

# UNIVERSITY OF MINNESOTA

## THE SENATE

### MINUTES

The first regular meeting of the University Senate for the year 1939-40 was held in the Library of the Engineering Building, Thursday, October 19, 1939. Seventy members responded to roll call.

The following items were presented for consideration by the Committee on Business and Rules and action was taken as indicated.

#### I. APPROVAL OF THE MINUTES OF MAY 18, 1939

*Approved*

#### II. SENATE ROSTER FOR 1939-40

##### Voting List

**Akerman, John D.	Biester, Alice
Alderman, William H.	Bieter, Raymond N.
Allison, John H.	Bird, Charles
Alway, Frederick J.	Blakey, Roy G.
Amberg, Ray M.	*Blegen, Theodore
†Amyot, Gregoire F.	Blitz, Anne D.
Anderson, Gaylord W.	Boardman, C. W.
Anderson, John E.	Bollman, J. L. (Rochester)
Anderson, William	†Bond, Guy L.
**Arnal, Leon E.	Boothby, W. N. (Rochester)
†Arnstein, Margaret G.	Borak, Arthur M.
Army, Albert C.	†Bossing, N. L.
Bachman, Gustav	Boyd, Willard L.
Bailey, Clyde H.	Boyden, Edward A.
Baker, Gertrude M.	Boynton, Ruth E.
Baldes, E. J. (Rochester)	Braasch, W. F. (Rochester)
Balfour, D. C. (Rochester)	Brackney, E. L.
Barnhart, Thomas F.	†Brameld, Theodore
Barton, Francis B.	Brekhus, Peter J.
Bass, Frederic H.	Brierley, Wilfrid G.
Bassett, Louis B.	Briggs, D. R.
Beach, Joseph	Brink, Raymond W.
Bell, Elexious T.	Brown, Clara
Berry, Coburn L.	Brown, Huntington
Bierman, B. W.	†Brown, Ralph H.

Brueckner, Leo J.  
 Bryant, John M.  
 Bryngelson, Bryng  
 Buchta, J. W.  
 Burkhard, Oscar C.  
 Burnham, Charles R.  
 Burr, George O.  
 Burt, Alfred L.  
 Burton, S. Chatwood  
 Bussey, William H.  
 Butters, Frederic K.  
 †Carlson, William S.  
 Casey, Ralph D.  
 Chapin, F. Stuart  
 †Chapman, Royal N.  
 Charnley, Mitchell  
 Cherry, Wilbur H.  
 Cheyney, Edward G.  
 Christensen, Jonas J.  
 Christianson, John O.  
 †Clarke, Erick K.  
 Clawson, Benjamin J.  
 Coffey, Walter C.  
 Cohen, Lillian  
 Combs, Willes B.  
 Comstock, E. H.  
 Conger, George P.  
 Cook, Walter W.  
 Cooper, William S.  
 Creevy, Charles D.  
 †Currence, Troy M.  
 Cutler, Alvin S.  
 Dalaker, Hans H.  
 Davis, Darrell H.  
 Davis, E. W.  
 Densford, Katharine J.  
 †Deutsch, Harold C.  
 Diehl, Harold S.  
 †Dippel, Adelbert L.  
 Donovan, Raymond L. (Grand  
 Rapids)  
 Dowdell, R. L.  
 Dowell, Austin  
 Downey, Hal  
 Du Priest, J. R.  
 Eckert, Ruth E.  
 Eddy, Samuel  
 Eggers, Henry C. T.  
 Elliott, Richard M.  
 †Ellis, Ralph V.  
 Emmons, William H.  
 Erickson, Theodore A.  
 Essex, H. E. (Rochester)  
 †Evans, Gerald T.  
 Fahr, George E.  
 Feldman, W. H. (Rochester)  
 Fenlason, Anne L.  
 Ferguson, Donald  
 Ferrin, Evan F.  
 Field, Albert M.  
 Filipetti, G.  
 Fischer, Earl B.  
 Fitch, Clifford P.  
 Fitch, James B.  
 Flagstad, Carl  
 Ford, Guy S.  
 Foster, Josephine C.  
 Fraser, Everett  
 Freeman, Edward M.  
 †French, Charles A.  
 French, Robert W.  
 Freundlich, Herbert  
 Garver, Frederic B.  
 †Geddes, William F.  
 Geiger, Isaac W.  
 Glockler, George  
 Goldstein, Harriet  
 Goodenough, Florence L.  
 Gortner, Ross A.  
 Granovsky, Alexander A.  
 Green, Robert G.  
 Griffith, Charles A.  
 Grismer, Raymond L.  
 Grout, Frank F.  
 Gruner, John W.  
 Hall, Ambert B.  
 Halvorson, H. O.  
 Hansen, Arild E.  
 Hansen, Thorvald Schantz  
 \*Hart, William L.  
 \*Hartig, Henry E.  
 Hartshorne, Richard  
 Harvey, Rodney B.  
 Hauser, George  
 Hayes, Herbert K.  
 \*Heaton, Herbert  
 Heilig, L. S.  
 Heilman, E. A.  
 †Heisig, G. B.  
 Henderson, M. S. (Rochester)  
 Henrici, Arthur D.  
 Heron, William T.  
 Herrick, Carl A.  
 Higgins, G. M. (Rochester)

Hill, Edward L.  
 Hillhouse, James T.  
 \*Hilpert, Robert S.  
 Hirschfelder, Arthur D.  
 Holman, William F.  
 Hughes, C. A.  
 Hull, Gertrude  
 Hutchinson, Lura C.  
 Immer, Forrest R.  
 Jackson, Clarence M.  
 Jackson, Dunham  
 Jenkins, Glenn L.  
 Jennings, Arthur B.  
 Jennings, Edward G.  
 Jesness, Oscar B.  
 Johnson, Elmer W.  
 Johnson, Iver  
 Johnson, Palmer O.  
 Jones, Robert T.  
 Jones, Roy C.  
 Joseph, Thomas L.  
 Keller, Louis F.  
 †Kelley, Frank H.  
 Kendall, E. C. (Rochester)  
 Kennedy, Cornelia  
 Kernkamp, H. C. H.  
 Kernohan, J. W. (Rochester)  
 Keys, Ancel  
 Killeen, Earle G.  
 Kirkpatrick, Clifford  
 Kissock, May S.  
 Knight, Ralph T.  
 Koelsch, C. F.  
 Koepke, Charles A.  
 Kolthoff, Izaak M.  
 Kozelka, R. L.  
 Krantz, Fred A.  
 \*Krey, August C.  
 Kuhlmann, John H.  
 Lambert, E. M.  
 Lang, F. C.  
 †Lansing, Robert C.  
 Larson, Winford P.  
 Lasby, William F.  
 Lauer, Walter M.  
 LeCompte, Irville C.  
 †Lees, C. Lowell  
 Leichsenring, Jane  
 Leland, Ora M.  
 Lind, Samuel C.  
 Lindsay, William  
 †Lippincott, Benjamin E.  
 Livingston, R. S.  
 Ludwig, C. C.  
 Luyten, Willem J.  
 MacDougall, Frank H.  
 MacLean, Malcolm S.  
 Macy, Harold  
 Maddocks, Thomas H.  
 Mann, Charles A.  
 Mann, F. C. (Rochester)  
 Marget, Arthur W.  
 Martenis, John V.  
 McCall, T. M. (Crookston)  
 McCartney, James S.  
 McClintock, Henry L.  
 McConnell, T. R.  
 McCormick, F. G.  
 McDowell, G. Tremaine  
 McKelvey, John L.  
 McKinley, J. C.  
 McNeal, Wylie B.  
 McQuarrie, Irvine  
 Mickel, Clarence E.  
 Middlebrook, William T.  
 Miller, L. F.  
 Miller, Paul E.  
 Miller, W. S.  
 Mills, Lennox  
 Minnich, Dwight E.  
 Mitropoulos, Dimitri  
 †Monachesi, Elio D.  
 Montillon, George H.  
 Montonna, Ralph E.  
 Moore, C. A.  
 Mudgett, Bruce D.  
 Myers, Howard D.  
 Nafziger, Ralph O.  
 Neale, Mervin G.  
 Nelson, Lowry  
 Newton, Julia O.  
 Nichols, Charles W.  
 Nicholson, E. E.  
 Noble, Isabel  
 Norris, J. Anna  
 O'Brien, William A.  
 Ogle, Marbury B.  
 †Oliver, Clarence P.  
 Osgood, Ernest S.  
 †Ostlund, H. J.  
 Palmer, Leroy S.  
 Parker, Walter H.  
 Paterson, Donald  
 Pattison, Walter T.

Pease, Levi B.  
 Peik, Wesley E.  
 Pepinsky, Abe  
 Peters, Walter H.  
 †Petersen, William E.  
 †Petry, Lucile  
 Peyton, W. T.  
 †Phelps, Ethel  
 Piccard, J. F.  
 Pierce, E. B.  
 Pirsig, Maynard E.  
 Pond, George A.  
 Price, R. R.  
 Priester, George C.  
 Prosser, William L.  
 Quigley, Harold S.  
 Rarig, Frank  
 Rasmussen, Andrew T.  
 Raymond, Ruth  
 Read, Horace E.  
 †Reichardt, Konstantin  
 Reighard, John J.  
 Reyerson, Lloyd H.  
 Rigler, Leo G.  
 Riley, William A.  
 Ringoen, Adolph  
 Robertson, Burton J.  
 Robertson, H. E. (Rochester)  
 Robertson, Rhodes  
 Roe, Harry B.  
 Rogers, Charles H.  
 Rosendahl, Carl O.  
 Rosenow, E. C. (Rochester)  
 Rost, Clayton O.  
 Rottschaefer, Henry  
 Rotzel, C. L.  
 Rowley, Frank B.  
 Ruggles, Arthur G.  
 †Rumbaugh, Lynn H.  
 †Rutford, Skuli  
 Ruud, Martin B.  
 Sandstrom, W. Martin  
 Scammon, Richard E.  
 Schlotthauer, C. F. (Rochester)  
 \*Schmidt, E. P.  
 Schmitz, Henry  
 Schwantes, Arthur J.  
 Schwartz, G. M.  
 Scott, Carlyle  
 Scott, Frederick H.  
 Searles, Colbert  
 Searles, Harold R.  
 Shea, Alice Leahy  
 Sheard, Charles (Rochester)  
 Shippee, Lester B.  
 Shoop, Charles F.  
 Short, Lloyd M.  
 Shumway, R. R.  
 Sirich, E. H.  
 Sloan, H. J.  
 Smith, Dora V.  
 Smith, Homer J.  
 Smith, Lee I.  
 Sneed, M. Cannon  
 Spafford, Ivol  
 Stakman, Elvin C.  
 Stauffer, Clinton R.  
 Steefel, Lawrence D.  
 Stehman, J. W.  
 Stenstrom, Karl W.  
 Stephenson, George M.  
 Stevenson, Russell A.  
 Stoesser, Albert V.  
 Stoll, Elmer  
 Straub, Lorenz G.  
 Summers, Robert E.  
 Swenson, David F.  
 Tanquary, Maurice C.  
 Tate, John T.  
 Teeter, T. A. H.  
 Thiel, George A.  
 Thomas, J. M.  
 Thompson, Mark J. (Duluth)  
 Tinker, Miles A.  
 †Treloar, Alan E.  
 †Tyler, Tracy F.  
 Underhill, Anthony L.  
 Uppgren, Arthur R.  
 Vaile, Gertrude  
 Vaile, Roland S.  
 Valasek, Joseph  
 Van Wagenen, M. J.  
 Visscher, Maurice B.  
 \*Vold, George B.  
 Waite, Warren C.  
 Waldron, C. W.  
 Wallis, Wilson D.  
 Walter, Frank K.  
 Wangensteen, Owen H.  
 Watson, Cecil J.  
 Webb, James S.  
 Wesley, Edgar B.  
 Wetherby, Macnider  
 White, Albert B.



Wilcox, Hugh B.  
 Wilder, R. M. (Rochester)  
 Willey, Malcolm M.  
 Williams, John H.  
 Williamson, E. G.  
 Wilson, Harold K.  
 Winters, Laurence M.

Wise, J. A.  
 Wodsedalek, Jerry  
 Wrenn, C. Gilbert  
 ‡Wright, Harold N. G.  
 Yoder, Dale  
 Zelner, Otto S.  
 Zimmer, Layton A.

### Non-Voting List

Adson, Alfred W. (Rochester)	Colvin, Alexander R.
Allen, E. V. (Rochester)	Cooke, Louis J., Professor, Department of Physical Education for Men, Emeritus
Alvarez, W. C. (Rochester)	Cooperman, Oscar
Amberg, S. (Rochester)	Corbett, J. Frank
Appleby, W. R., Dean of Mines and Metallurgy, Emeritus	Counseller, V. S. (Rochester)
Austin, L. T. (Rochester)	Cox, Norman J.
Bargen, J. A. (Rochester)	Craig, W. McK. (Rochester)
Barker, N. W. (Rochester)	Crenshaw, J. L. (Rochester)
Barnes, A. R. (Rochester)	Damon, George M.
Barron, Moses	Desjardins, A. U. (Rochester)
Benedict, W. L. (Rochester)	Dixon, C. F. (Rochester)
Berkson, J. (Rochester)	¶Downey, John F., Professor of Mathematics and Dean of the College of Science, Literature, and the Arts, Emeritus
Boss, Andrew, Professor Emeritus, Agricultural Experiment Station	‡Drake, Carl B.
Boss, William, Professor and Chief, Emeritus, Agriculture Engineering	Erdmann, Charles A., Associate Professor of Anatomy, Emeritus
Bowing, H. H. (Rochester)	Erikson, Henry A., Professor of Physics, Emeritus
Brodgers, A. C. (Rochester)	Ernst, Max F.
Brooke, W. E., Professor of Mathematics and Mechanics, Emeritus	Eusterman, G. B. (Rochester)
Brown, Edgar D., Associate Professor of Pharmacology, Emeritus	Fansler, Walter A.
Buie, L. A. (Rochester)	Figi, F. A. (Rochester)
Burch, Frank E.	Foley, Frederic E. B.
Butler, John	Frankforter, George B., Professor of Organic Chemistry, Emeritus
‡Butter, A. B.	Gaarde, F. W. (Rochester)
Camp, J. D. (Rochester)	Gardner, B. S. (Rochester)
Campbell, Orwood J.	Gardner, Edwin L.
Chatterton, Carl C.	Ghormley, R. K. (Rochester)
Chesley, Albert J.	Giffin, H. Z. (Rochester)
Christianson, Peter, Professor of Mines, Emeritus	Green, Robert O.
Christison, James T, Professor of Pediatrics, Emeritus	Hamilton, Arthur S.
Cole, Wallace H.	Hammes, Ernest M.

†Harrington, Francis E.  
 Harrington, S. W. (Rochester)  
 Helmholz, H. F. (Rochester)  
 Hempstead, B. E. (Rochester)  
 Hench, P. S. (Rochester)  
 Horton, B. T. (Rochester)  
 Huenekens, Edgar J.  
 Ikeda, Kano  
 Irvine, Harry G.  
 Jenks, Albert E., Professor of  
 Anthropology, Emeritus  
 Johnson, James A.  
 Johnson, Raymond E.  
 Johnson, Reuben A.  
 Johnston, John B., Dean of  
 the College of Science, Lit-  
 erature and the Arts, Emer-  
 itus  
 Keith, N. M. (Rochester)  
 Kennedy, R. L. J. (Rochester)  
 Kepler, E. J. (Rochester)  
 Kirchner, William H., Profes-  
 sor of Drawing and Descrip-  
 tive Geometry, Emeritus  
 Kirklin, B. R. (Rochester)  
 Kirkwood, William P., Profes-  
 sor, Division of Publications,  
 Department of Agriculture  
 and Department of Journal-  
 ism, Emeritus  
 Klaeber, Frederick, Professor  
 of Comparative Literature,  
 Emeritus  
 Knight, Ray R.  
 Krusen, F. H. (Rochester)  
 Lansing, R. C.  
 Lawton, Harry C.  
 Leddy, E. T. (Rochester)  
 Lemon, W. S. (Rochester)  
 Lillie, H. I. (Rochester)  
 Little, Joseph M.  
 Litzberg, Jennings C., Pro-  
 fessor of Obstetrics and  
 Gynecology, Emeritus  
 Logan, A. H. (Rochester)  
 Lundy, J. S. (Rochester)  
 †Lynch, Francis W.  
 MacCarty, W. C. (Rochester)  
 MacGibbon, Everett E.  
 Macnie, John S.  
 Magath, T. B. (Rochester)  
 Mann, F. M., Professor of  
 Architecture, Emeritus  
 Masson, J. C. (Rochester)  
 ††Mayo, C. H. (Rochester),  
 Professor of Surgery,  
 Emeritus  
 McDaniel, Orianna  
 †Meyer, Robert  
 Meyerding, H. W. (Rochester)  
 Michael, J. C.  
 Michelson, Henry E.  
 Moersch, F. P. (Rochester)  
 Moersch, H. J. (Rochester)  
 Montgomery, H. (Rochester)  
 Mussey, R. D. (Rochester)  
 Myers, J. A.  
 Nachtrieb, Henry F., Professor  
 of Animal Biology, Emeritus  
 Nathanson, Morris N.  
 Nelson, Herbert C.  
 New, G. B. (Rochester)  
 Newhart, Horace  
 Noble, John F.  
 Oestlund, Oscar W., Profes-  
 sor of Animal Biology,  
 Emeritus  
 O'Leary, Paul A. (Rochester)  
 Olmsted, Everett W., Profes-  
 sor of Romance Languages,  
 Emeritus  
 Osterberg, A. E. (Rochester)  
 Ostlund, H. J.  
 Otto, Carl F.  
 Pagenkopf, Alfred A.  
 Paige, James, Professor of  
 Law, Emeritus  
 Pattridge, Mark O.  
 Pemberton, J. D. (Rochester)  
 †††Pike, J. B., Professor of  
 Latin, Emeritus  
 Platou, Erling S.  
 Plummer, W. A. (Rochester)  
 Prangen, A. D. (Rochester)  
 Ramsey, Walter R.  
 Randall, L. M. (Rochester)  
 Reed, Charles A.  
 Reynolds, George W.  
 Richards, Ernest T. F.  
 Ritchie, Harry P.  
 Roberts, Thomas S., Professor  
 of Pediatrics, Emeritus

Rodda, F. C.  
 Rothrock, John L., Professor  
 of Obstetrics and Gynecol-  
 ogy, Emeritus  
 Rudolph, Charles E.  
 Sanford, A. H. (Rochester)  
 Savage, Charles A., Professor  
 of Greek, Emeritus  
 Schaaf, Frederick H.  
 Schneider, John P.  
 Schwyzer, Arnold  
 Seham, Max  
 Sheldon, W. D. (Rochester)  
 Professor of Neurology,  
 Emeritus  
 Shellman, Joseph F.  
 Sidener, C. F., Professor of  
 Chemistry, Emeritus  
 Sigerfoos, Charles P., Profes-  
 sor of Zoology, Emeritus  
 Smith, Arthur C., Professor of  
 Poultry Husbandry, Emer-  
 itus  
 Smith, B. F. (Rochester)  
 Smith, N. D. (Rochester)  
 †Snell, A. M. (Rochester)  
 Steward, Thomas E.  
 Stewart, Chester A.  
 Stomberg, Andrew A., Pro-  
 fessor of Scandinavian  
 Languages, Emeritus  
 Storm, A. V., Professor Emer-  
 itus  
 Strachauer, Arthur C.  
 Sweitzer, Samuel E.  
 Taylor, Rood  
 Thomas, Gilbert J.  
 Thompson, G. J. (Rochester)

Tilden, Josephine, Professor of  
 Botany, Emeritus  
 Ulrich, Henry L.  
 Vehe, William D.  
 Wagener, H. P. (Rochester)  
 Wahlquist, Harold  
 Walls, James M., Emeritus  
 Walters, W. (Rochester)  
 Watkins, C. H. (Rochester)  
 Weller, Marion, Assistant  
 Professor Emeritus, Depart-  
 ment of Home Economics  
 Wells, Amos S.  
 West, R. M.  
 White, S. Marx  
 Whittaker, Harold A.  
 Wiethoff, Charles A.  
 Wilcox, Archa  
 Willius, F. A. (Rochester)  
 Wilson, L. B. (Rochester),  
 Professor of Pathology and  
 Director of the Mayo Found-  
 ation, Emeritus  
 Woltman, H. W. (Rochester)  
 Wright, Charles B.  
 Wright, Franklin R., Associ-  
 ate Professor of Surgery,  
 Emeritus  
 Wulling, Frederick J., Dean  
 of the College of Pharmacy,  
 Emeritus  
 Young, Jeremiah, Professor of  
 Political Science, Emeritus  
 Zeleny, Anthony, Professor of  
 Physics, Emeritus  
 Zierold, Arthur A.  
 ‡Zimmerman, Harry

\* Absent on leave.  
 \*\* Absent on leave fall quarter.  
 † New appointment.  
 ‡ Promotion.  
 † Died April 28, 1939.  
 †† Died May 26, 1939.  
 ††† Died October 14, 1938.

*Accepted*

### III. SENATE COMMITTEES FOR 1939-40

*Intercollegiate Athletics:* Mr. Pierce, Chairman, Messrs. W. L. Boyd, Diehl, Filipetti, McCormick, Middlebrook, Rottschaefter (Conference representative), G. M. Stephenson, Wesley, Zelner. Alumni: Malvin J. Nydahl, Md '35, Vernal A.

LeVoir, Ed Ex '36. Students: Orris A. Gran, A '40, Sidney G. Blacker, L '40.

*Student Affairs*: Dean Nicholson, Chairman, Miss Blitz, Messrs. Osgood, Short, Stakman. Students: Mary D. Burt, A '40, Sedgwick C. Rogers, Ag '41, Leroy S. Merrifield, L '41, Elizabeth J. Lobdell, A '41.

*Debate and Oratory*: Mr. Rarig, Chairman, Messrs. Casey, Castell, R. G. Nichols, Yoder. Students: Paul O. Johnson, A '41, Dolores B. Webster, Ed '40, C. Donald Peterson, L '41, Everell A. Smith, Ag Ed '40, Hagai Gelb, L '43.

*University Functions*: Mr. Pierce, Chairman, Miss Blitz, Messrs. Freeman, C. A. French, Holman, F. H. Kelley, O'Brien, Rhodes Robertson, C. M. Scott, J. M. Thomas, and Mrs. Ruth E. Lawrence.

*University Printing*: Mr. West, Chairman, Messrs. Middlebrook, Paul E. Miller, Mrs. Margaret S. Harding, Mr. Walter.

*Education*: Mr. McConnell, Chairman, Messrs. Chapman, Koepke, MacLean, W. S. Miller, Neal, Stakman, Tate, R. S. Vaile, Visscher, E. G. Williamson.

*Business and Rules*: Mr. Rottschaefer, Chairman, Messrs. Casey, Minnich, Reighard, West.

*Relations of University to Other Institutions of Learning*: Dean Shumway, Chairman, Messrs. Boardman, A. M. Field, W. S. Miller, H. D. Myers, Ostlund, West.

*Library*: Dean Willey, Chairman, Messrs. Chapman, Gortner, MacDougall, J. C. McKinley, Reichardt, Ruud, Straub, Walter, Wesley.

*Necrology*: Mr. Ogle, Chairman, Messrs. Dowell, McDowell, Miss Dora V. Smith, Mr. C. J. Watson.

*Students' Work*: Dean Nicholson, Chairman, Miss Blitz, Messrs. Shumway, West, and Chairmen of the Students' Work Committees of the several schools and colleges.

*Approved*

#### IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

##### 1. Items Reported for Information

1. *Textbook Approval*. It was *voted* to approve the following text for use in University classes:

The Modern World, by Assistant Professor Alice Felt Tyler

Essentials of Analytic Geometry, by Professor Raymond W. Brink

Elements of Statistical Reasoning, by Assistant Professor Alan E. Treloar

Problems and Questions on the Principles of Economics, by John K. Langum, Instructor

Descriptive Geometry, by A. S. Levens, Assistant Professor, and H. C. T. Eggers, Associate Professor

Elements of Statistics, by Merton P. Stoltz, Instructor, and  
Richard K. Gaumnitz, Teaching Assistant  
Introduction to Physiological and Pathological Chemistry, by  
L. Earle Arnow, Instructor  
Modern Industrial Production, by George Filipetti, Professor  
Problems in Elementary Accounting, Part I, by Mrs. Nina L.  
Youngs, Instructor

2. *Mimeographed Material.* It was *voted* to approve the sale and use in University classes of the following mimeographed material:

- 100 copies A Syllabus for the Study of European Dictatorships. To be sold by Folwell Bookstore at 25 cents per copy
- 125 copies Is There Room for Us? for Vocational Orientation. To be sold by Folwell Bookstore at 75 cents per copy
- 100 copies How the Doctor Makes the Diagnosis for Students in School of Nursing. To be sold by Professional Colleges Bookstore at 60 cents per copy
- 350 copies An Outline of Neuropsychiatry, second edition, for Medicine 40 and 41. To be sold by Professional Colleges Bookstore at \$2.20 per copy
- 300 copies A Syllabus for the Study of Vocations, Part I, Choice of an Occupation, for use in General College. To be sold by Folwell Hall Bookstore at \$1.00 per copy
- 300 copies The General College Personnel Research and Personnel Service Studies and the General College Adult Study. To be sold by Folwell Bookstore at \$1.25 per copy
- 200 copies Problems and Progress Reports of the General College, June 1939. To be sold by Folwell Bookstore at \$1.50 per copy
- 100 copies Problems and Progress in Curriculum in the General College 1939. To be sold by Folwell Bookstore at \$.50 per copy
- 100 copies The General College Adult Study. To be sold by Folwell Bookstore at \$.75 per copy
- 125 copies Contemporary Society Syllabus, for use in General College. To be sold by Folwell Hall Bookstore at \$.90 per copy
- 1100 copies Syllabus in American Government and Politics (Revised) for use in Political Science 1-2-3. To be sold by Folwell Hall Bookstore for \$.25 per copy

3. *University Publicity.* It was agreed as the general sense of the Committee that a series of letters to the general faculty covering Regents' actions and other matters of general interest would be highly desirable, such a letter to be issued under the direction of the President's Office. (Pursuant to this general understanding President Ford has appointed Professor Tracy F. Tyler to represent his office in the general preparation and editing of such a Faculty Bulletin, possibly some six issues a year, or more if necessary and advisable.)

R. M. WEST, Secretary

*No action required*

## V. REPORT OF THE COMMITTEE ON UNIVERSITY FUNCTIONS

Your committee begs leave to submit the following report for the year 1938-39:

For record purposes it lists (a) the convocations arranged through the President's Office and for which the committee had no responsibility except that of printing the programs, and (b) the functions which were under the direction of the committee.

(a) Regular convocations held 1938-39:

- October 6: John Erskine, Novelist-Musician, "Moving Pictures as an Art Form"
- October 13: Thomas Wilfred, President, Art Institute of Light, New York, Lecture-Recital with the Clavilux Color Organ
- October 20: Ralph D. Casey, Chairman of the Department of Journalism, University of Minnesota, "Public Opinion in Great Britain"
- October 27: Elliott S. Humphrey, Vice President, The Seeing Eye, Morristown, New Jersey, "Training the Seeing-Eye Dogs"
- November 3: The Reverend John Haynes Holmes, Pastor of the Community Church of New York, "Prophets of Doom—Are They Right or Wrong?"
- November 17: Sheldon Cheney, Author and Art Critic, "The Art of the Theater in Modern Times"
- December 1: Right Honorable Margaret Bondfield, National Officer of the National Union of General and Municipal Workers, formerly British Minister of Labor, "Labor and World Peace"
- December 8: Julien Bryan, Traveler and Photographer, "Inside Nazi Germany" (Illustrated)
- January 5: Padraic Colum, Irish Poet-Dramatist, "Contemporary Poetry"
- January 12: Captain John D. Craig, Deep-Sea Photographer and Author, "Diving Among Sea Killers" (Illustrated with motion pictures)
- January 19: Grant Wood, Artist, "Regional Art"
- January 26: Clyde Fisher, Curator-in-Chief of the Hayden Planetarium of the American Museum of Natural History, "Eclipse Hunting" (Illustrated)
- February 2: S. K. Ratcliffe, Correspondent, London Spectator, "Can Europe Be Saved?"
- February 9: The Honorable Harold E. Stassen, Governor of the State of Minnesota, "Opportunities of Public Service for the Graduate of 1939"
- February 16: Charter Day Convocation: Clarence A. Dykstra, President, University of Wisconsin, "The University and the Commonwealth"
- February 23: Roosevelt Walker, Professor of English, University of Georgia, "Songs of Shakespeare's Time"

- March 2: Carleton Beals, Author and Lecturer, "The Coming Struggle for Latin America"
- March 9: Raymond L. Ditmars, Curator, New York Zoological Park, "Strange Animals I Have Known" (Illustrated with motion pictures)
- April 6: Mary Ellen Chase, Professor of English Literature, Smith College, "The More Intelligent Reading of Fiction"
- April 13: George Boas, Professor of History of Philosophy, Johns Hopkins University, "Towards a History of Taste"
- April 20: Peter H. Odegard, Professor of Political Science, Amherst College, "The Political Future of Labor"
- (b) Special convocations and other functions:
- Opening convocation.—For the first time in many years the opening convocation was omitted because of the untimely death of President Coffman
- November 21: Student assembly for football awards.—Frank McCormick, Athletic Director, "Athletics at Minnesota"; Bernie Bierman, Head Football Coach, "Review of the Season"; Walter C. Coffey, Dean and Director of the Department of Agriculture, "Conferring of M's and Other Awards"
- December 15: Fall quarter commencement exercises: Homer P. Rainey, Director, American Youth Commission, "Education for a Potential Age of Plenty"
- March 23: Dixon Ryan Fox, President of Union College, Schenectady, New York, "On Educating Whole Men"
- May 4: Thirty-year-service convocation.—One of the most interesting convocations of the year was that held on May fourth honoring those members of the University family who had served the institution for thirty years or more. The assembly was held at the regular convocation hour. Members of the honor roll were seated on the platform, a short address was made by the President of the University and the roll was called by Dean Edward M. Freeman, one of the oldest in point of service. A very interesting feature of the program was the participation of students in the style revue showing the costumes worn in ten-year intervals from 1869 to the present year. Great credit is due Miss Ethel Phelps of the Home Economics Department and her associates for arranging this most interesting and beautiful historic display
- May 11: Cap and gown day convocation: Donald Lampland, President of the All-University Senior Class, "Presentation of the Class of 1939"; Guy Stanton Ford, President of the University, "Response"
- June 8: Court of Honor: The seventh annual Court of Honor dinner was held at the Curtis Hotel on June eighth under the auspices of the Minneapolis Civic and Commerce Association, the Minneapolis Junior Association of Commerce, and the Council of Civic Clubs. One hundred forty-eight seniors, having the highest scholastic standing in their

class, were honored. Jay C. Hormel, President of the George A. Hormel Packing Company, Austin, was the guest speaker. The response for the seniors was made by Robert E. Hillard, of the College of Science, Literature, and the Arts, editor of the *Daily* for 1938-39.

June 9: President's reception: The president's reception to the seniors for the first time was held in the foyer of the Northrop Memorial Auditorium, the Band taking its place on the plaza in front of the building. The new setting proved very satisfactory and one desirable feature was its protection against unfavorable weather conditions.

June 11: Baccalaureate service: The Reverend Frederick May Eliot, President of the American Unitarian Association, delivered the baccalaureate sermon.

June 17: Commencement exercises: A radical change occurred in the commencement date this year, as it was shifted from Monday following examination week to Saturday at the conclusion of the examination period and was set at eight o'clock instead of eight-fifteen. This change was very satisfactory to the alumni body as it enabled them to hold the annual dinner on Friday, the night before commencement instead of on the same evening as the exercises, which was the plan heretofore. It was also a welcome change for the faculties who heretofore were burdened with summer session registration on commencement day.

Respectfully submitted,  
COMMITTEE ON UNIVERSITY FUNCTIONS  
E. B. PIERCE, Chairman

*Accepted*

## VI. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Your Committee on Intercollegiate Athletics respectfully submits the following report for the year 1938-39:

The committee was composed of the following members:

Faculty: Messrs. Pierce, Boyd, Diehl, McCormick, Middlebrook, Rottschaefer (Conference representative), G. Stephenson and Zelner

Alumni: Vernal LeVoir, Ed Ex '35, Malvin Nydahl, Md '35

Students: George F. Gustafson, Ed '39; William E. Proffitt, Md '39

The usual number of meetings were held throughout the year and such items as game schedules, eligibility, awards, admission prices, conference legislation, etc., engaged the attention of the committee.

John Kundla, Ed '39, was the recipient of the Conference Medal, which is awarded annually to the graduating senior having



the highest record in his athletic as well as his scholastic work.

Two Conference actions were passed upon by your committee and recommended to the Senate for action on February 16, 1939. One allowed competition between B teams on Fridays during the football season; the other renewed our competition with the University of Pittsburgh:

The following action was taken by the Conference on May 20, 1939:

The special committee on the evening meal for football players made a report and it was agreed that the following regulations would govern:

- (a) The number of men to be restricted to fifty-five (55) eligible football players.
- (b) Discussions of and instructions in football were not to be continued during the meal.
- (c) The term meal is to be understood as a meal for a group taken together so that the food is of the proper kind.

Minnesota had previously voted against this practice, but the matter came up for later consideration by the Conference and was passed as stated above, thus permitting this program for all Conference institutions. The question of conformity by Minnesota therefore becomes a budget matter.

A year ago your committee reported an adjustment in football ticket regulations giving preference to students and limiting the number of season tickets for each purchaser among alumni, general public, and faculty. This does not solve the problem nor does it help matters except in the case of students. The difficulty seems to lie in the fact that we have a double purpose stadium serving both track and football. The U-shaped structure with open end provides the necessary straightway for track, but decidedly limits the number of seats which the alumni and general public deem desirable to something less than 20,000, leaving 30,000 seats as a source of constant irritation and criticism. After fifteen years experience with this style structure, it appears that it would have been better to have built a stadium of the bowl type similar to those at Yale and Michigan, making provision for track elsewhere. Our alumni body is increasing at the rate of 3,000 a year, and for the past five years none of our alumni of those years could get tickets except behind the goal line.

For a very large number of alumni and friends of the University, their only contact with the institution is through the medium of football games, and their attitude toward the University is colored by the treatment they get in the matter of football tickets. During the campaign for funds for the Minnesota Union last spring, this attitude of dissatisfaction and resentment was encountered again and again. Therefore, a special committee of the Intercollegiate Athletic Committee has been appointed to make a study of the situation to discover trends or tendencies which may have a bearing on the problem and to make recommendations looking toward relief of the present strained conditions.

