

SENATE MEETING

THURSDAY, FEBRUARY 6, 1958

3:30 P.M.

MURPHY HALL AUDITORIUM

The membership of the Senate totals 151 including 113 elected members and 38 ex officio members (30 Administrative Committee and 8 Faculty Consultative Committee). For a quorum, a majority of the membership (76) must be present.

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

February 6, 1958

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

I. MINUTES OF DECEMBER 12 and 18, 1957 Reported for action

II. SENATE COMMITTEES FOR 1957-58 Reported for Information

The President reports the following:

Intercollegiate Athletics: Max O. Schultz designated as Vice Chairman.

III. NON-SENATE COMMITTEES AND BOARDS FOR 1957-58 Reported for Information

The President reports an appointment as follows:

Industrial Safety, All-University Committee on: Stanley M. Block to replace William G. Shepherd.

IV. REPORT OF THE ADMINISTRATIVE COMMITTEE Reported for Information

1. *Development and Interrelationships of the East and West River Areas of the Minneapolis Campus*. A joint meeting of the Administrative Committee and the Faculty Consultative Committee on December 18, 1957, considered development of the Minneapolis Campus. In convening the meeting, the President commented on the problems of communication involved in planning the necessary physical facilities for the large number of students expected in the next 10 to 15 years or more. He referred to the precepts on which the decision to extend the campus into the west river area are based and gave background data on student numbers, traffic, and housing needs. He explained the importance of an explicit determination of plans and referred to the educational considerations which were placed before a special committee for study. This was the committee of which Vice President Willey was chairman. The Regents, the President said, were informed of the studies under way and the ideas emerging, as was the Faculty Consultative Committee.

A definite comprehensive plan and program will be required in advance of the meeting of the Legislative Interim Commission on State Buildings in February. The plan is relevant also to discussion of the University program with the Legislative Interim Commission on Higher Education, January 10, 1958. Questions put before the west river area development committee were such as: What are the plans for specific colleges and departments? What should the general University plant be by the year 1970? What means of adjustment should be resorted to when considerations of priority and expediency arise? What continuing or immediate procedures should be invoked for assistance with explicit new questions?

The President then asked Vice President Willey to present the written report of the Committee. Professor Winston A. Close, advisory architect, was called on for visual presentation of projected campus plans. Discussion followed.

Dean Cook described the importance of association of the College of Education with the College of Science, Literature, and the Arts, and asked that careful attention be given to keeping Education close to S.L.A. Dean McDiarmid commented on the use of essentially all S.L.A. courses by College of Education students and emphasized some of the difficulties that will have to be dealt with as the campus grows. Librarian Stanford emphasized the importance of making library facilities available where the students are working and commented on the probable need for library facilities at the west end of the campus bridge. In further comment on library needs by Dean Blegen and the President it was indicated that the library faces **major changes**. Its problems may not be solved by any single plan for campus expansion. It was agreed that the report leaves the way open to further study of library needs. The study committee, it was stated, had recognized that there are many unanswered questions relative to the expansion and that inconveniences will unavoidably arise, particularly transitional inconveniences. One problem is how to minimize those and at the same time facilitate the instructional activities.

Questions were asked by members of the Consultative Committee concerning the economic commitments made to the west side development and the probable timetable for building and moving. The President responded to these questions and added that the designation of buildings for the initial request is of extreme importance, although the total development will encompass approximately six bienniums. There was discussion of the time required for the building of a new bridge across the river. Present expectations are for possible 1961 completion.

Further comment indicated general agreement with the plan and recognition that any program will involve a great many variables, some of which have yet to be formalized and interrelated. Clearly no particular classrooms or offices can or should be identified in the initial plan. The Minneapolis Campus must expand, and the consensus was that that expansion must be to the westward according to the most imaginative thinking that the staff can bring to bear.

It was moved, seconded, and voted unanimously that the Administrative Committee go on record as approving the general plan presented.

R. E. SUMMERS, Secretary

(There will be a pause in the proceedings to permit the seating of the non-Senate members of the Committee on Education, the Committee on Intercollegiate Athletics, and the Committee on Student Scholastic Standing for the discussion of the reports of these committees.)

