

# SENATE MEETING

## Thursday, December 4, 1969

### 3:30 p. m.

### Murphy Hall Auditorium

The voting membership of the University Senate totals 189, including the President, 126 members of the faculty, and 62 students. For a quorum, a majority of the voting membership (95) must be present. Amendments to the Constitution require advance publication and 126 affirmative votes. Amendments to the Bylaws require advance publication and 95 affirmative votes. Other actions require only a simple majority of the members present and voting. The members of the all-University Administrative Committee are ex officio nonvoting members of the University Senate.

Any member of the faculty and any student eligible to vote for Senators may be admitted to meetings of the University Senate and shall be entitled to speak at the discretion of the University Senate. Only elected members of the University Senate, the members of the Senate Consultative Committee, and, in case of a tie, the chairman shall be entitled to vote.

Any representative may designate any elected alternate from his institute, college, school, or student constituency as the alternate to serve in his place and stead by written notice to the clerk of the Senate prior to the commencement of any meeting of the University Senate.

Provision has been made for the University News Service to send the Docket to the news media in advance of each meeting and to arrange a news conference at the close of each meeting with the vice chairman and others he may designate.

#### ATTENDANCE RECORD

A roll of elected and ex officio members will be circulated during the meeting. Members will please check their names to indicate their presence. If the list misses you, please stop afterward to check your name. The roll, after adjournment, will be on the rostrum.

An attendance record for nonmembers will also be circulated and will be on the rostrum after the meeting.

A summary of the attendance of members elected for the current academic year will be included in the June minutes.

#### NOT FOR RELEASE PRIOR TO THE SENATE MEETING

Year 1969-70

No. 1

### UNIVERSITY OF MINNESOTA THE SENATE DOCKET December 4, 1969

Your Committee on Business and Rules respectfully presents the following matters for consideration:

#### I. MINUTES OF MAY 22 AND MAY 29, 1969

Reported for Action

#### II. APPOINTMENT OF OFFICERS

Reported for Action

The Handbook for the University Senate provides that a clerk and a parliamentarian shall be appointed by the chairman, subject to confirmation by the Senate. The following have been appointed:

Clerk — W. Donald Beatty  
Parliamentarian — Ralph E. Miller  
Abstractor — David Cooperman

#### III. ELECTION OF A VICE CHAIRMAN

Reported for Action

The Constitution of the University Senate provides that a vice chairman shall be elected for a term of 1 year.

#### IV. REPORT OF THE UNIVERSITY COMMITTEE ON BUSINESS AND RULES

Reported for Action

Meetings of the University Senate shall be open to the press.

The following guidelines shall govern the attendance of the press at these meetings:

1. Authorized representatives of Minnesota news media (newspapers, magazines, radio, and television broadcasting stations, the Minnesota Associated Press, and the Minnesota office of United Press International) may apply to the chairman of the University Senate for accreditation. Accreditation shall be granted for all or part of 1 academic year and shall be renewable for like terms. Accreditation may be revoked for cause by the Senate upon recommendation of the Committee on Business and Rules.

2. The vice chairman of the University Senate shall arrange for facilities to accommodate the press in the meeting room and, when desired by the press, at the close of meetings, shall hold a conference for representatives of all media. Persons who participated in Senate activities may be asked to attend and make themselves available for interviewing by the media representatives. Radio and television broadcasting equipment may be used at the press conferences but not in the Senate meeting room.

3. Authorized representatives of the media not domiciled in Minnesota may apply to the chairman of the Senate for permission to attend a meeting of the Senate and he shall have authority to grant such applications upon his discretion and with such provisions as he deems desirable.

4. The Senate may at any time, by simple majority vote, move to executive session.

ROGER B. PAGE, Chairman

#### V. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Honors Committee Report.* Mr. Ziebarth, acting chairman of the Committee on University Honors, presented three nominations for the Outstanding Achievement Award and one for the Alumni Service Award, which were approved by common consent.

2. *Budget Elements.* Discussion of the proposed budget plan for 1969-70 began with a review of the budget principles which were approved by the Regents on May 9, and a review of appropriations was made by Mr. Wenberg. Discussion proceeded to floors and fixed rates, allowable maximum increases, tuition scholarships, new staff appropriations and allocation procedures, supply, expense, and equipment allocation procedures, civil service increases, and appropriations for new positions. The committee voted approval where required, and members of the Faculty Consultative Committee assented.

3. *Conference Policy.* A draft of a statement of University Policies and Procedures Regarding Use of Facilities by Non-University Organizations was discussed by Mr. Cashman. Criteria concerned space availability, fiscal responsibility, adherence to University policies and procedures, and assurance of no disruption of on-going functions. Procedures would include preliminary discussion, formal request, and letter of invitation to the organization from the Office of the Vice President for Coordinate Campuses and Educational Relationships. Following amendments to include "base of campus sponsorship" to indicate a responsible campus agency, explanation of the consultative procedure in reviewing requests, and a reference to "established charges," the statement was approved.

4. *Disruption Policy.* Mr. Cashman explained that the document on Interim Procedures for Responding to Disruptive Activities on Campus was necessary until such time as recommendations would come in from the study committee on the student affairs function chaired by Mr. McFarland. The statement concerned standards for judging an event to be disruptive which were developed by the Commission on Demonstrations and an outline of response options available to the teacher in the classroom, those chairing public meetings, and University officers working outside the classroom. The statement concluded with a description of the disciplinary procedures. The policy would be adapted for the coordinate campuses and the entire statement would receive broad distribution throughout the campus. Following discussion, the statement was approved.

5. *Data Needs.* Mr. Smith reported on the memorandum which would go to all faculty members concerning information-gathering efforts. Such efforts would take place during the coming year to strengthen the quality and quantity of the information needed to prepare requests for financial support from the legislature and to manage allocation of resources within the University. It was agreed that the matter should be taken up with the Consultative Committee before the memo was sent to the faculty, and that the memo should indicate that the data would relate to other information required of the faculty which the Bureau of Institutional Research seeks.

6. *Administrative Reorganization.* President Moos reported that by assigning to Vice President Kennedy the University Foundation directorship and the development operation of the University, Vice President Wenberg's efforts could be directed to the relationships with the state college and junior college systems and to the University's coordinate campuses.

7. *Proposed Protocol for Allocation of the Educational Equipment Appropriation.* Mr. Shepherd introduced a discussion of the guidelines for instructional equipment applications which were drawn up following the \$1 million appropriation (each year for 2 years) by the 1969 legislature for the purchase of educational equipment. Included in the guidelines were criteria (with a major emphasis on improvement of methods), priority considerations, and procedures for application. Mr. Smith emphasized that, while it was recognized that the development of proposals would be time-consuming, they would serve as useful tools to relate need to instructional quality. Following discussion, the guidelines were approved.

8. *Guidelines for Program Review, Minnesota Higher Education Coordinating Commission.* Mr. Wenberg spoke of the paper which was developed by MHECC in its move into the area of the program development process in higher education. He emphasized that the commission was interested in programs as defined in the guidelines, not in the content. There would be two steps in the procedure, preliminary notification to MHECC and the formal proposal. He said it would be useful for his office to screen the curriculum committee minutes for each college for such information. Mr. Shepherd reported that the University's representatives to the Curriculum Advisory Committee of MHECC would be Stanley Kegler (Coordinate Campuses and College of Education), Francis Boddy (Graduate School), and James Wertz (Curriculum Studies Center and IT). The function of the committee would be to implement the new policy, and it was recommended that reactions to the procedure be passed along to these University representatives. Mr. Cochrane pointed out the lack of coverage for cross-disciplinary programs which were of increasing importance at the University. Mr. Smith said it was important to realize that a new kind of consultation was being built into our educational process at the state level.

9. *Policies Regarding Graduate Assistant Appointments and Terminations.* Mr. Crawford presented a statement of recommended policies with respect to graduate assistant appointment assignment and performance of duties and nonreappointment or termination, indicating that ASTRA had raised questions in cases where they thought there had been poor management. He said the purpose in issuing the statement was to remind the department chairmen of the normal procedure in such appointments and terminations, and he emphasized the section on the importance of having a clear channel and a known procedure for settlement of grievances. An ad hoc committee would be set up in the case of appeals according to the procedure outlined.

10. *Honors Committee Report.* Mr. Ziebarth presented four nominations for the Outstanding Achievement Award and one for the Alumni Service Award, which were approved by common consent. Presented for information were proposed names for six University facilities.

11. *Property Loss and Building Security Memorandum.* Mr. Smith reviewed a memorandum which he proposed to send to deans, directors, and department heads concerning property losses and suggested security measures at the University, and he asked that suggestions be forwarded to him within the next few days. He pointed out that the level of loss was substantial and that it would be imperative to have cooperation at the departmental level to (1) identify particular areas where security is important, and (2) discuss with faculties, including graduate assistants, the general nature of the problem, especially as it relates to the security of buildings and property at night. He said it would be important to discuss the subject each year. Mr. Shepherd indicated that aside from the monetary loss in thefts there was serious disruption in the educational process through loss of instructional equipment.

12. *Paper on Internal Barriers to the Implementation of a Program Planning Budget System in a University.* Mr. Smith distributed the paper which was written by Jacob J. Kaufman, professor of economics and director of the Institute for Research on Human Resources at Pennsylvania State University. He pointed out that political and social pressures were building up to relate expenditures to output and that the subject of standards of measurement should be raised with faculty groups as well as with the Administrative Committee at some future meeting using the paper as resource. He said that we were being forced into a framework which used credit hours and degrees awarded as the only measures of output, and he suggested that the University would need to come up with some strategy of development.

MARILEE WARD, Secretary

## VI. SENATE AND UNIVERSITY COMMITTEES 1969-70

### 1. Reported for Information

*Administrative Committee:* Malcolm Moos (President), Paul Cashman (Vice President for Student Affairs), Hale Champion (Vice President for Planning and Operations), James Hogg (Secretary to the Board of Regents and Executive Assistant to the President), Stanley B. Kegler (Assistant Vice President for Coordinate Campuses and Educational Relationships), Roger Kennedy (Vice President for Investments and Executive Director, University Foundation), Lloyd Lofquist (Assistant Vice President, Academic Administration), Fred Lukermann (Assistant Vice President, Academic Administration), Laurence Lunden (Vice President and Consultant to the President), Eileen McAvoy (Administrative Assistant to the President), William Shepherd (Vice President, Academic Administration), Donald Smith (Vice President for Administration), Stanley Wenberg (Vice President for Coordinate Campuses and Educational Relationships), Frederick Adelman (Aero ROTC), Sherwood Berg (Institute of Agriculture), Richard Caldecott (College of Biological Sciences), Warren Cheston (Institute of Technology), Willard Cochrane (International Programs), Donald Cowan (Health Service), Bryce Crawford (Graduate School), Raymond Darland (Duluth), Paul Grambsch (School of Business Administration), Edwin Haislet (Alumni Relations), Robert Howard (College of Medical Sciences), John Imholte (Morris), Robert Keller (College of Education), William Lockhart (Law School), Keith McFarland (Institute of Agriculture), William Nunn (University Relations), Marshall Ryman (Athletics), Stanley Sahlstrom (Crookston), Erwin Schaffer (School of Dentistry), Edward Stanford (Library), Robert Summers (Admissions and Records), Willard Thompson (Summer Session and General Extension Division), William Thorp (College of Veterinary Medicine), Alfred Vaughan (General College and University College Committee), Frank Verbrugge (Computer Services), Lawrence Weaver (College of Pharmacy), E. W. Ziebarth (College of Liberal Arts).

*Senate Committee on Committees:* Neal Amundson (chairman) (1969-72), David Cooperman (1968-71), Herbert Johnson (1967-70), Arnold Lazarow (1968-71), Wallace Russell (1969-70), James Wertz (1969-72), one faculty member from Duluth, one faculty member from Morris. Students: Paul Dolan, Scott Erickson, Wayne Gilbert, Tom Gilsenan, David Niss.

*Senate Consultative Committee:* John Darley (chairman) (1967-70), Carl Auerbach (1969-72), Truman Driggs (1969-70), Alexander Hodson (1968-71), Walter Heller (1968-71), William Martin (1969-72), Theron Odlaug (1969-70), Maynard Reynolds (1968-71), Richard Varco (1967-70). Students: Dave Feigal, Gregory Fox, Mark Freimuth, Michael Kennedy, Dick Nelson, Eli Rosenfield, Bill Tilton.

*Council on Liberal Education:* James Hogg (chairman), William Gardner (1968-71), Lester Hanson (1967-70), John Imholte (1968-71), Daniel Joseph (1969-72), Norman Kerr (1969-72), Steven Orey (1967-70), Robert Plunkett (1969-70), Leon Reisman (1969-72), May Smith (1969-72), Wolfgang Taraba (1969-72), John Verrill (1968-71), John Webb (1969-72), James Wertz (1969-72). Students: Diane Bechtloff, Keith Ford, Rick Kiewatt, Daniel Studelska, Steven Sundre.

