

COLLEGE COMMUNICATIONS

March 11, 1938

MID-SEMESTERS AGAIN

Mid-semester grades are due in the office on Tuesday, March 22. Please plan your work and examinations to enable you to make these reports promptly. Your help in making full reports will also be greatly appreciated, as the reasons given for the poor grades are very helpful to us in talking with students and their parents.

MARCH FACULTY MEETING

The next meeting of the College Faculty will be held at 4:30, March 15, in the Frank Strong auditorium. Important matters are to be considered.

NEW COURSES AND CHANGES IN COURSES

According to a recent University Senate regulation, no new courses may be offered next fall which are not approved by the Faculty by the April meeting. We are, therefore, asking that all requests for new courses and also for course changes be presented now. This will allow us to present the necessary requests at the March faculty meeting and the Administrative Committee could then present its recommendations for action at the April meeting.

May we ask all staff members to examine critically the catalog descriptions of their courses and suggest desirable changes. Prerequisites should be carefully studied and requests for changes made where necessary, so that catalog statements can be regularly followed. It is hoped that all changes may receive Faculty or Administrative Committee approval this spring instead of being left for the fall when we are always hurried to get the copy to the printer.

EXCESSIVE ABSENCES

We are finding some cases of neglect in the reporting of excessive absences. All instructors of College students are expected to check class attendance regularly and to report on the deficiency cards any student who, aside from reasons of known illness, has one more absence from class than the number of hours of credit given in the course. Prompt reports prevent some student failures and enable us to give the parents the information they expect of us in this matter.

PRESIDENT HUTCHINS SAYS:

"Education is serious business for serious people. It involves hard work, and hard work is sometimes disagreeable. But there is no short cut to intelligence. The Board of Education of the city of Chicago is at present engaged in trying to determine what a general education is. Its intention is laudable. But when we learn that it plans to make mathematics an elective because it is 'too hard' for most high-school students, we realize that the Chicago Board of Education has confused education with recreation. It is following the dubious precept of a group of Progressive Educators who believe that the task of the teacher is to discover what the student likes to learn and to encourage him to learn it."

"The question will be asked: 'What about those who can't learn?' I suspect that the number of children who are actually ineducable is far smaller than we have supposed. We may be guilty of accusing children of intellectual deficiency as an excuse for our failure to educate them properly. It is easier for a teacher to say of a boy, 'He's no good,' than to say of himself, 'I don't know how to teach.'"

"The charge that the teachers corrupt the youth of a country is not a new one. The battle for academic freedom in the teaching of the natural sciences and religion was won less than a century ago. Most of us remember when evolution and the historical interpretation of the New Testament were condemned as 'atheism.' Today the battleground is the social sciences. 'Radicalism' has taken the place of 'atheism.'"

"If education is to educate, it must shift its emphasis from the popular to the important. Life is not a party, even if spasms of material prosperity anesthetize us temporarily. Our problems are serious. Our people must think, and think for themselves, or they will find someone they don't like doing their thinking for them. Letting George do our thinking for us is more prevalent in America than some of us realize. When a proposal is advanced these days, we hear everyone ask, 'Who's for it?' or 'Who's against it?' Few people ask, 'What does it mean?'"

January 18, 1938.

Dean Paul B. Lawson,
College of Liberal Arts and Sciences,
University of Kansas.

Dear Dean Lawson:

The Department of Physical Education requests that the following courses be open to College students:

P. 35. Football. Three hours credit. First semester. A course for majors in Physical Education. A complete study in the theoretical aspects of the fundamentals of football. Study of defensive and offensive tactics for each position. Required of all men majoring in Physical Education. Conger.

col. ev. 36. History and Principles of Physical Education. Three hours credit. First semester. Required of all students majoring in Physical Education. The history and development of modern physical education and the underlying principles of school and college physical education. Elbel.

col. ev. 37. First Aid. Two hours credit. First semester. Elective for students majoring in Physical Education. Prerequisite, Physiology 1. Emergency treatment of injuries, wounds, hemorrhage, burns and poisoning. Emphasis placed on the technique of artificial respiration and emergency bandaging. Allen.

col. ev. 55. Theory of the Dance. Three hours credit. First semester. Elective for women majoring in Physical Education. A study of the history of the dance; its influence on civilization and its place in the school curriculum. Research topics are assigned and discussed. Theory in analysis of the types of dancing and their relation to music. Three hours lecture per week. Dunkel.

col. ev. 57. Principles of Community Recreation. Three hours credit. Second semester. Required of all men majoring in Physical Education, elective for women. This course is planned for students interested in recreational leadership, in playgrounds, community and recreational organizations and activities of clubs, such as Camp Fire Girls, Girl Scouts, Boy Scouts, and in the organization, management and equipment of conducting social activities, games, play, etc., with adult groups in community recreation centers. Elbel.

P. 62. Theory of Athletics I. Two hours credit. First semester. Required of women majoring in Physical Education. This course includes the theory and coaching methods of the following sports: tennis, hockey, soccer, volley ball. Two hours lecture per week. Hoover.

P. 63. Theory of Athletics II. Two hours credit. Second semester. Required of women majoring in Physical Education. A course similar to course 62 involving the following sports: basketball, baseball, track and field. Two hours lecture per week. Hoover.

also P-81
83
90.

65. Basketball. Two hours credit. First semester. Theory of basketball including methods of teaching fundamentals; individual and team offense and defense; various styles of play and methods of coaching. Required of all men majoring in Physical Education. Allen.

70. Methods of Teaching Swimming. One hour credit. First semester. A consideration of the principles and methods of teaching swimming, diving, life saving and pool sanitation. Hoover.

71. Officiating I. One hour credit. First semester. A study of the rules and principles of officiating the following sports: hockey, volley ball, darts, deck tennis, table tennis, and basketball. Hoover.

72. Officiating II. One hour credit. Second semester. A study of the rules and principles of officiating the following sports: swimming, track and field, tennis, badminton, handball and baseball. Hoover.

73. Problems in Intramural Sports. Two hours credit. First semester. Lectures and discussion of problems related to the various phases of intramural athletic programs. Philosophy of intramural athletics, organization, administration, points systems, and suggestions for intramural sports programs in the school system will be stressed in this course. Elbel.

