

UNIVERSITY OF MINNESOTA
Graduate School

Minutes of the Executive Committee
Monday, October 31, 1960
1:30 p.m., 331 Johnston Hall

Present: Professors D. R. Briggs, W. B. Cheston, E. H. Falk, J. C. Kidneigh; Prof. G. B. Ownbey for Prof. D. J. Merrell; Dr. H. C. Lichstein for Dr. M. B. Visscher; Deans Marcia Edwards and K. E. Clark; Dean Bryce Crawford, presiding; Mrs. McDonald, secretary. (Dr. Victor Johnson, absent) Others by invitation: Deans E. W. McDiarmid and F. Verbrugge, and Prof. G. R. Stange.

The committee convened to screen and rank 13 graduate fellowship program applications under Title IV of the National Defense Education Act. First, the proposals for additional fellowships in previously approved programs were considered together by the committee and were ranked in the following order:

1. Preparation for the Teaching of Social Sciences (Geography, History, Political Science, and Sociology)
2. Special Program in Applied Mathematics (IT Mathematics)
3. Psychology of Language (Psychology)
4. Energy Conversion (Electrical Engineering)
5. German Literature (German)
6. Industrial Organization (Economics)

Second, the proposals of initial programs were considered together by the committee and ranked as follows:

1. Asian Studies Program (Inter-disciplinary Committee on Asian Studies)
2. Probability and Functional Analysis (Mathematics)
3. Slavic and Oriental Languages (Slavic and Oriental Languages)
4. Microclimatology (Soils)
5. Stage Production of Rarely Produced Classics (Speech and Theater Arts)
6. Forested Watershed Management (Forestry)
7. Expanded Doctoral Program in Music (Music and Music Education)

Finally, the above lists were compared together to establish an overall priority listing agreed upon by the committee:

1. Preparation for Teaching in the Social Sciences
2. Special Program in Applied Mathematics
3. Psychology of Language
4. Asian Studies Program
5. Energy Conversion
6. German Literature
7. Probability and Functional Analysis
8. Slavic and Oriental Languages
9. Microclimatology
10. Industrial Organization
11. Stage Production of Rarely Produced Classics
12. Forested Watershed Management
13. Expanded Doctoral Program in Music.

Dean Crawford stated that the covering letter to the Office of Education in Washington will show a separation of the new and additional requests as well as the combined rank.

Dean Crawford pointed out that Slavic and Oriental Languages is a new area to be studied by the appropriate group committee and then presented to the executive committee to be considered for a major field of study in the Graduate School.

Voted that Slavic and Oriental Languages be approved as a major field of study in the Graduate School, conditional on the department obtaining strength commensurate with that outlined in the proposal of the program to Title IV. (copy of this proposal filed with these minutes)

Dean Clark indicated that the Social Science Research Center has discussed enlarging its advisory area. In addition to a council for the Social Sciences, it will include at least two more councils with one representative from each department participating in the Graduate School. The name will be changed from Social Science Research Center to Graduate Research Center and will serve as a central source of information on research support available. It will strengthen interdepartmental relationships by cutting across disciplines for joint projects. The Executive Committee indicated general support for this plan.

Several suggestions were presented for consideration by the group committees of the Graduate School. Their recommendations will then be presented for review to the Executive Committee at its next meeting.

1. Adult Specials--should a category similar to the Adult Special be established in the Graduate School, permitting students to register for a limited time? The records would be in the Graduate School thus permitting a control not possible at the present time. The committees in considering this possibility, should think of their own uses in respect to such a category.

Prof. Kidneigh suggested that the number of credits to be transferred to a graduate program by a student in this special category be fixed.

2. How can students whose ultimate goal is the Ph.D. be stimulated to progress toward that end more rapidly? At present, we have no way of knowing how many such students we have. The dean suggested that some universities have definite time limits on the Ph.D. Other universities require continuous registration. Duke University, for example, requires its Ph.D. students to pay full fees until they pass their prelims and half fees until the completion of the degree.
3. Dean Clark talked to the committee about Graduate School forms which require group committee and departmental action. He asked that the group committees suggest any methods which might be used to simplify and combine these forms, referring to the Specialist in Education blank as a possible model.

