

Minutes of the University Senate - February 12, 1940

and Dr. Cohen, and with Professor Downing participating in a symposium on the teaching of high school mathematics. Professor Latimer was elected to the Council of the American Mathematical Society. Dr. Cohen observed that the society this year placed an unusually large emphasis upon the problems involved in the teaching of mathematics.

President McVey reported briefly on a meeting of 13 university presidents of the middle west, at which the general problem of regional cooperation and coordination was considered. President McVey cited examples of the possibilities in this field of regional cooperation. He stated that the president of each institution had been asked to report the particular fields of interest which the institution is and should be giving special emphasis in its graduate program. He invited suggestions from the faculty to be used in making this statement for the University of Kentucky.

Scott Hamberlain
Secretary

MINUTES OF THE UNIVERSITY SENATE
March 11, 1940

The University Senate met in the Assembly Room of Lafferty Hall, Monday, March 11, 1940. In the absence of President McVey, Dean Boyd presided.

The minutes of February 12 were read and approved.

Dean Funkhouser read to the University Senate the following recommendation from the Graduate Faculty, with respect to honorary degrees to be granted at the June Commencement:

"The Graduate Faculty recommends that Justice Stanley Forman Reed be extended a second invitation to attend the University Commencement to receive the honorary degree of Doctor of Laws. The granting of the degree to Justice Reed was approved last year, by the Senate and the University Board of Trustees.

The Graduate Faculty also recommends that the degree of Doctor of Laws be granted to the following at the commencement in June, 1940: Governor Keen Johnson, President Frank L. McVey, and Frances Jewell McVey."

As the rules of the University Senate provide that recommendations for honorary degrees must lay over for one month, the Senate took no action on these recommendations at this meeting.

Professor John Kuiper, Chairman of the Curriculum Committee, read the following report from the Committee:

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"The College of Arts and Sciences makes the following recommendations to the Senate:

1. To reduce the credit in
 - (a) Music 33a,b, Elementary Harmony and Dictation from (5) to (4).
 - (b) Music 42 Seminar from (2) to (1).
2. To replace Art 10 Public School Art (2) with Art 10a,b, Public School Art (2,2).

Students in elementary education need four credits in art for the elementary teaching certificate. This proposed change will provide the credit; it will also provide a content adapted to the precise needs of this special group of students. The descriptions of Art 10a and Art 10b are as follows:

Art 10a Public School Art (2) I, II, S

A study of essential disciplines in art: definitions, initial concepts, principles; techniques, elementary skills through practice in design, drawing, lettering; forms of art: analysis and interpretation on an elementary level. Bibliographies, teaching materials. For students in elementary education. Lectures, four studio hours and weekly problems.

Art 10b Public School Art (2) I, II, S

Application of essential art disciplines to classroom activities, in preparation for teaching art in the elementary grades. Units in collaboration with other studies; posters, charts, programs, etc.; exploration of materials, tools, processes. Bibliographies, teaching materials. For students in elementary education. Prerequisite: Art 10a. Lectures, four studio hours and weekly problems.

The Curriculum Committee recommends the approval of these changes in Music and Art courses.

The College of Arts and Sciences also recommends the following course in Physics:

Physics 52a,b Introduction to Physics (1,1) Recitation one hour a week on the content of Physics 51a,b and to be taken, if desired, simultaneously with Physics 51a,b.

Physics 51a,b is a large lecture-demonstration course permitting no student participation by way of recitation or class discussion. To provide the good student an opportunity, if he desires it, to supplement the lecture course with a one-hour weekly recitation on the subject-matter of the lectures and assigned readings in Physics 51, the Physics department is proposing to offer Physics 52a,b, a one-hour recitation course, to be taken concurrently with Physics 51a,b.

The novelty of this arrangement is that the recitation class will be optional with the student, if he can qualify. The usual method of solving the problem confronting the Physics Department is to make the recitation a supplementary but an essential part of the course.

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While the Committee agrees that a recitation and discussion section would be valuable to students in Physics 51a,b it feels that there are weighty objections to the proposal as presented to the Senate:

1. To offer an optional recitation section to the better students in Physics 51a,b would, in effect, result in two groups in Physics 51, one of which would be receiving additional instruction in the same subject matter as the other group and would reasonably be expected to excel it in quality of work done. In fairness to the second group there would need to be separate written assignments and examinations, introducing the need of a double standard of evaluation in the work of Physics 51a,b.

The Committee doubts the wisdom of setting such a precedent of optional recitations for the better students, when the mediocre and poorer students are not being provided with the same choice. Surely the pedagogical value of a recitation class is not confined to the better students. What reasonable excuse could be given to a mediocre student who earnestly desired to take the recitation class?