The following statistical table shows the participation in intercollegiate athletics and the results for the year 1938-39:

**STATISTICAL TABLE ON INTERCOLLEGIATE ATHLETICS FOR 1938-39**

Head Coach and Activity	Total No. Games	No. Conference Games	No. Non-Conference Games	Total No. Receiving Athletic Instruction Including Freshmen	No. Varsity Candidates	No. Varsity Candidates Eligible for Intercollegiate Competition	No. Having Competition	No. "M" Awards	No. Varsity Plain Garments Awarded	No. Freshman Candidates	No. Numerals Awarded	No. Games Won	No. Games Lost	No. Games Tied
Baseball	29	12	17	225	101	55	25	15	10	124	22	16	13	0
McCormick .....														
Basketball	20	12	8	232	96	27	18	10	8	136	22	14	6	0
MacMillan .....														
Football	8	5	3	576	329	67	52	34	18	247	61	6	2	0
Bierman .....														
Golf	14	6	8	44	23	17	7	5	2	21	7	10	4	0
Smith .....														
Gymnastics	6	4	2	81	52	28	8	7	1	29	4	5	1	0
Piper .....														
Hockey	20	8	12	91	46	27	20	14	6	45	18	15	5	1
Armstrong .....														
Swimming	9	6	3	110	102	20	17	10	7	8	16	6	3	0
Thorpe .....														
Tennis	10	6	4	96	61	12	8	8	0	35	0	5	4	1
Brain .....														
Track	7	3	4	203	117	29	16	14	2	86	9	3	4	0
Kelly and Otterness .....														
Wrestling	7	1	6	152	80	34	14	9	5	72	11	6	1	0
Bartelma .....														
<b>Totals</b> .....	<b>130</b>	<b>63</b>	<b>67</b>	<b>1810</b>	<b>1007</b>	<b>316</b>	<b>185</b>	<b>126</b>	<b>59</b>	<b>803</b>	<b>170</b>	<b>85</b>	<b>44</b>	<b>2</b>

Respectfully submitted,

COMMITTEE ON INTERCOLLEGIATE ATHLETICS  
E. B. PIERCE, Chairman

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Accepted

## VII. REPORT OF THE COMMITTEE ON NEUROLOGY

DR. CHARLES HORACE MAYO

July 19, 1865—May 26, 1939

Of the many tales which have been dear to the heart of the common man of every age and clime none has been more dear than that which tells of two friends, or of two brothers, who, living each for the other, share throughout their lives their joys and sorrows, their hardship and ease, their failures and successes, and at the last walk off the stage together hand in hand. Perhaps the first maker of this tale, some lonely man, fashioned it out of his own wishful thinking that he might be one of such an ideal pair; or perhaps he may have known an actual example of the unselfish devotion which he enshrined in simple language for all men to read.

Such an actual example it has been our privilege to see with our own eyes in the lives of Dr. William James Mayo and Dr. Charles Horace Mayo, who died within a short time of each other, Dr. Charles Mayo on May 26; Dr. William Mayo on July 28.

Both men were a large part of this University, not merely because of their generous sharing with it, by means of the Mayo Foundation, of the financial and scientific results of their achievements, but more intimately as sponsors and directors of its policies and its purposes, Dr. William for thirty-two years as a member of its Board of Regents; Dr. Charles as an active member of its Faculty of Medicine from 1919 to 1936 and Professor Emeritus from 1936 until his death.

Since Dr. Charles Mayo was a member of this Faculty, his biography is a part of its history and has a place in the minutes of its meetings. The Committee on Necrology therefore presents the following summary:—

Dr. Charles Horace Mayo was fortunate in having as his father a man who, even though he may not have equalled his sons in their scientific achievements, certainly could not have been unlike them in soundness of body, mind, and character. This father, Dr. William Worrell Mayo, came to this country from Eccles, Lancashire, England, studied chemistry at Owens College and medicine at the University of Missouri, and finally began the practice of medicine at Rochester, Minnesota, in 1863. Two years later Dr. Charles Mayo, the younger of the two famous brothers, was born on July 19, 1865. He received his preparatory education in the High School of Rochester and in Niles Academy and in the autumn of 1885 entered the Chicago Medical College which was affiliated with Northwestern University. From this institution he graduated with the degree of Doctor of Medicine in 1888 and then continued graduate study during 1888-89 at the New York Polyclinic Medical School and the New York Post-graduate Medical School.

From that date on his name and fame become inseparably associated with the name and fame of his brother, Dr. William Mayo, and with the world-renowned Mayo Clinic which they, bringing to fruition the hopes of their father, established at Rochester with a beginning that was modest and unheralded. For many years most of the operations performed at the Clinic in the fields of orthopedic and plastic surgery were performed by Dr. Charles Mayo and his skill and originality as a surgeon are attested, not only by the fact that his name has been given to several types of operations, notably one for varicose veins, but also by his adaptation of Coffey's technique for the transplantation of the ureters for exstrophy of the bladder. He was likewise a pioneer in evolving various sorts of techniques for the surgical treatment of the thyroid gland. His broad outlook on surgery in general and his exact control of its many problems are seen in his numerous contributions to medical journals, over four hundred in all, which he prepared either as sole author or as collaborator, dealing with such diverse subjects as glandular tuberculosis, injuries of the nerves, nasal sinusitis, and skin-grafting. In addition to writing himself, he served on the editorial boards of various medical journals, such as *The Surgical Records of Havana, Cuba*, and *The Archives of Clinical Cancer Research*.

Not only was Dr. Mayo a great student of medical science and a great clinical surgeon, "the best," his brother said of him, "from the point of view of the patient I have ever known," but also a great teacher, able to present his facts clearly and to illuminate them with apt allusions and illustrations. He held the chair of Professor of Surgery in the Mayo Foundation from its creation in 1915 to 1936 and became a member of this Senate as Professor of Surgery in the Medical School in 1919. He remained in active service until 1936, when he retired with the title of Professor Emeritus of Surgery in 1936.

His interest, and his brother's interest also, in medical education and research led to the establishment of the Mayo Foundation for Graduate Medical Education and Research, which, affiliated with the University of Minnesota and an integral part of it, they generously endowed.

For what Dr. Mayo accomplished as scientist and surgeon and as teacher, but no less for what he was as a man, his associates in the medical profession, at home and abroad, his own government and foreign governments have done him honor. He was President of the Western Surgical Association (1904-1905), of the Minnesota State Medical Association (1905-1906), of the Section on Surgery of the International Congress on Tuberculosis (1908-1909), of the Clinical Congress of Surgeons of North America (1911-12), of the American Medical Association (1916-17), of the American College of Surgeons (1923-24-25, and Regent from 1913 on), of the Section on General Surgery of the Pan-American Medical Association (1932-34), of the Minnesota Public Health Association (1932-36, and after this date Honorary President for life), of the Interstate Postgraduate Medical Asso-

ciation of North America (1933-34). During the years 1917-19 he served with the U. S. Army, with the rank of colonel, as chief consultant (alternating with his brother) for all surgical services and in 1921 was commissioned brigadier-general in the Officers Reserve Corps; in 1926 brigadier-general in the Medical Department of the U. S. Army; in 1931 brigadier-general in the Auxiliary Army of the United States. For his services during the war period, the United States government bestowed upon him its Distinguished Service Medal in 1920 and the government of France its Legion of Honor, 1925. France also made him an Officer of Public Instruction and the Fine Arts in 1925 and Italy a Commander of the Royal Order of the Crown in 1932. In 1934 President Roosevelt in person presented him with a commemorative plaque.

Dr. Mayo was a member of numerous medical societies of this country, South America, and Europe; e.g. of the Serbian Medical Society (1920), of the Association of Surgeons of Great Britain and Ireland, of the Sociedad Peruana de Cirurgia (1920); corresponding member of others, such as, La Real Academia Nacional de Medicina of Madrid (1925), of The Royal Academy of Medicine of Ireland (1925), of La Comision Provincial Permanente de Valencia (1925), of the Real Accademia Medica di Roma (1927); he was Fellow of the American College of Surgeons (1913), of the English Royal College of Surgeons (1920), of the Irish Royal College of Surgeons (1921), of the English Royal Society of Medicine (1926). Of the universities which honored him with their degrees may be mentioned: Northwestern University (Hon. M.A., 1904, LL.D., 1921), University of Maryland (LL.D., 1909), Princeton University (D.Sc. 1917), University of Pennsylvania (D.Sc., 1925), University of Edinburgh (LL.D., 1925), Queen's University of Belfast, Ireland (LL.D., 1925), University of Leeds (LL.D., 1925), Trinity College, Dublin (C.M., 1925). On June 17, 1935, the University of Minnesota conferred the LL.D. degree upon him and at the same time upon his brother, with the following presentation: "Honored and respected wherever thought is given to medical science, recognized as outstanding figures in an era of unparalleled scientific advancement, founders of a great institution for medical research, unceasing advocates in behalf of better education, known to the world and neighbors alike as brothers Charles and William, inseparable."

This is the record of what may be called the outer aspect of Dr. Charles Mayo's life. The other aspect, and the more important one, the life within, cannot thus be summarized, nor is it just to try to make an estimate of its worth and meaning without joining to it the life of his brother. These two were complements each of the other; perhaps it is not going too far to say that neither one could have achieved what he did or thought of life and lived it as he did, had it not been for the other. What they did for medical education both in this University and in the larger world, what they did for the advancement of medical science, can no doubt be measured and appreciated by members

of the medical profession. That is at least something tangible, but the greater gift they gave is intangible, an interpretation of the meaning of life which, "unseen but crescive in its faculty," will influence even those who may not reap the benefits of that other gift. What living meant to them can be best expressed in the words of Dr. William Mayo, uttering here as always the belief of both, that "any man who had better opportunity than others, greater strength of mind, body, or character, owed something to those who had not been so provided; that is, that the important thing in life is not to accomplish for one's self alone, but for each to carry his share of collective responsibility."

This philosophy many men since time began have professed with their lips, but only a very few have made it, as these two brothers did, the guiding principles of their lives.

Respectfully submitted,

M. B. OGLE, Chairman

*Adopted by a rising vote*

#### VIII. ANNOUNCEMENTS

President Ford called the attention of the Senate to the Anniversary celebration of the Medical School, the School of Dentistry, and the School of Nursing and to the fact that the Board of Regents by resolution have established 1851 as the date of foundation of the University.

The Senate adjourned.

R. M. WEST, *Clerk of the Senate*

UNIVERSITY OF MINNESOTA  
THE SENATE  
MINUTES

A special meeting of the University Senate was held in the Library of the Engineering Building Monday, April 29, 1940. Eighty-six members responded to roll call.

President Ford presented to the Senate an invitation from the Board of Regents for the appointment of a representative committee of the faculty to advise and counsel with the Regents in the selection of a President of the University. The President further explained that in attempting to arrive at a representative committee of the entire faculty, the two existing organizations, the American Association of University Professors and the American Federation of Teachers, not having official University status, were consulted as to a method of procedure. Dr. William Anderson as spokesman for these two organizations presented a brief history of the situation. On Dr. Anderson's motion it was unanimously *voted* that the University Senate accept the opportunity and responsibilities suggested in the Regents' request and that it appoint a representative committee of the faculty to advise and counsel with the committee of the Board of Regents in the selection of a President.

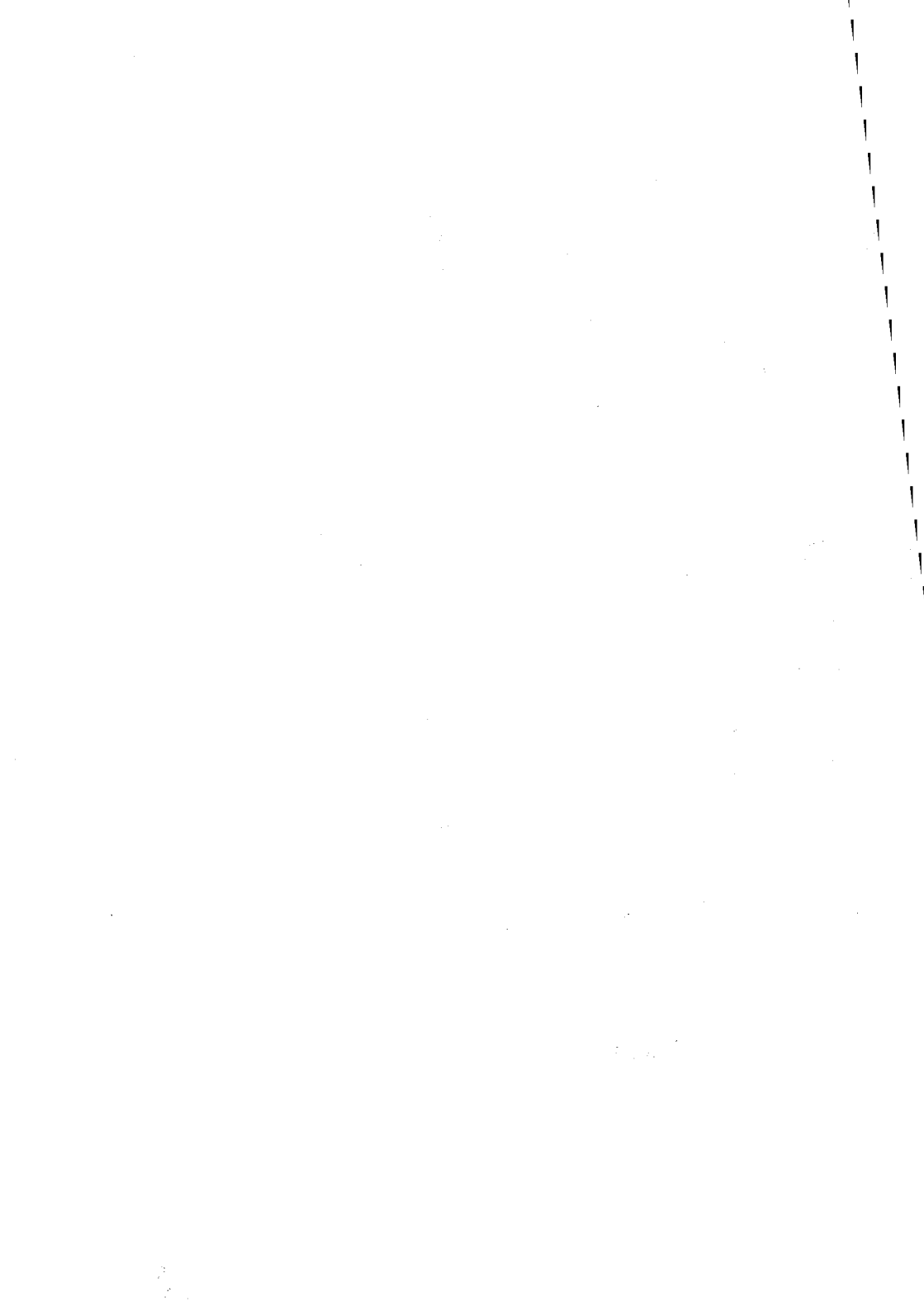
On behalf of the two organizations of the faculty the following committee was nominated:

Professor R. M. Elliott, Chairman  
Dean S. C. Lind  
Professor J. C. McKinley  
Professor W. A. Riley  
Professor L. M. Short  
Professor E. B. Wesley  
Assistant Professor Alburey Castell

A motion to close the nominations and instruct the Secretary to cast a ballot for the committee as nominated was unanimously carried.

The Senate adjourned.

R. M. WEST, Clerk of the Senate





**UNIVERSITY OF MINNESOTA**  
**THE SENATE**  
**MINUTES**

The first regular meeting of the University Senate for the year 1940-41 was held in the Auditorium of Murphy Hall Thursday, October 17, 1940. Eighty-three members responded to roll call.

The following items were presented for consideration by the Committee on Business and Rules and action was taken as indicated.

**I. APPROVAL OF THE MINUTES OF OCTOBER 19,  
1939 AND APRIL 29, 1940**

*Approved*

**II. SENATE ROSTER FOR 1940-41**

**Voting List**

‡Abbe, Ernst C.	Bass, Frederic H.
Akerman, John D.	Bassett, Louis B.
Alderman, William H.	Beach, Joseph
Allison, John H.	Bell, Elexious T.
Alway, Frederick J.	Bierman, B. W.
Amberg, Ray M.	Biester, Alice
Amyot, Gregoire F.	Bieter, Raymond N.
‡Andersen, Paul	Bird, Charles
Anderson, Gaylord W.	Blakey, Roy G.
Anderson, John E.	Blegen, Theodore
Anderson, William	Blitz, Anne D.
Arnal, Leon E.	Boardman, C. W.
Arny, Albert C.	Bollman, J. L. (Rochester)
Bachman, Gustav	Bond, Guy L.
‡Bade, Edward S.	Boothby, W. N. (Rochester)
Bailey, Clyde H.	Borak, Arthur M.
Baker, Gertrude M.	Bossing, N. L.
Baldes, E. J. (Rochester)	Boyd, Willard L.
Balfour, D. C. (Rochester)	Boyden, Edward A.
‡Barlow, H. W.	Boynton, Ruth E.
Barnhart, Thomas F.	Braasch, W. F. (Rochester)
Barton, Francis B.	Brameld, Theodore

Brekhus, Peter J.  
 Brierley, Wilfrid G.  
 Briggs, D. R.  
 Brink, Raymond W.  
 Brown, Clara  
 Brown, Huntington  
 Brown, Ralph H.  
 Brueckner, Leo J.  
 Bryant, John M.  
 Bryngelson, Bryng  
 Buchta, J. W.  
 Burkhard, Oscar C.  
 Burnham, Charles R.  
 Burr, George O.  
 Burt, Alfred L.  
 Burton, S. Chatwood  
 Bussey, William H.  
 Butters, Frederic K.  
 Carlson, William S.  
 Casey, Ralph D.  
 †Calverley, Charles E.  
 Chapin, F. Stuart  
 ¶¶Chapman, Royal N.  
 Charnley, Mitchell  
 Cherry, Wilbur H.  
 Cheyney, Edward G.  
 Christensen, Jonas J.  
 Christianson, John O.  
 Clarke, Erick K.  
 Clawson, Benjamin J.  
 Coffey, Walter C.  
 Cohen, Lillian  
 †Colyear, Bayard H.  
 Combs, Willes B.  
 Comstock, E. H.  
 Conger, George P.  
 Cook, Walter W.  
 Cooper, William S.  
 Creevy, Charles D.  
 Currence, Troy M.  
 Cutler, Alvin S.  
 Davis, Darrell H.  
 Davis, E. W.  
 Densford, Katharine J.  
 Deutsch, Harold C.  
 Diehl, Harold S.  
 Dippel, Adelbert L.  
 Donovan, Raymond L. (Grand  
 Rapids)  
 Dowdell, R. L.  
 Dowell, Austin  
 Downey, Hal  
 †Dunn, William P.  
 Du Priest, J. R.  
 Eckert, Ruth E.  
 Eddy, Samuel  
 †Edwards, Marcia  
 Eggers, Henry C. T.  
 Elliott, Richard M.  
 Ellis, Ralph V.  
 Emmons, William H.  
 Essex, H. E. (Rochester)  
 Evans, Gerald T.  
 Fahr, George E.  
 †\*\*Feigle, Herbert  
 Feldman, W. H. (Rochester)  
 Fenlason, Anne L.  
 †Fenske, Theodore H. (Morris)  
 Ferguson, Donald  
 Ferrin, Evan F.  
 Field, Albert M.  
 Filipetti, G.  
 Fischer, Earl B.  
 ¶¶¶Fitch, Clifford P.  
 Fitch, James B.  
 Flagstad, Carl  
 Ford, Guy S.  
 \*Foster, Josephine C.  
 Fraser, Everett  
 Freeman, Edward M.  
 French, Charles A.  
 French, Robert W.  
 Freundlich, Herbert  
 Garver, Frederic B.  
 Geddes, William F.  
 Geiger, Isaac W.  
 Goldstein, Harriet  
 Goodenough, Florence L.  
 Gortner, Ross A.  
 Granovsky, Alexander A.  
 Green, Robert G.  
 Griffith, Charles A.  
 Grismer, Raymond L.  
 Grout, Frank F.  
 Gruner, John W.  
 Hall, Ambert B.  
 Halvorson, H. O.  
 Hansen, Arild E.  
 Hart, William L.  
 †Hartig, Henry E.

Harvey, Rodney B.  
 †Hathaway, Starke  
 Hauser, George  
 Hayes, Herbert K.  
 Heaton, Herbert  
 Heilig, L. S.  
 Heilman, E. A.  
 Heisig, G. B.  
 Henderson, M. S. (Rochester)  
 Henrici, Arthur D.  
 Heron, William T.  
 Herrick, Carl A.  
 †Hess, Eugene L.  
 Higgins, G. M. (Rochester)  
 Hill, Edward L.  
 Hillhouse, James T.  
 Hirschfelder, Arthur D.  
 Holman, William F.  
 Hughes, C. A.  
 Hull, Gertrude  
 Hutchinson, Lura C.  
 Immer, Forrest R.  
 Jackson, Clarence M.  
 Jackson, Dunham  
 Jenkins, Glenn L.  
 Jennings, Arthur B.  
 Jennings, Edward G.  
 Jesness, Oscar B.  
 Johnson, Elmer W.  
 Johnson, Iver  
 Johnson, Palmer O.  
 Jones, Robert T.  
 Jones, Roy C.  
 Joseph, Thomas L.  
 †Kaufert, Frank H.  
 Keller, Louis F.  
 Kendall, E. C. (Rochester)  
 Kennedy, Cornelia  
 Kernkamp, H. C. H.  
 Kernohan, J. W. (Rochester)  
 Keys, Ansel  
 Killeen, Earle G.  
 †Kinyon, Stanley V.  
 Kirkpatrick, Clifford  
 Kissock, May S.  
 †Kittleson, Arthur S.  
 Knight, Ralph T.  
 Koelsch, C. F.  
 Koepke, Charles A.  
 Kolthoff, Izaak M.  
 Kozelka, R. L.  
 Krantz, Fred A.  
 Krey, August C.  
 Kuhlmann, John H.  
 Lambert, E. M.  
 Lang, F. C.  
 Lansing, Robert C.  
 Larson, Winford P.  
 Lasby, William F.  
 Lauer, Walter M.  
 LeCompte, Irville C.  
 Lees, C. Lowell  
 Leichsenring, Jane  
 Leland, Ora M.  
 Lind, Samuel C.  
 Lindsay, William  
 Lippincott, Benjamin E.  
 Livingston, R. S.  
 Ludwig, C. C.  
 †Lunden, Laurence R.  
 Luyten, Willem J.  
 MacDougall, Frank H.  
 Macy, Harold  
 Maddocks, Thomas H.  
 Mann, Charles A.  
 Mann, F. C. (Rochester)  
 Marget, Arthur W.  
 Martenis, John V.  
 †Mason, H. L. (Rochester)  
 McCall, T. M. (Crookston)  
 McCartney, James S.  
 McClintock, Henry L.  
 †McConnell, T. R.  
 McCormick, F. G.  
 McDowell, G. Tremaine  
 McKelvey, John L.  
 McKinley, J. C.  
 McNeal, Wylle B.  
 McQuarrie, Irvine  
 Mickel, Clarence E.  
 Middlebrook, William T.  
 Miller, L. F.  
 Miller, Paul E.  
 Miller, W. S.  
 Mills, Lennox  
 Minnich, Dwight E.  
 Mitropoulos, Dimitri  
 Monachesi, Elio D.  
 Montillon, George H.  
 Montonna, Ralph E.  
 Moore, C. A.  
 Mudgett, Bruce D.

Myers, Howard D.  
 Nafziger, Ralph O.  
 Neale, Mervin G.  
 †Nelson, Kent  
 Nelson, Lowry  
 Newton, Julia O.  
 Nichols, Charles W.  
 Nicholson, E. E.  
 †Nier, Alfred O. C.  
 Noble, Isabel  
 †Nordly, Carl L.  
 Norris, J. Anna  
 †O'Brien, William A.  
 Ogle, Marbury B.  
 Oliver, Clarence P.  
 Osgood, Ernest S.  
 Ostlund, H. J.  
 Palmer, Leroy S.  
 Parker, Walter H.  
 Paterson, Donald  
 Pattison, Walter T.  
 Pease, Levi B.  
 Peik, Wesley E.  
 Pepinsky, Abe  
 Peters, Walter H.  
 Petersen, William E.  
 Petry, Lucile  
 Peyton, W. T.  
 Phelps, Ethel  
 Piccard, J. F.  
 Pierce, E. B.  
 Pirsig, Maynard E.  
 Pond, George A.  
 †Power, Marschelle H. (Rochester)  
 Price, R. R.  
 Priester, George C.  
 Prosser, William L.  
 Quigley, Harold S.  
 Rarig, Frank  
 Rasmussen, Andrew T.  
 Raymond, Ruth  
 Read, Horace E.  
 Reichardt, Konstantin  
 Reighard, John J.  
 Reyerson, Lloyd H.  
 Rigler, Leo G.  
 Riley, William A.  
 †Rindsland, William C.  
 Ringoen, Adolph  
 Robertson, Burton J.  
 Robertson, H. E. (Rochester)  
 Robertson, Rhodes  
 Roe, Harry B.  
 Rogers, Charles H.  
 Rosendahl, Carl O.  
 Rosenow, E. C. (Rochester)  
 Rost, Clayton O.  
 Rottschaefel, Henry  
 Rotzel, C. L.  
 Rowley, Frank B.  
 Ruggles, Arthur G.  
 Rumbaugh, Lynn H.  
 Rutford, Skuli  
 Ruud, Martin B.  
 Sandstrom, W. Martin  
 Scammon, Richard E.  
 Schantz-Hansen, Thorvald  
 Schlotthauer, C. F. (Rochester)  
 †Schmeckeber, Laurence  
 Schmidt, E. P.  
 Schmitz, Henry  
 †Schwantes, Arthur J.  
 Schwartz, G. M.  
 Scott, Carlyle  
 Scott, Frederick H.  
 Searles, Colbert  
 Searles, Harold R.  
 Shea, Alice Leahy  
 Sheard, Charles (Rochester)  
 Shippee, Lester B.  
 Shoop, Charles F.  
 Short, Lloyd M.  
 Shumway, R. R.  
 Sirich, E. H.  
 †Sletto, Raymond F.  
 Sloan, H. J.  
 Smith, Dora V.  
 Smith, Homer J.  
 Smith, Lee I.  
 Sneed, M. Cannon  
 \*\*\*Spafford, Ivol  
 Stakman, Elvin C.  
 Stauffer, Clinton R.  
 Steefel, Lawrence D.  
 Stehman, J. W.  
 Stenstrom, Karl W.  
 Stephenson, George M.  
 Stevenson, Russell A.  
 Stoesser, Albert V.  
 Stoll, Elmer  
 Straub, Lorenz G.

Summers, Robert E.	Wangensteen, Owen H.
Tanquary, Maurice C.	Watson, Cecil J.
Tate, John T.	Webb, James S.
Teeter, Thomas A. H.	†Wells, Lemen J.
Thiel, George A.	Wesley, Edgar B.
Thomas, J. M.	Wetherby, Macnider
Thompson, Mark J. (Duluth)	†White, Wendell
Tinker, Miles A.	Wilcox, Hugh B.
Treloar, Alan E.	Wilder, R. M. (Rochester)
Tyler, Tracy F.	Willey, Malcolm M.
Underhill, Anthony L.	Williams, John H.
Upgren, Arthur R.	Williamson, E. G.
Vaile, Gertrude	†Willson, David H.
Vaile, Roland S.	Wilson, Harold K.
Valasek, Joseph	Winters, Laurence M.
Van Wagenen, M. J.	*Wise, J. A.
Visscher, Maurice B.	Woodsedalek, Jerry
Vold, George B.	Wrenn, C. Gilbert
Waite, Warren C.	Wright, Harold N. G.
Waldron, C. W.	Yoder, Dale
Wallis, Wilson D.	Zelner, Otto S.
Walter, Frank K.	

### Non-Voting List

Adson, Alfred W. (Rochester)	Brown, Edgar D., Associate Professor of Pharmacology, Emeritus
Allen, E. V. (Rochester)	Buie, L. A. (Rochester)
Alvarez, W. C. (Rochester)	Burch, Frank E.
Amberg, S. (Rochester)	Butler, John
Appleby, W. R. Dean of Mines and Metallurgy, Emeritus	Butter, A. B.
Austin, L. T. (Rochester)	Camp, J. D. (Rochester)
Bargen, J. A. (Rochester)	Campbell, Orwood J.
Barker, N. W. (Rochester)	†Carey, James B.
Barnes, A. R. (Rochester)	Chatterton, Carl C.
Barron, Moses	Chesley, Albert J.
Benedict, W. L. (Rochester)	Christianson, Peter, Profes- sor of Mines, Emeritus
Berkson, J. (Rochester)	Christison, James T., Profes- sor of Pediatrics, Emeritus
Boss, Andrew, Professor Emeritus, Agricultural Ex- periment Station	Cole, Wallace H.
Boss, William, Professor and Chief, Emeritus, Agricul- tural Engineering	Colvin, Alexander R.
Bowing, H. H. (Rochester)	Cooke, Louis J., Professor, Department of Physical Education for Men, Emeri- tus
Broders, A. C. (Rochester)	Cooperman, Oscar
Brooke, W. E., Professor of Mathematics and Mechanics, Emeritus	Corbett, J. Frank, Professor of Surgery, Emeritus

Counsellor, V. S. (Rochester)  
 Cox, Norman J.  
 Craig, W. McK. (Rochester)  
 Crenshaw, J. L. (Rochester)  
 Dalaker, H. H., Professor of  
 Mathematics and Mechanics,  
 Emeritus  
 Damon, George M.  
 Desjardins, A. U. (Rochester)  
 Dixon, C. F. (Rochester)  
 Drake, Carl B.  
 ‡Dripps, Della G. (Rochester)  
 Erdmann, Charles A., Associ-  
 ate Professor of Anatomy,  
 Emeritus  
 Erickson, Theodore A., Associ-  
 ate Professor, Emeritus, Agri-  
 cultural Extension  
 Erikson, Henry A., Professor  
 of Physics, Emeritus  
 Ernst, Max F.  
 Eusterman, G. B. (Rochester)  
 Fansler, Walter A.  
 Figi, F. A. (Rochester)  
 Foley, Frederic E. B.  
 Frankforter, George B., Pro-  
 fessor of Organic Chemis-  
 try, Emeritus  
 Gaarde, F. W. (Rochester)  
 Gardner, B. S. (Rochester)  
 Gardner, Edwin L.  
 Ghormley, R. K. (Rochester)  
 Giffin, H. Z. (Rochester)  
 †Gray, Howard K. (Rochester)  
 Green, Robert O.  
 ‡Haines, Samuel F. (Rochester)  
 †††††Hamilton, Arthur S.  
 Hammes, Ernest M.  
 Harrington, Francis E.  
 Harrington, S. W. (Rochester)  
 ‡Hartman, Howard R.  
 (Rochester)  
 Helmholz, H. F. (Rochester)  
 Hempstead, B. E. (Rochester)  
 Hench, P. S. (Rochester)  
 Horton, B. T. (Rochester)  
 Huenekens, Edgar J.  
 Ikeda, Kano  
 Irvine, Harry G.  
 Jenks, Albert E., Professor of  
 Anthropology, Emeritus  
 Johnson, James A.  
 Johnson, Raymond E.  
 Johnson, Reuben A.  
 †Johnston, John B., Dean of  
 the College of Science, Lit-  
 erature and the Arts, Emer-  
 itus  
 Keith, N. M. (Rochester)  
 Kennedy, R. L. J. (Rochester)  
 Kepler, E. J. (Rochester)  
 Kirchner, William H., Profes-  
 sor of Drawing and Descrip-  
 tive Geometry, Emeritus  
 Kirklin, B. R. (Rochester)  
 Kirkwood, William P., Profes-  
 sor, Division of Publications,  
 Department of Agriculture  
 and Department of Journal-  
 ism, Emeritus  
 Klaeber, Frederick, Professor  
 of Comparative Literature,  
 Emeritus  
 Knight, Ray R.  
 Krusen, F. H. (Rochester)  
 Lansing, R. C.  
 Lawton, Harry C.  
 Leddy, E. T. (Rochester)  
 Lemon, W. S. (Rochester)  
 Lillie, H. I. (Rochester)  
 Little, Joseph M.  
 Litzenberg, Jennings C., Pro-  
 fessor of Obstetrics and  
 Gynecology, Emeritus  
 Logan, A. H. (Rochester)  
 Lundy, J. S. (Rochester)  
 Lynch, Francis W.  
 MacCarty, W. C. (Rochester)  
 MacGibbon, Everett E.  
 Macnie, John S.  
 Magath, T. B. (Rochester)  
 Mann, F. M. Professor of  
 Architecture, Emeritus  
 Masson, J. C. (Rochester)  
 †Mayo, Charles W. (Rochester)  
 McDaniel, Orianna  
 Meyer, Robert  
 Meydering, H. W. (Rochester)  
 Michael, J. C.  
 Michelson, Henry E.  
 Moersch, F. P. (Rochester)  
 Moersch, H. J. (Rochester)

Montgomery, H. (Rochester)  
 Mussey, R. D. (Rochester)  
 Myers, J. A.  
 Nachtrieb, Henry F., Professor  
 of Animal Biology, Emeritus  
 Nathanson, Morris N.  
 Nelson, Herbert C.  
 New, G. B. (Rochester)  
 Newhart, Horace  
 Noble, John F.  
 Oestlund, Oscar W., Profes-  
 sor of Animal Biology,  
 Emeritus  
 O'Leary, Paul A. (Rochester)  
 Olmsted, Everett W., Profes-  
 sor of Romance Languages,  
 Emeritus  
 Osterberg, A. E. (Rochester)  
 Ostlund, H. J.  
 Otto, Carl F.  
 Pagenkopf, Alfred A.  
 ¶¶¶¶¶Paige, James, Professor  
 of Law, Emeritus  
 Pattridge, Mark O.  
 Pemberton, J. D. (Rochester)  
 Platou, Erling S.  
 Plummer, W. A. (Rochester)  
 Prangen, A. D. (Rochester)  
 Ramsey, Walter R.  
 Randall, L. M. (Rochester)  
 Reed, Charles A.  
 Reynolds, George W.  
 Richards, Ernest T. F.  
 Ritchie, Harry P.  
 Roberts, Thomas S., Professor  
 of Pediatrics, Emeritus  
 Rodda, F. C.  
 Rothrock, John L., Professor  
 of Obstetrics and Gynecol-  
 ogy, Emeritus  
 Rudolph, Charles E.  
 Sanford, A. H. (Rochester)  
 Savage, Charles A., Professor  
 of Greek, Emeritus  
 Schaaf, Frederick H.  
 Schneider, John P.  
 Schwyzer, Arnold  
 Seham, Max  
 Sheldon, W. D. (Rochester)  
 Professor of Neurology,  
 Emeritus  
 Shellman, Joseph F.  
 Sidener, C. F., Professor of  
 Chemistry, Emeritus  
 Sigerfoos, Charles P., Profes-  
 sor of Zoology, Emeritus  
 Smith, Arthur C., Professor of  
 Poultry Husbandry, Emer-  
 itus  
 Smith, B. F. (Rochester)  
 ‡Smith, Harry L. (Rochester)  
 Smith, N. D. (Rochester)  
 Snell, A. M. (Rochester)  
 Steward, Thomas E.  
 Stewart, Chester A.  
 Stomberg, Andrew A., Profes-  
 sor of Scandinavian  
 Languages, Emeritus  
 Storm, A. V., Professor Emer-  
 itus  
 Strachauer, Arthur C.  
 Sweitzer, Samuel E.  
 Taylor, Rood  
 ‡Thom, L. W.  
 Thomas, Gilbert J.  
 Thompson, G. J. (Rochester)  
 Tilden, Josephine, Professor of  
 Botany, Emeritus  
 Ulrich, Henry L.  
 Vehe, William D.  
 Wagener, H. P. (Rochester)  
 Wahlquist, Harold  
 Walls, James M., Emeritus  
 Walters, W. (Rochester)  
 Watkins, C. H. (Rochester)  
 Weller, Marion, Assistant  
 Professor Emeritus, Depart-  
 ment of Home Economics  
 Wells, Amos S.  
 West, R. M.  
 White, Albert B., Professor of  
 History, Emeritus  
 White, S. Marx  
 Whittaker, Harold A.  
 Wiethoff, Charles A.  
 Wilcox, Archa  
 Willius, F. A. (Rochester)  
 Wilson, L. B. (Rochester),  
 Professor of Pathology and  
 Director of the Mayo Foun-  
 dation, Emeritus  
 Woltman, H. W. (Rochester)  
 ¶¶¶¶Wright, Charles B.

