

MEMORANDUM

TO: Members of the Advisory Committee and Resource Persons  
on Plans for a University at Boca Raton

FROM: A. J. Brumbaugh, Director, Planning Commission

DATE: July 7, 1960

This statement is designed to present in summary (1) ideas that emerged from the discussions of the Advisory Committee in its meeting on June 16 and 17, and (2) questions and proposals for further discussion by the Committee and resource persons. Additional information and proposals will be presented to the Advisory Committee by task forces that are undertaking special assignments relating to the nature and scope of tests and examinations and the use of television as a medium of instruction.

We urge the members of the Advisory Committee and the resource persons to feel free to challenge proposals or to present ideas which in their judgment will contribute to the development of a distinctive university of quality at Boca Raton.

The Program of General Education.

The plan of delegating primary responsibility for general education to the junior colleges, with special emphasis on close cooperation and coordination between the university and the junior colleges, especially those in the Boca Raton area, was given favorable consideration by the Advisory Committee.

Following the meeting of the Advisory Committee the tentative plans for the university at Boca Raton were discussed with the presidents and representatives of the junior colleges. The proposed arrangements as they relate to the junior colleges were endorsed enthusiastically.

Dr. Lee Henderson will serve on a part-time basis as Associate Director for Program Development with specific responsibilities for cooperating with the junior college administrators in formulating objectives of general education and in outlining programs designed to achieve these objectives. In this project full consideration will be given to the objectives presented in the tentative plan.

One of the questions that remains to be resolved is whether the university shall admit students at the lower level and operate an educational program paralleling that of the junior colleges. The Advisory Committee took a position in support of such a plan. It is suggested, however, that this question be given further consideration. Among the factors which support such a plan are the following:

1. The enrollment of a group of superior students would provide an opportunity to develop methods of independent and interdependent study that might be used with students of similar ability in the junior colleges. These methods

would be developed in cooperation with key faculty members of the junior colleges who in the process would become informed about the procedures and would acquire skill in their application.

2. A lower level program for a group of superior students would provide a special challenge for this type of student. It would encourage the superior student to work to the full limit of his ability.
3. The enrollment of a group representing a cross-section of ability rather than a highly selected group would provide an opportunity for faculty members in the university to have first-hand experience in teaching in the program of general education thereby enabling them to evaluate in cooperation with junior college faculty members the strengths and weaknesses of the program and of the methods of teaching.
4. The presence of a representative group of students in several ability categories would afford an opportunity to try out methods of teaching and testing students in several ability categories and would provide a means of developing the most effective uses to be made of the learning resources laboratory.
5. Some students will be ready to begin their work in fields of concentration before they have completed all general education requirements. Their needs can be provided for best by offering the general education program on the university campus.
6. Since this is a state university designed to serve a state-wide clientele, it should be in a position to accept high school graduates who do not have ready access to a junior college or who for justifiable reasons desire to enroll in an institution away from home.

Some factors which oppose admission of lower level students at the university are the following:

1. The junior colleges and other state universities will have adequate accommodations for all qualified high school graduates, at least during the first few years of the operation of the university at Boca Raton.
2. The junior colleges could provide instruction at the lower level at less expense than could the university.
3. The admission of a group of superior students could place the junior colleges in an unfavorable light (while they would still have some superior students their clientele and the public generally might tend to down-grade them in comparison with the university); it would tend to create a special class of students on the campus, "the quiz kids," the intellectually elite who might have difficulty in becoming integrated into the student body as a whole; and upper level

students of less than superior ability might be discouraged from entering the university because of the vigorous competition which they might encounter.

4. Without lower level students on the campus the faculty and staff of the university can work closely with the junior colleges in the development of appropriate teaching and testing methods and in the use of the learning resources center.
5. If the junior colleges can adequately identify those students who have the competences and interest to continue in advanced study, great economies can be effected by eliminating the necessity of providing on the university campus faculties and facilities for those who are not competent to continue beyond the junior college or are not interested in doing so.
6. Students who advance more rapidly than the majority will be able to begin work in fields of concentration while in the junior colleges by means of television programs or by enrolling for advanced courses in the university while completing their general education.
7. The university at Boca Raton will be a more distinctive type of institution in the university system if it allocates all programs of general education to the junior colleges than it will if it provides a parallel junior college program.

#### The Learning Resources Center.

The Advisory Committee proposed that the name of this unit be the "Learning Resources Center" rather than the "Learning Laboratory" because "laboratory" implies controlled experimentation, whereas the functions of this unit will be much broader.

It is proposed that the following activities and services be located in this center:

1. The library, including micro-film, slides, music recordings, and other learning source materials.
2. Teaching auditorium - sound equipped.
3. Television teaching facilities.
4. Mechanical aids to learning including reading, speech, self-scoring machines, language laboratory.
- ? 5. Music studios and practice rooms.
6. Testing and scoring facilities.
7. Art exhibit room and studios adjacent to the library. Slides and projection equipment. The art exhibit room might be extended into a museum and art gallery. Good copies of recognized works of art might be made available

to students on a rental basis.

8. Records.
- ? 9. Bookstore.
10. Conference rooms and offices for student advisers.
11. Offices and meeting rooms for student organizations.
12. Lounges for conversation combined with coke and snack bar.
- ? 13. Health Service.
14. Rest rooms.
15. Others to be determined.

This center should be the hub of the university. It might initially include activities such as classrooms and faculty offices which would be converted to other uses as the enrollment grows and the physical plant expands.

#### Objectives of Upper Division Programs.

The objectives of the upper division programs briefly stated are:

1. A continuing development of the intellectual power of students; the ability to think clearly, analytically, and independently on the great issues with which the individual is confronted in a rapidly changing world. This is an upward extension of the purposes of general education.
2. The mastery and understanding of significant fields of knowledge in greater depth than can be achieved at the lower divisional level.
3. A command of methods and techniques requisite to the extension of the boundaries of knowledge or to the application of new knowledge.

#### Programs in the Upper Division.

The general plan of educational programs appropriate to the realization of the foregoing objectives includes the following provisions:

1. The commonly recognized departments or disciplines will be combined into broad fields of knowledge. These fields of knowledge may be designated as divisions or may be allocated to centers as is indicated in the tentative outline. The divisions suggested are:

Creative Arts: Music, drama, art, writing, speech, dancing--theory, history, and performing.

Social Sciences: Sociology, cultural anthropology, political science, physical anthropology, psychology, social psychology, economics, geography, education.

Humanities and Languages: History, philosophy, classics, English, foreign languages, comparative religion.

Natural Sciences and Mathematics: Biology, chemistry, physics, geology, mathematics.

