

7 28, 1950

TO THE MEMBERS OF THE FACULTY

OF THE ADDRAN COLLEGE OF ARTS AND SCIENCES

You will recall that at the last faculty meeting which was held for the purpose of discussing the curriculum re-study program, Dean Moore submitted a number of questions for consideration. In line with the stated requests of several of the members of the faculty attending the meeting, the Steering Committee asked Dean Moore to prepare these questions in written form and submit them to the Steering Committee. These questions are enclosed herewith and are to be used as explained below.

At a recent meeting of the Steering Committee which was held February 28, the following schedule was planned as the next phase of the re-study program. On three consecutive Tuesday evenings (March 21, March 28, and April 4), at 7:30 p.m., in Room 103 of the Fine Arts Building, there will be held meetings of the entire faculty of AddrAn College. The program for each of these meetings will consist of panel discussions. The first panel on March 21 will be conducted by the division of the social sciences; the second on March 28 will be conducted by the division of natural and biological sciences and mathematics; and the third on April 4 will be conducted by the division of the humanities.

All members of the faculty are urged to study the enclosed questions, and to note particularly those which apply to their own area. Participants in the panel are requested, in addition to setting forth the objectives of their respective divisions to include in their panel discussions the questions enclosed which relate to their areas, and also any other questions or problems which they regard as relevant and significant. Members of the panel are also urged to prepare a mimeographed list of questions to be discussed, so that comments from the audience can be directed with greater focus. Members of the committee on objectives will be asked to critically evaluate the panel discussions in terms of the broader over-all purposes of the college.

There are several questions of a general nature which the Steering Committee feels should be considered in all of the panel groups. It seems that the time has arrived when few people are questioning the desirability of a greater degree of integration in the various curricula in the University. The basic problem thus is one of how the integration can be best achieved. Courses in some curricula are apparently being multiplied more rapidly than increases in significant knowledge. As a consequence there exists in some areas both large gaps and much overlapping of course content.

PLEASE INDICATE ON YOUR CALENDAR THE DATES OF MARCH 21, MARCH 28, AND APRIL 4, AS TAKEN.

THE STEERING COMMITTEE

C. W. LaGrone, Chairman,  
H. B. Hardt,  
H. R. Mundhenke,  
Paul Dinkins  
Dean Moore (ex-officio)

## QUESTIONS

- I. Should we provide general education courses for all students in the College of Arts and Sciences? If so, what areas should they cover?
1. Social Science? Shall we require all freshmen in the College of Arts and Sciences to take Social Science 312ab? If so, is the present content adequate? If not, the social science division should come up with a proposed course that will be adequate.
  2. Humanities? If we develop a general course in the humanities, on what level shall we place it in the curriculum, freshman, sophomore, junior, or senior? What shall be the content? How can we include music and art appreciation?
  3. Natural Sciences? Are Biology 311ab, Geology 318ab, Chemistry 313ab, and Physics 313ab the courses we need for non-science majors with regard to objectives, content, and methods of teaching? If not, what changes should be made?
  4. Are Psychology 311 and Philosophy 319 justifiable as freshman courses, or should the psychology and philosophy departments cooperate in building up general courses in social sciences, humanities, and natural sciences instead?
  5. Should all freshmen in the College of Arts and Sciences be required to follow a common experience program in their first year with four required courses fixed and one elective? If so, how would we alter the following pattern: Required: (1) English 311ab, (2) a natural science excluding Physics 411ab, which would be delayed to the sophomore year, (3) Social Science 312ab, (4) foreign language, (5) Religion 310 in the fall and in the spring an elective, or a course in the major subject if known and not among the first four listed.
  6. Should all sophomores be required to take additional required sophomore courses in order, such as: (1) second year English, (2) foreign language requirements, (3) a year course in the major subject, (4) psychology or philosophy, (5) a general course in humanities, or fundamentals of speech and a three semester hour elective
- II. Can we better integrate the students' programs on the junior and senior levels by creating some courses with new or better content which will produce better educated graduates? Could we do this by substituting some well-integrated courses in each area for some antiquated ones which overlap? Our faculty is capable of doing this if it wants to. In the opinion of some, our faculty is much better than our curriculum in certain areas

