

# SENATE MEETING

THURSDAY, DECEMBER 5, 1963

3:30 P.M.

## MURPHY HALL AUDITORIUM

The voting membership of the Senate totals 155 including the President and 154 elected members. For a quorum, a majority of the voting membership (78) must be present. Constitution changes require advance publication and 104 affirmative votes. By-Law changes require 78 affirmative votes. Other actions require only a simple majority of members present and voting. The members of the Administrative Committee are ex officio nonvoting members of the Senate.

*All members of the faculty* who hold regular appointment as defined in the Regulations Concerning Academic Tenure may be present at Senate meetings and are entitled to speak and to offer motions for Senate action, but may not vote.

*Members of standing committees who are not faculty*, 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.

Provision has been made for the University News Service to send the Senate Docket to the news media in advance of each meeting and to arrange a news conference at the close of each meeting with the vice chairman and others he may designate.

### 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.

*As voted by the Senate, a summary of the attendance of members elected for the current academic year will be included in the June minutes.*

### NOT FOR RELEASE PRIOR TO THE SENATE MEETING

Year 1963-64

No. 2

### UNIVERSITY OF MINNESOTA THE SENATE DOCKET

December 5, 1963

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

#### I. MINUTES OF OCTOBER 31, 1963

Reported for Action

#### II. REPORT OF THE ADMINISTRATIVE COMMITTEE

I. Reported for Action

*University Calendar for the Academic Year 1964-65.* As is customary, the University Recorder circulated, prior to the November 1963 meeting of the Administrative Committee, a tentative calendar for the next academic year, 1964-65. This was sent to all staff and student agencies primarily concerned, to the all-University Schedule Committee, and to the Administrative Committee members. Following its usual pattern, the proposed calendar (a) indicated that classes for fall quarter 1964 shall begin on Monday, September 28 (a week later than the starting date this year), (b) shifted the spring-term study day from Saturday to Friday so that examinations will end on Friday rather than Saturday, and (c) shifted summer commencements from Thursday evenings to Friday afternoons, with Summer Session classes and examinations to end at the close of the sixth hour on Friday. These proposals and the suggested calendar had previously been approved by the Schedule Committee, who had further recommended adjusting the current 1963-64 calendar to correspond with the projected 1964-65 calendar on the study day and commencement changes. A question about the last day that new undergraduate students may apply for fall quarter admission elicited the information that, at the Morris Campus, applications are accepted after the application deadline if such individual exceptions do not prevent giving the new student satisfactory scheduling and the customary advisement.

It was voted to approve the recommendations of the Schedule Committee and to transmit the proposed new calendar, as follows, to the Senate for action.

UNIVERSITY CALENDAR  
Academic Year, 1964-65

## Fall Quarter

August 3-September 25			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.)
August	14	Friday	Last day for new undergraduate students (freshman and advanced standing) to file application for admission for fall quarter.
September	7	Monday	Labor Day, holiday.
September	17	Thursday	Fall quarter fees due for students registered through September 11.
September	18	Friday	New Students' Camps, September 18-20; New Students' Parents' Day, September 20; Welcome Week (Minneapolis-St. Paul), September 20-25; Orientation and Registration Week (Duluth and Morris), September 21-25.
September	25	Friday	Last day for registration and payment of fees for the undergraduate colleges.
September	28	Monday	Fall quarter classes begin 8:30 a.m., Minneapolis (east of river) and Duluth; 8 a.m., Minneapolis (west of river), St. Paul, and Morris.
October	1	Thursday	Opening convocation, 11:30 a.m., IV hour classes excused (except Duluth and Morris).
October	2	Friday	Last day for registration and payment of fees for the Graduate School and for teachers in service.
October	12	Monday	Columbus Day, holiday.
October	17	Saturday	Homecoming Day (Minneapolis-St. Paul).
October	24	Saturday	Homecoming Day (Duluth).
October	31	Saturday	Homecoming Day (Morris).
November	5	Thursday	Senate meeting, 3:30 p.m.
November	11	Wednesday	Veterans Day, holiday.
November	26	Thursday	Thanksgiving Day, holiday.
November	27-28		Classes excused (except Medical School and College of Veterinary Medicine).
December	10	Thursday	Senate meeting, 3:30 p.m.; last class day.
December	11	Friday	Review begins; last day for new undergraduate students (freshman and advanced standing) to file application for admission for winter quarter.
December	12-18		Final examination period.
December	19	Saturday	Fall quarter closes. Commencement, 8 p.m.

## Winter Quarter

December	25	Friday	Christmas Day, holiday.
December	28	Monday	Winter quarter fees due for students in residence fall quarter.
December	28-30		Orientation program; registration and payment of fees for new students in all undergraduate colleges.
January	1	Friday	New Year's Day, holiday.
January	4	Monday	Winter quarter classes begin.
January	8	Friday	Last day for registration and payment of fees for the Graduate School and teachers in service.
February	4	Thursday	Senate meeting, 3:30 p.m.
February	12	Friday	Lincoln's Birthday, holiday.
February	22	Monday	Washington's Birthday, holiday.
February	21-27		University of Minnesota Week.
February	25	Thursday	Charter Day Convocation, 11:30 a.m., IV hour classes excused (except Duluth and Morris).
March	11	Thursday	Senate meeting, 3:30 p.m.; last class day.
March	12	Friday	Review begins; last day for new undergraduate students (freshman and advanced standing) to file application for admission for spring quarter.
March	13-19		Final examination period.
March	18	Thursday	Spring quarter fees due for students in residence winter quarter in undergraduate colleges.
March	20	Saturday	Winter quarter closes. Commencement, 8:30 p.m.

