

SENATE MEETING

THURSDAY, NOVEMBER 7, 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

November 7, 1957

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

I. MINUTES OF JUNE 6, 1957

Reported for Action

II. SENATE ROSTER FOR 1957-58

1. Elected Members

Name	Unit*	Group**	Name	Unit*	Group**
Roland H. Abraham	1	1	Richard Jordan	15	1
James Aliferis	14	1	Stanley B. Kegler	6	2
Robert James Ames	14	2	Louis F. Keller	12	1
Neal R. Amundson	15	1	Byrl J. Kennedy	10	1
John A. Anderson	10	1	Milton F. Kernkamp	1	1
John E. Anderson	3	1	Miles S. Kersten	15	1
Gertrude M. Baker	13	1	Stanley V. Kinyon	9	1
Cyrus P. Barnum, Jr.	10	1	William G. Kubicek	10	1
Wendell Bartholdi	4	1	Jane Leichsenring	1	1
Robert A. Bassham	3	2	Herman C. Lichstein	10	1
D. K. Berninghausen	14	1	William N. Lipscomb	15	1
Rodney A. Briggs	1	1	Ellis N. Livingston	5	2
Jan O. M. Broek	14	1	Victor Lorber	10	1
Allan H. Brown	14	1	Philip W. Manson	1	1
Mary Ellen Carlson	1	2	William P. Martin	1	1
Paul Cartwright	15	2	Allan H. McCoid	9	1
T. W. Chamberlin	5	1	Marion W. McCrea	4	1
Clarke A. Chambers	14	1	George H. McCune	8	1
Asher Christensen	14	1	Keith N. McFarland	1	1
Jonas Christensen	1	1	Gerald R. McKay	1	1
C. F. Code	16	1	Paul Meehl	14	1
William Cohen	9	2	Elio D. Monachesi	14	1
Mary E. Corcoran	6	2	Clarence E. Mueller	12	2
Douglas M. Dearden	8	2	Edward P. Ney	15	1
Norman J. De Witt	14	1	Alfred O. C. Nier	15	1
Frank E. Di Gangi	11	1	David W. Noble	14	2
Richard J. Donnelly	12	1	Truman Nodland	1	2
Monroe D. Donsker	14	1	William V. O'Connor	14	1
Willis E. Dugan	6	1	Theron O. Odlaug	5	1
William H. Edson	6	1	John M. H. Olmsted	14	1
Marcia Edwards	6	1	Magnus Olson	14	1
Mary I. Elwell	5	2	Harold C. Pederson	1	2
Selmer A. Engene	1	1	Eugene Pfeider	15	1
Eugene H. Falk	14	1	Benjamin S. Pomeroy	1	1
Stuart W. Fenton	15	1	R. D. Pruitt	16	1
Albert M. Fulton	7	1	Francis V. Raab	14	2
Charles E. Gates	1	2	W. H. ReMine	16	2
William F. Geddes	1	1	Maynard C. Reynolds	6	1
J. Edward Gerald	14	1	Robert E. Sausen	4	2
Frederick C. Goetz	10	2	George Schroeffer	15	1
Fred Gross	10	2	Wilfrid S. Sellars	14	1
F. Lloyd Hansen	7	2	William G. Shepherd	15	1
Ruth Harrington	10	1	Donald K. Smith	14	1
Henry E. Hartig	15	1	Leon C. Snyder	1	1
Helen Hauptfueher	13	2	Lawrence D. Steefel	14	1
Donald C. Heath	5	1	Warren B. Stenberg	15	2
Robert L. Heller	5	1	James W. Stephan	10	1
Walter W. Heller	2	1	Grover C. Stephens	14	2
Alexander C. Hodson	1	1	Thomas G. Sturgeon	5	1
E. Adamson Hoebel	14	1	Marjorie Thurston	1	1
Robert J. Holloway	2	1	Donald Torbert	14	1
Paul Leroy Holmer	14	1	Richard L. Varco	10	1
Leonid Hurwicz	2	1	Lee Wattenberg	10	2
Robert K. Jaedicke	2	2	Lemen J. Wells	10	1
James J. Jezeski	1	1	John H. Williams	15	1
Elton L. Johnson	1	1	Julius F. Wolff, Jr.	5	1
Victor Johnson	16	1	C. Gilbert Wrenn	6	1

* Unit code: (1) Agriculture, (2) Business Administration, (3) Child Welfare, (4) Dentistry, (5) Duluth Branch, (6) Education, (7) Extension Division, (8) General College, (9) Law, (10) Medical Sciences, (11) Pharmacy, (12) Physical Education for Men, (13) Physical Education for Women, (14) Science, Literature, and the Arts, (15) Technology, (16) Mayo Foundation.

** Group code: (1) Professors and associate professors, (2) assistant professors (including research associates), and instructors (including research fellows).

2. Ex-Officio Members

Administrative Committee: President J. L. Morrill, Professor Ike J. Armstrong (Athletics), Dean Theodore C. Blegen (Graduate School), Dr. Ruth E. Boynton (Health Service), Dean J. William Buchta (University College), Dean Walter W. Cook (Education), Dean William H. Crawford (Dentistry), Provost Raymond W. Darland (Duluth Branch), Dean Harold S. Diehl (Medical Sciences), Assistant Dean Austin A. Dowell (Agriculture, Forestry, Home Economics), Dean George P. Hager (Pharmacy), Professor Edwin L. Haislet (Alumni Relations), Dean Richard L. Kozelka (Business Administration), Dean William B. Lockhart (Law), Mr. Laurence R. Lunden (Comptroller), Dean Harold Macy (Institute of Agriculture), Colonel Robert D. McCarten (ROTC Units), Dean Errett W. McDiarmid (Science, Literature, and the Arts), Vice President William T. Middlebrook (Business Administration), Dean Horace T. Morse (General College), Dean Julius M. Nolte (Extension), Mr. William L. Nunn (University Relations), Dean Athelstan F. Spilhaus (Institute of Technology), Professor Edward B. Stanford (Library), Dean R. E. Summers (Admissions and Records), Dean William T. S. Thorp (Veterinary Medicine), Mr. Stanley J. Wenberg (Assistant to the President), Vice President Malcolm M. Willey (Academic Administration), Dean Edmund G. Williamson (Dean of Students), and Dean E. W. Ziebarth (Summer Session).

Faculty Consultative Committee: Francis M. Boddy (1955-57, 1957-60) designated by the President as chairman June 15, 1956, Maurice B. Visscher (1955-58), Bryce L. Crawford, Jr. (1956-59), Dwight E. Minnich (1956-59), Lloyd M. Short (1956-59), Robert H. Beck (1957-60), Will M. Myers (1957-58), committee elected to fill the unexpired term of O. B. Jesness, and William Rosenthal (1957-58) committee elected to represent the Duluth Branch.

3. Graduate School Representatives

Dean Theodore C. Blegen reports that the Executive Committee of the Graduate School has designated the following seven elected members of the University Senate as concurrent representatives of the Graduate School: Norman J. DeWitt, Marcia Edwards, Stuart W. Fenton, Walter W. Heller, Alexander C. Hodson, Grover C. Stephens, and Richard L. Varco.

III. ELECTION OF VICE CHAIRMAN

Reported for Action

The constitution provides that a vice chairman shall be elected by the Senate at its first meeting of the academic year from among its members for a term of 1 year. He shall be eligible for re-election.

IV. SENATE COMMITTEES FOR 1957-58

Reported for Action

The President reports additional appointments as follows:

Intercollegiate Athletics: Hibbert M. Hill, Lawrence Johnson, alumni.
Reserve Officers' Training Corps: Richard E. Kyle, Richard A. Rohleder, alumni.

Student Affairs: Lawrence H. Johnston to replace Warren B. Cheston; Mrs. George H. McCune, Mrs. William E. Proffitt, alumni.

Student Scholastic Standing: Robert Howard to replace N. L. Gault, Marion W. McCrea to replace William H. Crawford.

V. NON-SENATE COMMITTEES AND BOARDS FOR 1957-58

Reported for Information

The President reports nonsenate committees and boards and their membership for 1957-58 as follows:

Admissions, Board of: Robert Edward Summers (chairman), H. Mead Cavert, Russell M. Cooper, Austin A. Dowell, Ruth E. Eckert, Robert J. Falk, Theodore E. Kellogg (ex officio), Willard R. Lane, Wilbur L. Layton, Horace T. Morse, Howard D. Myers.

Art Collections, Advisory Committee on University: H. Harvard Aranson (chairman), Winston A. Close, R. Hale Miller, John Parker, Ralph E. Rapson, John Rood, Arthur E. Smith, Donald Torbert, Malcolm M. Willey, and the Director of the University Gallery.

Atomic Energy Development Coordinating Committee: A. F. Spilhaus (chairman), W. D. Armstrong, John G. Darley, Herbert S. Isbin, Harold Macy, Donn G. Mosser, Hubert J. Sloan, John H. Williams.

Band Committee: Paul M. Oberg (chairman), Ike Armstrong, Walter W. Cook, Austin A. Dowell, Edwin L. Haislet, Colonel Robert D. McCarten, Errett W. McDiarmid, William T. Middlebrook, William L. Nunn, Gale L. Sperry, Malcolm M. Willey, Edmund G. Williamson. Students: John Takala, Wayne C. Timmerman.

Camp, All-University: Gerald Fitzgerald (chairman), Donald P. Duncan, William T. Middlebrook, Robert P. Provost, Martin Snoko, Gordon Starr, Suzanne S. Tinker, Malcolm M. Willey. Students: Paul T. Birkeland, David E. Kelby, Lea M. Likarish, Ruth Luhman, Therald Olafson, Virginia A. Schisler. Alumni: Thomas M. Salmen.

Civil Service Committee: James W. Stephan (chairman), Ray F. Archer, Theodore H. Fenske, Henry E. Hartig, John G. Turnbull, Hedwin C. Anderson (executive secretary).

Convocation Advisory Committee: James S. Lombard (chairman), Robert H. Beck, D. K. Berninghausen, William S. Howell, Gordon Starr, John B. Wolf. Students: Marjory L. Baucom, Fritz Herrmann, Robert A. Martin, Virginia A. Schisler.

Defense Mobilization Committee: Julius M. Nolte (chairman), Ray M. Amberg, Gaylord W. Anderson, W. D. Armstrong, Murray Bates, Theodore C. Blegen, Richard G. Bond, Ruth E. Boynton, Paul W. Brown, Robert Carr, William O. Cook, Raymond W. Darland, Austin A. Dowell, Clinton B. Hanscom, Henry E. Hartig, L. P. Howell, Warren E. Ibele, Richard Jordan, Thomas H. King, Leonard A. Leipus, Clarence C. Ludwig, Roy V. Lund, Laurence R. Lunden, Errett W. McDiarmid, Keith N. McFarland, William T. Middlebrook, Walter R. Mixer, William L. Nunn, Clarence R. Osell, Skuli Rutford, Max O. Schultze, Fernon S. Sherman, Robert Edward Summers, Otto W. Swenson, Neils Thorp, Tracy F. Tyler, Cedric Williams, Edmund G. Williamson, Dale Yoder.

Dight Institute Advisory Committee: Theodore C. Blegen (chairman), John A. Anderson, John J. Bittner, Harold S. Diehl, Dwight E. Minnich, Elio D. Monachesi, Donald G. Paterson, Sheldon C. Reed, Mildred Thomson.

