

Minutes of the University Senate - March 10, 1941

The third committee to be charged with the collection and publication, with revision where necessary, of the rules dealing with the Senate organization and powers, with special reference to a report on the committee system now in use.

I would like to add that in all cases where there are suggested changes that the recommendation to the Senate for such changes shall be circulated to members of the senate in the usual manner at least ten days before the matter shall be subject to vote by the Senate."

On motion, duly seconded, the recommendations contained in this statement were approved.

Professor Koppius requested that hereafter the announcement of the Senate meetings include the order of business in so far as this can be ascertained in advance. It was understood that this suggestion would be observed.

Scott Rumberlain
Secretary

MINUTES OF THE UNIVERSITY SENATE
April 22, 1941

The University Senate met in the Assembly Room of Lafferty Hall Tuesday, April 22, 1941. President Cooper presided.

With one minor correction, the minutes of March 10 were approved as read.

Professor R. H. Weaver read to the Senate the following report from the Curriculum Committee:

"The College of Arts and Sciences recommends the following changes in the Department of Physics:

Drop Physics 10. Elementary Experimental Physics (5)

Expand Physics 3a,b. General College Physics. from (4,4) to (6,6).

The descriptions of the expanded courses are as follows:

Physics 3a. General College Physics. An advanced general course, covering Mechanics, Wave Motion and Heat. Lectures and recitations, four hours; laboratory, four hours.

Prerequisites: College Algebra, Trigonometry, Analytics, College Chemistry, Mathematics 20a, concurrent.

Physics 3b. General College Physics. An advanced general course, covering Magnetism, Electricity, Sound and Light. Lecture and recita-

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tions, four hours; laboratory, four hours.

Prerequisite: Physics 3a.

The Committee recommends the approval of these changes.

The College of Arts and Sciences also recommends changes in the Department of Geology.

Drop Geology 22a,b. Elementary Geology. (4.4)

Drop Geology 26a,b. Advanced Geology. (4.4)

The Committee recommends the approval of the dropping of these courses.

Add Geology 50a,b. Outlines of Geology. (3,3). Three lectures per week. A study of the more important and better-known geological features of the earth, including mineral resources, earth history, and the fossil record. The work is preceded by a six-weeks' introduction to geological principles.

Although the committee is doubtful concerning the wisdom of allowing students to fulfill science requirements by taking lecture courses of this type, it can see no reason why the Geology Department should not be allowed to follow a policy which has already been approved for other departments. We, therefore, recommend the approval of this course.

Add Geology 30a. General Geology (5). Three lectures and two laboratory conferences a week. Geological Processes - A study of the forces and processes responsible for the features of the earth.

The Committee recommends the approval of this course with the proviso that students who have received credit in Geology 50a,b. receive only 3 credits in Geology 30a.

Add Geology 30b. General Geology (5). Three lectures, two laboratory conferences per week. Historical Geology - A study of continental evolution and the development of plant and animal life.

Add Geology 31. Laboratory Work in Regional Historical Geology. (2). A study of selected geological maps and specimens covering the principal geologic regions of the United States.

The Committee recommends the approval of these courses."

This report of the Curriculum Committee was approved as read.

The following resolution was read concerning John Stapp Mitchell, a member of the staff, who died on February 23:

"RESOLUTIONS UPON THE DEATH OF JOHN STAPP MITCHELL

John Stapp Mitchell was called by death on Sunday morning, February 23, 1941, at the age of 52 years. With his passing the University staff

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lost one of its most loyal and devoted members.

After a rich experience as a public school teacher and administrator, he joined the faculty of the University High School in the fall of 1927. For 14 years he served the University in various capacities, and always faithfully and well.

Professor Mitchell exemplified the highest type of educational leadership. Both by precept and example he taught that first of all the teacher must be a learner, and so he continued his advanced study, receiving his master's degree in 1929. At the time of his death he had satisfied all the requirements for his doctorate, with the exception of his dissertation.

Professor Mitchell had a broad conception of the role of the teacher in contemporary civilization. He thought of knowledge not as an end in itself but as a means to the enrichment of human life. He regarded the teacher as more than a task master to impose his will upon reluctant youth, or as an oracle whose job was to impart wisdom to eager seekers after truth. Instead, he sought always to be the learner's guide, philosopher, and friend. He was an esteemed counsellor of youth. Boys and girls loved and trusted him.

