

# SENATE MEETING

THURSDAY, APRIL 25, 1968

3:30 P.M.

## MURPHY HALL AUDITORIUM

The voting membership of the Senate totals 199 including the President and 198 elected members. For a quorum, a majority of the voting membership (100) must be present. Constitution changes require advance publication and 133 affirmative votes. By-Law changes require 100 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 1967-1968

No. 6

## UNIVERSITY OF MINNESOTA

### THE SENATE

### DOCKET

April 25, 1968

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

#### I. MINUTES OF MARCH 7, 1968

Reported for Action

#### II. SENATE COMMITTEES

1. Reported for Action

*Council on Liberal Education:* Add: Leon Reisman (68-69). Delete: Forrest Harris (66-69).

#### III. NON-SENATE COMMITTEES AND BOARDS FOR 1967-68

Reported for Information

##### 1. ALL-UNIVERSITY COMMITTEES

*Placement Committee:* Delete: Robert Howe (student). Add: Charles Garretson (student).

#### IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Information

1. *All-University Award Nominations.* Mr. Shepherd advised that, where the University is invited to make nominations for external awards and where those nominations are considered of an *all-University* nature, the communications are to be referred to the Graduate Fellowship Office, which will establish appropriate procedures. In the case of established *collegiate* awards, the deans of such units are to refer copies of the requests and the nominations to the Graduate Fellowship Office for record purposes.

2. *Bulletin expense.* Mr. Shepherd urged discretion in the use of University bulletins as a recruiting device in view of the steadily mounting costs of publishing them. He pointed out that the small leaflets which describe the various collegiate units provide instructions for securing a bulletin, convey ready information, and sometimes save postage. Mr. Summers emphasized the desirability of wider use of the brochures and leaflets as a means of cutting expenses and urged that requests for bulletins be limited to specific needs. He said that copy for new brochures was welcomed by his department.

3. *Current Status of Selective Service.* Mr. Crawford pointed out that the recent Selective Service regulations (1) eliminate occupational deferments (except in medical areas); (2) eliminate graduate student deferments except for those in medical areas and for those enrolled in their second year of graduate school by October 1967; (3) continue the policy of drafting the oldest first; and (4) allow the local draft boards to defer those whose activities they judge to be in the national interest. He recommended that, when requested by the student, individual letters be written to the local draft boards incorporating the following points: the essential role of teaching assistants, definite statements concerning specific teaching activities of the student, and statements with regard to the student's graduate activities, including an evaluation by the Graduate School on consultation with the department concerning his progress toward his degree objective. It was emphasized that definite approval must be obtained from the graduate student for filing of any letter or release of academic information. Mr. Crawford also proposed that for applicants for admission to Graduate School next fall, particularly prospective teaching assistants, letters to the local boards should stress the value to our nation of graduate education and the importance to the University of teaching assistants, as well as the best information possible on what the incoming student would be doing to further the instructional enterprise. The letters would be developed by the departments involved in consultation with Assistant Dean Andrew J. Hein of the Graduate School, and the letters would go out from the office of the academic vice president. A memorandum to this effect would be sent to the departments. It was planned that he, Mr. Shepherd, and Mr. Wenberg would invite Colonel Robert P. Knight, state director of Selective Service, to a meeting to discuss the intended procedures.

4. *Honors Committee report.* Mr. Ziebarth, acting chairman of the Committee on University Honors, presented four nominations for the Outstanding Achievement Award, which were approved by common consent. Three nominations for the Alumni Service Award were also approved by common consent.

5. *1967-68 Finances.* Mr. Lunden reviewed the critical financial situation for the current fiscal year involving the General Operations and Maintenance Fund and pointed out that it was due to the disparity between realized enrollment and that on which income estimates had been based, as well as the result of a substantial reduction in budgeted income from Federal reimbursement for indirect costs related to contracts and grants. A depletion of Regents' Reserve has resulted from early academic recruitment with a resultant reduction in vacant positions and from a lower Civil Service employee turnover, starting in July 1967, due to improved salaries.

