

Fort Hays State University

## FHSU Scholars Repository

---

Faculty Senate

---

2-25-1954

### Fort Hays State University Faculty Senate Minutes, February 25, 1954

FHSU Faculty Senate

Follow this and additional works at: [https://scholars.fhsu.edu/sen\\_all](https://scholars.fhsu.edu/sen_all)

---

#### Recommended Citation

FHSU Faculty Senate, "Fort Hays State University Faculty Senate Minutes, February 25, 1954" (1954).  
*Faculty Senate*. 224.  
[https://scholars.fhsu.edu/sen\\_all/224](https://scholars.fhsu.edu/sen_all/224)

This Minutes is brought to you for free and open access by FHSU Scholars Repository. It has been accepted for inclusion in Faculty Senate by an authorized administrator of FHSU Scholars Repository.

Minutes of the meeting of the Faculty Senate, Thursday, February 25, 1954,  
at 3:30 p.m. in the Dean's Office.

Members present:

E. R. McCartney  
S. V. Dalton  
Ralph V. Coder  
Calvin Harbin  
Joel Moss  
Katharine Nutt  
Emmet C. Stopher  
L. W. Thompson  
Gerald Tomanek  
Margaret van Ackeren

Members absent:

Katherine Bogart  
Ivan Richardson

Others present:

Leon Hepner  
Harold Hopkins  
Henry McFarland

The chairman opened the meeting by asking the biology staff to make the report on the general education course, Biology 1. Dr. Hepner presented the following report:

BIOLOGY 1

Dr. Hepner explained that this is the eighth year that this course has been taught and this is the fifth revision of the course. The emphasis is on broad concepts and principles. (An outline of the "Principles Discussed in Biology 1" was given to the Senate members.) Visual aids are used--there are forty ten- and twenty-minute visual aids plus some others which happen to be showing on the campus. Living specimen, skeleton, torso, charts, etc. are used.

This course may be the only course in the biological sciences that many students will take and the course is designed for these, rather than for those who plan to major in the field. The learning of principles is stressed and the use of the technical terms is reduced to a minimum. It was pointed out that the students talk more freely if they may use the common words rather than the technical terms. The faculty members use both the common and the technical terms. The course material is organized around a series of about one hundred principles. Each principle is discussed in such a way that the meaning of the principle, rather than definitions of words, is stressed.

The material covered in the course is as follows:

Characteristics of living things--This unit includes the properties of protoplasm and how living and non-living things differ, and in what ways they are similar. A study is made of the manufacture of food by green plants and the dependency of all living things on these green plants for food. The digestive mechanisms of all types of living things are studied. Throughout the discussion of physiology, representatives of the various plant and animal groups are compared as to their morphology. The similarity of structure among the groups of living things is thus stressed,

Faculty Senate Minutes  
Feb. 25, 1954  
Page 2

as are the ways in which these groups differ.

Transporting systems--This unit discusses how plants and animals "move" substances from one place to another in the body of the organism. The characteristics of the xylem and phloem in plants and blood and lymph in animals form the basis of the study.

Food Utilization and Excretion--The relationships of digestion, respiration and excretion, with a study of the appropriate systems, are studied for both plants and animals.

Coordination--The response mechanism of plants and animals, nervous and endocrine systems, are studied. All degrees of response from the tropic and taxic through instinctive, reflexive and intelligent behavior are compared, as well as the physiology and structures of the systems. Receptors, such as the eye, ear and tongue, and effectors such as muscles (with the accompanying bones) are studied and the relation of these to the nervous system is stressed.

Reproduction--Asexual and sexual reproduction of cells, plants and animals are studied. This material includes mitosis, alternation of generations as found in many plants and animals, as well as asexual vegetative reproduction found in many plants and power of regeneration of some animals. Embryological processes are mentioned and meiosis stressed because of its importance in the study of heredity.

Heredity--In this unit the phenomena of inheritance is discussed, stressing a comprehension of these hereditary types showing the 3:1, 1:2:1, and 9:3:3:1 ratios. Some work is done on the value of hybridization and selection in improving crops and livestock.

Evolution--An attempt is made to present the student with facts that suggest that evolution has occurred and to study the explanations of these changes as given by Lamarck, Darwin and Devries, stressing how our knowledge of inheritance has affected our ideas regarding evolution.

Health--Hygiene and causes of disease are studied to the extent that an understanding of causes and prevention of diseases may be obtained.

Ecology--The relationships of organisms to their environment is covered. A small amount is given regarding life zones and why certain organisms are found in one place and not in another.

