

May 18, 1944



ONE—Senate Minutes

SENATE DOCKET
REPORT OF THE COMMITTEE ON BUSINESS
AND RULES

TO THE UNIVERSITY SENATE:

Your Committee on Business and Rules respectfully presents the following matters for your consideration at the fourth meeting of the Senate, May 18, 1944:

- I. Approval of Senate minutes for February 17, 1944.
- II. Report of the Administrative Committee.
- III. Report of the Committee on Debate and Oratory.
- IV. Report of the Committee on Education.
- V. Report of the Committee on Relations of the University to other Institutions of Learning.
- VI. Report of the Special Committee on Academic Tenure.
- VII. Report of the Committee on Necrology.

I. APPROVAL OF THE MINUTES OF
FEBRUARY 17, 1944

II. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

1. *Residence.* On the recommendation of the Senate Committee on relations of the University to other Institutions it was *voted*, subject to confirmation by the Senate:

- a. That work done on the campus of the University of Minnesota in Armed Forces College Training Programs be considered residence credit.
- b. That attention of the colleges be called to the discretion provided in the following rule:
"Residence Requirement for Degrees. The student must earn at least one year's credit in residence in the University. If the term of residence is only one year, that year must be the senior year; and in any case he must spend two quarters of the senior year in residence. This last requirement may be waived under such rules as may be established by each college for such exemptions." Min. Sen. 11-3-20.
- c. That the discretion provided be interpreted as applying only to the phrase "and in any case he must spend two quarters of the senior year in residence."

2. Reported for Information

1. *Acceleration.* Professor Pressey, Ohio State University, reviewed literature and current studies in progress on acceleration. Purposes and means for bringing about desirable acceleration were discussed. Possible outcomes were summarized as follows:

- a. A sound program of acceleration immediately after the war, and adapted to the needs of those whose education has been interrupted, should greatly reduce the otherwise probably very large number of such individuals who will leave educational institutions with dissatisfaction and without completing the program for a degree. It should also decrease maladjustment to academic life and associates otherwise likely on the part of older men thrown in with youngsters and in institutions whose programs have been planned primarily for the needs of younger persons.
- b. A sound program of acceleration might well add one or more years to the productive adult life of several million of the more able individuals in this country—and add this year in the period of greatest physical and intellectual vigor.
- c. A sound program of acceleration should permit young people to reach economic and social independence, with marriage and the beginning of life career, early enough to avoid emotional frustrations now common.
- d. A sound program of acceleration should for students whose education was not interrupted (a) lessen the now large number of failures and drop-outs in higher education, (b) raise the level of effective learning, and (c) bring better adjustments to academic life.
- e. An adequate program of acceleration for initial full-time education should be supplemented by a greater development and more general use thereafter of various means for continuing professional or general adult education. Such a supplementation should make a total educational program for richer, and more flexible and immediate in its adaptation to needs throughout life, than a longer initial full-time education by itself could possibly be.

2. *Japanese-American Applicants.* The secretary distributed a report of applications for admission received from Japanese-American students December 15, 1943 to January 15, 1944 (filed supplement to the minutes) during which period 56 applications were received. Since January 15, 36 additional applications have been filed, 30 men and 6 women, making the total to February 23—72 men, 20 women, total 92. The 1940 census reports show the following ratios of Japanese to total population for various areas:

United States	0.096%
Pacific Coast States	1.154%
West North Central States	0.006%
Minnesota	0.002%

On the basis of 7,000 enrolment, 80 students could be admitted if the Pacific Coast ratio is used as a basis for quota. To date only 3 Provost Marshal clearances have been received. Selective Service and Provost Marshal's policies give indication that probably only a small percentage of Japanese-American applicants will actually enter. It was the sense of the committee that it was unnecessary to establish a quota at present. Messrs. Pettengill and Willey were requested to keep the committee currently informed regarding Japanese applicants and number admitted.

3. *Conduct of Examinations.* Dean Lind reported that unusual tension because of stress placed on grades for deferment and continued attendance in Army and Navy programs has resulted in an increased tendency for students to seek or give help on examinations. On the recommendation of Dean Lind it was *voted* that the president appoint a committee to investigate problems in connection with the conduct of examinations to recommend more adequate methods of control.

4. *Report on Meeting of the Executive Committee of the Association of Land-Grant Colleges and Universities.* President Coffey reported informally on the meeting of the Executive Committee March 6-7, 1944 when with other matters the Omnibus Bill was discussed. The Association has recommended that the following principles be followed in Veterans training legislation:

- a. Each eligible veteran should be free to choose the institution he wishes to attend.
- b. Each veteran should be free of official domination in selecting and pursuing a curriculum for which he is qualified.
- c. Each educational institution should be the sole judge of entrance requirements and of the admissibility of the applicant-veteran.
- d. Each institution should determine for itself what courses and curriculum it will offer.
- e. Each institution should determine which veterans have satisfactorily completed required units of work and which of such veterans are qualified for further education in that institution.
- f. The existing state-wide educational agency or, in the absence of a current single authority, one created by state action should determine which educational agencies within the State shall be eligible for participation in the program.
- g. An adequate amount for personal maintenance should be paid directly to the veteran, and an equitable amount for educational expense should be paid to the institution.

5. *Institute of International Education.* The president read a communication from Mr. Duggan urging that the University of Minnesota exchange a student with Durham University in England, providing tuition, books, and living expenses for the student coming from Durham, in return for which Durham would assume similar expenses for the student they received from Minnesota. The president indicated that he will discuss the matter with the Board of Regents.

6. *Spring quarter enrolment.* The secretary distributed a report showing 6,188 civilian students enrolled at the close of the second day of spring quarter of 1944 (March 28th) compared to 8,194 on the corresponding date spring quarter 1943, representing a decrease of 2,006 students or 24.4 per cent. With Armed Forces enrolments included the University is serving 9,216 students spring 1944 compared to 9,194 spring 1943.

7. *Occupational Therapy Instruction.* The president read a communication from Mr. Nolte and paragraphs from a pamphlet of the Institute of Adult Education, "Marching Home" regarding the need for trained workers in Occupational Therapy. Dr. Diehl and others discussed various aspects of training in this field. It was *voted* that a committee be appointed to consider the matter.

8. *Northwestern University and Education of Returned Veterans.* The president read a communication from Northwestern University regarding its policy with respect to education of returned veterans. Dean McConnell discussed policies adopted by other colleges and universities in relation to our own. It was the sense of the group that a statement from the president's office to men in service regarding our policy would be helpful. It was suggested that the communication might also include inquiry regarding their plans after demobilization.

9. *Clark Bill (S 1767).* The president indicated that Bill S 1767 read and discussed at the March 22 meeting appears likely to be adopted by Congress. That the committee of 21 (Day Committee) has relinquished their demand that the program be administered through the Office of Education. The Day Committee has recommended that certain principles be followed similar to those recommended by the Land-Grant Colleges Association reported at the last meeting.

10. *Secondary School Enrolment.* Dean Miller discussed growth of secondary school enrolment and resulting problems of articulation between secondary schools and colleges: 73% of students 14-17 years of age were reported enrolled in secondary schools in 1940 compared to 7% in 1890. Reference was made to the Anderson Study reporting that only 50% of high school graduates in the upper 10% of their class go to college. That of graduates in the upper 30% of their high school class, two thirds do not go to college. The average educational level of men in the Armed Forces was reported as 6th grade in World War I and 10th grade in World War II.

11. *Applicants for degrees, spring quarter 1944.* The president read a report from the secretary estimating that the June class will include approximately 750 candidates. Size of recent graduating classes and place of commencement reported included: Spring 1943, 1269 candidates, Stadium; Fall 1943, 744 candidates, Northrop Auditorium; Winter 1944, 358 candidates, Northrop Auditorium. It was the sense of the group that Northrop Auditorium would be preferable to the Stadium for June exercises in view of the relatively small number of candidates. It was *voted* to refer the matter to the Senate Committee on University Functions for recommendation.

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12. *Higher Education of Negroes.* The president read for information a communication from Mr. Kelley, U. S. Office of Education regarding the Survey of Higher Education of Negroes to correct erroneous press reports. The recommendation to southern institutions was:

"That, to develop qualified leaders, they work out ways and means of making their facilities available to Negro scholars and assist in providing opportunities, facilities, and leadership for the development of research among Negroes."

Some universities in the South are already doing just what is recommended above.

13. *Retraining and Re-employment Administration.* The president mentioned for information that the various phases of planning for post-war education formulated by the Armed Forces Committee on Post-War Educational Opportunities for Service Personnel, Col. Spaulding, chairman, have been turned over to the Retraining and Re-employment Administration, Gen. Hines, Administrator, to carry forward as may seem appropriate. Included in the material transferred were the recommendations received from the various educational and professional associations.

