

SENATE MEETING

THURSDAY, MARCH 14, 1957

3:30 P. M.

MURPHY HALL AUDITORIUM

Faculty members entitled to vote for Senate members may be present at Senate meetings but shall not be entitled to vote or make motions. Such faculty may, at their request and with the approval of the Senate, be given the privilege to speak on matters under consideration in which they have an interest.

Members of standing committees who are not members of the Senate, including student members, may be present at a meeting of the Senate during such time as a report of their committee is under discussion and may participate in such discussion, but shall not have the privilege of making motions or of voting.

A special section will be provided for the seating of such faculty and such members of standing committees.

ATTENDANCE RECORD

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

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

UNIVERSITY OF MINNESOTA

SENATE DOCKET

March 14, 1957

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

I. MINUTES OF FEBRUARY 7, 1957

Reported for Action

II. SENATE COMMITTEES FOR 1956-57

Reported for Action

The President recommends the following appointment:
Intercollegiate Athletics: Larry G. Larson as a student member to succeed James L. Poole who has left the University.

III. NON-SENATE COMMITTEES FOR 1956-57

Reported for Information

The President reports the following appointment:
Foreign Students, Committee on: Marilyn J. Brennan as a student member to succeed Harold Bakken who has left the University.

IV. CONSTITUTIONAL AMENDMENTS

Reported for Information

The President reports that the Senate-approved constitutional amendments to provide representation for the Mayo Foundation were approved by the Board of Regents at their February 8, 1957 meeting.

V. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Regents' Reserve and the Current Budget*. The Regents' reserve for the fiscal year 1956-57 was set at a record low figure in order to permit maximal allocation of funds to teaching units in advance of the opening of the current University year. Failure of student enrollment this year to come up to expectations resulted in a deficit of tuition income which has necessarily been debited to the reserve, virtually wiping it out. Nevertheless, the President has received an unprecedented number of requests for special allotments. Few of these can be granted, and then only on the basis of highest priority and careful study of resources. Considerably less than the usual amount of special help can be given, particularly on physical plant maintenance and building remodeling.

2. *Appearances by Members of the University Staff Before Legislative Groups*. Earlier (on October 10, 1955, and November 2, 1955) there had been discussion concerning staff contacts with the Legislature and its committees. A statement on policy and procedures was drawn up in the Administrative Committee, taken before the Faculty Consultative Committee and the Senate, and recently approved by the Regents. The President commented that this policy of reporting legislative contacts was beginning to be useful and he urged the deans to keep it in active operation.

3. *Reports by Retiring Staff Members for University Archives*. On several occasions, in the fall of 1955, there had been discussion of the value in having retiring staff members turn over to archives significant documents, letters, and the like, and in asking them to prepare brief historical sketches covering their experiences at the University. It was reiterated that such first-hand records are often of great ultimate value and that persons planning to retire in the near future should be encouraged to participate in this record preparation. Tape-recorded interviews might be especially appropriate in some cases, and should be considered. There was the further suggestion that some persons already retired might contribute recorded interviews or brief written materials.

4. *Availability of Refugee Scholars and Teachers for Employment*. The University is in touch with agencies which are interested in placement of emigrant scholars, including escapees from Hungary, in teaching and professional positions in this country. The National Research Council is one agency which has concerned itself with the effective utilization of persons with advanced scientific training. The indications are that able people are finding ready placement, but information concerning candidates is lacking in specificity and usefulness. Nevertheless, the deans and directors were urged to give serious attention to this possible source of good people and were reminded to make use of the resources centered in the office of Vice President Willey.

5. *Recommendations of the Committee on Honors*. The Committee on University Honors recommended, contingent on approval of the Regents, that the building names "Mayo Memorial" and "Mayo Memorial Auditorium" be applied officially to the buildings now commonly so designated and that a particular room in the library be named the "Harold G. Russell Room." Approval was moved, seconded, and voted unanimously. Three outstanding achievement awards were approved, subject to Regents' action, for persons nominated by the Honors Committee.

