

(JOINT MEETINGS)
FALL SEMESTER 1955

3 November 1955

Present: Beckman, Behen, Botty, Cohen, C. Dykema, K. Dykema, Evans, J. Harder, K. Harder, McCarty, Naberezny, O'Brien, O'Connor, Smith, E.B., Smith, J.E.

Mr. O'Brien outlined the history of the general-education movement in America and discussed the rationale underlying certain proposals and programs characteristic of that movement. In particular he called attention to:

A) The widespread dissatisfaction among educators in the 1920's and 1930's with the highly specialized curricula designed to equip the graduate for a place in a highly specialized society: Such "specialism", it was felt, puts knowledge into unreal compartments, discourages the fruitful synthesis of various disciplines, and encourages the fragmentation of a common cultural heritage.

B) Various attempts to overcome the dangers of specialization: Most educators seem now to agree that certain (not clearly specified) facts and ideas ought to be made the property in common of all college students; several institutions in the past twenty years--most of them since 1945--have set up programs requiring all students to take survey courses in the natural sciences, the social sciences, and the humanities (or one survey course dealing with all three divisions), and to assimilate the ideas of all three to some kind of viable philosophy which, it is hoped, may serve as the coping stone of fruitful interpretation, criticism, appreciation and synthesis in all walks of life. This objective seems to reflect the spirit in which general education programs as a whole are moving.

C) Examples of curriculum planning for general education: A majority of these programs are of two types: 1) The Division Sampling program requires the student to take survey courses in the three divisions listed in B); in such surveys the several disciplines within each division are presumably "integrated" and all three surveys "coordinated." 2) The Orientation Course integrates the divisions as well as the specific disciplines.

17 November 1955

Present: Behen, Botty, Brown, Bullough, Cohen, Dolliver, Dykema, C., Dykema, K., Evans, Foley, Franklin, Harder, K., Hummel, Jone, Mrs. Jone, Mayer, Naberezny, O'Brien, O'Connor, Pirie, Smith, E.B., Smith, J.E., Welsh

Mr. O'Brien illustrated from various college catalogues (notably from M.I.T., Bard, Minnesota, Pittsburgh, and Princeton) the types of programs outlined at the Nov. 3 meeting. He discussed the problems which general education poses for the natural sciences: 1) What ought the non-science major to know about science? 2) What kind of program will best impart such knowledge? Scientists who have written on the matter seem to agree that some notion of the basic concepts of science, the aesthetics of it, and the religious and social implications of it are of first importance for scientist and non-scientist alike.

1 December 1955

Present: Bare, Beckman, Behen, Botty, Dolliver, Dykema, C., Dykema, K., Evans, Franklin, Gillespie, Harder, J., Harder, K., Jone, Kitchen, O'Brien, Pirue, Smith, J.E.

Mr. Dykema proposed that the two committees discuss the advisability of setting up a survey course in the natural sciences analogous to the social science survey. Dean Franklin emphasized the need for more humanities courses for engineers and for more mathematics courses for business administration and social science majors. Dean Smith proposed that Mr. Worley discuss the practicability of the natural-science-survey-course. This topic will be presented at the next joint meeting, 15 December.

Summaries prepared by Mr. O'Brien

Memorandum to Professor K. W. Dykema, Chairman
The Committee on Academic Standards
The Youngstown University
November 10, 1955

The undersigned Sub-Committee of the Academic Standards Committee, appointed to conduct a survey of summer school practices at the Youngstown University, met on Thursday, November 3, to consider the results of the questionnaire distributed to students and faculty members during the past summer term. Specific information on the findings is contained in the appended supplementary report.

Upon appropriate examination of this material, it was the unanimous consensus of the undersigned members of the Sub-Committee:

1. That the full Committee on Academic Standards should strongly urge the University Administration to adopt some plan that will eliminate the regular scheduling of Saturday classes during the summer term. It was noted and agreed that such general plan should in no way abridge the privilege of any department to schedule Saturday classes that may be deemed essential for special reasons.

2. That the first consideration in revising summer plans should be given to the proposal to create two five-week terms of five days each, with the periods lengthened sufficiently to provide adequate time-coverage for existing accreditation standards. (This represents the third option of Item #7 on the Instructor's Questionnaire--two-hour periods were tentatively suggested.)