### 2. Reported for Action

*Senate Committee on Academic Standing and Relations:* Theodore Kellogg (chairman), Austin Anderson, Paul Berrisford, John Gooding, James Hogg (ex officio), John Imholte, Leslie King, Jeanne Lupton, James Preus, Peter Roll, Stanley Sahlstrom, Stanley Wenberg (ex officio). Students: Elliot Miller, David Niss, Mark Schwartz, Linda Stern, Mike McCoy.

*University Committee on University Honors:* E. W. Ziebarth (chairman), Neal Amundson, Edwin Haislet (ex officio), William McDonald, Harold Peterson, William Shepherd (ex officio), John Turner, Theodore Uehling. Alumni: Albert Heimbach (ex officio). Students: Richard Brown, Barb Gilbertson, Larry Lenske.

*University Committee on Printing and Publications:* Donald Woods (chairman), Sherwood Berg, Frank Braun, John Ervin (ex officio), John Fisher (ex officio), Sterling Garrison (ex officio), Ralph Hopp, Richard Mather, Nancy Pirsig (ex officio), Harold Swanson (ex officio). Students: Jeanne Bear, Susan Gaida, Nancy Paull.

*University Schedule Committee:* Landis Boyd (chairman), John Fisher (ex officio), James Hogg (ex officio), Raymond Lammers, Jay Meiske, Valworth Plumb, Robert Plunkett, John Webb. Students: Robert Anderson, Victor Gervol, Jolene Hopkins, Gary Stromley, John Vignes.

**University Committee on Social Policy:** Burnham Terrell (chairman), Warren Cheston, George Donohue, Warren Ibele, Stanley Kegler (ex officio), Lloyd Lofquist, Fred Lukermann (ex officio), James Reeves, Richard Rudolph, David Ward. Alumni: Robert Fjerstad, Harry Atwood, Harriet Holden. Students: Mary Ebert, Tom Gilseman, Sharatta Hunt, Dianne Kreutter, Karen Wisnewski.

**University Committee on Business and Rules:** Roger Page (chairman), Donald Beatty (ex officio), Ronald Brown, William Edson, Eleanor Fenton, J. Edward Gerald, Leverett Hoag, Jay Roshal. Students: Ken Doyle, Jo Berger, one student to be appointed from Morris, one to be appointed from Duluth.

**Senate Committee on Educational Policy:** Robert Hoyt (chairman), May Brodbeck, Sylvan Burgstahler, Paul Cashman (ex officio), Orval Driggs, Stanley Kegler (ex officio), Norman Kerr, Albert Linck, Toni McNaron, Wallace Russell, William Shepherd (ex officio), David Stovick, James Wertz. Students: Susan Batson, Tom Gastusch, Dave Holger, Lonna Malsheimer, Barb Rudolph.

**University Committee on Extension and Community Programs:** Richard Swalin (chairman), Roland Abraham (ex officio), Bruce Balow, Francis Boddy, Forrest Harris, Richard Skok, Lloyd Lofquist, Fred Lukermann (ex officio), Norman Moen, Willard Thompson (ex officio), David Ward, Albert Wickesberg, George Williams. Alumni: Les Westin. Students: Tom Anderson, Nancy Johnson, Wayne Knewtson, Shelley Newell, Barbara Jacoby.

**University Committee on Computing Facilities:** Arnold Lazarow (chairman), Gordon Davis, John Gergen, Richard Halvorson, Russell Hobbie, James Jenkins, Hugo John, William Shepherd (ex officio), Donald Smith (ex officio), Frank Verbrugge (ex officio). Students: Dave Estrin, Kris Deeds, Bruce Nelson, one to be appointed.

**University Committee on Instructional Materials and Media:** Eugene Wright (chairman), Alan Blatherwick, Russell Burris, Bright Dornblaser, Raymond Fusaro, Gordon Kingston (ex officio), George McCune, Harold Opgrand, Burton Paulu (ex officio), Willard Philipson (ex officio), James Wertz (ex officio). Students: Laurie Brumfiel, Roger Donnay, Joyce Fadenrecht, Jim Rounds, Frank Royer.

**University Committee on Summer Sessions:** John Turnbull (chairman), Thomas Chamberlin, Arnold Henjum, Fred Lukermann (ex officio), Magnus Olson, Douglas Pratt, Roy Schuessler, Willard Thompson (ex officio), Richard Weatherman. Students: Ervin Hegge, Al Margoles, Lynne Sappanen, Barb Silesky, Thomas Smith.

**Senate Committee on Faculty Affairs:** Scott Maynes (chairman), Hale Champion (ex officio), Isabel Harris, Eric Klinger, Charles McLaughlin, Mabel Powers, Stephen Scallen, William Shepherd (ex officio).

**University Committee on Tenure:** Carl Auerbach (chairman), Marion Brooks, Henry Ehlers, Laddie Elling, Roger Larson, Paul Murphy, William Shepherd (ex officio), C. Arthur Williams.

**Senate Judicial Committee:** Charles McLaughlin (chairman), Rutherford Aris, Wallace Armstrong, David Berninghausen, Allan McCoid.

**Senate Library Committee:** Wesley Spink (chairman), Kent Bales, David Berninghausen, Russell Dubois, Fred Forro, Howard Hanson, Edward Stanford (ex officio), Gerhard Weiss, William Wright. Students: Nance Baasen, Linda Dingly, Eli Rosenfield, Barb Rudolph, Bob Tisland.

**Senate Committee on Research:** William Flanigan (chairman), Hale Champion (ex officio), Bryce Crawford (ex officio), John Gander, Willard Hartup, Robert Holloway, William Hueg (ex officio), Stanley Kegler (ex officio), James Lawver (ex officio), Robert Mulhausen, Alfred Nier, William Shepherd (ex officio), Conrad Weiser, Robert Wirt. Students: George Blum, Geoffrey Fisher, Bruce Nelson.

**University Committee on Use of Human Subjects in Investigation:** Ivan Frantz (chairman), Francis Boddy (ex officio), Norman Dahl, Allan McCoid, Paul Meehl, Jack Merwin, Lawrence Weaver, Anne Wirt (ex officio), Carl Witkop. Students: John Paulson, Jean-Marie Rodgers, Mark Warken.

**Senate Committee on Resources and Planning:** Warren Ibele (chairman), John Borchert, Hale Champion (ex officio), Robert Heller, John Imholte, Hosni Iskander, John Neter, William Shepherd (ex officio), Donald Smith (ex officio), Clarence Stowe, Stanley Wenberg (ex officio), James Wertz, Roger Wilk. Students: Judy Bachalor, Dave Bardin, George Hoff, Richard Teske, John Vignes.

#### VII. STUDENT ORGANIZATION STAFF REPRESENTATIVES OR ADVISERS FOR 1969-70

##### Reported for Information

**Minnesota Student Association:** Ludwig Spolyar.

**St. Paul Campus Student Center Board of Governors:** John Anderson, Ronald Brown, Wendell DeBoer, Paul Larson (ex officio), Keith McFarland, Donald Zander (ex officio). Alumni: Victor Dose.

**Technical Commission:** Paul Cartwright, Clifford Haga, George Rapp, Frederick Waltz.

**Technolog Board:** Paul Cartwright, Clifford Haga, Donald Herron, George Rapp, Frederick Waltz.

**Union Advisory Board:** James Holte, Lloyd Smith, Ludwig Spolyar.

**Union Board of Governors:** Ralph Berdie, Ernest Bormann, Edwin Siggelkow. Alumni: Richard Hyllestad.

**West Bank Board of Governors:** Cecelia Foxley. Alumni: Robert Stuebing.  
**Board in Control of Student Publications:** Daniel Bryan, Edwin Siggelkow, Walter Brovald (business adviser), Bernard Coleman (financial adviser), George Hage, Eileen McAvoy.

#### VIII. NON-SENATE COMMITTEES 1969-70

##### Reported for Information

##### ALL-UNIVERSITY COMMITTEES

**Single Quarter Leave Committee:** John Imholte (chairman), Rutherford Aris, Francis Boddy, William Gardner, Dennis Hurrell, Keith McFarland, Frank Miller, George Seltzer, Gerhard von Glahn, Anne Wirt.

**Student Behavior:** John Clausen (cochairman), John Goodding (cochairman), Allan Blatherwick, Jay Hughes, Eloise Jaeger, Leslie King, Frank Miller, Anne Oren, Stephen Scallen, Warren Shaffer, Albert Wickesburg, Richard Ashmun. Students: Sue Chastain, John Erickson, Lynn Krominga, Elliot Miller, Thomas Smith, Marjorie Utne.

**Residence Status, Board of Review on:** Theodore Kellogg (chairman), Laddie Elling, Stuart Fenton, Reynold Jensen, John O'Brien, Gloria Williams. Students: Becky Kroll, Merle Schneidewind, Mark Schwartz.

#### IX. REPORT OF THE SENATE COMMITTEE

##### ON ALL-UNIVERSITY EXTENSION

##### Reported for Information

The Senate Committee on All-University Extension met twice quarterly during the academic year 1968-69, holding its final meeting on May 22, 1969.

In accordance with policies developed in the spring quarter of 1968, the committee determined its own agenda. The following major topics formed the basis for discussion during the year.

1. The problem of faculty commitment to continuing education. The committee is aware that in certain extension activity areas such commitment is high; in others low. The committee is of the firm conviction that such commitment is of vital importance—in terms of service to the State—and it strongly urges a central administration endorsement and implementation of this policy.
2. The problem of incorporating continuing education activities into the normal operations of departments. In the case of the Agricultural Extension Service this is the practice, but elsewhere it is not. The committee is aware of funding and other problems, but it nevertheless strongly recommends that experimental efforts be undertaken in this area.
3. Information dissemination. Several meetings of the committee were devoted to very profitable discussions of the thrust of development of the major extension units in the University. The richness and diversity of offerings is to be commended and yet it was felt that many high priority needs exist which are not being met because of resource limitations.

The committee also devoted its attention to the nature, purpose, and scope of a body of this type. A task-oriented committee is easy to define. The same tends to be true for an advisory committee when it is clear to whom the committee is advisory and when its mandate is understood. To its members, the function of this committee is not clear-cut and it is urged that this situation be clarified under the new Senate committee structure.

The committee considered a number of purposes which might be regarded as useful and appropriate to its functioning. These included:

1. The dissemination of information. Committee members from Duluth and Morris felt this particularly important, though there is some question as to whether Twin Cities campus agencies need to meet for this purpose.
2. The development of coordination among varying extension units. Again this was regarded as laudable, though it is by no means certain that a committee is necessary (or the proper mechanism) for the development of such coordination.
3. The development of recommendations of any and all kinds regarding the more effective provision of service, the securing of resources, and the operation of extension units. The major constraint here is that the committee is uncertain as to whom, exactly, it is advisory (and hence to whom it ought make its recommendations) and as to how successful a committee can be on matters of this kind. It is this matter which led the committee to generate its own agenda items for the year.

The committee believes strongly in the importance of continuing education; it also concludes that a clarification of its status and role is necessary for effective functioning.

JOHN G. TURNBULL, Chairman

## X. SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS

### Reported for Information

#### REVISION OF CRITERIA FOR THE ACCREDITATION OF PRIVATE SECONDARY SCHOOLS

Since 1912, the University Senate has assumed responsibility for the accreditation of private secondary schools in Minnesota. From 1952 until 1969 the accreditation function was delegated to the Senate Committee on Institutional Relationships. With the revision of the committee structure of the Senate, accreditation activities are now delegated to the Senate Committee on Academic Standing and Relations.

The criteria currently used as a basis for accreditation were approved by the University Senate in November 1952. The standards were developed by an advisory committee composed of representatives from the University and private secondary schools. It is a tribute to this committee that they developed a document that remained usable for so many years. Nevertheless, with the passage of time it became obvious that some of the standards had become anachronistic or restrictive and a number of new developments were not covered in the 1952 *Criteria*.

During the 1968-69 academic year a new advisory committee reviewed the *Criteria* and considered possible revisions. A revision of the *Criteria* was approved by this advisory committee on May 27, 1969. The major changes are:

1. The *Criteria* encourages the use of new teaching methods and forms of organization such as flexible scheduling, team teaching, and independent study, many of which were not possible under a strict application of previous standards.
2. There has been an updating which reflects current educational practices, e.g., references to guidance programs and instructional materials centers.
3. A permanent advisory committee is established.
4. Schools which are accredited by an agency whose standards are accepted by the University, e.g. the North Central Association, will be automatically accredited by the University.

The advisory committee recommended that revisions in the *Criteria* become effective for the 1970-71 school year.

The *Criteria* continues the flexible, subjective approach that allows institutions considerable latitude in administrative plans and decisions, and encourages innovation in every area of school operation.