V. REPORT OF THE COMMITTEE ON EDUCATION Reported for Information

1. Pursuant to the action of the Senate on November 7, 1957, the Committee on Education wishes to report the appointment of the following Subcommittee on University Curriculum: Professor Frank Verbrugge, Department of Physics, *chairman*; Professor Ronald I. Beasley, School of Forestry; Professor Robert H. Beck, College of Education; Professor Kenneth E. Clark, Department of Psychology; Professor E. Adamson Hoebel, Department of Anthropology; Professor Herman Ramras, Department of Germanic Languages; and Professor Arthur E. Smith, Department of Art, Duluth Branch.

2. Pursuant to the resolution adopted by the Senate on December 18, 1957, the Committee on Education wishes to report the appointment of the following Subcommittee on the Educational Implications of Campus Physical Expansion: Professor William G. Shepherd, Department of Electrical Engineering, *chairman*; Professor William S. Dugan, College of Education; Professor Walter Heller, Department of Economics; Professor William S. Howell, Department of Speech and Theater Arts; Professor Charles H. McLaughlin, Department of Political Science; Mr. Leon Reisman, General College; Professor Ernest Rinke, Department of Agronomy and Plant Genetics; Professor George M. Schwartz, Department of Geology; Professor Edward B. Stanford, Director of Libraries; and Mr. Wayne Anderson, secretary, All-University Congress (student member).

3. At the invitation of President Morrill, the Committee on Education has designated a subcommittee of three members to sit with the Advisory Committee on the development of the West River Area. The members so

designated are: Professor Lloyd M. Short; Professor W. G. Shepherd; and Professor W. E. Dugan (to serve during the winter quarter of 1958 in the absence of Professor C. G. Wrenn).

LLOYD M. SHORT, Acting Chairman

VI. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

1. Reported for Action

1. *Withdrawal from the Western Intercollegiate Hockey League (WIHL).* In 1951-52 Colorado College, Michigan College of Mining and Technology, the Universities of Denver, North Dakota, Michigan, and Minnesota and Michigan State College formed the WIHL in an attempt to achieve some uniformity of regulations and thus to reconcile some of the major differences in standards of eligibility and playing rules among these schools which are members of five different conferences. Last fall the faculty representatives, athletic directors and hockey coaches from the three Big Ten members of the WIHL met informally to discuss problems of hockey competition.

It has become evident that successive attempts by the representatives of the Big Ten schools, at WIHL meetings, to procure adoption of regulations compatible with existing rules of the Big Ten, particularly with respect to such matters as age of foreign athletes and professionalism, have been completely unsuccessful. There are indications that Ohio State University, and possibly the Universities of Illinois and Wisconsin, are interested in establishing intercollegiate hockey programs but that they are not inclined to join the WIHL in which each member is required to schedule at least two games a year with every other member. There is general agreement among the Big Ten members of the WIHL that development of a hockey program within the Big Ten is desirable, that continued membership in the WIHL is not conducive to this end, and that since the WIHL is not achieving the objectives which its Big Ten members had hoped it would accomplish, continued membership is undesirable.

Your Senate Committee on Intercollegiate Athletics has fully discussed the implications of a withdrawal from the WIHL at two different meetings. The Committee voted for withdrawal from the WIHL and instructed the faculty representative to notify the secretary of the WIHL, in accordance with its constitutional provisions, that the University of Minnesota was withdrawing from the League.

Similar action was taken by the athletic committees at Michigan State University and at the University of Michigan. Thereafter, on January 6, 1958, the faculty representatives of the three Universities each sent the required notice to the WIHL secretary. The result will be that 6 months from the date our notice was received the University of Minnesota will no longer be a member of the Western Intercollegiate Hockey League and will be free thereafter to schedule such teams as it chooses for hockey competition.

The committee recommends that this action be approved.

2. *Conference Legislation Under the White Resolution Procedure.* At the Big Ten Conference meetings in Chicago on December 12, 13, and 14, 1957, the following actions were taken which come under White Resolution procedure by which, if any Conference institution objects to the action and gives notice thereof within 60 days, the matter must be reconsidered and voted upon again at the next Conference meeting:

a. It was voted to amend Eligibility Rule 5, Section 3, so as to preclude a student's eligibility to participate in intercollegiate athletics after he has been in residence 8 semesters or 12 quarters. This action reduces the eligibility period from the previously permitted 10 semesters or 15 quarters. The asserted purpose of the action was to curtail the so-called "red shirting" or "stockpiling" of athletes by persuading them to refrain from competition for 1 year and thus to postpone their date of graduation and to extend the period of eligibility.