It was further unanimously agreed that the question of teaching load during the summer term should seriously engage the attention of the Committee on Academic Standards. This is recognized as primarily a problem involving full-time teaching personnel. There was unanimous agreement that six hours constituted a full and sufficient teaching load in a summer term. By a vote of 4 to 1, the Sub-Committee recommends action by the full Committee on Academic Standards, seeking accomplishment of this limitation upon teaching assignment insofar, at least, as full-time teaching personnel are concerned. It should be noted that the dissenting member was not in disagreement with the principle; he sought merely to substitute "suggests" for "recommends."

With the submission of this report, the undersigned Sub-Committee respectfully requests discharge.



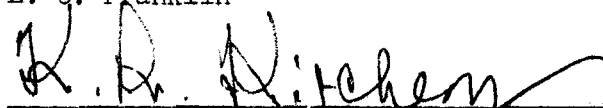
J. F. Swartz, Chairman



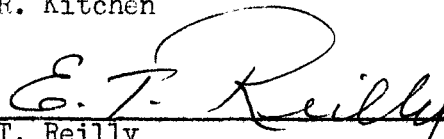
C. L. Worley



E. C. Franklin



K. R. Kitchen



E. T. Reilly

1. Please indicate by checking whether you are:

- 355 1. A regular student of Youngstown College.
- 36 2. A transfer student from some other college or university, intending to register regularly at Youngstown College.
- 47 3. A regular student from some other college or university, supplementing your work in that institution with summer credits earned at Youngstown College.
- 4. Other (Please specify): 31 Post-graduates (only other significant category)

II. Please indicate briefly your principal reason for attending the present summer school session.

- 318 1. To accelerate your college program (graduate earlier).
- 50 2. To make up work lost thru irregular attendance or failure.
- 3. Other (Please specify): 67 working for some form of teaching certificate (only other significant category)

III. Please check the appropriate questions with reference to Saturday classes.

- 1. Are any of your classes scheduled (on the summer program) to meet on Saturday? YES 319 NO 174
- 2. Are you attending any class or classes in which regular Saturday classes are not being met by the instructor? YES 143 NO 75
- 3. If the above answer is YES, what substitute is provided for the regular Saturday class? See note 1
- 4. Are there personal reasons which make attendance at Saturday classes impossible or undesirable for you?

Most frequent reason "have to work": 3 students (one Seventh Day Adventist, two Jewish) noted "religion"

IV. As you probably know, accrediting associations generally require a minimum of 15 hours of class meeting per hour of semester hour credit (30 hours for laboratory periods). In view of this necessity and assuming that it is desirable to continue providing opportunity for completion of 12 semester hours' credit per summer (6 each term), which of the following plans do you favor:

- 232 The present plan, involving the two five-week terms of six days each, with classes meeting $1\frac{1}{2}$ hours.
- 36 Two six-week terms of five days each, with classes meeting $1\frac{1}{2}$ hours. (Note that this plan would extend summer classes to within a few days of the regular fall session. Closing date this summer, for instance, would be September 3.)

- 236 Two five-week terms of five days each, with classes lengthened to approximately 1 hour and 50 minutes. (Note that this plan would lengthen the present typical student's day, extending it well into the afternoon.)
- 14 Some other plan: Please specify. (Remember that this question assumes the necessity of providing 12 semester hours' credit. Substitute outside work for Sat. classes -- 6; change to quarter system -- 2; add ten min. to each class -- 1; one ten-week term, 5 days per week, 1 hour per day -- 1; one ten-week term, 6 days per week, 45 min. per day -- 1; option (1) or (3) favored equally -- 1; eliminate class break -- 1; lengthen only classes that need extra time -- 1.

V. Please add below any other comment, suggestion, or criticism you may have about any phase of summer school procedures.

1. Most frequent criticism -- "too much work".
2. 2nd most " " -- "more night classes in summer".
3. 3rd most freq. " " -- "New quarters or better facilities for the Art Departement".
4. 4th " " " -- "more Phys. Ed. courses in summer".
5. Two students objected to instructors not holding Saturday classes as scheduled. It appears that they had to drive some distance for one class that was regularly held.

VI. Please comment upon whether, in your opinion, an opportunity to earn up to 12 hours' credit has any effect upon student attendance at Youngstown College Summer School. That is, would you, or others of whom you know, be equally interested in summer sessions offering less than 12 hours of possible credit?