## Spring Quarter

March	24-26		Orientation program; registration and payment of fees for new students in all undergraduate colleges.
March	29	Monday	Spring quarter classes begin.
April	2	Friday	Last day for registration and payment of fees for the Graduate School and for teachers in service.
April	16	Friday	Good Friday, holiday.
April	29	Thursday	Senate meeting, 3:30 p.m.
May	12	Wednesday	Cap and Gown Day Convocation (Minneapolis-St. Paul), 11:30 a.m., IV hour classes excused.
May	26	Wednesday	Cap and Gown Day Convocation (Duluth), 2:30 p.m., VII hour classes excused.
May	31	Monday	(Sunday, May 30, Memorial Day), holiday.
June	2	Wednesday	Cap and Gown Day Convocation (Morris), 2 p.m., VII hour classes excused.
June	3	Thursday	Senate meeting, 3:30 p.m.; last class day.
June	4	Friday	Review begins.
June	5-11		Final examination period.
June	6	Sunday	Baccalaureate Service (Duluth), 8 p.m.
June	10	Thursday	Baccalaureate Service (Minneapolis-St. Paul), 8 p.m.
June	11	Friday	Commencement (Duluth), 8 p.m.
June	12	Saturday	Spring quarter closes. Commencement (Minneapolis-St. Paul), 7:30 p.m.
June	14	Monday	Commencement (Morris), 8 p.m.

## General Extension Division, 1964-65

## Fall Semester

September	14	Monday	Registration for fall semester begins.
September	23	Wednesday	Last day for registration, fall semester.
September	28	Monday	Fall semester classes begin.
October	12	Monday	Columbus Day, holiday.
November	11	Wednesday	Veterans Day, holiday.
November	26	Thursday	Thanksgiving Day, holiday.
December	19	Saturday	Christmas recess begins.
December	25	Friday	Christmas Day, holiday.
January	1	Friday	New Year's Day, holiday.
January	4	Monday	Classes resume.
January	30	Saturday	Fall semester closes.

## Spring Semester

February	1	Monday	Spring semester registration begins.
February	10	Wednesday	Spring semester registration closes.
February	12	Friday	Lincoln's Birthday, holiday.
February	15	Monday	Spring semester classes begin.
February	22	Monday	Washington's Birthday, holiday.
April	16	Friday	Good Friday, holiday.
May	31	Monday	(Sunday, May 30, Memorial Day), holiday.
June	12	Saturday	Spring semester classes close.

A few Extension classes are offered on the quarter basis on the same schedule as a dayschool with registration beginning 2 weeks preceding the opening of classes for the winter and spring quarters.

Correspondence study courses may be started at any time.

## Summer Session

## First Term

June	14	Monday	Orientation and registration for first term.
June	15	Tuesday	First term classes begin 8:30 a.m., Minneapolis (east of river) and Duluth; 8 a.m., Minneapolis (west of river), St. Paul, and Morris; fees due.
July	5	Monday	(Sunday, July 4, Independence Day), holiday.
July	16	Friday	Classes end at the close of VI hour.
July	17	Saturday	Commencement, 4 p.m. First term closes.

## Second Term

July	19	Monday	Registration and payment of fees for second term.
July	20	Tuesday	Second term classes begin.
August	20	Friday	Classes end at the close of VI hour.
August	21	Saturday	Commencement, 4 p.m. Second term closes.

Extension Division and Summer Session final examinations are given at the last class meeting each semester or term.

**2. Reported for Information**

1. *The University Student Body, 1963-64.* At the committee's October meeting, the President commented on the high ability and academic competence, as well as the magnitude, of the fall 1963 student body. It is important, he noted, that the University deal well with the top-level young people who constitute its students. A report on the official end-of-second-week University attendance totals followed, and Dean Summers was asked to discuss attendance increases and the supposed reasons for them. The dean replied that although freshman attendance was very close to the expected total, an unusually high return of former students (both those attending the University last year and those coming back after a period of non-attendance) seemed to account for the major changes. Among the reasons offered for the low student attrition were the University's increasing selectivity and the possible influence of the national effort to keep students from dropping out of high school. It was noted that the Morris Campus's fall 1963 freshman class is the largest in its history. The total enrollment at Morris is well above expectations: besides the large freshman class, the causes of the larger enrollment are good student retention and the number of transfer students who entered at Morris this fall. Growth of the General College has been moderate, but some members of the committee commented on the prospect of extensive growth there a year hence.

Taking note of the rather large number of Ph.D. candidates paying tuition at the special \$20 rate introduced last fall, the President asked that the dean of the Graduate School attempt to assess the burden of instructing such advanced students.