<p>Wright, Franklin R., Associate Professor of Sur- gery, Emeritus</p> <p>Wulling, Frederick J., Dean of the College of Pharmacy, Emeritus</p>	<p>Young, Jeremiah, Professor of Political Science, Emeritus</p> <p>Zeleny, Anthony, Professor of Physics, Emeritus</p> <p>Zierold, Arthur A. Zimmerman, Harry</p>
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- \* Absent on leave.
- \*\* Absent on leave fall quarter.
- \*\*\* Absent on leave winter quarter only.
- † New appointment.
- ‡ Promotion.
- ! Died November 18, 1939.
- !! Died December 2, 1939.
- !!! Died January 11, 1940.
- !!!! Died May 31, 1940.
- !!!!!! Died June 2, 1940.
- !!!!!! Died August 1, 1940.
- !!!!!! Died February 4, 1940

*Accepted*

### III. REPORT OF THE ADMINISTRATIVE COMMITTEE

#### 1. Items Reported for Information

1. *Textbook Approval.* It was voted to approve the following texts for use in University classes:
- General Geology Laboratory Manual, by George A. Thiel, Associate Professor
  - Materials for Advanced Economics, by Frederick B. Garver, Professor, George J. Stigler, Assistant Professor, and Francis M. Boddy, Lecturer
  - Schreiben Sie Deutsch, by Oscar Burkhard, Professor, and Lynwood G. Downs, Assistant Professor
  - Newspaper Sales Promotion, by Thomas P. Barnhart, Professor
  - Guide to the Study of the Anatomy of the Shark, the Necturus, and the Cat, by Samuel Eddy, Associate Professor, Clarence P. Oliver, Associate Professor, and John P. Turner, Assistant Professor
  - Problem Plates for Drawing 1, by Howard D. Myers, Associate Professor, Robert F. Schuck, Assistant Professor and Orrin W. Potter, Assistant Professor
  - Problem Plates for Drawing 2, by Howard D. Myers, Associate Professor, Robert F. Schuck, Assistant Professor and Orrin W. Potter, Assistant Professor
  - Descriptive Geometry Problem Plates, by Orrin W. Potter, Assistant Professor
  - Religion in Primitive Society, by Wilson D. Wallis, Professor
  - Problems in Elementary Accounting, Part II, by Nina L. Youngs, Instructor
  - Victorian Critics of Democracy, by Benjamin E. Lippincott, Associate Professor



Reading Outlines in Economics 26, by Nina L. Youngs, Instructor

(a) Kemp's Handbook of Minerals, revised, by Professor Frank F. Grout

(b) Medical German Selection, translations, by Professor Oscar C. Burkhard and Assistant Professor Lynwood G. Downs

Elements of Utility Rate Determination, by John M. Bryant, Professor, and R. R. Herrmann

Laboratory Manual of Inorganic Chemistry, by Dr. J. L. Maynard and Dr. T. Ivan Taylor. Published by Burgess Publishing Co., price \$1.60

Latin-American History, by Tom B. Jones. Published by Harpers, price \$3.50

United States to 1865 and United States since 1865, two volumes, by George M. Stephenson. Published by Harpers, price \$3.50 per volume

Identification and Judging of Crops, Weeds, and Diseases, by Professor Harold K. Wilson and Assistant Professor Alvin H. Larson. Published by University Mimeograph Department, price 75 cents

Leading Judicial Interpretations in Public Utility Regulation, edited by Instructor Floyd R. Simpson and Associate Professor Emerson P. Schmidt. Published by John S. Swift Co., price \$1.00

2. *Mimeographed Material.* It was voted to approve the sale of the following mimeographed material for use in University classes:

- 75 copies Syllabus for American Political Parties. To be sold by Folwell Hall Bookstore at 25 cents per copy
- 100 copies Syllabus in Public Administration. To be sold by Folwell Hall Bookstore at 25 cents per copy
- 100 copies Field and Laboratory Directions for Terrestrial Ecology, 117f. To be sold by Professional Colleges Bookstore at 45 cents per copy
- 100 copies General Physiology of Animal Reactions, for Zoology 109f, 110w, 111s. To be sold by Professional Colleges Bookstore at 40 cents per copy
- 50 copies Philosophy as a Theory of Criticism. To be sold by Folwell Hall Bookstore at 15 cents per copy
- 275 copies Syllabus for Human Biology. To be used in General College winter quarter. To be sold by Folwell Hall Bookstore at 60 cents per copy
- 110 copies Revision of Synopsis of Lectures on Otology, Rhinology, and Laryngology for undergraduates. To be sold by Engineers Bookstore at 65 cents per copy
- 60 copies The Soil Moisture Relation in Agriculture, Part I, Irrigation. To be sold by the Students' Bookstore on the Farm Campus at \$1.00 per copy
- 220 copies The Soil Moisture Relation in Agriculture, Part II, Drainage and Soil Erosion Control.

- 150 copies Workbook for Students in Physical Education taking P. E. 50s, a Survey Course in Anatomy. To be sold at Folwell Hall Bookstore at 35 cents per copy
- 125 copies Human Nature and its Remaking. To be sold by Engineers Bookstore at approximately \$1.25
- 200 copies Outline of Infectious Diseases for Medicine 23. To be sold by Professional Colleges Bookstore at \$1.20 per copy
- 150 copies Contemporary Society, Part II, Syllabus. To be sold by Folwell Hall Bookstore at 60 cents per copy
- 75 copies Physiology material for use in Physiology 51w. To be sold by Professional Colleges Bookstore at 25 cents per copy
- 125 copies Laboratory Manual in Historical Geology—1940 Edition. To be sold by Folwell Hall Bookstore at \$1.00 per copy
- 90 sets multigraphed textile cards with mounted samples for General College. To be sold by Folwell Hall Bookstore
- 150 copies A Record of the Business on a 135-acre Farm in South-eastern Minnesota for 1939. To be sold by Students' Bookstore on the University Farm Campus at 25 cents per copy
- 150 copies Instructions and Forms for Farm Business Analysis. To be sold by Students' Bookstore on University Farm Campus at 10 cents per copy
- 250 copies Annual Report of the Farm Management Service for Farmers in Southeast Minnesota. To be sold by Students' Bookstore on University Farm Campus at 10 cents per copy
- 250 copies A Preliminary Report of Data Secured on the Farm Accounting Route in Winona County, Minnesota. To be sold by Students' Bookstore on University Farm Campus at 10 cents per copy
- 250 copies A Preliminary Report of Crop Production Costs. To be sold by Students' Bookstore on University Farm Campus at 10 cents per copy
- 250 copies A Preliminary Report of Livestock Costs and Returns. To be sold by Students' Bookstore on University Farm Campus at 10 cents per copy
- 100 copies Taxonomic Keys to the Common Animals of Minnesota Exclusive of the Protozoa, Parasitic Worms, Insects, and Birds. To be printed by Burgess Publishing Co., and sold by Folwell Hall Bookstore at a price not over \$2.00 per copy
- 150 copies Use of Fluids in Pediatrics. To be sold by Engineers Bookstore at 15 cents per copy
- 150 copies Digestive System and Blood Dyscrasias in the Newborn. To be sold by Engineers Bookstore at 15 cents per copy
- 75 copies Syllabus in Theories of International Relations. To be sold by Folwell Hall Bookstore at 25 cents per copy
- 125 copies An Outline of Neuropathology. To be sold by Professional Colleges Bookstore at \$1.65 per copy
- 300 copies Occupational Briefs, a Student-compiled Bibliography from Current Publications. To be sold by Folwell Hall Bookstore at 35 cents per copy
- 125 copies Physical Science Syllabus on Astronomy. To be sold by Folwell Hall Bookstore at \$1.25 per copy

- 250 copies Pregnancy Toxemias. To be sold by Professional Colleges Bookstore at 30 cents per copy
- 150 copies Theory of Internal Combustion Engines. To be sold by Professional Colleges Bookstore at \$1.50 per copy
- 500 copies Lecture Outline in course Anat. 111—Neuro-Anatomy. Dr. A. T. Rasmussen. To be sold by Professional Colleges Bookstore at \$1.00 per copy
- 350 copies Curriculum Making in the General College, A Report on Problems and Progress of the General College. To be sold by Folwell Hall Bookstore at \$1.50 per copy
- 100 copies On the Elements of Expression in Music. To be sold by Engineers Bookstore or Folwell Hall Bookstore at \$1.50 per copy
- 50 copies Key to 138 Representative Genera of Trematoda. To be sold by Folwell Hall Bookstore and Itasca Park Bookstore, price not more than 50 cents
- 125 copies Philosophy. Dr. Alburey Castell. To be sold by Folwell Hall Bookstore at \$2.50 per copy
- 300 copies Physiological Chemistry Laboratory Manual. To be sold by Professional Colleges Bookstore at \$1.00 per copy
- 100 copies Manual of Methods for Testing Dairy Products. To be sold by University Farm Bookstore at 60 cents per copy

3. *Admission of Teachers College Graduates to the Graduate School.* In view of the postponement of the Senate meeting for February, it was *voted* to approve for the Senate the following joint recommendation from the Senate Committee on the Relations of the University to Other Institutions of Learning and the Executive Committee of the Graduate School:

"Students graduating from institutions, such as teachers colleges, granting the Bachelor's degree for a narrow concentration on technical and professional courses unsupported by a reasonable amount of work in subject-matter fields represented in a standard or traditional college of arts and sciences, may be matriculated if an examination of their transcript indicates that their undergraduate work fits into one of the following patterns:

- A. Seventy-five per cent of the number of credits required for the Bachelor's degree is in strictly academic fields.
- B. At least sixty per cent of the number of credits required for the Bachelor's degree is in strictly academic fields so distributed that there are at least forty quarter credits in each of two of the following groups of subjects: (a) English, speech, all foreign languages, (b) music and art, (c) social sciences including geography, (d) biological sciences including psychology, (e) mathematics and physical sciences.

"Students who need no more than 6 quarter credits to meet either of the above admission requirements, and who have met the undergraduate prerequisites for graduate work in their major fields will be admitted to the Graduate School.

"Students who need more than 6 credits will register as special students in the College of Science, Literature, and the Arts until the credit deficiency is reduced to at least 6 credits.

"If not more than 9 quarter credits are lacking, petition may be filed to carry a limited amount of graduate work (approved courses numbered above 99) for graduate course credit, such courses not to be used to meet the admission requirements."

4. *Report of the Special Committee on Tutoring.* A report covering the procedure, findings, and recommendations of this special committee was presented by Dr. Miller. It was *voted* to approve the following recommendations:

(1) That the policy stated in the following memorandum from President Vincent dated July 25, 1916, be adopted formally as the policy of the University with regard to tutoring by staff members for pay:

"This is a memorandum of our agreement with respect to the ruling about tutoring by members of the faculty. It is expected that members of the faculty will not give private instruction to students when these students are enrolled in the classes of the instructors concerned, nor will members of the faculty give such instruction to students who have failed in courses conducted by such faculty members.

"It is further wholly contrary to the University policy for instructors who have given private lessons to conduct official University examinations for credit for their own pupils."

(2) That no limitation other than the above be placed upon tutoring by staff members for pay.

(3) That formal permission be required from the Dean upon recommendation of the Department Head in all cases of tutoring by staff members for pay and that a record of such request, and the action taken, shall be made.

(4) That to the Department Head and the Dean shall be left the decision and the responsibility thereof as to how much time a staff member may devote to such work without impairment of his usefulness to the University.

(5) That no attempt be made at present to license tutors, or to standardize rates.

(6) That some effort be made to bring to the attention of the Faculty generally whatever regulations are adopted with regard to tutoring for pay.

5. *Dating of Diplomas.* It was *voted* to approve the following plan for the dating of diplomas in cases where the granting of the degree is deferred for other than curricular reasons. The candidate for a degree who has completed all the scholastic requirements but whose degree is withheld for non-payment of University claims or failure to attend commencement will have the degree withheld until such time as all requirements have been met. When such requirements have been met, however, the candidate's diploma will be dated as of the commencement following the completion of all the scholastic requirements. During the period for which the degree is withheld, no certification of graduation will be issued.

6. *Announcement of Honor Societies on Cap and Gown Day.* It was *voted* to approve the following recommendations of the Senate Committee on University Functions.

a. That the number of honor societies read on Cap and Gown Day be reduced to a minimum that shall at the same time offer to all students in every college the opportunity of competing for at least one honor society recognized at Cap and Gown Day Convocation.

b. On the basis of this principle, the following revision of the Cap and Gown list was recommended:

*To be read:*

Phi Beta Kappa	S. L. & A.
Tau Beta Pi (Eng., Chem. Eng., and Mines)	Technology
Commaccine (Architecture)	Technology
Gamma Sigma Delta	Ag & Forestry
Omicron Nu	Home Economics
Order of the Coif	Law
Alpha Omega Alpha	Medicine
Omicron Kappa Upsilon	Dentistry
Rho Chi	Pharmacy
Phi Lambda Upsilon (Chemistry)	Technology (men)
Iota Sigma Pi (Chemistry)	Technology (women)
Pi Lambda Theta	Education (women)
Beta Gamma Sigma	Business Administration

c. That all write-ups of individual societies be omitted and that the whole list be prefaced by some covering statement, such as:

The following are honor societies in the various colleges of the University of Minnesota in which the basis of membership is scholastic achievement. The length of the program does not permit of the inclusion of all of the University's honor societies. Those to be read, however, represent all of the colleges offering four-year curricula leading to the bachelor's degree or its equivalent and offer to all students in every college the opportunity of competing for at least one of these societies. Election to all of the societies included in this program is based exclusively or primarily on high scholarship.

d. That the names of those elected to honor societies which are not read be printed in the Cap and Gown Day program together with the honor roll.

It was understood that elections to honor societies that had previously been made public would not be read.

7. *Reorganization of the Housing Bureau.* For the information of the Committee, the President outlined the plan of reorganization of the University Housing Bureau in which the inspection of houses for students' rooms is delegated to the University Health Service, the management of the cooperative cottages is delegated to the Service Enterprises, and remaining functions including contracts, adjustments of agreements, etc. is delegated to the Dean of Student Affairs, and Dean of Women with the appointment of a full-time woman as director.

8. *Publicity Relating to Co-sponsored Undertakings on the Campus.* Dean Willey presented the following recommendation with reference to meetings with off-campus organizations. On motion it was *voted* to approve the recommendation.

*"Resolved:* That while the Regents of the University of Minnesota are fully cognizant of the desirability of having the University cooperate under specified conditions with non-campus organizations in the joint sponsorship of cultural and educational programs, it is agreed as a matter of policy that in such cooperative programs when the facilities of the University are used, all publicity and news releases relating to the jointly sponsored project should be channeled through University sources, and no off-campus organization should be permitted to bring onto the campus a non-University publicity agent or agency, unless all arrangements for so doing are fully discussed with and approved in advance by such responsible University officials as the President may designate."

R. M. WEST, Secretary

*No action required*

#### IV. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTI- TUTIONS OF LEARNING

##### 1. Items Reported for Action

1. *Extension Work in Teachers Colleges.* It was *voted* to recognize credits earned in extension classes under the direction of state teachers colleges in Minnesota insofar as such credits are recognized by the teachers college concerned toward its own degree and on the same basis as other credits presented from Minnesota State Teachers Colleges. It was also *voted* that this action as well as the recent action relating to teachers colleges in other states be considered effective as of the year, 1939-40, but with the understanding that the same action may apply to credits earned at an earlier date in individual cases.

2. *Albert Lea Junior College.* It was *voted* on the recommendation of the inspectors to accredit Albert Lea Junior College for two years of work. It was understood, however, that for the present, the second year's work in composition would not be accepted as the equivalent of advanced composition at the University and that the course offered in philosophy would not be accepted for credit.

3. *Crosby-Ironton Junior College.* It was *voted* on the basis of the inspector's reports to accredit this junior college for a one-year period subject to reconsideration at the end of that time on the basis of continued improvement in the library and other conditions criticized by the inspector.

4. *Tracy Junior College.* On the basis of the inspector's report, it was *voted* to accredit Tracy Junior College for two years of work.

R. R. SHUMWAY, Chairman

*Approved*

## V. REPORT OF THE COMMITTEE ON UNIVERSITY FUNCTIONS

Your committee begs leave to submit the following report for the year 1939-40:

Convocations held:

July 27: Summer session commencement exercises.—George C. Sellery, Dean of the College of Letters and Science, University of Wisconsin

October 5: Opening convocation.—Guy Stanton Ford, President of the University of Minnesota, "Address of Welcome"

October 12: Dr. Thomas Parran, Jr., Surgeon General, United States Public Health Service, "Medical Education and Research and the Public Health"

October 19: Mai-Mai Sze, Lecturer, "The Odyssey of a Chinese Girl"

October 26: Sir Hugh Wilkins, Explorer, "Twenty Years of Exploration" (Illustrated with motion pictures)

November 2: Ernest K. Lindley, Chief of the Washington Bureau for Newsweek, "Covering Washington Today"

November 9: E. B. Hitchcock, Journalist, "Perpetual Crisis"

November 16: Ted Shawn, "The Dance"

November 23: Robert Dell, European Correspondent, "Personalities in European Diplomacy"

November 28: Student Assembly for Football Awards.—Frank McCormick, Athletic Director, "Athletics at Minnesota"; Bernie Bierman, Head Football Coach, "Review of the Season"; Guy Stanton Ford, President of the University, "Conferring of M's and Other Awards"

December 7: Langdon W. Post, President, American Federation of Housing Authorities, "Government's Place in Our Housing Problem"

December 21: Fall quarter commencement convocation.—Eugene A. Gilmore, President, State University of Iowa, "The Collegiate's Social Responsibilities"

January 4: Thomas Hart Benton, "Art and American Art"

January 11: Major George Fielding Eliot, Military Expert and Author, "The Ramparts We Watch"

January 25: Max Lerner, Professor of Political Science, Williams College, "Ideas Are Weapons"

February 1: Bernard H. Ridder, Publisher, St. Paul Dispatch-Pioneer Press, "How the Peace of the World Was Lost"

February 8: Margaret Culkin Banning, Author, "Public and Private Opinion"

February 15: Paul Engle, Poet, "The Poetry of Modern Life"

February 19: Vera Brittain, Author, "Youth and War"

March 7: Dr. Vernon D. E. Smith, "Big Game Hunting in the Canadian Rocky Mountains with Camera and Gun" (Illustrated with motion pictures in color)

March 14: H. R. Knickerbocker, International Correspondent, "At the Ringside of History"

- March 21: Winter quarter commencement convocation.—Henry Noble McCracken, President Vassar College, "Of Human Intercourse"
- April 4: Louis Fischer, Special European Correspondent of "The Nation," "The Real Issues in Europe's War"
- April 11: John Jacob Niles, Singer of American Folk Music, "Songs of the Southern Mountains"
- April 18: Samuel Guy Inman, Professor of Political Science, University of Pennsylvania, "The International Dilemma of Democracies"
- April 25: Oswald Garrison Villard, Editor and Author, "What I Saw and Heard in Germany"
- May 2: Music convocation.—University Symphony Orchestra and Olin Downes, Pianist
- May 9: Sydney R. Montague, Writer and Lecturer, "Under Northern Lights"
- May 16: Cap and Gown Day convocation.—Robert E. McDonald, President of the All-University Senior Class, "Presentation of the Class of 1940"; Guy Stanton Ford, President of the University, "Response"

The seniors throughout the University were excused after the second hour for the remainder of the day, the purpose being to allow adequate time for the Cap and Gown Day luncheon for senior women, and to make possible the holding of the President's reception to the senior class that afternoon from three-thirty to five o'clock. The request for this change in schedule came from the senior class commission, which this year exhibited real efficiency in the conduct of senior affairs. This commission conceived the idea of holding the senior functions during Cap and Gown Week instead of continuing a futile effort to stage senior activities at the close of the year. The result clearly justified the innovation from the standpoint of senior interest.

- June 9: Baccalaureate service.—The Reverend John Walker Powell, Lecturer in English Literature, "The Spiritual Dynamic." This outstanding address was a fitting valedictory from a Minnesota alumnus of the Class of 1893, who at this time severed a university association that extended through a period of fifty years.
- June 15: Commencement exercises: Guy Stanton Ford, President of the University, "Charge to the Class"

### Special Occasion

- June 4: Court of Honor.—On June 4, 1940, the eighth annual Court of Honor dinner was held at six-thirty, at the Curtis Hotel, under the auspices of the Civic and Commerce Association, the Junior Chamber of Commerce, and the Council of Civic Clubs. One hundred fifty outstanding seniors representing all the colleges of the University were honored on this occasion. The guest speaker was L. F. Livingston, Manager, Agricultural Extension Division, E.



I. du Pont de Nemours & Company, Wilmington, Delaware. Other speakers were Guy Stanton Ford, President of the University, and Emily Farnam, who spoke in behalf of the senior honor students.

Respectfully submitted,  
COMMITTEE ON UNIVERSITY FUNCTIONS  
E. B. PIERCE, Chairman

*Accepted*

## VI. REPORT OF SENATE COMMITTEE ON DEBATE AND ORATORY

A squad of thirteen men participated in thirty-eight intercollegiate debates and two intersquad debates before Twin City civic club audiences. Of the intercollegiate debates, eighteen were with members of the Western Debate Conference. Twenty-two of the debates came in the following three tournaments: St. Thomas Tournament, March 4-5; Iowa Invitational Meet, February 29 and March 1-2; and the Big Ten Meet of April 5-6 at Northwestern University. The latter two were attended by members of the Western Debate Conference. Twenty-five of the contests were judged with Minnesota winning twelve and losing thirteen. The men who constituted the squad and participated in these debates were: Elliott Rosenfield, Pharmacy '42, Paul Johnson, Law '43, John Randolph, SLA '42, Howard Grossman, SLA '40, Stanley Wronski, SLA '42, Stanley Jacobson, Law '40, Winston Oberg, Bus. '41, Mitchell Perizzo, Law '43, Theodore Franklin, SLA '41, Richard Kreuger, Ed. '41, Space Buck, SLA '42, Paul Hagstrom, Bus. '41, and H. A. Ornstein, Law '43.

The propositions debated during the year included the following: "Resolved, that the federal government should own and operate the railroads," "Resolved, that the United States should adopt a strict policy of military and economic isolation toward all nations outside the western hemisphere engaged in armed civil or international conflict," and, "Resolved, that a national referendum be utilized before the United States enters into a war." The latter proposition will be debated about the fifteenth of May with St. Thomas College, and the debate will be published by Wilson and Co.

Howard Grossman won the Pillsbury Oratorical Contest and represented the University of Minnesota in the Northern Oratorical League Contest at Minnesota on May 3.

### Intercollegiate Debating in the College of Agriculture

Eleven students participated in fifty-four intercollegiate debates with representatives of twenty-six other colleges from eight different states. These figures may be compared with those of last year when eight students participated in twenty debates with representatives of sixteen colleges from five different states.

Last year the best men's team won four out six debates: this year they won eleven out of seventeen debates and received third place in the Red River Valley Tournament, which included more than seventy competing teams. This year for the first time women entered contest debating and of seven decisions received one. Of a total of twenty-nine decisions, fourteen were won and fifteen were lost.

Respectfully submitted,

FRANK M. RARIG,  
Chairman

*Accepted*

## VII. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Your Committee on Intercollegiate Athletics respectfully submits the following report for the year 1939-40:

The committee was composed of the following members:

Faculty: Messrs. Pierce, Boyd, Diehl, Filipetti, McCormick, Middlebrook, Rottschaefer (Conference representative), G. M. Stephenson, Wesler, Zelner

Alumni: Vernal A. LeVoir, Ed '36; Malvin J. Nydahl, Md '35

Students: Orris A. Gran, A '40 and Sidney Blacker, L '40

The usual number of meetings were held throughout the year and such items as game schedules, eligibility, awards, admission prices, conference legislation, etc. engaged the attention of the committee.

Harold Van Every, Ed '40, was the recipient of the Conference Medal, which is awarded annually to the graduating senior having the highest record in his athletic as well as his scholastic work.

At the first meeting of the committee following the death of James Paige, the following resolution was adopted:

Professor James Paige, a Phi Beta Kappa graduate of Princeton University, also was graduated from the first law class of the University of Minnesota in 1890, and immediately became a member of the teaching staff. His service, therefore, to this University has extended through a period of fifty years.

In 1906 he was appointed by President Cyrus Northrop as a faculty member of the Athletic Board of Control and in 1906 was named Minnesota's representative in the Western Conference, first a league of seven universities, then nine, and in 1912, with the admission of Ohio State it became the Big Ten. Professor Paige was Minnesota's representative continuously from the time of his first appointment to the time of his retirement from the University faculty.

Minnesota owes this man a great debt of gratitude for his stalwart and unswerving devotion to his duty as he saw it and for his unquestioned honesty and integrity in upholding the Conference regulations not only at this institution, but at our sister institutions as well.

**STATISTICAL TABLE ON INTERCOLLEGIATE ATHLETICS FOR 1939-40**

21

Head Coach and Activity	Total No. of Games	No. Conference Games	No. Non-Conference Games	Total No. Receiving Athletic Instruction Including Freshmen	No. Varsity Candidates	No. Varsity Candidates Eligible for Intercollegiate Competition	No. Having Competition	No. "M" Awards	No. Varsity Plain Garments Awarded	No. Freshman Candidates	No. Numerals Awarded	No. Games Won	No. Games Lost	No. Games Tied
Baseball McCormick .....	21	10	11	211	84	27	21	11	17	127	21	15	6	0
Basketball MacMillan .....	20	12	8	226	76	28	19	11	10	150	25	12	8	0
Football Bierman .....	8	6	2	559	199	64	52	39	25	360	91	3	4	1
Golf Smith .....	9	2	7	36	13	13	13	5	5	23	6	6	2	1
Gymnastics Piper .....	8	3	5	62	25	10	9	7	2	37	7	7	1	0
Hockey Armstrong .....	16	8	8	87	33	20	19	14	5	54	17	16	0	0
Swimming Thorpe .....	8	5	3	77	40	20	15	11	4	37	20	5	3	0
Tennis Brain .....	9	5	4	56	24	14	7	6	1	32	11	2	7	0
Track Kelly .....	7	5	2	178	81	25	23	13	6	97	16	4	3	0
Wrestling Bartelma .....	9	2	7	135	52	23	17	11	5	83	14	8	1	0
<b>Totals</b>	<b>115</b>	<b>58</b>	<b>57</b>	<b>1627</b>	<b>627</b>	<b>244</b>	<b>195</b>	<b>128</b>	<b>80</b>	<b>1000</b>	<b>228</b>	<b>78</b>	<b>35</b>	<b>2</b>

In June, 1934, the Senate Committee on Intercollegiate Athletics voted unanimously to confer upon Mr. Paige the honorary M and M blanket as evidence of the respect, admiration, and affection of all those who are interested in seeing the highest standards of athletics prevail.

Today the Senate Committee mourns the passing of one of the staunchest champions of purity in athletics that this country has ever known. It extends its sincere sympathy to Mrs. Paige and family and renews its loyalty to the standards for which Mr. Paige so valiantly and consistently stood.

On September 7, 1940, at a meeting of Conference representatives, it was proposed that the Conference rule relating to post-season games be modified to permit Big Ten competition in the Rose Bowl on New Year's Day. No decision was reached, it being the sense of the representatives present that prior to the December meeting the members should canvass the views of their respective faculties.

Respectfully submitted,

E. B. PIERCE, Chairman

COMMITTEE ON INTERCOLLEGIATE ATHLETICS

*Accepted*

## VIII. REPORT OF THE NECROLOGY COMMITTEE

### JOHN BLACK JOHNSTON, 1868-1939

Again there has been struck from the roster of our living colleagues a name that is writ large among the names of those men who have made the University of Minnesota what it is: Dean Emeritus John Black Johnston.

He was born in Belle Center, Ohio, on October 3, 1868. He graduated from the University of Michigan in 1893 with the degree of Ph.B., served six years as assistant and instructor in that university while he pursued graduate study, and there took the degree of Ph.D. in 1899. In the same year he married Juliet Morton Butler.

Then followed fifteen years of distinguished work in the field of science. From the University of Michigan he went as Professor of Zoology, 1899, to the University of West Virginia and remained until 1907. At West Virginia he embarked on a study of the vertebrate nervous system, which eventually involved a year's research in the Biological Institute at Naples, Italy. In 1906 he published his widely used volume, *The Nervous System of Vertebrates*, announcing a plan of functional organization which has been generally accepted by neurologists. In 1907 Dean Johnston came to the University of Minnesota as Assistant Professor of the Anatomy of the Nervous System; in 1908 he was made Associate Professor of the same subject; in 1909, Professor of Comparative Neurology; and in 1914, Professor of Animal Biology and Dean of the College

of Science, Literature, and the Arts. From 1910 to 1913 he was Secretary of the medical faculty and from 1911 to 1914 he served as editor of research publications of that faculty. He was a charter member of the Michigan Academy of Science and of the Minnesota Neurological Society; a member of the American Society of Zoologists, the Association of American Anatomists, and the American Society of Naturalists; a fellow of the American Association for the Advancement of Science; and a member of the editorial board of *The Journal of Comparative Neurology* (1908-1932). In recognition of his achievements both as a neurologist and an administrator, he was granted the honorary degree of Sc.D. by the University of Michigan in 1933.

Familiar with the high standards of the better professional schools in the United States, Dean Johnston turned his attention to the capacity and fitness of undergraduates in liberal arts colleges. Here he was a pioneer in studying the correlation between success in high school and in college and as an advocate of guidance both in secondary schools and on the college level. He recognized the need for the orientation of incoming students and then for individualizing their instruction as they matured—through independent study on the one hand and, on the other, through broad programs cutting across the arbitrary boundaries of our various colleges. Eventually he came to believe that a democracy will profit most if its universities give their best attention to their ablest students and provide the unfit with pabulum appropriate to their ability. His practices were particularly influential on the activities of the Committee on Educational Testing of the American Council on Education, of which he was chairman. His educational philosophy was given permanent expression in numerous articles and in two books: *Education for Democracy* (1934), and *Scholarship and Democracy* (1937).

Because he was in every sense of the word a true scholar, the contributions of John Black Johnston to his chosen profession and to higher education were of towering importance, and they will long endure as the fitting monument to his memory.

## ROYAL NORTON CHAPMAN

(1889-1939)

Royal Norton Chapman, Professor of Ecology and Dean of the Graduate School of this University, died after a brief illness on December 2, 1939.

Dean Chapman was born September 17, 1889, at Morristown, Minnesota, the son of Norton E. and Frankie E. Crowther Chapman. He received his preparatory education at Pillsbury Academy, entered the University of Minnesota in 1910, was scholar in Animal Biology, 1912-14, and graduated with the B.A. degree in 1914. During 1914-15 he was Assistant in Animal Biology and in 1915 received his M.A. degree. He continued graduate study at Cornell University as the Schuyler Fellow in Entomology, 1915-16. During 1916-17 he was Teaching Fellow in Animal Biology at Minnesota

and received his Ph.D. degree from Cornell in 1917. In that year he returned to Minnesota as Instructor in Animal Biology, was Assistant Professor and Assistant Entomologist with the Experiment Station, 1918-23, Associate Professor of Animal Biology and Entomology, 1923-25, Professor and Chief of the Division of Entomology and Economic Zoology, 1925-30.

In 1924 Dean Chapman made his first visit to Hawaii as a delegate to the Pan-Pacific Food Conservation Conference. The year 1926-27 he spent in Europe as Rockefeller Foundation Travelling Professor and Guggenheim Memorial Foundation Fellow. His recommendations to the Rockefeller Foundation resulted in new and extensive facilities for scientists in Europe, especially at Cambridge University, England. In 1929 he was appointed consultant for the Association of Hawaiian Pineapple Canners and in the following year he went to Hawaii to become the Director of the Experiment Station in Honolulu of the newly formed Pineapple Producers' Cooperative Association. In 1931 he became Dean of the Graduate School of Tropical Agriculture at the University of Hawaii, whence he was called in July, 1939, to succeed Guy Stanton Ford as Dean of the Graduate School of the University of Minnesota, and as Professor of Ecology. He returned to the University, therefore, not merely to serve as an administrative officer, but in order that he might have a larger opportunity to carry forward his researches in his chosen field.