74. Tests and Measurements in Physical Education. Two hours credit. First semester. Prerequisite, course 36. This course involves the use of elementary techniques of measurements as applied to tests in Physical Education. A study of the more common types of tests in the field. Hoover.

75. Track and Field. One hour credit. Second semester. Course required for men Physical Education majors designed to acquaint the student with the fundamentals of track and field athletics. Hargiss.

80. Treatment of Athletic Injuries. Two hours credit. First semester. Required of men majoring in Physical Education. Prerequisite, course 50. Theory in treatment of the more common athletic injuries. This includes all work in taping, bandaging, massage, operation and application of heat lamps, violet ray, diathermy, vibrators; also the method of making and applying injury protectors. The need for medical advice in case of injuries is recommended through the course. Two hours lecture per week. Allen.

84. Physical Examination and Prescription of Exercise. Three hours credit. Second semester. Required of all students majoring in Physical Education. Prerequisite or with Anatomy 50. Theory and practice of examining the body for faulty postural conditions, scoliosis, weak feet, and other physical defects. Also instruction in the causes of these conditions, their effects upon the general health, and the use of therapeutic gymnastics as a means of correcting them. Studies in the methods of taking and the values of physical measurements are included. Dunkel.

85. Kinesiology. Two hours credit. First semester. Required of all students majoring in Physical Education. Prerequisite, Human Anatomy 50. A study of the mechanics of muscular movement and of the action of the muscles in various physical activities. Lapp.

88. Advanced Gymnastics. One hour credit. First semester. Prerequisite, 31M and 32M. Theoretical and practical aspects of advanced gymnastics including methods of teaching various gymnastic activities. Allphin.

Personal Health (For both men and women) Three hours credit. Required of all students majoring in Physical Education. A survey of the factors which determine personal health and an introduction to methods used in preventing disease. Elbel.

March 15, 1938.

Dean Paul B. Lawson,
College of Liberal Arts and Sciences,
University of Kansas.

Dear Dean Lawson:

I am wondering if it is at all possible for the University to have required work in Physical Education and Hygiene for one year. If we could separate the Physical Education and Hygiene and look to each department for the grades from the respective departments, I believe this would be handled in a very satisfactory manner. And I am sure it would result in much benefit to the students themselves.

The thing that prompted this letter was a communication I received from Professor Robert J. Francis, of the University of Wisconsin. I am sending you a copy of the same. I am also sending you a copy of my letter to him.

Previous to the abolition of the requirement of Physical Education, the University of Kansas had built up quite a reputation for the work with handicapped students. You can easily see that since this requirement for physical education has been abolished these students who need the physical education work, and especially corrective work, do not of themselves volunteer to come in for such corrective work.

I will be happy to have your reaction.

Very cordially yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

February 28, 1938.

Dean Paul B. Lawson,
College of Liberal Arts and Sciences,
University of Kansas.

Dear P. B.:

Thanks for the explanation. This clears up everything. I am glad I have found out that it was a 25 cent cigar, a two-bitter. You bit the cigar, then bit the dust, but make Mr. Wagstaff pay for parading under big shot colors.

Sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

THE UNIVERSITY OF KANSAS

COLLEGE OF LIBERAL ARTS
AND SCIENCES

LAWRENCE

OFFICE OF THE DEAN

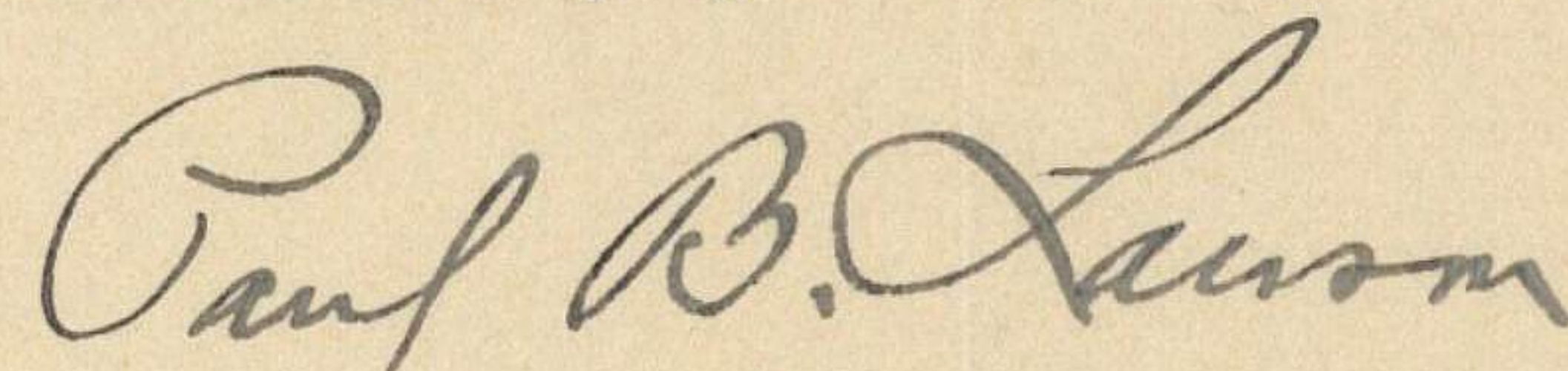
February 26, 1938

Dr. Forrest C. Allen
Department of Physical Education
University of Kansas

My dear Phog:

The big smoke which produced the big fire came from a cigar which was supposed to have cost Wagstaff one dollar, and which I attempted to smoke as a result of the promise a year ago that I would smoke such a cigar. Yesterday I found out that the cigar cost only twenty-five cents, so that Mr. Wagstaff hasn't heard the last of the proposition.

Sincerely yours,

A handwritten signature in cursive script that reads "Paul B. Lawson". The signature is fluid and elegant, with a large initial "P" and a long, sweeping underline.

Paul B. Lawson, Dean

PBL:BB

February 24, 1938.

Dean P. B. Lawson,
College of Liberal Arts and Sciences,
University of Kansas.

Dear P. B.:

I was down town on Massachusetts Street this afternoon, and some fellow said to me, "Where there is so much smoke there must be a big fire". And I said, "What do you mean?" He said, "You ask P. B. Lawson. He will tell you."

