



## SUPPLEMENTARY SENATE DOCKET

May 26, 1949

### SENATE COMMITTEES FOR 1949-50

The following Senate committees have been named by the President, subject to the approval of the University Senate, effective July 1, 1949:

*Audio-Visual Aids:* McCune (chairman), Arnason, Hollis, R. C. Jones, Kildow, Nolte, M. J. Peterson, Stanford, Tinker, T. F. Tyler, Wendt.

*Business and Rules:* Rottschaefer (chairman), Grismer, Heilman, Pettengill, Schwantes.

*Debate and Oratory:* Ziebarth (chairman), Harold Allen, A. N. Christensen, M. A. Graubard, W. S. Howell, R. G. Nichols; James E. Bye, A'52, Robert Latz, A'52, Joseph Roger Morrison, IT'52, Donald R. Salper, A'51, Elaine T. Sargent, A'51, students.

*Education:* Morse (chairman), G. Lester Anderson, R. M. Cooper, W. H. Crawford, Ruth Eckert, Gaumnitz, John E. King (Duluth), Dale B. Harris, Kaufert, Spilhaus, Vold, Assistant Dean of Medical Sciences.

*Intercollegiate Athletics:* Boyd (chairman), Barnhart, Bryngelson, Diehl, Maynard, McCormick, Middlebrook, Rottschaefer (Conference representative), Stehman, Chester Wood (Duluth); Robert Shay, Donald Lampland, alumni; Gerald H. Friedell, L'51, Clifford M. Sour, B'50, students.

*Judicial:* Cherry (chairman), Alderman, William Anderson, Walter W. Heller, Neale.

*Library:* Blegen (chairman), Gaylord W. Anderson, R. M. Cooper, Ruth Eckert, Gaumnitz, Geddes, McDiarmid, H. N. Smith, Spilhaus.

*Necrology:* Conger (chairman), Boyden, J. O. Christianson, Minnich, Saltus (Duluth), Sloan, Sneed.

*Recreation:* Wrenn (chairman), Gertrude M. Baker, Borreson, G. B. Fitzgerald, Keith McFarland; Billie Bee Hull, A'50, Robert Ludlow, Ag'52, James Luther, A'51, Edgar Olson, Ed'50, Katherine Paterson, Gr, Harold C. Sundberg, UC'50.

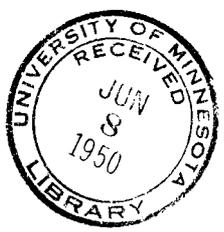
*Relations of the University to Other Institutions of Learning:* Robert Keller (chairman), G. Lester Anderson, Berdie, Boardman, Elmer W. Johnson, Krey, Page, Ella Rose, Summers.

*Student Affairs:* Williamson (chairman), Kenneth E. Clark, Edwards, Caverley, Theron Johnson, Pirsig, Schmitz, Seward, Wrenn, Edwin Wenzel (Duluth); two representatives of the Alumni Association; Hobart Banks, Jr., A'50, Edward Fride, L'51, Geraldine Ghent, PT'50, Billie Bee Hull, A'50, James Marvin, UC'51, George E. Sands, Ag'50, Donald Simon, IT'50, students.

*Students' Work:* Williamson (chairman), Berdie, Darley, Summers, and chairmen of the students' work committees of the several schools and colleges.

*University Functions:* Nunn (chairman), Blomquist, Arnason, Haislet, Johns Hopkins, Leichsenring, Ruth Lawrence, Lombard, McCormick, Gerald R. McKay, Oberg, Whiting, Williamson.

*University Printing:* P. E. Miller (chairman), Harding, McDiarmid, Middlebrook, Nunn, Pettengill.



## UNIVERSITY OF MINNESOTA

## SENATE MEETING

3 P.M. MAY 26, 1949

MURPHY HALL AUDITORIUM

## SENATE DOCKET

Your Committee on Business and Rules respectfully presents the following matters for your consideration at the meeting of the Senate, May 26, 1949, Murphy Hall Auditorium, 3:00 p.m.:

- I. Minutes of February 17, 1949
- II. Senate Committees for 1948-49
- III. Senate Committees for 1949-50
- IV. Report of the Administrative Committee
- V. Report of the Committee on Debate and Oratory
- VI. Report of the Committee on Education
  - A. Interim Report
  - B. Report of the Subcommittee on Grading Practices at the University of Minnesota (abridged).
- VII. Report of the Committee on Relations of the University to Other Institutions of Learning
- VIII. Report of the Committee on Student Affairs
- IX. Report of the Committee on Necrology

## I. MINUTES OF FEBRUARY 17, 1949

## Reported for Action

## II. SENATE COMMITTEES FOR 1948-49

## Reported for Action

The following committee appointments have been made by the President, subject to the approval of the University Senate:

*Recreation*—Change in appointment: James P. Luther and Gus Sundberg, students, to replace James Shore and Lois I. Nelson, students, graduated winter quarter.

*Student Affairs*—Change in appointment: Mary M. Christianson, Dale McIver and Donald F. Simon, students, to replace Sam Dickinson, Albert France and James Shore, students, graduated winter quarter.

## III. SENATE COMMITTEES FOR 1949-50

The President's recommendations will be made in a docket supplement to be distributed at the meeting.

## IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

## 1. Reported for Action

*Membership in the Administrative Committee of Representatives of the Reserve Officer Training Units.*—The Air Force will, this next summer, activate a unit at the University, separate from the Army R.O.T.C. Presence on campus of three separate reserve officer training units raises a question of the relationship of the Administrative Committee to them. It was moved, seconded, and voted, subject to Senate action, that the three military departments be represented in the Administrative Committee by a single officer, beginning in 1949-50. The President's office will communicate to the central office of the armed services, suggestions for designation of the particular representative.

## 2. Reported for Information

1. *The Fulbright Educational Exchange Bill.*—Dean Blegen presented Dr. Gordon T. Bowles, Executive Secretary of the Conference Board of Associated Research Councils and of its Committee on International Exchange of Persons, to describe the Fulbright educational exchange program. Dr. Bowles spoke of the application of the Fulbright Act to University teachers and post-doctoral students. He indicated differences and points of re-enforcement between the Fulbright Act and the Smith-Mundt Bill.

It was said that some twenty countries are expected to participate in exchange of persons under benefits of the Fulbright Act. Nine countries have joined in the provisions thus far. Great Britain, China, France, and Italy are now participating in a million dollar program each; their participation may go to twenty million dollars per country. There was detailed instruction of the group in the extent to which monetary credits can or cannot be shifted between countries.

Whereas the Smith-Mundt Bill places emphasis on assistance, chiefly educational, in advising foreign countries, the Fulbright Act, as it applies to taking our people abroad, requires only that the person selected be a United States citizen and that he plan to engage in an acceptable, scholarly, non-commercial pursuit. Teaching, research, or any form of learning in a trainee program are most acceptable.

It is hoped that in each college or university there will be a point of contact, at least of coordination, for selection of recipients. While the applicants will file separately, the institutions might express a selective preference for individuals and a priority of interest in projects. It is hoped that there will be maintained a balance between the individual's right to apply and harmonious and effective relationships in any institution from which he comes.

The University of Minnesota will receive about twenty copies of the general announcements of the Fulbright program. Only a few copies of a list of specific openings can be sent. It was taken by common consent in the Committee that all of these matters will be channeled through Dean Blegen. He will (a) publicize announcements and assist interested staff members, (b) consider University obligations and interests in our participation, and (c) be of assistance to Fulbright Act authorities. President Morrill will report to the Administrative Committee from time to time on logical action in this program. Only a token program is planned nationally this year.

It was apparent that some of the deans find short term grants have a real validity and importance. Even summer appointments are often desirable. Dr. Bowles gave little encouragement that such short term grants will be made, pointing out administrative difficulties and indicating that it is the intention to build up enduring and long range contracts abroad. He was sure that attendance at conferences or congresses will not be looked upon as contributing reasons for selection. Appointments for an academic year are rather ideal, he thought.

2. *Report—"Tomorrow's Resources"*—Prepared by the Minnesota Commission on Higher Education.—Attention of the Committee was called to the current publication of the Minnesota Commission on Higher Education, "Tomorrow's Resources." This report, the second one dealing with charting of the future of Minnesota colleges, has been contributed to very greatly by our staff people.

3. *Recommendations on Naming of Specific University Buildings.*—There was a proposal of names for specific new buildings on Twin City campuses. This came from the combined Committee on Honorary Degrees, Naming of University Buildings, and University Honors. The Administrative Committee endorsed the proposal and suggested that, as appropriate, there be placed in each building a metal plaque to commemorate the name and special achievements of the person honored in the name of the building.

4. *Report on Excusal of Students from Classes.*—The Committee had a written report from Dean H. T. Morse proposing a statement of policy on excusal of students from classes. This was drawn up in a subcommittee of which Dean Morse is Chairman. It was asked that the report be circulated to the membership of the Administrative Committee. It is understood that the members of the Committee will discuss the report with their teaching staffs. It was moved, seconded, and ordered that the matter be re-referred to the same subcommittee, the statement to be reconsidered in light of the discussion of it. Members suggested that there may be need for definition of a more positive, liberal University attitude toward students excused from classes.