Professor Mitchell possessed in rare degree the genius of friendship. 'To know him was to love him, to name him was to praise.' His untimely death leaves us with the keenest sense of loss.

John Stapp Mitchell was a true Kentuckian, worthy of the finest traditions of the State. He gladly spent his life in the service of Kentucky youth, and through them his influence will continue to be felt and his memory to live."

Signed by. Jesse E. Adams
M. E. Ligon
C. C. Ross

A copy of this resolution was sent to Mrs. Mitchell.

The following standing committees of the Senate presented reports of their work, in compliance with the request of the Senate made early in this school year: Commencement, Grants in Aid, Personnel Research, and Rules. Each of these reports was ordered received and is made a part of these minutes.

"Your Committee does not know to what extent you desire that its activities be reviewed for you; however, we assume that a brief statement will be sufficient to comply with the rule requiring such reports.

The Committee on Commencement has tried, through such changes as it has been able to bring about, to make Commencement procedure more of an event for the students - one which they will be pleased to look back upon in later years. It has had in mind, also, the responsibility which falls upon the faculty and has endeavored to make attendance at such functions less of a burden than it has been. To accomplish this the Committee has, through recommendation, seen inauguration of the following practices in recent years:

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1. The time of Commencement was moved from the forenoon hour, in-doors to the late afternoon hour, out-of-doors.
2. The speaker has been encouraged to limit his address to thirty minutes.
3. Senior convocations are being called at which time specific instructions are given concerning individual conduct during the ceremony.
4. With the assistance of the several college classes, SuKy, and the University's Buildings and Grounds Department a stage has been built in sections, the setting up and storing of which is taken care of by the Department of Buildings and Grounds.
5. Each year representatives of the senior class are asked to serve as members of the Committee on Commencement that we may have their suggestions on means of improving our present policy.
6. The Committee, after discussing the matter repeatedly for several years, recommended to the University Council that mid-year commencement be abolished.

Since this Committee is quite large, we try to keep our general meetings to as few in number as possible; however, the sub-committees on music, decorations, etc., carry on in further group meetings and call for assistance when necessary.

We believe it will be helpful to future Committees on Commencement if members of the staff will offer suggestions for further changes in procedure, names of possible commencement and Baccalaureate speakers, and methods whereby the faculty may be prevailed upon to attend such functions more generously.

Respectfully submitted,

A. E. Bigge, Chairman
Committee on Commencement"

"REPORT OF THE COMMITTEE ON GRANTS IN AID

Submitted to the University Senate April 22, 1941.

D. V. Terrell

The Committee on Grants in Aid is set up to administer such funds as are available for the assistance of students who are in need of financial aid in attending the University. This committee is entirely separate from that which administers student loans.

Since the only money which is available for this purpose is that provided by the Athletic Department, the Committee on Grants in Aid deals entirely with the so-called 'athletic scholarships'.

Such scholarships are authorized by the Southeastern Conference but under the Conference rules must be under the jurisdiction of a faculty com-

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mittee and be entirely free from outside influence. The membership of the committee is therefore limited to faculty members.

The amount of assistance which may be given to an athlete is very strictly limited and defined by the Conference both in its By-Laws and in a Bulletin issued by the Commissioner which specifies exactly the type of aid which may be provided.

Fundamentally the scholarships are designed to cover necessary college expenses and nothing else, but also to allow a student to work at bona fide jobs to earn extra money not to exceed \$10 per month to take care of incidental expenses.