2. The continuous development of intellectual power as a function of general education will be achieved by further study of major ideas particularly as they relate to an area of concentration and by a senior integration course, philosophical in emphasis, dealing with meanings, methods, and values derived from the student's total educational experience.
3. Depth of educational experience will be provided by intensive study in an area of concentration. These areas will be so organized that students having similar interests and goals may be grouped for instructional purposes. At the same time there will be enough flexibility in the program to permit superior students to work on an individual basis.

For example, if one of the areas of concentration were the earth sciences, students interested in this area may have such diverse goals as teaching geography, analyzing land use and development, employment in the Central Intelligence Agency, or pursuing careers in business, forestry, flood control, or conservation of natural resources. But some basic knowledge and skills will be common to the achievement of these various goals. For purposes of differentiation among the several goals special projects, readings, laboratory and field experiences will be provided.

4. The acquisition of abilities and skills in the interpretation and application of knowledge and in the employment of research methods is a function frequently allocated to professional schools. Programs designed to achieve this purpose will differ in scope, content, and emphasis depending on the amount of technical knowledge, and skill involved. Engineering, pharmacy, and law, for example, represent a large body of highly specialized knowledge which can best be incorporated in a professional school program. There are a number of career goals, however, that can be achieved quite effectively by organizing programs within the boundary of the major fields of knowledge. Rather than establish professional schools initially at Boca Raton, therefore, it is proposed that career programs be organized within the scope of the upper divisions. Such programs might, for example, involve the preparation of teachers or school psychologists, the preparation

of personnel workers in business or industry, the preparation of personnel in the fields of civil service or communications--radio, television, or press. This is a modification and limitation of the idea of "institutes" contained in the tentative plan, but is designed to achieve some of the same objectives.

Program at the Graduate Level.

Although enrollments are increasing at a rapid rate in Florida, it will probably be some time before the increase at the graduate level will be of great concern. In the meantime graduate education will be more costly to provide as class enrollments will tend to be lower than at the undergraduate level. Also, the cost of graduate instruction at a new university would be greater because exceptionally high salaries and favorable working conditions would be required to attract to a new institution the distinguished scholars necessary to give a graduate program status.

Moreover, the role and scope of the graduate schools in the university system should be more clearly defined before any attempt is made to determine the need, if any, for additional graduate facilities.

It is doubtful that there will be in the foreseeable future a need for further graduate programs at the doctoral level; however, it is reasonable to believe that in the indeterminate future a need will develop for programs at the master's level in limited areas, such as teacher education, when and if enrollments in the existing programs become such as to warrant it.

Discuss with Architects what units of measurement will be most helpful in estimating costs - e.g.

Dormitories - no. of students or no. of sq. feet per student

Instruction - Student stations -  
sq. feet

Utilities & services -

Food service -

Lavatories -

Can we use various formulas for making

estimates - e.g.

Instruction space -

$FTE \text{ students} \times \text{sq. ft. per student station}$   
adjusted for space utilization

Faculty office

$\text{no. of faculty} = \text{no. of students} \times \text{student faculty ratio}$   
 $\text{no. of faculty} \times \text{sq. feet per faculty member}$

Administration -

Ratio of admin to students.

$\text{no.} \times \text{no.} - \text{space per ad-officer}$

Library -

Recreation -

Dormitories -

Health service

Learning resource center -

TV

Food service

Testing & counseling

Records -

Women to be involved -

IBM Equipment

AGENDA

Advisory Committee Meeting  
July 19-20, 1960

1. Review of summary statement on policies and programs.

2. Reports by:

- a. John K. Folger and Charles M. Grigg.
- b. Henry Chauncey
- c. C. Ray Carpenter
- d. Lee G. Henderson
- e. Eugene S. Lawler

3. Consideration of:

*Junior level enrollment*

- \* a. The learning resources center. What services should it include? How can its services be projected to the junior colleges?
- b. What criteria should be used to determine the vocationally oriented programs to be organized in the divisions? *Hart*
- c. Should a plan of coordinated work and study be considered? What would be the advantages and disadvantages? Are there new ideas or new fields of experience that might be included?
- d. What integrative educational experiences can be provided at the bachelor's degree level?
- e. How can a program of student life and activities be developed that will (1) give commuting students a sense of belonging, (2) reinforce rather than detract from the intellectual climate of the campus?  
*what recreation facilities should be included in critical plans?*
- f. Taking into account proposals regarding the levels at which students will enroll, the general nature of the program, and the use of aids to instruction and the importance of maintaining high quality instruction, what is the maximum student-faculty ratio that can reasonably be achieved?

*assist Gen  
Program  
level*

*Task Force  
Johnson*

*Philips - Job materials  
Carpenter -*

## R O S T E R

### Advisory Committee

Chancellor Gordon W. Blackwell  
The Woman's College of The University of North Carolina  
Greensboro, North Carolina

Dr. Doak S. Campbell  
President Emeritus  
Florida State University  
Tallahassee, Florida

Dr. C. Ray Carpenter, Director  
Division of Academic Research and Services  
Pennsylvania State University  
University Park, Pennsylvania

Mr. Henry Chauncey, President  
Educational Testing Service  
Princeton, New Jersey

President Howard Phillips  
Alabama College  
Montevallo, Alabama

### Resource People

Dr. Kenneth Christiansen  
Consultant to the Florida ETV Curricula Task Force and  
Director, Educational TV, School of Journalism and Communications  
University of Florida  
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Dr. John K. Folger  
Associate Director for Research  
Southern Regional Education Board  
Atlanta, Georgia

Dean Donald J. Hart  
College of Business Administration  
University of Florida  
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Dr. Lewis B. Mayhew  
Director of Institutional Research  
University of South Florida  
Tampa, Florida

Dr. Charles Grigg, Director  
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## Resource People, Continued

Dr. Elford C. Morgan  
Southern Association of Colleges and Secondary Schools  
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Dr. W. Hugh Stickler, Director  
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Dr. James L. Wattenbarger, Director  
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Dr. Kenneth Williams, President  
Florida Association of Public Junior Colleges  
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## Staff People

Dr. J. Broward Culpepper  
Executive Director  
Board of Control  
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Dr. A. J. Brumbaugh, Director  
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Mr. Forrest M. Kelly  
Architect  
Board of Control  
Tallahassee, Florida

AJB (Reviewed discussions and agreements reached at the June meeting.)

AJB - We have had a task force working on problems of educational television since the last meeting. Members of the task force are Ray Carpenter, Kenneth Christiansen, and John Brugger. Also, a task force has been working on problems of testing and evaluation. They are Henry Chauncey, Lewis Mayhew, John McQuitty, Russell Kropp, and Lee Henderson. I will call on Dr. Carpenter at this time.

Carpenter - (Report attached.)

AJB - This illustrates the value of having people who know a field give us their best estimates.

Chauncey - Where will the students view these things?

