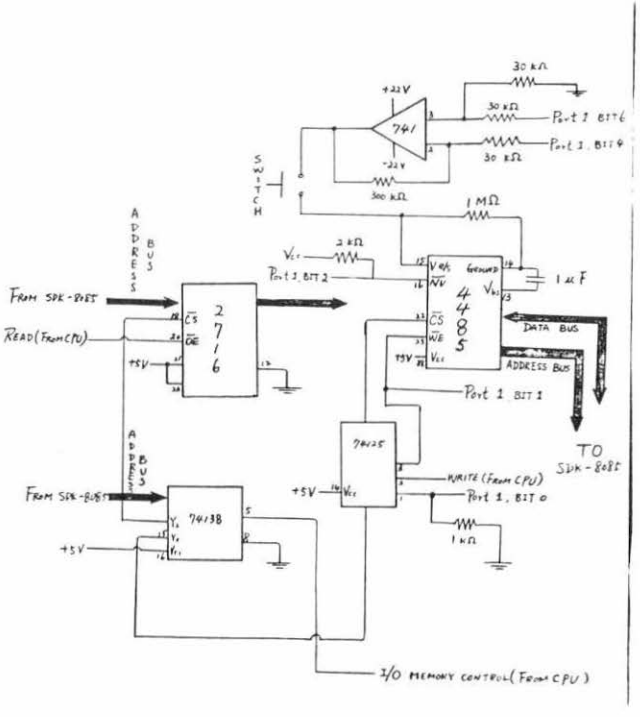
His choice of the SDK-8085 was prompted by its 38 I/O lines (expandable to 76) which allow easy interfacing to the "real world." Several bits of Port 1 are used to control the NVRAM. The NVRAM store and recall programs require less than 150 bytes of the 2716 EPROM, leaving most of the EPROM storage space available for utility programs.

The 741 Operational Amplifier is used as a switch for the Voltage Erase/Store (V e/s). The mechanical switch was included as a safety feature to protect the programs stored in the non-volatile part of NVRAM.

The 4485 NVRAM is decoded for memory locations 8600H through 87FFH, while the 2716 EPROM resides at 9000H to 97FFH, both by the use of 74138 three to eight decoder. The 74138 Decoder has six other CS (Chip Select) signals available for additional NVRAMs, RAMs, or EPROMs. The 74125 Three-State Buffer is for disabling the WE (Write Enable) line from the bus of the CPU so that WE may be controlled directly from Port 1. Experiments have shown that this system works very well and has the advantage of making the permanent storage of the 4485 NVRAM similar to a disk,

or cassette system, in that the recall and store are directly under control.

The main advantage of this system is that there is no external hardware required for permanent storage on a small computer. As a result, lab space, setup time and the amount of mechanical hardware required are less. These savings will be very significant with so many educational facilities making use of such a system.



This NIVRAM system provides permanent storage for the SDK-8085 microcomputer by combining the properties of nonvolatile random-access memory 4485 and EPROM 2716 and linking them to the 8085 microcomputer unit. All the required nonvolatile-RAM control signals for erase, store, and recall are supplied through Port 1 of the SDK-8085 microcomputer.

Name:	Frederick Mueller School of Humanities
Conference:	South Central Chapter Meeting of the American Musicological Society
Conference Location:	Clarksville, Tennessee
Conference Dates:	April 15-17, 1983

Introduction

I read a paper on "Louisville's Romantic Violin Virtuosity, from 1850-1890." Kentucky's musical heritage has been chronicled too frequently in our Vernacular Fiddle traditions, and in Gospel, Hymnody, or Folk Songs as well. This paper dealt with our structured musical traditions in general, violin virtuosity in particular.

Discussion

A case may be made for established musical traditions in the following areas:

Pedagogy, Music Publishing, Chambermusic,
Symphonic Literature and Concerto Performances,
Composition, and Concert and Song Societies.

Louisville's own solo performers provided a music-hungry public with scheduled concert series and concert programs by local and visiting string performers. Major reportoire for the violin had been performed by composers:

DeBeriet, Sarasate, Ole Bull, Paganini,
Wieniawsky, Mozart, Beethoven, Rossini,
Gounod, Wagner, Labitzky, Saint-Sans,
Mendelssohn, Schubert, and Vieuxtemps.

Opera orchestras were challenged to technical mastery and chambermusic performers were hard pressed to deal with technique in order to be able to perform transcriptions of virtuosic orchestral versions of Principal Opera or Concert Overtures.

Great singers who traveled the world shared their programs with masterful violin, virtuoso performers and pianists.

Name:	Robert E. Newton School of Applied Sciences and Technology
Conference:	American Technical Education Association
Conference Location:	Kansas City, Missouri
Conference Dates:	March 23-26, 1983

Introduction

The conference dealt with Robotics and High Technology.

Discussion

Interests from attendees indicated a very high interest in robotics. Representatives from the US Department of Education made presentations and emphasized the importance of technician training in robotics and other areas of high technology.