Marilee Ward  
Secretary

#### V. SENATE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

Reported for Action

1. *Transfer Recognition for Dr. Martin Luther College, New Ulm, Minnesota.*

The following committee visited Dr. Martin Luther College on January 17 and 18, 1968:

Ronald Lambart, Chairman, Elementary Education, University of Minnesota (chairman)

E. O. Berhow, Director of Teacher Personnel, State Department of Education, St. Paul

- Raymond A. Bohling, Assistant Director, University Libraries, University of Minnesota  
 Claire Faust, Professor of Education, Mankato State College, Mankato, Minnesota  
 Roger Larson, Assistant Professor, General College, University of Minnesota  
 Paul Manz, Chairman, Department of Music, Concordia College, St. Paul  
 B. W. Teigen, President, Bethany Lutheran College, Mankato, Minnesota  
 C. Lloyd Bjornlie, Executive Secretary, Senate Committee on Institutional Relationships, University of Minnesota (ex officio)

Dr. Martin Luther College is a 4-year teacher education institution of the Wisconsin Evangelical Lutheran Synod. Founded in 1884, the purpose of the college is to prepare teachers for the elementary schools operated by the synod. In 1957, discussions were begun with the University of Minnesota concerning accreditation. An institutional self-study was made and in 1963 a committee chaired by Robert J. Keller, chairman of the Senate Committee on Institutional Relationships, recommended that the University of Minnesota add Dr. Martin Luther College to the list of accredited institutions but that the institution be revisited within 5 years.

The 1968 visiting committee found that a conscious effort had been made to follow the suggestions and recommendations made in 1963 and this committee was impressed with the progress that had been made. The strong religious and music requirements tended to restrict other areas of the curriculum. The committee recommended attention be given to these restricted areas, especially science and mathematics, as a continuing part of program development. The library was another area where improvement was needed.

On the basis of its examination of previous visiting committee reports, self-study materials, and other college records, and the visitation of classes and conferences with staff and students, the visiting committee made the following recommendation to the Senate Committee on Institutional Relationships which, in turn, submits it to the Senate:

That the University of Minnesota Senate grant Dr. Martin Luther College transfer recognition, i.e., provide for the transfer of satisfactorily completed credits, appropriate to the programs to which a student may be admitted.

## 2. *Transfer Recognition for Lakewood State Junior College, White Bear Lake, Minnesota*

Lakewood State Junior College, the fourth of the new metropolitan junior colleges, began operation in the fall of 1967 and shortly thereafter requested transfer recognition from the University of Minnesota. A self-study was completed and on February 13 and 14, 1968, the following committee visited the institution:

- Paul A. Cartwright, Assistant Dean, Institute of Technology, University of Minnesota (chairman)  
 Dorothy Burrows, Associate Professor of Literature and Writing, General College, University of Minnesota  
 Willys Johnson, Dean of Students, Anoka-Ramsey State Junior College, Coon Rapids, Minnesota  
 William H. Nunn, Associate Professor of Social Science, St. Cloud State College, St. Cloud, Minnesota  
 Manley Olson, Research Fellow, Office of the Vice President for Educational Relationships and Development, University of Minnesota  
 Hugh Turriffin, Professor of Mathematics, Institute of Technology, University of Minnesota  
 James Underhill, Associate Professor of Zoology, College of Biological Sciences, University of Minnesota  
 C. Lloyd Bjornlie, Executive Secretary, Senate Committee on Institutional Relationships, University of Minnesota (ex officio)

The college was housed in temporary quarters in a former elementary school. The physical plant was thus a major deterrent in many areas. However, faculty and student morale was high and the institution appeared to be surmounting the difficulties caused by lack of facilities.

The strong point of the institution was the staff. The faculty appeared to be well qualified and committed to the junior college concept. Teaching loads were heavy, however, and left staff with limited time for planning. Development of general education programs needed more consideration and this needed to be taken into account in employment of new staff.

During the visit, the committee observed the operation of the college, visited classes, and talked with staff and students. The self-study and other materials were considered. Based on these activities, the visiting committee, and in turn, the Senate Committee on Institutional Relationships, makes the following recommendation:

That the University of Minnesota Senate grant Lakewood State Junior College transfer recognition, i.e., provide for the transfer of satisfactorily completed credits, appropriate to the programs to which a student may be admitted. This recognition should be granted subject to provision for a revisit during the 1968-69 academic year when the second year of the program will be in operation.