Fees, University Committee on: Richard L. Kozelka (chairman), Henry E. Hartig, Clarence E. Mickel, William T. Middlebrook, True E. Pettengill, Malcolm M. Willey.

Film Society, Advisory Committee to University: The purposes of this committee have been fulfilled and the committee has been discontinued.

Foreign Students, Committee on: Theodore C. Blegen (chairman), Clarke A. Chambers, Donald W. Cowan, Austin A. Dowell, Werner Levi, Forrest G. Moore, Edgar L. Piret, Robert F. Spencer, Barbara J. Stuhler, Robert Edward Summers, Malcolm M. Willey, Edmund G. Williamson, Chester W. Wood. Students: Zhi Karchi, Sheldon Simon.

General Research Fund Advisory Committee: Bryce Crawford, Jr. (chairman), Francis M. Boddy, Allan H. Brown, Warren B. Cheston, Elio D. Monachesi, Will M. Myers, William G. Shepherd, John G. Darley (secretary).

Greater University Fund, President Project Advisory Committee: Theodore C. Blegen (chairman), Bryce Crawford, Jr., John K. Fesler, Louis Gross, Edwin L. Haislet, Harold Macy, William T. Middlebrook, Robert P. Provost (ex officio), Stanley J. Wenberg, Malcolm M. Willey.

Group Hospitalization Plan Advisory Committee: The purposes of this committee have been fulfilled and the committee has been discontinued.

Group Insurance and Retirement Committee (advisory to Vice President, Business Administration): Richard L. Kozelka (chairman), Ray M. Amberg, Marcia Edwards, Elmer W. Johnson, E. Fred Koller, William B. Lockhart, Roy V. Lund, John M. H. Olmsted, Glen V. Taylor, John G. Turnbull, C. Arthur Williams, Jr., Malcolm M. Willey.

Honors, Committee on University: Harold Macy (chairman), Raymond W. Darland, Marcia Edwards, Edwin L. Haislet, Walter M. Lauer, Errett W. McDiarmid, Dwight E. Minnich, Horace T. Morse, Cecil J. Watson, Malcolm M. Willey.

Hormel Institute Board: Theodore C. Blegen (chairman), Hiram E. Essex, J. G. Hunting, Walter M. Lauer, Harold Macy.

Industrial Relations Center Faculty Committee: Richard L. Kozelka (chairman), Stanley M. Block, William B. Lockhart, Lowry Nelson, Donald G. Paterson, Lloyd M. Short, Stanley J. Wenberg, Albert K. Wickesberg, Dale Yoder.

Industrial Safety, All-University Committee on: Ray F. Archer (chairman), Hedwin C. Anderson, Robert C. Brasted, Gertrude M. Gilman, Andrew Hustrulid, Leonard M. Kaercher, Philip D. Kernan, William G. Shepherd, Leslie Wood, Joseph C. Woodman.

Itasca Forestry and Biological Station Advisory Committee: E. W. Ziebarth (chairman), Randolph M. Brown, Clyde Christensen, A. Orville Dahl, Raymond W. Darland, Richard L. Evans (University of Wisconsin), Theodore H. Fenske, Frank H. Kaufert, William H. Marshall, Clarence E. Mickel, Dwight E. Minnich, Thorvald Schantz-Hansen.

Judiciary Council, All-University: Leon M. Liddell, O. William Muckenhirn, Louise A. Stedman, LeVerne F. Snoxell (secretary). Students: Paul T. Birkeland, Robert R. Hagaman, Samuel L. Kaplan, Bruce L. R. Smith.

Korean Advisory Committee: Malcolm M. Willey (chairman), Gaylord Anderson, Robert B. Howard, John C. Kidneigh, Laurence R. Lunden, Harold Macy, William T. Middlebrook, Lloyd Short, A. F. Spilhaus, Tracy F. Tyler (ex-officio, secretary).

Memorial Fund Committee, University of Minnesota: Raymond W. Darland, Austin A. Dowell, Clarence E. Mickel, Dwight E. Minnich, Frank F. Pieper, Mrs. Burtrum C. Schiele, Mrs. Ward M. Wells, Mrs. Edmund G. Williamson, Robert P. Provost (ex-officio, secretary).

Minnesota Center for the Philosophy of Science—Advisory Board: Paul E. Meehl (chairman), Robert Beck, John G. Darley, Edward L. Hill, Harold H. Kelley, William N. Lipscomb, Don A. Martindale, Paul C. Rosenbloom, Wilfrid S. Sellars, Maurice B. Visscher.

Minnesota Institute of Research Advisory Committee: A. F. Spilhaus (chairman), Bryce Crawford, Jr., John G. Darley, Thomas L. Joseph, Richard L. Kozelka, Harold Macy.

Parking Advisory Committee: Elio D. Monachesi (chairman), C. Luverne Carlson, Marcia Edwards, Theodore H. Fenske, Theodore Hornberger, Glen Taylor. Students: Robert P. Rolle, Peter J. Balfe.

Patent Committee: William T. Middlebrook (chairman), Harold Macy, Lee I. Smith.

Placement Committee, All-University: Arnold Woestehoff (chairman), Clifford P. Archer, Ralph D. Casey, Gerald T. Evans, John C. Kidneigh, G. Gordon Kingsley, Keith N. McFarland, O. William Muckenhirn, Charles V. Netz, Roger B. Page, George Seltzer, Lloyd M. Short, Stanley J. Wenberg, Edmund G. Williamson.

Press Committee, University: Malcolm M. Willey (chairman), Theodore C. Blegen, John Ervin, Jr., Robert B. Howard, Harold Macy, Errett W. McDiarmid, Julius M. Nolte.

Public Administration Center Advisory Committee: Lloyd M. Short (chairman), Gaylord W. Anderson, Theodore C. Blegen, Kenneth C. Davis, Otto Domian, Austin A. Dowell, John C. Kidneigh, Richard L. Kozelka, Clarence C. Ludwig, Errett W. McDiarmid, Julius M. Nolte, George Schroepfer, Edward B. Stanford, George A. Warp (secretary).

Public Relations Advisory Committee: William L. Nunn (chairman), Hedwin C. Anderson, Ike Armstrong, Francis M. Boddy, J. O. Christianson, Raymond W. Darland, Edwin Emery, Theodore H. Fenske, N. L. Gault, Jr., Edwin L. Haislet, Ambert B. Hall, Robert C. McClure, George H. McCune, William J. Micheels, Julius M. Nolte, Roger B. Page, Skuli Rutford, Robert Edward Summers, Edmund G. Williamson.

Radiation Hazard Control Committee, All-University: W. D. Armstrong (chairman), Ruth E. Boynton, Herbert S. Isbin, Roy V. Lund, Laurence R. Lunden, Donn G. Mosser, Paul R. O'Connor, William Peterson, Max O. Schultze, Cecil J. Watson, John H. Williams.

Radio Advisory Committee for KUOM: Julius M. Nolte (chairman), Mitchell Charnley, Paul F. Dwan, Otis J. Dypwick, Marcia Edwards, Dale B. Harris, Henry E. Hartig, Robert B. Howard, Richard L. Kozelka, Werner Levi, Don A. Martindale, Leo Marx, Allen H. McCoid, Errett W. McDiarmid, Paul E. Meehl, Huntington Miller, William L. Nunn, Paul M. Oberg, Skuli Rutford, Robert F. Spencer, Edward B. Stanford, Tracy F. Tyler, E. W. Ziebarth.

Radio-Television Policy Committee: Raymond B. Nixon (chairman), Ike Armstrong, Francis M. Boddy, Asher N. Christensen, William T. Middlebrook, Julius M. Nolte, William L. Nunn, Skuli Rutford, Stanley J. Wenberg, Malcolm M. Willey, Edmund G. Williamson, E. W. Ziebarth.

Resident Status, Board of Review on: Robert Edward Summers (chairman), David R. Briggs, Walter T. Graves, Robert C. McClure, Lemen J. Wells.

Schedule Committee, University: True E. Pettengill (chairman), Steve S. Barich, William Bennet, J. William Buchta, Thomas W. Chamberlin, Russell M. Cooper, John G. Darley, Marcia Edwards, Henry J. Griffiths, Robert J. Holloway, Louis F. Keller, Dorothy O. Lareau, Marion W. McCrea, Keith N. McFarland, Huntington Miller, Charles V. Netz, Robert C. Slater, Alfred L. Vaughan, W. Lane Williams, Donald R. Zander, E. W. Ziebarth, Vernon L. Aussen (secretary). Students: Peter J. Balfe, Sheldon W. Simon. One to be named.

Scholarship Committee, University: Milton Kuhlman (chairman), Mrs. Harold Holden, Francis "Pug" Lund, Robert Edward Summers, Edmund G. Williamson, C. Gilbert Wrenn, George B. Risty (executive secretary).

Single Quarter Leave Committee: George A. Thiel (chairman), Sherwood O. Berg, Theodore C. Blegen, Bryce Crawford, Jr., Marcia Edwards, Stewart C. Thomson, Malcolm M. Willey, Tracy F. Tyler (secretary).

Space Allocation and Use, Advisory Committee on: Robert Edward Summers (chairman), David K. Berninghausen, Richard G. Bond, Winston A. Close, Benjamin J. Lazan, Arnold Lazarow, Roy V. Lund, William T. Middlebrook, Horace T. Morse, Ralph G. Nichols, Malcolm M. Willey.

SPAN Committee, University: Russell M. Cooper (chairman), Stanley M. Block, Asher N. Christensen, Walter T. Pattison, Martin Snoke.

Staff Welfare Fund Committee: Lee I. Smith (chairman), Ray F. Archer, Guy L. Bond, Austin A. Dowell, Marjorie J. Gerlich, Roy V. Lund, Helen L. MacDonald, William T. Middlebrook, Dwight E. Minnich, Will M. Myers, Ben B. Sutton, Cecil J. Watson.

Student Behavior, Committee on: William J. Micheels (chairman), John J. Cound, William W. Fletcher, Arthur L. Johnson, G. Gordon Kingsley, Gisela Konopka, Keith N. McFarland, Thomas E. Murphy, Ephraim Rosen, Martin Snoke, Alice Tyler, LeVerne F. Snoxell (ex-officio, secretary). Students: Paul T. Birkeland, Nancy J. Engeset, David E. Kelby, Sheila A. Smith.

Summer Research Appointments, Committee on: Theodore C. Blegen (chairman), Austin A. Dowell, Marcia Edwards, Richard L. Kozelka, Errett W. McDiarmid, A. F. Spilhaus, George A. Thiel, Maurice B. Visscher.

Summer Session Advisory Committee: E. W. Ziebarth (chairman), Francis M. Boddy, Russell M. Cooper, Raymond W. Darland, Austin A. Dowell, Marcia Edwards, Elmer W. Johnson, William G. Shepherd, L. D. Steefel, C. Gilbert Wrenn.

Television Program Advisory Committee: Burton Paulu (chairman), H. Harvard Arnason, Frank T. Benson, Jr., Jan O. M. Broek, Mitchell Charnley, N. L. Gault, Jr., Theodore Hornberger, William S. Howell, Benjamin J. Lazan, Julius M. Nolte, William L. Nunn, Harold B. Swanson, Stewart C. Thomson, E. W. Ziebarth.