Carpenter - I think this will come later. We merely said to provide for it to be seen wherever and whenever a need is demonstrated. The architects will probably get many ideas from "Design for ETV." There is one thing in the Ivey prospectus which is impractical. Video tape is too expensive to be used for one student at a time.

Culpepper - I think the architecture must be as flexible as possible so changes can be made when it is practicable.

Williams - I want to react to your report. You said the junior colleges might be involved in the beginning and feel a part of it. I think we are in a position to really surge forward in a real cooperative effort in the use of television.

AJB - We have so far had the active participation of the junior colleges in the planning.

Williams - I think you are offering a real challenge. If they don't measure up, then the chips should fall where they may.

Culpepper - I am sure the Board wants to work with the junior colleges whenever it can, and I know it does not want to ride roughshod over them.

Williams - I'm sure this is true.

Folger - How many programs could be presented simultaneously with this type of facility in both closed circuit and broadcast?

Carpenter - Nine layers of information, seven TV and two radio.

Phillips - How many technical personnel will be needed?

Carpenter - We thought of a system such as that in Hagerstown, 25 or 30 people with a core of highly competent personnel.

Campbell - I would like to get a comment on general relationships. In the beginning we have 14 elements and a cafeteria and snack bar. If each of the elements has a director, we cannot assume they will work together for a total program.

Carpenter - This group should meet with the library task force as soon as you have one.

Campbell - I think you are modest in asking for only 50,000 square feet for television.

Carpenter - This does not include hallways.

Kelley - This could add on as much as 40%.

Mayhew - If you use students in the operation of the TV facilities, you will find there is a tendency for them to become so involved in this kind of thing that it tends to exclude other important things. Also, demands on a student's time seem to be ever-increasing.

Carpenter - I agree it will have to be regulated.

Mayhew - I suggest that you provide space for the necessary technical personnel. Then if you use students that will be well and good.

Carpenter - If we propose work-study groups outside the university, we should practice what we preach.

Blee - The Educational Television Commission is reviewing all channel assignments in the State. It might be well to provide them with an estimate of our needs.

for educational purposes

Blackwell - Do you think there is a resurgence in the use of radio/ and that we may come back to it?

Carpenter - I don't think there is enough resurgence.

AJB - I think we missed the boat originally on radio. Maybe we can recapture some of what we lost. I want to call on those people who have been working on the prediction of enrollment.

Folger - The potential is the number of seniors who score over 200 on the Twelfth Grade Test. This varies from area to area.

Henderson - Do all these people know what the test is?

Stickler - 200 is about the 30th percentile on the A. C. E. scale.

Folger - In the area around Boca Raton 40 to 60% of the high school graduates enroll in a college in Florida.

We have developed a new projection of high school graduates:

(All figures are in thousands)

	White		State Negro		White		Boca Raton Negro	
	Curtis	F & G	Curtis	F&G	Curtis	F&G	Curtis	F & G
1960	31	32	6	6	9	9	1	1
1965	50	56	7	10	19	15	2	2
1970	54	85	9	18	26	20	3	4
1975	76	152	11	28	43	41	6	7

I think the Curtis estimate, that 75% of the college enrollment in Florida, will come from this area in 1975, is high. I think the projections we are making will show a decreasing rate of increase. An enrollment of approximately 234,000 was projected for 1975 by Curtis. If you assume that half the high school graduates will go on to college and that half of them will graduate and that 10% of our students are special and graduates, we would come up with about the same figure as Curtis.

AJB - Are you talking about actual or potential?

Folger - I am talking about an estimate of actual enrollment if the rate of attendance remains the same.

Culpepper - We need to be gathering data for the western part of the State in due time.

Folger - A better projection can be made for all areas next year when new census data are available.

AJB - I have asked Broward to talk to us about graduate work.

Culpepper - All of you have had experience in gaining support, particularly legislative support, in developing understanding and getting from them the kind of support we need from them to develop new programs. You want the people of the State to understand there are needs here. Also, you do have special interests which have to be considered. We have tried to get our people to see that the needs are here, that if we are to meet our needs we cannot do it in the existing institutions. We need to improve our existing institutions and to expand them. We ran into certain difficulties in the development of the University of South Florida. However, as it develops, the other institutions are developing as before and as they should. It got into the press that this institution was to be a great graduate institution. We have said that at the present time to take care of the needs in our State we are considering the development of the second level. We have taken the position that master's programs will emerge when a need is demonstrated. I have stated that it is important to take into account the long range potential; however, I think if we get too involved in the long range we may be hindered in the present development of it. I think we should consider where the areas of service are for the present. If we say we need it all to start with, we would jeopardize the development of it.

AJB - One of the Board members said after the last meeting that if we asked for a graduate program we might not get the support of the Legislature.

Wms - I might say that A. J. was not responsible for this statement. He was at a meeting with the junior college presidents, and the press heard about the meeting and in reporting it went so far as to say the junior colleges were planning the institution at Boca Raton.

Chauncey - Just what is the plan now? What can be said to the faculty?

Culpepper - We are all sure of the need for teacher education at the graduate level. This is already happening at the University of South Florida. There is now a demand for training in engineering. I think we can say that the need for graduate education will emerge in time.

Hart - Don't you think this is the way to get support?

Culpepper - I think if we get the institution going it will develop.

Blee - The question was, "Is it going to start at the graduate level?"

Blackwell - Our experience in North Carolina has borne this out-- there are certain doctoral programs which are too expensive.

Carpenter - For our own thinking it might be better not to emphasize the graduate level. We could consider the levels--first, second, and third.

Culpepper - We do know that the southeastern area can support another institution.

Phillips - I think the Advisory Committee can now plan more effectively. I came to the last meeting thinking the Ivey plan had been accepted. I took a definite stand particularly on graduate work. I think the levels are too well defined. I think there is a decided difference between a master's and a Ph.D. program. I also have had experience with legislatures and understand how carefully it must be done. There

was too much assent around the table that a graduate program cannot be developed from the outset. I don't think there is any use to push this under the circumstances. I think it will make a difference in choosing your faculty. I would wholeheartedly support the gradual development as outlined here.

Stickler - Can you get the kind of faculty you want in the beginning for a program that will not develop for five years? I don't think I'd like to have the architect's job. Aren't we going to get ourselves into a dilemma?

Campbell - Not as much as you think. You would not get many graduate students to start with. You will be adding to your faculty as you move along, and you can acquire your graduate faculty as the need develops. That's the practical way to do it.

Phillips - I agree you must take into consideration the sources of your revenue, but if you bring in a distinguished professor he will attract the graduate students you want.

Campbell - You are going to come up to the Legislature in a stated year and say you want these positions for these purposes. You cannot start out with something you cannot demonstrate a need for.

Mayhew - We did not emphasize the value of the existence or non-existence of the graduate program. In only two key appointments did the lack of graduate work become a bar to their coming. First, upper level was considered, then salary, then time for research.

