

MINUTES OF THE UNIVERSITY SENATE  
March 14, 1932

The University Senate met in the Lecture Room of McVey Hall Monday, March 14, President McVey presiding.

The minutes of February 8 were approved as read.

The Committee on Duplication of Courses presented the following new courses and changes in courses, which were approved:

College of Arts and Sciences

From the German Department (Changes in titles of courses only)

- ✓ German 3a. Selected Reading. Prose and poetry from standard German authors with brief outline of German literature (Old title - Composition and Reading). Prerequisite: German 2b. 3 credits.
- ↓ German 3b. Selected Reading. Continuation of German 3a. (Old title - Composition and Reading). Prerequisite: German 2b. 3 credits.
- ↓ German 4a. Contemporary German Literature. Leading tendencies in German Literature since 1870. Readings, discussions and reports. (Old title - Advanced Reading and Composition). Prerequisite: German 3b. 3 credits.
- ↓ German 4b. Contemporary German Literature. Continuation of Course 4a. (Old title - Advanced Reading and Composition). Prerequisite: German 3b. 3 credits.
- ↓ German 6. Scientific German. This course is designed primarily for students of the sciences. (Old title - Scientific and Journalistic German). Prerequisites: German 2a and 2b. 3 credits.
- ↓ German 101a - Nineteenth Century Literature. Studies in German Literature of the 19th century with special emphasis on selected authors. (Old title - The Drama). Prerequisite: German 3b. 3 credits.
- ↓ German 101b. Nineteenth Century Literature. Continuation of Course 101a. (Old title - The Drama). Prerequisite: German 3b. 3 credits.
- ↓ German 102a. Twentieth Century Literature. Reading, discussions and reports. (Old title - Novel and Drama). Prerequisites: German 4a, 4b. 3 credits.

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↓ German 102b. Twentieth Century Literature. Continuation of Course 102a. (Old title - Novel and Drama). Prerequisites: German 4a, 4b. 3 credits.

From the History Department. (Changes in the course number only.)

↓ History 131a, 131b. English Constitutional History. (To replace History 31a and 31b, English Constitutional History. Credit remains the same, viz; 3 hours. This is to apply after the present semester.

New course in Psychology

↓ Psychology 11 - Fields of Psychology. A survey of the significant contributions in the following fields of psychology: social, abnormal, experimental, genetic, animal, tests of abilities, personnel administration, and current systems of psychology. Each instructor will meet the class for about ten periods. Prerequisite: An introductory course in psychology. 3 credits.

#### College of Agriculture.

Change in courses:

↓ Drop Agronomy 101, Methods and Results of Field Experimentation, 2 credits, and substitute for it Agronomy 113, Methods and Results in Agronomy Experimentation, 3 credits. Prerequisite, Agronomy 1.

↓ Drop H. E. 76, Institutional Foods, 3 credits, and substitute for it H. E. 82, Institutional Foods, 4 credits.

↓ Drop H. E. 79, Institutional Marketing, 4 credits, and substitute for it H. E. 81, Institutional Marketing, 3 credits.

↓ Drop H. E. 144, Advanced Home Management, and substitute for it H. E. 201, Advanced Home Management and Family Relationships, 3 credits.

↓ Add H. E. 202a, b, graduate Seminar, 2 credits each semester.

↓ Changes Agronomy 112, Special Work in Soils, 3 credits, to Agronomy 112a-b, Special Work in Soils, 3 credits each semester. Prerequisite: Agronomy 1.

#### New courses

↓ Add Agronomy 114a, b, Specific Crops. This course is for the student who wishes to study a crop intensively. Two credits each semester. Prerequisite: permission of instructor.

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✓ Add Agronomy 204a-b. Investigations in Soils, 3 credits each semester. Prerequisite: permission of instructor.

College of Education

Change in course numbers

✓ Education 190a, b raised to Education 290a, b, this change to become effective immediately.

✓ Education 290a, b, c, etc., changed to Education 291a, b, c, etc., the change to become effective immediately and to be effective for the few students who have had this course.

Doctor Chambers read the report of the Committee on Student Welfare, which was approved and ordered included in the minutes:

STUDENT WELFARE

"The eight hour working day so generally adopted has left man with more leisure and has allowed him to at least approach the traditional eight hours of each for work, for play, and for rest. This increase of leisure for the working man is creating social problems. When applied to a university student body, a group which has tremendous stores of energy of youth, not only are problems created but a challenge is made to the university to fill with value each eight hours of the student's day, to the end that he will be better mentally, physically and spiritually.