Tenure Advisory Committee: Malcolm M. Willey (chairman), Ernest B. Brown, Theda Hagenah, Arthur J. Madden, William P. Martin, Robert C. McClure, L. D. Steefel, Dwight Zulauf, Tracy F. Tyler (ex-officio, secretary).

University College Committee: J. William Buchta (chairman), W. D. Armstrong, Theodore C. Blegen, Francis M. Boddy, Arthur M. Borak, Mitchell Charnley, Walter W. Cook, Bryce Crawford, Jr., James J. Jenkins, Richard Jordan, Helen A. Ludwig, Keith N. McFarland, Maynard E. Pirsig, Robert Edward Summers, Dimitri Tselos, Alfred L. Vaughan.

VI. STUDENT ORGANIZATION STAFF REPRESENTATIVES OR ADVISERS FOR 1957-58

Reported for Information

The President reports student organization staff representatives or advisers for 1957-58 as follows:

All-University Congress, Social Service Council, Staff Advisers: Paul H. Cashman, William H. Edson, Anne Oren, Robert P. Provost.

Technolog Board, Staff Representatives on: Paul A. Bloland, Paul A. Cartwright, Clifford I. Haga.

All-University Congress, Staff Advisers: Howard A. Morris, Howard D. Myers, James H. Reeves.

Union Board of Governors, Staff Representatives on: Vernon L. Ausen, Theodore H. Fenske, G. Gordon Kingsley, Forrest G. Moore, Marie A. Wensel (alumni representative).

Board in Control of Student Publications, Staff Representatives on: Mitchell V. Charnley, Theodore Hornberger, John C. Kidneigh, Fred L. Kildow (editorial adviser), Martin L. Snoke, Harold P. Strom (financial adviser).

Union Board of Governors, St. Paul Campus, Staff Representatives on: Gladys I. Bellinger, Austin A. Dowell, David N. Kanatz, Paul W. Larson, Merle P. Meyer, Ralph E. Miller, Gordon L. Starr, Owen K. Hallberg (alumni representative).

Union Board of Governors, University Village, Staff Representatives on: Vance W. Jewson.

Staff representatives and advisers to other student organizations are listed in the Student Organization Roster, available at the Student Activities Bureau.

VII. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

1. *University Calendar for 1958-59:* A proposed academic calendar for the University for the year 1958-59 has been drawn up by the Recorder and circulated to all of the deans and to faculty and student bodies presumed to be interested, along with a request for corrections, additions, and criticisms. The responses received were placed before the Committee, October 16, 1957. It was moved, seconded, and voted to endorse the proposed calendar, as corrected, and to transmit this to the University Senate for action.

The calendar follows:

UNIVERSITY CALENDAR

Academic Year, 1958-59

August 4-September 26		<i>Fall Quarter</i>	Fall registration. Orientation program for new students. Dates for the various colleges will be announced in mailed instructions. Students are urged to register early. It is expected that all students who can do so will register in August
September 1	Monday		Labor Day, holiday
September 18	Thursday		Fall quarter fees due for students registered through September 12
September 19-27			New Students' Camps, September 19-21; New Students' Parents' Day, September 21; Welcome Week, September 21-27. Details announced in instructions issued at orientation
September 26	Friday		Last day for registration and payment of fees for the undergraduate colleges
September 29	Monday		Fall quarter classes begin 8:30 a.m.
October 2	Thursday		Opening convocation, 11:30 a.m., IV hour classes excused (except Duluth)
October 3	Friday		Last day for registration and payment of fees for the Graduate School and for teachers in service
October	Saturday		Homecoming Day (Duluth)
November	Saturday		Homecoming Day (Minneapolis)
November 6	Thursday		Senate meeting, 3:30 p.m.
November 11	Tuesday		Veterans' Day, holiday
November	Saturday		Dads Football Game
November 27	Thursday		Thanksgiving Day, holiday
November 28-29	Friday, Saturday		Classes excused (except Medical and Veterinary)
December 11	Thursday		Senate meeting, 3:30 p.m.
December 12, 13 and 15-18			Final examination period
December 18	Thursday		Commencement, 8 p.m.
December 20	Saturday		Fall quarter closes
		<i>Winter Quarter</i>	
December 25	Thursday		Christmas Day, holiday
December 26	Friday		Winter quarter fees due for students in residence fall quarter
December 29-30	Monday, Tuesday		Orientation program; registration for new students in all undergraduate colleges
January 1	Thursday		New Year's Day, holiday
January 2	Friday		Registration resumes. Winter quarter fees due for new students in all undergraduate colleges
January 5	Monday		Winter classes begin 8:30 a.m.
January 9	Friday		Last day for registration and payment of fees for the Graduate School and teachers in service
February 5	Thursday		Senate meeting, 3:30 p.m.
February 12	Thursday		Lincoln's Birthday, holiday
February 23-March 1			University of Minnesota Week
February 26	Thursday		Charter Day Convocation, 11:30 a.m., IV hour classes excused
March 12	Thursday		Senate meeting, 3:30 p.m.
March 13, 14 and 16-19			Final examination period
March 19	Thursday		Spring Quarter fees due for students in residence winter quarter in undergraduate colleges. Commencement, 8 p.m.
March 21	Saturday		Winter quarter closes
		<i>Spring Quarter</i>	
March 25-26	Wednesday, Thursday		Orientation program; registration and payment of fees for new students in all undergraduate colleges
March 27	Friday		Good Friday, holiday
March 30	Monday		Spring quarter classes begin 8:30 a.m.
April 3	Friday		Last day for registration and payment of fees for the Graduate School and teachers in service
April 30	Thursday		Senate meeting, 3:30 p.m.
May 21	Thursday		Cap and Gown Day Convocation (Minneapolis), 11:30 a.m., IV hour classes excused
May 30	Saturday		Memorial Day, holiday
June 4	Thursday		Cap and Gown Day Convocation (Duluth), 11 a.m., IV hour classes excused; Senate meeting, 3:30 p.m.
June 6 and 8-12			Final examination period
June 7	Sunday		Baccalaureate service, 3 p.m.
June 12	Friday		Commencement (Duluth), 8 p.m.
June 13	Saturday		Spring quarter closes; Commencement (Minneapolis), 8 p.m.
		GENERAL EXTENSION DIVISION, 1958-59	
		<i>Fall Semester</i>	
September 15	Monday		Registration for fall semester begins
September 25	Thursday		Last day for registration, fall semester
September 29	Monday		Fall semester classes begin
November 27	Tuesday		Veterans' Day, holiday
November 21	Thursday		Thanksgiving Day, holiday
December 20	Saturday		Christmas recess begins
January 5	Monday		Classes resume
February 2	Monday		Spring semester registration begins
February 7	Saturday		Fall semester classes close

Spring Semester			
February	12	Thursday	Lincoln's Birthday, holiday for classes; registration offices open; spring semester registration closes
February	16	Monday	Spring semester classes begin
May	30	Saturday	Memorial Day, holiday
June	13	Saturday	Spring semester classes close
SUMMER SESSION, 1959			
First Term			
June	15	Monday	Orientation and registration for first term
June	16	Tuesday	First term classes begin 8 a.m.; fees due
July	4	Saturday	Independence Day, holiday
July	16	Thursday	Commencement, 8 p.m.
July	18	Saturday	First term closes
Second Term			
July	20	Monday	Registration and payment of fees for second term
July	21	Tuesday	Second term classes begin 8 a.m.
August	20	Thursday	Commencement, 8 p.m.
August	22	Saturday	Second term closes

Late registration requires college approval. See fees for late registration or late payment of fees, *Bulletin of General Information* and *Bulletin of the Summer Session*.

St. Paul Campus classes begin at 8 a.m. during the academic year and at 7:30 a.m. in the summer. Duluth lower campus classes begin at 8 a.m.

Correspondence study courses may be started at any time.

A few Extension classes are offered on the quarter basis on the same schedule as day school with registration beginning 2 weeks preceding the opening of classes for the fall quarter and 1 week preceding the opening of classes for the winter and spring quarters.

2. Reported for Information

1. *Balances in the Regents' Reserve.* The President mentioned that sums of money available from the Regents' reserve were smaller than usual during 1956-57 for two reasons: tuition receipts were below the amount expected, because of failure of student attendance to reach the numbers of the forecast, and the amount budgeted in the reserve was reduced in order to provide for more direct budgeting by the colleges. Reversions, too, were down in the Spring Quarter. Requests for special allotments totaled several times the probable amounts of money available, even excluding Physical Plant needs. Only a few of the requests of the greatest urgency could be met.

2. *Discussion of Certain Salary Budget Items.* The President raised questions of procedure with top salary budget items. These had grown out of budgeting for 1957-58, and he asked if there might need to be further general principles applied to uses of total amounts of salary improvement money. Also, there were matters having to do with the relationship of "A" basis salaries to those on a "B" basis. The President, in calling for discussion, made clear his desire to avoid becoming involved in judgments on individual salaries, but asked for the thinking of the deans as to the best action now, for 1958-59, and relative to future years.

In the discussion which ensued, numerous opinions were expressed and several of the deans used illustrations from their budgeting work to indicate how they hoped to deal with the cases of the staff members to receive the largest salary increases. There was mention of a desire for special emphasis on merit uses of funds to become available for 1958-59. On atypical salary increases some documentation beyond that of the usual "blue sheets" was requested.

3. *Fiscal Situation in Relationship to Lower-Than-Expected Student Attendance, Fall 1957.* The President described the extent to which the fall quarter 1957 student attendance was short of expectations, and far below the estimates given to the legislature in early 1957. Immediately, this situation invalidated the provision of new staff, academic and civil service, to cope with students in addition to the number of those here last year, and it created a deficit in the expected tuition income. Longer range, there are serious implications for 1958-59, the second year of the biennium, and for University relationships with the legislature and the people of Minnesota. Although enrollment was found to be up by 2 per cent over that of a year earlier, and even though other large and nearby public universities may not have the numbers of students for whom they were planning, consideration must be given in budgetary adjustment to the legislative representations the University made almost a year ago.

The President discussed the detailed problems of bringing the budget into balance during 1957-58 and mentioned the Regents' concern which will necessarily be reflected in whatever plan is adopted. He dealt with the sums of money allocated specifically for meeting over-all attendance increases which were not realized, as distinguished from sums which were devoted to salary improvement or to catching up with the staff needs during 1956-57.

There was discussion of the ways in which the University, in revising its budget, can both proceed realistically and keep faith with its community in the integrity of its budgeting and spending. The deans and directors were asked to give their full co-operation in the development of a suitable program, acceptable to the Regents.

A detailed analysis of the use of new funds was called for and Vice President Middlebrook promised to make such data available college by college. All colleges and departments, the President said, must face up to complete rebudgeting for new work, not only as it is encountered this year, but even in 1958-59. It was indicated that the President might reconvene the Administrative Committee to consider possible outcomes, as soon as each dean or director has examined his own particular budgetary situation.