Recommendation: That the University of Minnesota file objection to the amendment.

b. It was voted to amend Eligibility Rule 7, Section 4(b) (1)—the financial aid rule—so as to change the dates for making tenders of financial aid from June 1 and November 15 to May 1 and December 1 respectively. The action is not one of substantial consequence.

Recommendation: That no objection be filed.

c. It was voted to amend Eligibility Rule 3, Section 3—dealing with the dates on which an athlete who receives or removes a scholastic delinquency loses or regains eligibility—so as to give each institution an option to elect for both purposes, either the last day of the term or the first day of the succeeding term.

There appears to be no objection to this action permitting an election.

Recommendation: That no objection be filed.

(Assuming the new action stands, there is a question as to which election the University of Minnesota should make. Your Committee will present its recommendation to the Senate at a later meeting this year.)

d. It was voted to amend General Regulation II, Section 3(a) (7) so as to permit the playing of 10 football games during the presently defined season instead of the 9 games now permitted. This action means that the 10th game, if played, will have to be scheduled on the Saturday preceding the present opening game, since the action does not extend the existing playing season.

Recommendation: That no objection be filed, with the understanding that the Senate Committee on Intercollegiate Athletics will not approve the scheduling of home games for dates prior to the Saturday before the beginning of classes.

2. Reported for Information

1. Approved Schedules:

Track, Spring 1958		
Feb.	1	Northwestern
Feb.	8	Iowa State
Mar.	1	Wisconsin—Madison
Mar.	7-8	Conference—Illinois
Mar.	29	Texas Relays or Florida Relays
Apr.	19	Kansas Relays—Lawrence
Apr.	25-26	Drake Relays—Des Moines
May	3	Iowa State—Ames
May	10	Iowa
May	17	Northwestern—Evanston
May	24	Wisconsin
May	30-31	Conference—Purdue
		Central Intercollegiate
		NCAA—Berkeley
		Big 10—Pacific Coast
Cross Country, Fall 1958		
Oct.	4	Drake—Minneapolis
Oct.	11	Wisconsin—Madison
Oct.	18	Marquette—Minneapolis
Oct.	25	South Dakota State—Brookings
Nov.	1	Iowa State—Ames
Nov.	8	Iowa—Minneapolis
Nov.	14	Conference—Chicago
Nov.	24	National Collegiate—Lansing

2. The 1958 schedules for baseball, tennis, and golf will be reported when they have been finalized.

M. O. SCHULTZE, Vice Chairman

VII. REPORT OF THE COMMITTEE ON STUDENT SCHOLASTIC STANDING

Reported for action

A procedure whereby students take special examinations to show proficiency in a field or to earn credit is becoming a matter of increased concern. Such examinations serve three chief purposes:

1. For a student transferring from a nonaccredited institution, the examinations serve to validate the quality of his work for acceptance by the University.
2. For an accelerating student who wishes to shorten his undergraduate years, they are a means for earning additional credit along the way.
3. For a student who may have no special interest in acceleration, they are nevertheless a means by which he can show proficiency in elementary material and hence be permitted to enter advanced courses for greater enrichment.

With increasing enrollment at the University, including more students who transfer from other institutions, and with the growing emphasis upon challenging superior students to take advanced work equal to their powers, the use of such examinations should increase in the future. Students who study and prepare on their own learn habits of self-discipline and independent reading which will prove especially valuable after they leave formal education. Since such methods of study are more useful in postcollege life than many of the habits associated with formal teacher-directed class, they should be encouraged by the University for their own sake as well as for the reasons noted above.

It is important that procedures be worked out which are simple in operation, will protect the University's educational standards, and will be reasonably uniform throughout the University. The following regulations and procedures for handling special examinations, which summarize and systematize practices now current in many colleges of the University, are proposed for these purposes.

Two Types of Examinations

There shall be examinations for two purposes, to show proficiency and to earn credit. Examinations given at admission to earn advanced standing are considered the same as examinations to earn credit.

Examinations for proficiency require no fee and yield no credit or grade. They may be taken at any time and, if the student's work is of passing quality, a notation shall be made on his blueprint saying "Course X satisfied by proficiency examination."

Examinations for credit shall be without fee if taken during the student's first quarter in residence or the first quarter after an absence of a year or more. Otherwise a fee of \$5 shall be charged. In either case, the credit by examination shall not count as residence credit.

