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Report of the course, Intro. to Music 20.
Report of the course, Intro. to Art 20.

Honors Convocation Committee reported.

RECOMMENDATION: Honors Convocation report be approved.

RECOMMENDATION: Approve Dr. Adees request to add courses 50 and 52 to the list of courses to satisfy Phys. ed. requirement.

RECOMMENDATION: P.E. courses 220, 247, 334, & 336 approved.

RECOMMENDATION: Art courses 157 and 200 approved.

~~FACULTY BULLETIN, Vol. XIX, No. 10~~ RECOMMENDATION: Music course 26 approved. Page 5

Minutes of the meeting of the Faculty Senate, Thursday, February 18, 1954, at 3:30 p.m. in the Dean's Office.

Members present:

E. R. McCartney
S. V. Dalton
Ralph V. Coder
Katherine Bogart
Calvin Harbin
Joel Moss
Katharine Nutt
Ivan Richardson
Emmet C. Stopher
Gerald Tomanek
Margaret van Ackeren

Member absent:

L. W. Thompson

Others present:

C. Thomas Barr
Drew Dobosh
Yda Lou Schultz
Donald Stout
Mabel Vandiver

The meeting was called to order by the chairman, E. R. McCartney, who explained that the reports for the general education courses would be presented first and then the regular business would be considered.

REPORT ON THE COURSE, INTRODUCTION TO MUSIC 20, MR. BARR:

Copies of the following report were given to the members by Mr. Barr and he explained the course.

Report on Introduction to Music 20
to Faculty Senate: 18 February, 1954

I

Objectives

This course is designed to help the student find resources and desires within himself for:

- (a) listening to music intelligently and apperceptively;
- (b) relating music to allied arts;
- (c) understanding the relationships learnings in this course have to the several sciences taught in the "general education" program of studies;
- (d) realizing in his own way the roles an art (especially music) may play in day-to-day living.

This course is designed to develop competence in listening to music. The elements of music are discussed and demonstrated and specific musical forms are studied. The materials used are frequently related to other fine arts.

II

Capsule outline of the content of the course

A. Exploration

1. General education and culture
2. Reasons for including music in the general education program
3. How twentieth-century man uses music

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- B. Aesthetics and the Fine Arts
 - 1. The purpose and function of art
 - 2. Common denominators
 - 3. Distinguishing features of the separate arts
 - 4. The perception of values
- C. Art and Science
- D. Music as an Art
 - 1. "Absolute" and "program" music
 - 2. How "programs" borrow
 - 3. Defining the elements
 - 4. What happens when we listen to music
- E. Tone-colour
- F. Rhythm
- G. Melody
- H. Harmony
- I. Form
- J. Juxtaposition of the elements
- K. Style
 - 1. Influences
 - a) economic and social status of the composer
 - b) type of audience
 - c) kind of performing agency
 - d) political conditions
 - e) interior decoration, manners, and dress
 - f) individual differences (personality)
- L. Specific forms
- M. Types of composition
- N. Historical perspectives
 - 1. The Baroque period
 - 2. Classicism
 - 3. Romanticism
 - 4. Impressionism
 - 5. Modernism
- O. Representative composers
- P. Using Music
 - 1. Expressing ourselves
 - 2. Progress through change
 - 3. Escape
 - 4. Order and balance

III

Suggestions for class procedure

- 1. Some music will be played or sung during each class. Performances will be both "live" and "recorded."
- 2. Private interviews with students will be arranged at the beginning and at the conclusion of the semester; other times by special appointment.
- 3. Student surveys will be conducted at appropriate points throughout the course.
- 4. Readings are scheduled for each section of the class work.

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5. Lectures will be of the demonstration type, designed to avoid excess verbalization.
6. Films will be shown whenever it is believed that the visual will sufficiently enhance what is to be heard.
7. General discussions will accompany the major portion of the units.
8. Student participation should frequently be musical as well as verbal.
9. Techniques should be varied; the class should not be permitted to expect a set routine.
10. Pictures, poetry, and other art media should amplify musical examples.

IV

Criticisms

1. Listening laboratory
2. Text
3. Historical presentation
4. Majors and "minors."

V

Contributions

1. Interest for many in a cultural pursuit
2. A functional course rather than a course in "masterpieces"
3. Course replete with examples
4. Scientific type of organization.

VI

Evaluation and Questions

This report was discussed and questions were asked regarding the course.

REPORT ON THE COURSE, INTRODUCTION TO ART 20, MR. MOSS:

Copies of the following report were given to the Senate members, and Mr. Moss explained the report:

INTRODUCTION TO ART 20
Brief Course Outline

I. Objectives

- A. To understand the meaning, general concepts and basic structure of the Plastic Arts.
- B. To formulate ways of thinking (seeing and understanding) which may lead to a deeper appreciation of creative works of our time.
- C. To see the practical significance of art.
- D. To present the field in such a way that all may be stimulated to participate in one way or another.
- E. To relate art to other human activities.