14. *Report of Special Committee on Relations of the University with the Public.* Mr. Willey discussed the work of various committees in the past that have considered the matter of public relations—1932, Mr. Coffey chairman, report filed 1934 but no action—1941 joint committee of representatives of Board of Regents and faculty known as the Bell-Casey Committee, report filed 1942 recommending appointment of a committee on relations with the public to study the situation and make specific recommendations—1942 special committee on Relations with the Public; Mr. Willey chairman, Messrs. Casey, Nafziger, Amberg, E. B. Pierce, and Paul Miller now reporting. Report distributed (filed supplement to the minutes) and discussed recommending that there be created a Department of University Relations with a director, supporting staff and a University Relations Committee for liaison with the University community with duties and functions as outlined in the report.

It was voted to endorse the report of the Special Committee on Relations with the Public and to recommend to the Board of Regents that a Department of University Relations be established as proposed.

15. *Resolution of the American Council on Education Regarding a Year of Universal Military Service.* Distributed April 26 to the committee for comment. Filed supplement to the minutes. It was voted as the judgment of the committee that action on compulsory military training in the post-war period should be postponed until the need for such training can be more adequately determined.

16. *Report of the Committee on University Functions.* On the recommendation of the Committee on University Functions it was voted that the June 1944 commencement exercises be held in Northrop Auditorium.

Mr. Pierce, chairman, discussed the baccalaureate services customarily held on Sunday morning reporting small faculty and public participation and 40-50% senior class attendance. It was voted that the functions committee consider evening exercises for Baccalaureate.

III. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

Reported for Information

Our students participated this year in the Women's Discussion Meet and the Debate Tournament of the Western Conference Debate League at Northwestern University, Evanston, Illinois.

The question considered in the Women's Discussion Meet December 2nd and 3rd was, "To what extent should economic controls be imposed on goods and services in post-war United States?" The purpose of the conference as stated in the program was, "This discussion conference is an attempt to provide experience in using the skills, knowledge, and attitudes necessary to consider the problem of post-war American economy." Representing the University of Minnesota were Lyla Anderson, Frances Usenik, Patricia Maloney, all Arts juniors.

The proposition debated in the tournament of March 2nd and 3rd was, "Resolved: That the United States should cooperate in the establishment and maintenance of an international police force after the defeat of the Axis." Our debaters were Lyla Anderson, Theodore Anderson, Arts freshman, Frances Usenik, and Lester Gottlieb, Pharmacy junior.

Because of the absence of junior and senior debaters from the campus, it was necessary to admit freshmen and sophomores to competition for positions on regular intercollegiate teams.

The membership of the Western Conference Debate League is made up of the following institutions: Universities of Illinois, Indiana, Iowa, Minnesota, Ohio, Wisconsin, Northwestern, and Purdue.

Besides participating in the annual discussion and debates of the Western Conference Debate League, our students, on February 4th and 5th, participated in informal debates with students from the Eau Claire Teachers College, Eau Claire, Wisconsin. The proposition debated was that of the Western Conference.

On April 7th Patricia Maloney, Arts junior, represented the University in the annual contest of the Northern Oratorical League at the University of Iowa for the Frank O. Lowden prizes. The first prize of \$100 was awarded to William B. Rodiger of the University of Wisconsin. The second prize of \$50 was awarded to Eugene Wyman of Northwestern University.

F. M. RARIG, Chairman

IV. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Action

1. Student Counseling Programs in the University of Minnesota

If the University of Minnesota were a small undergraduate college with a student body relatively homogeneous with respect to intellectual interests and abilities, then perhaps the need for student counseling would be less apparent. But ours is a large institution in which a variety of emphases and functions compete for attention and effort on the part of staff members. Moreover, the range of talents possessed by our students adds to the difficulties of maintaining desirable academic standards. Likewise, the varied experiences and backgrounds, educational and economic, of our students result in some confusion, lost motion and even wasted talent as we attempt each year to induct thousands of new members into the University. Finally, the wide range of curricula offered by the University makes more difficult the students' wise selection of one which is appropriate to their interests and abilities.

To deal with these situations, numerous programs have been established in the University. Committees on admissions, advising, counseling, vocational guidance, probation advising, and the achievement of superior students have worked diligently and with marked success to assist students in their efforts to profit intellectually and personally from residence in the University. The work of these committees has been conceived as an integral part of the total instructional program and as an adjunct to classroom instruction. In a real sense counseling has come to be a normal part of the teacher's responsibilities. No attempt has been made to counsel all students and a large proportion have evidenced ability to make satisfactory adjustments with little assistance beyond occasional conferences with instructors. All counselors and teachers have, and should continue to help increase that proportion of the student population which succeeds without intensive counseling.

The Nature of Counseling

As practiced in the University of Minnesota, counseling takes the form of personal assistance extended to students with respect to encouragement and stimulation of learning, selection of educational and occupational goals and the correction of certain conditions (such as ineffective study habits, inadequate finances, etc.) which may interfere with scholastic achievement and personal development. Many types of counseling are performed by staff members. All teachers counsel students through informal and advisory relationships. Other staff members have been assigned responsibility for special types of counseling including registration advising of both undergraduate and graduate students. The recent Faculty Load Study reported that the typical faculty member advised approximately seventeen undergraduates and one graduate student during the fall quarter; a median amount of slightly more than three hours a week was devoted to counseling. The number of students regularly advised ranged from none for one fifth of the faculty to fifty or more for the fifth who do the most counseling.

The Relationship of Counseling and Teaching

The greatest number of students have been, and should be counseled by teachers and faculty counselors rather than by specialized personnel workers. This is true for a number of reasons. There are too few specialists to serve all students; these specialists should serve as consultants regarding special cases rather than for students in general. Teachers have opportunities for the direct and personal relationships necessary for effective counseling and should exploit these opportunities for the benefit of students. Moreover, teaching which is completely divorced from counseling may become so impersonal as to lose its effectiveness in motivating students to develop personal and educational competence.

An Addition to Teaching Duties

With few exceptions, responsibilities for counseling have been added to the duties of teachers without adjustments in other duties including classroom instruction. *If the need for counseling increases in the post-war period, then a more systematic program and a sounder administrative organization should be developed.* The established policy of a maximum teaching load provides protection from the dangers of decreased teaching effectiveness arising from overloaded instructors. A parallel policy should be established in the field of counseling to maintain a high quality of effective assistance to students. New programs of counseling developing out of post-war conditions should not be added to the present work load of the faculty without some readjustment in schedules, duties, relationships and organizational structure.

The Need for Counseling After the War

Several things point to the probable need for strengthening the University's counseling facilities in the post-war period. A listing of some of these things will illustrate this need. Some students will need information and counsel in the selection of courses of study, liberal, technical and professional, which will give to them the means to intellectual and personal development in terms of desirable long term goals. War veterans, at least in their first months of residence, will be in serious need of more personalized assistance than we have heretofore given to some civilian students. After the war, social and economic conditions may be such, or at least appear to be such, as to confuse young high school graduates with respect to the opportunities for higher education and for vocational training. Consequently many students will need assistance in defining their interests and in selecting the curricula appropriate to their interests and aptitudes. The expected increase in foreign students will focus their special counseling problems more sharply. If, as followed the last war, the University's expanded student body includes a large proportion of students undertaking training for which they are not qualified by aptitude, then expansion in counseling facilities should parallel increases in enrollment. If terminal and semi-professional curricula are established for such students, then they and their parents will need counseling as they face the questions of admission and classification in courses which

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are not entirely congruent with their hopes and ambitions. Lastly, any reorganization of general education courses will make new demands upon counseling facilities as students face the necessity of choosing general, as well as professional courses, and as they seek to determine by examinations or other criteria the extent to which they may already have attained general or special educational objectives either through formal instruction or other means.

Recommendations

A recent and extensive survey of the many phases of the University's total program of counseling provides the background for certain recommendations designed to strengthen that program in preparation for the post-war period. These recommendations deal only with major problems of a general nature. Variations and adaptations should be made, when desirable, within the several colleges. Major attention is given in this report to those phases of counseling which are most directly related to instruction.

In the judgment of the Senate Committee on Education, the changes outlined in the following recommendations should be adopted as *guiding principles* in preparing for the post-war period. These recommendations call for the gradual strengthening of those parts of the present counseling programs which, during the past two decades, have demonstrated their effectiveness.