There was brought before the Administrative Committee a brief digest of the criteria applied in the selection of candidates for University honors such as honorary degrees and the Outstanding Achievement Awards. Discussion brought out the extent to which the Committee on University Honors has reviewed its practices and the manner in which it makes use of faculty advice and suggestions in developing each nomination.

It was recommended, after careful study by the Honors Committee, that the Builder of the Name Award be discontinued, with the substitution for it of a new award to be known as the Regents' Medal. This would be granted to persons (not necessarily former students) in recognition of their signal contribution to the building and development of the University or of especially valuable and meritorious service to the institution. Also, it was proposed that there should be established a new form of recognition to be known as the Alumni Service Award. This would be conferred on our alumni or former students in recognition of service given voluntarily to the University, its schools, colleges, departments, or faculty, or to the Alumni Association or its constituent groups.

It was moved, seconded, and voted to discontinue the Builder of the Name Award for the time being and to recommend use of the Regents' Medal and the Alumni Service Award. Difficulties have existed in administering the present awards, and undoubtedly some of these difficulties will continue, but it was thought that the new plan will offer improvements. Pressures for immediate action on nominations are often a problem, but the Committee hopes for better understanding of the need for careful investigation and requests relief from dealing with urgent cases.

The President referred to his letter of January 7, 1957, to Mr. Nunn and the related one of January 9, 1957, to the Administrative Committee in which he designated the Committee on University Functions to represent the interests of his office in identification of the appropriate occasions for presentation of awards. This action was called to the attention of the colleges, through the deans and directors, with the understanding that the timing of the presentations will be worked out in conference with interested faculties, the Alumni Association, and the like.

6. *Participation of the University in Educational Television*. The Administrative Committee had received from the President a proposal developed by the University Radio Policy Committee for the management of television at the University. In introducing this report for discussion, the President commented on the growth of the use of television as a medium for education and on the obligations which the University has to assist in the development

of Channel 2 as a noncommercial educational enterprise. The University has opportunities and obligations for origination of programs, research, and service which go far beyond the expected activities of Channel 2. The problems of management and budgeting were discussed and it was brought out that participation becomes very much a departmental and faculty matter with University involvement going far beyond the indication of central budgets. For even a nominal beginning in this field, there will need to be serious planning and extensive acceptance by the staff of the opportunities which the various teaching units may see in use of this medium.

Dean Nolte and Professor Burton Paulu were asked to comment concerning the growth of educational television and the opportunities and responsibilities which they foresaw in it. They described a most phenomenal growth of this means of communication within the last 12 years, an expanding participation by educational agencies in use of both commercial and closed circuit television, and possible changing emphasis on several of the audio-visual tools of instruction. The University has great advantages of experience and available audiences in broadcasting. Whatever we may undertake, we should begin now and should pursue with emphasis on quality and the pertinence to our educational interests. There should be an alertness to the possibility that uses of communication means may quickly take new directions, or that public interests may change. The planning and study of methods should be beyond the obvious instructional uses and should consider new educational applications or programs of great general interest to highly varied audiences.

The President stated that he would provide a place on the agenda of the Administrative Committee for further discussion of educational television, whenever it might become useful to do that, and that he would consider naming a new special committee on educational television.

R. E. SUMMERS, Secretary

(There will be a pause in the proceedings to permit the seating of the non-Senate members of the Committee on Education, and the Committee on Institutional Relationships for the discussion of the joint report.)

VI. JOINT REPORT OF THE COMMITTEE ON EDUCATION AND THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

Reported for Action

THE UNIVERSITY'S RESPONSIBILITY FOR SUB-COLLEGIATE INSTRUCTION

On June 14, 1956, the chairmen of the Senate Committee on Education and Senate Committee on Institutional Relationships appointed the following to serve on a joint subcommittee to consider the issues involved in the offering of "preparatory" courses in the different divisions of the University: Keith McFarland, chairman, F. Lloyd Hanson, Theodore Kellogg, Arthur L. Johnson, Valworth Plumb, Merrill Rassweiler, William Shepherd.