Following approval by the advisory committee, the revised *Criteria* was submitted to the accredited secondary schools for their reactions. On June 11, 1969, the Senate Committee on Institutional Relationships reviewed and approved the report. The Senate Committee on Institutional Relationships concluded that since the changes in the criteria were primarily changes in terminology, updating standards, and taking cognizance of the role of regional accreditation the restated criteria could properly be reported for information rather than action.

Since the Senate Committee on Institutional Relationships was discontinued as of June 30, 1969, the Senate Committee on Academic Standing and Relations assumed responsibility for the accreditation function and hereby reaffirms the approval of the revised *Criteria* given by its predecessor, and plans to implement it in the fall of 1970.

The original *Criteria*, beginning with section "B. AIMS" is printed below, followed by the restated criteria, in full.

#### Criteria for the Accreditation of Private Secondary Schools

November 1952

##### B. AIMS

The object of accreditation of independent schools by the University of Minnesota shall include (1) the development and maintenance of high standards of excellence for independent secondary schools, (2) the establishment of minimum standards for accreditation of independent secondary schools for the protection of students in those schools, (3) the improvement in articulation between secondary schools and other educational institutions, and (4) the improvement of instruction on secondary and college levels through a scientific and professional approach to the solution of educational problems.

##### C. GUIDING PRINCIPLES

1. A school should be judged, as far as possible, in terms of its own philosophy and the worthwhile purpose which it serves in a democratic society. The fact should be recognized that individual differences exist among schools and among communities.

2. An institution should be judged upon the basis of the total pattern it represents as an institution of its type. While it seems necessary that institutions be judged in terms of particular characteristics, it should be recognized that wide variations will appear in the degree of success achieved.

3. Criteria, to be of maximum value, should be stimulating and conducive to educational growth; they should be instruments for continuous self-evaluation and should provide the incentive to strive constantly toward higher goals of achievement.

4. While it seems desirable to regard as basic criteria certain characteristics such as faculty preparation, the intellectual and moral tone of a school, the nature of the school plant, the adequacy of equipment and supplies, the quality of the school library and library service, the condition of the records, the policies of the board of education, the financial status, the teaching load, and the educational program, it should be recognized that considerable divergence from normal standards may occur in one of these characteristics without greatly detracting from the educational merits of an institution. Uniformity in every detail stifles educational experimentation, and thus is not only unnecessary but undesirable.

##### D. CRITERIA AND THEIR INTERPRETATION

1. *Agents of Communication*—The official agents of communication between the University of Minnesota and the schools seeking approval shall be the Chairman of the University Senate Committee on Institutional Relationships for the University, and the principal or headmaster of the school for the schools. The Chairman will be responsible for distributing, collecting, and filing all necessary reports and for the delegation of such other duties as may be required.

2. *Acceptance of Standards*—Schools applying for accreditation shall file a written statement from the governing body of the school indicating acceptance of the standards for accreditation and the desire to be accredited.

3. *Reports*—It shall be the responsibility of accredited schools to file, prior to November 1 of each year, such reports as may be required. Other reports may be called for from time to time.

The report of a school submitted on November 1 of each year and the report of the visiting committee shall form the bases for continued accreditation. Changes and corrections made by the school thereafter cannot be considered in determining its status for that year. Each school shall base its report on all grades included in its secondary school organization.

4. *Accreditation Procedures*—Within the next five years and within each five-year period thereafter, each accredited school and each school seeking accreditation shall be visited by a committee appointed by the Chairman of the University Committee on Institutional Relationships, such committee to consist of representatives of the University, of the independent schools, and, if possible, of the public schools. The size of the committee would vary with the size of the school visited.\*

a. The names of accredited schools shall be listed by the University and made available upon request.

b. Schools shall be considered for removal from the accredited list of the University for failure to maintain adequate standards or to make annual reports. Before a school is removed from the accredited list, except for failure to report or if removed at its own request, the school shall be warned and then visited by a committee and a report made. Committee visits may also be requested by the school itself or at the desire of the University.

c. The costs for such visits, whether it be by an individual or by a committee, shall be borne by the school. Additionally, there shall be such annual fees as shall be established by the University Board of Regents to cover the cost of administering this program.

5. *Reasonable Deviations*—Individual schools will be permitted reasonable deviations from regulations and criteria provided substantial evidence is available to show that these deviations are justified. This evidence as presented by the school may consist of follow-up studies which demonstrate the performance or achievement of the school's graduates.

6. *Qualifications of Staff Members*—

##### a. General Requirements

(1) In choosing staff members, consideration should be given to each individual's health, character, and personality, and to his competence to meet his assignments.

(2) Accurate records of staff members' preparation should be kept on file in the school office. Official transcripts or certified copies of academic records are necessary.

##### b. Instructional Staff

(1) The professional preparation and growth of all teachers is a matter of utmost importance. This is understood to mean training in subject-matter fields as well as in teacher education.

(a) A minimum requirement for all teachers shall be a Bachelor's degree from a four-year institution of higher education, whose accreditation is accepted by the University of Minnesota.

(b) Teachers will ordinarily teach only in fields of their college major or minor. Minimum qualifications will include at least fifteen semester hours at the college level in each of the fields in which they teach and at least fifteen semester credits in courses in education. While certain exceptions may be allowed temporarily, the full requirement should be met without undue delay.

##### c. Library Staff

(1) *The Librarian*—In schools with an enrollment of 500 or more pupils, the librarian should be a full-time librarian. In schools with an enrollment of 200-499 pupils, the librarian may be a full-time librarian, a study-hall librarian, or a teacher-librarian; at least half of the time of a teacher-

\* The recommendation is made that the composition of these committees be determined by the Chairman of the Senate Committee on Institutional Relationships. Each year a list of individuals who might serve on this committee will be prepared by the schools and presented to the Chairman, from which he will select members to serve on the various committees. Committee members will be furnished with school reports before visitation of a specific school is made. Such reports will be regarded as confidential by committee members.

librarian is devoted to the library. In schools with an enrollment of less than 200 pupils, at least one third of the teacher-librarian's time is devoted to the library.

(2) The librarian should have a Bachelor's degree and at least 15 hours of library science. (If the enrollment of the school is less than 200, 6 semester hours of library science is a minimum requirement.)

##### d. Administrative Staff

(1) The principal should have had at least two years of teaching experience.

(2) The principal should ordinarily have earned 15 semester hours of graduate-level credit in education in addition to his undergraduate degree. Normally, these credits will include work in secondary administration, supervision, and curriculum. (Note: In smaller schools principals may prefer to qualify under certification standards for public schools established by the State Department of Education. For less than ten teachers, for example, those standards specify only 6 semester credits of graduate work in educational administration, supervision, and related fields.)

(3) *Administrative Assistants*—All administrative assistants should have a background to equip them to fulfill satisfactorily the duties assigned to them, e.g., a supervisory assistant should have the same professional educational background as the principal.

## e. Special Provisions for Staff

- (1) Staff members whose qualifications have previously been accepted by the Senate Committee shall be considered qualified under the present statement of standards provided they remain in the same teaching field or administrative position.
- (2) Reasons for temporary exceptions to professional qualifications of staff members may include: extensive residence in a foreign country for teachers of language, state department work for teachers of history or social studies, a Master's degree or candidacy for the doctorate in the field in which the teacher is instructing, school and non-school administrative experience, or some other unusual but pertinent and practical experience. In these cases, professional education (subject preparation and/or teacher education) should be undertaken without undue delay, i.e., ordinarily within a two-year period.

## 7. Length of Program —

- a. School Year — The minimum length of the school year is 36 weeks, 180 days, with a minimum of 172 days of classes actually in session.
- b. School Day — The normal class day is 6 hours.
- c. Class Period — Schools may conduct classes on a short period basis, a long period basis, or a combination of both. A short class period for one unit of credit is defined as one with a minimum of 40 minutes, exclusive of time used in changing classes or teachers, meeting five times a week for 36 weeks (a minimum of 172 days). Under the short period or the long period plan, a reasonable amount of outside or independent study by pupils in accordance with their abilities is encouraged.

A long class period for one unit of credit is defined as a minimum of 55 minutes, exclusive of time expended for change of classes or teachers. Laboratory periods may consist of two short periods or one long period. When the long period is employed for other than laboratory classes, it is recommended that 15 minutes of the period be spent in supervised study.

8. Graduation Requirements — A three-year senior high school requires a minimum of 12 units for graduation. Four-year senior high schools require a minimum of 16 units; a six-year, a minimum of 12 units earned in the upper three years.

The recommendation is made that tests be used to classify individuals entering school with educational experience for which regular transcripts of credit are not available. Each individual thus tested is placed in the educational courses best suited to his needs and level of attainment.

9. Size of School — The faculty shall be large enough to provide satisfactory instruction for the program offered. To be eligible for accreditation, a high school should conform to one of the following classifications:

- a. A four-year high school offering instruction in secondary school subjects in grades 9-12, inclusive, with a minimum faculty of five instructors, including the principal.
- b. A three-year senior high school offering instruction in secondary school subjects in grades 10-12, inclusive, with a minimum faculty of four instructors including the principal.
- c. A six-year high school offering instruction in secondary school subjects in grades 7-12, inclusive, with a minimum faculty of seven instructors including the principal.

10. Teaching Load — In determining the teaching load, consideration is given to the following: the number of periods of class teaching, the number of different preparations, study hall duty, class size, total number of pupils taught daily, demands made in the way of any special activities.

The daily teaching load of an instructor shall not exceed 250 minutes or five periods of classroom teaching per day and one study hall assignment, nor should a teacher have more than four different class preparations daily. Normally, each teacher will have at least one unassigned period each day. The size of classes should, in general, not exceed 30 pupils.

11. Philosophy of the School — Each school should be free to determine its philosophy so long as it promotes the principles and spirit of American democracy. The statement of philosophy should be written, implemented by a specific statement of objectives, and manifested in the educational program of the school.

12. The Educational Program — The educational program of the school is concerned with the accumulation of knowledge, development of skills, and improvement of understanding. But it must also be concerned with the development of those interests, tastes, appreciation, ideals, and attitudes which will help toward the realization of the objectives and philosophy of the school. Therefore, the evaluation of an educational program should be made in terms of the contributing factors as found in the curriculum and courses of study, pupil activities, the library, guidance, and instruction.

- a. Curriculum — The curriculum should be chiefly concerned with the orientation, guidance, instruction, and participation of youth in those significant areas of living for which education should supplement the work of other social institutions. There should be evidence of constant adaptation and development of the curriculum with the above criteria in mind.
- b. Pupil Activity Program — The pupil activity program should aim to develop desirable traits and behavior patterns. Opportunities should be provided through these activities for discovering and developing leadership, special talents, abilities, and interests.

## c. Library Service —

- (1) The high school shall maintain a library containing books and periodicals adequate and suitable for the curriculum offered by the school and adapted to the abilities, needs, and interests of the pupils enrolled.
- (2) The library should be easily accessible to pupils, adequate in size, and attractive in appearance.
- (3) Books and periodicals for the library shall be in general such as appear on standard lists of materials for high schools. Inactive and discarded books should be withdrawn from shelves. All books shall be kept in good repair.
- (4) Provision for keeping all materials cataloged, well organized, and readily accessible shall be made.
- (5) Provision should be made for instructing pupils in the use of the library. Cooperative planning on the part of teachers and librarian in the effective selection of books and other instructional material is advisable.
- (6) Library Expenditures. That part of the annual secondary school budget devoted to library expenditures varies according to the size of the school. A minimum amount of \$200.00 is to be expended annually in each secondary school for the purchase of library books, periodicals, etc. This budget is planned in accordance with the library needs and with the objectives of the school for library service. The following scale is recommended as a guide:

Enrollment	Expenditure per Pupil
1,000 or more	50 cents
500-999	75 cents
200-499	\$1.00
Less than 200	\$2.00

- (7) Adequate records shall be kept and statistical information compiled annually on the use of the library by students.
- d. Guidance Service — Guidance should be thought of as a service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet such as: educational, vocational, health, moral, social, civic, and personal. There should be evidence of a definite program organized to carry on such guidance.

In-service training of teachers in guidance procedures should be part of the growth of the school.

- e. Instruction — The instructional program should give evidence of: (1) goals or objectives appropriate to the degree of development of pupils and in keeping with the purposes of the school; (2) the selection and use of varied types of teaching and learning materials and experiences; (3) the adjustment of method and organization to conditions and needs of pupils as a group and as individuals; (4) the use of every legitimate means available in the evaluation of progress and quality of learning; (5) a personal relationship of confidence, respect, and helpfulness between teachers and pupils; (6) provision for all types of learnings; (7) definite and adequate learning by pupils as an outcome; (8) evidence for evaluating the effectiveness of the school program.