(1) *In each college of the University, especially those enrolling undergraduate students, a small number of especially qualified teachers should be appointed to serve as special counselors to students regarding scholastic progress, selection of courses, registration and personal adjustment problems.* These counselors would be expected to provide the nucleus of the college's counseling services to students, especially freshmen and sophomores. But other teachers should continue to counsel students as a normal part of their teaching responsibilities. Appointment as a special counselor should involve willingness to participate in continuous study and development of the counseling program under leadership of the college administration and, when requested, with the assistance of University personnel departments. The teaching load of special counselors should be adjusted in terms of a normal "counseling load" established for each college. Counseling activities should be reported to the dean's office as a part of the faculty member's regular responsibilities. Provisions for privacy in counseling and for some clerical assistance should be made. All student counseling cases should be registered with the Faculty-Student Contact Desk for purposes of clearance of information and for facilitating co-operation among counselors and other personnel workers. The dean of the college should make continuous appraisal of the work of counselors and give appropriate weight to high quality of counseling in making recommendations for promotions in rank and adjustments in salary.

(2) *In an effort to restrict the number of students who need more intensive counseling by special counselors and personnel specialists, special orientation, occupational information and how-to-study classes should be provided in colleges which admit students directly from high school.* Orientation programs of similar but more intensive nature should be provided during Freshman Week and subsequent registration periods.

(3) *In each college the dean should assume or should delegate responsibility for general supervision of all phases of the college's student personnel program including admissions, advanced standing transfer of credits, student's scholastic work, registration advising and counseling.*

(4) *More co-operative relationships should be established among the many counseling agencies and committees.* These may be classified as faculty counseling services within the colleges and specialized student personnel facilities in the University at large. The University-wide services provide assistance to faculty counselors in their work with students. At the same time the University personnel departments serve many students before they are enrolled in any college, aid those who desire and seek information from someone not affiliated with a particular college, assist others who desire disinterested aid in considering transfer from one college to another, and, when requested by counselors or students, devote more time to individual cases than faculty counselors may be prepared to give.

The relationship between college counselors and University personnel officers should be supplementary and not competitive since the welfare of students cannot be the exclusive jurisdiction of any one group. Frequent conferences, consultations, exchange of personnel information, and detailed reports of services to individual students should be the means through which the policy of co-operative responsibility finds expression. Members of one group should use the services of the other to make more certain that each student receives the best available assistance in exploiting his opportunities within the University. Such co-operative relationships should characterize the work of those responsible for college admissions, classification and registration, scholastic progress, transfer from one college to another, vocational guidance and personality counseling. Those who perform personnel functions in all-University agencies and offices should be equally alert to their responsibility for informing college counselors and administrators of their work with individual students.

(5) *All-University departments, including the Office of Admissions and Records, the Student Counseling Bureau and the Senate Committee on Relations, in co-operation with the counselors of each college, should undertake a continuous program of co-operation with high school counselors in informing prospective students of the educational opportunities and facilities for vocational training offered within the University.* In this undertaking, stress should be placed upon the requirements for success in University work to the end that students clearly not qualified shall be informed before undertaking such work.

(6) *More attention should be given to the counseling needs of students transferring to the University from other colleges and universities.* Special orientation programs should be organized for such students during Freshman Week and subsequent periods of registration. Each student should be invited to seek assistance, if desired, from faculty counselors.

(7) *In the case of students petitioning to transfer from one college to another within the University, a brief summary of personnel information and of grades should accompany the transfer petition in order that action may be based upon more complete information and also that subsequent counseling may take previous advice into consideration.* It is suggested that the procedures and forms used by the General College be studied by the proper administrators in other colleges of the University.

(8) *Special efforts should be made to identify and counsel potentially superior students early in their college career.* This recommendation stems from two conditions: (1) all studies of the scholastic progress of students reveal that an appreciable number of potentially able students fail to achieve at the level of their aptitude; (2) more attention would seem to be devoted by many advisers to students with low grades and low or average ability than to others who are potentially capable of high achievement. Perhaps it is not inaccurate to state that the University's counseling program is, in general, disproportionately directed to serving students who do not make satisfactory progress toward graduation because of insufficient aptitude.

(9) *More attention should be devoted to advising foreign students.* The present facilities are inadequate to serve foreign students who need special assistance with the details of governmental regulations and with problems of adjustment to new customs and new methods of instruction. The services of at least one full-time counselor of foreign students, or the equivalent in available time, would seem to be the minimum needed at present to supplement the work of faculty counselors and teachers in dealing with the many problems of this group of students.

(10) *To facilitate the work of counselors, University and college committees should make a critical review of rules and regulations governing admissions, scholastic probation, prerequisite courses, requirements for graduation, transfer of credits from other institutions and related matters, in order to eliminate rules which are no longer operative or necessary.* Students, parents, counselors and administrators report great difficulty in familiarizing themselves with the numerous rules and regulations. Not infrequently do they discover that certain printed rules are no longer enforced. This would seem to be an appropriate time to revise rules in the interest of simplification and clarification, to the end that all advisers may be able to give correct information to students.

(11) *Responsibility for continuous review of policies and problems of a University-wide nature which relate to the various aspects of counseling should be assigned to an appropriate committee of the Senate.* A committee to perform similar functions should be established within each college, especially those colleges admitting freshmen directly from high school. It is suggested that the staff member chiefly responsible for counseling in each college should be appointed to the appropriate Senate Committee and might well serve as chairman of the college committee. It is further suggested that on the college committee should be represented those in charge of freshman admission and advanced standing, registration advising, counseling, and probation advising. Such representation should facilitate co-ordination among the various counseling committees within the college.

(12) *A special directory of the University's many counseling and student personnel facilities, together with brief descriptions of functions and services and staff personnel, should be issued periodically in order that students may be advised where to go for needed assistance.* New members of the staff, and also some who have been in residence for some years, may need current information about the ever-changing University.

(13) *Faculty counselors, and staff members in such University departments as the Student Counseling Bureau, should expand their present emphasis on vocational guidance and registration advising to include counseling on ways, supplemental to classroom instruction, by means of which students may achieve the desirable outcomes of general education.*

2. General Education at the University of Minnesota

Significance of General Education

"General education" refers to those phases of non-specialized and non-vocational education which should provide the common basis for normal human living in a free society. General education differs from a true liberal education only in degree; it may be looked upon as an integral part of a more complete liberal education.

The need for a sound general education has been strikingly emphasized by recent studies of the education of young people and adults. Education, even in liberal arts colleges, has become so fragmentary and specialized that many students who have completed a four-year liberal arts course have left college unacquainted with some of the fundamental areas of human knowledge, and unprepared to discharge their common obligations as parents, workers, and citizens. This result is the product, in considerable part, of the nature of courses supposedly offered as means of general education, and also of an over-emphasis on specialization. Not only does the student face a bewildering array of courses in the liberal arts college, but even at the freshman-sophomore level, these courses are usually so restricted in scope that the student gains only a fragmentary view of a field of knowledge or a restricted opportunity to prepare for the opportunities and responsibilities of daily living. Narrowness in education is still further accentuated by excessive specialization. As an illustration, a recent analysis of courses taken by graduates of the College of Science, Literature, and the Arts revealed that

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students who majored in certain departments took more than half of all their work in a single department. Under present circumstances, the difficulty of securing a good general education is especially great in the case of pre-professional students and students in some of the professional schools. A growing awareness of these problems has stimulated colleges and universities everywhere to plan a more balanced educational program, not only to enable students to secure at better general education but also to obtain a more satisfactory foundation for specialized education or advanced liberal education.

Purposes of General Education

General education may perhaps be better defined in terms of outcomes or purposes than in terms of specific courses. The outline below constitutes a summary statement of the purposes of general education. These outcomes are stated in terms of performance; their attainment will depend upon the acquisition of appropriate knowledge, skills, abilities, attitudes, and appreciations. No attempt has been made to arrange the general outcomes in order of importance; ideally, perhaps, all students should attain all of them in minimum degree, though for the present at least, some choice, at least in terms of formal education or experience, will probably have to be made in the case of certain students or certain groups of students. The attainment of certain objectives, such as responsible citizenship, will undoubtedly involve more systematic and extensive formal instruction than may be required for others. It should be recognized also that different students will undoubtedly attain the outcomes of general education in different degrees; it is to be hoped that as many students as possible will attain them in full measure. Finally, formal courses are not the only instruments of general education; the student's experiences in the university and in the community in a wide range of activities may contribute substantially to his educational and personal development.

The elements of general education may be rather simply stated. General education should enable the student:

1. To understand other persons' ideas through reading and listening, and, in turn, to express his own ideas effectively to others.
2. To attain a balanced social and emotional adjustment through an understanding of human behavior, the enjoyment of social relationships, and the experience of working co-operatively with others.
3. To improve and maintain his own health and to make intelligent decisions about community health problems.
4. To acquire the knowledge and attitudes basic to a satisfying family life.
5. To participate as an active, responsible, and informed citizen in the discussion and solution of the social, economic, and political problems of American and international affairs.
6. To understand the fundamental discoveries of science in their implications for human welfare and in their influence on the development of thought and institutions; to understand and appreciate the scientific method and to use it in the solution of concrete problems.
7. To understand and enjoy literature, art, music, and other cultural activities as an expression of personal and social experience; and, if possible to participate in some form of creative activity.
8. To develop a set of principles for the direction of personal and societal behavior through the recognition and critical examination of values involved in personal and social conduct.
9. To choose a socially useful and personally satisfying vocation that will enable him to utilize fully his particular interests and abilities.