Preliminary discussion by the subcommittee suggested the assignment be considered in terms of three basic questions:

- A. What constitutes "subcollegiate" or "preparatory" instruction?
- B. What is present University procedure in providing such instruction?
- C. What should be University policy and procedure in meeting problems of inadequacy in preparation or achievement of entering students?

A. What Constitutes "Subcollegiate" or "Preparatory" Instruction?

At present there exists no set of universal standards by which the high school graduate is measured. The secondary school curriculum seeks to make available a broad range of subject matter to the student population, and, with the exception of requirements in English and social studies, the student may choose his program from courses available. Factors such as family educational background and socio-economic status, available counseling services, nature of the community, and others contribute to a wide variation in the nature of the preparation of the secondary school graduate. Personal factors aside, many conditions beyond the control of the student influence his course pattern. Minnesota high schools range from very small to very large, and in financial capacity to provide well-balanced and adequate course offerings, from very limited to most fortunate. Minnesota's communities range from rural to metropolitan in orientation. Representatives from all of these communities, and from all of these varying backgrounds, are drawn to the programs of the University of Minnesota.

In accordance with the generally defined land-grant institution philosophy the University has attempted to provide educational opportunities to all those students who have completed a secondary school program or satisfied equivalent requirements. However, the constitution of the University Senate places primary responsibility for the development of college programs, and the establishment of admissions requirements for these programs, upon the faculties of the respective colleges. There is provision, however, that requirements proposed by one college bearing upon the relationships of the University as a whole or upon other college programs shall be presented to the Senate Committee on Institutional Relationships, which shall act in such cases in an "advisory capacity." The different objectives of the colleges permit, and necessitate, variations in approach and procedure, and these variations may well include differences in the level of preparation required of entering students in various subject-matter areas pertinent to the work of the college or school concerned. It is at this stage that the question of subcollegiate or preparatory courses arises. Preparatory courses are in a sense designated as such by the various colleges by virtue of the entrance requirements of the various colleges.

Generally speaking, a preparatory course can be defined as one designed to bring a student to a proficiency level in any specified area adequate to permit him to make satisfactory progress in the first course in that area offered for credit as a part of a defined college curriculum. It is generally accepted that unless such training as is offered in a preparatory course is secured, the student will fail the required college course for which a minimum level of proficiency or achievement is prerequisite. A preparatory course, as designated above, is not offered for credit in any other college of the University.

In so defining the preparatory course, this committee does not attempt to pass judgment upon or weigh the appropriateness of existing college entrance requirements or established minimum proficiency levels for specified courses. Neither does it attempt to define what the high school curriculum should contain or produce. Both high school and college curriculums are established in the light of the objectives of the respective institutions, and can be well defended by those responsible for these programs. However, the committee again wishes to emphasize the fact that Minnesota's present secondary school structure produces graduates of greatly varied achievement and that the factors that produced these variations or led to deficiencies in preparation will not be readily altered.

It is assumed that colleges of the University are or will become cognizant of the limitations of the preparatory institutions in Minnesota, and that their admissions standards reflect such awareness. Similarly, it is assumed that the high schools with offerings so limited as to render their graduates not ready to enter into regularly defined college programs are now attempting or will attempt to correct such deficiencies or to provide means whereby the local program can be enriched. However, the nature of the individual and of the educational process itself, as well as factors previously noted, suggest that the transition from high school to college will always be difficult. The question at hand is how an effective transition can be secured for the student who is not proficient or not prepared in specific areas, how such additional or preparatory instruction might be provided, and who should pay for it.

B. What Is the Present University Procedure in Providing Such Instruction?

The existing program of preparatory instruction is designed to (a) provide remedial instruction to those students inadequate in subject-matter areas in which they have had previous experience, and (b) provide instruction to students having no previous experience in areas required for admission to certain curriculums or required in those curriculums.

Preparatory programs are now provided in the areas of Freshman English and mathematics. Brief descriptions follow.