## 13. Administration and Supervision —

- a. In each school there shall be some responsible governing body (commonly, a board of trustees in private schools) to whom the administrative head of the school shall be responsible. The actual administration of the school shall be the duty of the administrative head, and the function of the governing body shall be to assist in better implementing the functions of the school. The first concern of the governing body shall be to assure and encourage a maximum of educational growth. The governing body should have a published statement of policy, and should leave the inner workings of school organization to the professional administrative head.
- b. The professional administrator of the school must have not only the technical preparation indicated in Section 6d, but, of even more importance, the ability to insure a well-organized and well-managed school which will meet the needs of its students. Such things as permanency of tenure of staff members and the attitude and support of the community are good indications of the success of the administrative effort.
- c. The professional administrator directly responsible for the improvement of the educational program should have ample time for supervision of every phase of school life.
- d. The division of administrative duties shall be clearly defined, and it is the obligation of the administrative head to provide for adequate preparation of his assistants.
- e. A school should maintain a type of personnel and record system of such nature that it can provide any of the data asked for in the criteria.

## 14. School Plant and Equipment —

- a. Building and Site — The school plant should be flexible, adequate in size for the school population, and so planned as to facilitate the offering of a program of secondary education that is suited to the needs and interests of the pupils as well as that of the community. When a new plant is being planned, or an existing building is to be enlarged or remodeled, plans should contemplate meeting future as well as present needs. The building should be attractive and appropriate in design and should assure the safety and health of its occupants. The site should be large enough to provide ample playground space and should be attractively landscaped.
- b. Sanitation — Janitorial service, lighting, heating, ventilation, water supply and drinking fountains, lavatories and toilets, wardrobes and lockers, school furniture, cafeteria, and location of the classrooms, shops, laboratories, and library should be such as to insure hygienic conditions for pupils and teachers.
- c. Safety — Proper steps for protecting pupils against injuries should be taken in laboratories, shops, gymnasiums, transportation facilities, and in all parts of the building or grounds where accidents are likely to occur. The school plant should be adequately protected against fire and should have adequate fire alarms and fire exits. Programs should make provision for fire drills in accordance with state fire regulations.
- d. Instructional Equipment and Supplies — Equipment and supplies should be adequate to meet the needs of instruction for all courses and activities offered.
- e. Special Services — Adequate provision should be made according to the individual needs of each school for such special services as rest rooms, cafeteria, dining rooms, kitchens, nurse's office, clinics, infirmary or first aid facilities, study and sleeping quarters.
- f. Protection of Pupil Records; Care and Storage of Equipment and Supplies — Ample provision should be made for the safekeeping, systematic arrangement and care of all materials, supplies, and apparatus used in the instructional and activity programs and for the storage of all financial and personal records and reports.

An annual inventory is made of all equipment and supplies. A fireproof vault, a safe which meets underwriter's specifications, or a fireproof file should be provided.

## E. INTERIM PROCEDURES

1. Effective Date — The present revised statement of criteria will replace the existing policies, standards, and interpretation of standards originally adopted in 1927 and slightly revised in 1943 and 1947. This revised statement will become effective upon its adoption by the University Senate.

2. Transition Period — Time and careful study will be required to implement the suggestions made in the above statement and to establish suitable procedures and personnel. The recommendation is consequently made that no secondary school now accredited to the University be discredited except on a voluntary basis during this transition period or prior to September 1, 1954.

Revision of Criteria for the Accreditation of Private Secondary Schools  
(May 27, 1969)

## A. HISTORICAL DEVELOPMENT

The University of Minnesota early in its history established a system of admitting students on the basis of their graduation from certain secondary schools. This action was first taken by the College of Science, Literature, and the Arts which, in its calendar for 1885-86, announced that graduates of St. Paul and Minneapolis high schools would be admitted to the freshman class without examination. Similarly the same publication stated that after 1886 "graduates of high schools of first rank" would be admitted directly without examination. The calendar of 1886-87 listed as high schools of first rank those of the Twin Cities, Duluth, Hastings, Lake City, Mankato, and Minneapolis Academy. The College of Science, Literature, and the Arts catalog for 1896-97 listed 42 accredited high schools, all of which were public except Stanley Hall (Minneapolis), Minneapolis Academy, and Pillsbury Academy (Owatonna).

In the fall of 1912 the University Senate was established with "general legislative and administrative authority over all matters concerning the University as a whole; but not the internal affairs of a single college or school of collegiate rank, except where the same affects the interests of the University as a whole or the interests of other colleges or schools." Under this interpretation of function the University Senate assumed responsibility for accreditation of secondary schools. Senate bylaws for 1912 delegated this duty to the Senate Committee on Education which was "to represent the University in determining the list of accredited schools whose certificates admit students to the University." Reorganization of committee functions in 1916 created the Committee on the Relation of the University to Other Institutions of Learning: "Its duties shall be to consider relations between the University and other educational institutions within the state of Minnesota. . . . It shall represent the University in determining the list of accredited schools whose certificates admit students to the University."

This function was continued in the revision of Senate bylaws on May 15, 1952, which changed the name of the latter committee to the Committee on Institutional Relationships and stated its role in accreditation thus: "It shall represent the University in determining the accreditation accorded Minnesota schools and colleges."

Development of accreditation leadership for the Relations Committee from its inception in 1917 to 1948 was furnished by Dean Royal R. Shumway, its chairman. During this period, the State Department of Education became more active and assumed leadership for the supervision of public secondary schools, and the function of accrediting public high schools gradually passed from the University to the State Department of Education. Graduates from public high schools listed in the Minnesota Educational Directory thus came to be admitted directly to the University without further examination.

The North Central Association Commission on Secondary Schools also attained much of its present stature during this period. Many Minnesota high schools were accepted for membership in that association. The question was raised during the 1940's whether these other agencies would not suffice and whether the University ought to continue its accreditation function.

1. *The 1946-47 Survey.* In 1946-47 a canvass of secondary schools accredited by the University explored possible affiliation with the State Department of Education. The findings indicated an insistent demand that the University continue to serve this function for several reasons, among them the following:

- a. Private secondary schools were anxious to continue to receive educational leadership in the continued development of their schools from the University.
- b. The Minnesota Constitution as interpreted by the State Department of Education could supervise or accredit only public schools. Withdrawal of the University from this field would remove parallel accreditation from private high schools.
- c. Agencies such as the North Central Association frequently require that schools first be accredited by the highest accrediting agency in the state before they are admitted to membership. For private high schools of Minnesota, this agency was the University.
- d. Since many private secondary schools emphasize the college preparatory function, it seemed desirable to continue present accreditation relationships with the University of Minnesota. Such recognition by the University provided assurance that graduates of private high schools would be admitted to practically all colleges in the country, provided of course, that other admission requirements were fulfilled.
- e. Recommendations of an outside agency such as the University often helped furnish support for desirable changes within the schools.

On the basis of these findings the University, in 1947, agreed to continue the accreditation of private secondary schools.

Professor Robert E. Keller was appointed the new chairman of the Committee on Relations in 1949, following the retirement of Dean Shumway the year before. Dr. Keller continued as chairman of the committee until 1963. One of the first actions of the new chairman was to set in motion plans for revision of the *Criteria* and restructuring of accreditation procedure.

A joint committee consisting of representatives of the accredited schools and the University was appointed in 1952 to survey the accreditation relationship and to make recommendations for revision of policies and standards. Their cooperative efforts resulted in the *Criteria* that served as the standard for evaluation and accreditation for the next 16 years. This *Criteria* was adopted by the University Senate in November 1952.

Two significant characteristics were apparent in this new document. The first was that the accredited schools should be judged, as far as possible, in terms of their own philosophy, that no restrictions should be made regarding what the institution views as its educational mission, but that the evaluation should center upon the degree of success the institution has had in achieving its own objectives. The second significant characteristic was the flexible, subjective approach that allowed institutions considerable latitude in administrative plans and decisions, and encouraged innovation in every area of school operation.

With slight modification and clarification of some points in the *Criteria*, the document has continued to serve as a guide until the present time.

2. *Special Problems of Accreditation.* In terms of University interest, the historic need to accredit for purposes of admission has long since passed. Admission to the University is now primarily based upon test scores and information independent of accreditation.

On the other hand, this function retains significance for the private schools themselves. An accredited school is able to assure parents that its graduates will be accepted for college in the same manner as graduates of approved public high schools. It thus indicates adherence to certain standards. This becomes especially important for graduates who apply to some colleges in other states where accreditation is required for acceptance.

Also of significance for many schools is the assistance rendered by the University through outside appraisal. Development or retention of reasonable standards helps these schools to maintain their status and to improve their educational programs and services. Accreditation as a form of supervision which leads to improvement of instruction in private high schools also becomes important to these schools.

Emphasis upon this function tends to relegate the inspectional concept of accreditation to a minor role. Evidence of this is found in the makeup of accrediting committees which normally have only one third of their memberships from the University. The other two thirds of each committee is composed of faculty and administrators from public and private high schools, and other institutions of higher education which provide opportunity for healthy interchange, suggestions, and recommendations. The emphasis of visiting committees is thus very positive and helpful rather than restrictive and negative.

One of the obvious strengths of the 1952 *Criteria* has been the consideration it gave to the variations of objectives existing among the private Minnesota schools. The philosophy, student body, and objectives, though necessarily consistent with the democratic society of our times, were protected by suitable flexibility in standards. Nevertheless, with the passage of time, there developed a growing feeling that the whole process of accreditation ought to be reconsidered. This reconsideration seemed desirable from two standpoints: Some existing standards had become anachronistic or restrictive and a number of new developments were not covered in the 1952 *Criteria*.

3. *1968-69 Advisory Committee.* In the fall of 1968, Theodore E. Kellogg, chairman of the Senate Committee on Institutional Relationships, appointed a new advisory committee consisting of representatives from accredited and unaccredited high schools, the University of Minnesota, the North Central Association of Colleges and Secondary Schools and the State Department of Education. Members of this committee consisted of the following representatives:

- Neal Nickerson (chairman), University of Minnesota
- Lyle Anderson, Maplewood Academy, Hutchinson
- C. Lloyd Bjornlie, University of Minnesota
- Sister Mary Louise Cook, Derham Hall High School, St. Paul
- Sister Katherine Egan, Academy of the Holy Angels, Minneapolis
- Stephen Granger, University of Minnesota, Morris
- James Henderson, Blake School, Hopkins
- Richard Hill, University of Minnesota
- Brother William Koutsky, Grace High School, Fridley
- Rev. Paul Nelson, Cotter High School, Winona
- Manley Olson, University of Minnesota

Willis Olson, Minnehaha Academy, Minneapolis  
 Mabel Powers, University of Minnesota  
 T. Douglas Stenberg, Summit School, St. Paul  
 Elmer Weltzin, State Department of Education and North Central Association of Colleges and Secondary Schools

This committee was given a three-fold charge:

- a. To determine whether there is continuing need for accreditation.
- b. If so, whether other agencies could or should do so.
- c. If not, what should be done to modernize and streamline the *Criteria*.

The committee at its first meeting agreed that there was continued need for accreditation and that it preferred the University to continue in the role, at least until a suitable alternative be found. It was further agreed that efforts would be made to seek other appropriate agencies to take on this function, but in any event that a revision of the Evaluating Criteria be undertaken at once.

A subcommittee was appointed to review the *Criteria* and to prepare a draft for consideration by the advisory committee. Neal Nickerson, Sister Katherine Egan, James Henderson, C. Lloyd Bjornlie, and Manley Olson comprised this subcommittee. The advisory committee met on May 27, 1969 to consider the revision drafted by the subcommittee. The draft, with minor revisions, was approved.

The revised *Criteria*, shown below, was approved by the Senate Committee on Institutional Relationships on June 11, 1969. Copies were distributed to all the accredited private secondary schools and received generally favorable reaction. The Senate Committee on Academic Standing and Relations, which replaced the Senate Committee on Institutional Relationships, reaffirmed the approval of the *Criteria* and is placing it in the docket of the University of Minnesota Senate to be considered on December 4, 1969.

#### B. AIMS

The purposes underlying accreditation of private secondary schools in Minnesota shall include the following:

1. To develop and maintain high standards of excellence in private secondary schools.
2. To protect students in those schools by the establishment of minimum standards for accreditation.
3. To improve articulation between those schools and other educational institutions, particularly those of higher level.
4. To improve instruction on secondary and college levels through a professional approach to the appraisal of mutual educational concerns.
5. To assist new or struggling schools to establish themselves on firm bases and to profit from such guidance as can be externally supplied.

#### C. GUIDING PRINCIPLES

1. A school should be judged, as far as possible, in terms of its own philosophy and the worthwhile purpose which it serves in a democratic society. The fact should be recognized that individual differences exist among schools and among communities.

2. An institution should be judged upon the basis of the total pattern it represents as an institution of its type. While it seems necessary that institutions be judged in terms of particular characteristics, it should be recognized that wide variations will appear in the degree of success achieved.