Development of the ability to think critically and constructively has not been listed as a separate objective, since it is assumed a sound educational program will provide manifold opportunities for reflective thinking in a wide range of intellectual and practical activities. Recognition should therefore be given this objective in conducting each course so that the development of this ability will become an integral and pervasive phase of learning in every field.

Courses for General Education

Courses may be organized in a variety of ways for the purposes of general education. At least three principal types of courses are appropriate. First, courses in a particular department or subject may be explicitly devised to make the maximum contribution to the objectives of general education for students who may not pursue advanced courses in the department or for students who are not specializing in the field. Examples of such courses already available at the University of Minnesota are: "Fundamentals of Government and Politics," "Twentieth Century Literature," and "Human Biology."

A second type of course draws its material from a broad field or division of knowledge. Such a course crosses the boundaries of existing departments, and utilizes material and methods from several subjects in developing major concepts, principles and relationships. These courses need not be, and probably seldom should be, purely survey courses; instead, they should ordinarily be highly selective with respect to content, and, in fact, should go deeply enough into some topics for students to obtain clear insight into fundamental problems and underlying relationships. Examples of courses of this type that might be cited are "Humanities in the Modern World," "An Introduction to Social Science," and "Introduction to the Physical Sciences." Such courses might also differ from the usual type in providing a bridge between two broad fields, such as the humanities and science. For example, an experiment in the presentation of the broad effects of the impact of scientific progress and the growth of the scientific method upon human life and thought might profitably be undertaken. It seems entirely possible that a better understanding of these influences could be achieved within a limited time through a historical, logical and philosophical approach than by the more conventional elementary science courses.

The third type of course may not be coterminous with either a department or division of knowledge. Organized around certain well-defined human activities, it may draw its content in selective fashion from more than one field or division of knowledge. Examples are courses in "Family Life and Marital Adjustment," and "Vocational Orientation."

Relation to Present Courses

In planning a program of general education for the university, existing facilities and resources should be used to the fullest extent possible. As one means of avoiding unnecessary multiplication of courses, introductory courses in certain departments might well be reorganized to serve more suitably and directly as a means of general education. As revealed in the recent University curriculum study, most introductory courses have been planned with the primary purpose of preparing students to take advanced work in the department. Since the majority of students—in some cases as many as ninety per cent—actually take no further work in the department, many lower division courses should be reorganized to meet directly the needs of students who do not proceed to advanced courses. By modifying sequent courses somewhat, it may prove possible in many instances to use a course designed explicitly for general education as a satisfactory introduction to further work.

In instances where present introductory courses cannot be satisfactorily revised, and in cases in which courses that are broader than departmental in scope are necessary for economical attainment of the outcomes of general education, it may be necessary to add new courses. While this may involve some redistribution of enrolment among the course offerings, the adaptations should involve no marked increase in terms of budget and staff requirements.

The revision of present courses and the development of new ones to serve the purposes of general education will necessitate experimentation, appraisal, and readjustment. Facilities should be provided for making such studies as ones dealing with the adaptation of courses to the varying educational backgrounds of students, the selection and organization of material especially appropriate for general education, methods of instruction, and effective means of appraising student accomplishment. These investigations should be made so that they will contribute to the adequate development of a comprehensive program of general education adapted to the needs of students in the several colleges of the University.

Educational Level of Courses for General Education

The purposes of general education outlined above should be thought of as the outcome of educational experiences extending over a considerable period of time reaching back into the elementary school. Students should have made considerable progress toward the attainment of basic objectives of general education by the end of the secondary school period. Some, in fact should already have attained minimal competence in one or more objectives before admission to college. The University therefore should be fully acquainted with what is now being done in the secondary schools, with the purpose of effectively articulating the individual student's college work with his earlier training.

General and specialized education are complementary and properly may be combined in different proportions at different educational levels. The student who devotes his junior college years primarily to a program of general education should at the same time have reasonable opportunity to explore or to cultivate special interests and purposes. A variety of interests and abilities might well be provided for by special projects and readings within general education courses and by courses of a more intensive type designed to cultivate individual aptitudes and purposes.

Although a fundamental program in general education must be established at the junior college level, additional facilities should be available for senior college and even graduate students. Courses appropriate for general education at these advanced levels should have no prerequisites and should be designed explicitly to meet the needs of students who are not specializing in the subject or field. Examples of courses of this sort now available are History 190-191-192, "History of Science," and Philosophy 101-102-103, "Principles of Philosophy." Courses of this type should be provided as widely as possible, and advanced students urged to use them to broaden or extend their general education. Individual departments may even wish to prescribe certain of these courses for their graduate students, particularly candidates for the Master's degree through Plan B. It is not the intention of this committee to recommend courses in general education at the graduate level, however, as substitutes for essential formal requirements for an advanced degree.

Courses in general education should be offered for all students in the University, and specific provision should be made for general education in the curricula of all divisions. The nature and the amount of work, however, probably should not be uniform. Some courses should be especially designed for students who remain at the university for only a year or two. Other courses should be available for students of higher academic aptitude who are preparing to enter professional curricula or to continue a liberal education in the upper division of the College of Science, Literature, and the Arts. The experience of the General College and the College of Science, Literature, and the Arts should be valuable in developing courses for students with different degrees of scholastic ability. Still other courses should be developed, as suggested above, for students at the senior college or Graduate School level.

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Development of a Testing Program

Tests of general educational development should be constructed to measure, so far as possible, the attainment of the outcomes of general education. To state requirements or attainments in terms of demonstrated accomplishment instead of in terms of particular courses is to recognize the fact that common ends may be reached by a variety of means, for example, by different patterns of courses or by independent reading as well as by formal courses. Comprehensive examinations will serve the important function of clarifying for students, as well as for teachers in the secondary schools and in the University, the purposes of general education. Tests of competence will make it possible to identify students who, at the time of entrance to the University, or at appropriate intervals after admission, have attained a minimum standard of achievement in one or more phases of general education. Tests thus become an important instrument for guidance as well as for demonstration of accomplishment. Tests are also essential for appraising the effectiveness of courses and other means of general education.

The purpose of comprehensive examinations should not be to promote uniformity in students' programs. Rather, such tests should provide the basis for encouraging variations in patterns of work. For example, as soon as the student demonstrates satisfactory accomplishment of any requirement in general education, his time to that extent can be freed for work along the lines of his special interest. The development of a common set of tests should also not preclude differential standards for students varying in scholastic aptitude or for students in different colleges. The construction of such tests will necessarily be a long process, with experimentation extended over a period of years as the program of general education is developed.

Relation to Vocational Education

Although general education is concerned with the non-specialized activities of living, it should not be thought of as in any sense antithetical to vocational education. Rightly conceived, general education should be complementary to and enhance the values of specialized training. For example, it should enable the individual to see the nature of his work in the broad context of human activities, and to obtain knowledge and experience that may aid in validating his special interests. General education should definitely contribute to vocational competence by providing the perspective and breadth of view that make the individual a more effective worker and a more intelligent participant in a society of free men.

Relation to Guidance and Student Activities

An effective guidance and counseling program is basic to a successful program of general education. Skillful use and interpretation of measures of ability, interest, aptitude, and previous educational achievement will enable the counselor to aid each student to apportion his time between general and special courses and to develop a program suited to his particular needs. In this manner the objectives of general education may be emphasized while the student is given an opportunity to explore his individual talents and interests or to begin his special line of study. The successful operation of the various counseling agencies of the University, such as the Student Counseling Bureau and the counseling programs in the several colleges, have already demonstrated the importance of competent educational guidance.

As indicated above, formal courses are not the only sources of general education. There is a great variety of extra-classroom resources in the University and in the community that should be exploited. Concerts, exhibitions, lectures, forums and discussion groups, together with numerous student organizations and activities, provide important opportunities for general educational development.

Even a cursory analysis of the purposes and activities of student organizations will reveal their potential contribution to the goals of general education as outlined above, particularly to those numbered 2, 5, 7, 8, and 9. If student activities are properly co-ordinated with instruction, the activities themselves may be expected to gain new significance and to strengthen other elements of the educational program. To accomplish this end, it will be essential to study the programs of student organizations and to extend their advantages to the many students who do not now participate. Finally, co-operative and continuing relationships should be established among faculty members, counselors, advisers or student organizations and residential groups, and student leaders with the purpose of using all the resources of student life more fully and effectively in a total program of general education.