2. *Assignments and Salaries of Graduate Teaching Assistants and Junior Staff Members.* In the spring of 1963, there were conversations about maintaining the University's competitive position in obtaining teaching assistants. Not only must the University compete with other institutions for such personnel, but it must also compete with its own departments, who draw research assistants from the same pool of graduate students providing personnel for the teaching assistant posts. At that time, it was noted that junior staff members receiving the salary of a teaching assistant or instructor perform a variety of tasks. Some positions involve direct student contact, while others only indirectly relate to instruction, or support research. At the October meeting, Dean Bryce L. Crawford said that his office was circulating a questionnaire to the departments and that he hoped the information thereby acquired would permit classification of functions and teaching responsibilities of these staff members. The questionnaire was also to elicit the interest of the departments in the creation of a new academic category, that of teaching fellow. Subsequent discussion indicated that there are complex relations between the titles, duties, and budgeting for such employees. A report was requested for the November 6, 1963, meeting.

At the November meeting, Dean Crawford reported that responses to the questionnaire indicated that if three classifications (teaching assistant, teaching fellow, and instructor) were available, there might be some very small reduction in the number of instructorships required and that from 50 to 60 per cent of present teaching assistantships would be converted into teaching fellowships. The proposed plan has fiscal implications and raises questions about what organization of University staff would best serve academic needs in view of various kinds of competition for superior graduate students.

The President asked that the role of teaching be given fresh emphasis; he also asked for exploration of workable means to emphasize scholarship in the graduate student's personal academic program, as well as in his teaching services. An extensive discussion, on the possibility of remitting tuition, followed. Since such remission would be a factor in the compensation of teaching assistants, this plan was considered in light of over-all University budgeting, of staff recruiting, and of the understandings and expectations of the legislature.

The issues that emerged from the discussion appeared to be: (a) Should there, in principle, be a teaching fellow category for graduate students involved in confrontation of classes? (b) In what way, and when, can the University deal with the costs of certain interrelated salary improvements for teaching assistants, teaching fellows, and instructors? (c) Should tuition be remitted as part of the compensation in certain appointments? After much further discussion, it was moved, seconded, and voted to endorse, in principle, the creation of teaching fellowships so as to emphasize the importance of teaching, action to be dependent on the financing available.

The priorities of budgeting and funding of a new arrangement for junior teaching positions were considered in view of the probable monies required, possible sources of funds in relation to other University commitments and needs, and the degree to which improvements might be immediate or long range. It was finally agreed that additional data on the graduate student situation should be obtained through the Graduate Research Center, budgetary facts from the office of the Business Vice President, and advice and suggestions on the plan's effect at all levels of University teaching from the various deans and their staffs. A special meeting of the committee was called for November 25, 1963, to consider further items (b) and (c).

3. *The American Legion Resolution on Investigation of Certain University Units.* At its October meeting, the President discussed with the committee, in order to develop an awareness of the matter, the resolution passed at the July State Legion Convention calling for an investigation of the World Affairs Center and the Student Peace Union at the University. The history of this action was described, as were related newspaper reactions. The President said that there had as yet been no official University response.

4. *Implications of the Governor's Statement on State Finances.* On October 8, Governor Karl F. Rolvaag stated that because of disappointing state finances in the current biennium, he would call on heads of various state-supported units to effect savings which he believed necessary. At the time of the October meeting, there had been no call to the University, but there was discussion of the possibilities and problems which might be faced.

5. *Smoking in Classrooms.* The committee's attention was called, at its November 1963 meeting, to the University policy prohibiting smoking in classrooms and to an October 24, 1963, memorandum from the President's Office. This memorandum pointed out that the University's policy on smoking cannot be effective unless instructors set a positive example and assist in its enforcement.

6. *Recommendations for University Honors.* The Committee on University Honors nominated 9 persons to receive the Outstanding Achievement Award, 4 of whom are candidates proposed from the Mayo Foundation. All cases had been fully documented and discussed in the Honors Committee. At the November meeting, it was moved, seconded, and voted to endorse these candidates for the Regents' approval. Dean Morse, chairman of the Honors Committee, urged the deans to promote earlier action in recommendations for honors, inasmuch as about 6 months are usually needed to deal with the recommendation of a candidate before his case can be brought before the Regents.

7. *Entrance Physical Examinations for New Students.* At the October meeting, Assistant Director Benjamin R. Reiter (present on behalf of Dr. Cowan, director of the Health Service) was asked to comment on the new physical examination procedure. This procedure is applicable to new students this fall for the first time. He indicated that there has been excellent student response to the change and that the new system seemed to work well and to be most desirable. Dr. Cowan will report to the committee.

R. E. SUMMERS, Secretary

**III. REPORT OF THE COMMITTEE ON BUSINESS AND RULES  
Reported for Action****Proposed Changes in Constitution**

(These changes were proposed at the June 6 and October 31 meetings with action deferred each time because of lack of two-thirds of total Senate membership required for amending the *Constitution* under Article IX thereof.)