Such is the purpose of the university community. To such a purpose is the extra curricular as well as the curricular activities of the student devoted. The university concerns itself much with the students extra curricular play day and with his rest day.

Today we are just beginning to see the rounding out of the larger plan and we may recite some of the things we have and some of the things desirable for the improvement of the students sixteen extra curricular hours.

PHYSICAL WELFARE

The physical welfare of the students of our university community is provided for in degrees ranging from good to bad, depending somewhat on the tastes and financial status of the student.

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Food is obtained from several sources. - The university dining halls and cafeterias are well appointed and provide good food at moderate cost and with opportunities for social contacts. The food at the fraternity and sorority houses varies greatly. Too often appointments of the kitchen and dining rooms of these houses were built for an average sized family and are not well adapted to such use and often leave much to be desired. The social aspects of the fraternity and sorority house, however, make up for much that is lacking in other respects. Boarding houses vary between good and poor and provide good or very simple fare, the cost usually corresponding to the quality. Restaurants and cafeterias catering to students are on the whole not the best ordered and are more expensive. They probably have less patronage.

Early in the history of the university residence halls were provided both for men and for women students, which formerly housed the large majority of students except those living in the vicinity. As the university began to outgrow in numbers its physical plant the mens dormitories were taken over for university work.

The taking over of the mens residence halls for university work left the men without residence halls and the university thus built the first unit of the mens residence hall group. With the increase in the number of women students attending the university additions were provided to the women's residence halls and recently the boys residence hall group was completed. The residence halls are well adapted to their use and furnish comfortable homes for the students.

The word of criticism that might be said is that the residence halls both for men and for women are inadequate. A further word that might be said, especially of the mens residence halls, is that facilities for recreation and social contacts would make them more attractive and more valuable.

Fraternity and sorority houses leave much to be desired in the houses themselves. There are only three or four houses really adapted to their use. The houses, for the most part, are constructed as residences for the average sized family, and neither in size, ruggedness of construction or in arrangement are they adapted to their use.

Few of the houses are adequately heated. Most of them by open gas stoves which, of course, means that proper ventilation seldom obtains. The lighting provisions often antequated and inadequate must be supplemented by hazardous and unattractive amateur wiring.

The crowding in the houses have in most instances forced the use of the unfinished attics as sleeping quarters. These attics are great fire hazards and are as a rule provided with no fire escapes, except ropes provided by the students.

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The crowding extends into the kitchens and dining quarters, with resulting confusion and disorder and often at the cost of sanitation and the attractiveness of order.

The poor appointments of the majority of the houses encourages or permits the development of habits of slovenness.

A word might be said of the undesirableness of the student houses being so widely scattered.

It would be desirable if a study of the fraternity and sorority house situation looking far enough into the future could bring out first some building plan that would encourage or promote house building and second some kind of a zoning plan to guide the location of the houses. A special committee might undertake this.

Many students both men and women obtain rooms in private homes, some working for their room rent, others for financial or other reasons. No general statement can be made regarding these rooms except that many students are thus enabled to attend the university who otherwise could not, and that they vary from very desirable to very poor.

Little need be said about the next necessity of life - clothing, except that the university student usually places dress higher in the scale of necessities than does the economist.

Physical exercise and recreations, while it is mostly organized and carries credit and is, therefore, curricular, nevertheless is a part of the play day and should be looked upon as such. Its importance to the student has been the determining factor in its organization and in its being given credit. The Physical Education and Intercollegiate Athletics are well organized and do not come within the scope of this report, however, we do wish to stress the importance of these activities, and to commend the efforts that are being made to provide means for physical exercise and recreation. Especially do we wish to commend the efforts to provide facilities and to develop the interest of large numbers of students in some game which holds his interest and provides recreation after leaving school.

The university has provided for health and medical care of the students. Physical examinations of all entering students are made to discover and to correct, if possible, physical defects and handicaps. The dispensary provides an out patient clinic on the campus, and the physicians visit sick students in their rooms. The hospitals of the city are available at moderate cost to students seriously ill. An

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infirmary or student hospital in connection with the dispensary would be much more freely used to the great advantage of the students. The services of a psychiatrist would add much to the usefulness of the department.