From the beginning of his career these researches into the environmental factors affecting plants and their distribution and into the pests which attack them produced valuable results. These have been made known to his fellow-scientists through numerous contributions to various scientific journals, such as Ecology, Journal of Agricultural Research, Journal of Anatomy, Journal of Economic Entomology, Journal of Experimental Zoology, by his papers in the Report of the State Entomologist of Minnesota, in the Bulletins of the Minnesota and Cornell Experiment Stations, and in his book, *Animal Ecology with Especial Reference to Insects*. In addition to such personal contributions he also served as Editor of the General and Systematic Entomology Sections of Biological Abstracts, 1927-35, and as Editor of Ecological Monographs, 1931.

For his achievements as a scientist Dean Chapman was honored by election in 1924 to the presidency of the Entomological Society of America, in 1932 to the presidency of the Hawaiian Entomological Society, and was named among America's distinguished Men of Science. He was a member also of numerous scientific organizations, of the American Society of Naturalists, American Association of Economic Entomologists, American Society of Zoologists, Ecological Society of America, British Ecological Society, Hawaiian Academy of Science.

His interests were not confined, however, to the one field of science in which he had become a recognized leader, but embraced the larger field of social welfare and the application of scientific principles to its betterment. Thus he found time in 1938 to be President of the Hawaiian Y.M.C.A. and of the Hawaiian Chapter of the Vocational Guidance Association; and in 1935-36 he was

Chairman of the Hawaiian Council, Institute of Pacific Relations. What his activities meant for Hawaii can best be expressed by the following paragraph from the Honolulu Star-Bulletin, written at the time of his departure from the Islands:

"A scholar and a scientist, a community worker and a student of international affairs, he has been a distinct addition to the ranks of the 'builders' in these islands. His usefulness is far more varied than the important contributions he has made to the Hawaiian pineapple industry. He has taken his place among men who give themselves and their energies and talents to the progress of Hawaii in cultural as well as in national affairs."

Hawaii's words of farewell to him, "the University of Minnesota's gain is Hawaii's loss," have something tragic in them now that he is lost to both, but his meaning for them both, his influence as a scientist and as a citizen will not be lost.

### CLIFFORD PENNY FITCH

1884-1940

Clifford P. Fitch died at his home at 2111 Knapp Street, St. Paul, January 11, 1940 from coronary thrombosis. He was born on a farm in Sauquoit, Oneida County, New York, July 1, 1884, and attended the country school there and Sauquoit Academy, graduating from the latter institution in 1901. Dr. Fitch returned to the Academy for a postgraduate year and then entered Hamilton College at Clinton, New York, where he graduated in 1906 with the degree of Bachelor of Science with honors in the departments of mathematics and biology. He taught mathematics and science in the high school at Glenridge, New Jersey in 1906-1907; worked in the First National Bank at Utica, New York, in 1907-1908; and entered the Veterinary College at Cornell University, Ithaca, New York, in the fall of 1908. He was appointed assistant for the summer of 1909 and graduated in 1911 with honors. Dr. Fitch remained on the staff at the Veterinary College at Ithaca until 1917, where he held the title of Professor of Veterinary Pathology and Bacteriology. During this period he taught Bacteriology and Parasitology and took charge of the diagnostic work in conjunction with the State Department of Agriculture during 1910 to 1914. He received the degree of Master of Science at Hamilton College in 1909 for work done at Cornell. He was granted the honorary degree of Doctor of Science from the Iowa State College in 1929.

Dr. Fitch's investigational work at Cornell included methods of diagnosis, preparation of vaccines and bacterins, forms of standardization, methods of spread and elimination of the cause of Bang's disease, investigation of anthrax-like bacteria, and the diagnosis and suppression of glanders. This latter work was largely carried on in New York City. In 1917 Dr. Fitch was appointed Professor of Animal Pathology and Bacteriology and Chief of the Division of Veterinary Medicine at the University of Minnesota, which positions he held until his death. As a member of the Minnesota State Live Stock Sanitary Board, Dr. Fitch participated in the formation

of policies for the control of animal diseases in the state, with especial reference to tuberculosis, Bang's disease, hog cholera, and diseases of poultry.

Dr. Fitch joined the American Veterinary Medical Association in 1912 and served as Resident Secretary for New York, 1915-16, and for Minnesota, 1918-19. He served practically continuously as a member of the Committee on Bang's disease from 1919 until 1930, and during more than half of this period he was Chairman of the Committee. Dr. Fitch was Secretary of the Minnesota State Veterinary Medical Society for 20 years and built up that organization until it became one of the largest in the country.

Dr. Fitch was a fellow of the American Association for the Advancement of Science and held membership in the following organizations: Society of American Bacteriologists, American Public Health Association, Society of Experimental Biology and Medicine, United States Livestock Sanitary Association, and Minnesota Academy of Science. His honors included Sigma Xi, Alpha Zeta, and Gamma Sigma Delta.

Dr. Fitch was married in 1911 to Florence L. Adams of Utica, New York. Besides his widow he is survived by two sons, Alva F. Fitch of Glencoe, Minnesota, and Dr. James A. Fitch, Veterinarian at Truman, Minnesota.

## JAMES PAIGE

1863-1940

James Paige, Professor Emeritus, Law School, since 1934, was born in St. Louis, Missouri, November 22, 1863. His parents were natives of New England, his father a Presbyterian minister. Later the family moved to Minnesota, where the father held pastorates in Shakopee and Carlton. James Paige returned to New England for his college preparatory work, entered Phillips Academy at Andover, Massachusetts, and graduated in 1884. He then entered Princeton University, served during his undergraduate residence as Managing Editor of the Princetonian and of the Nassau Literary Magazine, and graduated in 1887 A.B. *cum laude* with election to Phi Beta Kappa. He remained at Princeton for graduate study for the following year and received the M.A. degree in 1888.

It was in this year that the Board of Regents of the University of Minnesota established the Law School and James Paige enrolled in its first class. He graduated with the LL.B. degree in 1890 and began immediately his career as a teacher of law in this University, a career in which he advanced from instructorship to professorship and which ended only with his death on February 4, 1940.

During the fifty years of his teaching in the University, Professor Paige taught many courses, covering a major part of the law school curriculum and even in his last illness was planning to give a course in Domestic Relations, a course he had first taught in 1890. For many of his courses he published casebooks and other materials and also prepared for the Board of Regents two editions of the code of laws governing the University of Minnesota.



When the Minnesota Law Review was founded in 1917, Professor Paige became its Business Manager. He continued his management of the Review as well as his teaching until his death, notwithstanding his formal retirement in 1934. He was the long-time treasurer of the Law Alumni Association and in 1937-38 managed its successful campaign for a loan fund available to law students. He twice acted as Dean of the Law School, 1911-12 and 1918-19, and for many years was Secretary of the Faculty.

Professor Paige was perhaps best known, however, for his service as Minnesota faculty representative on the governing committee of the Western Intercollegiate Athletic Conference. He was appointed representative by President Northrop in 1906 and served until his retirement in 1934, the longest period of continuous service known in that group.

Upon his retirement in 1934, a banquet in his honor was planned by alumni, students, and faculty of the Law School. On that occasion not only were impressive tributes of appreciation and affection paid to him, but a portrait of him was presented to the University by the alumni and now hangs in the main hall of the Law School.

Natural selection placed Professor Paige in charge of business affairs wherever he was actively interested, both outside and inside the University. Funds under his management were always faithfully guarded. The Minnesota Law Review is unique in its field in showing a surplus each year. The sound financial condition of athletics at this University was largely due for many years to the efforts of James Paige. Nor was it an accident that, when the removal of the Northern Pacific railway tracks made possible the building of the Stadium, money was available and prompt action was taken to obtain the site.

To thousands of students Professor Paige represented a stern insistence upon high standards both in the classroom and on the athletic field. In their more mature years came increasing respect for the devotion to duty and high principle which animated all his work. To the many graduates no visit to the University was complete without a chat with their honored teacher and it was evident that many fathers, in sending their sons to the Law School, reckoned it a great advantage that the second generation could have the wise guidance which he had given them.

Throughout his long career at Minnesota, James Paige gave his service without stint to every assignment. He exemplified the strong sense of duty which he sought to inculcate in his students and applied rigorously to himself the standards which he insisted the students must meet. It was no objection to his mind that faithful discharge of a duty might involve unpopularity. Although repeatedly, in his work connected with athletics, he faced adverse student and alumni opinion and newspaper attack, it was sufficient for him to know what the right was and he held to it. It was his good fortune to live to win general approval of what he had done in the face of opposition.

The death of James Paige means the loss to the Law School of its last pioneer; to the University, of one of its most devoted servants; to the State, of a great citizen. He has left behind, how-

ever, to his former students, his colleagues, to all who knew him, that which they will not lose—the effects of his character. In the words of the last of the five Presidents under whom James Paige served this University, his was “counsel that was always frank, fearless, and wise. We shall not soon look upon his like again.”

Professor Paige is survived by his wife, Mabeth Hurd Paige, a daughter, Mrs. Elizabeth Paige May of Wellesley Hills, Massachusetts, a brother, Howe Paige and a sister, Emma Paige, both of Minneapolis.

## DAVID FERDINAND SWENSON

1876-1940

On February 11, 1940, died another of the men who had had a large share in the cultural development of this University, David Ferdinand Swenson, professor of philosophy.

Professor Swenson was born in Sweden, October 29, 1876, the son of Gustaf F. and Augusta Maria Swenson, who came to this country in 1882 and settled in Minneapolis. The mother particularly was a deeply religious woman and imparted her faith to her children and some years ago, after her death, Professor Swenson edited and had published a little book containing some of her devotional poems. That faith he never lost and, although for him as for many another man, the storms came and the winds beat upon that house, he found new supports for it and remained firmly theistic to the end.

His education was gained in the public schools of Minneapolis and in this University which he entered in 1893 as a student in the Department of Engineering. He soon realized, however, that the Arts College was better suited to his tastes and needs and it was here that he spent the years 1894-98 as an undergraduate, receiving the Bachelor of Science degree in 1898 and winning election to Sigma Xi and Phi Beta Kappa. Mathematics and philosophy were the core of his studies. The rigorous procedure of the former appealed to his logical mind, eager to pierce to the fundamentals of reasoning, to secure a firm grip, and to erect a dependable superstructure. It was only gradually that he settled upon philosophy as his major interest, led thereto perhaps by the circumstance that the professor of philosophy at that time was the young and enthusiastic Frederick Woodbridge, later to be Dean of the philosophic faculties of Columbia University. With him young Swenson continued his graduate study, reading with him the works of Aristotle in the original Greek. So keen was his understanding and appreciation of the Greek master that, on one occasion when a colleague remarked to Woodbridge, after an examination of a luckless candidate for a Ph.D. degree, “Weren’t you pretty hard on that candidate?” Woodbridge replied, “No, the way I feel today no one could pass except Aristotle and Dave Swenson.”

In 1901 Professor Swenson was appointed instructor in philosophy, became assistant professor in 1906, associate professor in 1913, professor in 1917, a rank he held, together with the chairmanship

of the Department, at various times and after Professor Norman Wilde's retirement in 1936, until his death, a long period of service, interrupted only by his appointment for the year 1920-21 as visiting professor of philosophy at the College of the City of New York. For more than thirty years he was associated with Professor Wilde in the Department of Philosophy and, although the two men were in a sense complements to each other, both stood together for a quiet scholarship subjected to constant and incisive criticism, yielding very little to philosophic fads and fancies, but retaining always a certain wholesomeness and a certain dignity in everything they said and did.

The chief influences which moulded Professor Swenson's philosophic thinking were the ideas of Socrates, as expounded by Plato in his Dialogues, and Aristotle, for he learned from them what was to become the very center of his own teaching, that philosophy is a reflective restatement of common sense. His guiding spirit, however, was the Danish philosopher Søren Kierkegaard, of whom he used to speak as "my philosopher." To him he owed not merely the major reinforcement of his religious faith but also many of his views on ethics, on aesthetics, and with adaptations on contemporary social problems. From 1901, when Professor Swenson came by chance upon a volume by Kierkegaard, down to the very end of his life he worked, with some interruptions due chiefly to ill-health, upon a translation of the many volumes written by that philosopher. Only a small portion of this work, acknowledged as the ablest in America and among the ablest in the world, has been published, but arrangements are now under way for the completion and publication of the manuscript which he left. His periods of poor health, but above all the high standard which he set himself, prevented his publishing a great deal and he used to say that he was glad that he had not published much, that, since he had not taken in print any very elaborate or extended position, he did not have to defend it. His publications, dealing with Kierkegaard and his work, embrace the translation of the Philosophical Fragments, with an Introductory Essay, Princeton University Press, 1936, an Introduction to Eduard Geismar's volume on Kierkegaard, Augsburg Publishing House, 1937, and a paper on the existential philosophy of Kierkegaard, Volume XLIX, in *Ethics*, April, 1939.

Rather, however, was it by the spoken word of living teaching that Professor Swenson's influence went out for "he had the gift," as one of his former students wrote during his last illness, "of lifting the spirit, of taking it into creative realms of thought."

In 1912 Professor Swenson married Lillian B. Marvin, also a graduate of this University, class of 1893, who survives him.

To Professor Swenson was granted, it would seem, the answer to the prayer which his beloved Socrates made: "Grant me to become beautiful in the inner man and that, whatever outward things I have, may be at peace with those within."

*Committee on Necrology*

M. B. OGLE, Chairman

*Adopted by a rising vote*

## IX. LETTER FROM DR. CHARLES W. MAYO

The President read to the Senate a letter which he had received from Dr. Charles W. Mayo acknowledging the earlier action of the University Senate in connection with the resolutions adopted by the Senate on the death of his father.

## X. SENATE COMMITTEES FOR 1940-41

The following committees of the Senate are nominated by the President for the year 1940-41:

*Intercollegiate Athletics:* Mr. Pierce, Chairman, Messrs. W. L. Boyd, Diehl, Filipetti, McCormick, Middlebrook, Rottschaefer (Conference representative), G. M. Stephenson, E. B. Wesley, Zelner. Alumni: Malvin J. Nydahl, Md '35, Vernal A. LeVoir, Ed Ex '36. Students: Robert J. May, A '41, Frank T. Knox, L '42.

*Student Affairs:* Dean Nicholson, Chairman, Miss Blitz, Messrs. Hartig, Osgood, Stakman. Student Members: Sedgwick C. Rogers, Ag '42; Harold L. Nelson, A '41; Margaret Madigan, UC '41; Mary Janet Noyes, Ed '42.

*Debate and Oratory:* Mr. Rarig, Chairman, Messrs. Casey, Castell, R. G. Nichols, Yoder. Students: George E. Dressler, A '42, Hagai H. Gelb, L '43, Paul O. Johnson, L '43, Burton W. Kreitlow, Ag '42, Ruth M. O'Leary, Ed '42.

*University Functions:* Mr. Pierce, Chairman, Miss Blitz, Messrs. Colyear, Freeman, C. A. French, Holman, O'Brien, Rhodes Robertson, C. M. Scott, J. M. Thomas, and Mrs. Ruth E. Lawrence.

*University Printing:* Mr. West, Chairman, Mrs. Margaret S. Harding, Messrs. Middlebrook, Paul E. Miller, Walter.

*Education:* Mr. McConnell, Chairman, Messrs. Koepke, W. S. Miller, M. G. Neale, Schmitz, Tate, R. S. Vaile, Visscher, E. G. Williamson.

*Business and Rules:* Mr. Rottschaefer, Chairman, Messrs. Casey, Minnich, Reighard, West.

*Relations of University to Other Institutions of Learning:* Dean Shumway, Chairman, Messrs. Paul Andersen, Field, Krey, W. S. Miller, Ostlund, West.

*Library:* Dean Blegen, Chairman, Messrs. Gortner, MacDougall, Reichardt, Ruud, Straub, Walter, E. B. Wesley, Dr. E. A. Boyden.

*Necrology:* Mr. McDowell, Chairman, Messrs. Dowell, Nafziger, Miss Dora V. Smith, Mr. Watson.

*Students' Work:* Dean Nicholson, Chairman, Miss Blitz, Messrs. Shumway, West, and Chairmen of the Students' Work Committees of the several schools and colleges.

*Approved*

## XI. INTERPRETATION OF THE HATCH ACT

Professor Jennings discussed the Hatch Act in its relation to University staff indicating that in his opinion members of the staff who are not actually paid from federal funds would be unaffected by the provisions of the act.

## XII. POST-SEASON PARTICIPATION IN INTERCOLLEGIATE ATHLETICS

"Resolved that it is the sense of this Committee that the existing Conference Regulation against post-season games in every sport should not be amended in any manner, and particularly that it should not be amended in the manner being currently proposed so as to permit Conference football teams to participate in the Rose Bowl game; and that this Committee is of the opinion that any change therein is undesirable for the following reasons: 1. It would be detrimental to the educational interests of the players. 2. It would not contribute in any effective manner to eliminating recognized evils now associated with intercollegiate athletics in many parts of the country. 3. It would tend to promote the increase of some of those evils in our own Conference. 4. It would in effect lend the prestige of our Conference to the promotion of a purely private non-educational venture." On motion duly made, seconded, and unanimously carried the Senate approved this action of its Committee, and endorsed the positions taken in said Resolution.

HENRY ROTTSCHAEFER, Conference Representative

*Approved*

The Senate adjourned.

R. M. WEST, Clerk of the Senate

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# UNIVERSITY OF MINNESOTA

## THE SENATE

### MINUTES

The second regular meeting of the University Senate for the year 1940-41 was held in the Auditorium of Murphy Hall, Thursday, May 15, 1941. Fifty-five members responded to roll call.

The following items were presented for consideration by the Committee on Business and Rules and action was taken as indicated.

#### I. APPROVAL OF THE MINUTES OF OCTOBER 17, 1940

*Approved*

#### II. REPORT OF THE ADMINISTRATIVE COMMITTEE

##### 1. Items Reported for Information

1. *Textbook Approval.* It was voted to approve the following texts for use in University classes:
  - Problems in Elementary Accounting, Part III, by Nina L. Youngs. Published by Burgess Publishing Company, price \$1.75.
  - A Textbook of Chemistry for Embalmers, by Assistant Professor Norville C. Pervier. Published by Burgess Publishing Company, price \$3.00.
  - Student Teachers' Handbook, by Professor Charles W. Boardman and Associate Professor William S. Carlson. Published by Burgess Publishing Company, price \$1.50.
  - From Plato to Hitler, by Assistant Professor Sverre Norborg. Published by Burgess Publishing Company, price \$3.00.
  - The Ideologies of Religion, by Professor George P. Conger. Published by Round Table Press, Inc., price \$2.50.
  - Fundamentals of Human Anatomy, by Assistant Professor Raymond F. Blount. Published by John S. Swift Company, price \$1.75.
  - Sailing the Spanish Main, by Associate Professor Raymond L. Grismer. Published by Macmillan Publishing Company, price \$1.00.
  - Social Psychology, by Professor Charles Bird. Published by D. Appleton-Century Company, price \$3.50.

Livestock Marketing, by Professor A. A. Dowell and Mr. Knute Bjorka. Published by McGraw-Hill Publishing Company, price \$4.00.

Retailing by Pharmacists, by Assistant Professor A. Hamilton Chute. Published by Burgess Publishing Company, price \$3.50.

Consumers' Cooperatives in the North Central States, by Leonard C. Kercher, Vant Kebker, Wilfred C. Leland, Jr., and edited by Roland S. Vaile. Published by the University of Minnesota Press, price \$3.50.

Six Scandinavian Novelists, by Assistant Professor Alrik Gustafson. Published by Princeton University Press, price \$3.50.

2. *Mimeographed Material.* It was voted to approve the following mimeographed material for sale and use in University classes:

150 copies First part of Clinical Chemistry and Microscopy notes. To be sold by Professional Colleges Bookstore, price 25 cents.

500 copies Vocabulary and Idiom List (French). To be sold by Engineers' Bookstore, price 10 cents.

50 copies Syllabus in Administrative Law. To be sold by Folwell Hall Bookstore, price 15 cents.

225 copies An Outline of Neuropsychiatry (third edition). To be sold by Professional Colleges Bookstore, price \$2.20.

250 copies Part I, Outline of Internal Medicine. To be sold by Professional Colleges Bookstore, price \$1.60.

150 copies Clinical Chemistry and Microscopy Notes (second installment). To be sold by Professional Colleges Bookstore, price 50 cents.

250 copies Part II, Outline of Internal Medicine. To be sold by Professional Colleges Bookstore, price \$1.10.

200 copies Quantitative Methods. To be sold by Students Bookstore, University Farm, price 25 cents.

50 copies How Disease Manifests Itself and How the Doctor Makes the Diagnosis—combined outline. To be sold by Engineers' Bookstore, price \$1.10.

250 copies Syllabus on Basic Wealth (revised edition). To be sold by Folwell Hall Bookstore, price \$1.00.

450 copies Human Biology Syllabus for Winter Quarter. To be sold by Folwell Hall Bookstore, price 35 cents.

60 copies Supplemental Problems. To be sold by Professional Colleges Bookstore, price 25 cents.

200 copies Electrical Engineering Laboratory Studies. To be sold by Engineers' Bookstore, price 40 cents.

125 copies Outline for Neurosurgery Lectures. To be sold by Engineers' Bookstore, price 75 cents.

250 copies Part III, Outline of Internal Medicine. To be sold by Professional Colleges Bookstore, price \$2.50.

60 copies Kindergarten Observations. To be sold by Folwell Hall Bookstore, price 50 cents.



- 200 copies Electrical Engineering Laboratory Studies for Sophomore Course 16s. To be sold by Engineers' Bookstore, price 40 cents.
- 250 copies Outline of Internal Medicine, Part IV, edited by Dr. Cecil J. Watson. To be sold by Professional Colleges Bookstore, price 85 cents.
- 100 copies The Digestive System and the Blood Dyscrasias in the Newborn. To be sold by Engineers' Bookstore, price 15 cents.

3. *Report of the Special Committee on Revision of the Specifications for the B Average List for Cap and Gown Day.* On motion it was *voted* to approve the recommendation for change in specifications for the B average list to read as follows: (Item 4 is added by this action.)

1. That a clear statement of the basis on which selections are made should be printed in the program.
2. That the plan adopted should be institutional and common to all units of the University.
3. That the determination of the scholarship average should be based on not less than two quarters in residence.
4. That there be counted for this purpose all credits and only those credits earned in the University in the course of study, including preprofessional course of study, for which the student is registered at the time the list is prepared.
5. That in determining scholarship average for this purpose, the following basis should be used: Each credit hour of A equals 3; B equals 2; C equals 1; D equals 0; and F (unremoved) equals -1. Grades of I and E are temporary and for this purpose should not be counted. The ratio is to be determined by dividing the total number of honor points by the total number of credit hours earned. This is the plan used in the larger number of colleges of the University, although there are four different methods in use at the present time.

4. *Physical Examinations for Members of the Academic Staff:*

It was *voted* to approve the report of a special committee appointed by the president submitted on December 4, 1940, which included recommendation for the inaugurating of a system of examinations for specified members of the academic staff and to transmit this to the Board of Regents for their consideration and approval.

5. *Incompletes for Students Enrolled in Reserve Midshipman's Courses:* On December 11, 1940, it was *voted* on recommendation of the Special Committee on University Resources as follows: "The Committee recommends as a matter of general policy that the faculties of the several colleges consider the granting of 'Incompletes' to students who leave the University to enroll in the Government's ninety-day training course for reserve midshipmen, if these students have gone sufficiently far in their courses so that there is a basis for assuming that they will be able to satisfy the requirements of the course by examinations and by the completion of the prescribed work."

6. *The University Calander for 1941-42* was approved as follows:

Fall quarter	September 29 to December 18, 1941
Winter quarter	January 5 to March 19, 1942
Spring quarter	March 30 to June 12
Seventieth annual commencement	June 13
Summer Session: First term	June 17 to July 24
Second term	July 27 to August 28

7. *National Committee on Education and Defense.* The President read to the Committee a resolution of the joint meeting of Western Conference University Presidents, Faculty Representatives, Athletic Directors, and Physical Educators held in Chicago January 17 at which the University of Minnesota was represented by Dr. Wrenn and Mr. McCormick. In response to this resolution, the President set up a special committee at the University of Minnesota with Dean W. E. Peik, Chairman, for the consideration of the questions raised in the resolution of the joint conference. This committee presented a report outlining possible University services in the field of health, physical education, and recreation (a) to students who are to be called into military service, (b) the general student body, (c) University and non-University men eligible for military service, and (d) a general co-operative state program. It was *voted* to approve in general the substance of the report and refer the report back to the committee with authority to put into effect the provisions of this report so far as possible for the spring quarter on a voluntary basis.

8. *Incompletes for Students Entering the U. S. Service.* It was *voted* that in the administration of the recent action of the Board of Regents authorizing the refund of all tuition in those cases in which students leave the University for military service, no grades of incomplete should be given before the completion of at least two thirds of the quarter's work.

9. *Credits for 90-Day Intensive Midshipman's Course.* On recommendation of the special committee appointed by the President to consider credit for this course, it was *voted* to approve the granting of not to exceed one quarter of elective credit to be acceptable on the same basis as Navy R.O.T.C. credits toward the degree requirement in the various colleges.

10. It was *voted* to approve the change in the date of Cap and Gown Day from May 15 to May 29, 1941, to combine it with the President's reception for the seniors and the Senior Prom, for trial this one year.

11. *Recommendations of the Committee on University Functions relating to June Commencement Exercises.* Mr. E. B. Pierce, as chairman, presented a report from the Committee on Functions relating to June Commencement procedures. The following recommendations were accepted:

A. *General recommendations:*

1. That the registrar be instructed to provide appropriate folders for diplomas of doctors of philosophy.
2. That the University Schedule Committee be requested to arrange the program for final examinations of the spring quarter so that no examinations will be scheduled for Saturday morning of Commencement Day, in order that all seniors may be free to attend the rehearsal of the commencement exercises.
3. That the Functions Committee be requested to send to all prospective graduates a letter giving instructions as to the etiquette of such a formal occasion as Commencement. It would call to the attention of the students the following improprieties: wearing of corsages, smoking, chewing of gum, calling or waving to friends, talking or laughing boisterously while in the procession, carrying cameras on to the platform, etc. Corsages must not be worn and the Functions Committee is instructed to take necessary steps to enforce this.

B. *Proposals to save time:*

1. That the procession should start at 7:30 p.m. *with military precision*, so that the exercises may begin, without hurrying, promptly at 8:00 p.m.
2. That if any honorary degree is conferred, the member of the faculty chosen to present the candidate should be limited to three minutes and should be requested to submit his speech in advance to the office of the President in order to avoid duplication.
3. That in the presentation of candidates for the Ph.D. degree, the Dean of the Graduate School be instructed to read only the name, the major field, and the major adviser of each candidate. The ceremony of hooding should continue as at present.
4. That the tempo of the marches played by the band should be carefully regulated so that time may be saved without loss of dignity.
5. That the Functions Committee give thought to the possibility of shortening the formula spoken by the deans in presenting candidates for degrees, as a means of saving time.
6. That the reading of names of honor students be omitted at the time candidates are presented by the deans for degrees, but that the Functions Committee give thought to some device that may be introduced to call attention to the fact that honor students wear distinguishing shoulder straps.

C. *Proposed changes in program:*

1. That the mass hooding of the M.D. candidates should take place between the band and the platform, with floodlights upon the ceremony. It is suggested that

the candidates should form two lines. Each man in the second line would hood the man in front of him, and a third line of R.O.T.C. officers would then hood those in the second line.

2. That the conferring of the Ph.D. degree should be first on the regular program, immediately following the honorary degrees, if any are conferred.
3. That the rest of the program should be so arranged as to hold the maximum number of spectators to the end. The following order is suggested:
  - a. Honorary degrees
  - b. Ph.D.
  - c. M.D.
  - d. M.A. and M.S.; M.S. in various specialties
  - e. Masters in Education, etc. (technical degrees)
  - f. LL.B.
  - g. M.B.
  - h. D.D.S.
  - i. Certificates in Extension, Dental Hygiene, General College, and Graduate in Nursing
  - j. R.O.T.C. commissions
  - k. B.S. in Pharmacy
  - l. B.S. in Law
  - m. B.S.—
    - Medicine
    - Medical Technology
    - Public Health Nursing
  - n. University College
  - o. Business Administration
  - p. College of Education
  - q. College of Agriculture
  - r. Institute of Technology
  - s. Science, Literature, and the Arts

D. It was recommended that the Committee on Functions be authorized to designate a member of the faculty as University marshal and two faculty assistant marshals, all to be attired in appropriate regalia, to take charge of directing all academic processions.

12. *Report of the Senate Committee on Education Relating to Academic Credits for Seniors Called to Service.* Dean McConnell as chairman of the Senate Committee on Education presented a report and reviewed the Selective Service and University procedures that now relate to deferment of military service under the Selective Service Act. The following recommendations are included in the report:

"The Committee believes that most of the cases of students who are deficient a relatively small number of hours for graduation can be adequately handled under available University regulations, and/or the action of local draft boards in granting postponement of induction in the spirit of the regula-

tions and interpretations of the National Headquarters of Selective Service. In exceptional cases which can not be handled under these two types of adjustment, the Committee believes that the faculties of the several colleges may take appropriate special action and that such action should be reported to the President's Office.

"The Committee recommends, however, that any faculty action reducing the number of hours required for graduation be taken only after the student has taken advantage of the usual University and College provisions for the adjustment of his case and in the event that he has failed to secure adequate postponement of induction from his local draft board. It is recommended, further, that the faculty should not reduce the number of hours required for graduation unless the student takes the initiative in (1) asking the University to recommend postponement to the local draft board and (2) stating his case fully to his local board. This proposal makes it necessary to inform students that they may petition the University to recommend postponement of induction under the amended regulations of the Selective Service System. It is recommended, finally, that this request for recommendation of postponement be made through the dean of the college in which the student is enrolled to the present Committee on Deferment of Military Service, through this committee to the President's Office, and thence to the local draft board."

The report was adopted and the recommendations are to be put into effect for a one-year trial, at the end of which time the University experience in the matter is to be reviewed. A copy of the report is to be sent to Dean H. S. Diehl for the information and use of the special Committee on Deferment for Military Service.

13. *Policy Concerning Half-masting University Flags.* The President announced that he was approving the following policy concerning half-masting of University flags:

"Recently deaths of faculty members and former staff members have resulted in our flags being at half mast for considerable portions of time. The President suggests the following practice:

"1. The flags will be placed at half mast on the day of the funeral of retired or emeriti members of the faculty of a rank corresponding to those for whom we normally half-mast the flag when death occurs during active years of service.

"2. In the case of deaths involving staff members in active service, the flag will be flown at half mast only if they are members of the University Senate or administrative officers of corresponding tenure. For such persons the flag will be placed at half mast from the day of death until immediately after the funeral service."

MALCOLM M. WILLEY, Acting Secretary

*Accepted*

### III. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTI- TUTIONS OF LEARNING

#### 1. Items Reported for Action

1. *St. Paul Diocesan Teachers College.* On the basis of the Inspector's report, it was *voted* to accredit this school on the same basis as the old two-year normal courses were recognized.

2. It was *voted* as an experimental matter, subject to the approval of the individual colleges, that the University will accept among the nine units from admission groups A, B, C, D, and E not more than one unit which naturally falls in one of the groups but is not listed therein in the Bulletin of General Information, provided the subject is approved and so classified by the State Department of Education. Such a unit may not count toward a specifically required major or minor.

3. *Austin Junior College.* Reports were presented on the inspection of the Austin Junior College. The College was accredited for the first year's work which is as much as is offered to date.

*Approved*

#### 2. Items Reported for Information

1. *Recognition of Normal School Credits from Canadian Provinces.* The question having been raised as to the extent to which the earlier action of the Committee would be retroactive, it was *voted* to give individual consideration to cases in which the normal school work had been completed prior to action by the Committee last year.

2. On the evening of October 23, 1940 the Committee on Relations held a dinner and conference with high school principals and counselors; 87 persons representing 30 different towns in the state were present. Questions concerning entrance requirements, curriculum suggestions and the testing program for the high school seniors were discussed. The group *voted* to meet again just before the biennial session of the Minnesota Educational Association.

ROYAL R. SHUMWAY, Chairman

*Accepted*

### IV. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

During the academic year, 1940-41, fifteen debates were held with members of the Western Debate Conference which is made up of teams from the Universities of Chicago, Illinois, Wisconsin, Northwestern, Iowa, Indiana, Ohio, Purdue, and Minnesota. Of these debates, five were lost; the remainder won. Minnesota won second place in the Western Conference Debate Tournament held

at Northwestern University April 2-3. In all, thirteen students participated in these debates.

In addition, there were a number of demonstration debates held before various local civic groups and high schools. Participating in these debates were ten underclass debaters whose number is not included above. Upon several occasions, debaters filled speaking engagements before similar groups.

Five topics were debated during the year:

- (1) Resolved: That the powers of the Federal Government should be increased.
- (2) Resolved: That the nations of the Western Hemisphere should form a permanent union.
- (3) Resolved: That the American newspaper should be regulated by a Federal Press Commission.
- (4) Resolved: That this house approves the foreign policy of the United States.
- (5) Resolved: That opportunity for free speech should be denied those who advocate racial and religious discrimination in the United States.

Two special debates authorized by this Committee were held. The first with a visiting team from LeMoyne College, Memphis, Tennessee, on the proposition, Resolved: That the nations of the Western Hemisphere should form a permanent union; the second with a team from Stanford University, Stanford, California, on the proposition, Resolved: That this house approves the foreign policy of the United States. Both these were non-decision debates.

The Fifty-first Annual Contest of the Northern Oratorical League for the Frank O. Lowden Prizes of \$100 and \$50 was held on May 2 at the University of Michigan. The judges awarded first prize to Austin Ranney of Northwestern University; second prize to Winston Oberg, University of Minnesota.

The forensic season of 1940-41 will be brought to a close on May 20 at the Annual Speech Honors Banquet with the awarding of prizes and the induction of certain students into Delta Sigma Rho, National Forensic Honorary Fraternity.

F. M. RARIG, Chairman

*Accepted*

## V. REPORT OF THE COMMITTEE ON NECROLOGY

CHARLES BENJAMIN WRIGHT, 1876-1940

Charles Benjamin Wright was born in Ontario, Canada, on November 12, 1876, and died in Minneapolis on May 31, 1940. He was granted the degree of A.B. by the University of North Dakota in 1898 and the degree of M.D. by Johns Hopkins University in 1902. During 1903 he was House Officer at Johns Hopkins University and during 1913-14 a postgraduate student in Berlin and Vienna. He was Instructor in Medicine in the University of Min-

nesota from 1917 to 1921, Assistant Professor from 1921 to 1927, Associate Professor from 1927 to 1935, Professor from 1935 to 1938 and Clinical Professor from 1938 to his death.