The Senate on May 2, 1963 requested the Committee on Business and Rules to determine whether or not there is a constitutional problem in the operation of the council (All-University Council on Liberal Education) in view of Article VI, Section 2, that provides that "each faculty . . . shall control the internal affairs and policies of its own institute, college or school."

To clarify this matter and eliminate ambiguity the Committee on Business and Rules recommends the following changes in the *Constitution*:

**PROPOSED CHANGES IN CONSTITUTION**

(Additions underlined)

**Article III. University Senate****2. Powers in General**

The Senate shall have general legislative authority over educational matters concerning the University as a whole, but not over the internal affairs of a single institute, college, or school of collegiate rank, except where these materially affect the interest of the University as a whole or the interests of other institutes, colleges, or schools. The minimum requirements for a liberal education are matters that materially affect the interests of the University as a whole.

**Article VI. Faculties of the Institutes, Colleges, and Schools****2. Powers of the Several Faculties**

Each faculty, or executive faculty if so organized, shall control the internal affairs and policies of its own institute, college, or school, including entrance requirements, curriculums, instruction, examinations, grading, degrees, and disciplinary matters not within the jurisdiction of the all-University Disciplinary Committee, except as provided in Article III, Section 2.

E. D. MONACHESI, Chairman

**IV. REPORT OF THE SENATE COMMITTEE  
ON EDUCATIONAL POLICY****Reported for Action**

At its special meeting on June 4, 1962, the Senate adopted, with amendment, a reorganization proposal submitted by this committee, creating essentially a new structure for the provision of University-wide education in the liberal disciplines. The College of Liberal Arts and the all-University Council on Liberal Education were to be the main pillars of this structure.

At the same time, the Senate clearly recognized certain areas of "unfinished business" in the reorganization plan. These were three in number:

1. The problem of unification of the two mathematics departments.
2. The problem of the development of the biological sciences in the University.
3. The status of the three professional units within CLA—journalism, social work, and library science.

It was anticipated that action could be taken on these three problems within the general framework of the reorganization plan then adopted. The status of the three professional schools within CLA is under continuing study by a subcommittee of the Senate Committee on Educational Policy. The report of the all-University study group on the biological sciences, mandated under amendment reported in the November 1962 Senate Minutes, will soon be reviewed by your Committee on Educational Policy.

With respect to mathematics, the President in June and July 1963 created a University Division of Mathematics. Under this directive, "the two departments would remain budgetarily within the colleges in which they are now located; each would have its chairman. But they would join as a single faculty of mathematics in the new University Division of Mathematics under the direction of a newly-appointed Head of that Division. . . . Each of the two departments of mathematics in the University Division of Mathematics would have a chairman appointed by the Dean of his College, after consultation with the Head of the Division."

In September 1963, it became evident that this plan was not deemed feasible in view of the fact that a substantial majority of the faculty in the two mathematics departments had come to prefer unification in a single department budgetarily within the Institute of Technology. The issue was then referred to the Senate Committee on Educational Policy.\* The committee has held eight meetings so far during the fall quarter, devoted mainly to the problem of mathematics.

\* Intercollege transfer of departments is a matter of University educational policy and should always be reviewed by the Senate. A policy decision by the Senate with reference to the impact of such a transfer may, if so specified by the Senate, be submitted as a recommendation for consideration by the President in the light of administrative appraisal and support." (April, 1956, Minutes of the Senate)

The Senate committee heard evidence on: (a) the desire of a substantial majority of the mathematicians for unification within IT; (b) the firm belief of a great majority of mathematicians that the "halfway house" of a division of mathematics will not work; that under such an arrangement it will not be possible to secure adequate leadership for mathematics at Minnesota; and that this will lead to an early loss of a number of significant mathematicians; (c) the danger that the interests of the University as a whole can not be served by the deterioration of our present strength in mathematics; (d) the possibility that the College of Liberal Arts and the tradition of liberal education at the University of Minnesota might suffer greatly by a movement of CLA mathematics into the Institute of Technology; and (e) the issues of relationships affecting the Statistics Department and the long-range plans of this department.

It is the conviction of the committee that excellence for the University derives in large part from the strength of its several departments. The task of the University is to provide arrangements that will secure and maintain departmental strength, and that will also bring this strength to bear on our total program of teaching, research, and service. On the basis of the evidence we have heard, and in the framework of our concern for departmental strength, the committee now believes that the unification of mathematics as a single department within the Institute of Technology is appropriate.

But despite the central importance to our recommendation of considerations relative to departmental strength, the committee would not have recommended unification had it not been convinced that this could be accomplished without impairment to the functions of mathematics in liberal studies, or to the relations between mathematics and the range of disciplines to which it relates.

The institutional arrangements that could insure performance of the liberal arts responsibilities of mathematics, and its important services to units not budgetarily in IT, were provided by the 1962 reorganization plan developed by this committee and adopted by the Senate in June 1962. It would be well here to review briefly the considerations that led in part to this reorganization.