## 3. *Transfer Recognition for Southwest Minnesota State College, Marshall, Minnesota*

The following committee visited Southwest Minnesota State College on February 19 and 20, 1968:

- Theodore E. Kellogg, Associate Dean for Admissions and Chairman, Senate Committee on Institutional Relationships, University of Minnesota (chairman)  
 Paul Berrisford, Chief Catalog Librarian, University of Minnesota  
 Harlan F. Foss, Chairman, Division of History, Philosophy and Religion, St. Olaf College, Northfield, Minnesota  
 Eric Klinger, Associate Professor of Psychology and Chairman, Curricular Committee, University of Minnesota, Morris  
 Paul O'Connor, Professor of Chemistry, Institute of Technology, University of Minnesota  
 Arthur Smith, Director, Student Counseling Bureau, University of Minnesota  
 David Storvick, Associate Chairman, Department of Mathematics, Institute of Technology, University of Minnesota  
 C. Lloyd Bjornlie, Executive Secretary, Senate Committee on Institutional Relationships, University of Minnesota (ex officio)

Southwest Minnesota State College was authorized by the 1963 session of the Minnesota Legislature and opened in September 1967. At the request of Southwest Minnesota State College, a committee was established by the Senate Committee on Institutional Relationships to visit the college for the purpose of recommending appropriate transfer recognition status. An institutional self-study was prepared in advance of the visit.

Only freshman courses were being offered. Wisely, the institution had limited the proliferation of courses and programs. Questions were raised, however, about the absence of courses in social sciences and language. The Instructional Resources Center was planned as a vital part of the institution and appeared to be developing well. The Random Access Tape Dial System was only in the embryonic stage.

The visiting committee observed classes, considered the self-study and other materials prepared for the visit, and conferred with faculty, administrators, and students. On the basis of the information gathered and the observations made, the committee made the following recommendation which was adopted by the Senate Committee on Institutional Relationships and is herewith submitted for Senate action:

That the University of Minnesota Senate grant Southwest Minnesota State College transfer recognition, i.e., provide for the transfer of satisfactorily completed credits, appropriate to the programs to which a student may be admitted. This recognition should be granted subject to provision for a revisit during the 1968-69 academic year when the second year curriculum is in operation and overall development of the institution is further advanced.

T. E. Kellogg,  
 Chairman

## VI. REPORT OF THE SENATE COMMITTEE ON BUSINESS AND RULES

### Reported for Information

The chairman of the committee will report the work which has been completed on the proposed revision of the Senate Constitution and By-Laws.

## VII. REPORT OF THE SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

### 1. Reported for Action

*Televising Football Games Under the Exception Provisions of the NCAA Television Plan.*

This issue is under the White Resolution procedure and, hence, it requires institutional review before the proposed policy can become effective. On two earlier recent occasions the Conference, after institutional review, failed to reaffirm previous action intended to prohibit televising of sell-out football games (see Senate *Minutes*, November 2, 1967, page 8, and February 1, 1968, page 55). At the March 1968 meetings the Joint Group of the Conference adopted by a vote of 9:1 the following television policy:

Conference members shall permit the televising of their football games under the exception provisions of the NCAA Television Plan only if the telecast is on a station designated by the home University as its educational TV facility, and the telecast is during a period in which, throughout the year, that station operates on a non-commercial, non-profit basis.

Minnesota voted for adoption. At the May meetings of the Conference, whether or not the above-stated policy becomes subject to a vote of reaffirmation Minnesota will request that the underlined portions of the policy statement be editorially changed as follows:

... if the telecast is on a station designated by the home University as its educational TV outlet, and the telecast is during a period in which, throughout the year, that station does not operate on a commercial, profit-making basis.

These changes do not alter the basic intent or affect the substance of the policy statement. If they are adopted this University can meet the requirements set forth.