5. *Report on Lectures and Public Meetings for the Academic Year 1947-48.*—Vice President Willey reported on the lectures and meetings held on campus during the last academic year. The summary indicated that more than one half of the presentations are by members of our own University community. A tremendous range of topics is covered. There is apparent a healthy interest in intellectual affairs presented by competent spokesmen.

6. *Filing of Articles with the University News Service.*—The News Service of the University is anxious to feature the serious work of the University. Local release of stories, talks, or scientific articles by staff members is often helpful and can result in presenting material from the angle desired by the speaker or author. The News Service would therefore appreciate having prior information, pre-prints, or abstracts of papers about to be given or published, whenever that is consistent with the plans of the author.

7. *Recommendations of Subcommittee on Voluntary Retirement.*—The subcommittee studying problems resulting from retirement of individuals, during the period in which the staff member exercises an option of setting the retirement time brought in recommendations to clarify the notice and procedure involved. The issues are significant in obtaining continuity of long-range programs in research and teaching. The Committee adopted the following statement of policy:

- A. A faculty member who decides to retire voluntarily under established retirement regulations before the June 30 following his 68th birthday shall file a notice of such intention, at least one year in advance of the date when it will take effect, with the dean of his college or the director of the school or station to which he is attached. Failure to file such a statement will be interpreted to imply that the staff member in question will be expected to remain in active duty until at least the end of the following academic year. Shorter notice may be accepted providing such action does not seriously jeopardize a research or educational program of the department or hamper seriously the efforts of the department to find a suitable replacement.
- B. Members of the staff may be granted approval for voluntary retirement under established retirement regulations on other than June 30 if it is not prejudicial to the educational interests of the University.

C. A faculty member may withdraw notice of voluntary retirement provided that the appropriate administrative officers determine that such withdrawal is not prejudicial to the educational interests of the University.

8. *Committee to Draft Code Governing Outside Work.*—Demands for outside work and contract research by staff members are increasing. It was suggested that the Administrative Committee appoint a subcommittee to study the situation and to bring in recommendations, but not in the thought that there will be a marked change in policy. The subcommittee will be cognizant of work by a Committee on Education subcommittee dealing with faculty welfare, of which Dean Gaumnitz is chairman. On motion seconded, and carried, the President named the subcommittee to consist of Vice President M. M. Willey, chairman; Dean J. W. Buchta, Dean H. S. Diehl, Dean R. K. Gaumnitz, Professor Harold Macy, Vice President W. T. Middlebrook, and Dean A. F. Spihaus.

9. *Solicitation of Staff Members by Non-University Organizations.*—There was a review of many problems growing out of solicitation of staff members, as for charitable and educational organizations, and of the policy under which such solicitation is restricted.

On motion seconded, and voted, the Committee reaffirmed its policy of considering it undesirable to have students solicit members of the staff. It was further moved, seconded, and approved that the American Cancer Society be extended the same courtesy of use of lists of persons in the Civil Service as has prevailed with respect to the faculty.

It was asked that the University Committee on Public Relations study the policy under which the Administrative Committee restricts solicitation of staff members, and that it bring to that Committee advice based on its knowledge of more general practices in approving charitable campaigns.

10. *Announcement on Behalf of the Committee on Functions.*—Inasmuch as the June, 1949, commencement will surely involve more graduates than any previous one, there will be numerous difficulties in planning for it. Several problems of the commencement exercises and the program were discussed.

11. *Budget for 1949-50.*—President Morrill discussed the outcomes of the 1949 legislative session, insofar as those have a bearing on the work and budget of the University. He indicated the monetary sums allotted to the University for the impending biennium and the relationship between each sum and the corresponding request.

The President brought in suggested budgeting procedures for the year 1949-50 and elicited discussion in the Committee of the manner in which certain monies could be allocated with best results. Out of the meeting grew proposals for an administrative letter on budgets which the President's office will circulate to deans and directors.

12. *Textbook Approvals.*—Approval was given for text materials as follows:

*The Press and the Constitution*, by J. Edward Gerald, for use in Journalism 177. The University of Minnesota Press. Price \$3.00.

*Laboratory Guide for Elementary Plant Physiology*, 100 copies, a 50-page botanical booklet. To be sold by the Nicholson Hall Bookstore. by Nicholson Hall Bookstore. Price \$0.40.

*The Buttercup Family (Ranunculaceae) in Minnesota*, 500 copies, a 41-page botanical booklet. To be sold by Nicholson Hall Bookstore. Price \$1.00.

*Physical Properties of Soils*, 100 copies annually, a mimeographed laboratory manual for use in Soils 108w. To be sold by the Agricultural Bookstore. Price \$0.45.

*Introduction to General Physiology 50s, Laboratory Manual*, 175 copies, a mimeographed booklet. To be sold by the Nicholson Hall Bookstore. Price \$0.75.

*Statistical Methods in Research*, by Palmer O. Johnson, published by Prentice-Hall. Price \$5.25.

Selected portions from *The Community* by MacIver, *Modern Housing* by Bauer, *The Boss* by McKean, *Our Fair City* by Allen, *The Reiley Plan and Guide to the Philosophy of Morals and Politics* by Joad; 600 copies, mimeographed materials for use in General Studies. To be sold by the Nicholson Hall Bookstore. Cost of this material is \$0.90 which is its rough proportion in a packet of pamphlets, books, and reprints to sell at \$5.00 the set.

*The Problems of Philosophy* by Bertrand Russell, Chapters I to X inclusive, 200 copies, a duplicated excerpt for use in courses in philosophy. To be sold by the Nicholson Hall Bookstore. Price \$1.00.

*Composition 27-28-29*, 275 copies, a mimeographed collection of themes for use in advanced writing. To be sold by the Nicholson Hall Bookstore. Price \$0.25.

*Lecture Outline for Civil Engineering 163*, 200 copies, a mimeographed outline. To be sold by the Professional Colleges Bookstore. Price \$0.25.

*Thermodynamic Properties of Air as a Perfect Gas*, 600 copies, a mimeographed booklet of approximately 15 pages. To be sold by the Professional Colleges Bookstore. Price \$0.25.

*World Geographical and Tribal Locations*, 1,000 copies, a mimeographed work for use in anthropology. To be sold by the University Bookstores. Price \$0.20.

*The Psychology of Development and Personal Adjustment*, by John E. Anderson, published by Henry Holt and Company. Price \$3.25.

R. E. SUMMERS, Secretary

## V. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

### Reported for Information

During this forensic season twenty-five members of the Varsity Discussion and Debate Squad and twenty-seven members of the Freshman Debate Squad have had approximately three hundred intercollegiate and audience speaking experiences. Two major events will complete our activities for the year: the annual Northern Oratorical League Contest at Western Reserve University on May 6, and an audience debate at the University of Missouri on April 26.

Topics discussed and debated included the following:

"Resolved: that the federal government should attempt to equalize educational opportunity by means of annual grants to tax supported schools."

"Resolved: that a world federal government should be established."

"What, if anything, should the federal government do to guarantee civil rights to all its citizens?"

"What policy, if any, should the federal government adopt to regulate the business cycle?"

"Should labor share in the management of industry?"

To these were added a special debate with the University of Hawaii on the proposition: "Resolved: that Hawaii contributes more to the welfare of the nation than does Minnesota," and a humorous debate at the University of Missouri on the subject: "Resolved: that the influence of women has been increasing, is continuing to increase, and ought to be diminished."

The University of Minnesota was host in a major forensic event, the Annual Minnesota Debate Tournament. This was sponsored and administered by the Freshman Debate Squad, and it consisted of three concurrent debating tournaments: one for Upper Midwest freshman debaters, a second for Upper Midwest junior college debaters, and a third event for Minnesota colleges to determine the Minnesota debating championship. Twenty-two colleges were represented.

University speakers took part in debate, discussion, oratory, extemporaneous speaking, and radio newscasting contests in tournaments at the Universities of Iowa, Wisconsin and Chicago, and at Eau Claire, River Falls, St. Thomas, Augsburg, Concordia, and Macalester Colleges. Delegates were sent to the national Delta Sigma Rho Student Congress in Chicago. A University team participated in a convocation debate at St. Cloud State Teachers College. We debated the University of Hawaii in an audience debate on the Minnesota Campus, and the University of Miami in a demonstration debate before the Western Conference tournament delegates at the University of Chicago.

Varsity Speakers, a student organization within the Varsity Debate Squad, presented approximately fifteen speaking programs to Twin Cities civic groups. They prepared and presented a number of radio debates and discussions.

Sixty-two percent of all "decision" debates were won by Minnesota teams. The Varsity Squad won sixty-eight per cent of its debates. First place tournament awards were won by debate teams, entrants in discussion, radio newscasting, and competition in "individual debating skill." All members of Freshman and Varsity Squads took part in major inter-collegiate competition. Since we are more concerned with participation for squad members, than with the establishment of a record of debates won, the season's results are satisfactory.