Freshman English:

1. *The "Preparatory Composition" course related to S.L.A. and I.T. freshman English.* When a student's background in English . . . as revealed by his high school rank, by his scores on the American Council on Education Examination and on the Cooperative English Test, and by his grade on an impromptu theme . . . predicts that he will need further preparation before he can do satisfactory work in one of the regular freshman English courses, he is assigned to "Category 4" in the registration procedure and must take and pass Preparatory Composition before being admitted to a regular freshman English course. A recent summary noted 14 sections (300 students) of Preparatory Composition offered through the General Extension Division for the fall quarter with an estimated 13 sections scheduled for both the winter and the spring quarters. The tuition fee for this course is \$18.

2. *The Duluth Branch course in "Subfreshman Composition."* The Duluth Branch has about 60 students enrolled in "Subfreshman Composition." A somewhat different philosophy from that of the S.L.A. program suggests that after placement tests have been given only those students most likely to be helped by such a program are placed in the subfreshman course, without credit and without special fee. Those who seem doomed to fail are enrolled in regular Freshman Composition and are allowed to fail there.

3. *The St. Paul Campus program in "Freshman Rhetoric."* The rhetoric program in the College of Agriculture, Forestry, and Home Economics has no defined "remedial" program. Students are diagnosed as to skill levels in the areas of communication (reading, writing, speaking, and listening) and placed into emphasis sections in accordance with their needs. All students take a minimum of 9 credits in the department. The student who at the end of 3 quarters (or 9 credits) of work in Freshman Communication is still short of the established standards of proficiency in the skill areas will be requested to continue his registration in Freshman Communication courses. Courses taken in the Freshman Communication sequence in excess of 9 credits, however, are taken essentially without credit (when a student completes his fourth quarter in the program, credit for first course taken is withheld, etc.). Therefore those students (approximately 5 per cent of entering freshman population) who must take more than three courses have no-credit communication courses on their transcript, these being essentially remedial or preparatory courses. The students falling into this category are not identified as having need for preparatory training in their first quarter. Rather they fall into this category if their progress after 3 quarters has not been sufficient to bring them to the accepted minimum skill level. No adjustment in the fee structure is made for such students.

Mathematics:

1. *Subfreshman Mathematics relating to S.L.A. Mathematics 1.* Students who register for Math 1, Higher Algebra, but whose background, as indicated by a placement test given in the first week of the quarter, is such as

to suggest that they are not qualified to continue without further preparation, are required first to take a subfreshman mathematics course offered in the Extension Division. This is not an elementary algebra course, but a rapid review of high school algebra, of 1 quarter in length, offered during the day, with a fee of \$27. Six sections were offered in the fall quarter 1956, with total enrollment of 111 students.

2. *Subfreshman Mathematics, relating to Agricultural Engineering 11 (College of Agriculture, Forestry, and Home Economics).* Students who register in Agricultural Engineering 11, Applied Mathematics, and whose performance on a placement test given at the close of the second week of the quarter indicates need for further preparation before continuing were formerly directed to the Subfreshman Mathematics program offered in the Extension Division for students readying themselves for Math 1. With the advance in date of the S.L.A. placement exam, a special Subfreshman Mathematics course was initiated during the fall quarter 1956 on the St. Paul Campus. The fee was \$24, with registration through the Extension Division. Twenty-five students were enrolled.

3. *Solid Geometry to complete admissions requirements for I.T.* Solid Geometry is a listed prerequisite for admission to the Engineering curriculums in the Institute of Technology. It may be taken concurrently with first quarter registration in I.T. In 1956-57 daytime instruction on a quarterly basis is being offered through the General Extension Division, with tuition for this course \$18 per student. It is estimated that 18 sections will be offered in the course of the year, with anticipated enrollment of 465 students.

In establishing preparatory programs for the current year the appropriate departments have co-operated with the Extension Division in staffing and co-ordinating the classes (Preparatory Composition, Subfreshman Mathematics, Solid Geometry). The Extension Division collects student fees and pays instructors and departmental co-ordinators.

Some college students are using the regular evening Extension classes to remove deficiencies or increase skills. Similarly, an increase in enrollment in correspondence study courses suggests that students are using this means to add to their preparation. The numbers involved in such programs, however, fall well short of those participating in the specially developed daytime offerings of remedial work in English and mathematics.