**RECOMMENDATION:** That Conference Television policy statement and the proposed editorial changes be approved.

## 2. Reported for Information

### *Limited Program of Intercollegiate Freshman Competition.*

No institutional objections having been filed with the Conference, the limited program of intercollegiate competition of freshman teams will continue in 1968-69 to the extent authorized for the 2 preceding academic years (see Senate *Minutes*, February 1, 1968, page 54).

## VIII. RESOLUTION—FREE TUITION FOR POOR PEOPLE

### Reported for Action

The people of Minnesota founded the University of Minnesota with the intention of providing free higher education to all qualified students in the state. Economic necessity has forced the University to charge tuition. The amount is smaller than that charged by private institutions and for the student of ordinary financial resources it does not represent a serious burden, but for economically deprived potential students it is prohibitive.

Now, in the aftermath of the assassination of Dr. Martin Luther King, the University community and the people of Minnesota generally, like the rest of the nation, are reviewing their responsibilities in the area of Dr. King's concern. We are searching for new ways to assist our oppressed and deprived fellow citizens and to eradicate the sources of injustice in ourselves and our society. Higher education represents one way that must be opened wider to victims of economic deprivation and social discrimination. The present academic community itself would also benefit from the entrance of persons with more diverse backgrounds than it now includes. We do not believe that the provision of scholarship aid, that traditional means of meeting the need of the poor student, is sufficient at present. Financial aid over and above that required to pay tuition will be needed for some students and resources available should be applied to help meet living expenses, to provide part-time jobs, to provide special services. Tuition should be free.

Therefore, we ask the Senate to adopt the following resolution:

The Senate of the University of Minnesota respectfully requests the Administration and the Board of Regents to adopt a policy of free tuition for poor people, particularly for members of minority groups whose opportunities for self-support are severely limited by the effects of social patterns of discrimination, present and past. We further petition the Legislature to make it possible for the University to carry out that policy without damage to the quality of University programs generally.

David Cooperman  
John G. Darley  
Forrest Harris  
John Kidneigh  
Grover Maxwell  
Maynard Reynolds  
Allan Spear  
Burnham Terrell

## IX. ELECTION TO FACULTY CONSULTATIVE COMMITTEE

### Reported for Information

The clerk of the Senate reports that the following have been duly elected to the Faculty Consultative Committee for the terms indicated, effective July 1, 1968:

3-year term (1968-71): Walter Heller, Alexander Hodson, Maynard Reynolds.

## X. NEW BUSINESS

### XI. NECROLOGY

#### KENNETH NEIL OGLE

Kenneth N. Ogle, head of the Section of Biophysics of the Mayo Clinic, Rochester, Minnesota, from 1958 to 1967, and professor of biophysics in the Mayo Graduate School of Medicine of the University of Minnesota at Rochester, from 1953 to 1967, died in the Rochester Methodist Hospital on February 22, 1968, of carcinomatosis.

On January 1, 1968, he had become a professor of ophthalmology in the University of Minnesota Medical School, and director of the initial phases of a manpower study concerned with care of the eyes, present and future, in the United States under a contract between the National Institute of Neurological Diseases and Blindness of the Public Health Service and the University of Minnesota Medical School.

Dr. Ogle was born in Lake City, Colorado, on November 27, 1902, the son of Luella Moore Ogle and Wesley Harlan Ogle. He attended the public schools of Colorado Springs, and in 1921 entered Colorado College at Colorado Springs, receiving the degree of bachelor of arts *cum laude* in 1925. He enrolled in Dartmouth College from which he obtained the degree of master of arts in 1927. In 1927 and 1928 he was a teaching fellow in the University of Minnesota; he returned to Dartmouth College in 1928 where he was awarded the degree of doctor of philosophy *cum laude* in 1930. From 1930 to 1934 he was a research fellow in physiological optics in the Dartmouth College Medical School. In 1934 he was appointed assistant professor of physiological optics in the Dartmouth Eye Institute and the Dartmouth College Medical School; in 1946 he was advanced to professor.