Culpepper - We might be agreed that the pace of the development would be slower than originally considered.

AJB - Mr. Chauncey has headed up a task force for testing and space needs for it.

Chauncey - We thought we should focus on space. We considered functions first. Then the kind and staff that would be required and then the space that would be required to house them. (He passed out copies of this report to the members of the committee and resource people.)

AJB - This use of task forces was an experiment in this case. It seems that the reports have demonstrated its usefulness.

Campbell - He mentions IBM equipment. I assume there will be a discussion of this in relation to other offices. I assume you have in mind a central installation. The location and acceptability of it to this operation would be highly appropriate.

Chauncey - It might be well to have some machines and to do some of the work there. Other work could be done in a central installation.

Blackwell - Would you comment on the space for the fifteen half-time people?

Mayhew - We assumed the same examination for multi-sectioned classes.

Wms - In a sense these would cover areas of instruction. . . one for math, one for social studies, etc.

Mayhew - This is based on a scheme we have in Tampa. We have one for each general area. There will probably be other areas in which there will be multi-sectioned classes. You would only need new people when the curriculum developed a new multisectioned course.

Phillips - Would you define the functions of the examiner a little bit more?

Mayhew - The Examiner in Biological Science. During the first year he will teach two sections of biological science. During the rest of his time he will be developing examinations in biological science for each of two semesters. He will have to consult with the teaching faculty. He will have to prepare the examinations for printing and present results to the faculty. Later he will probably teach one section and test  $3/4$  of his time. As the summer session grows new examinations will have to be prepared. I think once the examinations are given they become the property of the students and that new examinations should be prepared each time.

Blackwell - Under whom will he be doing this?

Mayhew - He will be doing it according to the syllabus. He will be

doing it under the supervision of the testing office. He may solicit examination questions from the faculty.

Blackwell - Do you plan to inaugurate this plan for all the biological sciences?

Mayhew - We are doing the final examinations only. We expect the instructor to do the others. The instructor's tests will account for 50% of the grade and the final test 50%. These will be put together with machines.

AJB - Some people cannot write good tests. Will they have special training?

Mayhew - First and foremost they should be trained in the subject matter. They should be interested in making this a professional career and they should have in-service training and develop into good test writers.

Blackwell - Has this method of organization been tried out elsewhere? What is the relation between the testing people and the instructors?

Mayhew - There will be friction. Examining people should be able to get along with the faculty. They should be able to live with friction. It can work, but it could be an awful botch.

Chauncey - I would have liked to have thought of these fifteen people who are subject matter people, who are trained to a certain point in writing test questions, who are equipped to work with faculty members in developing tests, in such a way that it is a cooperative undertaking between the examiners and the faculty in the department.

Mayhew - We have found that almost all faculty when asked will perfunctorily prepare tests. Some will do it well, others will not. Some questions must be revised.

Chauncey - I wonder if there would be people who would like to continue as examiners over a long period of time.

Mayhew - New examiners make examinations too hard.

Hart - I'm concerned about this kind of test when it's relied on heavily, when ~~raised~~ 50% of a student's grade depends on an objective test. It will increase faculty productivity, but students should be able to deal with ideas and put them down on paper. Foreign students would have difficulty with the preciseness of objective tests.

Mayhew - First, there is no assumption that the examinations need necessarily be machine scored. The system does not demand it. Second, I would hope the instructor would use a variety of techniques which are not used in common tests. There are ways the difficulties can be overcome with foreign students, such as allowing additional time with a bilingual dictionary or giving oral examinations. We have accommodated blind and other handicapped students.

Chauncey - I agree with Lew. There should be required written assignments. There is another point. Objective examinations measure far more than factual knowledge. They emphasize concepts and the ability to apply facts to the solution of problems.

Hart - It can be done, but the testing staff might not have time to rewrite everything.

Mayhew - We have found it takes an hour to construct one good question.

Henderson - If you give an essay type question on the final examination, who scores these?

Mayhew - At Michigan we divided the final examination into three parts: objective part (2 hours), an exposition on a topic selected by each student from a previously distributed list of topics, and, third, a theme graded by two or maybe three faculty members. These were combined into a score. In foreign language we are developing something to assess the speaking ability and oral ability of students.

Phillips - It would seem this would increase the need for manpower.

Mayhew - I would say it would save manpower.

AJB - I think there would be a saving over having each person make out his own examination and grade it.

Mayhew - The justification for this kind of examination should be in terms of educational values.

AJB - We have a report from Dr. Henderson on what he has done and will undertake.

(Henderson gave his report.)

AJB - These are the things he will undertake in developing a program at the lower level.

Mayhew - If Boca Raton is going to make a fairly substantial effort in the 13th and 14th grades, then I can see this kind of work with the junior colleges as being a highly profitable kind of venture. If, however, the institution is going to have a skeleton at this level, I cannot.

Henderson - We have several new institutions opening up in this area. The curriculum is of necessity by and large a scissors and paper one. They will be working on programs, and it seems that with some coordination we can build cooperatively.

Wms. - I think many of our continuing students will attend the university at Boca Raton.

Mayhew - If there will be a small group at the lower level then there should be similar programs at the junior colleges.

AJB - Whether or not there will be a lower level program, there is a matter of concern about the kind of education these students will get in closely cooperating institutions. I think it will be better if they cooperate from the beginning.

Wms - Are the a, b, and c items overly ambitious for a short term type assignment?

Mayhew - The definition of aims and specifying them in some detail,

carrying them through, and ending up with any attempt at evaluation is a long term undertaking.

Campbell - I think you have cut out much too much work here. It seems you do not have to be as highly descriptive as in a. You can get broad agreement between these people who are familiar with these things. Then they can be further defined.

Blackwell - I was wondering what a cadre of new faculty would be doing a year before the institution opens.

Blee - Of course there are new junior colleges doing this kind of thing with their own faculties. This will prevent our developing a set of criteria which they are not prepared to meet.

Chauncey - It seems that what is involved in a and b would take three kinds of people, someone in junior colleges, someone in examinations, ..... It seems that the people in the new university should be involved. Otherwise, you might have to make changes.

AJB - These junior colleges are getting underway next year. What we are trying to do is to coordinate their development. If they are allowed to jell it will be difficult to postpone this two years and then take a look at them and say they must change.

Phillips - Are you talking about two junior colleges or junior colleges all over the state.

Wms - The four or five Dr. Brumbaugh talked about are starting next fall.

Wattenbarger - It might be well to mention the general education program for all junior colleges at this time. The State Board of Education has appointed a committee to articulate development of the secondary schools, the junior colleges, and the universities. The committee has decided that the junior colleges will develop general education programs which will be accepted by all the other institutions in the State. Since this policy has been approved on a tentative basis by the Council of Presidents it is our hope

that all the junior colleges will develop some common principles about and aims of general education.