This set up, however, is not as simple as it might seem and for that reason certain very definite regulations must be observed. Among the most important of these are the following:

1. All assistance must be 'in kind', i. e. the student may be given board or lodging or tuition but never cash.
2. The University may provide such board or lodging off the campus in case the institution does not have sufficient dormitory space or a student dining hall, but the bills must be paid directly to the landlord or boarding house keeper and not to the student himself.
3. Assistance is limited strictly to the following items: tuition, board, room, books, laundry and medical care.
4. Some of the provisions which limit the above, according to the rules, are:
 - (a) It is not legal for an institution to furnish clothes to a student, whether he be in need or not, or to guarantee accounts in order for an athlete to secure credit for clothes.
 - (b) The medical care which may be provided shall include only that medical care furnished by the institution for students generally, and for injuries received in, and illnesses traceable to participation in sports.
 - (c) No travel expenses of any kind or nature (trips home for the holidays, railroad fare to report to the University, etc., etc.,) may be allowed or paid to any student.
 - (d) It is legal to pay tutoring expenses for an athlete but only if the tutor is approved in advance by the proper academic authorities.
5. An athlete may be allowed to work to earn as much as \$10 per month but all employment must be in legitimate jobs and the compensation paid for work done must be only such compensation as is customarily paid for the services of one possessing the qualifications which the student possesses for such job, and the student must give full and honest return for the pay received therefor.

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6. The recipient of an athletic scholarship is not allowed to receive from any source whatever (except from those persons on whom he is naturally dependant for support) any form of remuneration other than those provided by these Conference rules.
7. Athletic scholarships must be granted by a regular faculty committee and the records of such aid must be open to the inspection of the administrative officers of the institution and to the officers and Commissioner of the Conference.

The University of Kentucky awards annually about ninety of these scholarships and each scholarship is estimated to be worth about \$250 to the student.

Respectfully submitted,

D. V. Terrell
Chairman"

"REPORT OF THE SENATE COMMITTEE
ON PERSONNEL RESEARCH, APRIL 29, 1941

The last report of this Committee to the Senate was made when it recommended the approval of help-classes proposed by Dr. Croft. It seems well therefore to recall the function of this Committee which makes reports necessary only occasionally.

The Committee was established in 1922 under the title of a Committee for the Study of Ability and Training of Students. An extract from its authorization states: 'The purpose is to provide a University group to which problems concerned with the study of students within the Universityshould be referred.....So far as its facilities may permit, the committee shall be available for the executives, departments, committees and faculties of the University.' Nineteen years ago this was not such a big undertaking as it obviously seems today. However, there was fortunately a saving clause, 'so far as its facilities may permit'. Although the fundamental function of the University is to serve its students, in the Committee's early years no facilities for research on the extra-curricular problems of the students were available except on borrowed time.

With the inauguration of the University Personnel Bureau in 1930 some additional opportunities were provided. The University Bureau has looked to this Senate Committee as an advisory group. The Committee has always regarded its function to be primarily the study and planning of proposed student personnel services, not the administration of such services. This is in conformity with the conception of 'personnel' as first used and formulated by the Personnel Research Bureau at the Carnegie Institute of Technology and in the army. During the existence of the Committee there have grown up various personnel services in the University, most of which report to the President or Deans and these have not come under the consideration of this Committee. This uncoordinated growth may have been due to the lack of aggressiveness on the part of the Committee, to absence of a center for information on student personnel activities, or to failure to utilize the Committee. On the whole, extra-classroom services to the students have increased and improved with comparatively little duplication of effort.

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A brief list of those services regarding which this Committee has had something to say may be of interest. The testing program has developed until now all new students are examined annually for promise of scholastic ability and for attainment in English and mathematics. For this purpose Professor Asher has repeatedly prepared and standardized three tests which serve the interests of the University better than any series elsewhere available. They have proved so efficient that the Kentucky Association of Colleges and Secondary Schools has supported a Cooperative Testing Service for the colleges and high schools of the State. It has been centered in Professor Asher's office. The service has been used by several departments in the University for dividing freshman classes when parallel sections were available. The tests are also used by the Registrar's office when questions arise about the admission of certain applicants. A student personal history blank developed by the Bureau became the basis for one also advocated by the Kentucky Association for high schools when sending transcripts of scholarship to the colleges.

Personality and mental adjustment problems among the students began with desultory counseling, on borrowed time, by several qualified men in the Department of Psychology. Last year, through the cooperation of the Mental Hygiene Unit, administrative officers and voluntary requests, 294 students consulted Dr. Margaret Ratliff about their personal problems. Her teaching schedule was slightly reduced for this service. While many had only minor difficulties, in certain outstanding cases, where fear even of suicide was present, she has been of notable assistance. Difficulties requiring prolonged contacts are in principle sent to her.