Dr. Ogle came to Rochester, Minnesota, in September 1947 as a member of the Section of Biophysics of the Mayo Clinic. He also was a research consultant in optics and visual physiology to the Section of Ophthalmology. In 1948 he was appointed associate professor of experimental biophysics in the Mayo Graduate School of Medicine, and in 1953 he was advanced to professor of biophysics. He became head of the Section of Biophysics of the Mayo Clinic on July 1, 1958, a post he continued to occupy until January 1, 1967, when he became a senior consultant in biophysics. He retired from the Mayo Clinic and Mayo Graduate School of Medicine on December 31, 1967.

Dr. Ogle was married to Miss Elizabeth Bartlett, of Hanover, New Hampshire, on September 18, 1934. He is survived by Mrs. Ogle and two children: Betsy Jane (Mrs. Elizabeth O. Jordan, of Rochester, Minnesota); and Nancy Moore (Mrs. Richard F. Brubaker, of Cambridge, Massachusetts).

#### ARNOLD M. ROSE

1918 - 1968

No one can read the writings of Arnold Rose without being impressed by his optimism about the human condition; his fierce love of the liberal values of freedom and equality; his sense of sober responsibility as a social scientist and his tolerance for all who labor in the intellectual vineyards.

Those who had the privilege to be his colleagues or to work with him in any of his manifold endeavors or to know him as a friend had no doubt that these characteristics marked the inner man. We grieve for his loss and pay tribute to his memory.

Arnold Rose was imbued with the conviction that society had a right to expect social scientists to assist in combatting the evils afflicting it. So many of these evils, he saw, could be alleviated by legal ordering. He did not look upon law merely as the product of the social and psychological factors that mold human behavior. He insisted that law could affect man's environment, his behavior, and even his attitudes—and so could be used as an effective instrument of peaceful social change in a democracy.

This possibility attracted him to the study of the legal order. Appreciating that judges, legislators, administrators, lawyers, and citizens had to deal with society's problems here and now, he worked to assure that their efforts would be as informed about the nature of man and society as his generation's state of knowledge could make them.

In addressing himself to our problems and entering the political arena to cope with them even more directly, he was not swayed by the criticism he heard from time to time that he was wandering from the main paths of scholarship and should better spend his time constructing theoretical systems.

The fact of the matter is that Arnold Rose was a theorist and methodologist of power. He was troubled because so much social theory was inadequate precisely because it failed to consider law as a factor making for social change. And he undertook to remove this "blind spot," as he called it, of so many contemporary American sociologists.

He also never thought it necessary to keep his theory pure and unpolitical by avoiding intimate contact with the realities of social disorder and conflict. His academic life guided and enriched his role as a legislator. And his political involvement and experience deepened his insight as a sociologist.

Even more important, his reflection on social responsibility of the social scientists led him to activity which made him a leader of our generation in the struggle against the greatest brutality of our time—race bigotry and race discrimination. To this struggle he committed his mind and his heart.

This commitment began at least as early as September 1941 when, only 23 years old, he joined Gunnar Myrdal in the research and writing of *An American Dilemma*. Even then, Myrdal wrote of Arnold's "wide knowledge of the social science literature and his sound judgment on methodological problems." After the book was published, Myrdal acknowledged Arnold's deep and intimate identification with it. Arnold's Rose's commitment to work for fundamental changes in American race relations continued until the day he died.

The very last article he published—in November of the past year—dealt with school desegregation and hammered at his favorite themes. "If there ever had been a doubt," he wrote, "that a United States Supreme Court decision can change social behavior and social institutions, the implementation undertaken by the federal court of the Brown v. Board of Education decision of 1954 should have dispelled it quickly." And then he proceeded, as he did so many times before, to present a legal theory

and supporting sociological data—this time to persuade the courts to outlaw de facto public school segregation and thereby convert "equal justice under the law" from a shibboleth to a reality.

Arnold sought not only to eradicate discriminatory behavior but also to strike at the roots of prejudice. He believed that legislation against discrimination was an important means of breaking tradition of prejudice but not sufficient by itself, to do the whole job. In 1963 he was honored by being named co-chairman with John Hope Franklin of Wayne State University's celebration of the 100th Anniversary of the Emancipation Proclamation. He took this occasion to call upon the historians to put into practice "their claimed ideals of good scholarship and science" by eliminating the falsehoods and half-truths in the written history of race relations in this country. In this way, he hoped, we would be helped to "purge race hatred from our minds."