Will you please elucidate, because this statement has me worrying.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

Memo regarding grades in Health Instruction and Gym --

Yesterday Dean Lawson called a conference with Mr. Allphin, Miss Dunkel, Dr. Canuteson - and as a result an understanding was reached in regard to averaging the three grades. The grades of those students who received F in Health Instruction (with one exception) have been averaged and changed on the records. Bill McKinley has received his new grade.

February 22, 1938.

Dean Paul B. Lawson,
College of Liberal Arts and Sciences,
University of Kansas.

Dear Dean Lawson:

Miss Dunkel and Mr. Allphin have reported to me in regard to the conference held at your request to discuss the method of averaging the grades for Freshman Exercise.

I greatly appreciate your interest in this matter, and assure you that we want to cooperate in every way possible to give the students a fair grade for their efforts.

Thanking you for your assistance and co-operation, I am

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

Reported by Mr. Alphin ==
At a conference with
Dean Lawson on Feb. 19,
1938, these grades were
changed as indicated in
ink. Grades were re-
evaluated on grade point
average ($A=3, B=2, C=1, D=0, F=-1$).

THE UNIVERSITY OF KANSAS

COLLEGE OF LIBERAL ARTS
AND SCIENCES
LAWRENCE

OFFICE OF THE DEAN

February 16, 1938

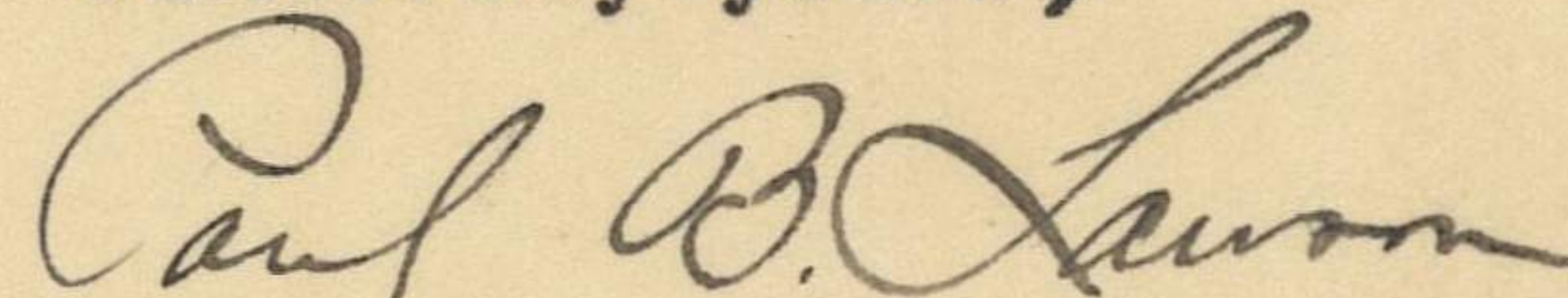
Dr. F. C. Allen
Department of Physical Education
University of Kansas

My dear Dr. Allen:

Confirming our telephone conversation the other day, I thought it might be well to put down in black and white my understanding of the situation governing the grades in Freshman Exercise. As I understand it, the grades for Health Instruction and the two half-semester activities are all turned in to some member of your staff, who then averages them and reports to this office the average grade which is then applied to all three parts of the course. As I remember it, the method of averaging these three has never been voted upon by the College Faculty, nor has any definite suggestion been made from this office. Personally, I feel it is a matter for the Department to decide, and I am perfectly willing to have the Department decide just how the averaging should be done. I think I might go further to express my opinion to the fact that a failure in one of the three parts of the course does not necessarily mean that a failure should be reported for the entire course. However, if a student has deliberately cut one of the three parts of the course, or has deliberately, though attending, tried to do nothing with it, then I believe that a failure in all three parts might be in order. If, however, a student has a failure in one of the three parts, in spite of conscientious effort and regular attendance, then I do not think it necessarily follows that he should be failed in the entire course, but rather that his grade in the other two parts should be pulled down and a lower grade reported for the entire course.

I am further perfectly willing that a re-evaluation may be made of this last semester's grades, provided every student's grades, no matter whether high or low, are re-evaluated on the same basis. Obviously fairness would require this.

Sincerely yours,



Paul B. Lawson, Dean

PBL:LES

*Copy to
Alphine
Dunkel*

February 17, 1938.

Dean Paul B. Lawson,
College of Liberal Arts and Sciences,
University of Kansas.

Dear Dean Lawson:

I very much appreciate your letter of the 16th regarding the grades in Freshman Exercise. We shall be glad to re-evaluate the grades in the case of the College freshman who received "failure" in the course for the first semester.

I talked to Mr. Elbel and Miss Dunkel about the matter, and they reported that it was the opinion of Miss Lear that if a student failed in one-third of the work he should be given a failure for the entire semester's course. This was true, under the old plan when Dr. Naismith taught the course in Hygiene. As he expressed it, it was his fault if a student failed in the course if he attended each class. But under the new set-up I feel that the grade in Hygiene should be averaged in with the two grades in physical activity.

I am particularly interested just now in the case of William McKinley. I have observed him to be capable, thoroughly energetic and serious in his endeavors, and I understand that he had only one absence the whole semester in the Health Instruction course. He is anxious to be initiated into his fraternity within the next few days, and the pan-hellenic ruling in regard to failures is the only thing that stands in his way. For that reason we would appreciate a re-evaluation of his grades: B the first half semester in Exercise, A the second half semester, and F in Health Instruction.

We desire, however, not to single out any one student in this change of policy, but assure you that every student's grades should be averaged on the same basis. I shall get in touch with Mr. Allphin and Miss Dunkel and ask that they do this.

With appreciation of your kind cooperation, I am

Sincerely yours,

Director of Physical Education.

February 17, 1938.

Dean Paul B. Lawson,
College of Liberal Arts and Sciences,
University of Kansas.

Dear Dean Lawson:

I am enclosing a list of boys in the College who receiving passing grades in their gymnasium work for the past semester and who received a grade of "failure" in the Health Instruction course. The grade for the semester, in the case of each of these boys, was turned in as "F".