- III. Should we leave the basic requirements for the degree as they are, that is: religion, 6 semester hours; English, 12 semester hours; foreign language, completion of second year; social science, 6 semester hours; physical education, 4 semesters? If not, what changes should be made?
- IV. Should we eliminate the B.S. degree in the College of Arts and Sciences, and require majors in physical education, home economics, and pre-professionals to meet all the general requirements of the A.B. degree? If not, should all the present majors leading to the B.S. degree be left as in the catalogue?
- V. What courses are actually required as prerequisites to admission to medical school? To dental school? To law school? Can we improve on our requirements for the combination degree program in pre-medic, pre-law, and pre-medical technology?
- VI. Should we continue to offer the first two years of engineering?
- VII. Should we work out, on an experimental basis, a few degree patterns which will cut across departmental lines with regard to major and minor requirements? To stimulate interest, we might mention a major and minor in American civilization, made of appropriate courses in American literature, English language, mathematics, American geography, American history, American government, American philosophy, etc., subject to the approval of the appropriate committee and dean; a social science major with emphasis on one social science, and the rest of the program to make a pattern satisfactory to the appropriate committee; an inter-American Civilization major with an integration of courses in English and Spanish covering history, government, geography, literature, music and/or art, etc., with substitutions possible in the fields of foreign trade, marketing, etc.; comparative literature. I have in my office thirty different experimental patterns which have been worked out by a college in Kentucky. Would the science division be interested in an integrated pattern which would permit a student to have a science major with experience in several fields of science, and still have a considerable amount of electives in the humanities and social sciences. Some schools call these patterns area study programs? These are only a few suggestions. We would probably want to start slowly in this direction, working out only one or two experimental programs at a time.
- VIII. Shall we work out suggested tables for students majoring in certain subjects to cover the four years rather than two in the catalogue?
- IX. Would your department be interested in streamlining your departmental offerings by cooperating with related departments in cutting out duplicated content, by putting all your departmental subject content in just enough courses to permit

a student to complete an undergraduate major in your subject with the use of courses in other departments which could be counted, and if you offer a Master's degree, only enough additional courses to guarantee him enough courses to achieve a major on the Master's degree? This could mean a total of forty-eight semester hours of offerings in most departments to offer both a Bachelor's degree and a Master's degree, whereas now some departments are offering courses totaling seventy-six semester hours and more, and still are not in a position to offer a Master's degree.

- X. Could your department cut down on the number of courses by rotating the offerings, rather than repeating a variety of advanced courses every semester? It is estimated that it would take a student thirty-five years to take all the courses we offer. Can the University afford such an array of undergraduate courses, especially since we are moving toward more graduate work?
- XI. Can we develop some inter-departmental majors on the graduate level, to relieve the economic strain of requiring our subjects to take eighteen semester hours of graduate work in one subject? Are you convinced that perpendicular specialization through five years of college education is the only kind that is good for the student? Is it really what he needs and wants?
- XII. Aren't there courses in other departments that could count on a geography major?
- XIII. Is strict compartmental classification in the social sciences as it should be? In other words, is the body of our social science offerings properly organized? By cooperative study, could we eliminate certain courses in the social science division and give the students more for their money?
- XIV. Can we have a greater degree of integration between courses in sociology, home economics, religion, and economics?
- XV. Could some courses in art, music, and sociology be used in the home economics major program? Some schools have a degree program on Family Living, incorporating work from the departments of sociology, fine arts, home economics, religion, etc.
- XVI. Can the departments of journalism, arts, and business find common ground for a course or two that will count on a major in either subject?
- XVII. Can our courses in statistics be so organized as to serve general departments?
- XVIII. In spite of our organization which places art and music, which are humanities, in another organizational unit, how can we provide the liberal arts A.B. major with the courses he ought to have in music and art appreciation? What courses, and what

maximum number of semester hours should we accept in art, music, and speech as electives, or as a major or minor, on the A.B. degree?

- XIX. Should pre-ministerial students major or minor in religion? If not, what courses in religion should they have, and what other courses should we assure him for a good educational background before he enters the seminary?
- XX. Shall we accept a major or minor in a subject from the School of Business to be counted on a B.A. degree? Shall we list the maximum number of hours taken outside the College of Arts and Sciences?
- XXI. Shall we limit the number of hours in any one subject, or in any one department or area, which may be counted on the number of hours to be required for the degree?
- XXII. Shall we have a distribution requirement; so many hours in the natural sciences, so many in the social sciences, so many in the humanities?
- XXIII. What shall be our standards of admission to the College of Arts and Sciences?
- XXIV. What shall be our standards for remaining as a candidate for a degree?
- XXV. What shall we do with the suggested tables of courses in the first part of the catalogue?
- XXVI. Would it be advisable for the steering committee to study (or appoint a sub-committee to study) the objectives and contents of all courses in the College of Arts and Sciences for the purpose of recommending elimination, combination, or change in contents or objectives of some of the courses which do not offer the students what they need? This might be done through a faculty seminar.
- XVII. Should we not organize in-service seminars, either on a departmental or divisional basis?