193 not interested in attending for less than 12 hours credit.*

54 think it would make no difference.

Note 1. SUBSTITUTES FOR SATURDAY CLASSES: Added class time -- 76; term papers -- 42; extra work -- 16; no substitute -- 3; field trips or movies -- 1; individual reports -- 1; office hours -- 1; reading reports -- 1.

YOUNGSTOWN COLLEGE

TO ALL INSTRUCTORS OF SUMMER SCHOOL CLASSES:

The Academic Standards Committee of Youngstown College has appointed a fact-finding group to conduct a study of certain faculty and student practices and preferences in connection with Summer School procedures, with particular reference to the status of Saturday classes. Your cooperation in replying to the enclosed faculty questionnaire and in distributing and returning the student questionnaires will be greatly appreciated. It is desired that student response be as representative as possible without involving complex procedures. It is therefore thought that distribution to the classes meeting from 9:40 to 11:10 will accomplish this purpose most satisfactorily. Please arrange to conduct this survey on the day that the forms are given to you. They will be collected near the close of the period.

YOUNGSTOWN COLLEGE
SUMMER SESSION QUESTIONNAIRE---FOR FACULTY MEMBERS ONLY

1. Your Name SUMMARY
2. Please check whether FULL time 35 or PART Time 21 Total 56
3. Please indicate below the classes you are scheduled to teach during the present summer term (1955).

<u>Dept.</u>	<u>Cat. No.</u>	<u>IBM No.</u>	<u>Credit</u>	<u>Time</u>	<u>Days</u>	<u>Term</u>
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

4. Are any of your classes scheduled to meet on Saturdays (in the Summer School bulletin? YES 34 NO 22
5. Do you regularly meet your Saturday classes? YES 20 NO 15 others did not have Sat. classes
6. If answer to Question 5 is NO, please indicate what substitute is provided.

Extend period in some manner -- 7; term paper -- 2; outside work or field trips -- 1; conference work from 3 to 4 p.m. -- 1; additional research -- 1; students work independently over week ends -- 1; conference work -- 1; no substitute -- 1.

7. As you probably know, accrediting associations generally require a minimum of 15 hours of class meeting per hour of semester hour credit (30 hours for laboratory periods). In view of this necessity and assuming that it is desirable to continue providing opportunity for completion of 12 semester hours' credit per summer (6 each term), which of the following plans do you favor:

- * 21½ The present plan, involving two five-week terms of six days each, with classes meeting 1½ hours.
- 1 Two six-week terms of five days each, with classes meeting 1½ hours. (Note that this plan would extend summer classes to within a few days of the regular fall session. Closing date this summer, for instance, would be September 3.)

* 28¹/₂ Two five-week terms of five days each, with classes lengthened to approximately 1 hour and 50 minutes. (Note that this plan would lengthen the present typical teacher's day, extending it well into the afternoon.)

5 Some other plan: Please specify. (Remember that this question assumes the necessity of providing 12 semester hours' credit. One eight week session -- 2; quarter plan -- 2; one nine week session -- 1.

* one response favored option 1 or option 3 equally.

8. Please indicate your attitude toward Saturday classes (in Summer) by checking the appropriate statement below:

- 19 Highly undesirable. Should be eliminated at almost any cost.
- 14 Undesirable perhaps, but preferable to most or all of the possible alternatives.
- 17 Neutral. No particular like or dislike.
- 0 Like Saturday classes. Think they should be retained under any possible plan for Summer School.

6 No answer
9. Discarding the assumption that it is necessary to provide 12 semester hours of credit opportunity, would you continue to favor the plan checked or described above? YES 10 NO 6 No answer 10 See below for additional comments.

10. If you checked NO on Question 9 above, please describe the plan you think would be most suitable for summer classes.
Single session of 6 - 8 weeks, teach alternate summers -- 1; one eight week term 5 days per week -- 1; one 8 - 10 week term and teach alternate summers -- 1; no possible alternate to offering 12 hours of credit -- 1; one nine week term, teach alternate summers -- 1; classes meet 5 days, projects on Saturday -- 1.

ADDITIONAL COMMENTS ON QUESTION 9:
Question 9 ambiguous -- 1.
Question 9 too vague -- 1.
Change to quarter system and then work out problem -- 1.

Several volunteer comments criticized excessive summer work load.