I am writing at this time to urge that the three grades be averaged - the grade for the first half and the second half of the semester in physical activity, and the grade in Health Instruction, and that this grade be recorded for the semester.

Another suggestion would be that the grades in physical activity be separated from the grade in Health Instruction. It seems unfair to the student who has made high grades in his gymnasium work to be given a failure for the whole semester on the basis of the grade given in hygiene. Many students have complained to me of the type of instruction given in the hygiene course. The enrollment in physical activity is undoubtedly being cut down because of the situation as it exists.

Some of the boys on this list are naturally anxious to be initiated in their various activities, and this grade, of course, prohibits that.

I shall be very glad to have your early consideration of this matter.

Sincerely yours,

Director of Physical Education.

January 22, 1938.

Dean Paul B. Lawson,
College of Liberal Arts and Sciences,
University of Kansas.

Dear Dean Lawson:

I am returning herewith the withdrawal notice cards for Frank R. Frink. When he was injured, each day it was thought that he would return to his classes. That was just before the elementary basketball had been finished. For the intermediate basketball we still felt that he might make up the elementary basketball and go into the intermediate.

I regret our neglect. Thank you for calling our attention to it.

Sincerely yours,

FCA:AH

Director of Physical Education.

THE COLLEGE BULLETIN

January 20, 1936

The Faculty of the College of Liberal Arts and Sciences will meet in the Central Administration Auditorium at 4:30 on Tuesday, January 21. The report of the Committee on Revision of the Group System will be a special order of business.

* * * * *

The following were the enrollment figures of the University on November 1, 1935.

| | Men | Women | Total |
|--|------|-------|-------|
| College of Liberal Arts and Sciences | 1493 | 871 | 2364 |
| School of Engineering and Architecture | 585 | 2 | 587 |
| School of Medicine | 294 | 102 | 396 |
| School of Fine Arts | 72 | 192 | 264 |
| Graduate School | 164 | 84 | 248 |
| School of Business | 168 | 22 | 190 |
| School of Law | 141 | 3 | 144 |
| School of Pharmacy | 70 | 14 | 84 |
| School of Education | 17 | 50 | 67 |
| <hr/> | | | |
| Net Registration (Excluding Combined Registrations) | 2919 | 1327 | 4246 |

* * * * *

The College enrollment is made up as follows:

| | Men | Women | Total |
|------------|------|-------|-------|
| Seniors | 219 | 187 | 406 |
| Juniors | 190 | 130 | 320 |
| Sophomores | 265 | 137 | 402 |
| Freshmen | 550 | 241 | 791 |
| Unclassed | 253 | 164 | 417 |
| Specials | 16 | 12 | 28 |
| <hr/> | | | |
| Totals | 1493 | 871 | 2364 |

Included in the total are the following combined degree candidates:

| | |
|----------------------|----|
| College and Medicine | 42 |
| College and Law | 33 |
| College and Nursing | 7 |
| <hr/> | |
| Total | 82 |

Unclassed students are advanced-standing students who have either just entered the College or who have not yet done a year's satisfactory work here.

The number of Special students continues to remain quite low. The changed regulations regarding specials have evidently not opened the doors to a lot of inferior students.

The ratio of men to women is about 5 to 3.

The freshman class is about twice the size of any of the others.

* * * * *

The enrollment in the College on November 1 for the last ten years follows:

| | |
|-------------|-------------|
| 1926 - 2487 | 1931 - 2202 |
| 1927 - 2389 | 1932 - 1947 |
| 1928 - 2314 | 1933 - 1968 |
| 1929 - 2433 | 1934 - 2242 |
| 1930 - 2423 | 1935 - 2364 |

This year's enrollment is the highest in five years; however, it has been exceeded four times.

* * * * *

"There is a great danger that at times of crisis like the present we shall disappear under a welter of words used in a perfectly meaningless manner: psychology, integration, relativity, complexes, vitamins, service--you have all heard them. Certainly they appeal to the ignorant, but the really educated should be proof against them. The acid test is whether you yourself indulge in them. If you call everyone who stands to the right of you a Bourbon and everyone who stands to the left a Communist, you are contributing your bit to the confusion and deserve no better fate than to be yourself played upon by those who parade all manner of slogans and catchwords." -- President Conant, Harvard University.

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FOUR COLLEGE OFFICE BEATITUDES

Blessed are the instructors who have so generously helped us during the preenrollment period, for they shall not be forgotten.

Blessed are the instructors who report final grades promptly. Verily they are the friends of this office.

Blessed are ye who do not wish to change grades once reported. Ye shall have our profound thanks.

Blessed are all instructors who are careful not to give "Incompletes," except in accordance with the regulations. Truly, they help maintain good standards of scholarship.

THE COLLEGE BULLETIN

March 14, 1936.

NOTICE OF FACULTY MEETING

The Faculty of the College of Liberal Arts and Sciences will meet on Tuesday, March 17, in Central Administration Auditorium at 4:30 p.m.

It is hoped we can complete consideration of the report of the Committee on Group Revision.

MID-SEMESTER REPORTS

Mid-semester reports are due on Tuesday, March 24. These reports enable us to make a complete list of all students who are in danger of excessive failure. From them, also, reports are sent to the parents of those students who are now failing, and both advisers and this office use them in student conferences. We believe this mid-semester check-up prevents more student failures than anything we do. Therefore, we are anxious to do a thorough and complete job of it.

Will you please help us by sending in your mid-semester reports promptly, and by giving us as complete information as possible as to the reasons for each student's difficulties.

Reports are to be made only on those students whose work is incomplete or of D or F grade. Green cards are to be used for freshmen and sophomores; white cards for all others. These cards may be obtained at the departmental office.

Please use the usual blue cards to indicate that you have reported on each of your classes.

ABSENCE REPORTS

Rightly or wrongly, we find that parents expect this office to know whether or not their children are attending classes. We feel we should, therefore, be kept informed of those absences which indicate that a student doesn't plan to attend a class any longer. Accordingly, will you please report absences of over a week (unless caused by known illness) on the "Deficiency Cards."

A student dropping out of a course without withdrawing and reported several weeks later can receive only an "F" in the course. Prompt reports of continuous absences frequently prevent such failures, for then we can often get students back into their classes before it is too late.