Phillips - If you are talking about concepts and ideas this is one thing, but beyond that it seems we are talking about more specific things.

AJB - I think you have gone beyond the implications of our statement. I gather from the Ivey plan that there is an opportunity to develop a program between the junior colleges and the university, and the lower level could be decentralized. They could be brought together at the upper level and eventually at the graduate level. I felt that since we had four junior colleges emerging in this area it might be highly desirable to develop with them the general education program outcomes toward which we are striving. I would not put these in curriculum requirements. You can have differentiated kinds of curricula and arrive at the same goals. I think all activities on the campus should contribute to the educational experiences of the students.

Exploration of instruments does not include developing instruments. Some of the things we should be thinking about are cooperative tests of achievement of the goals. We probably cannot do it all in nine months, but it can be a continuing process.

Henderson - I conceive this as involving a lot of people. In this State we are blessed with the powers in general education. I would not want to be a part of any studies that would want to define general education in terms of course outlines. We have in these new junior colleges people who have the same pioneering spirit in education these people have for Boca Raton.

Stickler - If we had been successful in getting foundation support for our project, would your job be necessary?

Henderson - I think it would.

Stickler - After agreeing on this policy we immediately felt the need for a statewide long-term project to implement this thing.

Henderson - I see this whole area of interinstitutional cooperation as still being important. I think maybe there is a little uniqueness down there. We may be able to be more definite in what we are doing than if we were working with an institution which had been going on for some time.

AJB - There are two distinct factors. Boca Raton will be related to all the junior colleges in the State. We will want to work out the kinds of relations that are conceived in this. The other factor is with the group of junior colleges which are emerging here, and we can see working with these more closely than with the older junior colleges. With reference to the project, this has been pursued further. The Carnegie Foundation still says this is not in the purview of its interest.

Stickler - I want to say that if Lee is thinking about carrying out in miniature what we had in mind, I don't think he can do it in nine months on a part-time basis.

Wms - I think you could say the same thing about this group coming together and shaping a new university. It seems to me it becomes a part of a continuing process. I would dare say three-fourths of the students in the undergraduate division will come from these three counties. It seems that if we can start this with the new junior colleges our general education people can work right along with the cadre when it comes to the new university. It will force us to do some things we should do but might not do otherwise.

Carpenter - We might get a group from the junior colleges to participate in this group. We could look at the total educational needs in the area in view of the existing facilities and those to be built. I am opposed to calling the first two years the general education program. As I see it, it should continue throughout the

four years.

Blee - This argues for cooperation more than ever.

Campbell - I would like to discuss the extent to which the first two years are to be taken into the program at Boca Raton. I think there is a connotation here in regard to continuation of a program. I think we are treating these as two distinct parts.

AJB - We do have three people in this group representing the junior colleges. Lee will bring groups of faculty people together as he works further on the project. I don't think we could provide for much more participation at this level.

Henderson - I want to define this as something that is reasonable and that can be accomplished in the required time.

Mayhew - I think we should pursue Dr. Campbell's question further before we can answer questions about Lee's project.

AJB - My memorandum takes up this question.

Chauncey - It seems these two sets of statements are rationalizations of a point of view. I think the real issue is the one of human ability as it enters the higher education system. You have such a wide range of ability that you are not going to deal with it all in one institution. This argues for a university taking students of superior ability and giving them an opportunity to go to an institution geared more to their ability, I feel this strongly, but I know it has its problems.

Campbell - I think you can rationalize three points of view: (1) a limited number of superior students, (2) a limited number representing a cross-section of abilities, and (3) none at all. The latter will be difficult to work out. Probably all universities aspire to have great scholarship. Some achieve it, some do not. When the legislator looks at it, he looks in terms of what it will do to his constituency. It will be extremely difficult to make it so highly selective that it would be considered beyond the limits of

reasonable attainment. I feel that if the university is going to be a place where the junior colleges can work out a lot of things that can be translated to them they can probably work better with a cross-section group. I believe it will be better psychologically and governmentally if we have a small group of normal students there.

Carpenter - If a student is accepted at a junior college, but lives at Boca Raton, would he have to go away to school?

Campbell - Usually such an institution will become the general education institution for the lower students.

Phillips - Dr. Campbell has suggested that you might have a limited number of lower level students. How will they be selected if not on ability?

Campbell - You have lots of places for freshmen to go. The cut-off point on the Twelfth Grade Tests might be set higher than 200. I think it should be possible to get the support of the Board and the people in the area that this institution is going to be primarily an upper level institution with a limited lower level. I don't think we will have a grave difficulty if the limitation is explained.

Fearney - With limited funds, should we build in competition with the junior colleges? We could spend a large portion of our money on a lower division.

Blackwell - If you want to eliminate intercollegiate athletics, this would be a good reason for starting at the upper level.

(Insert) ~~Stickler - They couldn't finance it.~~

Mayhew - I don't think it is possible for a state university to set a requirement different from the other colleges in the region. This was tried in Michigan, and it didn't work out that way. I don't think any arbitrary enrollment will be necessary. I think natural forces will do it.

Stickler - I think we are going to restrict further our admissions to the other universities shortly. I think we will go up another

(Insert)

Stickler - I don't know any other place who tried this but College of the Pacific, and they went back to the old system.

Campbell - They couldn't finance it.

50 or 100 points by the time Boca Raton is activated.

Campbell - If it is uniform it will offset a psychological problem of some gravity. There was a good deal of anxiety on the part of the junior colleges when the enrollments of the universities were restricted. However, the fear was ill-founded as they continued to enroll some of the superior students.

Wms - This becomes more acceptable because of the junior colleges. You are not denying an education to anyone.

Blackwell - In North Carolina the junior colleges adopted the same cut-off for those who plan to continue at the upper level.

Stickler - About 17% of our junior college transfers would not have been admitted here as freshmen.

Carpenter - The question of selection does not preclude programs within the institutions for superior students. All institutions are looking for the elite. However, distinction can be achieved in varied programs or in the job it does with the material it has.

AJB - I gather from all that has been said:

1. It is your feeling that it would be very unwise to develop an institution without a lower division.

2. It would be unwise to restrict admission at the lower level to superior students.

3. You think it is inevitable that we admit lower level students.

4. That the lower level students be a cross-section of students insofar as ability is concerned.

How wide do we spread our money in physical facilities? I had hoped that we might be able to work out a program for the upper level only. I think this kind of institution can be developed. However, I would not put my judgment up against this group.

Wattenbarger - I wonder if we could start with an upper division and work down.

Blee - I think this view has been shared by the Board.

Mayhew - I would like to see the institution open with students in all classes.

Stickler - You can control the enrollment by limiting the dormitories.

AJB - What about commuters? I would like to discuss it with groups of leading citizens and see what their ideas are.