As a practicing physician, Dr. Wright held positions on the staffs of Minneapolis hospitals and was active in the affairs of the Hennepin County Medical Society, of which he was president in 1924, the Minnesota State Medical Society, of which he was president in 1928, and the American Medical Association, of which he was a trustee. The results of his research in the field of internal medicine were published in various medical journals.

Dr. Wright was a sound and careful analyst of clinical phenomena. Both in his clinical investigations and his practice of medicine, he was faithful to the best traditions and the highest ideals of his profession.

#### FRANKLIN RANDOLPH WRIGHT, 1866-1940

During four full decades, Franklin Randolph Wright was a member of the staff of the University of Minnesota. Born in Canton, Illinois, on June 14, 1866, he died in Minneapolis on August 1, 1940. In 1890 he graduated with the degree of D.D.S. from the Minnesota Hospital College, then the dental department of the University, and in 1894 he received the degree of M.D. from the Medical School. He studied at the University of Vienna in 1900, 1902-1903, and 1906, and at the University of Berlin in 1902. From 1896 to 1902, he was Clinical Assistant in Surgery and Dermatology in this University, from 1902 to 1909, Clinical Instructor in Dermatology and Genito-Urinary Diseases, from 1909 to 1920, Assistant Professor, and from 1920 to 1936, Associate Professor and Director of the Division of Urology.

Widely respected as an authority on the treatment and control of venereal diseases, he served on the staffs of four Minneapolis hospitals and was a member of the Hennepin County, the Minnesota, and the American Medical Association and of the Twin City, the Chicago, and the American Urological Association. He was a member of the first class inducted by the American College of Surgeons in 1913. In May, 1940, the Twin City and American Urological Association united in establishing the Franklin R. Wright lectureship in this University.

When Dr. Wright retired in 1936, the Senate, the President, and the Board of Regents expressed their respect and esteem in these words: "Your name is already on the roll of honor of those who as teachers and administrators have contributed to the development of a great University, have enriched the lives of countless students, and have through them shaped the life of the Commonwealth."

#### ALBERT WILLIAM RANKIN, 1852-1941

In the death of Albert William Rankin in Florida on January 25, 1941, Minnesota lost an effective educational pioneer. Born in Quebec on September 19, 1852, he attended Eaton Academy



and was graduated in 1880 from the University of Minnesota. Though he engaged in advanced study at Amherst College, with characteristic independence of spirit he never applied for the degree for which he had qualified. He served the state as a teacher in Zumbrota and as a superintendent of schools in Austin, Owatonna, and Red Wing. Later he filled the same position in West Superior, Wisconsin.

When in 1895 Minnesota passed its first law giving state aid to graded schools in small communities, Mr. Rankin returned to the state to become inspector of graded schools. In 1904 he was appointed to an Assistant Professorship in the University of Minnesota, where he was influential in the establishment of the College of Education. He was always active in the Minnesota Education Association, serving as its president in 1906. In that year, also, he became a Professor in the College of Education, bringing with him a strong sense of the needs of the state and a zeal for practical professional training and for constant experimentation in classroom procedure. He was largely responsible for the founding of the University Laboratory School and gave it staunch support during its early years. He retired in 1920.

An alert and liberal thinker on social and economic issues, he was keenly aware of the importance of close relationship between the educational forces of the community and other branches of social service and experimentation. He was, therefore, one of the earliest promoters of the Six O'Clock and the Saturday Lunch Clubs in Minneapolis, which were organized for the free and independent discussion of public questions of both national and international moment.

Albert Rankin worked constantly to adapt the program of the public schools to the needs of society. He was the first to offer courses in Educational Sociology in the college and he later campaigned for vocational education and other specialized types of training.

In his many and varied relationships, he had an enthusiasm, a friendliness and a lively humor which endeared him to his associates, and a practical sagacity and drive in giving reality to his vision of what the program of the schools should be. Even in old age he never lost the youthfulness of spirit and the zest for pioneering and adventure which characterized his service to education.

For almost sixty years Albert Rankin had an active part in the educational life of Minnesota, for forty of them in important official positions. The University and the State look back with gratitude upon his long and significant service.

#### GEORGE EDGAR VINCENT, 1864-1941

George Edgar Vincent, third President of the University of Minnesota, was born March 21, 1864, at Rockford, Illinois, son of Bishop John H. Vincent and Mrs. Elizabeth Dusenberry Vincent. He was educated in the public schools of Plainfield, N. J., and at Pingry Academy of Elizabethtown, N. J. Bishop Vincent

made his son his frequent associate, acquainting him with all kinds and conditions of people and training him for leadership in the Chautauqua Institute, of which the Bishop was a founder. After George Vincent graduated B.A. from Yale College in 1885, he spent a year in newspaper work and a second year in travel in Europe and Asia. He was made literary editor of the Chautauqua Press in 1886, Vice-Principal of the Chautauqua System in 1888 and Principal in 1898. From 1907 to 1915 he was President of the institution and from 1915 to 1937, its Honorary President.

Meanwhile Mr. Vincent had become a distinguished sociologist. After four years at the University of Chicago as Fellow and Instructor, he was granted the degree of Ph.D., in 1896, and progressed from Assistant to Associate Professor and then on to Professor of Sociology in 1904. His students recall that the wit which enlivened his learning made him an exceptionally inspiring teacher. At Chicago he wrote *An Introduction to the Study of Society* (1896) with Albion W. Small, and *The Social Mind and Education* (1896). He was Dean of the Junior Colleges from 1900 to 1907 and Dean of the Faculties of Arts, Literature, and Science from 1907 to 1911.

When Cyrus Northrop retired from the presidency of the University of Minnesota in 1911, George Vincent was elected to succeed him. From the University of Chicago, which he had helped to create, he brought a profound respect for and a broad appreciation of scholarship; from his experience in that university and in the Chautauqua Institute, he brought mature skill as an organizer and as an executive. Under his guidance the schools and colleges which make up this University were in six short years individually strengthened and at the same time welded into a new and unified whole. His achievements in building and in unification ranged from the construction of an inter-campus car line which has saved the student body thousands of dollars and a great amount of time, to the development of the Law School, the Graduate School, and the Medical School, affiliation with the Mayo Foundation, the establishing of the University Senate, and a basic financial reorganization of the University. Standing on our campuses today as memorials to his vision and energy are Elliot Memorial Hospital, Millard Hall, the buildings housing Chemistry, Mines, Engineering, Animal Biology, Agricultural Engineering and Home Economics, the central heating plant, and others. President Vincent took particular satisfaction in the founding and the enlargement of the General Extension Division, which under the leadership of Richard R. Price fostered "University weeks" and sent members of the faculty and Mr. Vincent himself out through the state for first-hand contacts with its citizens. The passing of years has revealed that his academic statesmanship was at no point more able than in his choice of men to strengthen the University faculties. Heading this roster are Lotus Delta Coffman, whom President Vincent brought here to direct the College of Education, and Guy Stanton Ford, brought here as Dean of the Graduate School. When in 1917 President

Vincent was asked to direct the Rockefeller Foundation he said: "No university executive could have had more favorable conditions in which to work. If it were a question of a call from another university, it would be easy to decline. A summons, however, to have some share in the development of a unique institution, to cooperate in working out plans for the promotion of human welfare at home and abroad, appeals to one's imagination."

To the challenge of the Rockefeller Foundation George Vincent made brilliant response. During his tenure as President, John D. Rockefeller added \$50,000,000 to the endowment of the Foundation and its activities were greatly widened, reaching into the southern states, Canada, and the far corners of the world. In 1929, Mr. Vincent retired at the age of 65.

There came to Mr. Vincent, as a distinguished citizen, numerous responsibilities and numerous honors. He served as member of the General Education Board, the Committee for the Relief of Belgium, the Pan-American Conference of 1923, and the Scandinavian-American Foundation. He was granted the LL.D. degree by the University of Chicago and by Yale University in 1911, by the University of Michigan in 1913, and by the University of Minnesota in 1931. It is typical of the man that even after retirement he served on President Hoover's Public Works Committee and on a survey of New York hospitals, and continued to speak with the wit which delighted all hearers and the speed which was the despair of all reporters. Particularly happy was his return to this campus in 1938 for the dedication of Vincent Hall. He died in New York City on February 1, 1941.

"When Dr. George Edgar Vincent died," declares the *New York Herald-Tribune*, "there passed one of the really great men of our time. He was, in his field, an outstanding commander in the age-old fight against ignorance and disease. He was a scholar, an able administrator, a diplomatist . . . , a persuasive and illuminating talker, and, notwithstanding his tremendous human warmth, a hard-headed and forthright thinker . . . . In his span of life rabble-rousers and intellectual mountebanks came and went, and some of them attained the status of popular heroes, for such, sometimes, are the workings of a democracy. Meanwhile, Dr. Vincent . . . was tilting against the greatest dragon of them all, for he was the instrument by which the ills that plague mankind were pushed farther and farther back to the last frontier . . . . It is dismaying to consider that much of the work done by Dr. Vincent . . . must, in the tragic course of events, be undone in a war-torn world. But that surely cannot mean that the struggle has been futile. Long after the greatest bombers have been forgotten, the work of Vincent will be remembered."

#### CHARLES ANDREW ERDMANN, 1866-1941

Charles Andrew Erdmann was born in Milwaukee, Wisconsin, in 1866. He graduated from the University of Wisconsin in 1877 with the degree of Ph.C. and from the University of Minnesota in 1893 with the degree of M.D. In 1900 he studied in London and Vienna.

As prelude to his long years of service on the faculty of the University of Minnesota, he served as a student assistant in Anatomy from 1890 to 1893. Thereafter he held the following positions in the Medical School: Demonstrator in Anatomy, 1893-1894; Demonstrator in Anatomy and Assistant in Medicine, 1894-1898; Assistant Professor and Demonstrator in Anatomy, 1898-99; Professor of Anatomy, 1899-1909; Professor of Gross and Applied Anatomy, 1909-1913; Associate Professor of Applied Anatomy, 1913-1936. In 1936 he retired with the rank of Associate Professor Emeritus, and on February 2, 1941, he died.

During his connection with the Medical School, Charles Erdmann was particularly concerned with articulation, the blood supply of the bones, and autointoxication. He was a member of the Hennepin County Medical Society and of the Minnesota Medical Society, and was an active Mason.

Charles Erdmann devoted himself not to research but to the mastery of anatomy and to its teaching. As his reward, he is widely remembered among medical men as a friendly and faithful professor who always knew his subject and handled it extraordinarily well in class. Were he to supply his own epitaph, Charles Erdmann would undoubtedly say: "This is the man who, during 42 years of service, never missed a day's teaching."

#### MARTIN BRONN RUUD, 1885-1941

First in the unhappy series of deaths among active members of the University staff which has marred the present academic year was the decease of Martin Bronn Ruud. Born in Fergus Falls in 1885, he prepared for college in Fosston High School, graduated in 1906 from the University of North Dakota, and in 1907 was granted the M.A. degree. From 1907 to 1910 he was an instructor in the same university; from 1910 to 1912, a graduate student in the University of Chicago; from 1912 to 1914, a fellow; and in 1914-1915, an Instructor in English and German. He was granted the degree of Ph.D. by the University of Chicago in 1915 and the honorary degree of D.C.L. by the College of St. Thomas in 1935. As a fellow of the University of Chicago and of the American-Scandinavian Foundation, he spent two years in Scandinavian universities. He began his memorable career at the University of Minnesota in 1915 as Instructor in Rhetoric. He was promoted to an Assistant Professorship in Rhetoric in 1919, an Associate Professorship in English in 1925, and a Professorship in 1927. In 1939 he was made Chairman of the Scandinavian Department. He died on February 8, 1941.

The numerous contributions which Martin Ruud made to learned journals in the fields of philology and literary history were concerned chiefly with Shakespeare in Scandinavia, inquiries in English philology and medieval English literature, and Scandinavian folk-poetry in the United States. Books and monographs from his pen were *An Essay toward a History of Shakespeare in Norway* (1917), *An Essay toward a History of Shakespeare in Denmark* (1920), an edition of Shakespeare's *Henry V*, with Elmer

E. Stoll (1922), *Thomas Chaucer, a Biography* (1926), and *Norwegian Emigrant Songs and Ballads*, with Theodore C. Blegen (1936).

He was a member of the Royal Historical Society (London), the Modern Language Association, the Mediaeval Academy of America, and Phi Beta Kappa. Within and outside these organizations, he was eloquent and persuasive in interpreting the highest aims and the noblest ideals of learning.

Martin Ruud was endowed with a superb sense of the past, which enabled him to re-create, both for himself and for his fortunate students, earlier ages and earlier literatures. Thus he moved with equal freedom through the world of the Ancients, of Beowulf, of Chaucer, and of Shakespeare. At the same time he was endowed with a notable comprehension of the present, which gave variety and range to his intellectual pursuits and to his brilliant conversation, and incisiveness to his opinions on contemporary affairs. With the utmost modesty and generosity, he freely shared these riches with his students and his colleagues. The loss of Martin Ruud—high-minded citizen, distinguished scholar, and inspirer of youth—is irreparable.

#### RODNEY MOTT WEST, 1884-1941

On March 5, 1941, the University of Minnesota lost its able and effective Registrar, then in his twenty-first year of service in that position. Rodney Mott West was born in 1884 in Faribault, the son of Willis Mason West, Professor of History in this University from 1892 to 1912, and the grandson of Josiah West, a memorable figure in the early history of this state. Rodney West was a graduate of Central High School, Minneapolis, and of the University of Minnesota (1906). Appointed Instructor in Chemistry in the College of Agriculture in 1909, he was made Assistant Professor of Agricultural Chemistry in 1912 and Associate Professor and Secretary of the Department of Agriculture in 1916. In 1920 he left the Agricultural College to succeed Mr. E. B. Pierce as Registrar of the University.

In this position Rodney West met and solved a long series of difficult problems, as the University and its colleges steadily increased in size and complexity. In addition to his strictly administrative duties, he undertook significant investigations of the relationship between student entrance, survival, and graduation. Particularly valuable was his work for a decade as Executive Secretary of the Commission set up in 1920 to survey the University.

Rodney West was active in the American Association of Collegiate Registrars, of which he was for one year president, and he was a member of Sigma Xi, Alpha Chi Sigma, and the American Chemical Society.

The duties of Mr. West's position as the recording officer and the director of admissions for the whole University brought him into contact with an unusually large number of members of the faculty. They deplore the loss of so able an executive and

administrator. But the great number of his personal friends regret even more the death of one who had endeared himself to them by his unselfishness, his loyalty, and his innate sense of humor which made him a delightful companion, and which enabled him to retain his imperturbability under the most harassing conditions.

#### HERBERT FREUNDLICH, 1880-1941

Herbert Freundlich was born in Charlottenburg, Germany, on January 28, 1880, and died in Minneapolis, March 30, 1941. He graduated from the gymnasium in Wiesbaden in 1898, studied general science for one year at the University of Munich, and then specialized in chemistry at the University of Leipzig, where in 1903 he took the Ph.D. degree. For eight years he remained at the University of Leipzig, attaining the rank of Privatdocent in October, 1906. He was called to the professorship of physical chemistry and inorganic technology at the Technische Hochschule, Braunschweig, in 1911. Here he remained until 1916, when he joined the staff of the Kaiser Wilhelm Institut für Physikalische und Elektrochemie at Berlin-Dahlem. In 1919 he resigned his professorship at Braunschweig to remain permanently at the Kaiser Wilhelm Institut. Later he was appointed Associate Director of the Institut. In 1925 he accepted the invitation of the University of Minnesota and the Colloid Committee of the National Research Council to be guest scholar at the Second National Colloid Symposium held at the University of Minnesota, and he remained in residence at Minnesota giving a series of lectures on colloid chemistry during the Summer Session. In 1937 he was Foreign Guest Scholar at the Fourteenth Annual National Colloid Symposium at the University of Minnesota, and again he remained at the University for a series of lectures.

Following the rise of the Nazi regime Herbert Freundlich was ordered in 1933 to dismiss all of his associates who were not of the "pure Aryan" race. As a result of this order he resigned in protest and soon left his native land for the greater intellectual and scientific freedom which England afforded. Here he became associated with University College, London. In this post he remained until 1938, when he was called to the University of Minnesota as Distinguished Service Professor of Colloid Chemistry in the Graduate School of the University, without departmental assignment. In this unique position Professor Freundlich could and did accept major responsibilities for graduate students from a variety of fields such as physiological chemistry, biochemistry, and physical chemistry, and was frequently consulted by other students working in physics, physiology, etc.

Freundlich's scientific career lay almost wholly in the field of colloid and capillary chemistry. His interest in colloids and colloidal behavior developed from his fundamental concern with biological phenomena and he turned to colloid chemistry in the hope of finding tools with which to undertake a study of the mechanisms underlying protoplasmic behavior. His classical

studies on the coagulation of colloidal sols by inorganic and organic electrolytes were shortly followed by his studies of adsorption from solution and his demonstration that this represented a true reversible equilibrium which was obeyed by systems of the most diverse sorts. These studies culminated in his discovery that adsorption was another manifestation of the Gibbs' theorem relating the interfacial concentration with interfacial energy relationships. In the more than 200 papers and in the several books which he published are found important original concepts relating to almost every field of colloid research or technology.

Many honors came to Herbert Freundlich for his scientific contributions. Besides being elected to numerous scientific societies and academies, he was honored by the University of Utrecht in 1936 with the degree of Doctor of Philosophy *honoris causa*, and in 1940 he was elected a Foreign Fellow of the Royal Society.

Freundlich was modest, unassuming, always ready to assist anyone who came to him for counsel on either scientific or private affairs. His advice was always freely given, the thought of receiving credit for ideas never crossing his mind. Such personal traits endeared him alike to his colleagues and his students. He was an accomplished pianist and greatly enjoyed the world of music; his early scientific interests in entomology were continued through life; and his literary interests were wide and profound. Those who knew him mourn the passing of one of science's noblemen.

#### WILLIAM REMSEN APPLEBY, 1865-1941

The first and only Dean of the School of Mines of the University of Minnesota, William Remsen Appleby, was born in Hoboken, New Jersey, in 1865. He was a graduate of Hasbrook Institute, Jersey City, and Williams College (1886); in 1893 he was granted the degree of M.A. by his alma mater. During the year 1886-1887 he was a graduate student and an assistant in the School of Mines of Columbia University and during 1888-1889, an Assistant Analytical and Pharmaceutical Chemist in the New York College of Pharmacy. After working in the commercial field for a short time, he came to the University of Minnesota as Professor of Mining and Metallurgy in 1891. In 1900 he was appointed Dean of the newly re-established School of Mines.

Under the enthusiastic guidance of Dean Appleby a new building for the School was erected in 1915 and the Mines Experiment Station was developed in 1923. Meanwhile he served on the Jury of Awards in the Division of Mining and Metallurgy at the Panama-Pacific Exposition, 1915; led a part of engineers selected to report on coal and iron deposits in Manchuria, 1921; and acted as Consulting Metallurgist to the United States Bureau of Mines. On his retirement in 1935, he was made Dean Emeritus of the School of Mines and Metallurgy. No successor was appointed, as the school became part of the Institute of Technology. William Appleby died April 8, 1941.

Dean Appleby and his close friend, Professor Peter Christianson, member of the first graduating class of the School of

Mines, were credited with being the first professors to engage secretaries, to use telephones on the campus, when such innovations were still viewed with suspicion, and to hold Monday classes, which hitherto had not been scheduled because, according to tradition, the many professors who went to all parts of the state on Sunday to preach found it impossible to meet their students on Monday. His ideal for the training of engineers was to avoid teaching them exactly how specific problems in mining and metallurgy had been handled in the past but to inculcate basic principles and then prepare each man to apply those fundamentals in actual practice.

The most memorable aspect of Dean Appleby's career was his humanity as an administrator. Every student left his classroom or his office with the feeling that he had been in contact with an informed and interested friend. Typical was his custom of responding to infractions of discipline with well-conceived personal guidance rather than arbitrary, impersonal penalties. He was particularly active in placing his graduates, and he followed their careers with the friendliest interest. Toward colleagues and other friends, he showed the same warm devotion and loyalty. And it was to these qualities that the graduates of his school, with remarkable unanimity, paid high tribute at his retirement.

TREMAINE McDOWELL, Chairman

*Adopted by a rising vote*

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

### A. *Moved*

1. That, subject to approval by the Board of Regents, paragraph 3 of the Constitution of the Senate be amended by eliminating from the last sentence of said paragraph the words, "The registrar" and substituting therefor the words, "The recorder."

### B. *Moved*

1. That it is the sense of the Senate that it is desirable to implement the policy of the Board of Regents as expressed in a resolution adopted by it at its meeting of January 28, 1938, by creating a standing committee charged with the power and duty to render said policy effective.
2. That the President be authorized to appoint a special committee of not less than five which shall draft an amendment to the Senate's by-laws to provide for the creation of such new standing committee, to define its powers and duties, and to provide for it a proper procedure; and that the special committee so appointed shall make its report in time to permit the Senate to act thereon at its meeting to be held during October, 1941.



3. That the President be authorized to appoint a temporary committee to investigate and hear any case involving complaints against, or disciplinary action against, any member of the instructional staff which may be brought prior to the establishment of the aforementioned standing committee in any case in which such complaint or action involves an issue of general academic interest.

HENRY ROTTSCHAEFER, Chairman

*Approved*

The Senate adjourned.

T. E. PETTENGILL, Acting Clerk of the Senate

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UNIVERSITY OF MINNESOTA  
THE SENATE  
MINUTES

The first regular meeting of the University Senate for the year 1941-42 was held in the Auditorium of Murphy Hall Thursday, October 16, 1941. Seventy-three members responded to roll call.

The following items were presented for consideration by the Committee on Business and Rules and action was taken as indicated.

I. APPROVAL OF THE MINUTES OF MAY 15, 1941

*Approved*

II. SENATE ROSTER FOR 1941-42

Voting List

- \*Abbe, Ernst C.
- Akerman, John D.
- Alderman, William H.
- Allison, John H.
- Alway, Frederick J.
- Amberg, Ray M.
- Andersen, Paul
- Anderson, Gaylord W.
- Anderson, John E.
- Anderson, William
- Armstrong, W. D.
- Arnal, Leon E.
- Arny, Albert C.
- Bachman, Gustav
- Bade, Edward S.
- Bailey, Clyde H.
- \*Baker, A. B.
- Baker, Gertrude M.
- Baldes, E. J. (Rochester)
- Balfour, D. C. (Rochester)
- \*Barber, H. H.
- Barnes, A. R. (Rochester)
- Barnhart, Thomas F.
- Barton, Francis B.
- Bass, Frederic H.
- Bassett, Louis B.
- Beach, Joseph
- Bell, Elexious T.
- Bierman, B. W.
- Biester, Alice
- Bieter, Raymond N.
- Bird, Charles
- Blakey, Roy G.
- Blegen, Theodore
- Blitz, Anne D.
- Boardman, C. W.
- Bollman, J. L. (Rochester)
- Bond, Guy L.
- Boothby, W. N. (Rochester)
- Borak, Arthur M.
- Bossing, N. L.
- Boyd, Willard L.
- Boyden, Edward A.
- Boynton, Ruth E.
- Braasch, W. F. (Rochester)
- Brameld, Theodore
- Brekhus, Peter J.
- Brierley, Wilfrid G.
- Briggs, D. R.
- Brink, Raymond W.
- Brown, Clara
- Brown, Huntington
- Brown, Ralph H.
- Brueckner, Leo J.
- Bryant, John M.
- Bryngelson, Bryng

Buchta, J. W.  
 Burkhard, Oscar C.  
 Burnham, Charles R.  
 Burr, George O.  
 Burt, Alfred L.  
 Burton, S. Chatwood  
 Bussey, William H.  
 Butters, Frederic K.  
 Calverley, Charles E.  
<sup>1</sup>Carlson, William S.  
 Casey, Ralph D.  
 Chapin, F. Stuart  
 Charnley, Mitchell  
 Cherry, Wilbur H.  
 Cheyney, Edward G.  
<sup>2</sup>Christensen, Asher N.  
 Christensen, Jonas J.  
 Christianson, John O.  
<sup>2</sup>Chute, A. H.  
 Clarke, Eric K.  
 Clawson, Benjamin J.  
 Coffey, Walter C.  
 Cohen, Lillian  
 Colyear, Bayard H.  
 Combs, Willes B.  
 Comstock, E. H.  
 Conger, George P.  
 Cook, Walter W.  
 Cooper, William S.  
 Creevy, Charles D.  
 Currence, Troy M.  
 Cutler, Alvin S.  
 Davis, Darrell H.  
 Davis, E. W.  
 Densford, Katharine J.  
 Deutsch, Harold C.  
<sup>2</sup>Dicken, Samuel N.  
 Diehl, Harold S.  
 Dippel, Adelbert L.  
<sup>2</sup>Donelson, Eva  
 Dowdell, R. L.  
 Dowell, Austin  
 Downey, Hal  
 Dunn, William P.  
 Du Priest, J. R.  
 Eckert, Ruth E.  
 Eddy, Samuel  
 Edwards, Marcia  
 Eggers, Henry C. T.  
 Elliott, Richard M.  
 Ellis, Ralph V.  
 Emmons, William H.  
 Essex, H. E. (Rochester)  
 Evans, Gerald T.  
 Fahr, George E.  
 Feigl, Herbert  
 Feldman, W. H. (Rochester)  
 Fenlason, Anne L.  
 Fenske, Theodore H. (Morris)  
 Ferguson, Donald  
 Ferrin, Evan F.  
 Field, Albert M.  
 Filipetti, G.  
 Fischer, Earl B.  
 Fitch, James B.  
 Flagstad, Carl  
<sup>2</sup>Flynn, Joseph A.  
<sup>6</sup>Foster, Josephine C.  
 Fraser, Everett  
 Freeman, Edward M.  
 French, Robert W.  
<sup>6</sup>Freundlich, Herbert  
 Fryklund, Verne C.  
 Garver, Frederic B.  
 Geddes, William F.  
 Geiger, Isaac W.  
<sup>3</sup>Gisvold, Ole  
 Goldstein, Harriet  
 Goodenough, Florence L.  
 Gortner, Ross A.  
 Granovsky, Alexander A.  
 Green, Robert G.  
 Griffith, Charles A.  
 Grismer, Raymond L.  
 Grout, Frank F.  
 Gruner, John W.  
 Hall, Ambert B.  
 Halvorson, H. O.  
 Hansen, Arild E.  
 Hart, William L.  
<sup>1</sup>Hartig, Henry E.  
<sup>1</sup>Harvey, Rodney B.  
 Hathaway, Starke  
 Hauser, George  
<sup>4</sup>Hayes, Herbert K.  
 Heaton, Herbert  
 Heilig, L. S.  
 Heilman, E. A.  
 Heisig, G. B.  
 Henderson, M. S. (Rochester)  
 Henrici, Arthur T.  
 Heron, William T.  
 Herrick, Carl A.  
 Hess, Eugene L.

Higgins, G. M. (Rochester)  
<sup>1</sup>Hill, Edward L.  
 Hillhouse, James T.  
 Hirschfelder, Arthur D.  
 Holman, William F.  
 Hughes, C. A.  
 Hull, Gertrude  
 Hutchinson, Lura C.  
 Immer, Forrest R.  
 Jackson, Dunham  
<sup>8</sup>Jacobson, Carl A.  
 Jennings, Arthur B.  
 Jennings, Edward G.  
 Jesness, Oscar B.  
 Johnson, Elmer W.  
 Johnson, Palmer O.  
 Jones, Robert T.  
 Jones, Roy C.  
 Joseph, Thomas L.  
 Kaufert, Frank H.  
 Keller, Louis F.  
 Kendall, E. C. (Rochester)  
 Kennedy, Cornelia  
 Kernkamp, H. C. H.  
 Kernohan, J. W. (Rochester)  
 Keys, Ance  
 Killeen, Earle G.  
<sup>8</sup>King, Harry L.  
 Kinyon, Stanley V.  
 Kirkpatrick, Clifford  
 Kissock, May S.  
 Kittleson, Arthur J.  
 Knight, Ralph T.  
 Koelsch, C. F.  
 Koepke, Charles A.  
 Kolthoff, Izaak M.  
 Kozelka, R. L.  
 Krantz, Fred A.  
 Krey, August C.  
 Kuhlman, John H.  
 Lambert, E. M.  
 Lang, F. C.  
 Lansing, Robert C.  
 Larson, Winford P.  
 Lasby, William F.  
 Lauer, Walter M.  
 Lees, C. Lowell  
<sup>8</sup>Le Fort, Emilio  
 Leichsenring, Jane  
 Leland, Ora M.  
 Lind, Samuel C.  
 Lindsay, William  
 Lippincott, Benjamin E.  
 Livingston, R. S.  
<sup>2</sup>Longstaff, Howard  
<sup>8</sup>Loveland, Kenneth  
 Ludwig, C. C.  
 Lunden, Laurence R.  
 Luyten, Willem J.  
 MacDougall, Frank H.  
 Macy, Harold  
 Mann, Charles A.  
 Mann, F. C. (Rochester)  
 Marget, Arthur W.  
 Mason, H. L. (Rochester)  
 McCall, T. M. (Crookston)  
 McCartney, James S.  
 McClintock, Henry L.  
 McConnell, T. R.  
 McCormick, F. G.  
 McDowell, G. Tremaine  
 McKelvey, John L.  
 McKinley, J. C.  
 McNeal, Wylle B.  
 McQuarrie, Irvine  
 Mickel, Clarence E.  
 Middlebrook, William T.  
 Miller, L. F.  
 Miller, Paul E.  
 Miller, W. S.  
 Mills, Lennox  
 Minnich, Dwight E.  
 Mitropoulos, Dimitri  
 Monachesi, Elio D.  
 Montillon, George H.  
 Montonna, Ralph E.  
 Moore, C. A.  
<sup>2</sup>Morse, Horace T.  
 Mudgett, Bruce D.  
 Myers, Howard D.  
<sup>2</sup>Myers, W. R.  
<sup>1</sup>Nafziger, Ralph O.  
 Neale, Mervin G.  
 Nelson, Kent  
 Nelson, Lowry  
 Newton, Julia O.  
 Nichols, Charles W.  
 Nier, Alfred O. C.  
 Noble, Isabel  
 Nordly, Carl L.  
 O'Brien, William A.  
 Ogle, Marbury B.  
 Oliver, Clarence P.  
 Osgood, Ernest S.

Ostlund, H. J.  
<sup>2</sup>Paine, John R.  
 Palmer, Leroy S.  
 Parker, Walter H.  
 Paterson, Donald  
 Pattison, Walter T.  
 Peik, Wesley E.  
 Pepinsky, Abe  
 Peters, Walter H.  
 Petersen, William E.  
<sup>1</sup>Petry, Lucile  
<sup>3</sup>Pettee, Everett E.  
 Peyton, W. T.  
 Phelps, Ethel  
 Piccard, J. F.  
 Pierce, E. B.  
 Pirsig, Maynard E.  
 Pond, George A.  
<sup>2</sup>Pothoff, Carl J.  
 Power, Marschelle H. (Rochester)  
 Price, R. R.  
 Priestler, George C.  
 Prosser, William L.  
 Quigley, Harold S.  
 Rarig, Frank  
 Rasmussen, Andrew T.  
 Raymond, Ruth  
 Read, Horace E.  
 Reichardt, Konstantin  
 Reighard, John J.  
 Reyerson, Lloyd H.  
 Rigler, Leo G.  
 Riley, William A.  
 Rindsland, William C.  
 Ringoen, Adolph  
 Robertson, Burton J.  
 Robertson, H. E. (Rochester)  
 Robertson, Rhodes  
 Roe, Harry B.  
<sup>2</sup>Roepke, Martin H.  
 Rogers, Charles H.  
 Rosendahl, Carl O.  
 Rosenow, E. C. (Rochester)  
 Rost, Clayton O.  
 Rottschaefer, Henry  
 Rotzel, C. L.  
 Rowley, Frank B.  
 Ruggles, Arthur G.  
<sup>1</sup>Rumbaugh, Lynn H.  
 Rutford, Skuli  
<sup>7</sup>Ruud, Martin B.  
<sup>2</sup>Ryan, J. J.  
 Sandstrom, W. Martin  
 Scammon, Richard E.  
 Schantz-Hansen, Thorvald  
 Schlotthauer, C. F. (Rochester)  
 Schmeckebeier, Laurence  
 Schmidt, E. P.  
<sup>2</sup>Schmitt, Otto H.  
 Schmitz, Henry  
<sup>3</sup>Schroeder, Phillip M.  
 Schwantes, Arthur J.  
 Schwartz, G. M.  
 Scott, Carlyle  
 Scott, Frederick H.  
 Searles, Colbert  
 Searles, Harold R.  
<sup>3</sup>Shanahan, Edward K.  
 Shea, Alice Leahy  
 Sheard, Charles (Rochester)  
 Shippee, Lester B.  
 Shoop, Charles F.  
 Short, Lloyd M.  
 Shumway, R. R.  
 Sirich, E. H.  
<sup>2</sup>Skinner, B. Frederic  
 Sletto, Raymond F.  
 Sloan, H. J.  
 Smith, Dora V.  
 Smith, Homer J.  
 Smith, Lee I.  
 Sneed, M. Cannon  
 Spafford, Ivol  
<sup>2</sup>Spink, Wesley W.  
 Stakman, Elvin C.  
<sup>2</sup>Starr, Joseph R.  
 Stauffer, Clinton R.  
 Steefel, Lawrence D.  
 Stehman, J. W.  
 Stenstrom, Karl W.  
 Stephenson, George M.  
 Stevenson, Russell A.  
<sup>2</sup>Stigler, G. J.  
 Stoesser, Albert V.  
 Stoll, Elmer  
 Straub, Lorenz G.  
 Summers, Robert E.  
 Tanquary, Maurice C.  
<sup>1</sup>Tate, John T.  
 Teeter, Thomas A. H.  
 Thiel, George A.  
 Thomas, J. M.  
 Thompson, Mark J. (Duluth)

Tinker, Miles A.	Wells, Lemen J.
Treloar, Alan E.	Wesley, Edgar B.
Tyler, Tracy F.	Wetherby, Macnider
Underhill, Anthony L.	White, Wendell
<sup>1</sup> Uppgren, Arthur R.	Wilcox, Hugh B.
Vaile, Gertrude	Wilder, R. M. (Rochester)
Vaile, Roland S.	Willey, Malcom M.
Valasek, Joseph	Williams, John H.
Van Wagenen, M. J.	Williamson, E. G.
<sup>2</sup> Vaughan, Alfred L.	Willson, David H.
Visscher, Maurice B.	Wilson, Harold K.
Vold, George B.	Winters, Laurence M.
Waite, Warren C.	Wise, J. A.
Waldron, C. W.	Wodsedalek, Jerry
Wallis, Wilson D.	Wrenn, C. Gilbert
Walter, Frank K.	Wright, Harold N. G.
Wangensteen, Owen H.	Yoder, Dale
Watson, Cecil J.	Zelner, Otto S.
Webb, James S.	