Effect on Faculty Personnel and Responsibilities

It should be recognized that effective teaching in the area of general education will require some major alterations and many minor changes in customary educational procedures. However, these adjustments should be made without in any way imperiling the essential ideals and goals of a university, which are the dissemination and extension of human knowledge and culture. It is axiomatic that a university consists ideally in a community of scholars (both faculty members and students) provided with external arrangements conducive to performing three functions (1) learning what is known and how to use it, (2) guiding others in such learning, and (3) gaining new knowledge. It is the task of a university to serve all these functions at a high level of excellence. The move toward the integrative, and consequently despecialized, teaching contemplated in a program of general education must therefore be so planned that this new development will actually strengthen, rather than vitiate, these goals.

It should be recognized at the outset that teaching these new courses will require a high order of competence, not only in teaching methods, but also in scholarly grasp of the area in question. The University of Minnesota has an obligation to the people of the State to give to its teaching in general education a quality worthy of the tradition of a great University. Except for purposes of experimentation, courses in general education should be presented clearly at the college or university level. Only if the instructional staff charged with this work is made up of competent scholars will courses in general education be distinguished by the maturity of thought which comes from wide acquaintance and fundamental understanding of the problems involved. Out of the breadth and depth of their knowledge and experience such scholars must select the content appropriate to the abilities and needs of students and present materials in such a way that their teaching will not lack content or critical merit despite the breadth of its view or the crossing of established lines of specialization. Sound scholarship, in other words, though perhaps of a somewhat different character, is fully as important a qualification of the teacher of general education as the teacher of graduate students or the research investigator.

So far as possible, those who teach courses in general education should also be interested and competent in creative scholarly work. While not every successful investigator is a successful teacher, or vice versa, it is believed that relatively rarely will a person who lacks creative capacity of an appropriate sort possess the needed scholarly attributes for teaching courses in general education. In those instances where outstanding teaching ability and service do occur in the absence of creative scholarship, the teachers should be given full recognition, for it would be as serious a mistake for the University to refuse to appoint a really distinguished teacher if he were a poor productive scholar as it would be to decline to appoint an outstanding scholar if he were a mediocre teacher. As a general policy, however, a combination of those interests and abilities should be sought in appointing individuals to teach courses in general education.

In developing its program of general education, the University should strive to utilize to the full its resources in faculty personnel and educational experience. No fixed rule can be laid down regarding the selection of a staff for courses in general education, but it is probable that in some areas it will be exceedingly difficult or perhaps impossible to find a single scholar sufficiently well and critically versed in the subject matter of the entire area to be competent to present an integrated course over the whole field. In such instances it may be necessary for teachers drawn from several conventional areas of specialization to co-operate in planning and offering integrated courses. If several faculty members co-operate in teaching, a course ample provision would obviously have to be made to ensure selection of content in terms of the major purposes of the course, systematic integration of the materials presented by different lecturers, and an appropriate adaptation of the content to the ability levels and educational backgrounds of the students involved.

In other instances, responsibility for the actual teaching of a course might be vested in a single individual. He might strengthen his own presentation, however, or fill in certain gaps in his own educational background, by inviting scholars in particular areas to present some of the more specialized phases of the subject to his classes. Or he might find it more feasible to draw heavily upon his colleagues in preparing his own lectures, but himself translate this specialized knowledge into a form suited to his own students.

If the right individuals are to be recruited for teaching in general education, adequate recognition must be given such service in determining faculty loads and making promotions. Participation in teaching a course in general education should be considered as important a part of a specialist's teaching load as his advanced courses. Adjustments should also be made for any extensive consultative services rendered to the regular instructors of these courses. Since teachers of these new courses will often find content and procedures developed elsewhere unsuited to their purposes, explicit provision should likewise be made, through adjustment of service load, for the careful preparation of syllabi, texts, and other material and for experimentation in conducting the courses. Unless contributions of this type are given appropriate weight in making promotions and granting other awards for effective university service, individuals who devote a major share of their energies to improvement of the University's teaching functions rather than to original research may suffer in professional advancement. To avoid the many dangers that would confront the University if much of its teaching at the junior college level were carried on by teachers not competent in scholarly or creative work, rewards for effective service must be sufficient to encourage many of the ablest scholars in the entire institution to devote a generous share of their time to developing and teaching courses in general education.

Recommendations Concerning the Development of a Program of

General Education at the University of Minnesota

Recognizing important role that general education should play in the development of the University's educational program in post-war years, the Senate Committee on Education makes the following recommendations:

1. The development of a program of general education at the University of Minnesota should be made the responsibility primarily of the General College and the College of Science, Literature, and the Arts. Essential planning and policy-making should be done in consultation and co-operation with the other colleges to be served by such a program.

2. Each college should be urged to make appropriate provision for courses in general education in its curricula, determining for its own students the amount and character of general education and the level of competency to be required.

3. Comprehensive tests should be developed to measure the extent to which students have attained the objectives of general education. These tests might also be used, prior to instruction in any area, to identify students who have already attained a satisfactory degree of competence, so that their time may be freed to pursue special interests.

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4. An adequate program of counseling should be an integral part of the program of general education. Agencies concerned with the educational, vocational, and personal guidance of students should assist them to co-ordinate and utilize fully their classroom and extra-classroom experiences as means of attaining the outcomes of general education.

5. The staff for the actual teaching of courses in general education should be constituted, as far as practicable, of persons who are at once creative scholars and effective teachers. No individual should be appointed to such a position who is not a competent scholar in the area of his teaching.

6. Appropriate recognition should be given to the character and quality of an individual's teaching in general education in determining faculty load and readiness for promotion.

7. Experimental studies should be undertaken to discover facilities and procedures that are relevant to the objectives of general education, the types of students served by the program, and the scholarly standards of a great university.

T. R. McCONNELL, Chairman

V. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTITUTIONS OF LEARNING

1. Reported for Action

1. *Advanced Standing.* It was voted to recommend to the University Senate:

a. That the regulation:

Students entering the University from a school whose work has been recognized shall be allowed not more than sixteen (16) credits for each semester.

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be revised to read:

Students entering the University from a school whose work has been recognized shall be allowed not more than an *average* of eighteen (18) credits per semester.

The change is recommended to provide flexibility and allow for reasonable acceleration at previous institutions attended. It is understood that the limitation will not apply to Armed Forces Training programs for which credit allowances have been specifically approved by Senate action.

b. That the practice of withholding credit until subsequent courses have been completed, in the case of two or three quarter courses, be discontinued. This action is recommended because advanced course prerequisites, group and curricula requirements provide sufficient control so that limitation in advanced standing is unnecessary.

2. *Credit for Military Service.* It was voted to recommend to the Senate that the policy established December 17, 1942 regarding credit for ROTC and NROTC on the basis of military service be amended to provide that:

Students who present evidence of having completed basic training (usually 13 weeks) in the Armed Forces shall be allowed credit as follows providing such credit has not been previously earned.

ROTC or NROTC (Basic Drill) 6 credits

Physical Education (Freshman & Sophomores) 6 credits

3. *Bethany Lutheran College, Mankato.* It was voted to recommend to the Senate:

That as an experimental matter the University accept specially recommended graduates of the four-year junior college curriculum of Bethany Junior College with two years of advanced standing in appropriate University curricula for a five-year period

2. Reported for Information

1. *Navy V-12 Pre-Med and Pre-Dent Courses.* On the recommendation of Mr. Buchta, it was voted to change the evaluation previously approved (Min. Senate, 12-16-43, p. 31) as follows:

	Navy Course	College Course	Credits
From	Physics I-II	Physics 1a, 2a, 3a	12
To	Physics I-II	Physics 4, 5, 6	12

2. *Personal and Community Health Information.* It was voted to recommend to the colleges having personal and community health information requirements that these requirements be waived for veterans.

R. R. SHUMWAY, Chairman

VI. REPORT OF THE SPECIAL COMMITTEE ON ACADEMIC TENURE

Reported for Action

Your Committee on Academic Tenure herewith presents its report. It was appointed on November 24, 1943, to make proposals looking toward a sound and constructive policy with respect to academic tenure. Its original membership consisted of Messrs. W. H. Cherry, O. B. Jesness, T. R. McConnell, M. G. Neale, George C. Priester, William Anderson (chairman) and John W. Clark (secretary). When John Clark entered the military service, President Coffey appointed Hugh L. Turriffin to take his place, and the committee appointed Mr. Turriffin to the post of secretary.