2. Since freshmen are allowed to take Physics 51a,b it would be extremely difficult to choose among the first semester crop which ones were eligible to take Physics 52. The selection would probably have to be confined to those who had already had one semester of Physics 51.

3. It seems also to the Committee, in view of the present congestion of the University schedule that the introduction of additional one-hour courses, except for limited groups like department majors, should be avoided if possible. A one-hour course, unless it comes in the very late afternoon, may ruin a three-hour sequence or an afternoon laboratory course coming once a week at the same time as the one-hour course.

The Curriculum Committee does not wish to appear obstructive to new ways of solving old problems. The proposed course, Physics 52a,b does not seem to effect a satisfactory solution of the problem to be solved in that it would discourage many students who need recitation and discussion from seeking it; it would set up an unwise precedent or making the credit in one and the same subject-matter optional; and, finally, it would result in a two-fold complication; one in the administration of the course itself, as in selecting those who could qualify, and a second in the University schedule where congestion, already prevailing, would be considerably increased by more one-hour courses.

For these reasons, the Committee feels that Physics 52a,b should not be approved by the Senate.

The College of Education recommends the approval of a new course:

Education 226a-d Problems of the Secondary School Curriculum (3 ea.) This course may deal with any problem arising in any field of the secondary school curriculum. It is exactly what its name indicates, a problem course. Students enrolling in this course will be required to leave on file with the College of Education a complete report of each problem studied.

I would like to quote from a statement by Dean Taylor to the Curricu-

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lum Committee: "This course is being given in response to a request of the Curriculum Committee of the Southern Association of Colleges and Secondary Schools. It is in reality a workshop in which the students will study many of the major problems of the high school curriculum. The expense of this course will be borne by The Southern Association of Colleges and Secondary Schools and the General Education Board."

This course will be restricted to teachers or principals of selected high schools, who will make critical studies of their curricular offerings, and to find better methods and materials for students, teachers and parents in solving the problems of their schools.

Your committee has received statements concerning the procedure of the course and how its work will be evaluated. It has also received extensive bibliographical lists from members of the teaching staff of the course.

Since the course is admittedly experimental in nature, we believe that Senate approval should be limited to the Summer Sessions of 1940, 1941 and 1942, and that no student should receive more than 12 hours of credit toward a degree in this course. Therefore the Committee recommends that Education 226a-d Problems of the Secondary School Curriculum (3 each) be approved for the Summer Sessions of 1940-42 inclusive, only.

The College of Agriculture recommends the following new courses and change in course:

Drop

Markets and Rural Finance 131, Advanced Agricultural Prices (2)

New Courses

Markets and Rural Finance 205, Theory of Agricultural Prices (3)

The application of economic theory to the field of agricultural prices. Variability and flexibility in the price structure in terms of price behavior and with respect to some important factors influencing long time, cyclical and seasonal changes in agricultural prices. Attention will be given to the effects of changes in industrial production and consumer incomes, foreign demand, mechanization of agriculture, production cycles, middlemen's margins, etc. Theoretical implications of programs of the United States and foreign countries for stabilizing and raising agricultural prices and incomes through marketing agreements, production control, export subsidies, and the like, are discussed.

Prerequisites: Markets and Rural Finance 111 and Commerce 115.

Note: This course is to replace Markets and Rural Finance 131.

Markets and Rural Finance 206, Research Methods in Agricultural Prices (3) This course is primarily a critical and historical study of the application of various methods of analysis to specific types of price problems, including assembling data, the theory and practice of sampling, supply-price relationships and methods of testing the results of analysis. Research methods in the field of agricultural

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prices are studied and the objectives of such research are scrutinized through critical reading or price literature. Published reports are classified according to the methods used and the objectives presented and project outlines for prospective research are drawn up. Prerequisites: Markets and Rural Finance 114 and Commerce 115.

The Committee has examined these proposals and the need they are intended to satisfy. We recommend that Markets and Rural Finance 205 and 206 be approved and Markets and Rural Finance 131 be dropped.

The College of Commerce recommends the following new courses and changes in courses:

1. To drop Commerce 141 Managerial Statistics (2)
2. To change the title of Commerce 12, Economic Geography of North America to Economic Geography of the Western Hemisphere (3) An intensive regional treatment of the agricultural, mineral and industrial resources of the Western Hemisphere; communication and transportation; foreign trade and its effect upon industrial progress.

3. To add the following new courses:

(a) Commerce 121, Economic Geography of the Eastern Hemisphere (3) The agricultural, mineral, and industrial resources of the Eastern Hemisphere treated intensively by regions; facilities of communication and transportation; the nature of foreign trade and its effect upon industrial progress in the various regions or countries. About four-fifths of the subject matter is devoted to European countries. The economic resources of English, French, and Dutch colonies are emphasized, but the Old World possessions of all European nations are considered. Of the independent non-European countries, Japan and China are considered in greatest detail.