E. W. ZIEBARTH, Chairman

## VI. REPORT OF THE COMMITTEE ON EDUCATION

### Reported for Information

#### A. Interim Report

Within the last two years the Senate Committee on Education has appointed a number of sub-committees to study problems of University-wide significance and their educational implications. Members of the Committee are of the opinion that it would be of interest to the Senate if a report of progress were to be made indicating the scope of the activities undertaken, the purposes for which these subcommittees were established, and the names of staff members serving as subcommittee members. The Committee would welcome suggestions as to additional areas of inquiry or any proposals which members of the Senate may wish to pass along to any of the current subcommittees.

#### 1. *Standards and Procedures for Promotions in the Faculty*

Richard T. Arnold

T. C. Blegen

Walter W. Cook

Bryce Crawford

Signe T. Holmstrom

E. Fred Koller

Charles V. Netzig

Maynard E. Pirsig

Dorothy L. Sheldon

Wesley W. Spink

Dale Yoder

William Anderson, Chairman

The first paragraph of the letter of appointment (June 11, 1945, from T. R. McConnell, then chairman of the Senate Committee on Education) reads as follows: "When President Morrill was invited by the Board of Regents to comment on the tenure plan which had been recommended by the University Senate, he indicated that the adoption of tenure regulations was only a first step, and that the formulation of standards and procedures for promotion should follow. Some time ago, President W. C. Coffey referred this problem to the Senate Committee on Education, which agreed to consider the matter and authorized the appointment of a special committee, whose report will be made to the Senate Committee on Education, which, in turn, will presumably transmit its final proposals to the Senate for consideration and action."

### THREE—Senate Docket

The subcommittee has compiled an extended report and transmitted it to the Senate Committee on Education. The latter committee discussed the report at length, and requested that several members be instructed to revise the report somewhat and summarize the supporting data for presentation to the Senate. The report is accordingly being redrafted by Professors R. M. Cooper, Morse, and Summers, and will be resubmitted to the Committee in the near future.

#### 2. Grading Practices at the University

Henry Borow	R. L. Kozelka	Roger B. Page
Walter W. Cook	Walter Lauer	T. E. Pettengill
J. G. Darley	Howard Longstaff	George H. Thiel
Robert Keller	Keith McFarland	George B. Vold, Chairman

This subcommittee has completed its assigned task and has filed with the Committee a report consisting of a number of observations and recommendations plus 89 pages of illustrative data. The abridged report is entered elsewhere in this docket.

#### 3. Selection and Evaluation Procedures at the University

R. E. Summers	Henry Hartig	Kenneth Clark
Ralph Berdie	Myron Weaver	Walter W. Cook, Chairman
Robert Keller	Clayton Rost	
Clifford Wall	Cornelia Williams	

This subcommittee was appointed to make recommendations concerning the providing of technical advisory service on testing through additions to the staffs of the Bureau of Institutional Research and the Student Counseling Bureau. The letter of appointment (April 22, 1948) also reads in part: "There should be growing out of this study a consideration of the broader problems of selection and evaluation procedures at the University as a whole. Some preliminary discussions of this problem have indicated the interest on the part of some persons of proposing a Board of Examinations as at Chicago. Others have recorded opposition to this idea, but all have agreed that the whole problem is one which might well be reviewed by a representative subcommittee of the Senate Committee on Education."

The subcommittee submitted a report in December 1948. The report contained a general discussion of the problem, with particular reference to the functions of tests. It further recommended that a new subcommittee should be set up which would represent the several colleges and other units particularly concerned, such as the Bureau of Institutional Research, the Student Counseling Bureau, and the Office of Admissions and Records. Accordingly the chairman of the Senate Committee contacted the deans and directors by letter and requested them to nominate an individual from their unit to serve on the new subcommittee, which is listed next below.

#### 4. Evaluation of Outcomes of Instruction

1. *Dentistry*, Thomas D. Speidel
2. *Technology*, G. J. Schroepfer
3. *Pharmacy*, T. A. Soine
4. *Bureau of Institutional Research*, Cyril J. Hoyt
5. *School of Nursing*, Myrtle Kitchell
6. *Graduate School*, John G. Darley
7. *Office of Admissions and Records*, Ellsworth Gerritz
8. *Medical School*, Richard Varco
9. *Office of the Dean of Students*, Ralph Berdie
10. *General College*, Cornelia D. Williams
11. *College of Agriculture, Forestry, and Home Economics*, W. M. Sandstrom
12. *Law School*, Robert C. McClure
13. *College of Science, Literature, and the Arts*, Magnus Olson
14. *School of Business Administration*, Arthur M. Borak
15. *Division of Library Instruction*, C. Irene Hayner
16. *Education*, Walter W. Cook, Chairman

This subcommittee should serve as a clearing house of information in regard to evaluation policies and procedures in the various units of the University. Deans were requested to nominate for membership the staff members in their college who was chairman of a similar college committee, wherever such committees existed. The subcommittee may also wish to initiate studies and make recommendations affecting evaluation practices in the University as a whole.

#### 5. Courses Enrolling Both Undergraduate and Graduate Students

F. S. Chapin	E. C. Stakman
R. M. Elliott	G. M. Stephenson
T. E. Pettengill	R. L. Kozelka, Chairman

Pertinent statements from the letter of appointment (February 19, 1948) are: "It would be the responsibility of the subcommittee to consider the educational implications of the practice, prevalent at the University of Minnesota, of enrolling undergraduate and graduate students together for credit in courses numbering 100 to 199. From a preliminary discussion of this topic by the Senate Committee on Education, there would appear to be questions other than grading practices in the 100 numbered courses of sufficient importance to justify the creation of this subcommittee. The attention of this committee is directed, however, to the fact that another subcommittee is being created to consider the problem of grading practices on a University-wide basis. Some cooperation between these two subcommittees may well be desirable.

"It would be the further responsibility of the Subcommittee on Courses Enrolling Both Undergraduate and Graduate Students to supervise the gathering of data relating to aspects of the problem which may warrant such investigation, and on the basis of a study of such data to formulate recommendations in regard to policies and/or procedures for consideration by the Senate Committee on Education."

#### 6. Relation of Research to Instructional and Other Staff Responsibilities

T. C. Blegen	G. H. McCune	Richard Scammon
Bryce Crawford	D. E. Minnich	C. N. Wall
Harold Macy	D. G. Paterson	Dale B. Harris, Chairman

Letter of appointment (February 20, 1948) stated in part: "It would be the responsibility of this subcommittee to consider staff responsibilities in terms of the total contributions made by staff members to the function of the University. Such questions, for example, of the policies which might be followed in considering counseling activities of staff members as a part of their recognized duties might also be considered more fully, in view of the lack of any standard practice at the University."

#### 7. Admission Standards and Practices

Richard T. Arnold	Richard C. Jordan	R. E. Summers
J. C. Darley	G. C. Priestler	Cornelia Williams
A. N. Christensen	Lloyd Reyerson	J. W. Buchta, Chairman
Marcia Edwards	Henry Schmitz	
R. C. Gibson	Martin Snoko	

Letter of appointment (February 19, 1948) stated in part: "It would be the responsibility of the subcommittee to consider the educational implications of the various admission standards set for the different colleges of the University. A question definitely related would of course be the current restriction on enrollment of students from outside the state of Minnesota. The Board of Admissions of the University has given some attention to the questions which this subcommittee will undoubtedly consider and therefore some cooperation between the two committees may be desirable.

"It would be the further responsibility of the Subcommittee on Admission Standards and Practices to supervise the gathering of data relating to aspects of the problem which may warrant such investigation, and on the basis of a study of such data, to formulate recommendations in regard to policies and/or procedures for consideration by the Senate Committee on Education."

#### 8. Terminal Occupational Curricula of Less than Four Years in Length

Raymond C. Gibson	William Micheels
Henry Hartig	Leo G. Rigler
Frank H. Kaufert	A. L. Vaughan, Chairman

Letter of appointment (March 1, 1948) stated in part: "It would be the responsibility of the subcommittee to review the current situation on the University campuses in regard to programs of less than four years in length. The concept of such programs is such as to exclude from consideration the short courses given by the Center for Continuation Study and the College of Agriculture, Forestry, and Home Economics. The type of program visualized is such as that in Retailing and Selling in the General College or like the courses proposed during the war for the Institute of Technology for the training of engineering aides. The Committee may also wish to recommend the undertaking and experimentation with new courses in appropriate areas or departments of the University. A further definition of the work of the committee may be made through its own deliberations."

#### 9. Educational Implications of Centralized Services

Oscar B. Jesness	D. E. Minnich
Roland Vaile	R. E. Summers
Tracy Tyler	W. H. Crawford, Chairman
Lloyd Reyerson	

Letter of appointment (April 22, 1948) stated in part: "At the time the subcommittee was authorized for appointment, there was some discussion as to the desirability of examining the implications of such centralized services as classroom and office assignments, and other University services which might have a direct influence on educational policy and practice.

"It may well be that the members of this Committee will feel that its membership should be increased to include University departments or divisions not now represented. It is of course entirely within the province of any subcommittee to modify its membership in any way it thinks is desirable."