In order to secure collaboration from the non-Senate members of the faculty, the committee called a meeting of all Assistant Professors and Instructors in the University. The first meeting of this group was attended by fifty-five persons, and a committee of five was appointed to consult with the Senate committee. The members of this advisory committee were Miss Mary Shaw and Messrs. L. G. Hines, Victor Lorber, William Randel, and Hugh Turriffin (chairman). The latter served, therefore, as a connecting link between the two committees.

The co-operation between the two groups was genuine and fruitful. The Assistant Professors and Instructors were just as anxious as the members of your committee to establish standards of tenure that would protect the best interests of the University. An agreement on both principles and regulations was reached without difficulty.

In the discussions of the committees a number of closely related matters were discussed. These included, among others: (1) The proper description of academic positions, especially that of the instructorship; (2) Reasonable standardization and classification of positions; (3) The salary scale and the need for an appropriate minimum salary for permanent members of the staff; (4) The problem of appointments; (5) The bases of promotion and other recognition of faculty services; (6) Faculty participation in the government of the University; (7) More adequate recognition and utilization of Assistant Professors and Instructors in faculty committees and government; (8) Other means of improving the morale of the faculty; and (9) A University-wide placement service to assist at least the junior faculty members who are not to be retained permanently in finding other positions.

Important as these subjects are, the committee decided to limit its work to the formulation of definite standards and regulations for faculty tenure. A set of principles and proposed regulations is presented herewith. Had the committee seen fit to do so, it could have spent a great deal more time in perfecting the details of its proposals. It seemed better to complete its work more promptly and to lay its recommendations before the Senate this spring. Should these proposals meet with the approval of the Senate and be adopted by the Regents, changes can be made in the regulations from time to time as experience demonstrates the need.

The members of the committee believe that if the suggested regulations are adopted and put into effect they will do much to raise the morale of the faculty, to improve the competitive position of the University when it seeks new staff members, and to enable it to avoid a policy of drift in the selection and retention of suitable members for its faculty.

The definite proposals that follow are put in the form of regulations to be approved by the Board of Regents:

Suggested Regulations Respecting Academic Tenure

Preamble. The Board of Regents of the University of Minnesota is mindful of its responsibility to maintain the University as a community of scholars competent in the instruction of youth, skillful in the training of specialists, and able and fearless in the search for truth and the advancement of learning. It recognizes that the attainment of these objectives requires the protection of the complete intellectual freedom of the faculty, and a full understanding by all parties of the conditions of academic tenure. It approves in principle the statement concerning academic freedom and tenure endorsed by the Association of American Colleges on January 9, 1941. (See Appendix.) In evidence thereof it adopts the following regulations for the University of Minnesota.

Sec. 1. *Legal authority.* The legal authority to appoint all members of the academic staff, and to remove any such member when in their judgment the interest of the University requires it, is vested in the Board of Regents.

Sec. 2. *Administrative responsibility.* The increase in the size of the faculty in recent decades has made it impossible for the Board of Regents as well as for the President to know personally all the members of the faculty, their qualifications for their work, and the conditions of their employment and tenure. For the protection of the best interests of the state, the University, and the members of the faculty, the primary responsibility for the proper selection, promotion, retention, and removal of faculty members and for the enforcement of the following regulations shall rest with the deans of the several colleges; except that in the colleges that are divided into departments the responsibility shall be shared with the departments, acting through their respective departmental organizations and chairmen. (NOTE: the term *dean* as used in these regulations shall include deans, directors, and other officers of similar responsibility. The term *chairman* shall include chairmen, heads, and other departmental officers of similar responsibility. The term *college* shall include colleges, schools, divisions, and other comparable units of the University.)

Sec. 3. *Classes of academic positions.* (a) There shall be four classes of *regular faculty positions*: Professor, Associate Professor, Assistant Professor, and Instructor. The holders of appointments to any of these classes of positions shall be entitled to such rights of tenure as are hereinafter set forth.

(b) All other positions concerned with teaching, research, and other academic services shall be considered *non-regular*. Of these, (i) the positions of lecturer, professorial lecturer, visiting lecturer, visiting professor, and others of like nature shall be considered special and temporary; and (ii) the positions of assistants, teaching assistants, research assistants, and others of like nature shall be considered as intended primarily for students and also temporary. No number of reappointments to any non-regular position shall create any presumption of a right to reappointment or to indefinite tenure, but every person in any non-regular position shall be entitled to a statement in writing as to the conditions of his tenure. Nothing in these regulations shall be deemed to impair any rights of tenure, whatever they may be, heretofore acquired by any holder of a non-regular position.

(c) Deans, associate and assistant deans of colleges, chairmen of departments, and other administrators of academic services, shall have such academic rank as may be accorded them. Their administrative functions and titles as deans and chairmen shall be distinct and severable from their academic ranks and positions. The removal of any person from one of these administrative positions shall not impair his rights to and in the academic rank to which he belongs.

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Sec. 4. *Professors and Associate Professors on indefinite tenure.* Appointments to the ranks of Professor and Associate Professor shall be for an indefinite period, subject only to removal for cause, or to retirement in accordance with the University regulations.

Sec. 5. *Tenure of Assistant Professors.* Assistant Professors may acquire indefinite tenure only after serving for a probationary period as hereinafter defined. The initial appointment of an Assistant Professor who has not already acquired indefinite tenure shall be for a period of two years. If an Assistant Professor is not to be reappointed following his initial appointment he shall be entitled to written notice at the end of his first year. His service shall then terminate at the end of the second year of his initial appointment. In the absence of such notice, he shall at the end of his second year either receive a terminating appointment for one year, which shall be sufficient notice of his non-reappointment at the end thereof, or he shall be reappointed for a second period of two years. During such second period of appointment he may be notified in writing one year before the termination thereof that he will not be reappointed. This shall be sufficient notice to terminate his appointment at the end of four years of service. In the absence of such notice he shall, at the end of his fourth year receive either a terminating appointment of one year, which shall serve to terminate his service at the end of his fifth year of employment, or he shall receive an appointment carrying indefinite tenure as in the case of Professors and Associate Professors. In any case of variation from this normal procedure an Assistant Professor shall have indefinite tenure from the beginning of his sixth year of service at that rank. The entire probationary period for one who first serves as full-time Instructor and is then promoted to an Assistant Professorship shall not ordinarily exceed a total of seven years, and credit toward completion of the probationary period shall be given in such proportion that three years on a full-time instructorship shall equal two years on an Assistant Professorship. One who has acquired the right to indefinite tenure by service as an Instructor shall not lose it by promotion to an Assistant Professorship, by change of title, or otherwise, without his own consent in writing.

Sec. 6. *Tenure of Instructors.* Indefinite tenure shall not be acquired at the rank of Instructor, except as hereinafter provided with respect to persons on the staff at the time these regulations go into effect. The initial appointment of an Instructor shall be for one academic year unless a shorter period of appointment is agreed upon. An Instructor in his first year of service who is not to be reappointed shall be entitled to written notice to that effect three months before the end of his initial appointment. Instructors may be reappointed for terms of one or two academic years, but the total length of service at the rank of Instructor shall not exceed seven years in all. An Instructor in his second or any subsequent period of appointment who is not to be reappointed shall be entitled to written notice to that effect six months prior to the termination thereof; but the existence of this regulation shall be sufficient notice to all Instructors that the maximum period of service at that rank shall hereafter be seven years, whether such years are consecutive or not, and that service as an Instructor terminates at that time.

Sec. 7. *Completion of graduate studies by instructors.* Instructors who are pursuing graduate studies either at Minnesota or elsewhere shall be required to make normal progress toward their degrees or other objectives. It shall be the duty of deans and chairmen to keep themselves informed concerning the progress being made in graduate work by Instructors under their supervision, and to give notice to such Instructors from time to time concerning the seven-year limitation upon tenure at the rank of Instructor. Any Instructor who, at the beginning of his last year at that rank, foresees that he will not be able to complete his work for a graduate degree during that year, may petition the dean of his college for re-employment beyond that year to enable him to complete his graduate studies. Each such petition shall be considered by a committee composed of the dean of the college concerned, the chairman of the department if any, the chairman of the Judicial Committee of the Senate, and the Dean of the Graduate School. If such committee agrees unanimously that the case is meritorious, they shall so report to the President of the University. Thereupon the dean of the college concerned may, in his discretion, give such Instructor an appointment for the following year or part thereof at some non-regular rank such as Lecturer. There shall be not more than three such extensions of employment at a non-regular rank to permit any person to complete his graduate studies, and the total extension shall in no case exceed three academic years. In no case shall any such extensions be construed to create any moral or other claim to indefinite tenure.