4. *Retirement Committee Recommendation.* The Advisory Committee on Insurance and Retirement had reported, April 5, 1957, the draft of a proposal for possible use of faculty services in classroom teaching beyond the retirement age. That report was made available to the Administrative Committee and discussion of it was called for, for the purpose of advising the drafting group. Attention was given to the desirability or undesirability of limiting teaching service after retirement to undergraduate students as opposed to instruction of graduate students or continuation of research or advisement service. A number of ideas were advanced, included among which were, the necessity of active training of new teachers for all levels of instruction, the social tendency toward early retirement, and the provision of greater amounts of leisure time. The desirability of some impartial, perhaps all-University review board to pass on extension of service beyond the normal retirement age, was emphasized. The committee on insurance and retirement will take these suggestions into account, as well as other suggestions obtained from a presentation of the tentative plan to the Faculty Consultative Committee.

5. *Interpretation of Regulations Concerning Faculty Tenure.* Since a question had arisen on the matter of notice required under sections 5 and 6 of the faculty tenure code, and since this had been referred to the Judicial Committee of the Senate, a report and recommendation were forthcoming. The recommendation, in the form of an interpretation of the code, was concurred in by the Judicial Committee and the Tenure Advisory Committee and it was asked that this, if approved, be appended to the tenure code along with the eight earlier interpretations which are published with the code itself. The interpretation was:

9. The "written notice" specified in Sections 5 and 6 should be sent by registered or certified U. S. mail, with return receipt requested. It should be sent to the individual's residence address as it appeared on the last official University of Minnesota address card and it should be mailed early enough so that in the normal course of handling by the Post Office, it would reach the addressee on or before the date specified. In this connection it should be stressed that it is the responsibility of each staff member to keep the President's Office advised of changes in residence.

The Administrative Committee authorized transmittal of this interpretation to the University Senate.

6. *Proposal on Curriculum Study.* At the May 1957 meeting of the University Senate, there had been a report of the Senate Committee on Education dealing with management of course offerings and curriculums. Action was deferred in the Senate on the portion (Proposal I) which suggested study and consultative service, because of the potential of costs involved. The President said that the Senate Committee on Education had an interest in proceeding along the lines of its full recommendation and he asked that there be some discussion of this in the Administrative Committee. In the course of the discussion doubt was indicated that the desired co-ordination could be had through a sub-committee of the Committee on Education or of any other Senate committee. Of immediate importance, it was pointed out that the report on the University Self-Survey had dealt with the same general University problem at length. It had evidently made recommendations, going beyond those thus far brought out in the Senate. Further discussion of these Self Survey recommendations, and in fact of the central problem of course offerings and curriculums, appear to be called for in the Senate.

7. *Honors Committee Recommendations.* The University Committee on Honors had recommended the Outstanding Achievement Award for seven persons, and these recommendations and supporting biographical information were before the Administrative Committee October 16, 1957, along with endorsement of the recommendations by the President. It was moved, seconded, and voted to approve transmittal of the recommendations to the Regents.

8. *Study Committee for the "West River Area" of the Minneapolis Campus.* It is generally known that the last legislature approved a considerable part of the University's request for extension of the present Minneapolis Campus westward across the river. Although only funds for land acquisition have thus far been made available, there are educational considerations that need to be defined as a guide to this extension and the timetable which it should follow.

A University-wide committee to study and report on the general educational aspects of this expansion was appointed by the President in September, 1957. Its chairman is Vice President Willey.

9. *State Building Commission Plans.* The President mentioned the need to begin some preliminary formulation of the 1959 building requests of the University, especially since the new commission on state building needs is already at work and hopes for University requests in February, 1958. There had been administrative review of the 1959 portion of the long-range building needs survey, with which the Administrative Committee was generally familiar, and the showing of that survey, along with any new factors of need, had received preliminary consideration. Some details of the work were given to the Committee, but various conferences were called soon.

10. *Work for a New Interim Commission on Higher Education.* The President reminded the Committee that there was named in the last legislature a new interim commission on higher education and that that group is at work and plans a meeting with University authorities on November 8, 1957. This is one of three such interim commissions of special interest to

the University. Another is the one on state building needs, mentioned elsewhere in the minutes, and the third is the group charged with a study of the schools of agriculture.

11. *Report on University Computer Facilities.* An all-University committee on computer facilities had been appointed by the President and certain correspondence from that committee suggested a review of the program. Professor William G. Shepherd discussed the installation possibilities which the committee had explored and Dean Blegen and other members of the Administrative Committee remarked concerning the rapid growth of demand for a modern high-speed computer at the University and on the diversity of instruction and research areas now making use of or requesting use of such devices.

12. *Subcommittee on United Appeal Plan of Staff Solicitation.* There had been discussion in the Administrative Committee (December 5, 1956) of the possibilities for an United Appeal type of solicitation of charitable giving on campus. Since it was the decision of the Committee that this kind of a procedure might be given explicit consideration, the President appointed a subcommittee for that purpose. Named were Comptroller Lunden, Chairman; Dean Kozelka, Dean Morse, and Vice President Willey. The group is to meet at its early convenience, on call of the chairman.

13. *Advisory Committee to University Branch of the State Capitol Credit Union.* Note was taken of the operation of the State Capitol Credit Union, of the establishment of a University branch, and of the existence of a staff advisory committee for the activity.

14. *Granting of Degrees with Distinction and with High Distinction by the School of Dentistry.* It was reported for information that the School of Dentistry proposes to award certain of its Bachelor of Science degrees with distinction or with high distinction, according to standards approximately as maintained elsewhere on campus. There being ample precedent for this, and no question occurring on the authority of the faculty, it was taken by common consent that special distinction will be accorded to these degrees, as appropriate.

R. E. SUMMERS, Secretary

VIII. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

Reported for Action

1. *Election Units.* The present By-Law on election units is as follows:

By-Laws, Article I Senate Membership, Elections, and Officers

1. For the purpose of electing members to the Senate, qualified faculty members shall vote as members within each of the following units of the University: (1) Agriculture, (2) Business Administration, (3) Child Welfare, (4) Dentistry, (5) Duluth Branch, (6) Education, (7) Extension, (8) General College, (9) Law, (10) Medical Sciences, (11) Pharmacy, (12) Physical Education for Men, (13) Physical Education for Women, (14) Science, Literature, and the Arts, (15) Technology, and (16) Mayo Foundation.

During the past year Child Welfare and Physical Education for Women have become parts of the College of Education and the College of Veterinary Medicine has become a separate unit. In recognition of these changes the following action is recommended:

PROPOSED

That By-Laws, Article I, Senate Membership, Elections, and Officers, Section 1, be amended to delete Child Welfare and Physical Education for women, and add Veterinary Medicine.

2. *Student Attendance at Meetings of the University Senate.* The Committee on Business and Rules received the following proposal for study and recommendations:

- a. That all student members of committees of the Senate be permitted to attend the entire meeting of the Senate, when their committee is reporting. This would have the added advantage of providing student committee members with a broader view of their own committee's actions, in that they could become aware of the actions of other committees of the Senate.
- b. That the President and Vice-President of the All-University Congress should be permitted to attend all meetings of the University Senate, regardless of their committee membership.

The committee believes that while it is true that a good portion of the business that comes before the Senate is of vital concern to students as well as faculty and should be considered by both students and faculty, it is not unlikely that certain business for Senate consideration would render it quite unwise for students to attend entire Senate sessions. If increased student participation is deemed desirable, the committee believes it should be accomplished by enlarging student representation on Senate committees where students now hold membership and by appointing student members to other committees as may be warranted.

For these reasons, it is recommended that the proposal be not approved.

ELIO D. MONACHESI, Chairman

IX. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Action

Background: On May 2, 1957, this Committee presented a report on University curriculum practices. One part of the report was presented to the faculties of the various colleges and departments as a series of recommended principles and practices to be considered whenever curriculum modification is under study. This section was adopted by the Senate and later transmitted by the Committee to all chairmen of curriculum committees.

The other part of the report proposed a study of the over-all curriculum problems of the University by a sub-committee of the Committee on Education. At the May 2 meeting action on this was delayed at the request of the chairman to permit a study of the relationship of this proposal to action reported by the Administrative Committee of the Senate relative to some recommendations of the Committee on Institutional Relationships.

At the June 6 meeting of the Senate action on the deferred part of the Committee report was initiated. This was laid on the table by the Senate, quite appropriately, because the proposal was presented on the Supplementary Docket and, inadvertently, was presented without the background explanation which had been included in the May 2 report.

The Committee on Education has since given further attention to this proposal. In the normal course of events no approval of Senate sub-committee appointment is needed but in this case prior Senate understanding and approval was sought.

It should be clear that the Committee made its recommendations of practices and of its proposal of the new sub-committee only after a year's study of the report of its Sub-Committee on Course Additions, Deletions, and Modifications and consideration of a survey of curriculum policy in 16 other universities. It may be recalled that this Sub-committee had surveyed University curriculum changes and practices between 1946 and 1951 as reported by department chairmen, with a later validating check on changes in the College of S.L.A., and that a summary of these changes was reported to the Senate in the spring of 1956.

The Committee on Education during this same year also studied the recommendations of the Self-Survey Committee with regard to curriculum development. With many of these the Committee was in complete agreement. Others were believed to be useful hypotheses regarding which further evidence should be sought.

Present Proposal: In the study of the above-mentioned reports the Senate Committee on Education became convinced that further study might well be made of the over-all curriculum development pattern of the University. No one in the University, no committee, and no University office has at present a comprehensive and specific knowledge of the curriculums of the various colleges and departments, of the manner in which these interrelate, or of the trends which may be present. Until some comprehensive picture of the total curriculum is developed an individual college or department has difficulty in seeing how its projected changes are related to other units or how they relate to general trends. Each department and college has autonomy in curriculum development and this is as it should be. With rapid growth ahead it is desirable that each part of the University should see its specific relation to the whole if the most economical use is to be made of faculty time and talent. This suggests the need for a careful study by a responsible agency of the Senate.

The Committee believes that such a study would provide a many-faceted picture of the University that is currently nonexistent. This would be of value to all colleges and departments and the information provided would, of course, be available to any department or committee.

Beyond this, the Committee sees these data as the basis for any consideration the Senate might wish to give to the manner in which it could contribute, policy wise, to the extensive changes in curriculum that must accompany, or anticipate, the sharp rise in enrollment. It is apparent that decisions regarding curriculum change and consequent staff changes are made almost daily. The administrators concerned seek from various sources information upon which to base wise decisions. Are there large academic policies involved with which the Senate should be concerned and in which it should play a part? We do not know. The Committee believes that a sub-committee, as a strictly *ad hoc* agency, could well be asked to:

1. Study existing reports and recommendations regarding curriculum change.
2. Develop a system for recording and classifying the present curriculum structure of the various colleges and a method for supplying curriculum information to any college requesting it.
3. Recognize problems of policy which might emerge from accumulating curriculum modifications, additions, or deletions, and which should be brought to the attention of the Senate Committee on Education for possible Senate action.

Such a sub-committee would find it impossible to accomplish any portion of its tasks without some type of academic staff assistance. One possibility is that the Sub-committee might ask the Bureau of Institutional Research to serve as the medium for such assistance.

It is not the intent that this sub-committee shall have other than informative and consultative functions. If the emerging total picture of the University curriculum suggests the need for more specific Senate action, recommendations to this effect would be made to the Senate after study by the Committee on Education.

C. GILBERT WRENN, Chairman

X. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

The following table containing statistics on our intercollegiate athletics, and schedules for the coming year insofar as presently determined are submitted for information.