### Non-Voting List

Adson, Alfred W. (Rochester)	Buie, L. A. (Rochester)
Allen, E. V. (Rochester)	Burch, Frank E.
Alvarez, W. C. (Rochester)	Butler, John
Amberg, S. (Rochester)	Butter, A. B.
<sup>3</sup> Appleby, W. R., Dean of Mines and Metallurgy, Emeritus	Camp, J. D. (Rochester)
Austin, L. T. (Rochester)	Campbell, Orwood J.
Bargen, J. A. (Rochester)	Carey, James B.
Barker, N. W. (Rochester)	Chatterton, Carl C.
Barron, Moses	Chesley, Albert J.
<sup>2</sup> Beard, A. H.	Christianson, Peter, Profes- sor of Mines, Emeritus
Benedict, W. L. (Rochester)	Christison, James T., Profes- sor of Pediatrics, Emeritus
Berkson, J. (Rochester)	Cole, Wallace H.
Boies, L. R.	Colvin, Alexander R.
Boss, Andrew, Professor Emeritus, Agricultural Ex- periment Station	<sup>2</sup> Comfort, M. W. (Rochester)
Boss, William, Professor and Chief, Emeritus, Agricul- tural Engineering	Cooke, Louis J., Professor, Department of Physical Education for Men, Emeri- tus
Bowing, H. H. (Rochester)	Cooperman, Oscar
Broders, A. C. (Rochester)	Corbett, J. Frank, Professor of Surgery, Emeritus
Brooke, W. E., Professor of Mathematics and Mechanics, Emeritus	Counseller, V. S. (Rochester)
Brown, Edgar D., Associate Professor of Pharmacology, Emeritus	Cox, Norman J.
<sup>1</sup> Brunsting, L. A. (Rochester)	Craig, W. McK. (Rochester)
	Crenshaw, J. L. (Rochester)
	Dalaker, H. H., Professor of Mathematics and Mechanics, Emeritus

Damon, George M.  
 Desjardins, A. U. (Rochester)  
 Dixon, C. F. (Rochester)  
 Drake, Carl B.  
 Drips, Della G. (Rochester)  
<sup>o</sup>Erdmann, Charles A., Associate Professor of Anatomy, Emeritus  
 Erickson, Theodore A., Associate Professor, Emeritus, Agricultural Extension  
 Erikson, Henry A., Professor of Physics, Emeritus  
 Ernst, Max E.  
 Eusterman, G. B. (Rochester)  
<sup>2</sup>Evans, E. T.  
 Fansler, Walter A.  
 Figi, F. A. (Rochester)  
 Foley, Frederic E. B.  
 Ford, Guy S., President, Emeritus  
 Frankforter, George B., Professor of Organic Chemistry, Emeritus  
 Gaarde, F. W. (Rochester)  
 Gardner, B. S. (Rochester)  
 Gardner, Edwin L.  
 Ghormley, R. K. (Rochester)  
 Giffin, H. Z. (Rochester)  
 Gray, Howard K. (Rochester)  
<sup>2</sup>Gray, Royal C.  
 Green, Robert O.  
 Haines, Samuel F. (Rochester)  
 Hammes, Ernest M.  
<sup>2</sup>Harker, Lee A.  
 Harrington, Francis E.  
 Harrington, S. W. (Rochester)  
 Hartman, Howard R. (Rochester)  
<sup>2</sup>Havens, F. Z. (Rochester)  
 Helmholtz, H. F. (Rochester)  
 Hempstead, B. E. (Rochester)  
 Hench, P. S. (Rochester)  
 Horton, B. T. (Rochester)  
 Huenekens, Edgar J.  
 Ikeda, Kano  
 Irvine, Harry G.  
 Jackson, Clarence M., Professor of Anatomy, Emeritus  
 Jenks, Albert E., Professor of Anthropology, Emeritus  
 Johnson, James A.  
 Johnson, Raymond E.  
 Johnson, Reuben A.  
 Keith, N. M. (Rochester)  
 Kennedy, R. L. J. (Rochester)  
 Kepler, E. J. (Rochester)  
 Kirchner, William H., Professor of Drawing and Descriptive Geometry, Emeritus  
 Kirklin, B. R. (Rochester)  
 Kirkwood, William P., Professor, Division of Publications, Department of Agriculture and Department of Journalism, Emeritus  
 Klaeber, Frederick, Professor of Comparative Literature, Emeritus  
 Knight, Ray R.  
 Krusen, F. H. (Rochester)  
 Lansing, R. C.  
 Lawton, Harry C.  
 Le Compte, Irville C., Professor of Romance Languages, Emeritus  
 Leddy, E. T. (Rochester)  
 Lemon, W. S. (Rochester)  
 Lillie, H. I. (Rochester)  
 Little, Joseph M.  
 Litzenberg, Jennings C., Professor of Obstetrics and Gynecology, Emeritus  
 Logan, A. H. (Rochester)  
<sup>2</sup>Love, J. G. (Rochester)  
 Lundy, J. S. (Rochester)  
 Lynch, Francis W.  
 MacCarty, W. C. (Rochester)  
 MacGibbon, Everett E.  
 Macnie, John S.  
 Magath, T. B. (Rochester)  
 Mann, F. M. Professor of Architecture, Emeritus  
 Martenis, John V., Associate Professor of Mechanical Engineering, Emeritus  
 Masson, J. C. (Rochester)  
 Mayo, Charles W. (Rochester)  
 McDaniel, Orianna, Clinical Associate Professor of Preventive Medicine, Emeritus  
 Meyer, Robert  
 Meyerding, H. W. (Rochester)  
 Michael, J. C.



Michelson, Henry E.  
 Moersch, F. P. (Rochester)  
 Moersch, H. J. (Rochester)  
 Montgomery, H. (Rochester)  
 Mussey, R. D. (Rochester)  
 Myers, J. A.  
 Nachtrieb, Henry F., Professor  
 of Animal Biology, Emeritus  
 Nathanson, Morris N.  
 Nelson, Herbert C.  
 New, G. B. (Rochester)  
 Newhart, Horace, Professor of  
 Otolaryngology, Emeritus  
 Nicholson, E. E., Dean of Student  
 Affairs, Emeritus  
 Noble, John F.  
 Norris, J. Anna, Professor of  
 Physical Education, Emeritus  
 Oestlund, Oscar W., Professor  
 of Animal Biology, Emeritus  
 O'Leary, Paul A. (Rochester)  
 Olmsted, Everett W., Professor  
 of Romance Languages,  
 Emeritus  
 Osterberg, A. E. (Rochester)  
 Otto, Carl F.  
 Pagenkopf, Alfred A.  
 Pattridge, Mark O.  
 Pease, Levi B., Professor of  
 Metallurgy, Emeritus  
 Pemberton, J. D. (Rochester)  
<sup>9</sup>Pettengill, True E.  
 Platou, Erling S.  
 Plummer, W. A. (Rochester)  
 Prangen, A. D. (Rochester)  
<sup>9</sup>Priestley, J. T. (Rochester)  
 Ramsey, Walter R., Clinical  
 Associate Professor of Pediatrics,  
 Emeritus  
 Randall, L. M. (Rochester)  
 Reynolds, George W.  
 Richards, Ernest T. F.  
 Ritchie, Harry P., Professor of  
 Surgery, Emeritus  
 Roberts, Thomas S., Professor  
 of Pediatrics, Emeritus  
 Rodda, F. C.  
 Rothrock, John L., Professor  
 of Obstetrics and Gynecology,  
 Emeritus  
 Rudolph, Charles E.  
 Sanford, A. H. (Rochester)

Savage, Charles A., Professor  
 of Greek, Emeritus  
 Schaaf, Frederick H.  
 Schneider, John P.  
 Schwyzer, Arnold  
 Seham, Max  
<sup>2</sup>Shapiro, Morse J.  
 Shelden, W. D. (Rochester)  
 Professor of Neurology,  
 Emeritus  
 Shellman, Joseph F.  
 Sidener, C. F., Professor of  
 Chemistry, Emeritus  
 Sigerfoos, Charles P., Professor  
 of Zoology, Emeritus  
 Smith, Arthur C., Professor of  
 Poultry Husbandry, Emeritus  
 Smith, B. F. (Rochester)  
 Smith, Harry L. (Rochester)  
 Smith, N. D. (Rochester)  
 Snell, A. M. (Rochester)  
 Steward, Thomas E.  
 Stomberg, Andrew A., Professor  
 of Scandinavian  
 Languages, Emeritus  
 Storm, A. V., Professor Emeritus  
 Strachauer, Arthur C.  
 Sweitzer, Samuel E.  
 Thom, L. W.  
 Thomas, Gilbert J.  
 Thompson, G. J. (Rochester)  
 Tilden, Josephine, Professor of  
 Botany, Emeritus  
 Ulrich, Henry L.  
 Vehe, William D.  
 Wagener, H. P. (Rochester)  
 Wahlquist, Harold  
 Walls, James M., Professor of  
 Operative Dentistry, Emeritus  
 Walters, W. (Rochester)  
 Watkins, C. H. (Rochester)  
<sup>9</sup>Weisman, S. A.  
 Weller, Marion, Assistant Professor  
 Emeritus, Department  
 of Home Economics  
 Wells, Amos S.  
<sup>10</sup>West, R. M.  
 White, Albert B., Professor of  
 History, Emeritus

White, S. Marx  
Whittaker, Harold A.  
Wiethoff, Charles A.  
Wilcox, Archa  
<sup>2</sup>Williams, H. L. (Rochester)  
Willius, F. A. (Rochester)  
Wilson, L. B. (Rochester),  
Professor of Pathology and  
Director of the Mayo Founda-  
tion, Emeritus

Woltman, H. W. (Rochester)  
Wulling, Frederick J., Dean  
of the College of Pharmacy,  
Emeritus  
Young, Jeremiah, Professor of  
Political Science, Emeritus  
Zeleny, Anthony, Professor of  
Physics, Emeritus  
Zierold, Arthur A.  
Zimmerman, Harry

<sup>1</sup> Absent on leave.

<sup>2</sup> Promotion.

<sup>3</sup> New appointment.

<sup>4</sup> Absent on leave fall quarter.

<sup>5</sup> Died July 3, 1941.

<sup>6</sup> Died March 30, 1941.

<sup>7</sup> Died February 8, 1941.

<sup>8</sup> Died April 8, 1941.

<sup>9</sup> Died February 19, 1941.

<sup>10</sup> Died March 5, 1941.

*Accepted*

### III. REPORT OF THE ADMINISTRATIVE COMMITTEE

#### 1. Items Reported for Information

(a) *Policies and Procedures in Student and Staff Deferment.* Dean Harold S. Diehl, Chairman of the special Committee on Deferment of Military Service, outlined the report of the special committee which set forth the policies and procedures recommended by the committee for adoption by the Administrative Committee of the Senate. Copies of the report had been sent to all members of the Administrative Committee in advance. The report was approved.

(b) *Report of Progress of the Committee on the Contribution of the University of Minnesota to the National Defense in the Areas of Health, Physical Fitness, and Recreation.* Dean W. E. Peik presented a progress report and summarized the material contained in it. The Committee recommended approval of the following:

*Recommendations by the Committee for the Fall Quarter of 1941-42:*

1. That the medical examination given to selectees at the beginning of the spring quarter, 1941, be offered again on an optional basis. It was suggested that in order to make such an optional program effective the following procedures seemed desirable:
  - a. That definite periods be set aside when the special medical examinations are to be given.
  - b. That the program and the periods decided upon should be called especially to the attention of those in the draft group.
  - c. That in publicizing the program a rather complete picture should be given of the procedures, the outcomes, and the values to the individual of participation in the program.

2. That the health information test be eliminated from the program for the fall quarter, 1941, because its objectives have been attained.
3. That the Faculty of each college of the University consider the problems of health education in connection with its curricula, especially the desirability of requiring each student to take an introductory course in personal and public health for credit. Such a requirement might be waived for those students who, on a comprehensive pre-test, showed adequate command of personal hygiene, public health, and preventive medicine.

Note: This recommendation is based on the evidence secured from the performance of the 663 men who took the health information test at the opening of the spring quarter, 1941, as well as from a survey of similar requirements in other comparable institutions.

4. That we recommend to the President of the University that all new incoming students as part of the regular program of Freshman Week be required to take the Physical Fitness Test as part of the medical examinations. Those students who are found to be deficient, be encouraged to take a carefully planned individual remedial program in physical education.
  5. That in view of the importance of national physical fitness, and the growing practice in all higher institutions the committee recommended to the colleges of the University that they institute a required program in physical education, with credit.
  6. That the Committee prepare for distribution to students and advisers, a booklet of information giving systematic guidance and advice on opportunities in courses and activities at the University in the areas of health, physical education, and recreation for selectees as well as for students in general.
- The meeting adjourned.

T. E. PETTENGILL, Acting Secretary

*No action required*

#### IV. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTI- TUTIONS OF LEARNING

##### 1. Items Reported for Action

(a) *Guardian Angel High School*, Chaska. Voted to place this school on the published list for three years.

ROYAL R. SHUMWAY, Chairman

*Approved*

## V. REPORT OF THE COMMITTEE ON UNIVERSITY FUNCTIONS

Your Committee on University Functions respectfully submits the following report for the year 1940-41:

Convocations held:

July 25: Summer session commencement exercises.—Frank L. McVey, President of the University of Kentucky

October 3: Opening convocation.—Guy Stanton Ford, President of the University of Minnesota.—“Address of Welcome”

October 10: Louis Untermeyer, Poet, “The Poet and the Average Man”

October 17: Wilfrid Laurier Husband, Lecturer, “How America Lives”

October 24: Raymond Clapper, News Commentator, “Confessions of a Washington Columnist”

October 31: Josephine Roche, “Youth on Today’s Frontier”

November 7: Alan Lomax, Folk Musician, Library of Congress, “Our Singing Country”

November 14: William A. Lydgate, Editor of the American Institute of Public Opinion, “Measuring Public Opinion”

November 26: Student Assembly for Football Awards.—Frank G. McCormick, Director of Athletics, “Athletics at Minnesota”; Bernie Bierman, Head Football Coach, “Review of the Season”; Guy Stanton Ford, President of the University, Conferring of M’s and Other Awards

November 28: Dr. Elmer L. Sevringhaus, Associate Professor of Medicine, University of Wisconsin, “Meet Your Endocrine Glands”

December 5: Doris Humphrey, “Materials of the New Dance”

December 19: Fall quarter commencement convocation.—William H. Cowley, President of Hamilton College, “Mid-Twentieth Century Discipline”

January 9: Margaret Webster, “Shakespeare Without Tears”

January 16: David E. Lilienthal, Director, Tennessee Valley Authority, “The Armament of a Democracy”

January 23: Vera Micheles Dean, Director of the Research Department, Foreign Policy Association, “What Next in Europe?”

January 30: Wendell Chapman, Photographer, Naturalist, Author, “Adventuring Unarmed—Beyond Civilization from the Southwest to Mexico” (Illustrated with motion pictures)

February 6: Vilhjalmur Stefansson, “Transpolar Commerce by Air” (Illustrated)

February 13: Herbert Agar, Editor and Author, “Americanism: What It Represents”

February 20: Stringfellow Barr, President, St. John’s College, Annapolis, “Educating for Today”

- February 27: Elvin C. Stakman, Chief, Division of Plant Pathology and Botany, "An Important Aspect of Latin America's Potential Role in Hemispheric Defense"
- March 6: Sir Thomas Beecham, Conductor, Composer, "The Changing Patronage of Music"
- March 20: Winter quarter commencement convocation.—George V. Denny, Jr., Director of America's Town Meeting of the Air, "Bring Back the Town Meeting"
- April 3: Herbert Knapp, Photographic Expert and Lecturer, "Fiji—Cannibal Land of Yesterday" (Illustrated with motion pictures)
- April 10: William C. de Mille, Motion Picture Producer, Director, and Scenarist, "Hollywood in Fact and Fiction"
- April 17: Irving B. Pflaum, Cable Editor of the Chicago Times, "The Future of Political Organization in the Western Hemisphere"
- April 24: W. E. B. DuBois, Head of Department of Sociology, Atlanta University, "The Present War and the Darker Races"
- May 1: Tyler Dennett, Author and Lecturer, "What Would Be a Reasonable Settlement of the Far Eastern Question?"
- May 8: Music convocation.—University Symphony Orchestra; Barbara Scott, Pianist; Dr. Abe Pepinsky, Conductor
- May 29: Cap and Gown Day convocation.—Eben M. Finger, President of the All-University Senior Class, "Presentation of the Class of 1941"; Guy Stanton Ford, President of the University, "Response"
- June 8: Baccalaureate service.—The Reverend Sydney B. Snow, President, Meadville Theological School, Chicago, "Out of Darkness Into Light"
- June 14: Commencement exercises.—Guy Stanton Ford, "Charge to the Class"

Cap and Gown Day, upon the persistent request of the Senior Commission, was shifted to May 29 to enable the seniors to take advantage of the extended week-end holiday made possible by Decoration Day falling on Friday. The change was authorized on the assumption that a far greater participation of seniors than in former years would be assured. As the results did not justify the new arrangement, Cap and Gown Day will return to its old position in the calendar.

In addition to the customary events of the day, a tree was planted for President Ford in the Presidents' Lawn.

### Special Occasions

September 28, 8.00 p.m.: Dedication of Minnesota Museum of Natural History.—Speakers: T. J. Fowler, representing PWA; Fred B. Snyder, Chairman of the Board of Regents; Dr. Louis B. Wilson, Director Emeritus, Mayo Foundation; Dr. Thomas S. Roberts, Director of the Museum

- October 6, 10:30 a.m.: Dedication of Ada Comstock Hall.—  
Speakers: T. J. Fowler, representing PWA; Fred B. Snyder, Chairman of the Board of Regents; Anne D. Blitz, Dean of Women, University of Minnesota; Alberta Dowlin, President of Ada Comstock Hall; Mrs. Leo Fink, President of Minnesota Alumnae Club; Ada L. Comstock, President of Radcliffe College
- October 25, 5:00 p.m.: Dedication of Coffman Memorial Union.—Speakers: L. F. Wysocky, representing PWA; Fred B. Snyder, Chairman of the Board of Regents; Walter A. Jessup, President of Carnegie Foundation for the Advancement of Teaching
- February 11: Legislative visit.—3:00 to 5:00—Tour of campus; 6:00—Dinner in Coffman Union. Speakers: Roland S. Vaile, Professor of Economics; President Guy Stanton Ford
- June 5: Ninth annual Court of Honor banquet held at the Radisson Hotel under the auspices of the Civic and Commerce Association, the Junior Chamber of Commerce, and the Council of Civic Clubs. One hundred thirty-seven outstanding seniors were honored. The guest speaker was Judge Luther W. Youngdahl of the Hennepin County District Court. Other speakers were Guy Stanton Ford, President of the University, and John P. Nelson, representing the senior honor students.
- June 9: Informal farewell reception for President and Mrs. Ford. Coffman Union. Master of ceremonies: Professor J. M. Thomas. Speakers: Catherine Crowe, Axel Moren, Herbert Heaton, Dr. Donald Balfour, Dean Theodore C. Blegen, Fred B. Snyder, Chairman of the Board of Regents, and President Guy Stanton Ford.
- Faculty marshals.*—Upon recommendation of the Functions Committee, the Administrative Committee of the Senate authorized the appointment of a head marshal and two assistant marshals, to be arrayed in appropriate costume, in order that academic processions might be conducted with adequate leadership and dignity. The committee appointed Professor J. M. Thomas, William S. Carlson, and Henry Schmitz to these positions.

Respectfully submitted,

COMMITTEE ON UNIVERSITY FUNCTIONS  
E. B. PIERCE, Chairman

*Accepted*

## VI. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Your Committee on Intercollegiate Athletics respectfully submits the following report for the year 1940-41:

The committee was composed of the following members:

Faculty: Messrs. Pierce, Boyd, Diehl, Filipetti, McCormick, G. M. Stephenson, Wesley, Zelner

Middlebrook, Rottschaefer (Conference representative),

Alumni: Vernal A. LeVoir, Ed'36; Malvin J. Nydahl, Md'35

Students: Robert J. May, A'41; Frank T. Knox, L'42

The usual number of meetings were held throughout the year and such items as game schedules, eligibility, awards, admission prices, conference legislation, etc., engaged the attention of the committee.

George E. Franck, Ed'42, was the recipient of the Conference medal, which is awarded annually to the graduating senior having the highest record in his athletic as well as his scholastic work.

In last year's report reference was made to the repeated proposal that the Conference permit participation in the Rose Bowl game in case a Conference team were invited. Your committee's answer to this proposal was recorded as follows on October 16, 1940:

RESOLVED that it is the sense of this committee that the existing Conference regulation against post-season games in every sport should not be amended in any manner, and particularly that it should not be amended in the manner being currently proposed so as to permit Conference football teams to participate in the Rose Bowl game; and that this committee is of the opinion that any changes therein are undesirable for the following reasons:

1. It would be detrimental to the educational interests of the players.
2. It would not contribute in any effective manner to eliminating recognized evils now associated with intercollegiate athletics in many parts of the country.
3. It would tend to promote the increase of some of those evils in our own Conference.
4. It would in effect lend the prestige of our Conference to the promotion of a purely private non-educational venture.

The Conference later voted to maintain the status quo which permits no post-season games.

Your committee voted on March seventeenth that each year a special M be awarded to those players who won their letter fifty years ago. It voted also to award honorary letters to Truman E. Rickard, author of "Hail, Minnesota!" and to W. K. Foster, who organized the first gymnastic team, the first wrestling team, and the first hockey team at Minnesota, also for his indefatigable work in compiling a history of the Athletic Department.

## STATISTICAL TABLE ON INTERCOLLEGIATE ATHLETICS, 1940-41

Respectfully submitted,  
 COMMITTEE ON INTERCOLLEGIATE ATHLETICS  
 E. B. PIERCE, Chairman  
 14  
 Accepted

Head Coach and Activity	Total Number Games	No. Conference Games	No. Non-Conference Games	Total No. Receiving Athletic Instruction Including Freshman	No. Varsity Candidates	No. Varsity Candidates Eligible for Intercollegiate Competition	No. Having Competition	No. "M." Awards	No. Varsity Plain Garments Awarded	No. Freshman Candidates	No. Numerals Awarded	No. Games Won	No. Games Lost	No. Games Tied
Baseball														
McCormick .....	23	12	11	203	91	32	18	13	14	112	18	14	9	0
Basketball														
MacMillan .....	20	12	8	161	55	28	14	17	7	106	25	11	9	0
Football														
Bierman .....	8	6	2	450	152	80	37	36	31	398	68	8	0	0
Golf														
Smith .....	10	6	4	85	33	20	16	5	3	52	6	6	4	0
Gymnastics														
Piper .....	7	4	3	55	29	25	9	5	2	26	8	4	3	0
Hockey														
Armstrong .....	16	10	6	79	38	26	19	11	6	41	21	11	3	2
Swimming														
Thorpe .....	7	4	3	50	31	15	15	12	3	19	16	6	1	0
Tennis														
Brain .....	10	5	5	67	27	18	7	6	1	40	14	7	3	0
Track														
Kelly .....	7	7	0	168	89	32	20	21	3	79	19	3	4	0
Wrestling														
Bartelma .....	8	3	5	87	44	25	14	11	3	43	10	6	1	1
<b>Totals</b> .....	<b>116</b>	<b>69</b>	<b>47</b>	<b>1405</b>	<b>589</b>	<b>301</b>	<b>169</b>	<b>137</b>	<b>73</b>	<b>916</b>	<b>205</b>	<b>76</b>	<b>37</b>	<b>3</b>



## VII. REPORT OF SPECIAL COMMITTEE TO DRAFT AN AMENDMENT TO THE SENATE'S BY-LAWS

This Committee was appointed June 6, 1941 by President Ford under authority of the Senate's action at its regular meeting, May 15, 1941. It was given two tasks: (1) to draft, and to submit to the Senate this month, a proposed by-law which should provide for a new standing committee of the Senate; (2) to serve as a temporary committee to investigate and hear any case of charges against or discipline of any member of the instructional staff.

The Committee is pleased to report that there has been no occasion for its services under the second head.

As a drafting committee, we submit herewith a resolution for the consideration of the Senate, embodying a proposed new by-law as follows:

### Resolution

*Resolved, That,* in order to provide a suitable method for carrying into effect the spirit and purposes of Paragraph 6 of a Resolution adopted by the Board of Regents of the University of Minnesota at its meeting on January 28, 1938, which affirmed the principle that "If the conduct of a teacher in his classroom or elsewhere should give rise to doubts concerning his fitness for his position, the question should in all cases be submitted first to a committee of the faculty," the By-Laws of the Senate of the University of Minnesota be amended by adding thereto a new paragraph to read as follows:

"30. There shall be a standing committee of five members to be known as the Judicial Committee. It shall have jurisdiction to hear and to report upon all cases in which a member of the academic staff of the University claims that he has been, or is about to be, dismissed or refused reappointment for reasons other than inefficiency in the performance of his duties, or for reasons not connected with the carrying out of the University's normal policies in the employment of members of the academic staff. It shall be the duty of the Committee to exercise this jurisdiction whenever a timely request to do so is made by any member of the academic staff, making claims of the character on which the Committee's jurisdiction is based, or by any member of the staff responsible for recommending the dismissal or non-reappointment of any member. The Committee shall promptly hear and dispose of all cases brought before it. It shall give written notice of all hearings, and an opportunity to be fully heard, to any member of the staff whose actions or conduct shall become an issue in any such proceeding. Any three members of the Committee may exercise any part or all of its jurisdiction in any case, if all members of the Committee so agree. There shall be no change in the personnel hearing a given case during the proceedings therein, and no member who has not been present during each of the hearings of a case may participate in its decision. The decision of the

Committee shall be limited to a declaration of its findings with respect to the issues of fact involved in a case brought before it. The Committee shall report its decision to the President. The President shall transmit the report to the Senate; but he may withhold the report from the Senate if the faculty member concerned is retained as a member of the academic staff, or in any case at the request of the member concerned, or in any case with the consent of the Judicial Committee."

Attention is called to three features of the proposed by-law:

1. The term "members of the academic staff" has been used to describe persons whose cases may come before the Judicial Committee. We have thus adopted the classification made in the Office of the Comptroller. As there used, the term includes all persons having academic rank, those engaged solely in research as well as those engaged in instruction. We are informed that in some parts of the University consistent practice does not obtain in the designation of personnel as academic. We suggest the advisability of consistency in this respect, so that every person entitled to academic status may clearly have it.

2. The words "the University's normal policies in the employment of members of the academic staff" are used. A definite statement of principles and practices of tenure would be of great value for the Judicial Committee. So far as we can learn, however, no such statement exists. We are not asked to formulate one. It has seemed necessary to assume the existence of "normal policies" in the definition of the functions of the Judicial Committee. We suggest that appropriate steps be taken to make good the assumption.

3. The Judicial Committee would report its decision as "findings with respect to issues of fact." It will be noted that neither the evidence nor recommendations would be reported. The decision would not be presented to the Senate for review. Hence no report of evidence is thought appropriate. Neither the Judicial Committee nor the Senate would have the power of action in any case. Hence recommendations are to be omitted from the Committee's report. However, the report would state the facts as determined by the Committee from the evidence. It would thus present the factors necessarily involved in the decision ultimately to be made by competent authority.

Respectfully submitted,

W. H. CHERRY, Chairman  
WILLIAM ANDERSON  
J. W. BEACH  
E. A. BOYDEN  
J. W. BUCHTA  
A. A. DOWELL  
M. G. NEALE

*Approved*

## VIII. SENATE COMMITTEES FOR 1941-42

The following committees of the Senate are nominated by the Acting President for the year 1941-42:

*Intercollegiate Athletics:* Mr. Pierce (chairman), Messrs. Boyd, Diehl, Filipetti, McCormick, Middlebrook, Rottschaefer (Conference representative), Stephenson, G. M., Wesley, Zelner. Vernal A. LeVoir, Ed 36, Malvin J. Nydahl, Md 35, Newton C. Loken, Ed 42, students.

*Student Affairs:* Dean Williamson (chairman), Miss Blitz, Messrs. Chapin, Christensen, A. N., Freeman, Hahn, Schmitz, H. Mead Cavert, Ag 43, Orville L. Freeman, L 43, Mary Janet Noyes, Ed 42, Evelyn Petersen, A 42, Millard H. Ruud, L 44, Betty D. Shields, A 43, students.

*Debate and Oratory:* Mr. Rarig (chairman), Messrs. Casey, Nichols, R. G., Quigley, Yoder. Earl H. Byleen, A 44, Katherine H. Brudnoy, L 45, Raymond J. Higgin, Ag 43, Harding A. Ornstein, L 43, Stanley P. Wronski, Ed 42, students.

*University Functions:* Mr. Pierce (chairman), Miss Blitz, Messrs. Colyear, Freeman, Holman, King, H. L., Mrs. Ruth E. Lawrence, Messrs. O'Brien, Robertson, Rhodes, Scott, C. M., Thomas, J. M.

*University Printing:* Mr. Miller, P. E. (chairman), Messrs. Carlson, William Samuel, Mrs. Margaret S. Harding, Messrs. Middlebrook, Walter.

*Education:* Mr. McConnell (chairman), Messrs. Koepke, Miller, W. S., Neale, Schmitz, Tate, Vaile, R. S., Visscher, Williamson.

*Business and Rules:* Mr. Rottschaefer (chairman), Messrs. Carlson, William Samuel, Casey, Minnich, Reighard.

*Relations of University to Other Institutions of Learning:* Dean Shumway (chairman), Messrs. Andersen, Paul, Carlson, William Samuel, Field, Krey, Miller, W. S., Ostlund.

*Library:* Dean Blegen (chairman), Messrs. Boyden, Gortner, MacDougall, Ogle, Reichardt, Straub, Walter, Wesley.

*Necrology:* Mr. McDowell (chairman), Messrs. Casey, Dowell, Miss Dora V. Smith, Mr. Watson.

*Students' Work:* Dean Williamson (chairman), Miss Blitz, Messrs. Carlson, William Samuel, Shumway, Chairmen of the Students' Work Committees of the several schools and colleges.

The Senate adjourned.

T. E. PETTENGILL, *Clerk of the Senate*



UNIVERSITY OF MINNESOTA  
THE SENATE  
MINUTES

MEETING, MAY 22, 1942, CANCELLED

The meeting of the University Senate scheduled for May 22, 1942 has been cancelled because of insufficient business requiring senate action. It is, however, deemed advisable to report the following items for information.

REPORT OF THE ADMINISTRATIVE COMMITTEE

Items Reported for Information

1. *Report of Committee on Contribution of the University of Minnesota to the National Defense in the Areas of Health, Physical Fitness, and Recreation.* Dean Peik discussed the work of the Committee mentioning that of the six original recommendations made, items 1, 2, 4, and 6 have been carried out and that action on the remaining items 3 and 5 would normally proceed in the colleges:

"Item 3. That the faculty of each college of the University consider the problems of health education in connection with its curricula, especially the desirability of requiring each student to take an introductory course in personal and public health for credit. Such a requirement might be waived for those students who, on a comprehensive pre-test showed adequate command of personal hygiene, public health, and preventive medicine."

"Item 5. That in view of the importance of national physical fitness, and the growing practice in all higher institutions the committee recommends to the colleges of the University that they institute a required program in physical education, with credit."

It was the sense of the Committee that a careful study of the problem as to aims and means should be made before definite action is taken. It was *voted* that the Committee be continued for the purpose of unifying progress and to provide assistance and information to the college faculties in their study of these problems.

2. *Report of Committee on Deferment of Military Service.* Dean Williamson discussed the work of the Committee during the past year. Attention was called to the memoranda recently issued regarding continued deferment of students and staff, the procedure for which is the same as provided for new deferments.

3. *Band Committee.* Mr. Scott and Mr. Prescott appeared before the Committee to discuss needs of the University band. It was

agreed that the band committee should prepare a statement on credit for band participation which will be presented to the various colleges for action. Mr. Prescott was requested to prepare an explanation of the functions of the different units of the band to accompany the statement on band credit. It was *voted* to recommend to the Board of Regents that the number of football trips made by the band be not restricted to one with the understanding that there be no public solicitations of funds.

4. *Physical Examinations of prospective staff members outside the city.* It was *voted* that the University would not allow more than \$4.00 for physical examinations of prospective staff members, when the examination is not taken in the University Health Service.

5. *University Committee on Morale.* Professor William Anderson appeared before the Administrative Committee to solicit suggestions and invite comments on several ideas for the guidance of his Committee on Morale. Among several proposals the Committee on Morale was to consider the desirability of an institute for the training of civilian morale workers, an all-University course on the place of the United States in the war, and several kinds of extension activities. During the discussion there was brought out the need of a central bureau of information for students on the possibilities in the different armed services.

6. *Course on War Background.* Dean Willey presented a topical outline of 17 lectures for a special winter quarter course on war background. He announced the appointment of Professor Steefel as the coordinator of the course. Professor Steefel will have advisory help from Professors Dicken, Garver, and Quigley. The lectures, which will begin on January 9, will be scheduled for Wednesdays and Fridays at 3:30. It was *voted* that one quarter hour of elective credit be allowed for the course.

7. *Grade for course on War Background.* It was *voted* to award a grade of S (Satisfactory) for the course on War Background. Calculation of honor points will be so made that the credit received in this course will have no effect either in raising or lowering the student's honor point ratio.