#### 10. Course Additions, Modifications, and Deletions

Marcia Edwards	Norman Moen	Ella Rose
R. M. Cooper	Lloyd Short	Ruth Eckert, Chairman
H. J. Sloan	George A. Thiel	
Elmer Johnson	F. S. Chapin	

Letter of appointment (April 23, 1948) stated in part: "Recently the Senate Committee on Education authorized the setting up of a number of subcommittees to consider educational problems of University-wide significance. One of the subcommittees so authorized was tentatively called the Subcommittee on Course Additions, Modifications and Deletions. Such a subcommittee would indeed have a most important function since this is a problem, as you all know, which requires careful consideration in regard to current trends and formulation of policies in the best interests of the University as a whole.

"The members of the committee, when they do meet, may decide that there should be wider representation of different departments or colleges than now on this list. Any subcommittee is entirely at liberty to add to its membership."

11. *Faculty Welfare*

Edwin S. Cieslak	Henry Nash Smith
Paul R. Grim	William Monroe
John King,	Julius M. Nolte
Dean of Duluth Branch	Donald G. Paterson
Harold Macy	Richard K. Gaumnitz, Chairman
Robert C. McClure	

Letter of appointment (February 10, 1949) stated in part: "Recently the Senate Committee on Education authorized the setting up of a subcommittee to consider general problems of Faculty Welfare. A number of inquiries and suggestions had been received by the Committee which made it feel that it might be appropriate to have some considered investigation of these and related topics by a special subcommittee. The kinds of problems involved are such as recommendations concerning provision of some financial assistance to staff members who wish to attend professional meetings, clerical help for teaching staff for the preparation of materials for classroom use and for professional publication, problems related to provisions for retirement and insurance, etc. I am sure that members of the subcommittee will be able to determine quite a list of topics which they may wish to include in their deliberations.

"I may point out in passing that so far as insurance and retirement is concerned, a Presidential Committee has been operating very effectively under the chairmanship of Dean Richard Kozelka of the School of Business Administration. The proposal to set up a subcommittee of the Senate Committee on Education is in no wise a reflection upon the competency of the work of that Committee, but springs rather from a desire to have matters concerning faculty welfare represented by committees which are closely tied in with the Senate. It is very likely that members of the present subcommittee of the Senate Committee on Education may wish to work out a system of liaison with Dean Kozelka's committee and others which may be considering problems of interest to this committee.

"It is the belief of the Senate Committee on Education that a subcommittee, of the type indicated, would have a significant contribution to make to the welfare of the faculty and the professional standing of the University."

12. *Exploration of Student Participation in Discussion of Educational Problems and Policy Formation*

Marcia Edwards	Gerald Michaelson
Henry Schmitz	Sewal Glinternick
James Borreson	E. G. Williamson, Chairman
George Arneson	

Letter of appointment (April 22, 1948) to chairman, Dean E. G. Williamson, stated in part: "At its meeting on April 21, the Senate Committee on Education approved the appointment of a subcommittee to explore student participation in discussion of educational problems and forming. As you recall, it was suggested that the subcommittee explore the possible machinery for more effective channeling of students' suggestions and criticisms with respect to University educational policies, together with a study of present machinery which could be more effectively used.

"I would sincerely appreciate it on behalf of the Senate Committee on Education if you would consent to serve as Chairman of the Subcommittee. I am sure that you are closer to the situation and better informed than anyone else on the staff for such an appointment. Furthermore, as a member of the Senate Committee itself, you can more readily integrate the work of the subcommittee with that of the main Senate Committee.

"Ordinarily I have suggested possible personnel of a committee to the person who is requested to serve as chairman. In this case, however, I believe that you are better able to decide on the individuals and various collegiate representations to be made.

"In the *Minnesota Daily* for April 22, I was a little disturbed by two points, which seemed to me to indicate the need of a rather careful study of the situation. In the text of the proposed constitution for the new Student Congress, in Item 6 of Section 2 of Article I, it reads as follows: (6) 'to consider all policies of the University, prior to their adoption, concerned with student welfare, and make recommendations thereon.' This indeed cuts out a wide area of possible jurisdiction which might well be explored further. Also in the table of organization appearing on the back of the same paper, there is no cross-over between the student representation and faculty representation. Under such a table, if strictly followed, conflicting views would come together only in the President's office. Upon a cursory examination of the constitution, which seemed to bear out the fact that there is no collateral relationship, this appears to me the weakest aspect of the proposed constitution, and one which your subcommittee might take under consideration."

**B. Report of the Subcommittee on Grading Practices at the University of Minnesota (abridged)**

**I. BACKGROUND AND DEVELOPMENT OF PRESENT INQUIRY**

**1. Student Complaints**

Early in the Winter Quarter, 1948, the Senate Committee on Education received a communication, dated January 15, 1948, from the All-University Council, Campus Inquiry Committee (Dale F. Engstrom, Chairman), transmitting a student complaint and request for action, as follows:

"The All-University Council would like to turn over to your committee for appropriate action the complaint that has been expressed by students on the matter of graduate students being graded on the same curve with undergraduate students. While we realize that this condition is not extremely widespread, and in many cases is merely a convenient excuse for some student's poor grades, indications show that it does exist to some degree. We feel that a statement of policy or recommendation from your Committee on Education on this matter will serve to prevent this practice when and where it does exist and will also serve to stop student rumors of such a situation if the complaint is unfounded."

At about the same time the Arts Intermediary Board submitted a report to the Advisory Committee of the Arts College calling for a "new grade plan to eliminate unfair competition between graduate and undergraduate students," according to an account in the *Minnesota Daily*. The same Arts Intermediary Board report is quoted as saying that "some of the more progressive departments and some individual instructors are using make-shift systems to help compensate for the superiority of the graduate students."

A number of faculty members reported hearing somewhat similar student complaints expressed in private conversations with them.

**2. Appointment of Subcommittee and Instructions**

After brief discussion of the problems, the Senate Committee on Education at its meeting of January 28, 1948, instructed its chairman to appoint a subcommittee to study the whole problem of grading practices at the University and bring in a report. Therefore, under date of February 24, 1948, Dean H. T. Morse, Chairman of the Senate Committee on Education, appointed the following to serve as a Subcommittee on Grading Practices at the University: Professor George B. Vold, Chairman; Dean J. G. Darley; Assistant Dean Roger B. Page; Mr. T. E. Pettengill, University Recorder; and Professors Henry Borow, Walter W. Cook, Robert J. Keller, Howard Longstaff, Keith McFarland, Walter Lauer, and George R. Thiel. The name of Dean R. L. Kozelka was later added to committee membership.

The letter of appointment setting up the subcommittee carried the following specific instructions:

"It would be the responsibility of this subcommittee to consider the over-all educational implications of grading practices now used at the University in the various colleges, divisions, and departments. One aspect is naturally the grading of undergraduates and graduate students enrolled in the same course, and therefore the attention of this committee is called to the fact that a committee on the enrolling of both undergraduate and graduate students has been set up to consider other aspects of that problem. In addition, the All-University Council has recently requested that the Senate Committee on Education appoint a subcommittee to discuss over-all grading practices and problems.

"It would be the further responsibility of the Subcommittee on Grading Practices to supervise the gathering of data relating to aspects of the problem which may warrant such investigation and, on the basis of such a study of such data, to formulate recommendations in regard to policies and/or procedures for consideration by the Senate Committee on Education. If any extended statistical or clerical services are necessary for the gathering and analysis of relevant data, the subcommittee may wish to apply for such auxiliary aid to the University Committee on Institutional Research."

It will be seen from the above that the basic problems with which the subcommittee has been charged are essentially the following:

- a. To consider the over-all educational implications of grading practices now followed in the various units of the University.
- b. To consider the special problem caused by the enrolling of both graduate and undergraduate students in the same courses, in so far as distribution of grades and maintenance of "fair" conditions of competition for both groups are concerned.

**3. Formulation of Plans and Appointment of Special Subcommittee**

Many problems of educational philosophy and practices tend to be relevant and reflected in the grades given students in regularly assigned course work. Full consideration of all aspects of the problem of grading practices thus becomes a task far more vast and complex than could possibly be undertaken by a subcommittee with any hope of useful or significant returns.

At the initial meeting of the subcommittee (March 11, 1948), many problems related to the task of the committee were discussed and opinions and experiences were exchanged with reference to present practices and the probable validity of the student complaints. There soon developed an obvious need for factual information about present practice rather than personal opinions about such practice. The subcommittee therefore authorized the appointment of a special subcommittee to collect and interpret factual information on present grading practices.

The following were named to constitute this special subcommittee: Professor Robert J. Keller, Chairman; Dean R. L. Kozelka; Mr. T. E. Pettengill, University Recorder; Professors Henry Borow and George B. Vold.

This special subcommittee has met frequently to coordinate activities and to discuss findings. The following list enumerates the principal kinds of data or other specific information which has entered into the discussions and deliberations of the group:

- a. A summary record was assembled of all previous studies of University of Minnesota grading practices since the year 1924.
- b. An annotated bibliography consisting of fifteen published reports specially pertinent to the question of college marks and their interpretation was prepared.
- c. A report of a special College of Education study of grading practices in education courses numbered 100 and over for fall quarter, 1947, was studied with reference to the question of graduate-undergraduate registration in the same courses.