STATISTICAL TABLE ON INTERCOLLEGIATE ATHLETICS, 1956-57

	Total Number Games	No. Conference Games	No. Non-conference Games	Total No. Receiving Athletic Instruction Including Freshmen	No. Varsity Candidates	No. Varsity Candidates Eligible for Intercollegiate Competition	No. Having Competition	No. "M" Awards	No. Freshman Candidates	No. Freshman Numerals Awarded	No. Games Won	No. Games Lost	No. Games Tied
Baseball	26	11	15	143	47	33	21	12	96	29	16	8	2
Stiebert													
Basketball	22	14	8	107	29	15	15	11	78	16	14	8	0
Cowles													
Cross Country	5	2	3	21	12	10	6	6	9	4	2	3	0
Kelly													
Football	9	7	2	182	73	53	33	31	109	45	6	1	2
Warmath													
Golf	19	5	14	45	29	21	8	8	16	16	15	3	1
Bolstad													
Gymnastics	10	7	3	29	18	12	7	5	11	8	0	10	0
Bob Johnson													
Hockey	29	24	5	106	24	23	21	17	81	18	12	15	2
Mariucci													
Swimming	7	6	1	70	31	19	15	11	39	13	2	5	0
Thorpe													
Tennis	11	5	6	22	12	8	7	7	10	8	5	6	0
Murphy													
Track	9	7	2	65	27	21	21	15	38	12	7	2	0
Kelly													
Wrestling	16	8	8	34	22	18	17	11	12	5	14	1	1
Johnson													
TOTALS	163	96	67	824	324	233	171	134	499	174	93	62	8

SCHEDULES, 1957-58

Basketball

- December 2 Southern Methodist
- 5 Iowa State
- 7 Vanderbilt—Nashville
- 14 Alumni-Varsity
- 20-21 Kentucky Invitational—Lexington
- 30 Yale
- January 4 Purdue
- 6 Kansas State—Manhattan
- 13 Indiana—Bloomington
- 18 Ohio State—Columbus
- 25 Iowa
- 27 Northwestern—Evanston
- February 1 Michigan State—East Lansing
- 3 Indiana
- 8 Wisconsin—Madison
- 10 Michigan
- 15 Northwestern
- 17 Illinois—Urbana
- 22 Purdue—Lafayette
- 24 Wisconsin
- March 1 Ohio State

Cross Country

- October 12 Wisconsin
- 19 Marquette—Milwaukee
- 26 South Dakota State
- November 2 Iowa State
- 9 Iowa—Iowa City
- 16 Conference—Chicago
- 25 NCAA

Gymnastics

- January 10 Michigan State—East Lansing
- 11 Michigan—Ann Arbor
- 25 Western Illinois
- February 1 Ohio State—Columbus
- 14 Iowa and Nebraska
- 15 Northwest Open
- 22 Illinois, Navy Pier, Iowa—Iowa City
- March 1 Wisconsin
- 7 Chicago—Chicago
- 8 Northwestern—Evanston
- 15 Indiana
- 28-29 Conference—Iowa
- April 11-12 NCAA—Michigan

Swimming

- December 7 Minnesota Relays
- January 18 Wisconsin—Madison
- 24 Iowa State—Ames
- 25 Iowa—Iowa City
- 30 Nebraska
- February 1 Illinois
- 11 Gustavus Adolphus
- 15 Michigan State
- 21 Northwestern—Evanston
- 22 Chicago—Chicago
- March 1 Purdue
- 6-7-8 Conference—Iowa
- 27-28-29 NCAA—Michigan

Wrestling

- December 7 Iowa State Teachers Invitational Meet—Cedar Falls
- January 4 Northwestern, Purdue, Michigan State—Evanston
- 10 Kansas State—Manhattan
- 11 Nebraska—Lincoln
- 18 Wisconsin—Madison
- 20 Iowa
- 27 Oklahoma State University
- 31 Illinois
- February 1 South Dakota State, Carleton, St. Olaf
- 7 Michigan
- 10 Iowa State Teachers College—Cedar Falls
- 15 Indiana
- 21 Cornell College—Mount Vernon, Iowa
- 22 Coe (tent)
- 27 Iowa State—Worthington, Minnesota
- March 1 Michigan State
- 7-8 Conference—Illinois
- 28-29 NCAA—University of Wyoming

HAROLD S. DIEHL, Chairman

XI. REPORT OF THE COMMITTEE ON STUDENT SCHOLASTIC STANDING

Not since 1943, when the Senate first adopted a University-wide grading system, has there been a thorough and systematic review of the definitions and procedures of grading. As the University looks forward to tremendous increases of both students and staff, with greatly aggravated problems of communication, there is a need for making as simple and as uniform as possible the grade records of the Recorder. In light of these factors, the Committee on Student Scholastic Standing presents this report, based on its study of the past 2 years.

Since the Committee includes in its membership the chairman of the scholastic committee (or similar representative) of each separate institute, college, or school, and since the study has now continued for nearly 6 quarters, with bi-weekly meeting much of the time, the Committee believes that it has devised a system which will win the understanding and support of the faculties of the University. Throughout the work of the Committee, college representatives were encouraged to conduct concurrent discussions in their own scholastic committee or other college group.

Because the broadest possible participation of the faculties is desired on matters such as these, the committee is presenting a preliminary report initially to permit and encourage suggestions and questions either from the floor of the Senate or by personal contact with a member of the Committee. At the next meeting of the Senate, the report, with any modifications which may be made on the basis of suggestions from Senate members, will be presented for action.

In the main, the revised grading proposal follows the present system. Four changes of significance are recommended. Two symbols (Y and Z) are eliminated from the new system. Definitions are more precise and yet they permit the variation of practice from one college to another which in fact exists in a large and heterogeneous university. Responsibility for completing a course or for seeking official endorsement of cancellation is more firmly fixed on the student. Finally, a 5-point grade system (A=4, F=0) is

proposed to replace the present 4-point system (A=3, D and F=0).

The All-University grading system, as revised, is as follows:

1. There shall be four permanent grades, A (highest), B, C, and D (lowest), which shall be acceptable for the completion of a single course.
2. There shall be a permanent grade of F (failure) given when a student does not complete successfully the work of a course.
3. There shall be a temporary grade of I (incomplete) to be assigned when there is not sufficient information immediately available to permit the assignment of a permanent grade. This would be the case if the student has not done all the work of the course or if the instructor does not know why a student, officially registered for his course, has not appeared or has left. If the instructor is able to ascertain that the student has no adequate excuse or if the student attended beyond the sixth week and was failing, F is the appropriate grade.
An I which is not turned into a permanent passing grade or into a W (official cancellation with approval of the student's college) by the end of the next regular quarter of attendance shall become an F. (This does not apply to students in the Graduate School or to students in a Master's degree program in undergraduate colleges; their I grades remain until changed by the instructors to some other grade.)
An extension of time may be permitted for removal of I grades upon recommendation of the instructor concerned and with approval of the Scholastic Committee of the college in which the student is registered. If the petition is presented after the end of the next quarter of residence, a restoration of the mark of I and the completion of the required work would be considered in the nature of a special examination for which the special examination fee would be required.
4. There shall be a symbol W to indicate official cancellation from a course without grade. This shall be assigned in all cases of official cancellation during the first 6 weeks of classes irrespective of the student's standing. Whether cancellation is permitted is within the authority of the student's college to determine. After 6 weeks, W shall be posted only if the student is not failing at the time of official cancellation. W is a registration symbol, not a grade, and shall be posted by the Recorder on the basis of the student's registration activity as approved by the student's college.
5. A student who cancels officially or otherwise leaves a class after the sixth week of classes and is failing at the time shall receive an F.
6. There shall be a symbol X which may be reported in continuation courses in which a student is permitted to continue but in which a grade cannot usually be determined until the sequence is completed. The instructor shall submit one grade, which shall apply to each X, when the student has completed the entire sequence.
7. In courses numbered 200 and higher, the permanent grade S (satisfactory) may be used to indicate satisfactory work for graduate students. In calculating grade point averages, it counts as a B.
8. In the Doctor of Medicine program, the permanent grade P (pass) may be used to indicate satisfactory work for Doctor of Medicine candidates. The student's standing will be calculated using more detailed evaluations available in the college office.
9. There shall be a registration symbol V (visitor) to indicate registration as an auditor or visitor.
10. There shall be a symbol T (transferred) indicating credits transferred from another institution, or from one college to another within the University when a reevaluation is required. It shall be posted as a preceding supplement to the original grade.
11. For purposes of determining scholarship averages, grade points shall be assigned as follows:

Each credit of A	4 grade points
Each credit of B	3 grade points
Each credit of C	2 grade points
Each credit of D	1 grade point
Each credit of F	0 grade points

A student's scholastic average—or grade point average—shall be the sum of grade points divided by the sum of credits passed and failed. In general, all credits must enter into the grade point average. If a course is repeated, usually both grades should enter into the computation of the grade point average. However, the faculty of a school or college may determine which credits and grade points are to be included in the average.

12. Any college or school may set special scholastic standards or other standards as a condition for registration in particular courses of study, for placing students on probation, for admission to the college or school, for promotion, for honors, for continued residence in the college or school, or for degrees, etc.
13. All previous Senate regulations in conflict with the foregoing regulations are rescinded. The new regulations shall become effective September 16, 1958. After that time the official grade point average shall be calculated in accordance with paragraph 11 above regardless of when grades were earned.

The following comments bear on the several changes from the present system. When no comments about a particular item are made, there has been no substantial change. Item numbers correspond to the numbers above.

Item 3: The symbol Y is eliminated and I, redefined, covers all cases in which a permanent grade cannot be assigned at the end of the quarter (other than the case defined by X). Y has been used in widely differing ways in different colleges, even in different departments in the same college. In some cases, the Y has been essentially ignored; in other cases, it has resulted at once or eventually in an F grade. These variations have made almost impossible the establishment of consistent interpretation among staff or students, since students frequently register across college lines and instructors of one college often teach courses taken primarily by students of another college. A single symbol, more broadly defined and with eventual disposition of the case clearly stated, should minimize the irregularities.

The student's responsibility is more clearly fixed in the new definition. This not only is desirable for the University's relations with its students but also is more economical and efficient than the present elaborate follow-up programs which some colleges use to determine what final grade should be assigned. The recommended definition has a "built in communicator"; the fact that the I will become F if the student takes no action should move him to make any claims he can, without expensive communications originating in the college office.

When the instructor can determine at the end of the quarter that the student has no adequate reason for not completing the work of the course, he may assign an F at once, eliminating the I to F steps. This variation in procedure, still in keeping with the basic policy definitions, is to encompass the typical practice in the Institute of Technology.

Item 4: W is more explicitly defined as a registration symbol, removing the ambiguity that it may be considered a grade submitted by an instructor. In every college registration procedures, including change of registration (cancellation), involve the student's adviser and sometimes the scholastic committee. An instructor may also play an important part in determining a cancellation, but in few colleges does he carry this responsibility alone. Cancellation is a change in registration, not an evaluation of a student's performance (the latter being the instructor's clear prerogative.)

Item 5: The symbol Z (meaning cancel with F) is here left out and the simple F is used. The confusion resulting from an additional and unique symbol more than outweighs the minor advantages of representing differently "F" and "cancel with F."