Some eighty research studies on our college student personnel activities have been conducted by the staff and graduate students. These have been summarized in 21 numbers of the Kentucky Personnel Bulletin. These have been distributed to the faculty here and to colleges in Kentucky.

During 1935-36, following some preliminary try-outs, Dr. Croft with the approval of the Committee and the Senate, began to assist some students whose records were not promising. After the establishment of the Personnel Office under Dr. Croft and his appointment as Assistant Dean in the Arts College, this work has developed into help-classes, and exclusion from certain subjects until the second semester for low-testing students. His office has also paid special attention to academic guidance during the freshman year and to students who are on scholastic probation. Compared to what has been accomplished and the amount of such service in other universities, the expense has been nominal.

Because of the necessary special training for adequate personnel work and the fact that faculty members in the Department of Psychology have specialized in different technical phases of personnel, there may have been an unfortunate identification of certain University personnel services with the Department of Psychology. It should be clear that all members of the University should have the privilege and satisfaction of service to their students in both academic and personal ways. Any monopoly of such services by a small staff group would be disastrous both to the students and to the University. Nevertheless, the scattering of such services raises from time to time certain problems of coordination.

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The Chairman of this Committee has made two special efforts to bring this problem of coordination to a focus. Several years ago he arranged for the President to call together a group of those officers most definitely interested, so as to attempt to work out some sort of an organization chart and delimitation of fields. After several meetings this attempt was postponed to a more favorable time.

Again in December 1939, when duplications might develop as to records and counseling, the Chairman brought the matter to the attention of the President and a series of six meetings were held by a group selected by Dr. McVey. This became the most careful study of the problems involved which has been undertaken. In this group were Professor Asher, Dean Blanding, Professor Chamberlain, Dr. Chambers, Dr. Croft, Mrs. Holmes, Dean Jones, Professor Miner and Dr. Ratliff, with President McVey presiding. Considerable progress was made in surveying the activities in which each office was engaged, discovering any difficulties, and reaching a better understanding among all those concerned.

It was recognized by the group that the problem of coordination was fundamentally one of job analysis. The functions of the University in relation to the students were defined. Each member prepared a statement as to the services of his unit. Four sub-committees considered the functions of records, testing, tutoring and counseling. A summary of the duplication of activities and the difficulties facing personnel coordination was prepared. While little friction or duplication of effort was discovered, the group expressed its desire that a more careful definition of the responsibilities of each unit should be made and a plan be developed toward which the University should work. Such plan should be set forth officially for the information of the faculty and the students. It was recognized that progress must be interrelated to the other functions of the University and that like other plans it must wait upon funds. Because of the pending retirement of President McVey no specific action was taken.

J. B. Miner, Chairman
 Sarah G. Blanding
 Paul P. Boyd
 Leo M. Chamberlain
 Lysle W. Croft
 Ezra L. Gillis
 C. C. Ross
 Edward Wiest"

"REPORT OF COMMITTEE ON RULES

SENATE, MAY 12, 1941

The Committee on Rules is an outgrowth of the work of special committees appointed by President McVey. After the governing regulations of the University were formulated in the fall of 1917, a special committee was appointed in January, 1918, to codify the Senate rules. In November, 1919, another special committee, substantially the same as that of 1918, was authorized to recommend revisions of the Senate rules. This committee became the Rules Committee.

The Committee on Rules has carried through the work of revising the rules for the Senate four times, the last revision being in 1936. Its

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other activities have consisted of considering and making recommendations on various matters, some of which were referred to it by the Senate and other committees. These specific recommendations have covered a range as wide as that of the rules themselves, eligibility for extra- and intra-curricular activities, absences, fees, extension and so on.

During the present year a request came to the committee to consider recommending that the rule governing absences before and after holidays be changed so that the penalty may be removed by action of the dean and instructor involved. This was not thought wise by the committee. Also, the matter of prerequisites as a part of the description of the course and how they can be changed was referred to the committee and a recommendation was made to the Senate.

That's the story."

Signed by Paul P. Boyd, Chairman
April 22, 1941

Dean Funkhouser read the following statement which had been approved by the University Graduate Faculty, and moved that it be included in the minutes of the Senate. This motion was approved.