8. *University calendar, 1942-43.* It was *voted* to approve the proposed calendar for 1942-43:

*Fall Quarter*

1942			
September	14	Monday	Extension registration first semester begins
September	17	Thursday	Payment of fees closes for students in residence spring quarter in the Institute of Technology, Business Administration, Dentistry, Dental Hygiene, Law, Pharmacy, and Agriculture, Forestry, and Home Economics
September	21	Monday	Entrance tests

September	21-22		Registration for Freshman Week for all new students entering the freshman class
September	21-26		Examinations for removal of conditions Physical examinations Registration period, <sup>1</sup> College of Science, Literature, and the Arts, and General College
September	23-26		Freshman Week
September	24-25		Registration days <sup>1</sup> for all college not included above. Payment of fees closes for all students in Science, Literature, and the Arts, General College, Education, Public Health Nursing, Medical School, Medical Technology, Public Health, Physical Therapy, and for new students in other colleges except Graduate School
September	28	Monday	Fall quarter classes begin 8:30 a.m. <sup>2</sup> First semester extension classes begin <sup>3</sup>
October	3	Saturday	Last day for extension registration without penalty
October	10	Saturday	Last day for Graduate School registration and payment of fees
October	15	Thursday	Senate meeting, 4:30 p.m.
October	24	Saturday	Homecoming Day
November	3	Tuesday	Election Day; a holiday (except for extension)
November	7	Saturday	Dads Day
November	11	Wednesday	Armistice Day; a holiday (except for extension)
November	26	Thursday	Thanksgiving Day; a holiday
December	11-12 and 14-17		Final examination period
December	17	Thursday	Commencement Convocation Senate meeting, 4:30 p.m. Fall quarter ends 6:00 p.m. <sup>4</sup>

*Winter Quarter*

December	24	Thursday	Payment of fees closes for all students in residence fall quarter in undergraduate colleges
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For footnotes, see page 23.

1943			
January	4	Monday	Entrance tests Registration <sup>1</sup> for new students in all colleges. Payment of fees closes for new students in all colleges except the Graduate School
January	5	Tuesday	Winter quarter classes begin 8:30 a.m. <sup>2</sup>
January	16	Saturday	Last day for Graduate School registration and payment of fees
January	25	Monday	Extension registration second semester begins
February	6	Saturday	First semester extension classes close
February	8	Monday	Second semester extension classes begin <sup>3</sup>
February	12	Friday	Lincoln's Birthday; a holiday (except for extension)
February	13	Saturday	Last day for extension registration without penalty
February	18	Thursday	Charter Day Convocation Senate meeting, 4:30 p.m.
February	22	Monday	Washington's Birthday; a holiday
March 12-13 and	15-18		Final examination period
March	18	Thursday	Commencement Convocation Payment of fees closes for all students in residence winter quarter in undergraduate colleges Winter quarter ends 6:00 p.m.

*Spring Quarter*

March	26	Friday	Entrance tests
March	26-27		Registration <sup>1</sup> for new students in all colleges except the Institute of Technology. Payment of fees closes at 12:00 noon, March 27 for new students in all colleges except Graduate School
March	27	Saturday	Registration day for all students in the Institute of Technology
March	29	Monday	Spring quarter classes begin 8:30 a.m. <sup>2</sup>
April	10	Saturday	Last day for Graduate School registration and payment of fees

For footnotes, see page 23.



April	23	Friday	Good Friday; a holiday (except for extension)
May	8	Saturday	Mothers Day
May	13	Thursday	Cap and Gown Day Convocation
May	20	Thursday	Senate meeting, 4:30 p.m.
May	31	Monday	Memorial Day; a holiday (except for extension)
June	4	Friday	Second semester extension classes close
June	4-5 and 7-11		Final examination period
June	6	Sunday	Baccalaureate service
June	11	Friday	Spring quarter ends 6:00 p.m.
June	12	Saturday	Seventy-first annual commencement

#### *Summer Session*

June	14-15		Registration, first term. Payment of fees closes at 4:00 p.m. June 15 for all colleges
June	16	Wednesday	First term Summer Session classes begin 8:00 a.m.
July	5	Monday	Independence Day; a holiday
July	22	Thursday	Commencement Convocation
July	23	Friday	First term closes
July	26	Monday	Second term registration and payment of fees close at 4:00 p.m. July 26 for all colleges
			Second term classes begin 8:00 a.m.
August	27	Friday	Second term closes

<sup>1</sup> Registration subsequent to the date specified will necessitate the approval of the college concerned. See also privilege fees for late registration, page 46, General Information Bulletin. No student will be allowed to register in the University after one week from the beginning of the quarter excepting in unusual cases wherein special circumstances shall justify the appropriate committee of the college concerned permitting registration at a later date.

<sup>2</sup> First hour classes begin at 8:15 a.m. at University Farm.

<sup>3</sup> This date does not refer to correspondence study courses, which may be started at any time during the year.

<sup>4</sup> Extension classes continue to Saturday, December 19, and will resume Monday, January 4, 1943.

#### *9. Report of the Committee on Use of University Facilities in Advertising by Off-Campus Agencies.*

With respect to applications for use of pictures or statements regarding equipment and supplies in use at the University of Minnesota for advertising, it was agreed:

1. That there be no endorsement of equipment or articles for purposes of commercial advertising by staff members.

2. That when firms wishing to advertise seek pictures of their products in use at the University,
  - a. Permission be obtained of the person in charge of such equipment, etc. Examples, commercially produced equipment in use in such places as hospitals and various laboratories.
  - b. Pictures be taken by the University of Minnesota Photo Laboratory, not by photographers representing off-campus parties.
  - c. That the pictures, when used in advertisements, pamphlets, folders, or other promotional material, carry only captions to the effect that the articles shown are "in use at the University of Minnesota," or one of its divisions, without modifying words such as "satisfactory," which would be, in effect, endorsements.
3. It was agreed that off-campus organizations be refused permission hereafter to come to the campus and have pictures made with athletes or athletic settings as the background for private promotional material, publicity, or advertising. In this respect Mr. McCormick brought it to attention that any use of the pictures or names of athletes in connection with advertisements, folders, pamphlets, etc., is an infraction of Western Conference rules and therefore automatically barred. It was agreed that railroads and advertising agencies representing railroads carrying teams to games away from home, or soliciting student and public patronage on trips to games, be refused use of pictures of athletes for decorating their advertising material, such as posters or menu cards.

10. *National Conference of College and University Administrators on Higher Education and the War.* The Conference was sponsored by the Committee on Military Affairs of the National Committee on Education and Defense, and the U. S. Office of Education. The following recommendations were made by the Conference:

"That an immediate study be made by the National Committee on Education and Defense and the U. S. Office of Education War-time Commission as to the need for and bases of federal financial assistance to higher education, for the duration of the emergency, in order that the training of students for national service may be accelerated.

"That all institutions of higher education give immediate consideration to ways and means for accelerating the progress of students through such extension of the annual period of instruction and such adjustments of curricula as may be consistent with national needs, with educational standards, and may be possible with available resources.

"That credit should be awarded only to individuals who upon completion of their service shall apply to the institution for this credit and shall meet such tests as the institution may prescribe. In cases in which technical degrees are of distinct advantage to students in the armed forces, it is recognized that some departure from this practice on an individual basis may be justified."

Copies of the report discussed by Dean Willey were distributed to the Committee. President Coffey suggested that each college give attention to an accelerated program. A committee will be appointed to consider the implications of acceleration from a University-wide basis. If a satisfactory plan can be devised for the University of Minnesota it will be forwarded to the United States Office of Education for further consideration.

11. *Minutes of the Meeting of the Intercollegiate Conference of Faculty Representatives held at Chicago on December 6, 1941.* President Coffey called the attention of the Committee to the revision of Rule 1, Section 3, which now reads as follows:

"If a student leaves an institution of college grade when he is delinquent in any of his studies, or is not otherwise in good standing, and if he thereafter enters a Conference university while still delinquent or not otherwise in good standing, he shall be ineligible to represent such university in intercollegiate athletics during his first two college years of residence therein. In no case shall he represent such university in any intercollegiate athletic contest until two full calendar years shall have elapsed after his matriculation therein. Should he compete in violation of the foregoing provision, he shall continue to be ineligible until he has been in residence for a total of two college years in which he has not participated in intercollegiate athletics."

12. *Report of the Committee on Measurement and Guidance of the American Council on Education, held in New York City, January 19 and 20, 1942.* Dean McConnell reported upon the meeting he attended in New York City. The purpose of the meeting was to consider acceleration of students as it is related to measurement and guidance. Dean McConnell indicated that there is a trend toward the admission of students upon the completion of the junior year in high school and urged that the Board of Admissions consider the plan.

13. *Circular concerning preservation of documents, issued by Committee on the Conservation of Cultural Resources.* Dean Blegen, Chairman of the Committee, urged that no original documents or historical records especially as they pertain to the University should be destroyed.

14. *Recommendation to Faculties Concerning Credit for America Goes to War! Spring quarter, 1942.* Dean Willey reviewed the courses offered fall and winter quarter and outlined the spring quarter courses which the committee plans to offer, which will include a series of lectures regarding "the ways in which the war is affecting citizens in this country." It was *voted* to approve the committee's recommendation that the faculties continue to allow one credit for the course spring quarter with the understanding that if a similar course is offered next year that the question of credit will be carefully reconsidered.

15. *Survey of supplementary teaching fields.* President Coffey read a proposed letter to members of the teaching staff asking them to indicate supplementary courses in their present or other fields that they could teach if the necessity should arise. It was *voted* to approve issuance of the letter with the recommendation that it

also be sent to qualified persons on the non-teaching staff and include provision for staff members to indicate their training and background for the courses they list as alternate teaching possibilities.

16. *Report of the University Committee on Printing.* It was voted to approve the recommendations of the University Committee on Printing, on economies that can be effected in planning and printing University bulletins and stationery:

*Bulletins recommended for discontinuance.* Discontinuance of University Aids bulletin at an estimated annual saving of \$186. Discontinuance of this bulletin was effected by adding essential material to the General Information Bulletin. Because of the large amount of overlapping content it was possible to make this adjustment without increasing the size of the General Information Bulletin.

Recommended that Graduate Medical Bulletin be discontinued at a biennial saving of \$600. Discontinuance of this bulletin can be effected by adding essential material to the Graduate School Bulletin. Because of the large amount of overlapping content, it appears possible to make this adjustment without appreciably increasing the size of the Graduate School Bulletin.

Recommended that publication of special bulletins such as "Student Counseling at the University of Minnesota," "Student Self-Support at the University of Minnesota," "Who Should Go to College?" and Bulletin No. 31, Vol. XLI, beginning "If you expect to enter the University of Minnesota" be discontinued for the duration of the emergency. Estimates of saving cannot be made as these bulletins are not annually published.

*Biennial publication recommended* for all college bulletins with publication dates staggered so that approximately half of the bulletins may be printed one year and half the next. Bulletins now issued yearly include General College, Institute of Technology, Library Instruction, Law, Medical Technology, Nursing, Preventive Medicine and Public Health, Science, Literature, and the Arts. If this can be arranged there would be a saving every two years of one year's cost of composition or approximately \$1,000 total for the eight bulletins.

*Size of margin for University bulletins.* Samples of bulletin pages set 24, 26, and 28 em were considered. The 28 em set provides a saving of about one fourth in pages required for straight copy over material as at present set in 24 em. It was voted to recommend that 28 em be adopted as a standard for all college bulletins to effect a saving in paper. Saving from this change should approximate \$500 annually.

*Bulletin paper.* It was voted to continue use of present quality of paper as increased press work involved in use of cheaper paper made it appear doubtful if any saving would be effected by a change in quality of paper.

*Letterheads.* It was voted to recommend continuance of the present style of letterheads for full sheets and to approve the same style set nearer the top for half sheets to provide more space for typing and thus save paper.

*Letter paper.* It was voted to recommend adoption of No. 1 sulphite no-rag content paper as standard for all University stationery for both off-campus and intra-University communication. It was understood that this would become effective when the present supply of paper has been used. The saving amounts to 11¢ per pound and as normal requirements are 10,000 pounds, the annual saving by use of No. 1 sulphite paper amounts to \$1,100.

*Form of intra-University correspondence.* It was voted to recommend that telegraph form, which means elimination of salutation and complimentary close, be used in intra-University correspondence to effect a saving in paper and time.

17. *Report of the Committee on Rental Libraries.* The Committee reported that investigation showed that book demand exceeds supply only in rare instances and asked to withdraw the recommendation that a rental library be established. It was voted to approve the report.

18. *University bulletins requested by University Senate members.* It was voted to approve the report of the survey made by President Coffey of bulletin needs of the voting members of the Senate and the recommendation that in the future such publications be sent only to staff members who have requested them.

19. *Report of the Senate Committee on Education.* It was voted to approve the report of the Senate Committee on Education presented by Dean McConnell including the following recommendations:

1. It would be undesirable for the University to engage in an extensive program of non-credit courses of the type developed at Pennsylvania State College. The most productive way for students to spend their time, it seems to members of the Committee, is to devote their energy to well-planned curricula in their respective colleges.
2. The most constructive thing to be done at the present time is probably to give students systematic information concerning what the armed forces have outlined as the most valuable pre-induction training, and to indicate to students the courses which the University offers for the most part in its regular program which will meet these needs. What the armed services themselves deem most important is set forth clearly in Bulletin No. 23 of the American Council on Education Series on Higher Education and National Defense entitled, "Pre-induction Training Needs on the College Level for Enlisted Men in the Armed Forces." There are now available, or soon to be established, courses which meet all of the needs listed in this bulletin.

The information for students might well be summarized in a series of stories in the Minnesota Daily, but the Committee also believed it desirable to prepare a booklet of essential information in inexpensive form to be distributed to students.

3. The University might well pass on to secondary schools the information it may obtain from time to time concerning occupational opportunities and shortages, of importance to the war effort or to civilian welfare.
4. Through such agencies as the Extension Division and Center for Continuation Study, the University should provide training for the replacement of civilian personnel in occupations where shortages will occur as more and more men are taken into the armed forces. One such field mentioned was that of school building custodians.
5. The University should study the problem of education of women for war-related or war-created occupations. The Committee may give more attention to this problem later and make some definite recommendations. In the meantime, it calls attention to the importance of issuing a booklet devoted to "Careers for Women," with particular reference to the training available in the University. This is, of course, of broader significance than the direct war effort alone and may do much to hold up the enrollment of women in the University in the present emergency.
6. Although the Committee believe that students will be best served, in most instances, by the regular course offerings, it recognizes the value of adjusting the emphases in these courses to meet well-defined emergency needs. For example, the American Council bulletin referred to above indicates the importance of a general course in Chemistry "to include principles of explosives." A more fundamental example is the plan of the Medical School to hold extra evening sessions, without credit, on certain topics in medicine of specialized importance in the war emergency.
7. The Committee takes it for granted that the colleges of the University will be ready to give specialized courses for students such as those outlined by the Navy for the V-1, V-5, V-7 programs, or specialized courses for men or officers of the armed forces who may be sent here for that purpose.

T. E. PETTENGILL, *Clerk of the Senate*

# UNIVERSITY OF MINNESOTA

## THE SENATE

### MINUTES

The first regular meeting of the University Senate for the year 1942-43 was held in the Auditorium of Murphy Hall Thursday, December 17, 1942. Sixty-four members responded to roll call.

#### EXCERPT FROM STATEMENT MADE BY PRESIDENT COFFEY

The University is becoming a war enterprise. This does not mean that its normal functions are to disappear entirely, but it is inevitable as the war goes on that those functions should be given a new focus. The facilities of a university, both faculty and physical, inevitably must be adapted to the war program. That process of adaptation has been going on here. I should like to trace briefly some of the steps that have been taken and to suggest, if only for preliminary consideration, some of the problems that we are facing.

At the risk of giving some information with which you are familiar, let me first enumerate, but not for general publication, the special training courses that are now in operation together with the numbers of men that are involved. I am including in this list one or two courses that will not start until February or March but for which contracts have already been signed and it is only a matter of waiting for the opening date for the men to arrive.

*Naval Training School for Electricians' Mates.* 525 men.  
(We originally started this training course with a quota of 500 but the Navy is now stepping this up and apparently the over-all quota is to be increased to 600.)

*Naval Training School for Machinists' Mates.* 500 men.  
375 are already here and the remaining contingent of 125 will be here within a few days.

*Naval Training School for Cooks and Bakers.* 45 men.  
*University of Minnesota-Honeywell School of Aeronautical Electronics.* 135 men.

*Doall Trade School.* 65 men.

It is probable that this group will be increased to 100 and that a special curriculum dealing with heat treatment of materials to be offered by members of our own staff, will be added to the present curriculum.

*U.S. Army Signal Corps Pre-Radar Group.* 80 men.

It is probable that this will be increased to 120 men.

*Civilian Pilot Training Corps.* 70 men.

This group is soon to be reduced to 40 men.

*U.S. Army Air Force Pre-Meteorological "B" Program.* 300 men.  
These will arrive March 1, 1943.

*U.S. Army Medical Corps—Course in Chemical Laboratory Technology.* 25 men.

They will arrive January 1 or shortly thereafter.

*Curtiss-Wright Aeronautical Engineering Course for Women.* 120 women.

These women will arrive on February 1.

The figures I have given you shows that there are now on the campus, or contracts have been signed for men to be on the campus, trainees numbering 1,865.

Still other courses are pending. We have been asked if we will assume responsibility for training additional men in the Pre-Meteorological Course, taking students for this who have just completed high school in contrast to the more advanced program that will begin here on March 1. The quota we have indicated is 300 men.

The U.S. Army Quartermaster General has asked us to undertake a special course beginning about January 1 for a small group of men to be trained as slaughterers and meat dressers. These men will be assigned with the advancing Army troops in the far corners of the world where it is necessary to acquire beef and other meats on the hoof and prepare it as food while the troops are advancing day by day. The proposed quota is 18 men.

We have been asked if we would take 1,000 WAVES and have indicated a willingness to do so if the Navy wishes to send them here.

We have also indicated a willingness to accept 600 Pre-Pre-Flight Naval Trainees, and the Navy more recently has been making inquiry concerning the possibility of utilizing our Department of Aeronautical Engineering for further training of officers in that field.

Not all of these programs will eventuate; at the same time it is probable that there are some that will develop of which we at the moment know nothing or have only the most rudimentary information. The number of student enlisted personnel in these pending training programs is well over 2,000.

In addition to these training programs we have rented space to the Army Air Forces in Northrop Memorial Auditorium for headquarters for an Arctic Research Institute which is now functioning with a staff of 12 men sent here by the Army.

More recently the Intelligence Division of the Office of War Information has made arrangements for an office and headquarters in Murphy Hall. The members of the staff will work closely with our own School of Journalism.

In addition to these training programs the University has entered into a large number of contracts with federal agencies covering special work of one sort or another. My estimate would be that since the outbreak of the war the number of such contracts drawn would considerably exceed 100.



Insofar as possible it has been our policy to accept the programs only if by so doing we can in some measure utilize our own staff for instructional purposes. These programs, in a period of declining student enrollments serve as a backlog in terms of which the University can continue to function. I recognize that some of these programs are not of collegiate level. I wish they were, but it is not possible to be a chooser at least to the extent of 100 per cent, and therefore I have tried to balance our desire to have courses of collegiate level against our pressing needs for financial stability.

In connection with the training programs for the armed forces which are already in effect and those which will develop under the new Army-Navy plan, certain very difficult problems face us and I should like to mention these to you.

All of these programs call for housing and feeding of the men. The University of Minnesota has no large dormitory development here for men or women, and so it will be necessary for us to consider very carefully how we may house the soldier-students that may be sent to us. In the past months we have been unwilling to commit all of our housing space to Army and Navy programs, such as the Electricians' Mates, because we realized that eventually many of the regular students would be in uniform and we would be called upon to house them also. It is clear to me that our regular dormitories will have to be used for housing service groups. Their capacity can be considerably increased by the process of double-decking the rooms. The service men now on the campus are either in double-deck or triple-deck beds.

I have had a survey made of housing facilities. Every possible space on and adjacent to the campus has been gone over with a view to its possible use as a dormitory. The suggestion is frequently made that we should take a classroom building and convert it into dormitories. This is not a feasible solution to the problem since any such arrangement requires the installation of an enormous amount of plumbing equipment which is not obtainable. Furthermore, the Army and the Navy have said again and again that they will not approve of housing that calls for a considerable outlay of what they call the commissioning costs of a building. What housing we provide, therefore, must be done without a great outlay of money and without the need for extensive plumbing alterations.

In addition to surveying the campus we have begun to consider the use of buildings such as the fraternities. The fraternity houses were used during the past world war and while we have nothing specific to indicate what is going to happen now, we wish to be prepared for every possible contingency.

The housing problem involves more than the location of building, because beds and bedding are also necessary. These, too, are extremely difficult to obtain at the present time. Weeks ago, however, we instructed the Purchasing Department to anticipate our probable needs and I think we shall be able to take care of any quota of soldier-students or additional training groups that

may be assigned to us. I mention this because I think the faculty members should appreciate that the problems that we face are not only instructional, they also involve these most difficult problems that fall upon administrative officers and their assistants.

Another problem in connection with the training programs relates to faculty. This has two aspects:

1. Finding men to teach the technical subjects that are required, notably Mathematics, Physics, and Sciences.

2. The utilization of the time of staff members in departments where it appears that enrollments will decline to very low numbers. I think we are forced to give careful consideration to the possibility of "converting" some of the staff members so that they perform functions other than those they are now performing. At meeting of Big Ten college presidents that I attended in Chicago last Saturday, this subject was under discussion and I find that at several of the institutions staff members voluntarily have organized refresher courses designed to re-train themselves or to give themselves skills that will permit their giving instruction in other fields than those in which they are now teaching. One president stated that some members of his staff had spent as much as four months in re-training for new duties. I am asking the Deans to give this matter their very careful consideration. I can repeat what I have said many times, that my one desire is to protect and to preserve our faculty. If we are to succeed in doing it, I think some such steps as the one I am suggesting are going to be necessary.

I also think it is going to be necessary for us to give some consideration to our University calendar. I cannot go into the details of this now but there are indications that the Army-Navy program is set up in units of time that are not well adapted to our quarter system. When the programs are announced, I think you will see what I mean and I hope that you will read the proposals with this in mind. I am certain the continuous operation of the University is going to be necessary. That, too, will introduce problems for us and as always I shall welcome suggestions from the staff that may be helpful in solving some of the difficulties that face us all.

I should like to mention briefly the development of special war courses. These, too, are a device to serve students well and thereby to serve a community and also to help the University maintain its teaching staff. I refer to such courses as those developed in the School of Business Administration designed to train women for special war work. The Arts College, likewise, has been developing a number of these courses and I know that the other colleges also are giving the matter much thought. Last week I appointed a special committee on war training courses, with Dean Blegen as chairman. The function of this committee will be to coordinate these special courses, thus preventing overlapping and duplication and, more important, to stimulate the development of additional courses. I sincerely hope that staff members who have ideas with respect to the kind of training that may

be offered for training involving women will send their suggestions to me or to Dean Blegen.

Finally, I want to express once more the thought in which I so firmly believe, namely, that through the cooperation of all of us we will be able to weather the difficulties that we are facing and are going to face. I hope every member of the faculty will feel that I will welcome any suggestions from him or her with respect to the function of the University in this war period. The job we have to do is one that involves every one of us. It is not a job that some few people can carry alone. Everyone must pitch in and help. There are going to be some difficult adjustments, but I can assure you that I regard them as temporary devices to help us over this troublesome period.

### ITEMS PRESENTED

The following items were presented for consideration by the Committee on Business and Rules and action was taken as indicated.

#### I. APPROVAL OF THE MINUTES OF OCTOBER 16, 1941

*Approved*

#### II. SENATE ROSTER FOR 1942-43

##### Voting List

<sup>1</sup> Abbe, Ernst C.	Barnhart, Thomas F.
Akerman, John D.	Barton, Francis B.
Alderman, William H.	Bass, Frederic H.
Allison, John H.	Beach, Joseph
Amberg, Ray M.	Bell, Elexious T.
Andersen, Paul	<sup>1</sup> Bierman, B. W.
<sup>2</sup> Anderson, Gaylord W.	Biester, Alice
Anderson, John E.	Bieter, Raymond N.
<sup>4</sup> Anderson, William	Bird, Charles
<sup>2</sup> Archer, Clifford P.	Blakey, Roy G.
Armstrong, W. D.	Blegen, Theodore
Arnal, Leon E.	Blitz, Anne D.
Arny, Albert C.	Boardman, C. W.
Bachman, Gustav	<sup>1</sup> <sup>2</sup> Boddy, F. M.
Bade, Edward S.	<sup>2</sup> Boehnlein, Charles
Bailey, Clyde H.	Bollman, J. L. (Rochester)
Baker, A. B.	<sup>1</sup> Bond, Guy L.
Baker, Gertrude M.	Boothby, W. N. (Rochester)
Baldes, E. J. (Rochester)	Borak, Arthur M.
Balfour, D. C. (Rochester)	Bossing, N. L.
Barber, H. H.	Boyd, Willard L.
Barnes, A. R. (Rochester)	Boyden, Edward A.

Boynton, Ruth E.  
 Braasch, W. F. (Rochester)  
 Brameld, Theodore  
 Brekhus, Peter J.  
 Brierley, Wilfrid G.  
 Briggs, David R.  
 Brink, Raymond W.  
<sup>1</sup>Brown, Clara  
 Brown, Huntington  
 Brown, Ralph H.  
 Brueckner, Leo J.  
 Bryant, John M.  
 Bryngelson, Bryng  
 Buchta, J. W.  
 Burkhard, Oscar C.  
 Burnham, Charles R.  
 Burr, George O.  
 Burt, Alfred L.  
 Burton, S. Chatwood  
 Bussey, William H.  
 Butters, Frederic K.  
 Calverley, Charles E.  
<sup>1</sup>Carlson, William S.  
 Casey, Ralph D.  
 Chapin, F. Stuart  
 Charnley, Mitchell  
 Cherry, Wilbur H.  
 Cheyney, Edward G.  
<sup>1</sup>Christensen, Asher N.  
 Christensen, Jonas J.  
 Christianson, John O.  
 Chute, A. H.  
 Clarke, Eric K.  
 Clawson, Benjamin J.  
 Coffey, Walter C.  
 Cohen, Lillian  
 Combs, Willes B.  
 Comstock, E. H.  
 Conger, George P.  
 Cook, Walter W.  
 Cooper, William S.  
<sup>1</sup>Coulter, Samuel T.  
 Creevy, Charles D.  
 Currence, Troy M.  
 Cutler, Alvin S.  
 Davis, Darrell H.  
 Davis, E. W.  
 Densford, Katharine J.  
 Deutsch, Harold C.  
 Dicken, Samuel N.  
 Diehl, Harold S.  
 Dippel, Adelbert L.  
 Donelson, Eva  
 Dowdell, R. L.  
 Dowell, Austin  
 Downey, Hal  
 Dunn, William P.  
 Du Priest, J. R.  
 Eckert, Ruth E.  
 Eddy, Samuel  
 Edwards, Marcia  
 Eggers, Henry C. T.  
 Elliott, Richard M.  
 Ellis, Ralph V.  
 Emmons, William H.  
 Essex, H. E. (Rochester)  
 Evans, Gerald T.  
 Fahr, George E.  
 Feigl, Herbert  
 Feldman, W. H. (Rochester)  
 Fenlason, Anne L.  
 Fenske, Theodore H. (Morris)  
 Ferguson, Donald  
 Ferrin, Evan F.  
 Field, Albert M.  
 Filipetti, G.  
 Fischer, Earl B.  
 Fitch, James B.  
 Flagstad, Carl  
 Flynn, Joseph A.  
 Fraser, Everett  
 Freeman, Edward M.  
 French, Robert W.  
 Fryklund, Verne C.  
 Garver, Frederic B.  
 Geddes, William F.  
 Geiger, Isaac W.  
 Givold, Ole  
 Goldstein, Harriet  
 Goodenough, Florence L.  
<sup>1</sup>Gortner, Ross A.  
 Granovsky, Alexander A.  
 Green, Robert G.  
 Griffith, Charles A.  
 Grismer, Raymond L.  
 Grout, Frank F.  
 Gruner, John W.  
 Hall, Ambert B.  
 Halvorson, H. O.  
 Hansen, Arild E.  
 Hart, William L.  
<sup>1</sup>Hartig, Henry E.  
<sup>1</sup>Harvey, Rodney B.  
<sup>1</sup>Hasbrouck, Theodore

Hathaway, Starke  
 Hauser, George  
 Hayes, Herbert K.  
 Heaton, Herbert  
 Heilig, L. S.  
 Heilman, E. A.  
 Heisig, G. B.  
 Henderson, M. S. (Rochester)  
 Henrici, Arthur T.  
 Heron, William T.  
 Herrick, Carl A.  
 Hess, Eugene L.  
 Higgins, G. M. (Rochester)  
<sup>1</sup>Hill, Edward L.  
 Hillhouse, James T.  
<sup>6</sup>Hirschfelder, Arthur D.  
 Holman, William F.  
<sup>1</sup>Hughes, C. A.  
 Hull, Gertrude  
 Hutchinson, Lura C.  
 Immer, Forrest R.  
 Jackson, Dunham  
 Jacobson, Carl A.  
 Jennings, Arthur B.  
<sup>1</sup>Jennings, Edward G.  
 Jesness, Oscar B.  
 Johnson, Elmer W.  
 Johnson, Palmer O.  
 Jones, Robert T.  
 Jones, Roy C.  
 Joseph, Thomas L.  
 Kaufert, Frank H.  
 Keller, Louis F.  
 Kendall, E. C. (Rochester)  
 Kennedy, Cornelia  
 Kernkamp, H. C. H.  
 Kernohan, J. W. (Rochester)  
 Keys, Ansel  
 Killeen, Earle G.  
 King, Harry L.  
<sup>2</sup>King, Joseph T.  
 Kinyon, Stanley V.  
 Kirkpatrick, Clifford  
 Kittleson, Arthur J.  
 Knight, Ralph T.  
 Koelsch, C. F.  
<sup>1</sup>Koepke, Charles A.  
<sup>3</sup>Koller, E. Fred  
 Kolthoff, Izaak M.  
 Kozelka, R. L.  
 Krantz, Fred A.  
 Krey, August C.  
 Kuhlmann, John H.  
 Lambert, E. M.  
 Lang, F. C.  
 Lansing, Robert C.  
 Larson, Winford P.  
 Lasby, William F.  
 Lauer, Walter M.  
 Lees, C. Lowell  
 Le Fort, Emilio  
 Leichsenring, Jane  
 Leicht, Joseph  
 Leland, Ora M.  
<sup>1</sup>Levens, Alex  
 Lind, Samuel C.  
 Lindsay, William  
 Lippincott, Benjamin E.  
<sup>1</sup>Livingston, R. S.  
 Longstaff, Howard  
 Ludwig, C. C.  
<sup>2</sup>Lund, Clarence E.  
 Lunden, Laurence R.  
 Luyten, Willem J.  
 MacDougall, Frank H.  
 Macy, Harold  
 Mann, Charles A.  
 Mann, F. C. (Rochester)  
 Marget, Arthur W.  
 Marvin, Robert S.  
 Mason, H. L. (Rochester)  
<sup>3</sup>Matson, Rosser H.  
 McCall, T. M. (Crookston)  
 McCartney, James S.  
 McClintock, Henry L.  
 McConnell, T. R.  
<sup>1</sup>McCormick, F. G.  
 McDowell, G. Tremaine  
 McKelvey, John L.  
 McKinley, J. C.  
 McNeal, Wylle B.  
 McQuarrie, Irvine  
 Mickel, Clarence E.  
 Middlebrook, William T.  
 Miller, L. F.  
 Miller, Paul E.  
 Miller, W. S.  
 Mills, Lennox  
 Minnich, Dwight E.  
 Mitropoulos, Dimitri  
 Monachesi, Elio D.  
<sup>2</sup>Money, Frances M.  
<sup>1</sup>Montillon, George H.  
 Montonna, Ralph E.

Moore, C. A.  
 Morse, Horace T.  
 Mudgett, Bruce D.  
 Myers, Howard D.  
 Myers, W. R.  
<sup>1</sup>Nafziger, Ralph O.  
 Neale, Mervin G.  
 Nelson, Kent  
 Nelson, Lowry  
 Newton, Julia O.  
 Nichols, Charles W.  
<sup>1</sup>Nier, Alfred O. C.  
 Noble, Isabel  
 Nordly, Carl L.  
<sup>3</sup>Oberg, Paul  
 O'Brien, William A.  
 Ogle, Marbury B.  
 Oliver, Clarence P.  
 Osgood, Ernest S.  
 Ostlund, H. J.  
 Paine, John R.  
 Palmer, Leroy S.  
 Parker, Walter H.  
 Paterson, Donald  
 Pattison, Walter T.  
 Peik, Wesley E.  
<sup>1</sup>Pepinsky, Abe  
 Peters, Walter H.  
 Petersen, William E.  
<sup>1</sup>Petry, Lucile  
 Peyton, W. T.  
 Phelps, Ethel  
 Piccard, J. F.  
 Pierce, E. B.  
<sup>3</sup>Piper, Ralph A.  
 Pirsig, Maynard E.  
 Pond, George A.  
 Potthoff, Carl J.  
 Power, Marschelle H. (Rochester)  
 Price, R. R.  
 Priestler, George C.  
<sup>3</sup>Prosser, William L.  
 Quigley, Harold S.  
 Rarig, Frank  
 Rasmussen, Andrew T.  
 Raymond, Ruth  
 Read, Horace E.  
 Reichardt, Konstantin  
 Reighard, John J.  
 Reyerson, Lloyd H.  
<sup>3</sup>Riesenfeld, Stephan A.  
 Rigler, Leo G.  
 Riley, William A.  
 Rindsland, William C.  
 Ringoen, Adolph  
 Robertson, Burton J.  
 Robertson, H. E. (Rochester)  
 Robertson, Rhodes  
 Roe, Harry B.  
 Roepke, Martin H.  
 Rogers, Charles H.  
<sup>2</sup>Rose, Ella J.  
 Rosendahl, Carl O.  
 Rosenow, E. C. (Rochester)  
 Rost, Clayton O.  
 Rottschaefer, Henry  
 Rotzel, C. L.  
 Rowley, Frank B.  
 Ruggles, Arthur G.  
<sup>1</sup>Rumbaugh, Lynn H.  
 Rufford, Skuli  
 Ryan, J. J.  
 Sandstrom, W. Martin  
 Scammon, Richard E.  
 Schantz-Hansen, Thorvald  
<sup>2</sup>Schiele, Burtrum C.  
 Schlotthauer, C. F. (Rochester)  
 Schmeckebier, Laurence  
 Schmidt, E. P.  
 Schmitt, Otto H.  
 Schmitz, Henry  
 Schroeder, Philip M.  
 Schwantes, Arthur J.  
 Schwartz, G. M.  
 Scott, Frederick H.  
 Searles, Harold R.  
 Sheard, Charles (Rochester)  
 Shippee, Lester B.  
 Shoop, Charles F.  
 Short, Lloyd M.  
 Shumway, R. R.  
 Sirich, E. H.  
<sup>1</sup>Skinner, B. Frederic  
 Sletto, Raymond F.  
 Sloan, Hubert J.  
 Smith, Dora V.  
 Smith, Homer J.  
 Smith, Lee I.  
 Sneed, M. Cannon  
 Spink, Wesley W.  
 Stakman, Elvin C.  
<sup>1</sup>Starr, Joseph R.  
 Stauffer, Clinton R.