Item 11: Permanent grades are assigned in five categories, A, B, C, D, F. The averaging method, in which certain numerical values are assigned to each letter grade, should reflect this fact. Probably instructors spend more time determining whether to pass or fail a student (D or F grade) than on any other grade distinction, yet the present University grade average system (the honor point ratio) ranks the D and F identically. The proposal is to differentiate between F and D by assigning 0 to F, 1 to D; then 2 to C, 3 to B, and 4 to A.

As a reminder of the change, and also to substitute for the almost-unique-to-Minnesota "honor point ratio" a more generally used phrase, the "grade point average" is proposed as a better name for this summary statistic of each student's grades.

A preferred procedure is stated for calculating the grade point average when a student is permitted to repeat a course which he has already passed—corresponding to the method of calculation when an F course is repeated—but it is not made mandatory because of varying current practices in the several colleges.

Item 13: The only practical method of calculating average grades after a new system is adopted is to use the new system on all grades, no matter when earned. The committee assumes, however, that cases of hardship resulting from the new "devaluation of the F" will be sympathetically handled by college scholastic committees on an individual basis.

The Committee on Student Scholastic Standing is well aware of the many possible approaches to grading issues. On the one hand, the University teaches students but 3 months removed from high school and on the other hand students who themselves are teachers. Some colleges enlist most of their students from among 18 and 19 year olds experiencing their first responsibilities as college students; others admit a small number of highly selected and strongly motivated students with at least 2 or 3 years of college already behind them. One grading system must apply to them all, for we cannot, despite our diversity, define our terms differently in each of 14 colleges.

Members of the Committee, representing their own colleges and schools as well as the total University, have negotiated their differences over hours of conferences. When disagreements could not be reconciled, the grading definitions take into account the differences. The proposals, in the opinion of the Committee, represent the minimum agreements and definitions necessary for a satisfactory University grading system.

ROGER B. PAGE, Chairman

XII. NEW BUSINESS

XIII. NECROLOGY ALBERT CEDRIC ARNY 1877-1957

Albert Cedric Arny, born at Newport, Minnesota, November 4, 1877, died May 22, 1957. Retired since 1946, he had lived at home in St. Paul and because of his interest in world agriculture, he had traveled in Europe, Africa, Asia, South America, and Hawaii.

Professor Arny received a B.S. degree from the University of Minnesota in 1909 and an M.S. degree in 1918. He served as assistant professor of agronomy from 1909 to 1916 and as associate professor from 1916 until his retirement.

His research took him into the broad field of crop production. His studies included crop rotation, forage crops, flax improvement, and weed control and were reported in numerous bulletins and articles. He was interested also in the development of improved field research techniques. Two of his timely and important publications are *Variations in the Organic Reserves in Underground Parts of Five Perennial Weeds from Late April to November*

written in 1932 and *Experiments in Field Technic in Plot Tests* written in 1918 and 1919. He was a pioneer in pasture improvement and chemical weed control. Besides his many research activities, he taught courses in crop production in the College of Agriculture, Forestry, and Home Economics, and served as adviser for graduate students in agronomy, not only from the United States but from many foreign countries. He was influential in the development of crops judging contests through his chairmanship of the intercollegiate committee. He was a tireless worker who could frequently be found in the field early and late.

Professor Army was honored by election to Sigma Xi, Gamma Sigma Delta, and Alpha Zeta. He was made a Fellow of the American Society of Agronomy and an Honorary Premier Seed Grower of Minnesota. He had been a member of several standing committees of the American Society of Agronomy and served a term as vice president of the Flax Institute of the United States.

Professor Army will always be remembered for his intense interest in all plants—crops, flowers, trees and shrubs, and weeds.

CHARLES BIRD
1893-1957

Charles Bird, born in Birkenhead, England, on March 23, 1893, came to this country in his youth and received his B.A. degree from Springfield College. He served as a volunteer in the army of his adopted country during World War I and was in heavy combat, as a result of which he incurred a permanent and progressive deafness. He took his Ph.D. in psychology at Clark University in 1920 and was called directly to Minnesota's new Psychology Department, where he began his distinguished teaching career as an instructor in 1920. During his 37 years of teaching at Minnesota (assistant professor 1923-28, associate professor 1928-35, professor since 1935) he earned a reputation as one of the most brilliant of classroom teachers in the University. His scholarly thoroughness with regard to the content and organization of his lectures, as well as his scintillating classroom style made him a favorite among both graduate and undergraduate students. Students were amazed to observe that Professor Bird, perhaps identifying with his Clark adviser John Wallace Baird, lectured without notes except on rare occasions. He was equally at home in the large lecture sections of introductory psychology or in giving graduate courses in his own specialties of abnormal, political, and social psychology.

His careful and ingenious experimental work on the development of pecking behavior in chicks (done in the 1920's) is recognized as a classic empirical study on the problem of instinct. In recent years his empirical research was concentrated in the field of social psychology; he was an early participant in the recently formed interdisciplinary Laboratory for Research in Social Relations. Nevertheless, his great love was his teaching, and he considered himself primarily a teacher. His deep interest in the learning process was both scientific and practical, as shown by his widely used book, *Learning More by Effective Study* (written with his wife Dorothy, also a psychologist). His textbook on *Social Psychology* was one of the first texts in that field to lay stress upon the use of quantitative and experimental methods in studying social behavior.

Professor Bird was a member of the American Association for the Advancement of Science, the American Psychological Association, the Minnesota Academy of Science, Sigma Xi, the Minnesota Psychological Association, and the American Association of University Professors.

His death, January 22, 1957, brings to a close the long period of collaboration among the three men who, from the early twenties, established the basic strength of the Psychology Department in teaching and research. With his colleagues Professors Paterson and Elliott, the Minnesota traditions in psychology were firmly grounded and well dedicated. Countless students over the past 35 years will recall the excitement his teaching brought to his chosen field, and will join his colleagues and family in mourning the loss of a brilliant mentor, and a thoughtful friend.

DR. FRANK EARL BURCH
1876-1957

Dr. Frank Earl Burch was born in Menomonie, Wisconsin, March 27, 1876. He graduated from the University on Minnesota Medical School at the age of 21. He began the practice of general medicine in Glencoe, Minnesota, the following year, 1898. While at Glencoe, Dr. Burch was married to Katharine Jackson, who passed away in 1947. They had two children, Dr. Edward P. Burch of St. Paul, Minnesota, Katharine (Mrs. Glen Taylor) of California.

In 1904, Dr. Burch began his distinguished career as an ophthalmologist in St. Paul. At that time it was customary to combine the fields of ophthalmology and otolaryngology, but since his interest lay in the former, he limited his practice to ophthalmology. He devoted part of his time to teaching in the Medical School and in 1920 was made associate professor. At the death of Dr. William R. Murray in 1926 Dr. Burch was made clinical professor and head of the Department of Ophthalmology and Otolaryngology. In 1944, he was made professor emeritus.

During World War I, Dr. Burch was commissioned Major in the Medical Corps of the United States Army, serving at the Station Hospital at Camp Dodge, Iowa. There he became commanding officer of the hospital.

One evidence of the esteem in which he was held by his colleagues was the number of medical organizations which he served as president. Beginning with the Minnesota Academy of Ophthalmology and Otolaryngology in 1919, he was successively elected to the presidency of the Ramsey County Medical Society in 1920, the Minnesota Academy of Medicine in 1927 and the American Academy of Ophthalmology and Otolaryngology in 1936. He was also a member of the American Ophthalmological Society, and the Minnesota and American Medical Associations, as well as a Fellow of the American College of Surgeons. His fraternities were Phi Gamma Delta and Nu Sigma Nu.

Dr. Burch was known as a fine diagnostician, an excellent surgeon, and an able teacher. He was the author of numerous papers on all aspects of ophthalmology, both medical and surgical, the most quoted of which was his classical discussion of Marfaus Disease. He was much interested in the Minnesota Society for the Prevention of Blindness, for many years its "patron saint."

His many friends for several years have contributed to the Frank E. Burch Research Fund in Ophthalmology. This has grown to a sizable sum and with an additional amount now being contributed will provide, at the University of Minnesota Medical School, a "Frank E. Burch Professorship in Ophthalmology."

While an exceedingly hard worker, Dr. Burch was an ardent fisherman and an enthusiastic traveler. Since his retirement, he has spent most of the summer months at his beautiful cabin at Encampment Forest on the North Shore of Lake Superior, and the winters in California and in world travel.

It was while at his summer home that Dr. Burch was stricken; and quickly passed from us on July 1, 1957. Surviving are his son and daughter, to whom the sympathy of their father's friends goes out.

ERNEST B. PIERCE
1879-1957

Ernest B. Pierce was born August 20, 1879, in St. Paul, Minnesota.

In 1897 he was graduated from the Mechanic Arts High School of St. Paul. The following year he entered the Mankato Normal College but then changed to University of Minnesota and received his B.A. degree in 1904.

As a student at the University E. B. Pierce was a leader in campus activities, and had an outstanding athletic record, lettering in track and basketball. He played forward on the 1903-1904 national championship basketball team coached by Dr. Cooke.

Mr. Pierce taught in the District School of Blue Earth County in 1898; from 1898 to 1900 he was principal of High School of Boyd, Minnesota; and from 1902 to 1903 was manual training instructor and football and basketball coach in Mankato High School.

In 1903 E. B. Pierce accepted an assistantship in Registrar's office at the University of Minnesota and was appointed registrar in 1905. This year marks the beginning of Mr. Pierce's outstanding service to the University for 43 years.

Upon his graduation E. B. Pierce had become active in the newly formed Alumni Association and when in 1920 he was appointed the executive secretary of the Association he was well acquainted with alumni as well as with alumni work. He held the position until June 30, 1948, when he retired as Director of Alumni Relations Emeritus. On his retirement Mr. Pierce was honored at the Alumni Dinner when President Morrill presented him with the Builder of the Name Medal, making him the second person to receive this medal.

E. B. Pierce was one of the prime movers in the campaigns for the construction of the Memorial Stadium, the Northrop Memorial Auditorium, and the Coffman Memorial Union, and was secretary of the Greater University Corporation—an organization of alumni which assumed responsibility for the raising of funds for the three buildings.

He was one of the organizers and early officers of the "M" Club. He was a member of the Union Board of Governors from 1912 to 1948, and was president of the Board from 1916 to 1940.

When the Senate Committee on Intercollegiate Athletics was created in 1922 to replace the Athletic Board of Control, E. B. Pierce was appointed a member and became chairman of the Committee. He was also chairman of the Senate Committee on University Functions from 1918 to his retirement in 1948.

The last major project in which E. B. Pierce was actively interested was the establishment of the Greater University Fund, sponsored by the General Alumni Association, in 1947. He served as secretary of the Fund in 1947-48.

After his retirement Mr. Pierce continued his interest in the alumni work and was President of the Minnesota Alumni Club of Southern California.

Mr. Pierce died June 7, 1957.

JOSEPHINE ELIZABETH TILDEN
1869-1957

Josephine Elizabeth Tilden, professor emeritus of botany, was born in Davenport, Iowa on March 24, 1869. She received her pre-college education in the grade schools and Central High School in Minneapolis. From the University of Minnesota she received the B.S. degree in 1895 and the M.S. degree in 1897. Her academic appointments began in 1896 with an assistantship in botany followed by an instructorship in 1898. In 1903 she was promoted to an assistant professorship which she held until 1910 when she was appointed professor, an appointment which was continued until her retirement in 1937.