- d. A preliminary tabulation was made of letter grades assigned in each course offered by the School of Business Administration during winter quarter, 1948. Regular I.B.M. cards of the Office of Admissions and Records were tabulated by the University Recorder and converted into comparable percentage form by the Bureau of Institutional Research. The relative ease and effectiveness with which this information was obtained demonstrated the feasibility of an all-university study which was next undertaken.
- e. Similar tabulations and percentage transformations were made for all grades assigned on Twin Cities campuses during winter quarter, 1948. A total of 83,410 student grades were involved in this tabulation. Tabulations were prepared during summer and fall, 1948, by the Office of Admissions and Records. The Bureau of Institutional Research translated these distributions into comparable percentage form and prepared mimeographed tabulations. The resulting 89 pages of mimeographed tables were attached as an appendix to the final complete report.
- f. Many informal conferences with interested students have been held by committee members. No accurate record can be made of this kind of information. One group, mostly undergraduates, complained that in some classes the graduate students get the A's and B's while the undergraduates get what is left. These students (possibly reflecting some of their instructors) talked briskly about two curves, one for graduates and one for undergraduates. Another group, again mostly undergraduates, complained about being graded on the same examinations and held to the same performance standards as majors in the field. From information at hand it is impossible to say to what extent these groups were typical, or even to what extent the "gripes" seemed justifiable. Undergraduates appear to have thought very little about the complicated problem of determining a grade. In every case, however, the students were courteous and open-minded about the whole question.

II. SOME FINDINGS AND IMPLICATIONS

1. No Accurate Over-All Picture Possible

No very accurate generalization can be made to summarize the grade distributions for the University as a whole. There seems to be considerable over-all consistency, yet many kinds of individual variations also exist on all levels of instruction.

The distribution of undergraduate student grades for the University as a whole during winter quarter, 1948, consisted of 79,508 undergraduate student grades of which 4 per cent were F; 12 per cent, D; 42 per cent, C; 29 per cent, B or S; and 13 per cent, A. Of the 3,902 graduate student grades reported for the same quarter, 1 per cent were F; 1 per cent, D; and 9 per cent, C; with the balance, 89 per cent, recorded as A, B, or S (equivalent to B). Among the grades achieved by graduate students, 42 per cent were reported as A. These results suggest that the proportion of failing grades is not large, at least as far as F's are concerned. Information concerning present grade distributions for the separate colleges and major units of the University has been summarized in Table 1. Names of colleges have been removed from this abridged report to assure anonymity. Marked differences appear between grade distributions of the several colleges of the University as well as within smaller units such as, for example, between courses in the same department as evidenced by the following illustrations:

- (a) *Variations between colleges:* Differences in grade distributions exist not only between colleges enrolling predominantly undergraduate students as opposed to those enrolling predominantly graduate students, but also between colleges enrolling students on the same level of instruction.

Example 1:

	Senior College A (Undergraduate)	Senior College B (Undergraduate)
A's and B's .....	62%	33%
D's and F's .....	5%	20%

Example 2:

	College C (Graduate)	College D (Graduate)
A's .....	45%	27%

- (b) *Variations between departments in same colleges:* When the individual departments (within the same college) are compared for all undergraduates in courses under 100, the difference in proportion of students receiving A grades is striking: e.g., Course A, 11 per cent, A; Course B, 46 per cent, A.

Table 1

Summary Table of Percentage Distribution of Grades Received by Undergraduate and Graduate Students at the University of Minnesota for Courses Taught Winter Quarter, 1948

College*	Student	Distribution of Grades in Per Cent					
		A	B	S	C	D	F
A	Undergraduate .....	10	23	.....	46	15	5
	Graduate .....	30	36	.....	32	2	.....
	Total .....	11	23	.....	46	15	5
B	Undergraduate .....	11	50	.....	35	4	1
	Graduate .....	50	.....	50	.....	.....	.....
	Total .....	11	50	<1	35	4	<1
C	Undergraduate .....	30	36	<1	30	4	1
	Graduate .....	44	33	10	13	.....	.....
	Total .....	30	36	<1	29	3	1
D	Undergraduate .....	13	32	.....	43	11	1
	Graduate .....	27	21	47	3	1	.....
	Total .....	14	31	5	39	10	1
E	Undergraduate .....	27	33	.....	32	3	5
	Graduate .....	.....	100	.....	.....	.....	.....
	Total .....	27	34	.....	31	3	5
F	Undergraduate .....	17	46	<1	33	4	1
	Graduate .....	34	46	14	6	<1	.....
	Total .....	19	46	2	30	3	1
G	Undergraduate .....	14	27	.....	39	14	6
	Graduate .....	43	40	4	11	1	<1
	Total .....	15	27	<1	38	14	6
H	Undergraduate .....	10	18	.....	49	13	9
	Undergraduate .....	4	28	.....	54	14	.....
	Total .....	19	34	<1	38	7	2
J	Undergraduate .....	19	34	<1	38	7	2
	Graduate .....	57	25	8	8	1	.....
	Total .....	23	33	1	35	7	2
K	Undergraduate .....	13	34	.....	40	12	1
	Graduate .....	56	39	.....	6	.....	.....
	Total .....	15	34	.....	39	12	1
L	Undergraduate .....	13	28	<1	43	11	4
	Graduate .....	45	34	12	8	1	<1
	Total .....	15	28	1	41	11	4
M	Undergraduate .....	22	47	.....	27	4	.....
	Total—						
	U of M Undergraduate (N = 79506) .....	13	28	1	42	12	4
Graduate (N = 3904) .....	42	34	14	9	1	<1	
Total (N = 83410) .....	15	28	1	40	11	5	

\* Names of colleges have been omitted from this abridged report to assure anonymity.

- (c) *Variations between courses within the same department and on the same level of instruction:*  
 Example 1: Course 57, 6 per cent A; Course 71 in the same department, 24 per cent A  
 Example 2: Course 7, 39 per cent D and F; Course 31 in the same department, 3 per cent D and F
- (d) *Variations in the use of the grade S:* Some departments use S grades not at all, others make extensive use of this grade, some possibly without realization of the fact that S is restricted for use with graduate students and is interpreted for purposes of computing scholastic HPR as equivalent to a B. Thus, among grades of graduate students in courses above 100 almost one fourth of the students (23 per cent) in one area were graded S; whereas in another area on the same level, the S grades were not assigned.
- (e) *Variations on different levels of instruction:* Grade distributions throughout the University tend to shift toward the upper end of the grading scale as the level of instruction shifts from the Junior College level, through Senior College level, to the Graduate School level. What proportion of this trend is due to increased selectivity in these successive levels, and what proportion is due to greater leniency in grading by instructors cannot be determined from information at hand.
- (f) *Use of some courses to "weed out" incompetents:* There is no evidence that any college in the University employs a wholesale policy of student failure. In several colleges, in fact, the F's amount to only 1 per cent of the total grades assigned. Student mortality due to low scholarship appears to be more dependent on failure to make required honor point ratios than on the accumulation of large numbers of F grades by such students. Some courses, however, appear to be serving the purpose of weeding out less competent students fairly early in certain specialized curricula by assigning liberal proportions of D and F grades. Examples might be cited from five selected introductory courses in which the percentage of D's and F's during winter quarter, 1948, were found to range from 25 to 60 per cent.

2. Undergraduates in Classes with Graduate Students

The task of determining the effect on undergraduate grade distributions of the presence in the same classes of graduate students is obviously difficult. Superficial impressions (such as students are likely to get from inspection of the results of a single examination) often seem to show that the bulk of

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the high grades go to the graduate students. Thus students in one course numbered above 100, for winter quarter, 1948, consisted of 138 undergraduate students and 37 graduate students. The undergraduates, though constituting 79 per cent of the total group, received but 52 per cent of the A's and 68 per cent of the B's, whereas they received more than their proportionate share of C and D grades, 97 and 100 per cent, respectively. One cannot infer from information such as this, however, that undergraduates would have received more A or B grades if graduate students had not been in the same classes.

The fairest measure would seem to be comparison of the grade distributions obtained by undergraduates enrolled with graduate students in courses numbered 100 and above, and undergraduate students enrolled in such courses with other undergraduates only. Distributions of letter grades for these two groups in all such courses have been summarized in percentage form below:

	Number	Grades				
		A	B	C	D	F
Undergraduate students in classes numbered 100 and above, with both graduate and undergraduate students .....	10,916	15.7	31.8	39.6	9.6	3.2
Undergraduate students in classes numbered 100 and above, with other undergraduates only .....	4,961	19.1	33.0	34.6	9.6	3.6

More complete distributions by major divisions of the University appear in the full report. The differences in the two distributions appear to be small. The complaint of undergraduates that competition is unfair has but little support in terms of this evidence. This is also borne out by analysis of the distributions for the separate colleges. In most instances in which the differences seem to favor the interpretation that undergraduates have an unfair disadvantage the samples are so small that the figures are essentially meaningless—or there are other specific explanations, as, for example, the case of one college distribution, in which a single atypical course accounted for all the undergraduate students enrolled with other undergraduates only.