A student must do C quality work on the examination to earn credit and a notation shall be placed on the blueprint showing the course and credits earned. The Student Scholastic Standing Committee of the student's college shall determine whether or not a grade is to be assigned, beyond the notation of credits earned. If the Committee directs that a grade is to be assigned, it shall count in the grade point average. If the student should fail to do C quality work on the examination, no notation shall be made on the record. By this arrangement, a student is encouraged to take the examination without fear that a poor performance, in the somewhat unstructured demands of independent study and examination, would stand against him.

The "examination" administered by a department may be a typical final exam, an oral test, written papers or projects, or any other combination of work which will satisfy the examiners that the student has adequately achieved the values of the course.

Procedure for Handling Examinations

1. The student shall pick up a Special Examination Form from the Scholastic Committee of his own college. Presumably his college office will check to see whether the student's plans are reasonable.

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2. The student will take this form to the proper department for an opinion on the wisdom of his taking the examination.
3. If a fee is indicated, the student will take the form to the Recorder's Office, pay the \$5 and obtain a receipt.
4. If the department has agreed to the examination, it will fix a date and administer the examination according to its own procedures.
5. The instructor will report the results on the Special Examination Form to the Recorder, the student's college office, and the department offering the examination.

Clearance by Senate Committee on Education and University Fees Committee

This report has been submitted to the Senate Committee on Education, because there was a possibility of a jurisdictional question as to where such a report should originate, and to the University Fees Committee, because of a minor change from present practice with respect to the assignment of fees for special examination. In the former instance, no jurisdictional question was believed to exist; in the latter instance, the change was approved.

ROGER B. PAGE, Chairman

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

VIII. NEW BUSINESS

IX. NECROLOGY

FREDERICK L. PFEIFFER

1897-1957

Frederick L. Pfeiffer, associate professor of German, died suddenly during the night of May 30 in his home at 838 23rd Ave. S. E., Minneapolis.

Professor Pfeiffer was born June 18, 1897, in Guatemala but received most of his schooling in Europe. He attended Gymnasium in Darmstadt and Frankfurt, Germany, and in 1923 obtained the Ph.D. degree from the University of Zürich, Switzerland. He had devoted himself principally to philosophical studies, writing his dissertation on the 19th-century Austrian philosopher Bolzano.

In 1923 he accepted a teaching position in German at Breatly School, New York, to move on to Bryn Mawr College in 1924 and the next year to New York University. In 1929 he received a call as assistant professor to Minnesota.

Among his colleagues and his students Professor Pfeiffer was known as a man of immense erudition. Devoted to an almost ascetic ideal of scholarship he was constantly engaged in detailed and penetrating analysis of the German Romantic movement and of the genetic relationship to it of German literature of the 19th and 20th centuries. His students, and occasionally colleagues, had the opportunity of hearing him present closely reasoned and original contributions to the interpretation of German romantic poets and Thomas Mann. His death in the prime of his intellectual powers is a severe loss to the department.

Professor Pfeiffer is survived by his widow Alice Pfeiffer, a married daughter, and three grandchildren.

THOMAS D. SPEIDEL

1908-1957

The many confreres of Thomas D. Speidel, professor and head of the Division of Orthodontics, School of Dentistry, University of Minnesota, were shocked to hear of his sudden death on November 30, 1957.

Dr. Speidel—Tom, to his close friends—was born on February 19, 1908, at Iowa City, Iowa. Upon completing his secondary education in the Iowa City public school system, he began his collegiate education at the State University of Iowa in 1925. He continued his education program at the State University, receiving the doctor of dental surgery degree in 1930, and the master of science degree in 1932. The doctor of philosophy program which he had begun in 1932 was discontinued in 1934 when he accepted the assistant professorship in dentistry in charge of orthodontics and oral anatomy at the University of Tennessee.

The eminence which he attained in research in growth and development, particularly in orthodontics, was almost forecast from the beginning of his collegiate education, as he began immediately to investigate in the then relatively new area of research in orthodontics. His outstanding ability in research and teaching, his genuineness, his kind spirit through which he instilled professional quality, and his meticulous and punctilious manner—they all characterize Dr. Speidel.

In 1936, he returned to his alma mater where he was promoted successively from assistant professor to associate professor of orthodontics. He became professor of orthodontics in 1941 at Indiana University, a position he held until 1945, when he was appointed dean of the School of Dentistry, Loyola University in New Orleans. Dr. Speidel resigned his deanship in 1948 to accept his position at the School of Dentistry, University of Minnesota.