C. What Should Be University Policy and Procedure in Meeting Problems of Inadequacy in Preparation or Achievement of Entering Students?

In view of the very sizable investment of time and facilities in the teaching programs described above, the following questions merit discussion:

Can preparatory courses be justified on the basis of student need?

Students may demonstrate inadequacies because of poor instruction received in earlier educational experiences. Specific courses may not have been available in the high school program. Lack of motivation or early lack of application may have resulted in poor performance or unwise selection of high school courses, with time or circumstance not permitting removal of the deficiency before the student is ready to enter upon a college program. Experience suggests that present preparatory courses are providing a useful service, and that these courses should be available to the student needing them.

Should the University provide these courses?

Support could be given to acceptance by the University of varying degrees of responsibility for the provision of preparatory courses. On one extreme, the removal of deficiencies in achievement or preparation could be termed the complete responsibility of the student, with the student either failing or withdrawing from a course if his earlier preparation proved inadequate (as, for example, in Freshman English or Math 1 in S.L.A.), or he might well be denied admission until all entrance requirements were met (as would often be the case with the Solid Geometry admission requirement in I.T.). At the other extreme would be the admission of the high school graduate irrespective of preparation, providing preparatory courses for those in need of them without additional cost to the student and as a part of the regular University teaching program, and accommodating professional curriculums to the lowest common denominator of preparation among the applicants.

Neither of these proposals appears wholly desirable. The first would be discouraging to students with potential but with limited earlier experience or performance and would tend to disregard known contributions of preparatory courses. The second would be costly in staff time and effort, reduce the premium on preparedness, and limit the outreach of established programs.

The subcommittee recommends a middle-ground approach, wherein entering freshman courses are taught at a reasonable and productive level, and where curriculums are organized by those expert in the field so as to be most efficient. The student should be provided with the opportunity to prepare himself more adequately in specified areas, if the need is present. Preparatory courses should be offered at a time and in a manner convenient to the student, but, as later noted, at his expense also.

How should such programs be administered?

Preparatory courses, if offered, must be staffed, financed, and made available to students through registration procedures. In its exploration the committee found wide divergence of opinion as to how this should be accomplished, with considerable justification for a number of points of view. The subcommittee suggests the following procedures as reasonable approaches to the question:

1. Who should establish and operate these courses? Present procedure calls for 2 registrations for each student taking a preparatory course—1 with the college of his basic registration and 1 with the General Extension Division. Savings in time, administrative effort, and confusion would be gained by making registration for preparatory courses a regular part of the normal registration procedure.

Further, since departments or colleges now provide faculty co-ordinators for these programs and are wholly or largely responsible for securing staff for preparatory courses, there appears to be little need to superimpose the further administrative supervision of the Extension Division. The subcommittee recommends that the appropriate colleges or departments be given responsibility for the staffing and supervision of needed preparatory courses.

2. When should such courses be offered? The combining of day school and evening classroom responsibilities is not wholly satisfactory. Study hours are interrupted, there is loss to the student in travel time, and there is a tendency for those programs meeting with less frequency or over a longer period of time (as General Extension courses on semester basis) to suffer in amount of attention received as compared to day school courses of regular length. The committee recommends that wherever possible the major preparatory courses for which the need is apparent (Preparatory Composition, Subfreshman Mathematics, Solid Geometry) be continued as day time offerings 1 quarter in length.

3. Who shall pay for preparatory courses? The subcommittee recommends that a special fee, similar in nature to the present fee program of the General Extension Division, but of an amount sufficient to cover the cost of staffing the courses concerned and a major share of administrative costs involved, be charged those students registering for preparatory courses, as defined earlier in this report.