3. Criteria, to be of maximum value, should be stimulating and conducive to educational growth; they should be instruments for continuous self-evaluation and should provide the incentive to strive constantly toward higher goals of achievement.

4. While it seems desirable to regard as basic criteria certain characteristics such as faculty preparation, the intellectual and moral tone of a school, the nature of the school plant, the adequacy of equipment and supplies, the fundamental quality of the school library and library service, the condition of the records, policies, the financial status, the teaching load, and the educational program, it should be recognized that considerable divergence from normal standards may occur in one of these characteristics without greatly detracting from the educational merits of an institution. Uniformity in every detail stifles educational experimentation, and thus is not only unnecessary but undesirable.

#### D. CRITERIA AND THEIR INTERPRETATION

1. *Agents of Communication*—The official agents of communications between the University of Minnesota and the schools seeking approval shall be the executive secretary of the University Senate Committee on Academic Standing and Relations for the University, and the principal or headmaster of the school. The executive secretary will be responsible for distributing, collecting, and filing all necessary reports and for the delegation of such other duties as may be required.

2. *Advisory Committee*—There shall be a permanent Advisory Committee, appointed by the chairman of the Senate Committee on Academic Standing and Relations, composed of representatives of the accredited private secondary schools and the University of Minnesota, and such other representation as may be appropriate. The number of members, the length of term, rotation procedures, and other operational details shall be determined by the Senate Committee on Academic Standing and Relations.

The Advisory Committee shall meet regularly to review matters referred to it by the Senate Committee on Academic Standing and Relations or by the private schools. Such matters might include: eligibility for accreditation, changes in the *Criteria* or their interpretation, reporting procedures, conduct of visits, or a review of the degree of adherence to the *Criteria* or major deviations by member schools. The Advisory Committee may also serve as a forum where member schools could present proposed innovations and receive comments and advice from their fellow educators.

The Advisory Committee shall have no regulatory powers but may make recommendations to the Senate Committee on Academic Standing and Relations or member schools. Its primary function is to serve as an agent of communication, both between member schools and the University and among member schools.

3. *Acceptance of Standards*—Schools applying for accreditation shall file a written statement from the governing body of the school, or its representative, indicating acceptance of the standards for accreditation and the desire to be accredited.

#### 4. Schools Accredited by Other Agencies

a. The University of Minnesota will automatically accredit any school which is fully approved by an accrediting agency whose accreditation policies have been accepted by the Senate Committee on Academic Standing and Relations as insuring that any school so accredited will meet the standards set by the University of Minnesota.

b. If a school whose accreditation by another agency has been accepted by the University of Minnesota has that accreditation terminated, the Senate Committee on Academic Standing and Relations will review the matter to assess the feasibility of continuous accreditation by the University of Minnesota. Such a review may consist of a visitation and/or written reports.

#### 5. Reports

a. It shall be the responsibility of accredited schools to file prior to November 1 of each year such reports as may be required. Failure to submit the annual report will be interpreted as a request to withdraw from accreditation. Other reports may be called for from time to time.

The report of a school submitted on November 1 of each year and the report of the visiting committee shall form the bases for continued accreditation. Changes and corrections made by the school thereafter cannot be considered in determining its status for that year. Each school shall base its report on all grades included in its secondary school organization.

b. Schools whose accreditation by another agency is accepted by the University of Minnesota may elect to submit a copy of the annual report required of that agency to the University of Minnesota in lieu of the annual report required by the University of Minnesota.

#### 6. Accreditation Procedures

a. The names of accredited schools shall be listed by the University and made available upon request.

b. Schools shall be considered for removal from the accredited list of the University for failure to maintain adequate standards or to make annual reports. Before a school is removed from the accredited list, except for failure to report or if removed at its own request, the school shall be warned and then visited by a committee and a report made. Committee visits may also be requested by the school itself or at the desire of the University.

c. Within the next 7 years and within each 7-year period thereafter, each accredited school (except those whose accreditation by another agency is accepted as indicated in section 4a—these schools shall be subject to the provision of section 6g) and each school seeking accreditation shall be visited by a committee appointed by the executive secretary of the University Senate Committee on Academic Standing and Relations, such committee to consist of representatives of the University, of the private schools, of the public schools, and of other institutions of higher education. The size and composition of the committee would vary with the size and nature of the school being visited.

d. The costs for such visits, whether it be by an individual or by a committee, shall be borne by the school. Additionally, there shall be such annual fees as shall be established by the University to cover the cost of administering this program.

- e. Prior to each visit the school shall complete a self-study using the *Evaluative Criteria, The High School Evaluation Guide*, or some other instrument approved by the University Senate Committee on Academic Standing and Relations. The evaluation process should not be viewed with apprehension nor defensiveness, for it is wholly designed to be as positive and helpful as possible. The visiting committee is not intended to be an inspectional group but rather a team of impartial professionals who will observe the school and compare their observations with those of the school itself, in light of the school's own philosophy and objectives.
- f. Each year a list of individuals who might serve on these committees will be prepared by the schools and presented to the executive secretary, from which he may select members to serve on the various committees. Committee members will be furnished with school reports before visitation of a specific school is made. Such reports will be regarded as confidential by committee members.
- g. Schools whose accreditation by another agency is accepted by the University of Minnesota will be subject to the visitation procedures of that agency. When such visits are held, however, there should be representatives of the University of Minnesota on the visiting committee.

7. *Reasonable Deviations* — Individual schools will be permitted reasonable deviations from regulations and criteria provided substantial evidence is available to show that these deviations are justified.

Guidelines for determining "reasonable deviations" shall be developed by the Advisory Committee and approved by the University Senate Committee on Academic Standing and Relations, subject to periodic revision.

8. *Philosophy of the School* — The school's philosophy shall be clearly expressed in a written statement and be approved by the governing board. It shall reflect the individual character of the school, its locale, and the characteristics and needs of its youth, and it shall be consistent with the spirit and principles of American democracy. The statement of philosophy should be implemented by a specific statement of objectives and manifested in the educational program of the school. The development and review of the philosophy and objectives shall be a collective effort involving faculty, students, administrators, parents, and the governing board and/or other representatives of the sponsoring body.

9. *The Educational Program* — The educational program following from the school's philosophy and objectives provides opportunities for students to grow in knowledge, understanding, and skills meaningful to their lives as individuals and as members of a community. Further, the program shall incorporate possibilities for developing interests, appreciations, ideals, and attitudes. Flexibility in organization and administration should be provided to meet the needs of students of differing talents, intellectual capacities, and goals. The evaluation of the program should be made in terms of its basic components of curriculum, instructional activities and materials, guidance services, and cocurricular activities. A consideration of current educational trends as well as the joint thinking of faculty, students, and laymen should be reflected in the evaluation and innovation of the program.

- a. *Curriculum* — Course offerings based on the educational needs of the community shall provide students with an opportunity for learning in each of several curricular fields. The total offerings should achieve a balance among the social sciences, the sciences, and humanities, and such other courses appropriate to the school's philosophy. The curriculum should be organized in such a way that students are able to experience continuity and relatedness in learning. There should be evidence of continued evaluation and development of the curriculum based on the above criteria.
- b. *Instruction* — The instructional program should give evidence of:
- (1) teachers qualified in effectively guiding learning activities;
  - (2) well-defined instructional outcomes;
  - (3) the selection and use of varied types of teaching and learning materials and experiences;
  - (4) the adjustment of method and organization to conditions and needs of students as a group and as individuals;
  - (5) good teacher and student morale;
  - (6) the use of varied instruments and procedures in the evaluation of progress and quality of learning.
- c. *Instructional Materials Center* — Appropriate types of instructional media to adequately support the instructional program shall be provided in one or more resource centers. Library and reference books, periodicals, newspapers, pamphlets, information files, filmstrips, records, tapes, and other audio-visual materials shall be adequate to the number of students, up-to-date, well maintained, and easily accessible. Students should be instructed in the effective use of available materials. Whenever possible, relevant and available community resources should be utilized.

After a media program has acquired a minimum print and audio-visual collection, the minimum annual expenditure per pupil for media (exclusive of textbooks) shall be as follows:

<i>Enrollment</i>	<i>Expenditure*</i>
Fewer than 500	\$3 per pupil
500-749	\$1,500 for the first 500 pupils plus \$2.50 per pupil above that
750-999	\$2,125 for the first 750 pupils plus \$2 per pupil above that
over 1,000	\$2,625 for the first 1,000 pupils plus \$1.75 per pupil above that

\* The contributions of federally funded programs may be counted for meeting this criterion.

- d. *Pupil Personnel Services*
- (1) *Guidance Services* — Guidance services shall be made available to facilitate the learning process and to assist young persons in meeting the unique challenges of adolescence. Individual and group sessions with trained personnel shall be designed to assist each student to better understand himself as a person, to identify his interests, to facilitate his achieving present educational goals, and to plan for realistic future goals. A systematic testing program shall assist in identifying potential talent and learning problems of each student. An adequate system of pupil records and reference materials shall be maintained. Each school shall conduct periodic follow-up studies of dropouts and graduates.
  - (2) *Other Pupil Personnel Services* — The need for other types of pupil personnel services such as those of school psychologists, school social workers, and medical personnel will vary widely among schools, depending upon the school population and the services provided by other agencies. Each school should establish procedures for identifying the physical and emotional needs of students which cannot be met by the school and should then make appropriate provisions.
- e. *Cocurricular Activities* — An activity program supplementing and enriching the instructional program shall provide students with opportunities for discovering and developing leadership, special talents and interests, and skill in human relationships. A well-balanced program provides for student participation in a variety of activities including special interest clubs, physical activities, student government, and cultural affairs. Each activity shall serve valid educational purposes and shall have a qualified sponsor. Participation and membership in activities shall be governed by principles and policies that encourage wide participation.
- f. *Clerical and Other Supporting Staff* — The use of teachers and other professional personnel to perform clerical and other non-teaching tasks is an unwise use of talent. Every school should provide adequate clerical assistance for its administrators, counselors, librarians, and teachers. The use of teacher aides and other paraprofessionals to relieve the professional staff of nonteaching duties is encouraged.

10. *Administration and Supervision*

- a. In each school there shall be some responsible governing body (commonly, a Board of Trustees in independent schools) to whom the administrative head of the school shall be responsible. The actual administration of the school shall be the duty of the administrative head, and the function of the governing body shall be to assist in better implementing the functions of the school. The first concern of the governing body shall be to assure and encourage a maximum of educational growth. The governing body should have a published statement of policy, should leave the inner workings of school organization to the professional administrative head.
- b. The professional administrator of the school must have not only the technical preparation indicated in section 11d but, of even more importance, the ability to insure a well-organized and well-managed school which will meet the needs of its students. Such things as permanency of the tenure of its members and the attitude and support of the community are good indications of the success of the administrative effort.

- c. The principal shall be responsible for the improvement of instruction and the professional growth of his staff in service. He shall encourage and promote continuous evaluation by his staff of all of the school's programs, and he shall seek to improve the educational program as a result of such evaluation. He should spend adequate time in supervision of every phase of school life.
- d. The division of administrative duties shall be clearly defined, and it is the obligation of the administrative head to provide for adequate preparation of his assistants.
- e. A school should maintain a type of personnel and record system of such nature that it can provide any of the data asked for in the criteria.

#### 11. Qualifications of Staff Members

##### a. General Requirements

- (1) In choosing staff members, consideration should be given to each individual's health, character, and personality, and to his competence to meet his assignments.
- (2) All teachers, librarians, counselors, and administrators shall have at least 27 quarter (18 semester) credits in professional teacher education.
- (3) Accurate records of staff members' preparation should be kept on file in the school office. Official transcripts or certified copies of academic records are necessary.
- (4) It is of primary importance that staff members keep abreast of new developments. Therefore, each school should have a planned program to insure that each individual staff member will participate in activities designed to improve his competencies. Such programs might include graduate study or other additional college classes, sabbatical leave workshops, professional meetings, travel, professional reading, or nonschool work experience.
- (5) In addition to programs designed to aid the professional development of individual staff members, each school should have an inservice program designed for the collective improvement of the staff.

##### b. Instructional Staff

- (1) The professional preparation and growth of all teachers is a matter of utmost importance. This is understood to mean training in subject-matter fields as well as in teacher education.
  - (a) A minimum requirement for all teachers shall be a Bachelor's degree from a 4-year institution of higher education, whose accreditation is accepted by the University of Minnesota.
  - (b) Teachers will ordinarily teach only in fields of their college major or minor. Minimum qualifications shall include at least 27 quarter (18 semester) credits at the college level in each of the fields in which they teach and at least 27 quarter (18 semester) credits in courses in professional teacher education. While certain exceptions may be allowed temporarily, the full requirement should be met without undue delay.

##### c. Instructional Materials Center Staff

- (1) The Librarian — Every school shall have a minimum of a half-time librarian. In schools with an enrollment of 500 or more pupils, the librarian should be a full-time librarian.
- (2) The librarian shall have a Bachelor's degree and at least 27 quarter (18 semester) credits of library science. (If the enrollment of the school is less than 200, 12 quarter [8 semester] credits of library science is a minimum requirement.)