On occasion, during the last months of his life, Arnold expressed the fear that the fiery and bloody race riots of last summer indicated that many Negroes had weighed the law in the balance and found it wanting. But I do not think he altered the basic views he expressed at the Emancipation Centennial:

"The changes may seem slow to those who labor under discrimination . . . but the changes are coming.

"Discrimination is being wiped out slowly but certainly, from the laws of our country and from the practices of our industrialists, public servants, civil leaders and even the people in general. As Americans we can continue to be proud of the strength of our national ideals. They help us to be ashamed of our malpractices and to make earnest and effective efforts to change them. Our own consciences and our desire to appear decent and strong before the world decree that the battles for 'civil rights' are almost consistently being won."

For Arnold Rose, the ideals of the American Creed, which he equated with the liberal values he cherished, were not utopian or other-worldly. They were here to shape American reality. He always stressed "the dominant role of ideals in the social dynamics of America" and personally acted upon the precepts of that great teacher who, in his final lecture, said:

"It is not in heaven, that thou shouldst say, Who shall go up for us to heaven, and bring it unto us, and make us to hear it, that we may do it? Neither is it beyond the sea, that thou shouldst say, Who shall go over the sea for us, and bring it unto us, and make us to hear it, that we may do it? But the word is very nigh unto thee, in thy mouth, and in thy heart, that thou mayest do it."

Arnold Rose's involvement in the battle for civil rights was the most significant, but not the only one he waged for the realization of the ideals of the American Creed. He was also a champion of the trade unions—not only because they forced American industry to share the fruits of its productivity with its workers, but because he felt that trade unions were responsible for the evolution of a rule of law in industry which secured the individual worker's claim to his job and thereby gave him a sense of status and community and independence which made him an American citizen in the fullest sense.

It is fitting, too, that the last book Arnold Rose published should be devoted to a refutation of the notion that a small, power elite controls American public life and obstructs the realization of American ideals. He wrote with the younger generation of "new leftists" particularly in mind, because he felt that they failed to understand the society they were rejecting.

Arnold Rose also fought for American ideals in the halls of the Legislature and the courtroom. When he was libeled by a right-wing group, he insisted upon bringing suit, though many of his lawyer-friends advised him that it was risky to place his reputation in the hands of a jury of 12 ordinary people after a trial which was certain to be accompanied by a renewed attack upon him and to be enveloped in a highly emotional atmosphere.

But Arnold feared that his failure to bring suit would encourage attacks upon members of the faculty and endanger academic freedom at the University. He also despised extremist groups, whether of the right or of the left. So he acted, without any assurance at the time that he would be assisted by friends and without any thought of collecting damages.

And of course he was vindicated. This grueling trial—which I attended for many days waiting to be called as a character witness—attests to Arnold Rose's courage and unselfishness. For in retrospect, it is clear that it was also a trial of strength that he could ill afford in vitality.

We on the Law Faculty will especially miss Arnold Rose. But we prefer to speak of our gain from having him in our midst. He was one of the ornaments of the University but a vital source of inspiration to the Law School in its efforts to build ties with other parts of the University. In 1958, he formed a University Committee to facilitate communication and cooperation in research and teaching in law and the social sciences. He became its first Executive Secretary.

Although the Committee no longer exists, Arnold constantly reminded us that it should be reconstituted. Always quiet and gentle in manner, he could be insistent. The essence of his idea has been elaborated and incorporated in a report on the future of the Law School which has been submitted to President Moos. Only a few weeks ago, we met with colleagues from other departments of the University to discuss this report. Arnold had just been released from the Hospital. Yet he read the long report, attended the meeting and participated in the discussion. That was the last time I saw him.

Arnold was equally active in building bridges between law and social sciences on the national level. He helped to found the Law and Society Association and served on the Editorial Advisory Board of the *Law and Society Review* published by the Association. His last article—on school desegregation—was published in this Review.