(b) Commerce 152, Income and Wealth (2) The definition of these concepts, the relations between them, their relations to economic theory, their measurement on a national, regional, local, corporate, and individual basis, with particular reference to Kentucky, and the causes of differences in income and wealth between different localities.

The Curriculum Committee has made a careful examination of these courses, their contents, bibliographies, procedures, etc., and believes that they should be approved by the Senate."

All recommendations in the above report of the Curriculum Committee were approved by the Senate. The Senate further voted that courses now pending before the Curriculum Committee may be considered as approved by the Senate when passed by the Curriculum Committee, provided that changes made in the original recommendation of the colleges should have the approval of the Dean concerned, and provided further that action on courses not approved by the Committee shall not be considered final until a decision has been rendered by the Senate in the regular way.

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On recommendation of the College of Arts and Sciences, the total number of credits required for the degree of B. S. in Music was reduced from 130.7 to 127.

Professor E. N. Fergus reported to the Senate on the meeting of the Association of Southern Agricultural Workers, held recently in Birmingham, Alabama. He pointed out that this was the forty-first annual convention of the Association. Meeting in 17 sections, the Association this year had an attendance of between 1000 and 1500. In general the program was built around the theme, "Next steps in creating a planned agriculture in the South." Professor Fergus reviewed briefly the program of the Agronomy Section, in which the peculiar agricultural problems of the South were emphasized.

Professor C. C. Ross reported on the meeting of the American Association of School Administrators, held in St. Louis the latter part of February. After telling something of the size and organization of this Association, Dr. Ross reviewed briefly some of the activities of the National Association of College Teachers of Education, the National Society for the Study of Education, and the American Educational Research Association. He discussed briefly the general theme of the programs of the National Society for the Study of Education. The emphasis in this program was on the nature of intelligence. Dr. Ross announced that the St. Louis meeting was the largest in the history of the Association.

The following recommendation from the Rules Committee was read to the Senate:

"On February 12, the Senate referred to the Committee on Rules a recommendation of the Faculty of the College of Arts and Sciences having to do with marks of students who drop courses before the end of a semester. The Committee has studied the relative merits of this proposed rule and the one now in force, and has held a conference with persons who have favored the new rule and with other members of the Senate.

After the discussion, it appeared that the present rule should be modified to read as follows:

'Up to November 1 in the first semester, March 20 in the second semester and through the tenth class day in the summer session, students who withdraw from a class or who are dropped from a class will have no mark recorded. After these dates, students who withdraw or who are dropped from a class are to be given WP, WF, or E, as reported by the instructor of the class.

In computing standings for all university purposes, a WF shall be treated as an E.'

This restatement is recommended to the Senate for adoption."

The rule on marking proposed in this recommendation was approved by the Senate.

Professor R. H. Weaver was elected Chairman of the Curriculum Committee to succeed Professor John Kuiper.

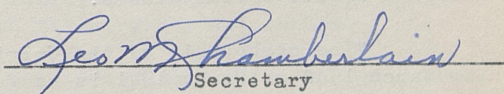
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Dean Boyd read to the Senate the following statement from the University Council:

"At a meeting of the Council March 8, 1940, it was decided to suggest to the Senate that it appoint, or authorize to be appointed, a committee to arrange for some form of expression by the University family of appreciation of President McVey and his services here. It was suggested further that this committee be authorized to add to its members representatives of groups of the University staff outside the faculty, and that the Alumni Association officers and the Board of Trustees be asked to appoint members of the committee, and that the possibility of including student representatives be considered."

The Senate voted that a committee be appointed by Dean Boyd in accordance with this recommendation. The following persons were appointed:

Dean Sarah G. Blanding, Chairman
 Professor Leo M. Chamberlain
 Professor George Roberts
 Professor D. V. Terrell
 Professor W. L. Roberts
 Professor M. E. Ligon
 Professor J. W. Martin


 Secretary

MINUTES OF THE UNIVERSITY SENATE
 March 29, 1940

The University Senate met in special session in Room 111, McVey Hall on Friday, March 29, 1940, at 4:30 p.m. In the absence of President McVey, Dean Boyd presided.

The Senate voted to suspend the rule requiring that recommendations from the Graduate Faculty on honorary degrees be held over one month.

Dean Funkhouser then read to the Senate the recommendation from the Graduate Faculty which had been presented to the Senate at its regular meeting on March 11.

"The Graduate Faculty recommends that Justice Stanley Forman Reed be extended a second invitation to attend the University Commencement to receive the honorary degree of Doctor of Laws. The granting of the degree to Justice Reed was approved last year, by the Senate and the University Board of Trustees.

The Graduate Faculty also recommends that the degree of Doctor