"Report of the Committee of the
Graduate Faculty

The Committee appointed at the meeting of February 26 makes the following report.

The specific duties assigned this committee were 'to make recommendations regarding the character of graduate courses and if possible to make a definite distinction between '100' and '200' courses'.

Believing that the general purpose of the Graduate Faculty was to insure that proper standards are maintained in graduate instruction, the Committee has made such recommendations as it feels may contribute to the maintenance of an effective graduate program.

- I. In order that all members of the graduate faculty may be properly informed as to the assignment of authority in the administration of the graduate program, the following statement is quoted from the Governing Regulations of the University:

The Dean (of the Graduate School) is charged with the duty of making recommendations to the Senate on the requirements for advanced degrees, the regulations necessary to insure a high standard of graduate work, and the departments of instruction authorized to offer courses leading to graduate degrees. The Dean has final authority to pass upon courses offered for graduate work, thesis subjects and regulations for examinations.

Attention is also called to the fact that under the regulations of the Graduate School published in the bulletin of that school and also in the General Catalog of the University, the Dean of the Graduate School is ex officio a member of all examining committees for graduate degrees.

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In order that the objectives and standards implied in the above regulations may be more nearly attained, the Committee makes the following recommendations:

1. Every graduate student should have a committee appointed within six weeks after his first enrolment in the graduate school. This committee should function at once in planning the student's graduate program.
2. The rule governing the numbering of courses should be changed to read that a '100' course 'may' be counted for graduate credit subject to the approval of the student's committee and the Dean of the Graduate School.
3. Qualitative standards should be established for admission to the Graduate School.
4. The present rule requiring a 2.0 (B) average for a graduate degree should be repealed, and a standing of 1.8 substituted therefor.
5. Graduate teaching should be restricted to staff members who are fully equipped by advanced study, experience, and research activity to give such instruction.
6. In other than exceptional cases a student should take the '100' courses in his graduate program of study before taking the '200' courses.

II. The characteristics distinguishing graduate study from undergraduate work.

1. In other than exceptional cases a graduate course will be based on some prerequisites in the department or closely related fields. It should not, in other words, be made up of elementary or beginning content.
2. The amount of time spent in recitation, laboratory, and study should in general exceed that required in an undergraduate course.
3. Ordinarily the requirements of a graduate course will go beyond mere lecture, recitation, and textbook assignments.
4. A graduate course should require ability to do independent study and investigation.
5. Examinations in graduate courses should be thorough and of such a character as to call for independent thinking. They should require more than a repetition of lectures and textbook reading.

III. The characteristics distinguishing '200' courses from those at the '100' level.

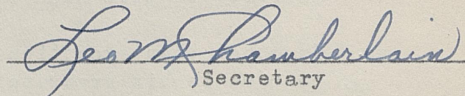
1. A '200' course should be based on a substantial amount of pre-

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vious work in the subject. It should be organized and taught at such a level that a student ordinarily would find it difficult or impossible to pass without substantial prerequisites. Less in the way of prerequisites would be expected in a '100' course.

2. A course should carry a 200 number only when there is evidence that the subject of study has advanced sufficiently in content and organization to insure a genuine graduate challenge. The literature in the field should be extensive and well grounded in research.
3. A '200' course should place almost complete emphasis on scholarly attainment as opposed to the acquisition of skills and techniques.

J. E. Adams
 Charles Barkenbus
 J. W. Martin
 W. D. Valleau
 Leo M. Chamberlain,
 Chairman"


 Secretary

MINUTES OF THE UNIVERSITY SENATE
 May 12, 1941

The University Senate met in the Assembly Room of Lafferty Hall Monday, May 12, 1941. President Cooper presided.

The minutes of April 22 were read and approved.

Professor R. H. Weaver read to the Senate the following report of the Curriculum Committee:

"The College of Education has recommended the approval of Education 260. Teaching Consumer Courses in the High School (2).

By mistake the circular to the Senate asked approval of this course for the 1941 summer session. According to a letter from Dean Taylor to the committee the college had voted to request permanent authorization. The Committee has considered this course, taking into account, among other things, the recent recommendations of the Graduate Faculty concerning course numbers. In the committee's opinion it will be necessary to reconsider the numbering of courses already in the University curriculum before these recommendations can be