WITHDRAWALS

Please remember that no student is withdrawn from a course until you have received a withdrawal notice from this office.

DEFICIENCY CARDS

Please use these cards at any time during the semester to report students who are failing in or neglecting their work. Mid-semester reports, however, may take their place at this time of the semester.

THE COLLEGE BULLETIN

May 23, 1936.

FINAL EXAMINATIONS

Reports have come to us that in a number of College classes instructors are either not giving final examinations at all or are giving them before the regular examination period. May we call your attention to the regulation that an examination is to be given in all College classes during the examination week and that the examination schedule should be very strictly followed.

RED AND BLUE CARDS

These cards for early reports on Failures and Incompletes may be obtained from the departmental office.

Please send in a red card for all students who have withdrawn with failure during the semester and for those who fail at the end of the semester. Since we must copy these failures on the transcripts before the Summer Session starts, they should be sent in as soon as possible, but in all cases not later than Saturday, June 6.

HONOR ROLLS

We are asking the faculty to nominate students for the Honor Roll of this year's Freshman, Sophomore, and Junior classes. This roll usually lists from five to ten per cent of the membership of each class and has, we believe, proved an incentive to good scholarship to many students. Nominations should be made for students who were in your classes last fall or this spring. Please use a separate card for each student recommended. Cards for your nominations may be obtained at the departmental office.

FALL ENROLLMENT

The fall semester starts on September 14. Because of the changes in our regulations we feel we must ask all who aid in enrollment to be sure to be present at advisers' meetings to be held on the afternoon of the fourteenth. The meeting of the Freshman-Sophomore advisers will be held at 3:30 in 103 East Ad.; the meeting of the Junior-Senior advisers will be at 4:30 in 103 East Ad. Advisers who fail to attend these meetings will find themselves seriously handicapped in their enrollment work on September 15 and 16, and their advisees are also liable to be in trouble. We trust, therefore, that we may have a 100 per cent attendance. So, PLEASE, put this on your calendar NOW!

SUMMER ADDRESSES

You are being sent a sheet asking for your summer address. Please be sure to send this in before leaving town.

"Badgering, bridling, and blindfolding the universities is cheap and popular, although the community hurts itself in the end more than it does the college. A professor with blinders on can see no farther than his feed-bag." -- Professor S. E. Morison, Harvard.

This office wishes to thank you for your cooperation through the year, and may you have a pleasant summer!

THE COLLEGE BULLETIN

October 16, 1936.

FACULTY MEETING

The College Faculty will meet at 4:30 Tuesday, October 20, in the Central Administration Auditorium. We urge a full attendance to welcome the new members who will be introduced at that time.

CONCERNING ABSENCES AND DEFICIENCIES

Last spring a prominent resident of Kansas, and one who has much to do with the legislative welfare of the University, complained to the Chancellor that, although his boy had not attended his classes for over a month, yet no word had been sent him about the absences. Investigation showed that not one of the four teachers concerned had reported his excessive absences to this office. Their negligence prevented both the father and us from doing anything for or with this boy in time to save even a part of the semester's work.

This is one illustration among many showing that, rightly or wrongly, the parents of our students expect us to let them know if their children are not attending their classes at least fairly regularly. For this reason, and also because a prompt report of excessive absences will prevent the failure of many students, we are asking all instructors of College students to check class attendance regularly and to report promptly on the deficiency cards any student who, aside from known illness, has one more absence from a class than the number of hours of credit given in the course.

These deficiency cards are also intended to enable us to get prompt reports as soon as it is known a student is failing. An early report frequently prevents a failure. We earnestly request your cooperation in these reports.

WITHDRAWALS

No student should be considered withdrawn from your classes until you have received a withdrawal card from this office. And if you don't get such a card promptly, the student has not withdrawn, for we send out all withdrawal cards within 24 hours of the student's withdrawal.

AUDITORS

No instructor should admit auditors to his classes except on receipt of an auditor's class card. You are requested to observe this all-University regulation strictly.

ENROLLMENT

Judging from comments heard, we believe both students and faculty felt that our enrollment this fall went off quite smoothly. We congratulate Professor Smith's committee on its good work. The committee again asks for suggestions for further improvement.

STANDING COMMITTEES FOR 1936-'37

The following standing committees have been appointed by the dean in accordance with the Faculty regulations:

| | |
|---|---|
| <u>Committee on Special Students:</u> | Davidson, Chairman, Laird, Realey. |
| <u>Reinstatement Committee:</u> | Lawson, Chairman ex officio, Nelson, ex officio, Dains, Laird, Posey. |
| <u>Committee on Rules:</u> | Nelson, Chairman, Chubb, Mitchell. |
| <u>Committee on Enrollment:</u> | Smith, Chairman, Black, NeuenSchwander, Posey, Treece. |
| <u>Joint Committee on University Teacher's Diploma:</u> | May Gardner, Johnson, Lawson. |

THE COLLEGE BULLETIN

November 2, 1936.

MID-SEMESTER REPORTS

Mid-semester reports on the work of all College students whose work is unsatisfactory (i.e. of D, F, or I grade) are due on Tuesday, November 10.

Cards for these reports may be obtained from your departmental office. Green cards are to be used for freshmen and sophomores; white cards for all others. A blue card for each class, including classes in which there may be no unsatisfactory grades, should also be sent to the office.

We are very anxious that these mid-semester reports include all the information you can give us as to the student's attitude, attendance, ability, and other factors which seem to be responsible for his unsatisfactory work. Parents very frequently ask for such information, and we also need it very much if we are to have worthwhile conferences with the students concerned.

Through these reports and the subsequent conferences we are sure that a great many students are faced for the first time with their exact scholastic situation, and a large number are saved from failure.

We will be very grateful for complete and prompt reports.

COMMITTEE ON SUPERIOR STUDENTS

The Committee, authorized by the Faculty at its last meeting, to study possible differential treatment of superior students consists of the following: Lane, Chairman, Johnson, Brown, Guy Smith, May Gardner, Crawford, Brewster, Sandelius. The Committee is very anxious to receive suggestions. We hope any member of the faculty who has definite ideas about the matter will communicate with some member of the Committee.