Henderson - Assuming we will not have unlimited funds, would we limit the enrollment at every level?

Blee - I think we will have to squeeze all we can from the money we get.

Chauncey - How many junior college graduates will we have in this area by 1970?

Henderson - I would say 2,500 to 3,000 from this area.

Chauncey - If you had a junior class of about 1,000, would this be realistic?

Phillips - Have you thought about how many you will have in the first two years?

AJB - Gene, let's have your report.  
(Copy of report attached)

Fearney - It costs about \$2,200 to house a student before you add facilities.

Carpenter - I wish we had more time. I would like to see us have something different in the way of space.

Fearney - It might be that as we project hotels out of teaching areas the space we use in the day time for teaching might be used at night for lounges. Some of these areas might very well get used around the clock.

Wms - Do you anticipate any sizeable evening group?

AJB - I had assumed that most of the adult programs might be conducted in the junior colleges. In terms of magnitude I would

have no concept at all.

Phillips - You can get into multi-purpose areas. I would think the kind of institution would change space requirements so that past experience would not mean anything. We will have to get away from time and space.

AJB - I think what you say is absolutely right. New use and new adjustment of space must be considered. We will have to give a gross estimate of space requirements and then refine it by function. There will be a minimum to be provided in the dormitories. We will have about six months to work through our gross estimate and make revisions. Then we will have the architects' plans to look over and possibly make changes.

Mayhew - It seems that the Board of Control should either tell us how much money will be available or we should say it is impossible to give any estimates until we know what the program will be. I think we will have to get what we can from the money we get.

AJB - This is not the way we will be able to get this done. The Board does not have money to allocate.

Campbell - You must have a plan to get anything. If you make your case in great detail it seems you would be more likely to get the precise amount you ask for.

Fearney - We plan to go before the Legislature with complete plans for all our buildings this time. We intend to do this for Boca Raton if we can.

Campbell - You don't have to give it in dollars and cents now. I think if we can get a very good estimate of the facilities we want and a rough cost this is enough to satisfy them at this point. We can't be precise now.

Fearney - We can't use the estimates until September 15.

AJB - Maybe we have a reprieve.

Phillips - We have just scratched the surface. I don't want to come up with a half-baked proposition.

Blackwell - I think in the long run it will be economical.

Fearney - We talk about rooms for learning. Why don't we build them large like elementary schools and use them more hours?

Mayhew - If we have small classes at the upper level it would be useless to build large rooms. We don't know if the kind of space we are planning will cost more or less than conventional space.

Campbell - I think the best we can do, if this is to be presented to the 1961 Legislature, is to give a gross estimate of space based on conventional facilities. Will this satisfy the Board of Control?

AJB - I think this is about what we are faced with. I think we will have to stay within the limits of conventionality.

Campbell - Then if they say here's ten million dollars, you can use it to the best of your ability.

## Action of Advisory Committee at Meeting on July 18-19, 1960

1. Dr. C. Ray Carpenter, Chairman of the Television Task Force, reported to the Advisory Committee on facilities and space requirements for the use of radio and television, as well as other new related media, in the educational programs of the university to be located at Boca Raton. Space requirements were estimated to be 50,000 square feet.
2. A preliminary report on enrollment estimates for the new university was made by Dr. John K. Folger, who, with Dr. Charles M. Grigg, is working on this problem. No final figures had been arrived at.
3. Mr. Henry Chauncey, Chairman of the Testing Task Force, reported to the committee on the functions of the testing center and the staff required to operate it, and finally on the space requirements for the staff and activities. It was estimated that the center would require approximately 6,900 square feet of space. The committee discussed the functions of the test center and the use of the same examination for all sections of multi-sectioned classes.
4. Dr. Lee G. Henderson outlined the things he planned to undertake in developing a program at the lower level. He emphasized the fact that it will be easier to get the cooperation of the new junior colleges in the area in developing general education programs if we work with them now rather than wait until each has developed independently and then try to reshape them. It was pointed out that probably a majority of the students who will attend the university will transfer from the junior colleges in the area and the kind of education they receive at the lower level will be a matter of great concern to the university.

5. The question of admitting lower level students to the university was discussed at length, and the consensus was that (1) it is inevitable that lower level students will be admitted, (2) it would be very unwise to develop an institution without a lower division, and (3) admission at the lower level should not be limited to superior students but should include a cross-section of students insofar as ability is concerned.

6. Dr. Eugene S. Lawler, who has the responsibility for estimating space needs for the new university, made a preliminary report in which he pointed out national averages for student station size and space utilization. It was decided that he should proceed with estimates based on a maximum amount of space per student station but with a high rate of utilization. A general observation concerning space was that it should be flexible so that it can be changed from one type of use to another or expanded readily to accommodate changing needs as the institution grows.

7. Functions to be included in the Learning Resources Center were discussed. It was generally agreed that this center should contain those things which <sup>would facilitate</sup> ~~are for~~ individual or independent study; that art and music could be developed in a general way in the center, but studios and practice rooms should be in another building; that the cafeteria and library be in separate buildings near the center; that the center and the library have snack bars in their basements; that the testing center, records, and counseling offices perhaps should not be in the center but near each other; that the health services function should not be in the center but in an area where ambulances could reach it; that the bookstore probably should not be in the center; and that rooms for student organizations should be <sup>provided</sup> ~~put~~ in the center.

8. The building of programs which cut across division lines was considered by the committee, and it was ~~XXXXXXXXXX~~ agreed that <sup>this</sup> ~~it~~ was feasible and would be appropriate for the new university.

9. No agreement was reached as to whether a work-study program should be developed for the new institution, and it will be considered further at a later date.

10. Some information on new scientific laboratory equipment was presented by Dr. Howard Phillips; however, it was decided that a task force should be appointed to work on the problem of laboratory needs as soon as programs in the sciences are developed enough to make this possible.

11. The Advisory Committee was of the opinion that provision should be made <sup>in the university</sup> for continuous institutional research and for comprehensive self-studies at regular intervals.

12. It was agreed that task forces should also be appointed to consider programs and facilities for student activities, upper level programs, the library, and student personnel services.

July 20, 1960

Second day of the Advisory Committee Meeting, July 19-20,

The meeting began at 9:05 a.m.

AJB - I would like to have you consider first the Learning Resources Center. (He read the items included in the Learning Laboratory on page 28 of the Ivey plan.)

Campbell - We solved the problem of music studios and practice rooms by putting them in a separate building.

AJB - This would pave the way for a School of Music.

Chauncey - Most of the things in the Learning Resources Center are to be used for individual study. Let me read what I have here.

(copy attached)

Carpenter - I like your idea of converting booth space to large rooms.