#### MENTAL WELFARE

Consideration of all the extra curricular factors contributing to the mental welfare of the students would be difficult. It is impossible to evaluate the influence of the Library as a place for intellectual recreation. It will probably do more to increase the intellectual morale than any other single agent at the university. The old Library built when the university had only about 600 student served well but it has long since been so outgrown that its usefulness was greatly impaired. The new Library supplies the facilities so greatly needed.

Other forms of intellectual exercise and recreation are the scholastic societies, fraternities and clubs. These afford opportunities for free expression and contribute much to the intellectual morale of the university community. These organizations are in large part of recent development and may be expected to increase their contributions.

The social contacts made at the university, always fine, still leave much to be desired. Social contacts of the men with each other are confined almost entirely to the fraternity house groups and the residence hall groups. A great addition to the social life of the men would be some center - a university union - for social recreation.

The women are somewhat better provided for in this respect than the men in that in the womens residence halls are common dining halls and recreation halls. These, however, leave much to be desired.

The social life for both men and women expresses itself in many functions, formal and informal, such as dances, house parties, dates and just strolls. These are in general well presided over and are fine. We do wish, however, to express the opinion that future developments should be directed toward separate social interests such as would be promoted by separate mens and womens recreation buildings. We believe this would add much to the social training at the university.

The university does not neglect the inspirational or the ideal in the environment it provides. With the athletic games, musical programs, art exhibits, lectures, theatre and others, the student is afforded much that is idealistic, that inspires.

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The university student now finds himself in a much better moral environment than formerly. The saloons, formerly so plentiful in the vicinity of the campus, are now replaced by places of legitimate business. True there is and has been some bootlegging, but it is safe to say that this is much less than obtained a few years ago. In general all places of vice in the city are much less conspicuous than formerly.

#### THE SPIRITUAL

The churches of the city with their many young peoples organizations, the Pitkin Club, the Catholic Club, particularly, the University Y. M. C. A., and Y. W. C. A., and other religious functions on the campus afford opportunity for religious training for the students."

The Senate approved the following report of the Music Committee, read by Professor Freeman:

"During the school year 1921-22, a petition was circulated among the students by members of the Men's Glee Club and other student musical organizations, asking that fifty cents a semester be added to the incidental fee that is collected from each student, the money to be used for the purpose of financing -

First - The activities of the Glee Clubs and of other musical organizations in the University.

Second - The production of musical concerts by artists connected with the University and by others not so connected and by choruses formed of singers of this community. The Music Committee was appointed by the President to take charge of this fund and to supervise the finances and business management of all extra curricula musical activities.

Since the time of its formation, some of the things which have been fostered and promoted by the Music Committee are as follows:

1. The production of several light operas by University students.
2. Concerts by the Men's and Women's Glee Clubs at the University and in near by cities.
3. Several trips by the Glee Clubs.
4. Musical programs at the Kentucky Education Association meeting in Louisville and at the University of Kentucky dinner held during the time of the convention. As a rule these programs have been given by one or both of the Glee Clubs.

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5. The production of several oratorios such as the Messiah, Elijah and the Creation.
6. The Sunday afternoon musicales in Memorial Hall.
7. The trips of the University band to one or more football games each year. The SuKy Circle usually has provided about one-half of the expenses of these trips.
8. The financing of several radio programs which have been broadcast from Louisville and from the University Studios.
9. During each of the past two years \$500.00 has been contributed to a fund which is for the purpose of adding new stops to the organ in Memorial Hall.

A detailed financial statement may be found in the report of the University Auditing Committee which is published each year in printed form.

The personnel of the Committee at the present time is -

W. E. Freeman, Chairman  
 Frank C. Fowler  
 C. A. Lampert  
 R. D. McIntyre  
 Wellington Patrick  
 Elmer G. Sulzer  
 Edward Wiest

Respectfully submitted -

(Signed)  
 W. E. Freeman  
 Chairman

Dean Boyd presented the following recommendation from the Faculty of the College of Arts and Sciences, which was approved:

Transition Requirements in B. S. in Music

In order to make a fair transition from the old requirement of 128 credits for the B. S. in Music to the new requirement of 140 credits, it is recommended that students graduating in 1932 be required to gain the present minimum of 129 credits; those graduating in 1933 a minimum of 136 credits; and those graduating in 1934 the new minimum of 140 credits.

*Ernest Gellis*  
 Secretary