

Tentative Program

Friday, October 13, 1967

1:30 General Meeting and Lecture by Dr. William T. Lippincott, Ohio State University (Teaching Aids) or another speaker from AC<sub>3</sub> Teaching Aids Committee

3:30 Discussions Groups and "Short" Course Discussion Leader

1. NMR "Short" Course (Friday - Fundamentals)  
(Saturday - Beginning Interpretation)
2. Discussion of Teaching Aids  
(Meets Friday afternoon only)
3. Coordination Compounds  
(Meets Saturday morning only)
4. Content of Advanced Inorganic Course
5. Organic Chemistry Laboratory
6. Physical Chemistry Laboratory
7. Analytical Instrumentation
8. Biochemistry in the Undergraduate Curriculum
9. Use of Paperbacks in General Chemistry
10. Foundation Programs for Support of Improvements  
in Chemical Education  
(Meets Friday afternoon only)
11. Senior Research or Seminar
12. Advantages and Problems of New Academic Calendars

Philip Kinsey

7:30 Address by Dr. Richard T. Arnold (Vice-President of Research - Mead Johnson and Company) - Pharmaceutical Chemistry or Academic Obsolence

Saturday, October 14, 1967

8:30 Lecture by Dr. John C. Bailar, University of Illinois  
Coordination Compounds or Researches on the Borderline Between Inorganic  
and Organic Chemistry.

10:00 Discussion Groups and "Short" Course

## Capsule Description of Discussion Groups

### Advanced Inorganic

This particular discussion group centered on finding the facts of what each of the other colleges represented was doing at the junior and senior level. In general, it was found that the course was usually three to four credits with no more than one laboratory a week and, in fact, it appeared that only half of the schools represented had any laboratory connection with it.

Physical chemistry was a prerequisite in most cases. More attention was paid to the topic of non-aqueous solvents, as well as detailed information on solid states. There also seemed to be general agreement that this was the place where ligand field theory should be treated in somewhat more depth.

### Foundation Programs

Sources of grants were discussed. Means for obtaining more complete lists of grants were considered. Particular emphasis was paid to the NSF College Science Improvement Program (COSIP). Difficulties of communication among departments within a school were discussed, particularly in regard to the COSIP. A maximum of \$200,000 may be obtained but it appears that grants run about \$150,000.

Strong suggestions were made that representatives from NSF and other similar agencies be invited to the next meeting to discuss programs and related topics. It was also suggested that we should invite a representative of the Manufacturing Chemists Association to suggest methods of supporting undergraduate programs. It was acknowledged that industries already provide some service to colleges, for example, the major subsidy for chemical abstracts. Some other miscellaneous topics discussed were: (a) the Visiting Science Programs and its limitations; (b) the possibility for finding support from agencies at the local and state levels in applied areas such as air pollution, water reclamation, etc.

A suggestion was made that a survey of the chemistry departments in our area be made under the direction of the executive council to provide information concerning the service these colleges provide industries through its graduates and provide a more nearly complete list of potential participants for meetings of the Association.

### Paperback Books and Programmed Instruction in Chemistry

This discussion section felt that paperback books do not serve as substitutes for textbooks except occasionally in upper division courses. If used as a text replacement, they apt to be quite costly. It was felt, however, that they are valuable when used as supplements to texts. It was found that they were also a help for the weak students, particularly those written on an elementary level.

Some further questions were raised about paperbacks: (1) who should buy the paperbacks -- the student, library or department; (2) are there good paperbacks for a non-science major in a science course at either the beginning or higher level course for those who do know some chemistry? (It was believed that there was a dearth of such books.)

Some proposals were made that paperback books needed to be used to broaden the outlook in sophisticated upper level courses for non-science majors. It was further felt that there is considerable duplication of topics in paperbacks presently.