In its 2 years of discussions of reorganization, the Senate Committee on Educational Policy ultimately came to the position that neither the history of the University of Minnesota nor the shape and impulse of contemporary scholarship gave surety for the continuing structure of a college of liberal arts solely as a budgetary unit. Such a college could, however, be constituted as a functional unit, bringing together a set of departments and a faculty capable of carrying out the functions of that college.\* But the committee also believed that the liberal arts tradition, however difficult

\* The term "functional" has been used by the Senate committee to indicate that a faculty can be organized in the University with particular responsibilities (purposes or functions), even though the members of that faculty may be located budgetarily in two or more units of the University. Thus this report, and the earlier Senate Committee reports, speak of a "functional college" to distinguish a faculty organized to carry out certain purposes from a faculty reporting to a single budgetary officer of the University. The responsibilities of a functional faculty would include at least the following: determination of degree requirements; approval of course offerings in major and minor fields and in distributional requirements; participation in advising of students; determination of admissions standards for new or transfer students.

it was to define, should be represented in the undergraduate education of all University students regardless of college location or degree program. It believed that all University staff members linked together in a functional arts college should share the responsibility of maintaining the strength of liberal education at Minnesota.

A functional arts college, if it is to be effective, rests on certain assumptions about the efficient operation of new institutional arrangements and on assumptions about the way in which the University will be administered centrally. The institutional relationships demanded by a functional arts college are as follows:

1. Certain members of the faculty whose departments are crucial to a liberal arts curriculum but who are located budgetarily outside CLA are given "dual citizenship" in CLA. They are represented on various committees in CLA and participate in the deliberations of the faculty of that college. This arrangement appears to be working out satisfactorily although it must be tested further before final conclusions can be drawn.
2. The administrative structure of CLA is to be strengthened by the addition of associate deans for certain of its divisions. The search for these administrative officers is now under way.
3. An all-University Council on Liberal Education has been established, headed by an assistant vice president of academic administration. This council is to carry out the work of policy formation and educational leadership necessary to secure University-wide participation in the function of liberal education. The work of this council has just begun.

But these institutional arrangements are unlikely to be effective unless the University also realizes two assumptions about resource allocation. The first is the assumption that allocations to departments functionally within CLA but budgetarily in other colleges will be made in a manner mindful of the responsibility of these departments to undergraduate liberal education. Second is the assumption that allocations to departments will be made in a way which will make it clear that budgetary location in any particular college cannot be considered inherently disadvantageous. The committee has discussed this issue several times in recent months, not only in connection with the problem of mathematics, but also in concern for implementing our convictions about the importance of liberal education and the importance of a strong College of Liberal Arts. We believe that central administration shares the concern of our committee, and that decisions will reflect this concern as the process of reorganization and the reassignment of functions proceeds in the months ahead.

The Senate committee therefore believes that the departments of mathematics can be unified, can be placed budgetarily within the Institute of Technology, and can continue to support their role in liberal studies by reason of the considerations specified above. But as there are continuing problems of departmental location, and continuing concerns over the operation of a functional arts college, the Committee on Educational Policy projects the following steps.

First, the committee anticipates review of the report of the all-University Study Committee for the Biological Sciences, as soon as that report becomes available. Second, a subcommittee has been appointed to work closely with the College of Liberal Arts in formulating a recommendation on the administrative location of the professional schools in CLA. Finally, a subcommittee will be appointed to bring under continuing review the "dual citizenship" concept, the work of the Council in Liberal Studies, and the resource allocation problem.

We call this pattern of continuing study to the attention of the Senate at this time so that faculty members may be aware of our desire to receive information and opinion which might be useful to our study. We also wish the faculty to be mindful of our concern for maintaining and strengthening the tradition of liberal education at the University of Minnesota, and of our intention both to maintain surveillance of the effects of recent organizational actions, and to remain ready to propose further changes if these seem necessary or useful.

Concurrent with the present proposal for unification of mathematics, the committee has urged the formation within IT of a division of physical sciences and mathematics designed to emphasize the dual collegiate role carried by the departments of such a division and to emphasize the University-wide trustee role carried by IT as the budgetary holding unit for these departments. Assurances have been given that such a division will be formed.

The committee has also suggested to CLA and IT that these colleges take under study the kind of internal organization they wish to develop in consequence of the unification of mathematics, and such other organizational changes as may occur in the future. The Senate Committee on Educational Policy calls attention to the fact that the proposed unification of mathematics may modify that part of the 1962 reorganization report which recommended two separate divisions in CLA, one for the physical sciences, and one for mathematics and statistics.

In the light of the foregoing considerations, your Committee on Educational Policy *recommends to the Senate:*

1. That the Senate recommend to the President the unification of mathematics as a single department within the budget structure of the Institute of Technology.
2. That the Senate recommend to the President that the Statistics Department remain within the budget structure of the College of Liberal Arts; that individual members of this department maintain their major appointments in the colleges or departments in which they presently hold rank; and that appropriate members of the Statistics Department have full citizenship and voting participation in a unified mathematics department.

(The vote of the committee on these recommendations was as follows: 8 in favor; 3 in opposition; and 3 abstentions.)

JOHN G. DARLEY, Chairman

(There will be a pause in the proceedings to permit the seating of the non-Senate members of the Committee on Intercollegiate Athletics for the discussion of their report.)