The committee has great concern for the possible inequities in assessment that stem from this recommendation. It appreciates the fact that students in schools with limited offerings may not find in their local program the courses necessary to meet all admissions requirements to certain colleges or programs. This is obviously beyond their personal control. Students who at a late date in their high school program choose to enter a program with extensive requirements may find that time will not permit them to secure these courses in the normal manner. Other factors may influence the adequacy of the high school preparation. There are, however, certain alternatives available to the high school with a limited program. Course deficiencies can be secured during the high school years without cost to the student through the supervised correspondence study program, as outlined in Code X-A-1, August, 1945, Minnesota State Department of Education. Other correspondence study courses, summer session programs, and special programs of evening study are also available. In final analysis, it was felt that the resources of the University should not be used to underwrite remedial instruction in areas wherein the student had had previous instruction and had failed to attain a reasonable level of accomplishment, or to provide without cost courses listed as preparatory for entering into the designated freshman years of specific college curriculums.

The addition of the special fees for preparatory courses into the fee statement by the administrative personnel of the Office of Admissions and Records would seem to impose no unusual hardships upon the personnel concerned, since preparatory courses could be easily identified by name or number.

What action in the area of high school-University relationships needs to be considered?

It is important that it be made very clear that the preparatory courses are offered by the University not by choice but by necessity. Local school administrators should be encouraged to enrich curriculums where such is needed. More critical and constructive counseling is needed at all levels of educational work. As progress in the high school counseling program is achieved, it is hoped that fewer course deficiencies will be noted among applicants for curriculums with specified admissions requirements. Alternative means of securing preparation should be utilized whenever possible. And the University should make every attempt to interpret its admissions policy and requirements, in order that lack of information or confusion as to how preparation is to be secured can be reduced to a minimum.

In summary, therefore, the subcommittee recommends (a) that present offerings now fully identified as preparatory (Preparatory Composition—by varying names in the different colleges—Subfreshman Mathematics, Solid Geometry) be continued as daytime, no-credit, offerings, (b) that the administration of such courses be the responsibility of the department or school for which the preparatory courses are primarily required, (c) that a special fee be required of students registering in preparatory courses, such fee sufficient to cover the major costs of administration and instruction, (d) that the registration and fee collection be accomplished through the normal registration procedures, with fee income for preparatory courses credited to the budgets of the departments offering the courses and to be used in underwriting the costs of administering and staffing these courses, (e) that a vigorous program be undertaken to interpret to high schools and other institutions the University's position as it relates to the offering and administration of preparatory courses.

C. GILBERT WRENN, Chairman, Committee on Education

ROBERT J. KELLAR, Chairman, Committee on Institutional Relationships

(There will be a pause in the proceedings to permit the withdrawal of non-Senate Committee members.)

VII. NEW BUSINESS

VIII. NECROLOGY
HERBERT EUGENE CLEFTON
1897-1956

Herbert Eugene Clefton, professor of Romance Languages, was born on February 2, 1897 in Owatonna, Minnesota. His career, both as a student and teacher was intimately associated with the University of Minnesota. He began his service with our faculty in 1917 when he was appointed a teaching assistant and in this same year he obtained his B.A. degree. In the following year he took his M.A. degree and at the same time was appointed an instructor. In 1920 Professor Clefton was selected as Minnesota's representative among the Rhodes scholars. He spent the 3 years, 1920-1923, at Oxford, then returned home to the rank of assistant professor. For the rest of his career he remained at Minnesota, becoming an associate professor in 1946 and a professor in 1954.

His death occurred July 22, 1956, the immediate cause being cancer of the throat. However, Professor Clefton had suffered poor health for a number of years due to a crippling spinal infection. In his youth he had been able to take an active part in sports and had served in the United States infantry during the campaign on the Mexican border against Pancho Villa. One of the great disappointments of his life was that he had been refused admission to the Army at the beginning of World War I because of the early effects of his disease.

Professor Clefton was a man of analytical intellect whose insights into literature stimulated his students, especially in his advanced classes. He was also a conscientious administrator. In this capacity he served as the secretary of the Romance Language Department for a number of years during which time he handled this work efficiently and with good humor. He was also a man of decided poetic talent. His verses, both in English and French, revealed sometimes a delicate feeling for both human nature and the natural world and at other times a witty appraisal of the irony of life.

Professor Clefton was deeply devoted to his wife who died not long before he did. His only survivor is a daughter, Mina Dyste.