Arnold Rose saw sociology as a great cooperative adventure, pursued across many centuries by men of many races, many faiths and many disciplines. He was intensely interested in the comparative study of the institutions of different societies and at the time of his death, he was engaged in comparative cross-national studies in the sociology of law.

Because of his efforts and his influence, a great deal of our most seminal sociological thought now revolves about legal problems. It is no longer possible to describe American sociology without referring to the sociology of law. I like to think this was one of the reasons the nation's sociologists honored him by electing him President of the American Sociological Association.

Arnold Rose lived a full and productive life. His university and his country are the better for it. He took to heart the words of the ancient seer:

"The day is short and the task is great. It is not incumbent upon thee to complete the whole work, but neither art thou free to neglect it."

The tasks that Arnold Rose laid down will always command the dedication of successors. And his friends know that the most dedicated of these is his remarkable wife, Caroline Baer Rose, who joined him in working with Myrdal in 1942 and remained his closest intellectual companion and staunchest supporter until the end.

Arnold Rose is no more. This will long seem to us to be improbable because his work and his example live in a new generation of sociologists and legal scholars.

—Carl A. Auerbach

HENRY ROTTSCHAEFER  
1888 - 1968

Henry Rottschaefer, professor emeritus of law, died in Minneapolis on Saturday, January 27, 1968, at the age of 79. He came to the University of Minnesota as a full professor in 1922, leaving a successful tax practice in New York City, and remained for 35 years a bulwark of the faculty. He had lived in Minneapolis since his retirement in 1957, and is survived by his widow, Helen, a son, William, and a daughter, Mrs. Judith van't Riet. As with any outstanding individual, an attempt to summarize in brief compass the attributes and achievements of this remarkable, many-faceted man, teacher and scholar cannot possibly do him full justice.

A naturalized American citizen, Henry Rottschaefer was born in 1888 in Stedum, Groningen Province, the Netherlands. In 1893 he came with his parents to Holland, Michigan, where he grew up and attended Hope College, graduating in 1909. After 2 years as a small-town high school principal he matriculated at the University of Michigan Law School in 1911. In 1912-1913 he taught full time as instructor in economics at Michigan, but during 1913-1915 he completed his law course while continuing to teach economics. His outstanding scholastic record in law school earned him the Order of the Coif, an editorship on the Michigan Law Review, and the J.D. degree in 1915. Further graduate law study culminated in an S.J.D. degree from Harvard in 1916, after which he became a legal adviser and tax consultant in New York City, continuing in that work until 1922, except for 15 month's service in World War I as a captain in the Motor Transport Corps of the United States Army.

Fluent in several languages and with an extensive scholarly background in philosophy, economics, and jurisprudence in addition to his profound studies in taxation, constitutional law and administrative law, Henry Rottschaefer was in every sense a first-rate scholar. A six-page bibliography of his writings lists 121 publications including 10 books, 24 law review articles, 9 syllabi, and 78 book reviews.

As a teacher he was unique—one of those professors whom students always discuss and never forget. In the classroom his delightful sense of humor, rapier-wit, sense of drama, and platform antics that sometimes bordered on buffoonery, kept breaking through his normal dignity and almost awesome scholastic verbiage with explosive contrast. The resulting anecdotes among his thousands of students are countless. "Do you remember when 'Rottie' . . . etc." will be heard as long as his students gather. But they loved and respected and learned from him. He was one of the best and he always carried one of the heaviest teaching loads and had one of the largest stacks of examination bluebooks to grade. His grad-

ing standards were high but never unfair. He evaluated student performance with keen perception and impartiality.

But Henry Rottschaefter was much more than just a top-flight tax lawyer, law teacher, and scholar. To him the development and maintenance of his professional and scholarly excellence was not the sole objective but merely one aspect of his total life commitment. Overall, he saw himself as a responsible citizen and an obligated participant in achieving the institutional objectives of his Law School and University. His was truly a life of dedication and service on many fronts.