Further evidence of the extent of the problem is apparent from an analysis of the classes attended by graduate students. Undergraduates were enrolled with graduate students in 351 or 70 per cent of the 497 courses numbered from 100 to 199 inclusive, and taught during winter quarter, 1948. The 154 courses numbered 200 and above enrolled graduate students only. Relatively few undergraduate courses numbered less than 100 enrolled any graduate students (approximately 13 per cent). Moreover, the number of graduate students in any course numbered less than 200 was small: 62 per cent of these courses enrolled fewer than 5 graduate students; 84 per cent, fewer than 10; and 90 per cent, fewer than 15 graduate students.

### 3. Trends in Grade Distributions

The subcommittee was fortunate in having access to a study of grade distributions for nine introductory courses which have been offered continuously by the Arts College from 1929-30 or earlier up to the present time. The Student Counseling Bureau had collected this information for selected quarters within this period. These data were revised by the subcommittee to include winter quarter, 1948, grade distributions and comparisons were made among the nine courses.

Although individual courses varied considerably from quarter to quarter with respect to the percentages of any single grade assigned, there appeared to be little evidence that grade distributions have changed very much between 1929-30 and winter, 1948. This is well illustrated by the comments in the study noting the apparent lack of effect on student marks of the establishment of the General College.

"... The effect of the General College, which drew off the lowest one third in ability from previous Arts College populations, is not noticeable in the grading distributions of the courses studied. The faculty appears to persist in habits of grading regardless of the ability range with which they work among students. . . . There is a certain consistency in grading habits across the years within a department paralleled by quite a bit of variability in grading within a period of time between departments."

As shown below, the median percentages of highest and lowest grades assigned in the nine courses is fairly consistent over the eighteen-year period:

Winter Quarter*	A and B Grades	D and F Grades
1930 .....	27%	32%
1934 .....	28%	33%
1938 .....	25%	31%
1948 .....	31%	25%

Similar comparison for individual courses show greater variability as shown by the range in percentages for highest and lowest grades.

Winter Quarter*	A and B Grades	D and F Grades
1930 .....	14 to 41%	12 to 62%
1934 .....	10 to 44%	20 to 44%
1938 .....	9 to 41%	23 to 45%
1948 .....	17 to 50%	19 to 38%

\* Grade distributions were available for twelve quarters between 1929 and 1948. Only winter quarters have been presented here.

It is interesting to note that the fewest A and B grades were assigned in the same course for all four quarters and that another course contributed half of the extreme grades for the D and F grouping. In general, low grades for 1948 appear to be somewhat better balanced with high grades than was true during some of the earlier years.

Similar information is not available for other units of the University but it seems reasonable to assume that the Arts College situation is not untypical in the matter of possible changes in grade distributions during the past decade.

### 4. No General Evaluation of Grading Practices Possible

There is nothing in the extensive information assembled by this subcommittee to suggest that the variations noted reflect either indefensible or questionable educational practices. What is suggested is that staff members appear to operate, wittingly or otherwise, in accordance with somewhat divergent philosophies in the matter of grading. The assignment of grades seems to be largely an individual matter, more likely to be determined by the individual instructor than by any apparent departmental policy, though such policies may in some instances exist. Hence, the subcommittee does not have at its command information which would enable it to recommend grading policies for use by individual departments *nor* does it feel that policies of this sort ought to be recommended by such an outside agency. The factors and issues which affect grading are many. The subcommittee has not arrived at a solution which would permit it to establish criteria by which the grading practices of the University might be evaluated. Rather, the subcommittee recommends the following three practices as a result of this study:

- a. That individual staff members study the grading distributions of their own classes in relation to those of other instructors, both in and out of their departments.
- b. That this report serve as a basis for departmental discussions within the University on the philosophy and mechanics of grading. Some of the issues which might appropriately be considered in such discussions:
  - (1) Are the grades assigned by this department or in given courses consistent with the purposes of instruction in this department? Should one expect the same or different grade distributions for general and professional courses?
  - (2) What is the real effect of large proportions of high or low grades?
  - (3) How much are grades in this department affected by graduation requirements or any other scholastic requirements?
  - (4) Is the system of grading graduate courses satisfactory? How useful is the "S" grade? Why are so few graduate grades lower than B or S? What useful purposes are served by graduate grades?
  - (5) Should grade distributions reflect the higher or lower ability levels of students in classes?
  - (6) What factors ought to be considered in assigning grades? What does a mark mean?
  - (7) Which courses, if any, serve to screen out less competent students? Which courses, if any, ought to serve this function? Is the function a legitimate one?
  - (8) How successful are courses which attempt to instruct graduate and undergraduate students in the same class? Do undergraduates have cause for criticism in this department or in certain courses?
  - (9) When should students fail? What responsibility does an instructor have for a failing student?
  - (10) What further information about students ought to be collected and reported in addition to a mark?
- c. That, in any event, uniformity among instructors in the matter of assigning student grades is not necessarily a desirable goal. Differences in objectives of instruction and in abilities of students in the several departments and courses of the University alone warrant the conclusion that such factors in the classroom situation ought not to be overlooked. The subcommittee recommends, however, that individual departments study the principles and practices of grading in order to develop among instructors who assign grades a common understanding of logical bases for grading within each department. Although this procedure may already be common within certain departments, the committee recommends review of grading practices in the light of the information which has been assembled for the University as a whole.

## III. RECOMMENDATIONS OF THE SUBCOMMITTEE

The following specific recommendations were submitted to the Senate Committee on Education for action and accepted by that committee:

1. That the full report of this subcommittee, complete with supporting data, be distributed to the Dean or other administrative head of each major University unit, with the recommendation that this information be made available to each department head.
2. That each Dean or other administrative head be urged to set up a special committee within his unit to study further the grading policies and practices of his unit with respect to:
  - a. An analysis of variations and divergencies in practice, without any implication that such variations are thereby undesirable.
  - b. A study of the relation between grades assigned and other measures of student quality.

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3. That the materials of this report *not be released* to the newspapers or made available for student publicity except through the Chairman of the Senate Committee on Education or the regular administrative channels with such instructions as Deans or other administrators find desirable.
4. That general findings of this subcommittee be reported to the All-University Congress by the Chairman of the Senate Committee on Education.
5. That a summary of this subcommittee report be made by the Senate Committee on Education for publication in the minutes of the University Senate.

## VII. REPORT OF THE COMMITTEE ON THE RELATION OF THE UNIVERSITY TO OTHER INSTITUTIONS OF LEARNING

### Reported for Action

#### 1. Policy concerning recruitment of students for the University.

The Senate Committee on Relations to Other Institutions of Learning has received requests to give approval of plans for recruiting students for certain of the divisions or departments of the University. The Committee was unable to discover a statement of basic policy for its guidance. Consequently, it submits the following statement for Senate action.

The University of Minnesota is a state university. It is supported by the taxpayers of the state. Precisely because it is a state supported institution, the University has the responsibility for providing to every citizen in the state information about the facilities available at the University and the means whereby these can meet the needs of individual citizens. To fulfill this responsibility, it is of paramount importance that the University publicize, through the appropriate channels, the various training programs and types of services offered by the University. Likewise, it is important that there may be made available to Minnesota high school students, their parents, teachers, and counselors relevant information regarding the admission requirements, standards, and curricula of the various certificate and degree-granting schools and colleges which make up the University. It is important that the University give adequate assistance to high school counselors about placement opportunities, job demands, and vocational trends and furthermore offer leadership in the entire student counseling field on the high school level.

Toward this end, deans, directors, and staff members of each college, division, and department of the University are encouraged to work through the Offices of the Dean of Admissions and Records, the Dean of Students, the Director of University Relations, and with the knowledge of the Senate Committee on Relations to Other Institutions of Learning. The University maintains in the first three divisions special talents, resources, and facilities for accomplishing the above objectives.

In general, no college, department, or division of the University and no member of the University staff should solicit students to come to the University by making promises of rewards or by bringing various other pressures upon students, their families, or teachers. In the usually accepted sense of the term, the University cannot be engaged in "student recruitment."

Marked shortages in certain occupations or competencies may from time to time develop and these may be a detriment to the general welfare. In such instances, the University may join with national and local professional and educational organizations in recruitment programs which, if successful, will advance the public welfare. Approval for University participation in such recruitment should be secured from the University administration upon recommendation of the Senate Committee on Relations to Other Institutions of Learning. This approval should be given only after (1) careful deliberation by the college or department involved, and (2) submission of plans, cost, personnel involved, and date of termination of the project. Extensions of the date of termination should be made by the University only after careful analysis of the plans which have been in effect and of the results which have been accomplished. The Senate Committee on Relations to Other Institutions of Learning should be kept fully informed by the departments involved of all such programs.

#### 2. Secondary Schools

The following secondary schools have been inspected this year and are recommended for continued approval on the published list for a three-year period, subject to the submission of satisfactory annual reports.