Blackwell - If so many functions are brought together it may be so large some of the advantages might not accrue. Students should feel that some space belongs to them. It might provide better cross fertilization. I would question having the music studios and practice rooms in this center. Also, the art exhibits. We seem to be integrating a student union with learning resources. I'm not sure that student counseling offices should be here. I doubt that health services should be here. It would be necessary to get an ambulance in, and I was under the impression that automobiles would not get into this area.

AJB - How would you develop among the commuting students a sense of belonging to the campus? I think the Learning Resources Center would be a focal point for all students and would assist in developing this sense of unity. Another thing we discussed at the last meeting was the Johnshoi plan. He suggested something like Yale and Harvard houses and that commuting students should have membership in one of these houses. This would provide for the association of students with a variety of interests.

Hart - I concur in what Gordon said. The Center should not get so big that it is a factory in the students minds. There must be some place to bring them together, however. I think possibly the bookstore should not be here either. A teaching auditorium should be included. If you use the house concept you still will have them here. This would provide two sets of group locations.

Blackwell - The feeling of belongingness comes through knowing people and can be brought about through group relationships and intellectual life. It might lend weight to the centers which John proposed.

Hart - It would provide a way to "let off steam" I think an intramural program is good for this, but the Ivey plan does not provide for this kind of thing.

AJB - I don't think of this as a recreation center but as a learning center.

Phillips - It seems this is to be a single building. I thought we visualized it as a cluster of buildings last time.

AJB - You might have an open court in the center with units around it.

Carpenter - You might look at the Wesleyan plan. The residence centers are set up by academic groups.

Hart - That sounds like a wonderful way to build in narrowness.

Phillips - I think we identify people with "pre" before we should. We should consider the Learning Resources Center as such. Some of these things are peripheral, like music facilities, health services, the bookstore, and cafeteria. I'm not sure about student advisors. If they are for academic counseling, leave them in, but if they are for discipline, take them out.

Carpenter - Let's design a place which is conducive to independent study.

Folger - I think you will create a lot of traffic rather than

independent study.

Phillips - I think the next layer could be what we might have in student activities.

Henderson - You're getting back to what we talked about last time, a cluster of buildings.

Phillips - I think we're developing layers. We talked about separate buildings last time. The most important things should be in the central building. It's not just what John put in his original plan.

Chauncey - I've drawn it up with dormitories on the outside, with centers next for language arts, etc. In the very center is the self-instruction part. The library should be a separate building right across from the Learning Center, etc. (Plan attached.)

AJB - This list is a composite. I was hoping we could sort them out. I agree on health services. We are talking about starting with 1,500 and also about 10,000 students later. Perhaps four of these buildings are not too many to start with. I think the program will expand in stages. Counselors should be close to records. I think we should get away from departmental counseling. I think we can have a group of counselors who are not related to a particular discipline. Art has two functions. One is creative and the other is to provide an environment of the arts with which all students should come in contact.

John, what are some of the things you would not include here?

Folger - I think I am in general agreement with a center devoted to individual learning. You could have a variety of intellectual environments in this center. These things are small factors in terms of establishing a climate for learning. The main things are the people and the groups of people that are established.

Phillips - We want to develop a cohesiveness of groups, and I think

this center works against.

AJB - You are saying that you are in agreement with the concept of a learning center, that the things in the center should be related to individual learning. Let's leave these out for the moment-- testing and scoring facilities, conference rooms for counselors.

Chauncey - I would put testing outside this center too.

AJB - Counseling offices should be related to the testing center. Music studios and practice rooms, art studios, and the health center should not be in the Learning Resources Center. I don't know what you think about the bookstore.

Chauncey - I think a snack bar should be nearby. On the second floor you could have student organization rooms. I think the bookstore should be readily accessible. Records should be near the testing center.

AJB - Are these in one enclosure?

Chauncey - No, in separate buildings.

Henderson - I think we should put a snack bar in the basement of the library. There should be a place for people to study as well as individuals. "Musak" could be a part of this thing.

Hart - There are different environments for working.

Phillips - I would not eliminate a snack bar, but I would not put a cafeteria in the Learning Resources Center.

Blackwell - I agree. I think art and music rooms should be near the faculty offices as some faculty supervision is necessary.

Phillips - I would develop art and music in a general way in the center, but I would not put studios and practice rooms there.

AJB - We must keep distances between buildings within a reasonable range.

Carpenter - I would like to talk about the library.

AJB - I am against over-centralization and want the books out where

the people are. Also, libraries should be a place where books are used, not where they are stored. We must face up to the fact that there will be specialized libraries.

Phillips - I suggest we select a freshman and start brainwashing him for this job now.

Hart - It seems to me we ought to encourage the Board to select a president as soon as possible so he can be in on the ground floor in developing the institution.

Campbell - The longer that is deferred the more difficult it will be. However, adequate appropriations must be made to go ahead with the institution first.

AJB - We are confronted with putting something concrete in front of the Legislature so funds can be obtained.

We have covered the things to be put in the Learning Resources Center. Now I would like to deal with the divisions. At our last meeting we decided not to build up institutes around the centers initially. We decided to build programs which would cut across disciplinary lines. Could we relate goals to programs? Dean Hart, what is your thinking on this problem?

Hart - There has been in the last few years a lot of criticism that business schools are becoming too specialized. This is true of other fields as well. To help counter this, many business schools are reshaping their curricula. Businesses are employing people with a general business knowledge rather than specialists. We could focus on the environment in which a student could get this kind of training. I think it would be possible to have a classroom with fairly comfortable furniture which could be used for lectures or broken up for small groups. There could be a team of related disciplinary people to whom the students could be exposed in a well coordinated coverage of related material and get a good overview of business practices, psychological reactions, etc. They could

then transfer to the Learning Center where they could see films and read in the various areas. Then the faculty could take over again. Students would not get lost in a specialized area. This kind of thing could go on for a year.

Campbell - Could a C.P.A. prepare himself in this way?

Hart - I doubt it.

Campbell - Would you close the door to this field?

Hart - I don't think this kind of training belongs in an institution of this kind.

Campbell - That answers my question.

Hart - I think this would be true of secretarial training.

AJB - You have opened the way for the discussion of the work-study plan. What about letting these people go out and get some experience sometime during their training?

Hart - I don't think it's worth it from an educational standpoint, but it could be done if the student needs the money.

Wms - Could these students transfer to another school for graduate work successfully under this arrangement?

Hart - I think so.

Henderson - Is there anything that can be done about junior college transfers in accounting, for instance?

Blackwell - I wonder if you would comment on this: that business administration should be offered at the graduate level only.

Hart - I would concur partly. I think there is room for some work at the undergraduate level, but I think it would be better to get more concentrated study at the graduate level.

AJB - I had hoped that we could get someone to help develop programs at the division level.

Ray, would you like to speak further on the work-study program?