II. Methods of Presentation and Participation

To achieve these objectives the following procedures are used:

- A. General background and areas to be studied is presented by lecture, demonstration and exhibitions
- B. Discussion and study groups are organized. These groups select from a list of pertinent problems, one or more for which they are responsible for presentation to the class as a whole (This

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is followed for each major area we cover)

- C. These problems are summarized by relating to the general outline and purpose of the course (again it may be necessary to lecture, demonstrate and exhibit materials to arrive at a clear understanding)
- D. The use of visual materials such as films, filmstrips, slides and other graphic materials is closely correlated with the text and outline
- E. Presentation of areas to be investigated by use of original works
 - (1) Analyzation and criticism by instructor
 - (2) General discussion by class as a whole
 - (3) Written critique by students
- F. Direct participation (work with different art materials)
- G. Relating graphic--Plastic Arts to other Arts
 - (a) lecture (from other fields)
 - (b) readings (aesthetics)
 - (c) visual and audial materials

III. Outline of Important Areas to be Covered

- A. Art the Product
 - a. Films, Film strips, Slides
 - b. Exhibits
 - c. General presentation of its chief qualities
 - d. Analyzation--demonstration of materials--Tools--Techniques
 - e. Readings and discussions
- B. The Artist
 - a. Creative process
 - b. Use of Principles of Organization and plastic elements
 - c. Great Artists, Contemporary and Old Masters
- C. The Materials, Tools and Art Processes
 - a. Relating these aspects to the product and to the creative process
 - b. Demonstration of their use by instructor and participation in some situations by all students
- D. The Art Product, The Artist, Materials and Processes, studied around these major themes:
 - 1. The Home
 - 2. Religious Institutions
 - 3. Industry and Commerce
 - 4. Painting
 - 5. Sculpture
 - 6. Architecture
 - 7. Other graphic and plastic arts
- E. Synthesis of the whole study
 - 1. Study summary and presentation
 - 2. Teacher summary and presentation of main theme and areas covered.

IV. Methods of Evaluation

- A. Student Evaluation
- B. Selecting, designing, writing and presenting of principle area of interest

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- C. Objective and essay tests
- D. Student Critiques

V. Contributions

- A. Through interview, written statements and information sheets there is evidence of a definite change of attitude and a willingness to participate both in discussion and direct use of materials.
- B. Greater number of students attending exhibitions

VI. Criticisms (Student)

- A. Too much to cover in a two-hour course
- B. Not enough direct participation (actual use of art materials)
- C. More films and other visual materials

(Teacher)

- A. Present content needs simplifying by elimination of all ^{non- (?)}essentials
- B. More and better visual materials to include greater number of original works
- C. Need for more adequate correlation of what is to be taught by all instructors

VII. What is now being done to improve situation

- A. Revision of syllabus
- B. Collecting, mounting, and cataloguing visual materials
- C. Improving storage of visual materials
- D. Studying other college presentations in this field
- E. Planning for more common experiences for students in all sections

The above report was discussed.

The Faculty Senate thanked Mr. Moss and Mr. Barr for exceptionally fine reports of these courses.

REPORT OF THE HONORS CONVOCATION:

The following report of the Honors Convocation was read by the chairman:

The Committee appointed by the Senate on June 17, 1953, to plan and supervise the College Honors Convocation for the Spring of 1954 submits the following report to the Faculty Senate and respectfully requests approval thereof.

1. That the Honors Convocation be held on May 10th or 11th whichever is more convenient for the featured speaker.
2. That a printed booklet be issued showing the names of those to be honored.
3. That parents of honorees be invited to attend the convocation.
4. That the Committee consisting of faculty members Bogart, Hopkins, and Harbin, and students Marcia Osborn and Don Rupp be authorized to select those persons to be honored at this first convocation.

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5. That faculty members be invited to nominate candidates for honor at the convocation.
6. That the criteria for selection of students to be honored consist of the following:
 - a. Election to membership in a recognized college honor society.
 - b. Listing in "Who's Who in American Colleges and Universities" for the current year.
 - c. Receipt of a scholarship for which above average scholastic standing, leadership, and service are requirements.
 - d. Attainment of a 3.0 scholastic rating for either or both semesters, and/or summer session while carrying the standard load of not less than 12 semester hours during the semester or not less than 8 semester hours during the summer session.
 - e. Outstanding athletic achievement in the judgment of the Head of the Department of Health and Physical Education.
 - f. Evidence of other types of meritorious service or achievements not hereinabove mentioned. /signed/ Calvin E. Harbin.

The above report was discussed.

RECOMMENDATION: It was recommended that the report of the Honors Convocation be approved. Seconded and carried.