Villa Maria Academy—Frontenac  
Bethlehem Academy—Faribault  
St. Augustine High School—Austin  
St. Mary's High School—Bird Island  
St. Anthony High School—Minneapolis  
Visitation Convent—St. Paul  
Minnehaha Academy—Minneapolis  
Blake School—Hopkins  
St. Mary's Hall—Faribault  
St. Joseph's Academy—St. Paul

#### 3. Credit for Nursing Courses.

The School of Nursing requests that students who are enrolled in other schools of nursing affiliated with the University School of Nursing receive credit comparable to the amount of credit given to the graduates of the University School of Nursing three-year curriculum, for work taken in the University School of Nursing. This credit will be awarded only at such time as the graduate of the affiliated school matriculates in the University of Minnesota. This request involves no new policy. It makes comparable the amount of credit awarded to University students and affiliated school of nursing students for comparable work.

The present statement of policy is as follows:

"Forty-five credits represent approximately the amount of advanced standing granted for a satisfactory course of study in an accredited hospital school of nursing. For graduate nurses who have maintained an average of "C" or above in pre-nursing sciences (anatomy, physiology, physiological chemistry, and bacteriology) in a university or college, blanket credits will be allowed as follows: fifty-three credits will be granted graduates of a hospital school having its prerequisite science taught at the University of Minnesota; and fifty-five credits will be allowed graduates of a university or college school of nursing. If a "C" average was not maintained in these sciences, forty-five blanket credits will be granted instead of fifty-three or fifty-five. Graduates of the three-year curriculum of the University of Minnesota School of Nursing will continue to receive sixty blanket credits."

The Committee recommends Senate approval.

G. LESTER ANDERSON, Chairman

## VIII. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS GENERAL POLICY FOR STUDENT ORGANIZATIONS AT THE UNIVERSITY OF MINNESOTA

### 1. Reported for Information

The following summary provides background information concerning racial and religious discriminatory practices in membership selection among student organizations. It includes a statement of policy concerning such practices.

*Introduction.*—During the past several decades, American colleges and universities have established policies for the regulation of student organizations. Some of these policies have been concerned with scholastic eligibility and the participation of students in organized enterprises; others have been related to the conduct of the financial affairs of student groups; still others have been concerned with the approval of the social functions and programs sponsored by student organizations. Many of these policies had their origin in the relationship between the scholastic success of students and the physical and social environment maintained by student organizations. All such policies were intended to help student groups develop programs consistent with the educational aims of the college. The earliest policies adopted by universities and applied to student organizations were those which were related to the selection of members.

Today, colleges and universities again are focusing their attention upon membership selection processes in student organizations. This renewed interest in practices and standards reflects the social changes which have occurred among students during and following the war. This is another indication of the inseparability of the university and the larger community.

Attention is presently being directed to the practice of excluding individuals from membership in student organizations on the basis of the race, color or religion of individual students. Most of the pressure for the review of such practices and standards has come from the students themselves. Through discussion, resolution and editorials, many fraternities, sororities and religious organizations have indicated a strong desire for the removal of restrictive practices in membership selection.

Many clubs, associations, lodges and other general community organizations formed during the last half of the nineteenth century and the first decade of the twentieth adopted exclusion clauses as integral parts of their charters and constitutions. Student organizations established during these years adopted similar restrictions upon the selection of members from minority racial, religious and ethnic groups. Those organized on a national basis tend to retain this heritage even today. Much of the present interest centers on these nationally organized student groups—fraternities and sororities. The continuing desire for change comes chiefly from within the fraternal groups themselves.

*The Minnesota Situation.*—Racial and religious restrictions on the selection of membership in student organizations have been of increasing concern to the campus since 1938.

1938 When the present Interfraternity Council was organized in 1911, Jewish and Negro social fraternities were excluded from membership in this student governing council. With the exclusion from membership came exclusion from all Council social functions. In 1938, after a year-long discussion, these excluded groups were invited to participate in all social functions sponsored by the Interfraternity Council.

1944 In 1944, after polling each member of the Interfraternity Council, the Interfraternity Council extended an invitation to full membership and participation to all social and academic fraternities, including both Jewish and Negro groups.

In the same year, the local Panhellenic Council (the sorority governing board) addressed a resolution to the National Panhellenic Association encouraging the acceptance of Jewish sororities to full membership in the National Panhellenic council.

1947

In 1947, the Minneapolis Community Self-Survey was undertaken. This survey was directed toward the treatment accorded members of minority groups in public institutions, real estate transactions, hospitals, schools and employment opportunities. The University of Minnesota was asked to participate in this community survey and agreed to review its own internal practices, exclusive of student organizations and to report to the main Minneapolis committee.

At the same time, upon their own initiative, both the Interfraternity and Panhellenic Councils established Human Relations Committees to review the practices of their member groups, to conduct discussions and to promote educational programs relating to discriminatory practices.

The growing campus interest in racial and religious restrictions in some fraternal groups was reflected in a series of editorials in the *Minnesota Daily* questioning the appropriateness of such practices for University groups.

During the same period, two social fraternities with membership restricted to those of specified racial and religious groups applied to the Senate Committee on Student Affairs for recognition. Recognition was granted, but several Individual Committee members dissented. Following the discussions, the Senate Committee agreed to conduct a survey of the restrictive practices included in the constitutions of student organizations.

1948

Early in 1948, the Interfraternity and Panhellenic Councils undertook upon their own initiative a poll of each individual member of fraternal groups concerning their attitudes toward racial and religious restrictive membership standards. Of those polled, 58 per cent favored a change in such constitutional restrictions; 42 per cent did not favor change.

In March and December of 1948, the Senate Committee on Student Affairs approved the recognition of two additional social fraternities, each of which had a racial and religious restriction upon membership stated in its constitution. The number of Committee members voting for approval and recognition of these two organizations constituted a bare majority of the Committee.

1949

In January of 1949, the Interfraternity and Panhellenic Councils conducted a second poll of individual members of fraternities and sororities on their attitude toward racial and religious constitutional restrictions. The results revealed that 74 per cent of fraternity members and 85 per cent of sorority members favored the removal of restrictive clauses.

On January 26, the All-University Congress adopted the following resolution for presentation to the Senate Committee on Student Affairs:

"WHEREAS, The constitution of the Student Congress of the University of Minnesota (approved May 4, 1948, by the Senate Committee on Student Affairs) provides that the Congress shall have the right to consult with the University administration upon all matters of policy of the University and its colleges, prior to their adoption, concerned with student welfare, and make recommendations thereon, and

"WHEREAS, The restrictive clauses on the basis of race, color, creed or religion in constitutions, local and/or national, of student groups are prejudicial to the interest of the student body of the University of Minnesota,

*Be it Resolved*, That the All-University Congress inform the Senate Committee on Student Affairs that it feels that the following policy with regard to all student groups with restrictive clauses on race, color, creed or religion should be adopted, namely:

"1. That student organizations, which establish, or continue any previously established program for the education necessary for the removal of these clauses be allowed to exist on campus as long as this program progresses to the satisfaction of the Committee (semi-annual reports to be made to the Committee in writing, directly or through their student governing body, on the progress of the program), and further

"2. That no new groups which have such clauses be granted charters on this campus unless they establish such an educational program, and further

"3. That organizations with such clauses be allowed to hold their present charters until January 1, 1951, and if by that time substantial progress has not been made in removing such clauses, their charters shall be revoked."

On February 3, the Interfraternity and Panhellenic Council submitted the following joint resolution for the consideration of the Senate Committee on Student Affairs:

"We strongly urge that an advisory committee, composed of representatives of academic Panhellenic and Interfraternity Councils and the Senate Committee on Student Affairs, be set up immediately to advise the future activities of fraternal groups in removing discriminatory clauses, by making suggestions which, if carried out, may be considered as 'substantial progress,' with the purpose of reaching a common understanding of the differential starting points of the groups in removing those clauses.

*Be it resolved*, That on January 1, 1951, the Senate Committee on Student Affairs with representatives from Panhellenic and Interfraternity Councils, shall evaluate the progress being made by Minnesota fraternal groups in the removal of discriminatory clauses.

"WHEREAS, the individual groups constituting said councils shall submit, semi-annually to the council, a complete report of the progress being made by member groups, whereby this report shall be evaluated and a judgment rendered.

"And, whereby, the Interfraternity and Panhellenic Councils, shall, once a year, submit a complete survey of progress concerning the entire Minnesota fraternity-sorority restrictive clause problem to the Senate Committee for evaluation, whereby a judgment shall be rendered."

*Actions of the Senate Committee on Student Affairs.*—During the past two years, the Senate Committee on Student Affairs has devoted 15 meetings to the discussion of membership selection practices in student organizations. Two general hearings open to all persons interested in the problem of racial and religious discrimination in student groups have been held. Consultation with members of the Committee and the officers of the student governing councils concerned with the question has been almost continuous.