## V. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

### Reported for Information

#### Approved Schedules

		Wrestling 1963-64
Nov.	30	Open Tournament
Dec.	14	Open Tournament—Cedar Falls State College of Iowa
Jan.	4	Northwestern—Evanston Purdue Michigan State
	10	Iowa State University—Ames
	11	Kansas State—Manhattan
	17	Cornell College
	18	Iowa
	25	Oklahoma
Feb.	1	Purdue—Lafayette Wisconsin Ohio State
	7	South Dakota State College
	8	State College of Iowa
	15	Wisconsin
	22	Illinois—Champaign Indiana Oklahoma State
	28	Michigan State—East Lansing
	29	Michigan—Ann Arbor
Mar.	6-7	Conference—Wisconsin
	26-28	NCAA—Cornell University, Ithaca, N.Y.
		Gymnastics 1963-64
Dec.	14	U.S. Gymnastics Federation—Iowa City
Jan.	11	Indiana—Bloomington Illinois State Normal University
	18	Iowa
Feb.	1	Michigan State
	8	Northwest Open Mankato State Bemidji State Nebraska
	14	Southern Illinois—Carbondale
	15	Illinois—Champaign
	21	Chicago Navy Pier—Chicago University of Chicago
	22	Ohio—Columbus
	29	Wisconsin
Mar.	6-7	Conference—Wisconsin
	27-28	NCAA—Los Angeles State College

A. L. VAUGHAN, Chairman

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

## VI. REPORT OF THE ALL-UNIVERSITY COUNCIL ON LIBERAL EDUCATION

### Reported for Information

Pursuant to questions raised in the October 1963 Senate meeting about relations between the All-University Council on Liberal Education, and Colleges not represented on its membership, the Council at its meeting of November 12, 1963, approved the following action:

"That the chairman of the Council write the deans of the several units here named, and not now represented on the Council, asking that each dean designate a faculty member to serve as liaison representative with the Council. When designated, this liaison representative will receive announcements of all meetings of the Council, agenda, minutes, and copies of such other significant documents as may be prepared by or for the Council. At times when the Council will be considering matters of special interest to a particular representative, this representative shall be invited to attend the Council session and participate in discussion.

This request shall be directed to the Deans of the Graduate School, the College of Medical Sciences, the College of Veterinary Medicine, the School of Dentistry, the Law School, the School of Pharmacy, and the Dean of International Programs."

In further action at the November 12 meeting, the Council asked that each representative now on the Council prepare, in conference with the dean of his college, a list of those persons in his college who have assignments of particular relevance to the work of the Council, and with whom regular interchange of information would be useful. The Council is particularly interested in establishing full communication with faculty curriculum committees in the several colleges.

DONALD K. SMITH, Chairman

## VII. NEW BUSINESS

### VIII. NECROLOGY

#### ELEXIOUS THOMPSON BELL

1880-1963

Elexious Thompson Bell was born in Hatch, Missouri, on August 30, 1880. He attended high school in Monroe City, Missouri, and thereafter entered the University of Missouri where he was granted the B.S. degree in 1901 and the M.D. degree in 1903. In the Department of Anatomy at Missouri he was an assistant instructor 1902-1903, an instructor 1903-1907, and an assistant professor 1907-1910. He spent the year 1905-1906 at the University of Bonn, Germany. He came to the Department of Anatomy of the Medical School of the University of Minnesota as an assistant professor in 1910. In 1911 he transferred to the Department of Pathology. Here he was, successively, an assistant professor 1911-1916, an associate professor 1917-1920, a professor in 1920, and head of the department in 1921. He reached retirement age and became professor emeritus of pathology in 1949.

Throughout this long career Dr. Bell was an effective, stimulating teacher and carried on productive research. He was especially interested in the correlation of clinical and pathological findings and the manner in which he conducted the clinicopathological and autopsy conferences found him at his best. Many physicians profited by and well remember the vigorous, informative discussions which marked these weekly exercises. Retirement by no means brought an end to his activity. For more than an additional decade he was active in research and contributed importantly to the teaching program at the Minneapolis Veterans Hospital as a consultant in pathology.

Among his publications which number near a hundred Dr. Bell is best known for the long series of papers concerning diseases of the kidney. A monograph *Renal Diseases* was published in 1946 and revised in 1950. His authoritative *Textbook of Pathology* which especially reflected his own experience appeared in eight editions from 1930 to 1956. In later years his research was chiefly concerned with diabetes and its vascular and renal complications. Much of this work was carried out after retirement and was summarized in a monograph *Diabetes Mellitus, a clinical and pathological study of 2529 cases*, which appeared in 1960.

Dr. Bell was a member of both local and national organizations. He belonged to Phi Beta Kappa, Sigma Xi, and Alpha Omega Alpha. For many years he was the secretary of and chief stimulus for the Minnesota Pathological Society, a group representing all fields of medicine. He was active in the affairs of the American Association of Pathologists and Bacteriologists and the American Association for Cancer Research and served as president of these organizations in 1933 and 1934 respectively. On retirement in 1949 he was the Cap and Gown Day lecturer at the University of Minnesota. The Minnesota Medical Foundation established the E. T. Bell Fund for a Bell Museum of Pathology in the Medical School in 1949. Among other honors he received the Distinguished Service Award of the Minnesota State Medical Association in 1949, the American Cancer Society Medal in 1951, the Distinguished Service Award of the Minnesota Chapter of Sigma Xi in 1956, and the Banting Distinguished Service Medal of the American Diabetes Association in 1959. He was granted an honorary D.Sc. by the University of Missouri in 1959.