Prof. Briggs said that a guide containing forms and instructions might be useful to new group committee members. Dean Crawford reported that a guide for graduate students is being prepared which may also prove useful to the graduate faculty.

4. The Graduate School bulletin for 1960-62 includes the following statement with regard to the foreign language requirement: "The foreign languages in which proficiency may be demonstrated are: German, French, Spanish, Italian, Portuguese, the Scandinavian languages, the Oriental languages, Russian, Greek or Latin. Upon the advice of the adviser and the recommendation of the group committee, the dean of the Graduate School shall determine which of the above languages are appropriate for such use by each candidate for a degree." This statement requires that the dean of the Graduate School shall determine which of the languages listed are appropriate for use by each candidate for a degree without specifying the basis on which this judgment is made. Dean Crawford suggested replacing the first sentence by a sentence reading somewhat as follows: "The foreign language or languages selected for fulfilling this requirement should be relevant to the overall graduate program of the candidate. The burden of proof of the relevance of options rests upon the candidate and his major adviser."

With such a statement in the Graduate Bulletin the group committees and the dean would normally inquire about the existence of a scholarly literature in the language offered or would expect that the student would indicate a use of that language as part of his research or scholarly work.

Respectfully submitted,

Mrs. Shirley McDonald
Secretary

November 10, 1960

PROPOSAL FOR A GRADUATE FELLOWSHIP PROGRAM
IN SLAVIC AND ORIENTAL LANGUAGES:
RUSSIAN, CHINESE, JAPANESE, AND ARABIC
under National Defense Education Act, Title IV

I. Foreword

The present proposal is intended as a specific statement of the normal expectation and needs of the Department of Slavic and Oriental Languages over the next three years. It is our hope that assistance from the National Defense Education Act under Title IV will make possible, or insure, what we would intend to do in any case. The fact that we do not as yet have a large enough staff to offer more than a minor in the M. A. degree, indicates that it is a new program. The fact that we already offer a wide variety of graduate courses leading toward a degree emphasizes that it is an expanded one. The program outlined below has the approval of the Graduate Group Committee at this University. It lacks only the means for implementation which would largely be provided through the fellowships.

II. Brief Summary of the Proposal

For 1961-1962 we have already independently negotiated to add one Visiting Professor to the Russian staff in the area of Palto-Slavic Linguistics and Early Russian Literature. In addition we propose to add one Russian Instructor or Assistant Professor who can teach 17th and 18th century Literature and/or Soviet Literature. For the East Asian Languages we propose to add a specialist in Malayo-Polynesian Linguistics who can also assist in the area of Japanese and Sino-Japanese philology and linguistics. Besides this, we need to increase the funds available for teaching assistants in all four languages (Arabic, Chinese, Japanese and Russian) in order to release staff members in those languages for higher

level courses. This will enable us to offer the M. A. degree in Russian in 1961-1962. By gradual staff and course increases in all languages during 1962-1964 we will be able by the third year to offer the M. A. in Arabic, Chinese, and Japanese, and the Ph. D. in Russian.

III. Present Program and Facilities

A. Present Graduate Courses in Arabic

Arabic 101-102-103. Advanced Arabic (3 cr per qtr; prereq Intermediate Arabic 73. Offered 1961-1962) Irving

Arabic 151-152-153. Directed Readings (1-3 cr per qtr. Offered 1961-1962) Staff

Arabic 161-162-163. Hispano-Arabic Literature and Culture (3 cr per qtr; prereq Spanish 21 and consent of instructor. Offered 1961-1962 and alternate years) Irving

Arabic 191-192-193. Honors Course (Independent Reading with the submission of a paper. 1-3 cr per qtr. Offered 1961-1962) Staff

B. Present Graduate Courses in Chinese

Chinese 101-102-103. Advanced Chinese. Readings in contemporary Chinese artistic and scholarly texts, introduction to classical texts. (3 cr per qtr; prereq Intermediate Chinese 53) Mather

Chinese 110-111-112* Chinese Literature in Translation. Survey of Chinese artistic writing from the first millennium B. C. to the present. (3 cr per qtr; prereq 6 cr in literature; knowledge of Chinese not required) Mather