Carpenter - I think a training program can be helpful in business. Students can go to the stock exchange and other places and get good

training experiences. I think business is very receptive to this kind of thing. In the language field this can be used to advantage. For instance, you could have centers in Latin America. You might have 12,000 students enrolled but have only 10,000 of them on the campus. It could ease the shock of going from the academic to the business world.

Hart - We are dumping our resort management program. A small group of the students spent some time in a resort. You would have a different situation with large numbers. Someone would have to check to be sure they were getting some training. It would not have to be interspersed with their academic work, but I think it would be better that way.

AJB - Two ideas have been presented here.

Hart - For large groups I would say it's not practical.

Blackwell - I have seen it work well with small groups. Some students might not benefit from a year abroad. Others would.

AJB - I think we will keep this in the picture for further consideration.

Howard Phillips has some information on laboratories.

Phillips - I think it's important for us to know that the National Science Association has employed a full-time investigator who will travel around the country and gather information in this field. There is a scientific apparatus makers association which works with scientists and architects. Another thing is "atomec." Equipment has been developed for examining the human body which can be attached to a person and record his condition continuously. (He passed out materials on the subject.)

AJB - Ray, you were going to bring up the matter of institutional research.

Carpenter - I think one of the difficult things is getting the information needed on which to make decisions. I would prepare a

research arm for the university which could in general terms work for higher education all over the country. I'm talking about academic research. Consider what the university should do, analyze its problems, study scheduling of classes, estimating faculty merit. The testing center could be enlarged to gather necessary data. It should be done continuously.

AJB - You are saying this ought to be built in as a part of the university.

Chauncey - There should be some limitations, but you want something more continuous than occasional super-studies.

Carpenter - I'm not thinking of it all as being done by a central staff. It should be fed out through the university.

Folger - I think the real problem is to get such an office structured so that it can stimulate the faculty who have to make many of the important decisions to use evidence in making them. Some of the most successful institutional research staffs have been those who have kept some identity with the faculty. If the office is connected to the president's office it loses some of its effectiveness.

Carpenter - I think it can be established on neutral ground, not too closely identified with the administration or the faculty.

Folger - This is a splendid principle but difficult to get.

Stickler - I think the direction such a unit will take is the direction in which the institution will develop. I think the basic thing is to make a commitment now, and it can be developed later.

AJB - This does not have large implications in terms of space. Elford, do you have a comment?

Morgan - We realize that one-shot studies are not the answer, but we hope to get some institutions off the ground this way. We hope they will follow up on the recommendations arrived at in their super-studies.

Stickler - I think an institution should take a comprehensive look at itself about every ten years. Routine and special things can be done continuously.

Carpenter - I think it should be set up under a name other than the testing center.

Stickler - I think it probably should be hooked in higher up.

Chauncey - They will work with the testing center in many ways, but the research person could be taken out and made the head of his own department.

AJB - I want to consider recreational activities, the unifying of these students from the activities view point.

Campbell - That's really a task force job.

AJB - What kinds of task forces should we set up to get the information we need?

Stickler - It seems you need men like Dan Fedder on this committee.

AJB - Let's say we would like to have a task force tackle this problem and bring it back to the committee.

Chanucey - It's important to do this fast, as it will be important to the architect.

AJB - In what other areas do you think we should set up task forces?

Phillips - You have identified the upper level.

AJB - What about the library?

Blackwell - Yes, we need that.

AJB - What about laboratories?

Phillips - I think this should be assigned to a task force, but I think it will need to know your concept of what the basic sciences will be. You will have to know what your science program will be, whether typical or new. We should keep the laboratory space flexible. These things must be decided before we can work on laboratories.

AJB - We have to decide on the laboratory experience necessary for a non-science major.

Phillips - An important aspect seems to be space for individual projects. Also, you need some space outside for the study of flora and fauna.

Carpenter - I think it's important to move outside to the thing being studied.

AJB - I think we need some of the newer concepts of science programs and the implications in space.

Campbell - The question is what kind of information can be given to a task force. I think a highly selected task force should be given the basic information and let them take it from there.

Phillips - I think the Learning Center and individual study should permeate the whole institution.

Stickler - This has strong implications as to the kind of library you want. Lamar Johnson is outstanding in this field.

AJB - Are there other task forces you think we should consider?

Chauncey - Are you going to have the four areas?

AJB - I am open minded. I want to find someone who will be the counterpart of Lee Henderson.

Chauncey - What about student activities and the snack bars?

AJB - I have this as a part of student life.

Carpenter - We have been avoiding the problem of athletics. I propose this be put under "health" so you will get people who are interested in health rather than winning games. I would suggest we have no department of physical education or athletics and that we have instead a department of health.

AJB - I would like to include in it the kinds of skills people want to carry over.

Carpenter - I have another suggestion. This program should be for the institution, and the faculty should be involved in it just as the students are.

AJB - What about records and student personnel services, counseling,

psychological services, etc.?

Lawler - I want to know what this group thinks about student station utilization. Do you think 17½ hours would be safe when the national average is about 14? What about size? Twenty-five square feet per student station? If anyone knows of any other sources of good data on student station size or utilization, I would be glad to get it.

AJB - He wants to know if he should proceed on average practice or the recorded maximum. We're going to have to come up with some actual square feet.

Stickler - I would strongly suggest that you have some small seminar rooms. You might want to go to Michigan State in August.

Hart - Seminar rooms are very important. I think you should also have some modest sized classrooms. You may not have 75 in every class.

Phillips - In institutions with rooms built for 30 they are now wanting larger rooms.

Fearney - Sometimes rooms are not in the pattern of the institution and get little use.

Folger - Studies suggest that an institution with a large enrollment can achieve a higher level of utilization than one with a small enrollment.

Chauncey - The problem of sound-proof, movable partitions has not been licked yet.

AJB - Let me make one proposal to Dr. Lawler, that you work on the basis of a maximum of space but with a high utilization rate. Does that seem sound?

Campbell - Yes.

AJB - Do you have any suggestions as to when we should meet again? Do you want me to contact you?

(No suggestions)

Chauncey's estimate of space needed for Learning Resources Center.

	<u>Sq Ft</u>
Library	80,000
TV Viewing	
10 -30' x 40' rooms with booths also large screen	12,000
Film & film strip viewing around a projection room	
8 -8' x 15'	960
Language lab.	
2-30' x 40' rooms with booths	2,400
Teaching machines	
10 - 30' x 40' rooms with booths	12,000
Music listening rooms	
20 - 8' x 8' rooms	1,280
Music practice	
20 - 8' x 8' rooms	1,280
Art exhibit rooms	
3 - 20' x 40'	2,400
Art viewing (see film strip viewing above)	
Reading and Speech	12,000
Teaching Auditorium	20,000
Testing Center	7,000
Conference rooms & offices for student advisers	6,000
Bookstore	
Office & meeting rooms for student organizations	
Lounge & snack bar	
Health Service	