Professor Tilden was well known throughout the world for her teaching and research in phycology. Her book entitled *Minnesota Algae*, devoted to the blue-green algae (Myxophyceae), published in 1910 is still an important and widely-used technical reference book and stands as a tribute to the care she exercised in conducting this study. In 1895 she initiated her bibliography of publications on the algae. This culminated with her internationally distributed "Index algarum universalis" which was a catalogue of all

known references on algae. Her last large work was a volume, *The Algae and Their Life Relations*, with the significant dedication "To my students," published by the University of Minnesota Press in 1935 and 1937. This represents the first American effort to bring together in one volume a summary of the known characteristics of all the groups of marine and fresh-water algae. Her shorter research papers were devoted to studies on calcareous algae and the algae of Vancouver Island, of hot springs in Yellowstone Park, and of many regions of the Pacific Ocean.

Miss Tilden, along with Professor Conway MacMillan and other botanical colleagues, was largely responsible for the founding of the Minnesota Seaside Station at Port Renfrew, Vancouver Island, B.C. It is regrettable that this station, described in "Postelsia" in 1901 as the "youngest of the American marine biological stations," no longer exists. However, Miss Tilden and her colleagues contributed constructively to developing field instruction at Itasca State Park. In 1935, she led a group of 10 graduate students on what must be regarded as an extensive field trip since it occupied an academic year and involved travel through the Red Sea to Australia, New Zealand and northward via Pacific islands to Hawaii and San Francisco. This expedition, which had intensive algal collecting as a major assignment, was honored by having a point of Stewart Island, New Zealand named "Minnesota" in March, 1935.

In 1920, Professor Tilden served as a delegate to the First Pan-Pacific Scientific Congress in Honolulu. Subsequently she served in the same capacity for the Congresses held in 1923 in Melbourne and Sydney and in 1926 in Tokyo. Her representation in scientific societies included membership in the American Association for Advancement of Science, Society of Naturalists, Geographical Society, Botanical Society of America, Torrey Botanical Club, and the Florida Academy of Science.

After her retirement from the University Miss Tilden lived in Golden Bough, Hesperides, a community which she founded near Lake Wales, Florida. During this period she was at work on a proposed series of books varying in subject matter from a scholarly treatment of the seaweeds of the world to a simple personal account of successful arrangements for retired persons.

On May 15, 1957 she died after a year's illness at her home in Florida which she called "Ia Ora Na," Tahitian for friendliness. Her devoted service to phycology was particularly stimulated by Professor Conway MacMillan, founder of the present department, and the late Professor J. Arthur Harris. Their stimulation, in a sense, was carried to succeeding generations of students through Miss Tilden's service as a considerate teacher who invariably communicated much of her great personal enthusiasm for her subject.

THE UNIVERSITY SENATE

DOCKET SUPPLEMENT - NOVEMBER 7, 1957

REPORT OF THE COMMITTEE ON PRINTING AND PUBLICATIONS

Reported for Information

SS Hutch

The Senate Committee on Printing and Publications has authorized and recommends the use of the Minnesota Statehood Centennial Symbol on University printed publications and programs, as well as on letters that are either multilithed, printed, or offset, providing that these will be used beginning now and before January 1, 1959. The cooperation of all units of the University will be appreciated.

Harold B. Swanson, Chairman

REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

Reported for Information

Student

Report on the Implementation of the 1956 Senate Policy on Speakers Brought to the Campus by Student Organizations: See mimeographed material distributed by the committee to Senate members supplementary to the docket.

REQUIREMENTS FOR QUORUM, FOR CHANGE IN BY-LAWS AND FOR CHANGE IN CONSTITUTION

Reported for Information

The 1957 membership of the Senate totals 152 including 114 elected members and 38 exofficio members (30 Administrative Committee members and 8 Faculty Consultative Committee members). For a quorum, a majority of the membership (~~76~~) must be present.

77

For a change in By-Law, a majority vote of all members of the Senate is required. Accordingly for the change in By-Law proposed by the Committee on Business and Rules to pass, it must be approved by ~~76~~ or more members.

77

If a change in the constitution is proposed, approval by two-thirds of the Senate membership (102) would be required.

T. E. Pettengill, Clerk of the Senate

Note to President Morrill: This will be the first meeting for Mayo Foundation representatives. Dr. Vischer asked that I bring this to your attention, thinking that you may wish to say something about this at the meeting. Victor Johnson, R. D. Pruitt, and W. H. ReMine are planning to be present. The other Mayo representative, C. F. Code, had a prior commitment and will not be there

Dr. Vischer 11-57

UNIVERSITY OF MINNESOTA
Senate Committee on Student Affairs

November 4, 1957

MEMORANDUM

TO: Members, University Senate

FROM: Prof. William Howell, Chairman, Senate Committee on Student Affairs

The 1956 Policy on Speakers Brought to the Campus by Student Organizations called for an annual report to the Senate Committee on Student Affairs by the Office of the Dean of Students concerning implementation of the policy.

The attached report by Dean of Students, E. G. Williamson was received by the Senate Committee on Student Affairs on November 1, 1957, and is being sent to members of the University Senate as an item for information on the Supplemental Docket for the Senate meeting of November 7, 1957.

UNIVERSITY OF MINNESOTA
Office of the Dean of Students

October 28, 1957

MEMORANDUM

TO: Senate Committee on Student Affairs
FROM: E. G. Williamson, Dean of Students

At its June, 1956 meeting the Senate of the University adopted a revision of the policy concerned with the long established practice of inviting to students' meetings speakers not employed within the University. This adoption was the culmination of several years of intensive study of practices and policies, on this and other campuses, by the Senate Committee on Student Affairs (students and faculty), and the Office of the Dean of Students.

The adopted revision of policy now reads as follows:

"The Senate Committee on Student Affairs maintains that an essential part of the education of each student is the availability of diverse viewpoints expressed by speakers engaged by student organizations. To limit opportunities to hear various viewpoints would be inconsistent with the educational responsibility of the University. A necessary complement to the classroom is the opportunity to review and discuss opinions of speakers representing varying attitudes concerning human affairs.

The committee believes that all departments of the University, including the Senate Committee on Student Affairs, should seek to encourage and assist student organizations in furthering opportunities to hear the widest range of viewpoints held and advocated regarding issues that divide our society.

Consistent with the 1946 Basic Policy Concerning Student Organizations and Their Activities, the following policy is recommended:

1. Recognizing that the responsibility for administering policies, regulations, and for general supervision over student activities has been assigned by the central administration to the Office of the Dean of Students, student organizations, in

planning an event involving an off-campus speaker, shall consult with and inform the Student Activities Bureau of the name and qualifications of the speaker, the subject of his remarks, and the time, date, place, and nature of the meeting. In each case a request for approval should be made a minimum of three working days prior to the event.

2. In the event of a decision adverse to the request of the organization for approval of the program planned, submitted in accordance with No. 1 above, the Dean of Students shall promptly inform the Senate Committee on Student Affairs which will meet as quickly as possible in a public hearing to uphold or reverse the decision.
3. Further, when such a decision is upheld or reversed by the Senate Committee on Student Affairs, its decision may be appealed in accordance with the established appeal procedure.
4. The Office of the Dean of Students will report annually to the Senate Committee on Student Affairs concerning the implementation of this policy, including a summary of off-campus speaker activity with a description of the procedures used and the problems encountered in administering this policy. Upon request the Senate Committee on Student Affairs may serve as a consultative body for the Office of the Dean of Students on any problems involved in the application of the policy at any time during the year.
5. The principles embodied in the preamble shall serve as a guide in the application of this policy. These principles imply that approval should be withheld from a speaker only if it can be clearly judged his presentation would serve no educational purpose or if the presentation would violate the laws of the State of Minnesota or of the United States.
6. The Senate Committee on Student Affairs recommends that the President authorize the Dean of Students to adopt the procedures outlined in Nos. 2, 4, and 5 above."

Before describing the procedures used in securing compliance with this policy, I wish to comment briefly on the context in which the present policy was developed.

First let me state that the so-called "Speaker problem" existed among students long before the present policy came into effect. It has for some time played an important part in considerations of the issue of freedom of thought in University life. And for many decades the University

of Minnesota has maintained what Guy Stanton Ford described as "free enterprise in the production and exchange of ideas." During these same decades, some critics have repeatedly advocated instruction of our students in a prescribed "right" set of political, social, economic, and philosophical views. In answer to these critics the University has repeatedly affirmed the principle of freedom of inquiry as basic to political democracy and human progress, and has supported the productive clash of ideas and ideals as the way most likely to aid students to identify those which are sound and deserving of their acceptance. The University has also asserted that its fundamental educational purposes--the instruction of youth, the advancement of learning, and the search for truth--can rest on no other cornerstone than responsible freedom of teaching and learning.

Indeed administration, faculty and students would give vigorous assent to MacIver's definition of the vital contributions of a free university to our democratic way of life:

" . . . the example of open-mindedness, the substitution of reason for passion in the treatment of controversial issues, the spirit of fair play that listens to the arguments on all sides of a case, seeks to discover and to interpret the evidence instead of rushing to conclusions, and thus to understanding and wiser decisions on matters where the miscalculations of prejudice may have grievous costs."¹

As a result of years of experience in responsible and "free" education of youth, President Ford's concept of free enterprise in ideas for the attainment of educational goals has been a clear guidepost for professors in the formal classroom. However, some citizens suppose that this is

¹Robert M. MacIver, Academic Freedom in Our Time, New York, Columbia Press, 1955, p. 17

the end of the matter--that outside the classroom, in the area known as the extracurriculum, this particular rule of unfettered inquiry does not apply. Out of such a point of view comes some, but not all, of the controversy over speakers brought to the campus by student organizations.

Opponents of the extension to the extracurriculum of freedom of inquiry directed toward educational objectives argue in general in two opposite directions. Some contend that freedom of thought and expression in student activities may sometimes be a dangerous thing, and that some form of "thought control" is therefore necessary. These persons declare that the immature student may be corrupted or exploited to advantage by malicious outsiders bent on furthering causes often aimed at subversion of the social order. Others claim that the extracurriculum is no affair of the University's whatsoever; that students' non-classroom activities are their own business and therefore lie outside the purview of the University administration. There are some in this group who support a view that the campus should be an unsupervised Hyde Park for all who wish to address students, whatever their cause. Moreover, some of these advocates feel that students should be "allowed to invite whomever they wish to appear before them, provided only that space is available and that what is ordinarily thought to be good order is maintained."²

While conceding elements of truth in both these viewpoints, I cannot fully subscribe to either. Instead, I believe that the key educational principle, freedom of inquiry, means that students are free to direct their activities, in their role as students, toward educational objections--the instruction of youth, the advancement of learning, and the search for truth. I adhere to this position because I believe it to be

²Senate Committee on Student Affairs, Minority Report, March 2, 1956

underwritten in the University's special nature as an educational enterprise. The University can, I believe, adopt neither the neutralist nor the despotic role concerning freedom of inquiry, without violating the public trust of its charter from the people to provide effective educational leadership for the youth of the state.

The Office of the Dean of Students has lent its wholehearted support to the present speaker policy, which maintains that "an essential part of the education of each student is the availability of diverse viewpoints expressed by speakers engaged by student organizations." And we qualify this declaration by the proviso "that approval should be withheld from a speaker only if it can be clearly judged his presentation would serve no educational purposes. . ." I believe that the policy thus unites two vital premises of education in Western culture, freedom of inquiry and direction toward educational goals, as best befits the purposes of our University.