Chinese 151-152-153. Directed Readings. (1-3 cr per qtr) Mather

Chinese 191-192-193. Honors Course (Independent Readings with the submission of a paper. 1-3 cr per qtr) Mather

C. Present Graduate Courses in Japanese

Japanese 101-102-103. Advanced Japanese. Readings in modern prose and poetry; introduction to the classical language (3 cr per qtr; prereq Intermediate Japanese 53) Copeland

Japanese 110-111-112.* Japanese Literature in Translation. Chronological Survey of poetry and prose from the 8th century

A. D. to present (3 cr per qtr; prereq 6 cr in literature; knowledge of Japanese not required) Copeland

Japanese 151-152-153. Directed Readings (1-3 cr per qtr) Copeland

Japanese 191-192-193. Honors Course (Independent Readings with submission of a paper. 1-3 cr per qtr) Copeland

D. Present Graduate Courses in Russian

Russian 110-111-112.* Russian Literature in Translation. 110: Pushkin, Lermontov, Gogol. 111: Turgenev and Dostoevsky. 112: Tolstoy and the period from 1880 (3 cr per qtr; prereq 9 cr in literature; knowledge of Russian not required) Niemi

Slavic 113-114-116. Old Church Slavic (Old Bulgarian). Introduction to Slavic Linguistics. (3 cr per qtr; prereq Intermediate Russian 6 or Classics 56, i.e. General Linguistics or equiv) Niemi

Russian 125-126-127. History of the Russian Language (3 cr per qtr; prereq Intermediate Russian 6 or equiv. Offered 1961-1962)

Russian 131-132-133. Russian Poetry: Nineteenth Century (3 cr per qtr; prereq Russian Reading 73 or consent of instructor) Niemi

Russian 141-142. Dostoevsky. Analytic approach to study of the novel of Dostoevsky. (3 cr per qtr; prereq 9 cr in literature) Offered 1961-1962 and alternate years. Niemi

Russian 151-152-153. Directed Readings (1-3 cr per qtr) Staff

*Sequences marked by the asterisk require majors and minors in the language to read a portion of the material in the original.

E. Present Status of Library and Language Laboratories

Present library facilities are good for Russian language materials, both books and periodicals, running to over 50,000 titles. In Chinese language materials, there is a fairly representative nucleus of over 10,000 fascicule volumes covering traditional, and some modern, literature, history, art, and philosophy. The Japanese collection is well selected and representative, at present about half the size of the Chinese, but growing constantly. Arabic materials are at present deficient and need to be built up drastically. European language materials on philology and linguistics, literature,

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history, art and philosophy for the four languages are in general adequate. A 30-station language laboratory for the use of all language departments will be completed in December of 1960. Further additions are planned for 1961 and 1962, increasing the laboratory to over 60 stations.

F. Present Staff

<u>Name</u>	<u>Rank</u>	<u>Degree</u>	<u>Specialization</u>
Thomas Irving	Associate Professor	PhD Princeton University	Hispano-Arabic Culture Arabic Dialects
Richard Mather	Associate Professor	PhD University of California, Berkeley	Chinese Literature of Middle Period Buddhism
Pearl Niemi	Associate Professor	PhD University of Minnesota	19th Century Russian Literature
Edward Copeland	Assistant Professor	M.A. University of California, Berkeley	Japanese Literature of Classic and Contemporary Periods
Phillip Nice	Instructor	M.A. Indiana University	Slavic Linguistics

Professor Irving is at present jointly appointed to the Romance Languages Department (two-thirds) and our own (one-third). In the next two years he will be progressively absorbed as a full-time member of this department, devoting all his energies to the Arabic program. He is assisted by one instructor, jointly appointed to the Romance Languages Department (two-thirds) and our own (one-third), who handles Classical Arabic; and by one part-time teaching assistant. Professor Irving combines the humanistic strength of a man broadly grounded in both Spanish and Arabic literature with a keen interest and experience in the modern linguistic approach to teaching. Travel and residence in the Middle East has greatly strengthened his competence. He is at present on leave to complete a Government research project in Iraqi Arabic at Georgetown University.