ENROLLMENT, FALL 1936

The Registrar's office gives us the following enrollment figures for November 1st:

| | <u>Men</u> | <u>Women</u> | <u>Total</u> |
|--|------------|--------------|--------------|
| College of Liberal Arts and Sciences | 1537 | 980 | 2517 |
| School of Engineering and Architecture | 625 | 4 | 629 |
| School of Medicine | 295 | 107 | 402 |
| School of Fine Arts | 98 | 222 | 320 |
| Graduate School | 214 | 96 | 310 |
| School of Business | 206 | 25 | 231 |
| School of Law | 166 | 3 | 169 |
| School of Pharmacy | 77 | 18 | 95 |
| School of Education | <u>17</u> | <u>47</u> | <u>64</u> |
| Net Registration (Excluding duplicates) | 3142 | 1487 | 4631 |

The College registration includes the following who are taking combined courses:

| | |
|----------------------|-----------|
| College and Medicine | 38 |
| College and Law | 32 |
| College and Nursing | 8 |
| | <u>78</u> |

COLLEGE COMMUNICATIONS

December 12, 1936.

NOTICE OF FACULTY MEETING

The College Faculty will meet on Tuesday, December 15, at 4:30, in the Central Administration Auditorium. The meeting promises to be short--so we know you will want to come.

HOW DO YOU LIKE IT?

We refer to the title, which suggests the idea that this sheet is to be used for communicating information of importance and interest regarding our work and life as members of the College Faculty. All members of the Faculty are cordially invited to become joint editors by using this paper to "communicate" their ideas or suggestions to their colleagues.

And how do you like the "columns" used in this number?

WE FEEL HAPPY

Because last Tuesday this happened: An upperclassman who had attended three other colleges told us that this was the first college where he had found the faculty interested in his personal progress. And on Thursday, another lad, who had also been to three other colleges, volunteered an almost identical statement. In each case the colleges previously attended were smaller than K.U. Perhaps these students felt this way because of such things as

ROOM 211, ADMINISTRATION BUILDING

Where from 3:30-5:30 daily the Mathematics Department furnishes additional help to all comers who are struggling with Mathematics. The dean stepped into this interesting room last Thursday at 4:30 and found 18 students working with each other, assisted by two graduate students. While there, a "hard-boiled" professor also dropped in to see what he could do to help the 18--and that was after 4:30.

This is an example, among others, of what we would like to think is the typical attitude of our Faculty. Might your department be able to help its students more?

And this isn't softness--several mathematics students will receive "F's" in January.

FOREIGN LANGUAGE PROFICIENCY EXAMINATION

The new regulations regarding foreign languages became operative this fall. All freshmen entering College for the first time are now required to take either ten hours of a new language, or five hours in continuation of two or more units of a high school language, or else pass a proficiency examination in the reading of simple prose in the high school language. The results of the proficiency examination, given for the first time this fall, are as follows:

| | <u>No. Taking Exam.</u> | <u>No. Passed</u> |
|---------|-------------------------|-------------------|
| Latin | 19 | 4 |
| German | 3 | 1 |
| French | 11 | 3 |
| Spanish | 10 | 1 |
| Totals | 43 | 9 |

SUPERIOR STUDENTS

Have you given your ideas regarding special treatment of superior students to the committee appointed to study the problem? Dr. H. H. Lane is chairman.

THE NEXT ISSUE

We know you'll all be interested in our next issue, which you will receive after the holidays, for it will be a study of the grades given in 1935-'36. The College average and departmental averages will be printed and the average of each instructor will be mailed to him.

PROPAGANDA

"Propaganda, even though it is for the ends that we believe good, is never the whole truth. The rising generation must be presented with the truth from all sides, and left free to follow its own convictions--otherwise it will be no better than its ancestors." -- Augustus Thomas.

MERRY CHRISTMAS AND A HAPPY NEW YEAR

We cordially extend to every one of our colleagues the season's greetings. May 1937 bring you all of the following:

1. A cooler summer,
2. More money--you deserve it and you'll need it.
3. A sense of growing interest in your study and in your teaching.
4. A sense of growing happiness in your work and associations.
5. Less bother from the dean.

COLLEGE COMMUNICATIONS

January 8, 1937.

GRADES FOR 1935-'36

TABLE I

Table I shows the grade point index, or the number of grade points per hour of credit, for each department.

Students from other schools of the University, though enrolled in College classes, are not included in this study. In other words, both tables deal only with College students.

The first column of figures shows the relative ranking of the departments for 1935-'36; the second column, with figures in parentheses, shows the ranking in 1934-'35. The figures in parentheses to the right of the departmental names show the relative ranking for 1935-'36 of the College departments.

29 departments are listed in 1935-'36 in the Freshman-Sophomore list as against 28 in 1934-'35, because we separated the grades for Applied and Theory courses in Music. 31 departments are listed in the Junior-Senior list for 1935-'36 as against 32 in 1934-'35. Departments in which enrollment of College students was less than 10, as in Anatomy and Engineering, are not included in Table I, but are included in Table II. Obviously such limited enrollments cannot give a fair estimate of a department's grading.

It seems that about 1.4 for Freshman-Sophomore work and about 1.7 for Junior-Senior work were the median departmental indices for 1935-'36.

We are enclosing your own grade point index. It might be interesting to compare it with your departmental index and also with the College index.

TABLE II

Table II is, we believe, self-explanatory. Note that the first column of figures shows the enrollments of College students in the several departments.

Below is a comparison of the percentages of grades shown in the last three studies for the College as a whole:

| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>I</u> | <u>F</u> |
|----------|----------|----------|----------|----------|----------|----------|
| 1929-'30 | 15.3 | 29.0 | 34.0 | 10.2 | 3.3 | 8.2 |
| 1934-'35 | 16.6 | 33.5 | 33.7 | 9.2 | 2.3 | 4.7 |
| 1935-'36 | 16.8 | 33.2 | 34.7 | 8.8 | 1.8 | 4.7 |

In 1929-'30, 44.3 per cent of the grades were A's and B's.

In 1934-'35, 50.1 per cent of the grades were A's and B's.

In 1935-'36, 50.0 per cent of the grades were A's and B's.

Note the rather general agreement in all the percentages of the last two years.