These outward and important evidences of a long scholarly career only in part express the character of the man. The extent of the profound influence for good which Dr. Bell exerted on the medical community cannot be measured. He was straightforward, unassuming, kindly, and tolerant. He had an uncommonly fine sense of humor. These attributes together with his great fund of knowledge, wide interests, and capacity for logical approach to a problem made his opinion one which was highly regarded and frequently sought. His door was always open and he was ever available to any who sought help with any matter, large or small. These are some of the characteristics which for Dr. Bell captured and held the genuine admiration, respect, and affection of generations of medical students and of both medical and nonmedical colleagues throughout his University, his community, and beyond. To perhaps an even greater degree and in a more special way he was esteemed by that smaller group of men and women who enjoyed the high privilege of working as graduate students in his department.

As the result of injuries sustained in an automobile accident which occurred while en route to and near the area of his early Missouri home, Dr. Bell died on September 16, 1963. He is survived by his widow, Cecile Porcher Bell, whom he married in 1914; a son, Robert Bell; a daughter, Mrs. Richard (Elizabeth) Ogle, and four grandchildren.

**BERT A. CROWDER**  
1897-1963

Bert A. Crowder, assistant professor emeritus of mechanical engineering, died October 23, 1963.

Professor Crowder was born December 20, 1897, at Topeka, Kansas, and graduated in 1926 from Kansas State College with a bachelor of science degree in mechanical engineering. Following graduation he was employed in various engineering capacities by Western Electric Company; C. I. Hoag, Industrial Engineers; and Frank D. Chase, Engineers and Architects, until he joined the staff of the University of Minnesota in 1938.

Professor Crowder's professional activities were concentrated in the areas of manufacturing processes and shop practice, production organization and supervision, and tool design. Between 1938 and 1946, in addition to his full-time teaching activities, he pursued study toward a master of science degree in mechanical engineering and was awarded that degree in the latter year. Professor Crowder's interests in manufacturing processing developed early in his life when he was first employed as an apprentice machinist by the Santa Fe Railroad in 1914. During World War I he was involved in production problems for the manufacture of depth bombs while with the United States Navy. Following the war and during his college days he continued these activities as a tool and die maker for the Ford Motor Company during vacation periods. He carried this practical background into his college teaching and during World War II was heavily involved in several of the special training programs conducted at the University of Minnesota to provide rapid training of personnel for production methods. During this time his activities included membership on the Vocational Advisory Committee of the Division of Visual Aids for War Training organized through the United States Office of Education.

Professor Crowder filled an important niche in the activities of the Department of Mechanical Engineering for many years and he will long be remembered with affection by both his many former students and his colleagues. He is survived by his widow, Rozelle, who lived with him at 2 River Terrace Court, Minneapolis, Minnesota.

**ROY CHILDS JONES**  
1885-1963

Roy Childs Jones, professor emeritus and former head of the School of Architecture, was born June 22, 1885, in Kendallville, Indiana, and died October 29, 1963, in Minneapolis, Minnesota.

Mr. Jones attended Purdue University and the University of Pennsylvania. He earned his bachelor of science degree from the University of Pennsylvania in 1908, and his Master's degree in architecture in 1914.

His first professional experience was gained in the offices of Holabird & Roche, Chicago, and McKim, Mead & White, New York.

His teaching career began at the University of Illinois, where he was an instructor in architecture from 1910 to 1913. He joined the faculty of the University of Minnesota in 1913 as a member of the newly established Department of Architecture. In 1933, he was promoted to the rank of professor. In 1937, he was named head of the School of Architecture, a position which he held until his retirement in 1953.

Mr. Jones was University advisory architect from 1936 to 1950. In this capacity, he guided the development of the University campuses, and directed the formulation of programs for new buildings. Of the many University buildings constructed during this period, his personal stamp is most strongly evident in Memorial Stadium and Coffman Union.

From 1919 through 1928, in addition to his University responsibilities, Mr. Jones was chief designer for Toltz, King & Day, Architects, St. Paul. He was responsible for the design of many structures, including the Hamm Building, Athletic Club, Louis F. Dow Building, A. J. Krank Building, and the Robert Street Bridge, St. Paul; the Stearns County Court House, St. Cloud; the Ward County Court House, Minot, North Dakota; and the Spink County Court House, Redfield, South Dakota.

During World War II, Mr. Jones served in the camouflage section of the Army Corps of Engineers in France.

Although he was a gifted architect, Mr. Jones was first of all a teacher of architecture. His students, as practicing architects, have influenced the course of architectural development in this region, and as teachers they have influenced architectural schools across the country.

Mr. Jones was a fellow of the American Institute of Architects. He was president of the Association of Collegiate Schools of Architecture from 1934 to 1936. He was active in the development of the National Council of Architectural Accrediting Boards, and was co-author in 1932 of the book *Study of Architectural Schools*.