I believe further that there are valuable citizenship lessons to be learned, through the extracurriculum, in the application of the speaker policy. For this policy has also been assailed on the ground that it somehow represents an abridgement of the rights of the student as a citizen. With this accusation I again take issue. I believe with Dean Virginia Gildersleeve that a student's rights as a citizen are in no way impaired by such policies; instead, his rights as a student, apart from his political and citizenship rights, are simply defined in terms of the education he is given the opportunity to achieve.³ That is, his is a student's right

³Virginia C. Gildersleeve, "The Abuse of Democracy," The Saturday Review, Vol. 39, No. 47, p. 36, November 24, 1956.

to the best education the University is able to provide.

Through acquiring the status of a student, an individual moves into a new kind of community in which he enjoys additional rights and responsibilities. And in this new context, as in his relations with the state, the student submerges a portion of his extreme individualism to obtain the benefits resident in membership in the University community. This latter point has long been dominant in American democracy, and our first president, Washington, said that "Individuals entering into a society must give up a share of their liberty to preserve the rest."

The boundaries of freedom for any individual are, in part, set for him by the community in proportion to the responsibility he voluntarily assumes. Here I share in the opinion of President Buell Gallagher that the task of the university and college is "one of making sure that... those who learn are never permitted the erroneous luxury of irresponsible decision." Learning through profiting from mistakes is not to be confused with irresponsibility in the exercise of rights. This exposition poses a problem which must be thoughtfully handled--where to draw the boundaries of freedom and authority. Who determines where these boundaries shall be placed? In the present case the answer is found in the very processes by which the earlier policy was recast to give more responsible authority to students in the application of that policy. And this instance illustrates our University's educative use of the extracurriculum. It is clear that it is not "the administration" acting in a capricious and repressive manner that determines who shall speak before student groups. Rather is there provided an orderly and responsible manner of participation by students, faculty and administration in decisions concerning the

potential educational good to be achieved through any and all student activities.

One of the great dimensions of our University is its established practice of encouraging students to participate democratically in defining their place in our University community. I believe that our University is committed, by the defined nature of its societal mission, to the progressive and orderly sharing of its educational leadership with responsible students as they increase in knowledge and in sense of personal and social responsibility on and off campus. Through such a policy students forge new freedoms by the responsible exercise of responsibilities and privileges already won. And successive generations of student leaders have indeed gained confidence of the faculty and administration in redefining and extending the boundaries of their freedom.

It is in this connection that our staff enters the picture, because freedoms are sometimes ~~not~~ self-maintaining. In this case, freedom to learn, in and of itself, is not always exploited by students for effective learning. That is, as is true in the case of learning through classroom, laboratory and library, students are often aided in their learning through the extracurriculum by means of consultation with faculty advisers and with the staff of the Activities Bureau. This is true because students vary widely in their stages of maturity of learning efforts and methods, and teachers of several types may help them add to their maturity. Moreover, in the case of activities used for purposes of learning, some responsible persons, I believe, need to view the many separate and partial projects of the several hundred student organizations from the perspective of the whole institution and its varied interests and relationships, internal as well as external. And often our staff needs to assist student

leaders in the orderly development of programs and activities in ways that are appropriate to a university.

The Bureau staff fits into the speaker approval picture because of the two functions assigned it by the central administration: general supervision over organized student affairs, and responsibility for helping students utilize their activities for educational gains. In discharging the former function the staff has exercised its office in a way designed to teach the vital citizenship lesson of coming to terms with responsible and responsive authority. Its policy has been and will continue to be the development of effective group membership and teamwork enterprises. In its latter role, the staff encourages students to meet, organize, speak and listen, and participate in activities with social, political, religious, and recreational purposes.

This educational approach applies to the utilization of speakers as well as elsewhere. Here too, administrative authority and responsibility are employed in a teaching manner. In performing the required review of a proposed program involving a non-University speaker, we approach a student organization's request, not with a view to finding reasons for disapproving the activity, but with the intent of assisting students to frame their topics and conduct their discussions so as to achieve the maximum amount of educational benefit possible in a given situation. This we see as an application of the teaching task of the University. One aspect of our viewpoint in this matter can perhaps best be summed up by quoting from a letter written in 1932 by former president of the University, Lotus D. Coffman:

"It is a fact that seldom does anyone appear on campus for a public address that the University is not criticized for letting him come.

If he favors private control of public utilities that brings one type of criticism; if he favors public control of public utilities, that brings another type of criticism. No matter what he favors, the University receives a certain amount of condemnation; yet, the University would cease to be a university of any value whatsoever the very instant that it failed to permit men to discuss these matters."

This declaration of principle has set the tone for our discharge of the obligation to administer this policy on our campus. That obligation itself was formalized in 1936 by an administrative policy which provided that "There is at present an understanding in the President's Office that the names of all local speakers are to be approved in the Office of the Dean of Student Affairs before arrangements are completed for bringing them here and that all speakers brought from outside (probably outside the state) should be approved by the President and invited by him as guests of the University."⁴ The administration of this policy has tended toward a liberal interpretation of its educational significance. In fact, since 1941, the 1936 directive has seldom been used as authority to approve or disapprove a request to invite a speaker, but rather as a guide to finding an acceptable way for speakers to be brought to the campus. Not only has our staff worked conscientiously to assist organizations to present a wide variety of educational speakers, but it also began voluntarily taking controversial cases before the Senate Committee on Student Affairs for review long before this practice was required by the new policy.

In short, our orientation to the administration of the speaker policy is grounded in a philosophy of education which appraises organized student activities as an integral part of the University's total educational program. As a part of that program, presentations of viewpoints by non-

⁴Senate Committee on Student Affairs, Minutes of the January 9, 1936 meeting.

University speakers fall under the principle which applies throughout the University, that is, free enterprise in the production and exchange of ideas for the furtherance of educational purposes. The extracurriculum makes a unique and additive contribution to that of the classroom, library, and laboratory through the offerings of these speakers, who can be viewed as extra-teachers. Thus each program stands on its merit as an event of an educational character designed to stimulate students to understand some aspect of life as it confronts a citizen in our democracy.

In reviewing students' programs and activities, involving the use of speakers, we follow these procedures:

The student completes a program form, including a request for a speaker.

A staff member, with the student, reviews the program, including the speaker's topic, place to be held, financial arrangements, audience, and publicity.

Upon completion of the review, the advisor takes the program request to the Director of the Student Activities Bureau, usually with a recommendation.

The director promptly delivers the request to the Dean of Students, who has been assigned responsibility for administration of this policy.

The Dean of Students acts upon the request.

The student is notified, by mail or by phone, of the action taken, and if the program has been approved, he may then proceed to make final arrangements for facilities and publicity.

The new speaker regulation adopted in 1956 calls for a review by the Senate Committee on Student Affairs of those administrative decisions which may seem to limit freedom, thus adding a public guarantee of fair

play to the approval process. Short of having no rule whatsoever, I do not see how we could have a more democratic, responsible, and widespread administration of so important an area of University affairs. And I do not believe that insistence upon educational emphasis in program content of students' affairs stifles freedom within the educational context of our University.

To be sure, we need to be ever alert to the possibility that the cost of membership in a group could in some circumstances be such as to crush individuality, and such a cost would be self-defeating from the perspective of Western democracy. But we find no evidence that the individuality of Minnesota students is curtailed by these procedures. And the record of last year's speaker activity, and indeed of previous years, substantiates these conclusions. As is shown in the appended table, students had rich opportunities to hear and critically appraise the viewpoints of many speakers in diverse fields of experiences. Of the 184 requests for speakers received in 1956-57 from religious, special interest, governing, fraternal, recognition, and honorary groups, all were approved; not one request was denied. As has been true for many years, religious organizations of students have brought to the campus the largest number of speakers. Contrary to some impressions created by isolated incidents, political groups rank second or third in the frequency of requests for this type of campus program.

The desirable educational effects of the policy is, we believe, more than adequately reflected in this log of its application in organized student affairs.

University of Minnesota

NUMBER AND PERCENTAGES* OF NON-UNIVERSITY SPEAKERS
 BROUGHT BY STUDENT ORGANIZATIONS
 1950-51 to 1956-57

Type of Student Organization	1950-51			1951-52			1952-53			1953-54		
	No. Orgs.	No. Speakers	%	No. Orgs.	No. Speakers	%	No. Orgs.	No. Speakers	%	No. Orgs.	No. Speakers	%
Governing Boards	37	5	3.7	39	3	1.9	38	2	1.2	38	9	5.0
Publications	6			7			6			6		
Academic Fraternities & Sororities	57			57			57			57		
Professional Fraterni- ties & Sororities	43			42			41	1	.6	40	3	1.7
Residential Organiza- tions	28			28	1	.7	27			10	1	.6
Cooperatives	8			8			8			7		
Religious & Interfaith Groups	30	61	45.2	32	90	59.6	31	110	67.5	33	115	64.2
Recognition & Honorary Leadership	6			6			6			6		
Scholarship	31			33	1	.7	31			29		
Student-Faculty	14			15			15			15	3	1.7
Special Interest Groups												
Dept. & Professional	69	26	19.3	70	17	11.2	67	10	6.2	63	21	11.7
Language & Cultural	13	16	11.8	13	1	.7	14	3	4.9	15	15	8.4
Music and Fine Arts	8			9			6			7		
Political & Social	20	27	20.0	22	37	24.5	26	32	19.6	20	11	6.1
Recreational & Hobby	19			19	1	.7	16			12	1	.6
Social Service	11			11			10			7		
Other	54			54			54			14		
TOTALS	454	135	100.	465	151	100.0	453	163	100.0	379	179	100.

*The percentage column indicates the percent of total speaker requests made by a particular type of group.
 The number of organizations is as of July 1 each year.

University of Minnesota

NUMBER AND PERCENTAGES* OF NON-UNIVERSITY SPEAKERS
BROUGHT BY STUDENT ORGANIZATIONS

1950-51 to 1956-57 con'td

Type of Student Organization:	1954-55			1955-56			1956-57		
	No. Orgs.	No. Speakers	%	No. Orgs.	No. Speakers	%	No. Orgs.	No. Speakers	%
Governing Boards	37	16	8.4	39	43	19.4	39	10	5.4
Publications	5			5			4		
Academic Fraternities & Sororities	57			58			58		
Professional Fraterni- ties & Sororities	31			32			43		
Residential Organiza- tions	11	20	10.6	9	3	1.4	9	7	3.8
Cooperatives	7			7	7	3.2	7		
Religious & Interfaith Groups	35	85	44.7	33	84	37.8	32	102	55.4
Recognition & Honorary Leadership	6			6			6		
Scholarship	28	1	.5	26	1	.4	27	1	.6
Special Interest Groups									
Dept. & Professional	71	32	16.8	72	37	16.7	70	20	10.8
Language & Cultural	17	14	7.3	16	23	10.4	17	12	6.6
Political & Social	5	16	8.4	3	22	9.9	7	32	17.4
Music & Fine Arts	3			2			3		
Recreational & Hobby	11	4	2.2	11	1	.4	10		
Social Service	7			7			8		
Other	15			14			0		
TOTALS	346	190	100.0	340	222	100.0	340	184	100.0