Sec. 8. *Records and decisions concerning tenure.* (a) The dean of each college shall keep appropriate and adequate records concerning the tenure and tenure status of all members of his academic staff. He shall give written notice by March 1 of each year to each Instructor and Assistant Professor in his college concerning his tenure rights and status, concluding with a final notice to each Assistant Professor when his tenure is to become indefinite and to each Instructor when his maximum period of service at that rank is about to expire. The chairmen of departments shall also keep themselves fully informed concerning the tenure and status of all academic staff members of their departments, and be prepared to give advice thereon to such staff members and to the dean.

(b) Any member of the faculty who is aggrieved by any ruling made by a dean concerning his tenure rights and status shall have a right to a hearing thereon before the Judicial Committee of the Senate. The committee shall hear such cases as promptly as possible and shall make a report of its findings to the President of the University as in other cases. The final decision in every case shall rest with the Board of Regents.

Sec. 9. *Removals for cause.* All persons holding positions in the academic staff of the University shall be subject to removal for cause before the time set for the regular termination of their appointments. The causes for removal shall be only such as seriously interfere with the person's capacity competently to perform his duties, or his usefulness to the University. No person shall be removed from any position on the academic staff because of his beliefs in matters of religion or public policy, or in violation of the principles of academic freedom endorsed by the Board of Regents in the Preamble of these Regulations and set forth in the Appendix.

Sec. 10. *Procedure in removal cases.* Whenever the University decides that it must terminate the service of any person on any academic appointment it shall notify him in writing stating its decision and its reasons therefor. It shall at the same time notify the Judicial Committee of the University Senate. If the person to be removed so desires, he may request and shall be accorded an investigation of the facts by the Judicial Committee. If he does not make such a request within thirty days from the time of such notice, the University may terminate his appointment.

In case he does request such an investigation, the University may suspend him pending the final decision. The Judicial Committee shall, as expeditiously as possible, make its investigation and report its findings of fact to the President. Thereupon the University may make such decisions in the case as the Board of Regents may deem just and proper.

Sec. 11. *Operation and effect of these regulations.* (a) The foregoing regulations are intended to have a prospective operation, and nothing contained in them shall be construed as impairing any rights, express or implied, or as abrogating any mutual understandings, with respect to the tenure of any member of the academic staff, in effect at the time that these regulations are promulgated.

(b) A major purpose of these regulations is to state the normal minimum tenure rights of persons appointed to the faculty of this University. Nothing herein contained shall prevent the University administration, acting under authority of the Board of Regents, from granting indefinite tenure at an earlier date than is herein set forth, or from making specific contracts in writing with individual members of the faculty for appointments for periods of time different from those indicated. Any such irregular contracts shall be acted upon separately by the Board of Regents, shall be in writing, and shall show by their terms that they do not conform to the ordinary regulations governing academic appointments.

Sec. 12. *Transitional provisions.* (a) The deans of the several colleges of the University, in consultation with the chairmen of departments and with the individual faculty members concerned, shall within six months after the taking effect of these regulations, present to the President of the University full information as to the tenure rights of all members of the academic staff under their respective jurisdictions. Such information shall show what members of the faculty have acquired indefinite tenure and what ones have not, and as to the latter shall show what credit in terms of years of service they have acquired toward indefinite tenure. In reaching decisions upon this matter, the deans and directors conform as nearly as possible to the spirit of the foregoing regulations, and to the following: Instructors who have completed at least eight years of service and who have finished or discontinued their graduate studies, and Assistant Professors who have completed at least six years of service on that rank, or four years as Assistant Professor following three or more as Instructor, shall be deemed to have acquired indefinite tenure provided there has been no prior agreement to the contrary. In cases of service for shorter periods or for other combinations of Instructorship and Assistant Professorship service the dean shall make such decisions as he deems just in each instance, in accordance with the three-to-two ratio stated in Section 5; provided that in the case of any Instructor or Assistant Professor whose prior term of service has been to short to qualify him immediately for indefinite tenure, the dean may continue him at his rank for one or two years at a time until he can reach a decision as to whether to give him indefinite tenure or not, but such continued service shall be so limited that the total length of service of any Instructor in this group shall not exceed eight years, or of any Assistant Professor six years, before his employment is terminated or he is given indefinite tenure; and provided further that in no case shall any person in this group have his service terminated without one year's notice. Instructors in this group who require additional time to complete their graduate studies may be continued on non-regular appointments for not to exceed three years additional, in accordance with the provisions of Section 7.

(b) It shall be the duty of each member of the faculty to assist the dean or director of his college or division in compiling the necessary information as to his tenure rights and in reaching a decision thereon. The dean shall inform each faculty member as to the report he intends to make to the President concerning his tenure rights. Any member of the faculty who claims by prior agreement, understanding, or otherwise, greater rights with respect to tenure than are reported in his case to the President by the dean, may file a statement of his claim with the chairman of his department, if any, and with the President of the University, and ask for a review of the facts by the Judicial Committee of the Senate. Failure to file such a statement within sixty days shall be considered as a waiver by him of any special rights that he might otherwise have claimed, and as an acceptance of the dean's findings in his case.

Sec. 13. *Discontinuance of University functions.* Nothing in these regulations shall prevent the University from setting up and later discontinuing special departments, programs, or institutes of an experimental or temporary character. Appointments made in connection with such special projects may be terminated when the work is discontinued. All such appointments shall

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be considered as non-regular. The University shall notify all persons who receive such appointments, and at the time thereof, of the contingent, experimental, and probably temporary nature of the projects and of the probable termination of their employment when the projects are discontinued.

Sec. 14. *Publication of regulations.* All regulations of the University with respect to the tenure and rights of the academic staff, including insurance and retirement allowances, shall be published in pamphlet form, and each person who holds a regular faculty appointment, or to whom such a position is offered, shall receive a copy thereof. All holders of non-regular academic appointments shall be informed in writing or in printed form as to the regulations covering their particular positions.

Appendix

Academic Freedom and Tenure Statement of Principles, 1940

[Editorial Note: Statement of principles concerning academic freedom and tenure formulated by representatives of the Association of American Colleges and of the American Association of University Professors and agreed upon at a joint conference on November 8, 1940. This statement was endorsed by the Association of American Colleges at its annual meeting on January 9, 1941, by the American Association of Teachers Colleges at its annual meeting on February 22, 1941, and by the American Association of University Professors at its annual meeting on December 28, 1941. It has also been approved by the Association of American Law Schools.]

The purpose of this statement is to promote public understanding and support of academic freedom and tenure, and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extramural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Academic Freedom

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposed special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Academic Tenure

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

Modifications in Proposed Tenure Regulations Suggested in the Meeting of the Administrative Committee of the Senate, May 10, 1944

Preamble. Last sentence. Make it clear that these regulations do not apply to the University High School, Schools of Agriculture, or other departments of sub-collegiate grade.

Sec. 3. (a) Add a sentence that: For the purpose of these regulations, Research Associates shall have the tenure rights and status of Assistant Professors, and Research Fellows shall have the tenure rights and status of Instructors.

(b) Insert a sentence to the effect that continuing part-time positions shall be *non-regular*.

Sec. 5. Following the first sentence insert a provision that during the probationary period any Assistant Professor may have his employment terminated in accordance with the regulations without any showing of the cause or the reasons therefor.

Sec. 8. (a) Make some provision for a central file of academic personnel records in the office of the President.

(b) Change first sentence by striking out first fifteen words—"Any . . . dean" and insert in place thereof: "Any member of the faculty who disputes the dean's ruling as to the facts . . ."

Sec. 10. Omit second sentence, and put in place thereof: "It may at the same time immediately suspend him from service."

Same section, fifth sentence, beginning, "In case," omit everything after "investigation," to the end of the sentence, and make the words "In" through "investigation" the first clause of the following sentence.

WILLIAM ANDERSON, Chairman

VII. REPORT OF THE COMMITTEE ON NECROLOGY CHARLES FREDERICK SIDENER 1858-1944

Charles Frederick Sidener, Professor Emeritus of Chemistry, died on January 19, 1944. He was born in Huntsville, Illinois, in 1858 and graduated from the University of Minnesota with the B.S. degree in 1883. He later studied in Zurich, Switzerland.

In 1883 he was appointed Instructor in Chemistry in this University, when the institution consisted of two buildings, sixteen faculty members, and four hundred students. In 1893 he was advanced to the rank of Assistant Professor and in 1906 he was made Professor of Chemistry.

Professor Sidener was head of the Department of Analytical Chemistry when he concluded forty years of service to the University and retired as Professor Emeritus in 1923. At that time the Regents made the following recognition of his services: "Your name is already on the roll of honor of those who as teachers and administrators have contributed to the development of a great University, have enriched the lives of countless students and through them the life of the commonwealth. You have served the University notably and well."