The present statement of policy adopted by the Senate Committee on Student Affairs on April 26, 1949, was preceded by two earlier formulations:

*Formulation 1.*—Throughout 1947, the Committee operated on the unwritten policy of encouraging student organizations to review their own membership selection standards. On the occasion of the recognition of new organizations with constitutional restrictions, discussions with alumni, student officers and members were arranged to inform such groups that individual members of the Committee had on numerous occasions expressed opposition to the general principles which underlie such restrictions. Each organization was informed of the growing concern among students, faculty and community about such restrictive practices.

*Formulation 2.*—On February 3, 1949, the Senate Committee on Student Affairs received the resolutions of the All-University Congress and the Interfraternity and Panhellenic Councils. On the basis of these resolutions, the Committee drafted a tentative policy incorporating the educational program suggested by the three student governing boards. Approximately 2,000 copies of the tentative statement were sent to the following persons: The presidents of all student organizations (332 in number); the members of the University Senate; the officers and many members of local alumni associations; the officers of national fraternal organizations; directors of religious foundations located at the University of Minnesota; the editors of fraternal publications; and the Deans of Students in midwestern colleges and universities. Each recipient was requested to criticize the statement and to suggest changes and revisions.

Thirty-five answers were received. Among these replies was one from the President of the Minnesota Council of Religions, the association of staff advisers of recognized religious foundations:

"The members of our Council have noted with great interest the general ferment among students, both in the foundations and on the general campus, regarding the clauses in charters and constitutions whose effect has been to exclude members on the basis of artificial characteristics. We have felt particularly encouraged because discussions and actions on this issue have been initiated and carried on by the students themselves, reflecting their increasing democratic concern for the dignity and equality of every student.

"Our Council meeting in official session on Tuesday, March 22, after extended discussion felt moved to record our convictions and position on this vital question. The following resolution was moved and adopted:

"'Because discriminatory practices are inconsistent with basic religious commitments, the Minnesota Council of Religion is opposed to clauses of exclusion in the constitutions and charters of student organizations and approved in principle the efforts being made at the University of Minnesota to remove them.'

"We look forward to a speedy resolution of this issue. Such action, we believe, will provide the climate for greater democratic living, and thus make available to all students the fruits of an enriching university experience. This program of action ought rightly to emanate from those whose responsibility it shall be to give the religious and intellectual leadership of tomorrow."

## 2. Reported for Action

After these proposals and suggestions for change were reviewed, the Senate Committee on Student Affairs officially adopted on April 26, 1949, the following statement of policy:

"The University of Minnesota is founded upon the ideals of a democratic society. It derives its strength and vitality from the diversity of opinion, background and purposes of its individual citizen-members.

"Freedom of association and the spirit of tolerance are essential to the realization of such ideals among students and student organizations.

"Many kinds of student groups and associations are encouraged and recognized by the University of Minnesota. Such groups find their strength and purpose in the congeniality, achievements and mutual interests of their members.

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"In view of these ideals and traditions, the Senate Committee on Student Affairs adopts the following statement of principle and policy to guide student organizations in the selection of members, the promotion of programs and the conduct of their affairs:

"1. All student organizations shall continue to enjoy full freedom to recruit and select members from among the student body on the basis of the scholarship, college, class, skills and interests of *individual* students or on any other basis consistent with the aims and ideals of the University of Minnesota as a public institution.

"2. The selection of members by student organizations should be based upon the congeniality, merit and interests of the individual student. The practice of excluding individuals from membership in groups on the basis of race, color or religion is not consistent with this policy.

"3. Any requirement compelling student organizations to select as members individuals or groups of individuals on the basis of race, color or religion is equally inconsistent with this policy.

"4. The Senate Committee on Student Affairs disapproves of any action which might impair the right of recognized student organizations to determine their own standards of membership selection so long as such standards are consistent with the educational purposes of the University.

"5. The responsibility for the elimination of the discriminatory practices in membership selection and organization program outlined in this policy resides with each recognized student group.

"6. Any new group or association of students submitting a proposed constitution containing provisions inconsistent with this statement of policy will not be recognized.

"7. The Senate Committee on Student Affairs, in consultation with the governing councils of student groups, including the professional and academic Interfraternity and Panhellenic Councils, will review periodically the progress made by student organizations toward the elimination of discriminatory practices in program and in membership selection.

"The Senate Committee on Student Affairs wishes to commend those programs already established by individual student groups and their governing boards, especially those initiated by the Interfraternity and Panhellenic Councils.

"With the continued cooperation of student groups, their alumni affiliates, and their national officers, the Committee looks forward to continued progress in the development of a program for the betterment of relationships among students at the University of Minnesota."

This statement of policy was unanimously endorsed by the All-University Congress on April 27, 1949. It was endorsed by the Interfraternity Council on April 27, 1949, with the exception of Point 6. On May 2, the Panhellenic Council unanimously endorsed the full policy statement.

E. G. WILLIAMSON, Chairman

**IX. REPORT OF THE COMMITTEE ON NECROLOGY**

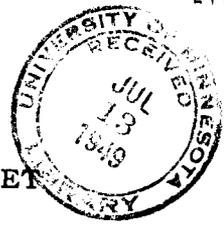
**ADOLPH RINGOEN**

1887-1949

Adolph Ringoen, Professor of Zoology, was born January 1, 1887, and died January 13, 1949. He was educated at Luther College and the State University of Iowa, with graduate degrees at the University of Minnesota in 1913 and 1919. At our institution he began as an assistant in 1912; in 1919 he was made instructor, in 1936 assistant professor, in 1939 associate professor, and in 1943 professor of zoology. He was the author of a number of papers, dealing particularly with the blood and endocrine glands. He was a member of the American Association of Anatomists, the Association for the Study of Internal Secretions, and other learned organizations.

He is survived by his wife, nee Miss Susie Steensland, and two children.

**GEORGE P. CONGER, Chairman**



SUPPLEMENTARY SENATE DOCKET

May 26, 1949

SENATE COMMITTEES FOR 1949-50

The following Senate committees have been named by the President, subject to the approval of the University Senate, effective July 1, 1949:

*Audio-Visual Aids:* McCune (chairman), Arnason, Hollis, R. C. Jones, Kildow, Nolte, M. J. Peterson, Stanford, Tinker, T. F. Tyler, Wendt.

*Business and Rules:* Rottschaefer (chairman), Grismer, Heilman, Pettengill, Schwantes.

*Debate and Oratory:* Ziebarth (chairman), Harold Allen, A. N. Christensen, M. A. Graubard, W. S. Howell, R. G. Nichols; James E. Bye, A'52, Robert Latz, A'52, Joseph Roger Morrison, IT'52, Donald R. Salper, A'51, Elaine T. Sargent, A'51, students.

*Education:* Morse (chairman), G. Lester Anderson, R. M. Cooper, W. H. Crawford, Ruth Eckert, Gaumnitz, John E. King (Duluth), Dale B. Harris, Kaufert, Spilhaus, Vold, Assistant Dean of Medical Sciences.

*Intercollegiate Athletics:* Boyd (chairman), Barnhart, Bryngelson, Diehl, Maynard, McCormick, Middlebrook, Rottschaefer (Conference representative), Stehman, Chester Wood (Duluth); Robert Shay, Donald Lampland, alumni; Gerald H. Friedell, L'51, Clifford M. Sour, B'50, students.

*Judicial:* Cherry (chairman), Alderman, William Anderson, Walter W. Heller, Neale.

*Library:* Blegen (chairman), Gaylord W. Anderson, R. M. Cooper, Ruth Eckert, Gaumnitz, Geddes, McDiarmid, H. N. Smith, Spilhaus.

*Necrology:* Conger (chairman), Boyden, J. O. Christianson, Minnich, Saltus (Duluth), Sloan, Sneed.

*Recreation:* Wrenn (chairman), Gertrude M. Baker, Borreson, G. B. Fitzgerald, Keith McFarland; Billie Bee Hull, A'50, Robert Ludlow, Ag'52, James Luther, A'51, Edgar Olson, Ed'50, Katherine Paterson, Gr, Harold C. Sundberg, UC'50.

*Relations of the University to Other Institutions of Learning:* Robert Keller (chairman), G. Lester Anderson, Berdie, Boardman, Elmer W. Johnson, Krey, Page, Ella Rose, Summers.

*Student Affairs:* Williamson (chairman), Kenneth E. Clark, Edwards, Caverley, Theron Johnson, Pirsig, Schmitz, Seward, Wrenn, Edwin Wenzel (Duluth); two representatives of the Alumni Association; Hobart Banks, Jr., A'50, Edward Fride, L'51, Geraldine Ghent, PT'50, Billie Bee Hull, A'50, James Marvin, UC'51, George E. Sands, Ag'50, Donald Simon, IT'50, students.

*Students' Work:* Williamson (chairman), Berdie, Darley, Summers, and chairmen of the students' work committees of the several schools and colleges.

*University Functions:* Nunn (chairman), Blomquist, Arnason, Haislet, Johns Hopkins, Leichsenring, Ruth Lawrence, Lombard, McCormick, Gerald R. McKay, Oberg, Whiting, Williamson.

*University Printing:* P. E. Miller (chairman), Harding, McDiarmid, Middlebrook, Nunn, Pettengill.