As draftsman of the Minnesota State Income Tax law of 1933 and adviser to the Minnesota House of Representatives on tax matters, 1933-1937, he served his state; as associate member of the Advisory Board for Registrations, 1943, as special mediation representative of the National War Labor Board and as public member of the Region VI Panel of that Board, 1943-1946, he again served his adopted nation during a world war; as a member of the American Bar Association and its tax committees, a member of the Minnesota State Bar Association and a member of the Executive Committee of the Association of American Law Schools (1933) he served his profession; as a neutral arbitrator in labor-management disputes under collective bargaining contracts he served the business-industrial-labor community; as Minnesota's faculty representative in the "Big Ten" Athletic Conference for 23 years (1934-1957), as a member of several Senate committees (Business and Rules [Chm.], Intercollegiate Athletics, Judicial), and as adviser to several University presidents on various matters he served his University, and as editor-in-chief of the Minnesota Law Review, 1942-1946, and workhorse member or chairman of Law School committees too numerous to mention he served and played a major role in the development of that school.

Only a person of Henry's unbelievably orderly and systematic habits—his desk was always clear when he left for the day—and iron constitution—he was an all-round athlete of considerable skill in college—could have carried his work-load so effectively year after year. He never spared the horses, however, and the tremendous load he carried during and after World War II began seriously to impair his health. Nevertheless, he ignored these ailments and insisted on carrying a full teaching load and his Law School and University committee work to the date of his compulsory retirement.

Perhaps his most outstanding characteristic, among many that were exemplary, was his capacity for complete impartiality and objectivity in all aspects of his work. His personal beliefs—politically, economically, socially, and philosophically—were freely expressed in private conversation and were *extremely* conservative. But as teacher, professional counselor, draftsman, arbitrator, and adviser he could so completely divorce his activities and judgments from his personal beliefs that many who worked with him believed him to be a "liberal." This tickled him immensely for, like most well-rounded persons, he could always see and enjoy the humorous side of life. Small wonder that his students often chose him for toastmaster at their banquets. He was never bested in witty repartee.

Impartiality, integrity, loyalty, humanity, industry, dedication, wisdom, intelligence, orderliness, and humor—all of the highest order—these were the qualities of our departed colleague.

#### CHARLES N. SALTUS

1882 - 1967

Charles N. Saltus, professor emeritus of English, and at his retirement in 1950 chairman of the Division of English, Foreign Languages, Speech, Journalism, and Library Science on the Duluth Campus, died at the age of 85 on December 25, 1967. His service to the Duluth State Teachers College and, after 1947, to the University of Minnesota, Duluth, embraced more than 28 years.

Professor Saltus was born in Springfield, Massachusetts in 1882. After graduation from high school in Rock Island, Illinois in 1901, he served as an elementary school principal before entering Colorado State College where he graduated with the A.B. degree in 1912. He received the M.A. in 1916 from the University of Wisconsin and the Ph.D., also from the University of Wisconsin, in 1929. During World War I, Professor Saltus served in England and France with the YMCA.

In the course of his long career as a teacher, Professor Saltus served on every level of American education, from elementary school principal to university professor and administrator. From 1912 to 1920, he was teacher and principal at Sterling, Colorado High School, with interruptions for service abroad and for graduate study. From 1920 to 1922, he was assistant professor of English at Colorado College; from 1923 to 1925, instructor in English at the University of North Dakota; from 1925 to 1931, instructor in English at the University of Wisconsin; and from 1932 until his retirement in 1950, teacher and administrator at Duluth State Teachers College and the University of Minnesota, Duluth.

Professor Saltus was a member of various educational associations, editor (with Herbert Sorenson) of *Psychology in Education* (1940), a gifted lecturer, radio speaker, and book reviewer. But he will be remembered most of all on the Duluth Campus as a generous, broadly educated, humane possessor of that rare gift of relating literature to the lives of his students, and communicating to them his unceasing joy in great books. He remarked at the dinner honoring him upon his retirement that he considered it a rare joke on the university that he had been paid for 28 years to teach young people, though the privilege of engaging in so rewarding a calling was remuneration enough.

He is survived by his wife, Elinor, who is also a college teacher; two daughters, Carol and Janet; and one son, Richard.