##### d. Administrative Staff

- (1) Every school shall have a principal who devotes at least one-half of the school day to the administration and supervision of that school. The principal shall have had at least 2 years of teaching experience and a Master's degree.
- (2) The principal should ordinarily have earned 24 quarter (16 semester) credits of graduate-level credit in education. Normally, these credits will include work in secondary administration, supervision, and curriculum. (Note: In smaller schools, principals may prefer to qualify under certification standards for public schools established by the State Department of Education.)
- (3) Administrative Assistants — All administrative assistants should have a background to equip them to fulfill satisfactorily the duties assigned to them, e.g., a supervisory assistant should have the same professional educational background as the principal.

##### e. Counselors

- (1) Guidance services should be provided by professionally qualified personnel, regardless of size or location of school. A ratio of one counselor for each 450 pupils is recommended with due consideration being given to the availability of other pupil personnel services and the nature of the student population. Each school should have at least a half-time counselor. The role of the counselor should be clearly defined and communicated by the administration to the school staff and the community.
- (2) Counselors shall have at least 27 quarter (18 semester) credits of graduate preparation in guidance and counseling in addition to teaching experience.

##### f. Special Provisions for Staff

- (1) Staff members whose qualifications have previously been accepted by the University Senate Committee shall be considered qualified under the present statement of standards provided they remain in the same teaching field or administrative position.
- (2) Reasons for exceptions to qualifications of staff members may include: extensive residence in a foreign country for teachers of language, state department work for teachers of history or social studies, a Master's degree or candidacy for the doctorate in the appropriate field, demonstrated successful teaching experience over a period of years, school and nonschool administrative experience, service in the peace corps, or some other pertinent and practical experience.

12. *Teaching Load* — In determining the teaching load, consideration is given to the following: the number of periods of class teaching, the number of different preparations, study hall duty, class size, total number of pupils taught daily, demands made in the way of any special activities, and method of instruction used.

The teaching load shall be such that teachers have adequate time to perform their duties. Except in certain activity-type classes such as type-writing and music, the pupil load for teachers shall not exceed 160 pupils daily. However, when requested, special consideration shall be given to innovative organizational patterns for instruction such as team teaching, large group, small group, and independent study.

Each teacher shall have at least one 40-minute period daily or not less than 20 minutes per week for conferences and instructional planning.

The overall ratio of pupils to teachers and other professional staff members shall not exceed 25 to 1.

Only that portion of a staff member's time actually devoted to duties in the high school may be counted in determining the pupil-teacher ratio. The number of teachers employed in the high school shall be adequate to provide effective instruction, direction of extra-classroom activities, counseling, and other educational services.

#### 13. Length of Program

- a. *School Year* — The minimum length of the school year is 180 days, with a minimum of 175 days of classes actually in session.
- b. *School Day* — The normal class day is 6 hours.
- c. Schools shall organize their schedule of classes in patterns most appropriate to achieving objectives of the program and may provide varying time periods as need arises. Schools may elect any of several means for granting credit:
  - (1) *Semester Hour* is the amount of credit given for the successful completion of a course which meets 1 period per week for 1 semester of at least 18 weeks. A course which meets 5 periods per week for 2 semesters, therefore, would permit a student to earn 10 semester hours of credit.
  - (2) A *Carnegie Unit* is the amount of credit given for the successful completion of a course which meets 5 days per week for at least 40 minutes daily or the equivalent amount of time throughout 1 school year of at least 36 weeks. The equivalent time is 120 clock hours.
  - (3) *Independent Study Programs* — Schools providing for planned programs of independent learning may not wish to require all students to attend classes a specific amount of time during a semester. In such instances credit may be granted for satisfactory performance on administered proficiency examinations or for successful completion of curricular units, steps, or phases which have been established by the school as comprising the equivalent of a unit of work.

14. *Graduation Requirements* — A 3-year senior high school requires a minimum of 12 units for graduation. Four-year senior high schools require a minimum of 16 units; a 6-year, a minimum of 12 units earned in the upper 3 years.

The recommendation is made that tests be used to classify individuals entering school with educational experience for which regular transcripts of credit are not available. Each individual thus tested is placed in the educational courses best suited to his needs and level of attainment.

15. *Size of School* — The faculty shall be large enough to provide satisfactory instruction for the program offered. To be eligible for accreditation, a high school should conform to one of the following classifications:

- a. A 4-year senior high school offering instruction in secondary school subjects in grades 9-12, inclusive, with a minimum faculty of 10 instructors including the principal.
- b. A 3-year senior high school offering instruction in secondary school subjects in grades 10-12, inclusive, with a minimum faculty of 8 instructors including the principal.
- c. A 6-year high school offering instruction in secondary school subjects in grades 7-12, inclusive, with a minimum faculty of 14 instructors including the principal.

16. *School Plant and Equipment*\* — School plants exist for only one major purpose: to furnish a safe, comfortable, attractive, and functional physical environment in which the education of children can progress at the most advantageous rate for each child. All other uses of schools must be secondary to this primary purpose.

The school plant should be adequate in size for the school population and so planned as to facilitate the offering of a desired program of secondary education. Flexibility in a school plant is of great importance. Plans for new construction or remodeling should reflect the need for instructional areas to accommodate groups of various sizes and the use of a variety of teaching methods and equipment. Such planning should also provide the highest degree of flexibility for possible future modifications. Otherwise, buildings may become educationally obsolete while still being structurally sound.

- a. *Sites* — Sites should be readily accessible to the school population, free from traffic hazards and other dangers, free from distracting noises, extensive enough to provide for all instructional and recreational needs, attractively landscaped, and properly maintained.
- b. *Buildings* — Buildings should be attractive in appearance and should insure the physiological well-being of occupants with respect to such considerations as sanitation, lighting, heating, ventilation, acoustics, and maintenance. Buildings should contain sufficient classroom space and other areas to accommodate the instructional program. Adequate provision should be made for restrooms, food service facilities, administrative offices, staff rooms, guidance and conference rooms, library and other media centers, auditorium and gymnasiums, health service facilities, and other special service areas according to the needs of the school.
- c. *Safety* — Proper precautions should be taken to protect pupils and school personnel from injuries in laboratories, shops, gymnasiums, and in all other parts of the plant where accidents are likely to occur. The school plant should be adequately protected against fire and should have an adequate fire alarm system, fire extinguishers that are regularly inspected, and clearly designated fire exits. Programs should make provision for fire drills in accordance with state fire regulations.

All basic records and reports such as the pupil permanent cumulative records, finance, staff, etc., should be housed so that they will be safe from theft, fire, or other possible means of loss.

- d. *Instructional Equipment and Supplies* — Adequate and appropriate types of teaching and learning materials and equipment for all areas of the school program should be provided. The quantity and type of the instructional material required should be determined by the size of the school and the nature of the educational program.

\* More detailed recommendations regarding the school plant can be found in the *Guide for Educational Planning of Public School Buildings and Sites in Minnesota*, published by the State Department of Education, or from the *Guides*, published by the National Council of Educational Facilities Planners.

#### E. INTERIM PROCEDURES

1. *Effective Date* — This revised statement of criteria will replace the existing *Criteria* adopted in 1952. These revised criteria will become effective with the start of the 1970-71 school year.

2. During the 1969-70 school year, the Advisory Committee will review and revise existing reporting forms and procedures in light of these new criteria. Such changes as are approved will become effective with the start of the 1970-71 school year.

3. *Transition Period* — Time and careful study will be required to implement the suggestions made in the above statement and to establish suitable procedures and personnel. The recommendation is consequently made that no secondary school now accredited to the University be discredited except on a voluntary basis during this transition period or prior to September 1, 1971.

T. E. KELLOGG, Chairman

#### XI. OLD BUSINESS

#### XII. NEW BUSINESS

#### XIII. NECROLOGY

#### RICHARD J. DONNELLY 1919-1969

Richard J. Donnelly, professor and director of the School of Physical Education, was killed on October 3, 1969 in an airplane crash at Denver, Colorado. So staggering was the news of his death to his friends and colleagues locally and nationally that at first it could scarcely be comprehended. We could not believe that we had lost Rich Donnelly.

Professor Donnelly was born in Allen, Michigan. After high school graduation, he attended Sacret Heart Seminary in Detroit for 2 years. He received the B.S. degree in physical education in 1942 from Michigan State Normal College, Ypsilanti, and started teaching and coaching at Hillsdale High School, Michigan. During World War II, he served with the United States Navy, 1942 to 1945, attaining the rank of lieutenant.

In 1945-46, he was a graduate assistant at the University of Michigan while completing studies for the M.A. degree. The following year, he was a teacher and head football and basketball coach in the Dexter, Michigan secondary school, and then he returned to the University of Michigan for doctoral studies. He held a teaching fellowship and an instructorship in physical education at Michigan until 1953 when he received the Ph.D. degree and became associate supervisor of physical education and administrative assistant.

Mr. Donnelly joined the faculty of the University of Minnesota in 1955, appointed first as associate professor and coordinator of graduate study in physical education for men and later (1959) as professor and chairman of physical education for men and assistant director of physical education and athletics. He was selected in 1963 as the first director of the newly organized School of Physical Education. He had provided effective leadership in the establishment of this school, a unit in the College of Education which includes the Departments of Physical Education for Men, Physical Education for Women, Recreation and Park Administration, Intramurals for Men, Intramurals for Women, and a program in health education.

Rich Donnelly contributed to the work of the College of Education in many roles — as a superb administrator of the School of Physical Education, as member and chairman of the elected faculty Planning and Policy Committee, as chairman of the committees on the doctor of education degree and on Ph.D. programs in education, and most recently, as chairman of the faculty committee to search for the new dean of the College of Education.

Regionally and nationally, Mr. Donnelly was a distinguished member of his profession. He was a past president of the National College Physical Education Association for Men and served on this organization's Committees for Tests and Measurements, Curriculum Research, Membership, and Operating Code. In the American Association for Health, Physical Education and Recreation, he had been a member of the Editorial Board, secretary of the Measurement and Evaluation Section, chairman of the Professional Education Subsection on Physical Education, and member of the Committee to Develop a Plan for Graduate Recruitment. His work was especially notable as secretary-treasurer of the Central District Association for Health, Physical Education and Recreation in which he also had been chairman of the Research Section. In 1966, he received the Central District Association Honor Award in recognition of his outstanding service to the profession. For the Minnesota affiliate, he chaired the Research Section and the Student Section. He was a member of several additional professional groups, including the American Association of Higher Education and the American Educational Research Association.

For 7 years, Mr. Donnelly was a member of the Steering Committee for the Minnesota Governor's Advisory Physical Fitness Council, and he was cochairman of the planning committee for the Governor's Workshop on Physical Fitness, 1958-59. He served for 5 years on the Minnesota State Board of Education Advisory Committee on Health and Physical Education.

He was widely respected for his research and writing, and he was in constant demand as a speaker for conferences and meetings of professional groups. It was during his return after participating in the program of the Wyoming Association of Health, Physical Education and Recreation that the plane crash ended his life.

Everyone who worked with Rich Donnelly had confidence in his judgment and his leadership. His assessment of problems was unusually perceptive, and his search for solutions was both far-sighted and practical. His colleagues trusted him, and he deserved their trust.

Words we sometimes use to describe personal qualities have special meaning in Rich's case, so highly did he exemplify the attributes involved: fairness, responsibility, intelligence, humaneness, courage, faith. Always he cared about people and what happened to them. Always he was ambitious

for the development of sound education, never for personal power. His gentle strength, unflinching good humor, and thoughtful counsel were a source of inspiration to the many to whom he gave so freely of his time and energies. He is greatly missed, but the University bears his mark, and each of us cherishes warm memories of his associations with us.

The faculty of the School of Physical Education has established the Richard J. Donnelly Memorial Fund in his honor.

Professor Donnelly is survived by his widow, Bess, his elder daughter Peggy Donnelly Merriman of Westminster, California, his son Richard A., who is a freshman in physical education at the University of Minnesota, his younger daughter Anne, and his granddaughter Katie. Other surviving members of his family, all in Michigan, are his parents, Mr. and Mrs. Peter Donnelly of Allen; two brothers, William, a physician in Pontiac, and Charles, president of Flint Community College; and three sisters, Mrs. Mary Birkam of Southfield, Mrs. Helen Harig of Detroit, and Irene Donnelly of Lincoln Park.

RICHARD M. ELLIOTT  
1887-1969

Richard M. Elliott, professor emeritus of psychology, died on May 6, 1969. He had been in ill health for several years. Mr. Elliott was born November 3, 1887, in Lowell, Massachusetts, and earned his Bachelor's degree at Dartmouth College in 1910. After graduating Phi Beta Kappa he continued in graduate study at Harvard where he was awarded his M.A. in 1911 and Ph.D. in psychology in 1913. The following year he spent as a Sheldon Traveling Fellow at the University of Berlin. His teaching career began first at Harvard and then Yale from 1915 to 1918.