ARNOLD SCHWYZER

1864-1944

Dr. Arnold Schwyzler was born May 23, 1864, in Zurich, Switzerland and died February 19, 1944, in St. Paul. His premedical college education was obtained in the Zurich gymnasium. He studied the basic medical sciences in Geneva in the French language, after which he returned to the German speaking university in Zurich to study clinical medicine for three years. He graduated in medicine in March, 1888, standing highest in his class. After a short visit to Italy and to the Royal Infirmary in Edinburgh, he served for a brief period as an assistant in Kroenlein's Surgical Clinic in Zurich. He prepared his thesis for the Doctor of Medicine degree under Professor O. Haab, Professor of Ophthalmology at the University of Zurich. Subsequently he became third, then second, and finally chief assistant of the gynecological and obstetrical clinic of the University of Zurich.

He began the practice of surgery in the United States in 1894 in St. Paul, Minnesota, where he quickly demonstrated an unusual ability as a physician and surgeon and as a scientific investigator. Over the years his outstanding ability, keen and incisive mind, together with his remarkable personality and broad cultural background brought him to a plane of eminence seldom attained.

From 1900 to 1902 he was Clinical Professor of Pathology at Hamline University. During this time he was also Professor of the City and County Hospital of Ramsey County (now Ancker Hospital). From 1904 to 1908 he was Professor of Clinical Surgery at Hamline University, surgeon to the St. Joseph's Hospital in St. Paul. Since 1927 he held the appointment of Professorial Lecturer in the Department of Surgery at the University of Minnesota, Emeritus since 1932. He was chief of staff of St. Joseph's Hospital in St. Paul for a number of years, and it was especially in this capacity that his council and teaching served to elevate the plane of surgical practice and generally improve the practice of medicine in the community.

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Dr. Schwyzer was a charter member of the American College of Surgeons and the St. Paul Surgical Society, a member of the Minnesota Academy of Medicine, Minnesota Pathological Society, Western Surgical Association, American Surgical Association, International College of Surgeons, Swiss Surgical Society, and the American Medical Association, and the Minnesota State Medical Association. Medical literature has profited immeasurably by his concise and scientific contributions, of which approximately eighty-three were published.

Dr. Schwyzer's three children are all physicians: Dr. Marguerite Schwyzer, who graduated from Yale Medical School; Dr. Arnold Schwyzer, who graduated from Johns Hopkins Medical School; and Dr. Hanns Schwyzer, who graduated from the University of Minnesota Medical School and is now a Captain in the United States Army Medical Corps at Camp Leonard Wood.

During his entire career, it was customary with Dr. Schwyzer to spend the summer months on his well-beloved farm on Grindstone Lake in Pine County. Here he studied and read extensively and delighted in his life-long love of horses. Those who had the privilege of knowing and working with him are unanimous in agreeing that he was one of the great masters in American surgery, and a man beloved of his many friends and patients, kindly and unselfish, modest and unassuming, a true physician and philosopher.

LESTER BURRELL SHIPPEE

1879-1944

Lester Burrell Shippee, Chairman of the Department of History and for twenty-seven years a member of the faculty, was born in East Greenwich, R. I., on January 28, 1879, and died at Delray Beach, Florida, on February 9, 1944. He was graduated from Brown University in 1903 with the B.A. degree and was granted the M.A. and Ph.D. degrees from the same university in 1904 and 1916, respectively.

Following several years of teaching and supervisory work in the East, Professor Shippee served from 1910 to 1913 as a teacher of history and government at Pacific University, Forest Grove, Oregon. From 1913 to 1916 he was Assistant Professor and later Professor of Government and Sociology in Washington State College. In August, 1917, he was appointed Lecturer in History in the University of Minnesota. He became Professor of History in 1925 and Chairman of the Department of History in 1931.

Throughout his career as specialist in American History, and particularly American Diplomatic History, Professor Shippee was a frequent contributor to historical journals. Notable among his contributions was an article on "Germany and the Spanish American War," in the *American Historical Review* for 1925. Other publications included *Recent American History* (1924), *Canadian-American Relations, 1849-1874* (1939), *Bishop Whipple's Southern Dairy, 1843-44*, (1937), biographies of Thomas Francis Bayard and William Rufus Day in the series, *American Secretaries of State and Their Diplomacy*, and contributions to the *Dictionary of American History* and the *Dictionary of American Biography*.

Professor Shippee's keen interest in his country's history and in the promotion of learning in his special field of study won him many honors. He served as director of the Oregon Historical Society, president of the Minnesota Historical Society, acting editor of the *Mississippi Valley Historical Review* for 1922 to 1924 and president of the Mississippi Valley Historical Society, 1934 and 1935.

Aside from his contributions to the literature and learning in his special fields of interest, Professor Shippee will be remembered by his associates and students for his forthrightness and his wise and understanding counsel. Of him a colleague said: "Charitable to all save himself, he unpretentiously devoted the energy of mind and body to his task, yet it was a devotion ever illumined by a kindly humor and a dry native wit."

CHARLES WASHBURN NICHOLS

1883-1944

Charles Washburn Nichols was born in Belchertown, Massachusetts, on June 20, 1883, and died in his home in Minneapolis on February 15, 1944. He graduated B.A. from Yale University in 1905. After a year of graduate study at Harvard University, he returned to Yale where he took the M.A. degree in 1907. In 1918, he was granted the Ph.D. degree by the same University.

Charles Nichols came to the University of Minnesota in 1907 as Instructor in Rhetoric; in 1911 he was made Assistant Professor of Rhetoric; with the union of the Departments of English and Rhetoric he became Assistant Professor of English. During 1921-22 he traveled and studied in England. He was made Associate Professor of English in 1937.

Four fields of interest are reflected in Professor Nichols' publications: articles in learned journals on Henry Fielding as a dramatist; editions of two of Shakespeare's plays: *Macbeth* (1930) and *The Two Gentlemen of Verona* (1931); essays and reviews in American literature; and historical studies of the pioneer activities in Minnesota of his grandfather, Henry M. Nichols.

For nearly thirty-seven years Charles Nichols was a persuasive interpreter of literature to undergraduates and graduate students in this University, a stimulating teacher of writing, a kindly counselor, and an understanding friend. His death brings a feeling of personal loss both to his present and to his former students and colleagues, who remember him with affection.

ARCHIBALD BUTTER

1884-1944

Archibald Butter, Clinical Associate Professor in the School of Dentistry, died February 6, 1944. Dr. Butter was born in Moline, Illinois, in 1884 and graduated from the University of Minnesota in 1907 with the degree of D.D.S. In 1918 he was appointed Instructor in Dentistry in this University; in 1921 he became Assistant Professor; in 1939 he was made Clinical Associate Professor. During these years Dr. Butter also engaged in private practice in Minneapolis. During the First World War, he served in the dental corps. His clinical achievements plus his wide cultural interests made Archibald Butter an outstanding member of his profession.

LEROY SHELDON PALMER

1887-1944

Leroy Sheldon Palmer, Chief of the Division of Agricultural Biochemistry, died on March 8, 1944. He was born at Rushville, Illinois, March 23, 1887. After receiving the B.S. degree in chemical engineering from the University of Missouri in 1909, he became interested in dairy chemistry, and took the M.S. degree in this field at the same university in 1911 and the Ph.D. degree in 1913. He served on the staff of the University of Missouri from 1913-19 as Assistant Professor of Dairy Chemistry. During this period, he formed a research partnership with the late C. H. Eckles, a relationship which continued when he came to the University of Minnesota in 1919 as Associate Professor of Dairy Chemistry. In 1922 he was made Professor of Dairy Chemistry and Animal Nutrition; after the death of Ross Aiken Gortner in 1942, he was appointed Chief of the Division of Agricultural Biochemistry.

Professor Palmer's major research was concerned with the chemistry of milk and dairy products, their composition as affected by the nutrition of the animal, the physical and colloidal chemistry of milk, the chemistry of rennet coagulation, and the churning process. He also made valuable investigations in the field of animal nutrition, especially mineral and vitamin nutrition of cattle.

During his more than thirty years of research and teaching, he wrote or made important contributions to several books and contributed many articles to scientific journals. At Minnesota, he directed the research of nineteen students receiving the M.S. degree, and forty-two receiving the Ph.D. degree.

Many honors came to Professor Palmer during his tenure at this University. He was the first to receive the Borden Award for Outstanding Research in the Chemistry of Milk. He served for many years as associate editor of the *Journal of Dairy Science*. He also served as counselor for the American Chemical Society, vice-president of the World's Dairy Congress in 1923, consultant to the American Medical Association, and collaborator in the U. S. Pharmacopoeia Vitamin Standardization Committee.

In the untimely death of Leroy Sheldon Palmer, the University has lost a gifted teacher, and the state and the nation have lost a gifted scientist.

TREMAINE McDOWELL, Chairman