The continued reduction in the percentage of I's is gratifying. This means that more students are developing the good habit of completing their work at the right time, and that fewer instructors will be bothered about getting to this office the bothersome Incomplete make-up cards.

TABLE I

GRADE POINT INDEX FOR FALL '35 - SPRING '36

| Freshman-Sophomore Courses | | | | Junior-Senior Courses | | | |
|----------------------------|-------------|--------------------|-----------|-----------------------|-------------|-------------------|-----------|
| Rank | Rank | Department | Index | Rank | Rank | Department | Index |
| '35- '36 | '34- '35 | | | '35- '36 | '34- '35 | | |
| 1 | (6) | Music (Applied) | 2.38 | 1 | (8) | Music (Applied) | 2.38 |
| 2 | (2) | Physical Education | 2.00 | 2 | (1) | German | (1) 2.34 |
| *3 | (1) | Religion | 1.72 | 3 | (5) | Botany | (2) 2.18 |
| *4 | (11) | Sp. and Dr. Art | (1) 1.62 | 4 | (2) | Spanish | (3) 2.16 |
| *5 | (4) | Design | 1.61 | 5 | (4) | French | (4) 2.11 |
| 6 | (8) | Home Economics | (2) 1.59 | 6 | (8) | Musical Theory | 2.06 |
| *7 | (12) | Psychology | (3) 1.55 | 7 | (3) | Zoology | (5) 2.02 |
| 8 | (6) | Musical Theory | 1.54 | 8 | (11) | Mathematics | (6) 1.94 |
| 9 | (14) | French | (4) 1.50 | 9 | (17) | Latin and Greek | (7) 1.93 |
| 10 | (7) | Latin and Greek | (5) 1.47 | 10 | (10) | Physical Educ. | 1.92 |
| 11 | (10) | Entomology | (6) 1.44 | 11 | (9) | English | (8) 1.87 |
| 12 | (8) | Chemistry | (7) 1.42 | 12 | (6) | Physics and Astr. | (9) 1.82 |
| 13 | (13) | German | (8) 1.41 | 13 | (14) | Psychology | (10) 1.81 |
| 13 | (16) | Spanish | (8) 1.41 | 14 | (6) | Home Economics | (11) 1.79 |
| 15 | (16) | English | (10) 1.40 | 15 | (28) | Geology | (12) 1.75 |
| 16 | (22) | Zoology | (11) 1.38 | 16 | (12) | Philosophy | (13) 1.73 |
| *17 | (24) | Sociology | (12) 1.36 | 17 | (20) | History | (14) 1.72 |
| 18 | (18) | Botany | (13) 1.33 | 18 | (13) | Entomology | (15) 1.65 |
| *19 | (21) | Journalism | (14) 1.29 | 19 | (18) | Bacteriology | (16) 1.64 |
| 19 | (25) | History | (14) 1.29 | 19 | (22) | Education | 1.64 |
| 21 | (28) | Drawing and Ptg. | 1.27 | 19 | (19) | Sp. and Dr. Art | (16) 1.64 |
| 22 | (14) | Geology | (16) 1.25 | 22 | (21) | Journalism | (18) 1.61 |
| *23 | (20) | Pol. Science | (17) 1.21 | 22 | (15) | Religion | 1.61 |
| 23 | (19) | Physics and Astr. | (17) 1.21 | 24 | (16) | Military Science | 1.58 |
| *25 | (5) | Philosophy | (19) 1.20 | 25 | (24) | Sociology | (19) 1.54 |
| 26 | (3) | Military Science | 1.16 | 26 | (26) | Chemistry | (20) 1.52 |
| 26 | (27) | Economics | (20) 1.16 | 27 | (27) | Physiology | (21) 1.51 |
| 28 | (26) | Mathematics | (21) 1.15 | 28 | (25) | Pol. Science | (22) 1.47 |
| 29 | (23) | Physiology | (22) 1.14 | 29 | (29) | Economics | (23) 1.17 |
| | | | | 30 | (30) | Business | 1.16 |
| | | | | 31 | (32) | Biochemistry | .77 |

* Courses not open to freshmen.