His academic career was interrupted during World War I when he became a member of the group of psychologists who first introduced the extensive and highly successful use of psychological testing and classification procedures in military programs.

In 1919 Mr. Elliott came to the University of Minnesota to build what was to become its first Psychology Department. Psychology had previously been offered in the Philosophy Department. He served as chairman of psychology from 1919 to 1951. Under his guidance, Minnesota quickly became one of the leading half-dozen centers for graduate and undergraduate study in the country. He was a member of the Board of Directors of The Psychological Corporation, and was the American Psychological Association's representative to the Social Science Research Council. During World War II he served as consultant to the National Research Council. He was also a director of the Minnesota Human Genetics League.

In addition to his academic contributions, Professor Elliott was the founding editor of the prestigious Century Psychology Series, a series of psychological textbooks and monographs. He remained active in this capacity until his death.

In 1951 Professor Elliott resigned his chairmanship in order to concentrate on teaching until his retirement in 1956. He was a dedicated and innovative teacher. He felt that the introductory course was especially important, and he participated in teaching it during most of his academic career. Because of his wide exposure in very large classes over many years, generations of students knew and admired him as a scholar, teacher, and human being. His interests and scholarship ranged widely beyond psychology to include ornithology, astronomy, and travel. In 1927 and 1928 he made a trip around the world, much of it on foot. His interest in travel continued after his retirement when he and his wife, the former Mathilde Rice of St. Paul, whom he married in 1929, toured Europe and spent their winters in Florida.

It is a source of much gratification to his many colleagues and friends in the University community that he was able to participate in the dedication on September 20, 1968, of the Psychology Building as Elliott Hall, named in recognition of his many accomplishments and enduring influence upon psychology at Minnesota. No recital of times and places can reflect the human being that Professor Elliott was. He was a man of rare distinction.

He is survived by his widow, Mathilde Elliott.

GEORGE E. FAHR  
1882-1968

George E. Fahr was born in Meadville, Pennsylvania, the son of a German father and descended from a pioneer New York family on his mother's side. He was educated in the local school system graduating from the Meadville High School in 1899. He was fluent in the German language before he finished high school, well prepared linguistically for his later fruitful work in Holland and Germany. It is evident from his paper, "Memoirs of a Scientist" how early was his commitment to a career in medicine. "After graduation from high school, I had to decide what college to enter for my premedical work."

He spent a year at Allegheny College, then continued his education at the University of Chicago. He was elected to Phi Beta Kappa there in his junior year, and received a bachelor of science degree in 1904.

His interest in the heart was apparent even before his formal medical training. In 1905 at Woods Hole, Mass., he worked under Anton Carlson, studying the heart of the limulus, the king crab. He began his formal medical training at Johns Hopkins, but left Baltimore and the United States in 1906 to continue his studies at Wurtsburg where he received his M.D. degree in 1910 defending his doctoral thesis, "Elektrische Versuche an verletzten Muskeln" (Electrical Experiments on Damaged Muscles).

Interested in electrical phenomena of heart muscle, young doctor Fahr left Germany for Leiden to work with Einthoven. In this early period he was one of the authors of a classic paper describing the mathematics of the Einthoven triangle. This paper published in German has been translated into English and reappeared in the *American Heart Journal* in 1950.

Early in World War I he worked in Bern with Leon Ascher in the Department of Physiology. Then in 1917 with the outbreak of the war with the United States imminent, he returned to his homeland. On November 3, 1917, he married Alice Pearson, then 19 years of age and destined to remain with George Fahr until death separated this marriage a half century later. He became assistant professor of medicine at the University of Michigan in 1917 then left for war service in San Antonio, Texas in 1918. After the war he worked with Joe Evans, head of medicine at the University of Wisconsin, and there he was recruited by S. Marx White in 1922 to come to the University of Minnesota. His career as a teacher came to full flower in Minnesota where he spent the rest of his days, active in the University as professor of medicine until his retirement in 1950, and following as emeritus professor consulting in the Anoka and Hastings state psychiatric hospitals.

He has written extensively in the cardiovascular field. His outstanding papers concern the mathematical basis of electrocardiography, the use of Quinidine and digitalis, myxedema heart disease, and edema formation. These papers have made George Fahr a world figure in medicine. In 1962 in honor of his 80th birthday, the George E. Fahr Festschrift was published. Fifty-three titles of his medical bibliography appeared therein.

However, his greatest interest was teaching medical students. As he himself said, "Teaching is my life and whatever immortality I may have lies with my students." His students were every medical generation from 1922 until long past his retirement in 1950. As chief of medicine at the Minneapolis General Hospital (now called Hennepin County General Hospital) from 1925 to 1950 he was the model of the physician hundreds of his followers strove to emulate. He possessed the rare ability to stimulate his students to appreciate the privilege of practicing medicine, to enjoy the discovery of cryptic disease, and to derive satisfaction from the treatment of the illness of man. He was a rigorous and demanding teacher. His courses in physical diagnosis were always packed with attentive students. He quickened them with demonstrations of the most minute physical signs that can be observed at the bedside. He was a master clinician, a master teacher, and an important force fashioning the school at Minnesota into a great medical center.

He is survived by his wife Alice, three children, Sam, Marnie (Mrs. Roy H. Steyer), and George, 13 grandchildren, 1 great grandchild.

IMMANUEL CHRISTOPHER FISCHER  
1898-1969

Immanuel Christopher Fischer, professor emeritus of engineering in the General Extension Division, died on July 12, 1969, in Minneapolis.

Mr. Fischer was born in Sheboygan, Wisconsin, on November 26, 1898. While earning the bachelor of science in electrical engineering at the Milwaukee School of Engineering, he had an undergraduate assistantship, granted because of high scholarship. He taught at the school from 1921 to 1941, heading the Departments of Engineering Drawing and Design, Mathematics, and Mechanical Engineering at various times. In 1937, Mr. Fischer was awarded the master of science by Marquette University, with a major in mathematics and a minor in physics. He was elected to Sigma Pi Mu, honorary mathematics fraternity. Additional studies were taken at the University of Wisconsin, in psychology.

In addition to teaching and administrative duties at the Milwaukee School of Engineering, Professor Fischer was senior class adviser, director of the band, organizer and director of the annual minstrel production, assistant volleyball coach, member of the board of directors of the Alumni Endowment Foundation, and a fiercely competitive chess player. During this time, he also became a member of Pi Mu Epsilon, national honorary mathematics fraternity, the American Mathematical Society, the Mathematical Association of America, the American Association for the Advancement of Science, and the American Association of University Professors.

Mr. Fischer joined the staff of the General Extension Division in 1941 as assistant professor of engineering, teaching shop mathematics, analytic geometry, and differential and integral calculus. In 1942 he wrote the first of several correspondence courses for the General Extension Division and for the United States Armed Forces Institute. The correspondence courses written and revised by Mr. Fischer over the years, including courses in

basic mathematics, solid geometry, analytic geometry, calculus, engineering statics, rigid-body mechanics, and many others, have consistently carried some of the highest registrations of any courses offered. Students always got careful, thorough, and constructive individual help from Professor Fischer, such that the rate of student completion on courses he taught was at a uniformly high level.

Mr. Fischer was named associate professor in 1960 and professor in 1963. He retired in 1967, having taught more evening class and correspondence students than any other University of Minnesota faculty member.

In addition to hobbies of fishing, volleyball, music, and chess, Immanuel Fischer was an avid amateur horticulturist, having developed new petunia strains by hybridization. He started growing orchids because a friend cleaned out her attic, unearthing some old English books on gardening, including the "Orchid Grower's Manual." He bought a plant and it bloomed. "Of course when that happens, you're lost," said Fischer, who wound up helping to organize the Orchid Society of Minnesota, in 1964. Offices in the General Extension Division also bloomed with Immanuel's beautiful roses, chrysanthemums, violets, lilies, and orchids.

The care and attention he lavished on flowers and students alike are sorely missed. Professor Fischer is survived by two sisters, Mrs. Elise M. Morton, Minneapolis, and Mrs. Marie Goetsch, Milwaukee, Wisconsin.

HERBERT ZIEGLER GIFFIN

1878-1969

Dr. Herbert Z. Giffin, professor of medicine in the Mayo Graduate School of Medicine from 1934 to 1947, and an associate of Dr. William J. Mayo and Dr. Charles H. Mayo at the Mayo Clinic from 1906 until their deaths in 1939, died at the Extencicare Nursing Home in Rochester, Minnesota, on April 25, 1969, of the complications of severe coronary arterial disease.

Dr. Giffin, born in Kirkwood, New Jersey, on October 25, 1878, was graduated from Princeton University in 1900 and from the Johns Hopkins University School of Medicine, where he was a member of the medical service of Sir William Osler in 1904. He became an associate of the Mayo brothers on July 4, 1906, at a time when the Mayo practice was still a private partnership and the Mayo Graduate School of Medicine did not exist.

He was particularly interested in diseases of the blood and the blood-forming organs, although he did early work in diseases of children, asthma, and tuberculosis. He was the author of more than 100 papers on medicine, and was widely known for his studies on anemia, leukemia, and diseases of the spleen. When the Mayo Graduate School of Medicine was established in 1915 he was appointed an associate professor of medicine; he was advanced to professor in 1934. He became a senior consultant in medicine in the Mayo Clinic in 1945, and he retired from that institution in 1946. He was elected president of the Minnesota State Medical Association in 1942 and in 1947 he received a Certificate of Merit, as a longtime member of the faculty, from the University of Minnesota.

Dr. Giffin was a quiet, almost retiring, man of impressive erudition who devoted himself to his profession with unsparing constancy. He was a kind and stimulating teacher who seemed to be happiest when his graduate students attained achievements in which he had helped, but for which he disclaimed any personal distinction. His quiet equanimity successfully cloaked a warm and gracious nature. A daughter, Dr. Mary E. Giffin, was assistant professor of psychiatry in the Mayo Graduate School of Medicine from 1949 to 1958.

FRANCIS RAYMOND KEATING, JR.

1911-1969

Dr. F. Raymond Keating, Jr., professor of medicine in the Mayo Graduate School of Medicine at Rochester, died on September 13, 1969, after he had been injured in an automobile accident on September 12 in which Mrs. Keating was killed instantly.

Born in Philadelphia on May 20, 1911, he was graduated from the Cornell University Medical College in 1936. He entered the Mayo Graduate School of Medicine as a fellow in medicine in 1938, and he was appointed to the staff of the Mayo Clinic in 1942. From 1955 to 1968 he was head of a section of medicine in the Mayo Clinic; in 1968 he became a senior consultant. He was appointed an instructor in medicine in the Mayo Graduate School of Medicine in 1943, and was advanced to assistant professor in 1947, to associate professor in 1950, and to professor in 1953.

He was widely known as an authority in the fields of endocrinology and metabolism, and particularly in primary hyperparathyroidism. It was under his direction that newer techniques for the identification of this state were introduced into clinical practice at the Mayo Clinic. He was deeply interested in the physiologic aspects and diseases of the thyroid gland, and was among the first to use radioiodine in the treatment of hyperthyroidism. He was president of the American Thyroid Association, Inc., in 1964 and 1965, and a vice president of the Fifth International Thyroid Conference in Rome, Italy, in 1965. In that year the surgeon general of the United States Public Health Service appointed him to a three-member panel to investigate the biologic effects of residual atmospheric irradiation produced by nuclear explosions.

In his seminars with colleagues and graduate students Dr. Keating exhibited a most appealing amalgam of rare scholastic percipience with a bright and flashing wit which usually was ironic but never was unkind. By avocation he was an indefatigable naturalist and an ornithologist of impressive parts.

Dr. Keating is survived by four children, Priscilla, Peter, Cynthia, and Michael.

EDWARD S. LOYE

1909-1969

Edward S. Loye, associate professor of mathematics in the School of Mathematics, died at the age of 59 in the University of Minnesota Heart Hospital on April 27, 1969. He underwent open heart surgery at the Heart Hospital on April 10, 1969 for the purpose of correcting a cardiac impairment which had troubled him prior to surgery. His sudden death shocked and saddened his colleagues throughout the Institute of Technology.

Professor Loye was born in Eveleth, Minnesota on August 14, 1909. In 1931, he graduated with honors from the University of Minnesota with a Bachelor's degree in electrical engineering. Subsequently, he received his M.S. in electrical engineering in 1933, a B.S. in education in 1934, and a Ph.D. in education in 1948, all at the University of Minnesota.