Professor Mather was born in China and has spent fourteen years there.

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In addition, his graduate training included both Chinese Buddhist literature with its Sanskrit and Tibetan antecedents, and general acquaintance with Chinese history, philosophy, literature, and art. He is assisted by a part-time teaching assistant.

Professor Niemi took her degree in Romance Languages, and has for the past fifteen years devoted herself intensively to nineteenth century Russian literature, especially the problems of analysis and interpretation of the novels of Dostoevsky. In addition she has an excellent command of spoken Russian and has spent a year as a Fulbright research scholar in Finland, with travel in Russia. Professor Niemi is assisted by a part-time teaching assistant.

Professor Copeland has been trained broadly in Oriental Languages, with a high competence in literary Chinese as well as Japanese, and acquaintance with Tibetan. His own interests in English and European literature and art have uniquely equipped him to deal with the works of both early and modern Japanese writers. He is assisted by a part-time teaching assistant.

Mr. Nice, who is offering Old Church Slavic, is completing his doctorate at the University of Indiana in Slavic Linguistics. His special interest is Russian dialects. His academic preparation was enriched by a summer's residence in Moscow as an interpreter for the American Exhibition.

Other members of the Russian Staff not teaching graduate courses include: an instructor who takes two of the beginning sections; a part-time lecturer who is a native-speaker of Great Russian recently arrived from the Soviet Union and who handles the undergraduate courses in conversation and composition; another part-time instructor, also a native-speaker of Great Russian, who carries one of the beginning sections; and finally the part-time teaching assistant mentioned here above.

We are negotiating to fill a senior vacancy in the Russian staff with

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an internationally known Slavist from Europe as a visiting professor during 1961-1962.

G. Graduate Student Enrollment for past four years

This information is exceedingly difficult to ascertain. If what is meant is the total number of graduate students enrolled in graduate three-quarter-sequence courses (numbered over 100) in our department, approximate numbers can be provided for the past two years. Russian has averaged a total of ten graduate students in all its graduate courses for each of the last three years, some minors for the M. A. and some majoring in the Russian Area Program. Chinese and Japanese have each had two or three graduate students from the East Asia Area Program enrolled in their graduate courses, as well as two or three undergraduate majors in Chinese and Japanese during each of the past two years. Graduate courses in Arabic were not offered before the fall of 1960. In general the trend has been a slow but unmistakable gain on the upper levels of instruction in all four languages.

No graduate degrees have as yet been offered.

H. Fellowships and Assistantships now available

There is one small fellowship of \$300-500 (Walter B. Clive Memorial) available for undergraduates or students in the field of "Oriental languages and/or Culture" each year, or as often as sufficient funds accumulate. In the department itself there are the following graduate teaching assistantships for the academic year 1960-1961:

Arabic, 1/3 time, \$1410.00

Chinese, 1/4 time, \$1058.00

Japanese, 1/4 time, \$1058.00

Title IV Fellowships in the "Critical Languages" fall directly within the area covered by this department. Although two of our graduates were granted such fellowships for the present year, we were forced to advise them to pursue their graduate work at the larger centers in Berkeley and the University of Washington. If we could build up our graduate program as this proposal envisages it, we would not have to send the recipients of Title IV grants to other centers.

IV. New Or Expanded Program

A. New Courses to be offered in 1961-1962

Oriental 100. The Languages of Asia. A survey of the languages of China, Korea, Japan, Mongolia, Manchuria, Central India and Southeast Asia with their interrelations (3 cr; prereq Classics 56, i.e. General Linguistics or consent of instructor)

Russian 120-121-122. Early Russian Literature. A survey from the beginnings to the 17th century (3 cr per qtr; prereq Intermediate Russian 6 or equiv. Offered 1961-1962 and alternate years)

Russian 128-129-130. Semantic Development of Russian (2 cr per qtr; prereq Intermediate Russian 6 or equiv. Offered 1961-1962)

Slavic 161-162-163. Comparative Balto-Slavic Grammar, with some some attention to Balto-Finnic and Slavic-Finnic relations. (2 cr per qtr; prereq Intermediate Russian 6 or Classics 56, i.e. General Linguistics or equivalent. Offered 1961-1962)