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I. SENATE COMMITTEES FOR 1963-64  
 Reported for Action

The President reports an additional appointment as follows:

Audio-Visual Aids: George H. McCune

II. NONSENATE COMMITTEES AND BOARDS FOR 1963-64  
 Reported for Information

On the recommendation of the Committee on Senate Committees, the President recommends that the classification of the Board of Review on Residence Status be changed from that of an Advisory Board to that of an All-University Committee.

The President reports the following All-University Committee for 1963-64:

Advisory Committee for the Statistics Center: Reuben L. Hill (chairman), Byron Brown, Oswald H. Brownlee, Raymond O. Collier, Ralph E. Constock, Robert Holt, Henry Lepp, Bernard Lindgren (1 year replacement for Prof. Hurwicz), Sanford Lipsky, John Stecklein, Marvin Stein, Harold W. Stevenson, Jack Thornby (secretary).

III. DESIGNATION OF ABTRACTER  
 Reported for Information

The Senate Vice Chairman and the Chairman of the Faculty Consultative Committee report that they have designated Professor Hyman Barman as Abtracter beginning with the present meeting.

✓ IV. DEAN'S ADVISORY COMMITTEE, COLLEGE OF LIBERAL ARTS  
 STATEMENT ON THE REPORT OF THE COMMITTEE ON EDUCATIONAL POLICY

The Dean's Advisory Committee of the College of Liberal Arts, as the elected representative body of that faculty, feel it their duty to speak for their colleagues on the proposed abolition of the Arts College Department of Mathematics and the absorption of its members into the Mathematics Department of the Institute of Technology. The event is a severe blow to the Arts College. But the implications of the event affect the whole University and must therefore be considered by the Senate, the faculty, and the administrative officers of the whole University. When the Senate Committee on Educational Policy recommends a unified Mathematics Department to be administered in the Institute of Technology, everyone recognizes that this follows a series of similar events over the years. The crucial question is whether the present crisis is the aftermath and final chapter of past events, or whether, despite a major reorganization that was intended to restore and strengthen the Arts College, dismemberment of the College is a continuing and fatal trend.

This proposal came before us for discussion only when there was virtually no alternative to the course which the Senate Committee have recommended. The difficulties inherent in having a disunified mathematics faculty had come to a crisis. Given that crisis, the faculty concerned had decisively favored the solution of uniting the two departments in the Institute of Technology. Self-determination was a practical means of serving the mathematicians' morale. The Senate Committee have also made certain that undergraduate mathematics teaching as part of a Liberal Arts Program need be in no way impaired. Having done this, they propose that we ratify the decision of the mathematicians. Apart from the questions that might be raised about the limits of self-determination or the need for precipitancy, there is the question of whether the mathematics problem can be isolated as one affecting the mathematicians alone, except for a University interest in seeing that certain teaching functions are maintained. The Senate Committee have had to act as if it could be.

The question we raise is whether the University-wide interest in the liberal arts can be served if the College of Liberal Arts is overlooked. As we see it, the crisis in mathematics is very much the same as the crisis in the liberal arts generally. The arguments against a disunified mathematics faculty apply with equal force against a disunified faculty of liberal arts. A strong, unified mathematics department, confident of support for all its functions including graduate teaching and research, can perform its general educational service to the University better than ever--and the same holds true in every branch of the liberal arts. The whole liberal arts enterprise, not isolated departments only, requires full support for overall academic development: teaching loads that do not diminish faculty research, distribution of faculty and funds in some relation to per capita undergraduate teaching, availability of high-cost research equipment whether it be a linear accelerator or a first-class library. Lacking such support, any department must find that its service functions doubly burdensome: not only do increasing numbers of students require more and more time and energy, but at the same time the power to attract and keep first-rate faculty deteriorates. We sympathize with our mathematical colleagues, even though the proposed solution of their crisis aggravates the crisis of the liberal arts as a whole.

The liberal arts faculty are eager to undertake the mission assigned them in June 1962 and to support liberal education for the whole University. We can perform that mission only if there is a strong College of Liberal Arts. Only with a strong Arts College can we, in any worthy sense, have a functional arts faculty that comprises departments both in and out of the College. We agree in principle that we can work with our colleagues wherever they may technically be in the administrative structure. But when departments that can cite technical administrative reasons go elsewhere for support, we must inquire into the actual causes of the move. In the present case, the rational considerations for departmental realignment might presumably have been the closeness of Mathematics to numerous Arts College departments, the thousand-year university tradition which makes mathematics one of the liberal arts from the very beginning, the Senate plan of 1962 for a Division of Mathematics and Statistics. A strong functional argument, an ancient tradition, a well-considered recent decision of this deliberative body have all gone by the board. Under the circumstances, if we are to talk realistically of a functional arts faculty, we must assure ourselves that the institutional location of departments be determined by rational structure rather than budgetary advantage. As the Senate Committee says, this is one of the basic principles on which our University program for Liberal Education must rest, and it is a principle which is yet to be realized.

J. C. Levenson, for the committee