Various states such as Ohio, Michigan, Tennessee, and South Carolina are implementing high technology technical education programs and centers. This is an effort to attract high technology industries. Due to the nature of robotics and other forms of flexible manufacturing, extensive initial training as well as retraining is needed.

The response from students, faculty and regional industries on Morehead State University's robotics activities has been excellent. This is an indicator that there is a need for educational programs to be responsive to change.

Name:	John C. Philley School of Sciences and Mathematics
Conference:	Energy and Society NSF Chautauqua Short Course for College Teachers
Conference Location:	Philadelphia, Pennsylvania
Conference Dates:	November 10-12, 1982

Introduction

The topic "Energy and Society" was presented by Dr. George A. Tsongas, PE, Professor of Mechanical Engineering, Portland State University, Portland, Oregon.

Discussion

The short course explored the energy problem, a complex societal problem with a major technical component. It was designed to help people understand the technical side of the problem as well as the multi-disciplinary effects of technical decisions on our social, political, and economic framework. The trade-offs involved in deciding the importance of energy to society and the best policies for supplying and using energy were explored. The course examined the specifics of US and world energy requirements and usage, energy resources, methods for producing energy, environmental and economic implications of energy production, energy conservation, appropriate technologies, future energy scenarios, and energy policies. Power-production techniques utilizing coal, nuclear, solar, wind, geothermal, and other energy sources were studied. Solar and conservation received considerable emphasis. Opportunities, methods, and materials for infusing energy concepts into courses were explored.

Anecdote

Exponential growth is characterized by doubling; a few doublings can lead quickly to enormous numbers. For example, legend has it that the game of chess was invented by a mathematician who worked for an ancient king. As a reward for the invention the mathematician asked for the amount of wheat that would be determined by the following process. He asked the king to place one grain of wheat on the first square of the chess board

double this and put two grains on the second square, and continue this way, putting on each square twice the number of grains that were on the preceding square. Ultimately, the last square will have 2^{63} grains, and the total number of grains on the board will then be one grain less than 2^{64}.

How much wheat is 2^{64} grains? Simple arithmetic shows that it is approximately 500 times the 1976 annual world-wide harvest of wheat! This amount is probably larger than all the wheat that has been harvested by humans in the history of the earth! How did we get to this enormous number? It is simple, we started with one grain of wheat and we doubled it a mere 63 times! (from Bartlett, A.A., 1978, "Forgotten Fundamentals of the Energy Crisis, American Association of Physics Teachers, 46:9, 876)

Name:	Alban Wheeler School of Social Sciences
Conference:	Improving College and University Teaching and Administration
Conference Location:	Orlando, Florida
Conference Dates:	February 23-25, 1983

Introduction

The seventh annual conference was held at the Howard Johnson's Florida Center. Topics discussed included: "Where You Stand Depends on Where You Sit -- Faculty/Administrator Relationships;" "An Education for the 21st Century;" "Defining the Teaching Role for More Effective Evaluation;" "The Effective College Administrator: A Continued Discussion;" "Quality Circles for Improved Administration Through Faculty Development;" "Improving College Administration;" and "Improving College Teaching."

Discussion

Several conclusions were drawn from attending the various sessions. First, for faculty and administrators to work together effectively, each must be able to see issues from the perspectives of others. Second, the best defense against obsolescence in a rapidly changing society is to undergird all career oriented programs with a solid liberal education. Finally, the teaching role must be defined in terms of each of its components before it can be evaluated effectively.

Anecdote

Donald Walker, in one of the conference sessions, included this story in his address.

> One morning the college president was faced with an angry group of faculty and staff who were incensed by the fact that two beautiful trees had been cut down. Several department heads were busy trying to fix the blame for this action. The college president, upon hearing the story, concluded that fixing the blame was not the problem. It did not matter who cut down the trees, the real problem was how to replace them. Perhaps administrators (and faculty for that matter) should be sure they are attacking

the problem and not engaging in placing blame and self defense while the real problem goes unsolved.

feed back

A Publication of Professional Activities by Faculty and Staff of Morehead State University

Personal Information

Name and Title _____
Department _____
UPO Box and Campus Telephone No. _____

Conference/Workshop/Meeting

Name _____
Dates Attended _____
Location (City, State, Facility) _____
_____

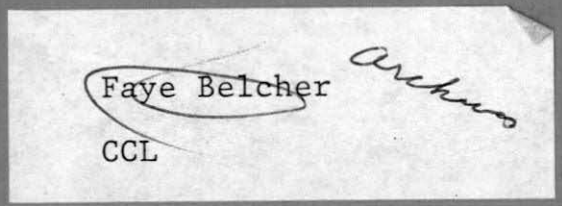
****

Subject Matter Discussed at the Sessions You Attended:

Broader, Significant Curriculum Implications:

Anecdotes:

If you wish to submit a lengthier reaction, you are encouraged to send a one- to four-page paper attached to this form. Mail to C. Holt (UPO 738), K. Freeland (UPO 795) or D. Karwatka (UPO 731).


Faye Belcher
Archives
CCL