B. New Courses to be offered in 1962-1963 (course numbers are offered tentatively)

Arabic 110-111-112.* Arabic Literature in Translation. (3 cr per qtr; prereq 6 or in literature; knowledge of Arabic not required. Offered 1962-1963 and alternate years)

Oriental 125-126-127. Sino-Japanese Philology. An analytical and historical study of the Chinese script with the phonetic and semantic evolution it has undergone in China, Korea, and Japan. (3 cr per qtr; prereq Intermediate Chinese 53 or Intermediate Japanese 53 or equiv. Offered 1962-1963 and alternate years)

Oriental 115-116-117. Bibliography. 115: Chinese Materials. 116: Japanese Materials. 117: Western language materials on the Far East (3 cr per qtr; prereq reading knowledge of languages involved. Required for graduate majors)

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Russian 123-124. 17th and 18th Century Literature (3 cr per qtr; prereq Intermediate Russian 6. Offered 1962-1963 and alternate years)

Russian 116-117-118. Bibliography. (2 cr per qtr; prereq reading knowledge of Russian)

C. New Courses to be offered in 1963-1964 and beyond

Since specific course offerings depend strongly upon the particular competencies of whatever new staff members would be available for this period, we can only state in general the types of course we would wish to develop. It is understood that they are suggested tentatively, and that we could only develop some of them.

1. In the Slavic area we would like to add a course in Soviet Literature; courses in Polish, Serbo-Croatian and/or Czech literature. We would also like to add more specialized courses or seminars on particular periods, authors, or genres within Russian literature, of the sort already represented by the Dostoevsky and Tolstoy sequences.

2. In the Middle Eastern area we would like to restore Hebrew, both Biblical and Modern, to the curriculum; and develop courses in Semitic Linguistics; also to add new courses in Hindustani (Hindi-Urdu), Turkish, and Persian, as well as more specific courses in Arabic Literature.

3. In the Far Eastern area we would like to be able to specify separate courses in Classical Literature, both Chinese and Japanese, Poetry, Drama, Belles-lettres, Historical and Philosophical Texts, and Contemporary Literature. In addition we would like, if possible, to move into some other Far Eastern language, such as Korean, Mongol, or Thai.

C. Estimated Number of Graduate Students

	1961-1962		1962-1963	
	full-time	part-time	full-time	part-time
Arabic	2	4	4	7
Chinese	2	4	4	7
Japanese	2	4	4	7
Russian	8	12	10	15

D. Planned Additions to Instructional Staff in 1961

<u>Number</u>	<u>Rank</u>	<u>Specialization</u>
1	Visiting Professor	Balto-Slavic Linguistics Early Russian Literature *
1	Instructor or Assistant Professor	Russian and additional Slavic Language
1	Instructor	Malayo-Polynesian Linguistics and Sino-Japanese
1	Teaching Assistant (1/2 time)	Arabic

All teaching assistants brought to 50% level to release present staff for new courses.

*Already negotiated within existing resources.

E. Planned Additions to Instructional Staff in 1962

<u>Number</u>	<u>Rank</u>	<u>Specialization</u>
1	Assistant Professor	Sino-Tibetan Linguistics
1	Instructor	17th and 18th century Russian Literature
1	Additional Teaching Assistant (50%)	Russian Language

F. Planned Additions or Improvements in Facilities

The most pressing need is for a full-time member of the Library Cataloguing Department to create and maintain a catalogue of Chinese and

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Japanese and other Oriental books, and to serve as curator for the Oriental collections. This would not only make the present collection more accessible and useful to the students and staff, but would assure a more systematic process of acquisition, which is now done by the instructional staff of Oriental languages in cooperation with the Library Acquisition Department but without compensation. In addition, the present small allotment for the purchase of Chinese and Japanese books should be increased over the next three years to at least \$1000 annually for each language, and similar funds should be allocated for the building of our Arabic collection. This increase would not fall within our departmental budget, but within that of the Library Acquisition Department.

The language laboratory facilities are already in the blueprint stage, and planned to increase without outside subsidy over the next three years to over sixty stations complete with recording studios and sound-equipped classrooms.