During his short career, he held membership and offices in many organizations: American Dental Association and constituent state and local societies, serving in 1939-1940 as secretary of the Research Section, and from 1941-1946 as a member of the Committee on Library and Indexing, both of the parent Association; American Association of Orthodontists and constituent sectional societies, being a member and chairman of the Education Committee of the American Association, and in 1957, president of the Central Section. He held membership in the International Association for Dental Research, and during this affiliation he served with distinction as editor and business manager of the *Journal of Dental Education* for a period of several years, beginning in 1940. He was a member of the American Association of Dental Editors, and again demonstrated his journalistic ability by advising the Association on many matters through several committee memberships.

Among the many honors bestowed on Dr. Speidel were memberships in the Society of the Sigma Xi, and the Omicron Kappa Upsilon Society, the honorary dental organization, of which he was president in 1944-1945. The American College of Dentists conferred a fellowship on Dr. Speidel for his outstanding contributions to his profession. He was also a member of the Psi Omega fraternity. America's Young Men listed him in 1935; Who's Who in Iowa, in 1941; American Men of Science, in 1944; and Who's Who in Education in 1944.

Beginning in 1932, Dr. Speidel began his contributions to the literature of his profession, and during his lifetime he published over fifty papers. He also edited chapters in various textbooks. At the time of his death several manuscripts were in publication. His close associates are completing the final work on these papers.

The Division of Orthodontics at the School of Dentistry under his quiet but progressive leadership developed to one of the best in the country. Its prominent position in American Orthodontics is attested by the literally hundreds of applicants for the few available openings for graduate education in orthodontics. His standards were of the highest. His confreres among the members of the faculty and among the students held him in the highest esteem.

Dr. Speidel is survived by his wife, Edna M.; two sons, Thomas Michael and John Joseph; and a daughter, Ann Elizabeth.

ARTHUR C. STRACHAUER

1883-1957

Arthur C. Strachauer, Professor emeritus and chairman of the Department of Surgery from 1919 to 1930, was a product of Minnesota, having been born and raised in Minneapolis. He attended Central High School and entered the University of Minnesota as an undergraduate student in 1901 and graduated from the Medical School of the University of Minnesota in 1908. His internship training was at Northwestern Hospital in 1909, following which he went to Berlin to commence his training for a career in surgery. In 1911 he became an instructor in the Department of Surgery at the University of Minnesota; in 1915 he was promoted to an assistant professorship and in 1918 he became an associate professor.

Following the death of his predecessor and preceptor, James E. Moore, Dr. Strachauer was made chairman of the department in 1919. Dr. Strachauer helped organize a Cancer Institute in the Medical School and for a period of time was its director. He was also a co-founder of the Nicollet Clinic. In 1930 Dr. Strachauer resigned the chairmanship of the Department of Surgery to give more time to his private practice. For a number of years, he was chief surgeon of the Soo Line Railroad. In 1943, Dr. Strachauer retired from practice because of ill health.

Dr. Strachauer was a versatile and skillful surgeon and a colorful and interesting lecturer. There was something dramatic about his appearances, utterances, and exits. The precision and clarity with which he articulated every word could not help but arrest the attention of listeners. Of commanding presence, his systematic presentations, interspersed with genial wit and anecdote, savored from an unusually wide range of interests, always found great favor with medical students.

Throughout his life, Dr. Strachauer was keenly interested in music and in art, and was a life-long patron of both. He was himself a talented and accomplished musician. In fact, during his early years, he had seriously considered a career as a concert pianist. When in later years, worn by the pressures and cares of busy days, a session at the piano always refreshed and revived him.

Dr. Strachauer played an important role in providing training for a large number of surgeons in this area. He felt keenly that opportunities should be provided in our own Medical School for the training of medical specialists. Dr. Strachauer supported the fellowship scheme of training which had been inaugurated by Dr. Moore, feeling that its continuance fostered the spirit of research within the Department. Those who were privileged to have been identified with Dr. Strachauer during his active years as surgeon and teacher will cherish his memory with pride and affection and with pleasant recollections of an attractive, interesting and many-sided individual. In a reflective mood, he was wont to say: "Man should be given more than one life to develop his potentialities." How well he did on this score in one life time those who knew him well can bear witness.

Peace came to his restive spirit once and for all at 74 years of age on August 23, 1957. Dr. Strachauer is survived by his wife, Ehrma, a son, and four grandchildren.