Physical Education Department, Dr. Adee, Chairman, request to add courses 50 and 52 to physical education requirement:

The chairman read a request from Dr. Adee asking that courses 50 and 52 be added to the list of courses from which students may choose courses to satisfy the four-semester physical education requirement was read. Dr. Adee's request explained that since these are high-numbered or upper-division courses, it would follow that only second semester sophomores could take them, and suggested that those students who qualify for these courses are very much interested and should be allowed to enroll and count the courses toward satisfying the physical education requirement. Dr. Adee also asked if this request could be applied to the present semester.

RECOMMENDATION: It was recommended that we approve Dr. Adee's request to add courses 50 and 52 to the list of courses to satisfy the four-semester requirement and that it be made effective as of the present semester. Seconded and carried.

Graduate Courses for the physical education department:

Next, the chairman read the following request from Dr. Adee:

"I am asking the Graduate Council and the Faculty Senate to approve of the following graduate courses:

P.E. 220 - Readings in Physical Education. One to three credit hours.
Each semester and summer session. Independent reading, tutorial

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conferences, and a written report on a selected subject in the field of health education, physical education, or recreation as approved by the head of the department.

- P.E. 247 - Problems in Physical Education. One to four credit hours. Each semester and summer session. For advanced students who wish to pursue independent study in Health education, physical education or recreation. Each student concentrates on one problem and prepares a written report. Credit varies according to the amount and quality of completed work that is approved by the head of the department.
- P.E. 334 - The Secondary School Curriculum in Physical Education. Two credit hours. Summer session, odd years. Practical applications of the principles of curriculum construction and evaluation to physical education in the secondary school. Construction of a course of study for a specific situation.
-
- P.E. 336 - Recent Literature and Research in Health Education, Physical Education, and Recreation. Three credit hours. Summer session, even years. A study of the methods and techniques of research used in physical education, health education and recreation. A critical analysis and evaluation of the professional literature.

"I have completed a summary of the answers to a questionnaire which I sent to all the physical education majors who have graduated from Fort Hays State the last five years. Seven men and four women have indicated that they are interested in doing graduate work in the field of physical education this coming summer at Fort Hays State.

"The courses listed above are courses that will be accepted at Iowa University as transfer credit according to the head of the department of physical education at that school. These courses will afford the graduate student an opportunity to do some work here and complete a graduate physical education major at that school. They will also make possible a minor at the graduate level for those graduate students at Fort Hays who may be interested in combining a physical education minor with a major in some other field.

"It is my understanding with President Cunningham that we will restrict our graduate offerings in physical education to only a graduate minor, not to exceed 10 hours, until such time as the demand warrants an increase in the Graduate Staff in health, physical education and recreation.

"It is my intention to personally teach or conduct all of the above courses including the Readings and Problems Courses." /signed/ Don Adeé, Chairman of the Department of Health, Physical Education and Recreation.

This request was discussed.

RECOMMENDATION: It was recommended that the four courses above, P.E. 220, 247, 334, and 336 be approved. Seconded and carried.

Department of Art requests approval of new courses:

The following request was read: "To: The Faculty Senate. From: The Department of Art. The department of art requests the approval of

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the following courses:

157. Art Materials and Processes. Three credit hours. Prerequisite, 57 or equivalent. This course is designed to partially fulfill the needs of the special teacher, while at the same time it will afford an opportunity to experiment with art materials and processes at an advanced level.

201. Problems in Art. One to four credit hours. Prerequisite, 81 or equivalent. Problems dealing with certain phases of Art, organized to meet the needs of individual students.

RECOMMENDATION: It was recommended that the request for 157 Art Materials and Processes, and 201 Problems in Art be approved. Seconded and carried.

Department of Music requests approval of new course:

The chairman read the following request from Mr. Barr, Chairman, Department of Music: "Members of the staff in the Department of Music request the inclusion of a new course in the curriculum in Music Education for those students who will have a major in Vocal Supervision. The course, if accepted by the Senate and the faculty, would not add hours to the requirements for candidates for the Bachelor of Music degree. Rather, it would take the place of any one of the techniques courses now listed under the classification, Music Theory (viz., courses 97, 98, or 99). By this means a clearer demarcation may be made between the two areas of specialization. At the present time only varying proficiency requirements separate the fields.

"We further request that the course, as described below, be offered for the first time in the Spring semester, 1955.

96. Choral Techniques and Materials. Two credit hours. Spring semester. Prerequisite, 81. An introduction to the principles and practices of choral technique. Study of materials for the voice class, the private lesson, the vocal ensemble, and the larger choral organizations." /signed/ C. Thomas Barr.

RECOMMENDATION: It was recommended that we approve the request for the course, 96 Choral Techniques and Materials, as described above. Seconded and carried.

The meeting adjourned at 5:40 p.m.

E. R. McCartney, Chairman

Standlee V. Dalton, Secretary