Conservation--In this unit some of the problems involving need for conservation of soil, forests, wild life and other natural resources are discussed.

\*\*\*\*\*

It was mentioned that the textbook in use is very appropriate. Five or six tests are given during the course. When a new division is taught, that which takes place in the lowest type is explained first and then applied to the others in the animal kingdom in an ascending order.

Faculty Senate Minutes  
Feb. 25, 1954  
Page 3

The question regarding a laboratory period was discussed. The Biology Staff believes that the laboratory should not be the usual type of laboratory but rather a laboratory for demonstration. This would tend toward more informality and encourage students to ask questions and take part in the discussions. It was suggested that in the high school buildings there is a trend toward designing the biology rooms for demonstration laboratories in place of the ordinary laboratories.

It was asked if the sections are all kept together in the course. No effort is made in this direction but in general the sections do keep fairly close together.

The Biology Staff Members were commended for an excellent report to the Senate.

\*\*\*\*\*

Curriculum for Teachers of Mentally Retarded Children:

Last fall, Mr. John Jacobs, Special Education, State Department of Education, was on the campus and encouraged us to do something about the preparation of teachers for exceptional children. There are five divisions of this group which are, Speech Correction, Mentally Retarded, Hearing Defective, Sight Defective, and Emotionally and Socially Maladjusted.

After Mr. Jacobs' visit, a committee composed of Miss Davis, Dr. Harbin, Dr. Herndon, Miss Kuhn, Dr. Reed, Dr. Wood, and Dr. McCartney, Chairman, has been studying the problem in relation to what the college might do. The committee decided it would be best to plan for only one of the types of special education, the mentally retarded. Mr. Jacobs approved of this idea.

The committee has prepared the following program which will fulfill certificate requirements:

SUGGESTED CURRICULUM FOR TEACHERS OF MENTALLY RETARDED CHILDREN

I. B.S. in Education Degree -- Major--Elementary Education

Courses required:

1. Psychology 1.....3 hrs.
2. Psychology of Human Development 48.....3 hrs.
3. Educational Psychology 90.....3 hrs.

Courses--Elective:

1. Mental Hygiene 51.....2 hrs.
2. Abnormal Psychology 53.....3 hrs.

II. M.S. Degree -- Major--Education for Teachers of Exceptional Children

Courses:

- Speech Defects 132.....3 hrs.
- Improvement of Reading 140.....3 hrs.
- Psychology of Exceptional Children 153.....4 hrs.
- Clinical Psychology 154.....3 hrs.



Faculty Senate Minutes  
Feb. 25, 1954  
Page 4

Art Materials and Processes 157.....	3 hrs.
Social and Home Living 175.....	3 hrs.
Individual Differences 179.....	3 hrs.
Psychology of Learning 181.....	3 hrs.
Music for Children 225.....	3 hrs.
Guidance in Elementary Education 248.....	3 hrs.
Problems in Education 269.....	1-4 hrs.
Teaching the Exceptional Child 301.....	5 hrs.
Tests and Measurements 341.....	3 hrs.
Bibliography and Thesis Writing 350.....	2 hrs.
Guidance and Counseling 358.....	3 hrs.
Philosophy of Education 369.....	3 hrs.
Curriculum Construction 380.....	3 hrs.
Master's Report 388.....	2 hrs.

\*\*\*\*\*

Course, 175 Social and Home Living--Home Economics Department

The following course was presented:

175. Social and Home Living. Three credit hours. Senior or graduate standing. This course is planned for teachers who desire more training in directing the application and techniques of personal, social, and home living. This will include learning processes in home arts, health and sanitation, social relations, and projects of community interest.

This course would be included in the curriculum for teachers of mentally retarded children. The course was discussed.

RECOMMENDATION: It was recommended that we approve the course, 175 Social and Home Living. Seconded and carried.

Course, 225 Music for Children:

It was explained that there is a course numbered 25 Music for Children in the present catalogue. The Music Department reported that this course has probably served its purpose and should be taken out of the catalogue. For the curriculum for teachers of mentally retarded children, the Music Department would offer the course, 225 Music for Children. It would be offered in the summer sessions and as a Saturday class. This course is included in the suggested program above.

RECOMMENDATION: It was recommended that we approve the course, 225 Music for Children. Seconded and carried.

RECOMMENDATION: It was recommended that we approve the Suggested Curriculum for Teachers of Mentally Retarded Children as outlined above. Seconded and carried.

The meeting adjourned at 5:25 p.m.

E. R. McCartney, Chairman

Standlee V. Dalton, Secretary