TABLE II

THE DISTRIBUTION OF MARKS IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES
FOR FALL '35 - SPRING '36

| | | Number of Student Marks | A% | B% | C% | D% | I% | F% |
|----------------------------|---------|----------------------------|------|------|------|------|-----|------|
| Anatomy | Jr-Sr | 4 | 50.0 | 50.0 | | | | |
| Bacteriology | Jr-Sr | 235 | 25.1 | 31.1 | 33.2 | 8.1 | 1.7 | .9 |
| Biochemistry | Jr-Sr | 42 | | 11.9 | 52.4 | 26.2 | 9.6 | |
| Botany | Fr-Soph | 220 | 22.3 | 21.8 | 30.5 | 12.3 | 2.3 | 10.9 |
| | Jr-Sr | 44 | 36.4 | 47.7 | 13.6 | 2.3 | | |
| Chemistry | Fr-Soph | 433 | 22.9 | 27.7 | 22.9 | 8.3 | 5.8 | 12.5 |
| | Jr-Sr | 271 | 19.9 | 36.9 | 22.9 | 11.1 | .7 | 8.5 |
| Design | Soph | 27 | 3.7 | 48.1 | 44.4 | | 3.7 | |
| Drawing and Painting | Fr-Soph | 11 | | 36.4 | 54.5 | 9.1 | | |
| | Jr-Sr | 6 | | 50.0 | 33.3 | 16.7 | | |
| Economics | Fr-Soph | 1255 | 12.6 | 23.5 | 38.8 | 14.5 | 1.6 | 8.9 |
| | Jr-Sr | 293 | 13.3 | 19.1 | 47.8 | 14.0 | .3 | 5.5 |
| English | Fr-Soph | 2352 | 14.3 | 32.5 | 36.4 | 7.9 | 2.5 | 6.4 |
| | Jr-Sr | 631 | 23.6 | 44.4 | 24.1 | 2.7 | 3.5 | 1.7 |
| Entomology | Fr-Soph | 199 | 16.6 | 27.6 | 44.2 | 6.5 | .5 | 4.5 |
| | Jr-Sr | 152 | 19.7 | 32.9 | 40.1 | 2.6 | 2.6 | 1.9 |
| French | Fr-Soph | 451 | 19.1 | 32.8 | 35.7 | 7.9 | .9 | 3.5 |
| | Jr-Sr | 58 | 37.9 | 37.9 | 20.7 | 3.4 | | |
| Geology | Fr-Soph | 423 | 8.7 | 30.5 | 39.5 | 12.5 | 1.2 | 7.6 |
| | Jr-Sr | 87 | 25.3 | 31.0 | 33.3 | 6.9 | 3.5 | |
| German | Fr-Soph | 503 | 21.1 | 31.0 | 26.4 | 12.7 | 1.4 | 7.4 |
| | Jr-Sr | 25 | 44.0 | 40.0 | 4.0 | 4.0 | 8.0 | |
| History | Fr-Soph | 481 | 13.3 | 27.7 | 35.1 | 15.6 | 3.3 | 4.9 |
| | Jr-Sr | 507 | 20.9 | 37.3 | 30.6 | 6.3 | 2.6 | 2.4 |
| Home Economics | Fr-Soph | 382 | 12.1 | 42.4 | 35.9 | 6.3 | 2.1 | 1.3 |
| | Jr-Sr | 176 | 13.6 | 52.8 | 28.9 | 1.7 | 2.8 | |
| Journalism | Soph | 226 | 11.9 | 27.8 | 40.3 | 12.8 | .4 | 6.6 |
| | Jr-Sr | 503 | 15.7 | 41.9 | 35.2 | 5.2 | | 2.0 |
| Latin and Greek | Fr-Soph | 187 | 22.5 | 27.3 | 35.3 | 7.5 | .5 | 6.9 |
| | Jr-Sr | 43 | 25.6 | 46.5 | 25.6 | 2.3 | | |
| Mathematics | Fr-Soph | 902 | 18.9 | 20.9 | 32.7 | 15.1 | .7 | 11.7 |
| | Jr-Sr | 58 | 37.9 | 31.0 | 24.1 | 3.4 | | 3.4 |
| Military Science | Fr-Soph | 147 | 5.4 | 18.4 | 66.0 | 7.5 | | 2.7 |
| | Jr-Sr | 47 | 17.0 | 38.3 | 34.0 | 8.5 | | 2.1 |
| Music Applied Theory | All | 95 | 48.4 | 42.1 | 9.4 | | | |
| | Fr-Soph | 80 | 16.3 | 33.8 | 42.5 | 6.3 | | 1.3 |
| | Jr-Sr | 63 | 25.4 | 57.1 | 15.9 | 1.6 | | |

TABLE II --(Continued)

| | | Number of Student Marks | A% | B% | C% | D% | I% | F% |
|----------------------------|---------|----------------------------|------|------|------|------|-----|-----|
| Philosophy | Soph | 355 | 10.1 | 25.4 | 41.1 | 17.7 | 1.7 | 3.9 |
| | Jr-Sr | 86 | 24.4 | 36.1 | 26.7 | 8.1 | 2.3 | 2.3 |
| Physical Education | Fr-Soph | 567 | 25.9 | 52.0 | 13.9 | 2.5 | 3.4 | 2.3 |
| | Jr-Sr | 64 | 18.7 | 50.0 | 31.3 | | | |
| Physics and Astronomy | Fr-Soph | 261 | 12.6 | 26.1 | 37.5 | 14.6 | 1.5 | 7.7 |
| | Jr-Sr | 67 | 29.9 | 32.8 | 25.4 | 4.5 | 4.5 | 3.0 |
| Physiology | Fr-Soph | 234 | 11.9 | 23.9 | 40.2 | 12.8 | 1.7 | 9.4 |
| | Jr-Sr | 91 | 15.4 | 38.5 | 37.4 | 5.5 | 1.1 | 2.2 |
| Political Science | Soph | 341 | 11.1 | 24.6 | 44.6 | 14.7 | .3 | 4.7 |
| | Jr-Sr | 337 | 12.2 | 33.5 | 44.2 | 8.3 | .3 | 1.5 |
| Psychology | Soph | 624 | 15.4 | 34.6 | 41.2 | 6.1 | .9 | 1.8 |
| | Jr-Sr | 413 | 22.3 | 40.9 | 29.1 | 5.1 | 2.2 | .5 |
| Religion | Soph | 127 | 19.7 | 42.5 | 30.7 | .8 | 1.6 | 4.7 |
| | Jr-Sr | 261 | 12.6 | 45.2 | 36.4 | 2.7 | .8 | 2.3 |
| School of Business | Jr-Sr | 38 | 18.4 | 7.9 | 50.0 | 18.4 | | 5.3 |
| School of Education | Jr-Sr | 650 | 13.1 | 37.2 | 42.0 | 5.2 | 1.7 | .8 |
| School of Engineering | Jr-Sr | 4 | 50.0 | 50.0 | | | | |
| Sociology | Soph | 325 | 12.3 | 27.1 | 45.2 | 10.8 | 1.5 | 3.1 |
| | Jr-Sr | 624 | 11.8 | 34.8 | 45.2 | 4.8 | 2.6 | .8 |
| Spanish | Fr-Soph | 545 | 16.7 | 33.4 | 31.4 | 12.8 | .9 | 4.8 |
| | Jr-Sr | 55 | 25.5 | 60.0 | 9.1 | | 5.5 | |
| Speech and Dramatic Art | Soph | 306 | 13.4 | 45.8 | 33.0 | 6.5 | | 1.3 |
| | Jr-Sr | 191 | 9.4 | 46.6 | 38.2 | 3.1 | 2.1 | .5 |
| Zoology | Fr-Soph | 302 | 23.8 | 19.5 | 32.8 | 15.9 | 1.3 | 6.6 |
| | Jr-Sr | 325 | 28.6 | 46.5 | 20.9 | 2.2 | 1.8 | |
| Total Number Marks | | 10,798 | 16.8 | 33.2 | 34.7 | 8.8 | 1.8 | 4.7 |
| Freshman-Sophomore | | 12,306 | 15.9 | 30.3 | 35.3 | 10.5 | 1.8 | 6.2 |
| Junior-Senior | | 6,412 | 18.7 | 38.7 | 33.5 | 5.6 | 1.8 | 1.7 |