Except for military service in World War II and a period of 2 years as an instructor in the University High School (1934-36), he served continuously as teaching fellow, instructor, and assistant professor of mathematics during the period 1931-46. In 1947 he was promoted to the rank of associate professor in the Institute of Technology Mathematics Department, and served in this capacity up to the time of his death. He was much interested in the teaching of mathematics to undergraduates in technology and in this role he was outstanding. In nearly 40 years of service with the University, Professor Loye saw the organization of mathematics at the University undergo a series of major changes. Throughout this period of change, Professor Loye maintained his devotion and dedication to excellence in undergraduate mathematics instruction. He lived and worked in the belief that among the various functions of the University that of teaching should be foremost not only in mathematics but also in all disciplines throughout the University. His attachment and loyalty to the University of Minnesota was sincere and profound.

He is survived by his wife, Ellena Ventura; sons, William and Edward; father, Henry E.; brothers, William and John; sisters, Mrs. Margaret Peterzen and Mrs. Elizabeth Milton.

DR. HENRY WILLIAM MEYERDING

1884-1969

Dr. Henry W. Meyerding, a member of the faculty of the Mayo Graduate School of Medicine at Rochester from 1918 to 1949, died in St. Marys Hospital on August 27, 1969.

The career of Dr. Meyerding was linked almost inseparably with much of the history of the University of Minnesota. Born in St. Paul on September 5, 1884, he enrolled in the University of Minnesota after his graduation in 1903 from the Mechanics Arts High School in St. Paul, and he took the degree of bachelor of science in 1907 and that of doctor of medicine in 1909.

In March 1910, Dr. Meyerding went to Rochester, where he became an assistant to Dr. William J. Mayo, a regent of the University of Minnesota from 1907 to 1939, and to Dr. Charles H. Mayo and Dr. E. Starr Judd. In 1918 he received the degree of master of science in orthopedic surgery, the first in that field to be conferred by the University of Minnesota by way of the Mayo Graduate School of Medicine, established in 1915. He was appointed an instructor in orthopedic surgery in the Mayo Graduate School of Medicine in 1918, and was advanced to assistant professor in 1920, to associate professor in 1922, and to professor in 1937.

Dr. Meyerding was an orthopedic surgeon of exceptional skill who was much respected for his learning and for his deep interest in the work of his graduate students in orthopedic surgery, upon whom, with infinite patience and concern, he expended the impressive accretions of his long experience in that field. He achieved international recognition; he was one of the founders of the World Medical Association, the International Society of Orthopedic Surgery and Traumatology, the American Academy of Orthopaedic Surgeons, Inc., and the American Board of Orthopaedic Surgery, Inc. A somewhat bluff man in the old-time tradition of the European university *Geheimrat*, he nonetheless had a generous store of kindness and unflinching courtliness.

There are no immediate survivors.

JOSEPH A. NOWOTNY  
1908-1969

Joseph A. Nowotny, a member of the University faculty for 26 years, died June 22, 1969, at the age of 61. Although he had been seriously ill, he and his family had maintained optimistic reports to others so that no one would be concerned about him. His death consequently came as a real shock even to those who knew him well.

Mr. Nowotny attended high school in Arlington, Minnesota. He received a B.S. degree in physical education in 1932 from the University of Minnesota and an M.Ed. degree in 1950. As an undergraduate, Mr. Nowotny won his varsity "M" in basketball. After graduating, he taught and coached 2 years at Alden, Minnesota. From there he moved to Marshall, Minnesota, where he taught physical education and coached football and basketball.

Mr. Nowotny joined the School of Agriculture faculty on the St. Paul Campus in 1943 as an instructor. He was promoted to assistant professor in 1946 and to associate professor in 1958. During his tenure with the School of Agriculture, Mr. Nowotny served as coach of the athletic teams for the school. As "Gym teacher and Coach," Mr. Nowotny won many lasting friendships with the farm boys from across Minnesota who attended the School of Agriculture sessions.

In 1960 the Physical Training Department which Mr. Nowotny headed was incorporated into the Department of Physical Education and Athletics for Men. Even before that, however, Mr. Nowotny offered physical education classes in the gymnasium for the University students on the St. Paul Campus. He also was responsible for promoting a vigorous intramural and recreation program in the gymnasium.

Mr. Nowotny was active in several professional associations. He was a member of the American Association for Health, Physical Education, and Recreation and the Minnesota affiliate with the same name. He also belonged to the National Education Association, the National Intramural Association, and the National College Physical Education Association for Men.

Mr. Nowotny was a very humble and sympathetic man. He never hesitated to go out of his way to help faculty, staff, students, and their friends. He always assisted with the state meetings of the Future Farmers of America and the American Legion Boys State. He was teacher and coach to the countless youngsters in the St. Anthony Park and University Grove area, many of whom learned to swim under his careful tutelage through the General Extension Division swimming classes held in the gymnasium. Perhaps most important of all, Mr. Nowotny was a real friend of the many faculty and staff on the St. Paul Campus, especially those who participated in the recreational activities in the gymnasium.

Mr. Nowotny is survived by his widow, Helen; a married daughter, Mrs. Richard Skogsberg, Falcon Heights; a son, Joseph C., Merrill, Wisconsin; and three grandchildren.

HELEN JANE PETERSON  
1917-1969

Helen J. Peterson, assistant professor on the faculty of the School of Nursing, died in University Hospitals on April 23, 1969, after a long illness throughout which she evidenced quiet courage and an indomitable spirit. The daughter of John E. Peterson and the late Idah M. Peterson, she was born on January 15, 1917, in Culbertson, Montana. Upon completion of high school in Culbertson she attended Montana State University in Bozeman, receiving a bachelor of science degree in home economics from there in 1938. After teaching for several years in Montana high schools, she elected to prepare for the practice of nursing. In 1945 she received a diploma in nursing from the Michael Reese Hospital School of Nursing, Chicago. Miss Peterson practiced nursing in Chicago, Whitefish, Montana, and Lynn, Massachusetts before entering the United States Army Nurse Corps in which she served as first lieutenant from 1951-54, principally in Germany.

After her discharge from the Army, Miss Peterson continued her education and received the Master's degree from the University of Minnesota in nursing education in 1955. She then joined the faculty of the University of Minnesota School of Nursing. Except for a 1960-61 leave of absence for post-master's study in medical-surgical nursing at the University of California, San Francisco, Professor Peterson served the school continuously until illness intervened. She taught first in the school's now discontinued practical nursing program and later instructed students in the baccalaureate program. Her tenure was marked by unstinting loyalty to the University and its School of Nursing, but even more by evidences of her unflinching concern for the welfare of students. Her generosity, warmth, and helpfulness will linger long in the memories of her former students and colleagues.

She is survived by her father, John E. Peterson of Plentiwood, Montana, a brother Robert and a nephew of Culbertson, Montana, and two nieces in attendance at the University of Minnesota.

FRANK J. POLANSKY  
1914-1969

Frank J. Polansky, assistant professor of mathematics, died September 9, 1969, at the age of 54. Professor Polansky is survived by his widow, Margaret, three sisters, Mrs. John O'Donnell, Mrs. Dwight Carrell, and Sister Georgiana, O.S.B., and by a step-brother, Stephen Juras.

Professor Polansky was born December 19, 1914, at Virginia, Minnesota. He did both his undergraduate and graduate work at the University of Minnesota. As an undergraduate he was elected to Phi Beta Kappa and went on to receive his Ph.D. degree in 1949.

Professor Polansky began his teaching career in 1938 at Macalester College. This was followed by several years of work in the actuarial field with Northwestern National Life Insurance Company. He served in the Air Force during the last few years of World War II.

Following this he joined the faculty of the University of Minnesota where he remained until his death. His interests were mainly in the area of undergraduate teaching in the Institute of Technology. He was also interested in adult education and taught in the General Extension Division for a number of years.

Throughout this period, Professor Polansky fought a continuing battle with his health culminating in open heart surgery in 1955 at the University Hospitals. Although the surgery was successful, he had occasional relapses, and his death was due to congestive heart failure.

Professor Polansky took an active interest in all phases of life. In earlier days he was an avid golfer and he was a long-time curling enthusiast, being a member of the St. Paul Curling Club for 37 years. He was very much interested in music and painting; and in fact, had just finished a portrait the day before his death. Students and faculty alike will remember him for his wit and exposition of the well-turned anecdote.

FREDERICK LEROY SMITH  
1879-1969

Dr. Frederick L. Smith, assistant professor emeritus of surgery in the Mayo Graduate School of Medicine at Rochester, died on September 14, 1969.

Dr. Smith, born at Waseca, Minnesota, on May 1, 1879, all his life was an enthusiastic supporter of the University of Minnesota, from which he received the degree of bachelor of arts in 1903 and that of doctor of medicine in 1906. He established a practice in West Duluth in 1907; in 1908 he went to Chatfield and in 1913 to Eyota. In 1917 Dr. William J. Mayo invited him to join the staff of the Mayo Clinic at Rochester to establish the Section of Postoperative Treatment, of which he was head until his retirement in 1947. He established the medical reserve unit of the United States Army at the Mayo Clinic and Mayo Graduate School of Medicine in 1929, and headed it until 1940. He reached the grade of colonel in 1938. He became an instructor in surgery in the Mayo Graduate School of Medicine in 1922 and was advanced to assistant professor in 1936. He was the recipient of a Certificate of Merit from the University of Minnesota in 1947.

Dr. Smith was a notable exemplar of a type of practitioner not often encountered in the current complex medical scene: a family confidante and adviser as well as physician to each member thereof. He had an invariably cheerful and gregarious nature and he was uncommonly generous in the giving of his time and efforts to civic and philanthropic endeavors.

He is survived by his widow, a daughter, Mrs. William F. Hoeft, and two sons, Frederick and Layton.

HYLTON ARMOND THOMAS  
1912-1969

Hylton Armond Thomas, professor of the history of art, died at the age of 56 in the University of Minnesota Hospitals on March 28, 1969, after a brief illness from cancer. Professor Thomas was a widely recognized authority on baroque and rococo art; his particular area of specialization within those areas was eighteenth-century drawings.

He was born at Woodstock, Illinois, on September 10, 1912, eldest of the three children of Glenn Earle and Emma P. Thomas. The parents and one sister, Elizabeth Thomas Roe, preceded him in death; the sole survivor in the immediate family is his sister Marjorie (Mrs. E. M.) Rabenold, wife of an American diplomat now stationed in Ecuador.

On graduation from Woodstock High School, he was awarded a scholarship to the University of Chicago. Although his interest in the visual arts and in music developed early in his academic life, he had even earlier evidenced the deep interest in floriculture which was to continue throughout his life; for some years in the thirties he was engaged, with his father, in horticultural pursuits. After completion of his B.A. degree at Chicago, where he was elected to Phi Beta Kappa, he was awarded graduate fellowships and turned his attention toward sinology which he pursued under the direction of Professor Ludwig Bachhofer, completing his M.A. degree in 1943. As there then was no opportunity for field study of Chinese art, he elected to study baroque art under Professor Jakob Rosenberg at Harvard where he was awarded M.A. and Ph.D. degrees in 1946 and 1949. His dissertation subject was Giovanni Battista Piranesi. While a doctoral candidate at Harvard, he was awarded the Sheldon Fellowship for Travel and Research in Europe. He received further grants for study in Europe from the Belgian-American Educational Foundation both in 1953 and 1956, a Postdoctoral Fulbright Research Fellowship for study in Italy in 1955-56 and a Guggenheim Fellowship for study in Italy and Austria in 1958 and 1959.

Before joining the Department of Art History at Minnesota as an assistant professor in 1950, he was a research assistant in the Max Epstein Archives at the University of Chicago, 1947-1949, an instructor at the University of Chicago in 1948-1949 and an assistant in the Print Room at the Chicago Art Institute in 1949-50. At Minnesota he was made associate professor in 1956 and professor in 1961.

In 1953 his excellent monograph on the drawings of G. B. Piranesi was published by Faber and Faber. Critical articles, on such artists as Piranesi, Tiepolo and Guardi, were published by the Encyclopaedia Britannica, the Royal Museum of Fine Arts (Copenhagen), The Boymans Museum (Rotterdam), the John Herron Art Institute (Indianapolis), the Museum of Art at the University of Kansas, and the Minneapolis Institute of Arts. In 1961, Professor Thomas selected the works and did the catalog research for the splendid exhibition, "The Eighteenth Century, One Hundred Drawings by One Hundred Masters," held at the University of Minnesota Gallery. Through the last 12 years of his life he traveled frequently to Europe where he worked on the corpus of drawings by Giocanni Battista Tiepolo and his son Domenico.

Hylton Thomas was a superb teacher. His relations with students were marked by the same sincere interest, generosity of spirit, and urbane wit as characterized his relations with colleagues and intimate friends. One of his greatest satisfactions as a teacher stemmed from the fact that many of his students, stimulated by his enthusiasm as by his generous encouragement and guidance, followed him in becoming collectors of drawings, prints, and decorative art. It was his wish that his extensive collection and fine library might continue to be available to students through the gallery and library facilities of this University.