Steefel, Lawrence D.  
 Stehman, J. W.  
 Stenstrom, Karl W.  
 Stephenson, George M.  
 Stevenson, Russell A.  
 Stigler, G. J.  
 Stoesser, Albert V.  
<sup>1</sup>Straub, Lorenz G.  
 Summers, Robert E.  
<sup>2</sup>Swanson, Gustav  
 Tanquary, Maurice C.  
<sup>1</sup>Tate, John T.  
 Teeter, Thomas A. H.  
 Thiel, George A.  
 Thomas, J. M.  
 Thompson, Mark J. (Duluth)  
 Tinker, Miles A.  
 Treloar, Alan E.  
 Tyler, Tracy F.  
 Underhill, Anthony L.  
<sup>1</sup>Upgren, Arthur R.  
 Vaile, Gertrude  
<sup>1</sup>Vaile, Roland S.  
 Valasek, Joseph  
 Van Wagenen, M. J.  
 Vaughan, Alfred L.  
 Visscher, Maurice B.  
 Vold, George B.  
 Waite, Warren C.  
 Waldron, C. W.  
<sup>2</sup>Walker, Jr., C. A.  
 Wallis, Wilson D.  
 Walter, Frank K.  
 Wangensteen, Owen H.  
<sup>2</sup>Warren, Robert P.  
 Watson, Cecil J.  
 Webb, James S.  
 Wells, Lemen J.  
 Wesley, Edgar B.  
 Wetherby, Macnider  
 White, Wendell  
 Wilcox, Hugh B.  
 Wilder, R. M. (Rochester)  
 Willey, Malcolm M.  
 Williams, John H.  
 Williamson, E. G.  
 Willson, David H.  
 Wilson, Harold K.  
 Winters, Laurence M.  
<sup>1</sup>Wise, J. A.  
 Wodsedalek, Jerry  
<sup>1</sup>Wrenn, C. Gilbert  
 Wright, Harold N. G.  
 Yoder, Dale  
 Zelner, Otto S.

### Non-Voting List

Adson, Alfred W. (Rochester)  
 Allen, E. V. (Rochester)  
 Alvarez, W. C. (Rochester)  
 Amberg, S. (Rochester)  
 Alway, Frederick J., Professor  
 and Chief of Soils, Emeritus  
 Austin, L. T. (Rochester)  
 Bagen, J. A. (Rochester)  
 Barker, N. W. (Rochester)  
 Barron, Moses  
 Bassett, Louis B., Associate  
 Professor of Farm Manage-  
 ment, Emeritus  
 Beard, A. H.  
 Benedict, W. L. (Rochester)  
 Berkson, J. (Rochester)  
 Boies, L. R.  
 Boss, Andrew, Professor  
 Emeritus, Agricultural Ex-  
 periment Station  
 Boss, William, Professor and  
 Chief, Emeritus, Agricul-  
 tural Engineering  
 Bowing, H. H. (Rochester)  
 Broders, A. C. (Rochester)  
 Brooke, W. E., Professor of  
 Mathematics and Mechanics,  
 Emeritus  
 Brown, Edgar D., Associate  
 Professor of Pharmacology,  
 Emeritus  
 Brunsting, L. A. (Rochester)  
 Buie, L. A. (Rochester)  
 Burch, Frank E.  
 Butler, John  
 Butter, A. B.  
 Camp, J. D. (Rochester)  
 Campbell, Orwood J.  
 Carey, James B.  
 Chatterton, Carl C.

Chesley, Albert J.  
 Christianson, Peter, Professor of Mines, Emeritus  
 Christison, James T., Professor of Pediatrics, Emeritus  
 Cole, Wallace H.  
 Colvin, Alexander R.  
 Comfort, M. W. (Rochester)  
 Cooke, Louis J., Professor Department of Physical Education for Men, Emeritus  
 Cooperman, Oscar  
 Corbett, J. Frank, Professor of Surgery, Emeritus  
 Counseller, V. S. (Rochester)  
 Cox, Norman J., Associate Professor of Dentistry, Emeritus  
 Craig, W. McK. (Rochester)  
 Crenshaw, J. L. (Rochester)  
 Dalaker, H. H., Professor of Mathematics and Mechanics, Emeritus  
 Damon, George M.  
 Desjardins, A. U. (Rochester)  
 Dixon, C. F. (Rochester)  
 Drake, Carl B.  
 Drips, Della G. (Rochester)  
 Erickson, Theodore A., Associate Professor, Emeritus, Agricultural Extension  
 Erikson, Henry A., Professor of Physics, Emeritus  
 Ernst, Max E.  
 Eusterman, G. B. (Rochester)  
 Evans, E. T.  
 Fansler, Walter A.  
 Figi, F. A. (Rochester)  
 Foley, Frederic E. B.  
 Ford, Guy S., President, Emeritus  
 Frankforter, George B., Professor of Organic Chemistry, Emeritus  
 Gaarde, F. W. (Rochester)  
 Gardner, B. S. (Rochester)  
 Gardner, Edwin L.  
 Ghormley, R. K. (Rochester)  
 Giffin, H. Z. (Rochester)  
 Gray, Howard K. (Rochester)  
 Gray, Royal C.  
 Green, Robert O.  
 Haines, Samuel F. (Rochester)  
 Hammes, Ernest M.  
 Harker, Lee A.  
 Harrington, Francis E.  
 Harrington, S. W. (Rochester)  
 Hartman, Howard R. (Rochester)  
 Havens, F. Z. (Rochester)  
 Helmholtz, H. F. (Rochester)  
 Hempstead, B. E. (Rochester)  
 Hench, P. S. (Rochester)  
 \*Henry, Raymond R.  
 Horton, B. T. (Rochester)  
 Huenekens, Edgar J.  
 Ikeda, Kano  
 Irvine, Harry G.  
 Jackson, Clarence M., Professor of Anatomy, Emeritus  
 Jenks, Albert E., Professor of Anthropology, Emeritus  
 Johnson, James A.  
 Johnson, Raymond E.  
 Johnson, Reuben A.  
 Keith, N. M. (Rochester)  
 Kennedy, R. L. J. (Rochester)  
 Kepler, E. J. (Rochester)  
 Kirchner, William H., Professor of Drawing and Descriptive Geometry, Emeritus  
 Kirklin, B. R. (Rochester)  
 Kirkwood, William P., Professor, Division of Publications, Department of Agriculture and Department of Journalism, Emeritus  
 Klaeber, Frederick, Professor of Comparative Literature, Emeritus  
 Knight, Ray R.  
 Krusen, F. H. (Rochester)  
 Lansing, R. C.  
 Lawton, Harry C.  
 Le Compte, Irville C., Professor of Romance Languages, Emeritus  
 Leddy, E. T. (Rochester)  
 Lemon, W. S. (Rochester)  
 Lillie, H. I. (Rochester)  
 Little, Joseph M.



Litzenberg, Jennings C., Professor of Obstetrics and Gynecology, Emeritus  
 Logan, A. H. (Rochester)  
 Love, J. G. (Rochester)  
 Lundy, J. S. (Rochester)  
 Lynch, Francis W.  
 MacCarty, W. C. (Rochester)  
 MacGibbon, Everett E.  
 Macnie, John S., Associate Professor of Ophthalmology, Emeritus  
 Magath, T. B. (Rochester)  
 Mann, F. M., Professor of Architecture, Emeritus  
 Martenis, John V., Associate Professor of Mechanical Engineering, Emeritus  
 Masson, J. C. (Rochester)  
 Mayo, Charles W. (Rochester)  
 McDaniel, Orianna, Clinical Associate Professor of Preventive Medicine, Emeritus  
 Meyer, Robert  
 Meyerding, H. W. (Rochester)  
 Michael, J. C.  
 Michelson, Henry E.  
 Moersch, F. P. (Rochester)  
 Moersch, H. J. (Rochester)  
 Montgomery, H. (Rochester)  
 Mussey, R. D. (Rochester)  
 Myers, J. A.  
 \*Nachtrieb, Henry F., Professor of Animal Biology, Emeritus  
 Nathanson, Morris N.  
 Nelson, Herbert C.  
 New, G. B. (Rochester)  
 Newhart, Horace, Professor of Otolaryngology, Emeritus  
 Nicholson, E. E., Dean of Student Affairs, Emeritus  
 Noble, John F.  
 Norris, J. Anna, Professor of Physical Education, Emeritus  
 Oestlund, Oscar W., Professor of Animal Biology, Emeritus  
 O'Leary, Paul A. (Rochester)  
 Olmsted, Everett W., Professor of Romance Languages, Emeritus  
 Osterberg, A. E. (Rochester)  
 Otto, Carl F.  
 Pagenkopf, Alfred A.  
 Pattridge, Mark O.  
 Pease, Levi B., Professor of Metallurgy, Emeritus  
 Pemberton, J. D. (Rochester)  
 Pettengill, True E.  
 Platou, Erling S.  
 Plummer, W. A. (Rochester)  
 Prangen, A. D. (Rochester)  
 Priestley, J. T. (Rochester)  
 Ramsey, Walter R., Clinical Associate Professor of Pediatrics, Emeritus  
 Randall, L. M. (Rochester)  
 Reynolds, George W.  
 Richards, Ernest T. F.  
 \*Ritchie, Harry P., Professor of Surgery, Emeritus  
 Roberts, Thomas S., Professor of Pediatrics, Emeritus  
 Rodda, F. C.  
 Rothrock, John L., Professor of Obstetrics and Gynecology, Emeritus  
 Rudolph, Charles E.  
 Sanford, A. H. (Rochester)  
 Savage, Charles A., Professor of Greek, Emeritus  
 Schaaf, Frederick H.  
 Schneider, John P.  
 Schwyzer, Arnold  
 Scott, Carlyle, Professor of Music, Emeritus  
 Searles, Colbert, Professor of Romance Languages, Emeritus  
 Seham, Max  
 Shapiro, Morse J.  
 Shea, Alice Leahy  
 Sheldon, W. D. (Rochester)  
 Professor of Neurology, Emeritus  
 Shellman, Joseph F.  
 Sidener, C. F., Professor of Chemistry, Emeritus  
 Sigerfoos, Charles P., Professor of Zoology, Emeritus  
 Smith, Arthur C., Professor of Poultry Husbandry, Emeritus  
 Smith, Harry L. (Rochester)  
 Smith, N. D. (Rochester)

Snell, A. M. (Rochester)  
 Steward, Thomas E.  
 Stoll, Elmer E., Professor of  
 English Emeritus  
 Stomberg, Andrew A., Pro-  
 fessor of Scandinavian  
 Languages, Emeritus  
 Storm, A. V., Professor Emer-  
 itus  
 Strachauer, Arthur C.  
 Sweitzer, Samuel E.  
 Thom, L. W.  
 Thomas, Gilbert J.  
 Thompson, G. J. (Rochester)  
 Tilden, Josephine, Professor of  
 Botany, Emeritus  
 Ulrich, Henry L.  
 Vehe, William D.  
 Wagener, H. P. (Rochester)  
 Wahlquist, Harold  
 Walls, James M., Professor of  
 Operative Dentistry, Emeri-  
 tus  
 Walters, W. (Rochester)  
 Watkins, C. H. (Rochester)  
 Weisman, S. A.  
 Weller, Marion, Assistant Pro-  
 fessor Emeritus, Department  
 of Home Economics  
 Wells, Amos S.  
 White, Albert B., Professor of  
 History, Emeritus  
 White, S. Marx, Professor of  
 Medicine, Emeritus  
 Whittaker, Harold A.  
 Wiethoff, Charles A.  
 Wilcox, Archa  
 Williams, H. L. (Rochester)  
 Willius, F. A. (Rochester)  
 Wilson, L. B. (Rochester),  
 Professor of Pathology and  
 Director of the Mayo Found-  
 ation, Emeritus  
 Woltman, H. W. (Rochester)  
 Wulling, Frederick J., Dean  
 of the College of Pharmacy,  
 Emeritus  
 Young, Jeremiah, Professor of  
 Political Science, Emeritus  
 Zeleny, Anthony, Professor of  
 Physics, Emeritus  
 Zierold, Arthur A.  
 Zimmerman, Harry

<sup>1</sup> Absent on leave.

<sup>2</sup> Promotion.

<sup>3</sup> New appointment.

<sup>4</sup> Absent on leave half-time.

<sup>5</sup> Died July 17, 1942.

<sup>6</sup> Died September 3, 1942.

<sup>7</sup> Died September 30, 1942.

<sup>8</sup> Died October 11, 1942.

*Accepted*

### III. SENATE COMMITTEES FOR 1942-43

The following Senate committees have been named by the President, subject to the approval of the University Senate:

*Intercollegiate Athletics*: Pierce, Chairman, Boyd, Diehl, Filipetti, Keller, Middlebrook, Rottschaefer (Conference Representative), G. M. Stephenson, Wesley, Zelner; Malvin J. Nydahl, Md '35, Wells J. Wright, L '36, Alumni; Robert A. Huseby, Md '43, Edgar H. Lechner, D '45, Students.

*Student Affairs*: Williamson, Chairman, Anne D. Blitz, Chapin, A. N. Christensen, E. M. Freeman, Charles L. Rock, Schmitz; William F. Maloney, Md '46, Robert G. Zumwinkle, B '43, Edward W. Weidner, A '43, Marie C. Sterner, Ag '44, Jean B. Grismer, A '43, Roy T. Pearson, Md '45, Students.

*Debate and Oratory*: Rarig, Chairman, Casey, R. G. Nichols, Quigley, Yoder; Clyde F. Anderson, L '46, Marvin C. Koren-

gold, D '46, Keith N. McFarland, AgEd '43, Louise Miller, A '45, Grace Shepherd, Ag '43, Students.

*University Functions:* Pierce, Chairman, Baer, Anne D. Blitz, Freeman, Holman, H. L. King, Ruth E. Lawrence, Oberg, O'Brien, Rhodes Robertson, T. E. Steward, J. M. Thomas, Willey.

*University Printing:* P. E. Miller, Chairman, Margaret S. Harding, Middlebrook, Pettengill, Walter.

*Education:* McConnell, Chairman, Blegen, W. S. Miller, Neale, Reyerson, Schmitz, R. S. Vaile, Visscher, Williamson.

*Business and Rules:* Rottschaefer, Chairman, Casey, Minnich, Pettengill, Reighard.

*Relations of University to Other Institutions of Learning:* Shumway, Chairman, Paul Andersen, Field, Krey, W. S. Miller, Ostlund, Pettengill.

*Library:* Blegen, Chairman, Boyden, MacDougall, Ogle, Reichardt, Schmitz, Walter, Wesley, H. B. Wilcox.

*Necrology:* McDowell, Chairman, Dowell, Nafziger, Dora V. Smith, C. J. Watson.

*Students' Work:* Williamson, Chairman, Anne D. Blitz, Pettengill, Chairmen of the Students' Work Committees of the several schools and colleges.

*Judicial:* Cherry, Chairman, William Anderson, Buchta, Dowell, Neale.

*Approved*

#### **IV. REPRESENTATIVES FOR CABINET OF ALL-UNIVERSITY STUDENT COUNCIL**

The constitution of the All-University Student Council of the University of Minnesota provides:

##### **ARTICLE IV**

Section 1. The President shall have a cabinet whose membership shall be composed as follows:

(2) Two representatives of the faculty selected by the University Senate.

Messrs. E. M. Kirkpatrick and Dale Yoder have been named by President Coffey as representatives of the faculty subject to confirmation by the Senate.

*Approved*

#### **V. REPORT OF THE ADMINISTRATIVE COMMITTEE**

##### **1. Items Reported for Action**

1. *Report of the Senate Committee on Relations of the University to Other Institutions of Learning.* In view of the postponement of the Senate Meeting for May, 1942, it was voted to approve the following recommendations of the Senate Com-

mittee on Relations of the University to Other Institutions of Learning pending ratification by the Senate:

1. *Nazareth Hall, St. Paul.* On the basis of the inspector's report, it was *voted* to accredit this school for the current year. Continuation on the accredited list will depend upon meeting the conditions indicated by the inspector.

2. *Pillsbury Academy, Owatonna.* It was *voted* on the recommendation of the inspector to restore Pillsbury Academy to the list of accredited secondary schools.

3. *Austin Junior College.* It was *voted* to recommend that it be accredited as a two-year junior college this year and to notify the college that the zoology situation must be improved if accredit is to be continued.

4. *Admission by Examination.* It was *voted* to concur with the Board of Admissions' recommendation that "Evidence of sufficient maturity to adjust and achieve satisfactorily in college" be substituted for the 19-year age limitation and that the restriction "provisionally subject to one year of satisfactory work" be omitted from the regulation concerning admission by examination.

To effect these changes it is recommended that the regulation concerning admission by examination approved by the Senate, May 19, 1927, be restated as follows:

"All applicants for admission to the University who are:

- (a) high school graduates, or
- (b) who show evidence of sufficient maturity to adjust and achieve satisfactorily in college,

and who are unable to meet the certificate requirements, will be admitted on the basis of satisfactory completion of the following tests:

1. College aptitude test
2. Test on proficiency in English
3. Such special placement tests as the school or college to which applicant desires admission, may prescribe."

5. *Advanced standing.* It was *voted* to recommend: That the practice of granting advanced standing provisionally subject to a year of satisfactory work be discontinued and advanced standing allowed at the time of admission be considered final.

2. *War Credits.* It was *voted* to approve the following joint recommendation of the Board of Admissions and the Senate Committee on Relations of the University to Other Institutions of Learning:

"Whereas the demobilization of members of the armed forces now and in the future will raise problems of their return to high school and college and, whereas, the armed forces themselves have instituted procedure for continuing education as described in Bulletin No. 36 of Higher Education and National Defense issued by the American Council on Education and, whereas, any other policy appears inexpedient, therefore, the Committee on Relations with Other Institutions and the Board of Admissions jointly concur in the following resolution and respectfully request the approval of the Senate.

In the cases of students discharged from the armed services and entering or returning to the University, it is recommended that:

1. the service record of the student be reviewed and credit allowed to the extent that such service is the equivalent of courses offered by the Department of Military or Naval Science in the particular college or school in which the student registers.

2. for a student not previously matriculated in any college, the applicant's educational record in the armed forces be considered along with the information usually obtained for purposes of admission and classification.

3. for a student resuming college work his educational record in the armed forces be reviewed and credit allowed to the extent that such educational experience is the equivalent of courses offered by the school or college in which he registers.

It is recommended that a copy of this resolution be forwarded to the appropriate authorities in the armed forces concerned with the program of continuing education during military service."

3. *War Courses.* On the recommendation of the War Training Committee it was *voted* to recommend to the Senate:

1. That the director of admissions be authorized to admit special students, not candidates for degrees, to the special war courses on the recommendation of the dean of the college concerned.

2. That the procedure for establishment of war courses shall be as follows:

- a. Details of war course to be worked out by the college.
- b. Proposed war course to be submitted by the college to the War Training Committee.
- c. Recommendation by the War Training Committee to the President that the war course be established.

*Approved*

## 2. Items Reported for Information

1. *Certificate for students who withdraw from the University for military service.* It was *voted* that the principle of the certificate be approved with details left to a committee to be appointed by the President.

2. *Personalized publicity.* President Coffey read a letter from Dean Shumway reporting a recommendation of the Relations Committee that consideration be given to various ways and means of personalizing University publicity more than has been the practice in the past. It was the sense of the committee that personal items regarding unusual student achievements would be appreciated particularly in the smaller communities and it was agreed that the individual colleges through the News Service should attempt to increase the amount of this type of publicity.

3. *Admission to the Graduate School.* On the recommendation of Dean T. C. Blegen it was *voted* to approve the following revised requirements for admission to the Graduate School and candidacy for degree:

Any student with a Bachelor's degree or its equivalent from a recognized college or university may apply to the dean of the Graduate School for admission. An applicant of satisfactory scholastic record whose Bachelor's degree was granted by an institution on the list of colleges and universities approved by the Association of American Universities will be admitted, with the approval of the major department concerned, for graduate work involving a major in that department.

The scholastic records of applicants from institutions other than those on the approved list of the Association of American Universities will be reviewed and the applicant may be admitted, with or without conditions. Such conditions as may be found necessary will be determined in each case by the dean and the department of the student's proposed major.

Admission to the Graduate School does not admit a student to candidacy for a degree. Admission to such candidacy is contingent upon the ability of the student and the quality of his work in the Graduate School of the University of Minnesota. Admission to candidacy indicates a judgment by members of the graduate faculty that the student shows sufficient promise to be permitted to proceed towards a degree. Under no circumstances will a student be admitted to candidacy until he has been in residence for at least one quarter or one Summer Session and until he has removed any deficiencies which may have conditioned his admission to the Graduate School.

4. *President's Biennial Report.* President Coffey discussed the possibility of summarizing reports for the purpose of effecting a saving in printing costs of the Biennial Report. It was suggested that summaries be prepared by the President's office and referred to the writers for approval, the original reports to be preserved for historical purposes. It was *voted* to concur in the recommendation and refer the matter to President Coffey and Dean Willey with power.

5. *Gas Rationing.* Dean Willey discussed a problem that has arisen in connection with the Rationing Board requirement that the University sign B and C rationing card applications for students and staff members.

Announcement was made that the Office of Admissions and Records has been designated as the agency for certifying student applications. Students will be certified, as of this date, as enrolled in the University but the certification carries no endorsement as to the eligibility of the applicant for gas rationing privileges. Staff members were requested to refer all student applicants for gas rationing cards to the Admissions and Records office.

Announcement was made that a Transportation Committee will be appointed to centrally handle the details of certification of staff members and employees for rationing privileges and development of transportation pools. Staff members are requested to refer all staff and employee applicants for gas rationing cards to the Transportation Committee.

6. *Physical Training Requirements for V-1 program.* President Coffey read for information a portion of a recent letter from the Navy Procurement Office in Chicago indicating that institutions participating in the V-1 program have agreed to provide physical education to V-1 candidates and that the Navy definitely requires that V-1 students take these courses.

7. *Communication concerning extension of Christmas holidays to avoid transportation difficulties.* The president reported having received a letter from the U. S. Office of Education recommending extension of Christmas holidays to ease the transportation situation. No action was recommended because 60% of our student body live in the vicinity of the University with the majority of the remainder living close by so that the number of University students who have any considerable distance to travel is relatively small.

8. *News letters from the various colleges.* The president called attention to news letters sent periodically by the School of Journalism to their graduates in the service including personal items about their classmates and information concerning department activities and similar communications issued by other colleges and departments. The opinion was that efforts of this nature are sincerely appreciated by former students in service and are accordingly well worth while.

President Coffey requested that staff members report to him the names of students who have lost their lives in service so that he may write to their parents and recommended that departments also write to the parents as such letters are deeply appreciated and notes from departments would be more personal because of closer contact with students.

Dean Freeman mentioned the effort being made by the Union Student Committee to prepare a list of former students who are in the service suggesting that cross reference between the Student Committee file and lists compiled in the deans' offices would be a means of making both records more nearly complete.

Mr. Pierce mentioned that the Alumni Office has subscribed to a service whereby names of Minnesota students in service are received from the armed forces which eventually should provide a complete file. Mention was also made that the *Alumni Weekly* is being sent gratis to former students who are in the service.

9. *Assignment of enlisted students to colleges.* Dean Williamson recently in Washington with the American Council on Education and representatives of the Army and Navy discussed programs now being formulated by which students will be enlisted, selected and returned to college for specialized training.

10. *Latin-American tuition scholarships.* Dean Blegen discussed plans in progress whereby selected students from Central and South America are encouraged to attend universities and colleges in the United States, mentioning the tuition scholarships provided at Minnesota which have been awarded to four of the thirteen South American students now in attendance. Agencies mentioned as active in bringing South American students to the

United States include the Bolivian Society, U. S. Office of Education, and the State Department, Division of Cultural Relations.

11. *Admission of non-high school graduates.* It was *voted*, on the joint recommendation of the Board of Admissions and the Senate Committee on Relations of the University to Other Institutions of Learning, to adopt as a statement for public announcement:

"The University stands ready, in cooperation with other educational agencies in the state, to consider for admission any student who shows evidence of sufficient maturity to adjust and achieve satisfactorily in college if it can be demonstrated that it would be in the best interest of the individual to enroll in the University before the normal time of admission."

12. *Admission requirements, Special War Courses.* It was *voted* to adopt the joint recommendation of the Board of Admissions and the Senate Committee on Relations of the University to Other Institutions of Learning:

a. That the admission policies and procedures for war and man power courses established be administered by the director of admissions and the admissions officers of the separate colleges as is present practice.

b. That requirements for admission to these courses be established on the recommendation of the college with concurrence of the other colleges and the Senate as is the regular procedure for change in admission requirements."

T. E. PETTENGILL, Secretary

*Accepted*

## VI. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTITUTIONS OF LEARNING

### 1. Items Reported for Action

1. *Blake School.* It was *voted* to place Blake School on the published list for the remainder of the term. Term expires 1942-43.

2. *Brainerd Junior College.* It was *voted* on the recommendation of the inspector to include Brainerd Junior College in the published list of accredited colleges as approved for two years of college work.

3. *Aeronautical Science.* It was *voted* to approve, for the duration of the emergency, acceptance of the maximum of two units in aeronautics as standard high school units in Group E, applicable toward either a major or a minor.

*Approved*

### 2. Items Reported for Information

1. *Admission by Examination.* The chairman reported that the proposed change in requirements for admission by examination had been discussed with the High School Principals Association and that no objection was raised.



2. It has been the practice of the Committee on Relations of the University to Other Institutions of Learning to hold a conference with high school principals and counsellors on those years when the Minnesota Educational Association meeting brings them to the Twin Cities. Such a conference was held on the evening of October 28 and attended by representatives of 47 schools—27 from the Twin City area and 20 from outside. The topics considered were mainly concerned with matters connected with the present emergency, such as accelerated programs and reserve enlistments. A stenographic report of the meeting has been sent to all the high school principals in the state.

Last spring the Committee followed the plan of previous years of inviting high school seniors to visit the campus in groups on the Saturdays of April and May. Because of restrictions due to the war, the response from outside the Twin Cities was not as large as in previous years. However, there were groups from many of the Twin City high schools.

Respectfully submitted,

R. R. SHUMWAY, Chairman

*Accepted*

## VII. REPORT OF THE COMMITTEE ON UNIVERSITY FUNCTIONS

Your Committee on University Functions respectfully submits the following report for the year 1941-42:

Convocations held:

July 24: Summer session commencement exercises.—Virgil M.

Hancher, President, State University of Iowa

October 2: Opening convocation.—Walter C. Coffey, Acting President of the University, "Address of Welcome"

October 9: Burton Holmes, World Traveler, "The Republics of South America" (Illustrated with motion pictures)

October 16: Dr. Paul Popenoe, Director, Institute of Family Relations, Los Angeles, "How Do You Know It's Love?"

October 23: Tony Sarg, "From King Tut to Broadway"

October 30: Robert Edmond Jones, Theatrical Designer and Author, "The Art of the Theater"

November 6: Lyman Bryson, Professor of Education, Teachers College, Columbia University, "What Should We Do with the Radio?"

November 13: H. S. Ede, Formerly Curator of the National Gallery in London, "The New National Art Gallery in Washington"

November 25: Student Assembly for Football Awards.—

Frank G. McCormick, Director of Athletics, "Athletics at Minnesota"; Bernie Bierman, Head Football Coach,

"Review of the Season"; Walter C. Coffey, President of the University, "Conferring of M's and Other Awards"

- November 27: Mrs. Mabel Seeley, Author, "What's In a Mystery?"
- December 4: Carleton Smith, Music Editor of *Esquire*, "If You Like It—It's Music"
- December 18: Fall quarter commencement convocation, Francis D. Farrell, President, Kansas State College, "The Expert Is Sometimes Wrong"
- January 8: T. R. Ybarra, Foreign News Correspondent and Author, "Friends and Foes in Latin America"
- January 15: Captain Robert A. Bartlett, Explorer, "The Arctic in Color" (Illustrated with motion pictures)
- January 22: Walter H. Judd, M.D., Formerly Physician in China, "Behind the Conflict in the Pacific"
- January 29: Charles Morgan, Novelist and Dramatic Critic, "The Value of Art in Modern Society"
- February 5: The Reverend Francis X. Talbot, Editor-in-Chief of *America*, "A New Age in the Making"
- February 19: Marcel W. Fodor, Author and Foreign Correspondent, "How a Blitzkrieg Is Made"
- February 26: William Henry Chamberlin, Foreign Correspondent, "Russia, Today and Tomorrow"
- March 5: J. Gregory Conway, "The Art of Flower Arrangement" (with demonstration)
- March 18: Winter quarter commencement convocation.—Franklyn B. Snyder, President, Northwestern University, "An Incident in the History of Fort Ticonderoga"
- April 2: Morris Fishbein, M.D., Editor and Author, "Food Fads and Follies"
- April 9: Olin Downes, Music Critic for the *New York Times*, "Be Your Own Music Critic"
- April 16: Hanson W. Baldwin, Military and Naval Correspondent for the *New York Times*, "The War Today"
- April 23: Martin K. Bovey, "For Fishermen Only" (Illustrated with color motion pictures)
- April 30: Music convocation.—Brass ensemble from the University Concert Band, the Northrop Singers, and University Symphony Orchestra
- May 7: Elmo Roper, Assistant Professor of Journalism, Graduate School of Journalism, Columbia University, and Conductor of Public Opinion Surveys for *Fortune*, "Measuring Public Opinion in Wartime"
- May 14: Cap and Gown Day convocation.—Calvin Smith, President of the All-University Senior Class, "Presentation of the Class of 1942"; Walter C. Coffey, President of the University, "Response." In addition to the regular procedure, certain features were added to sharpen somewhat the interest in the university's war effort. The exercises opened with "To the Colors" followed by the National Anthem. Army and Navy representatives marched at the

head of the procession and were seated on the lower floor of the Auditorium, flanking seniors who occupied center sections. President Coffey read the list of University students who had given their lives in the armed forces.

- June 7: Baccalaureate service, The Reverend Roy L. Smith, Editor of the *Christian Advocate*  
June 13: Commencement exercises, President Walter C. Coffey, "Charge to the Class"

### Special Occasions

February 10, 1942: Informal recognition dinner in honor of U. S. General Hospital No. 26 (the University of Minnesota Unit) held in the ballroom of the Coffman Memorial Union. Dr. William A. O'Brien, Director, Post Graduate Medical Education, was toastmaster. The speakers were President Walter C. Coffey, Major General Ellard A. Walsh, Dr. E. E. Novak, Dean H. S. Diehl, Dr. L. H. Fowler, Director of the Unit; Cecilia Hauge, Head of the Nursing Service; and Dr. S. Marx White. Mrs. A. A. Law presented a flag to the unit. Over 800 were present at the dinner.

May 28, 1942: Tenth Annual Court of Honor banquet held at the Radisson Hotel. 140 outstanding seniors were honored. The guest speaker was Dr. E. Clifford Williams, Vice President and Research Director, General Mills, Inc. Other speakers were Walter C. Coffey, President of the University, and Berneice Schlemmer, representing the senior honor students. Lawrence E. Johnson, general chairman, presided; Mrs. John C. Benson was toastmistress.

Respectfully submitted,

COMMITTEE ON UNIVERSITY FUNCTIONS

E. B. PIERCE, Chairman,

*Accepted*

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

Your Senate Committee on Intercollegiate Athletics respectfully submits the following report for the year 1941-42:

The committee was composed of the following members:

Faculty: Messrs. Pierce, Chairman, Boyd, Diehl, Filipetti, McCormick, Middlebrook, Rottschaefter (Conference Representative), G. M. Stephenson, Wesley, and Zelner  
Alumni: Vernal A. LeVoir, Ed '36; Malvin J. Nydahl, Md '35  
Students: Robert Huseby, Md '44; Newton Loken, Ed '42

**STATISTICAL TABLE ON INTERCOLLEGIATE ATHLETICS FOR 1941-42**

Head Coach and Activity	Total No. Games	No. Conference Games	No. Non-Conference Games	Total No. Receiving Athletic Instruction Including Freshmen	No. Varsity Candidates	No. Varsity Candidates Eligible for Intercollegiate Competition	No. Having Competition	No. "M" Awards	No. Varsity Plain Garments Awarded	No. Freshman Candidates	No. Numerals Awarded	No. Games Won	No. Games Lost	No. Games Tied
Baseball MacMillan .....	21	12	9	123	65	35	25	13	7	58	18	12	9	0
Basketball MacMillan .....	21	15	6	139	52	23	15	11	4	87	18	15	6	0
Football Bierman .....	8	5	3	345	138	64	62	43	19	207	72	8	0	0
Golf Smith .....	10	4	6	39	16	16	10	5	1	34	4	7	2	1
Gymnastics Piper .....	9	4	5	49	23	12	7	5	2	26	9	8	1	0
Hockey Armstrong .....	12	4	8	77	40	29	24	17	7	37	20	7	5	0
Swimming Thorpe .....	9	7	2	46	23	22	13	10	3	23	15	7	2	0
Tennis Brain .....	7	4	3	37	17	13	8	6	2	20	10	4	3	0
Track Kelly .....	7	6	1	128	64	27	25	20	3	64	6	6	1	0
Wrestling Bartelma .....	9	1	8	87	53	16	14	10	4	34	9	7	2	0
<b>Totals .....</b>	<b>113</b>	<b>62</b>	<b>51</b>	<b>1070</b>	<b>491</b>	<b>257</b>	<b>203</b>	<b>140</b>	<b>52</b>	<b>590</b>	<b>181</b>	<b>81</b>	<b>31</b>	<b>1</b>

Note that Louis F. Keller served as acting director of athletics, beginning March 16, in the absence of Frank G. McCormick on leave.

The usual number of meetings were held throughout the year and such items as game schedules, eligibility, awards, admission prices, Conference legislation, etc. engaged the attention of the committee.

Eugene Flick, Ed. '42, was the recipient of the Conference medal, which is awarded annually to the graduating senior having the highest record in his athletic as well as his scholastic work.

The Committee calls attention to the inroads made in the Department of Athletics during the year. The following men are now in service:

Frank G. McCormick, director and baseball coach—major in the army air corps

Bernie Bierman, head football coach—lieutenant colonel in charge of the physical education program at the Navy Pre-Flight School, Iowa City, Iowa

Albert P. Baston, end coach—lieutenant colonel in the army  
Sheldon Beise, backfield coach—assistant coach at Holy Cross College

Sigmund Harris, assistant coach—retired

Vernal LeVoir, assistant coach—ensign, Navy Pre-Flight School, Iowa City, Iowa

Dallas Ward, freshman coach—lieutenant, Navy Pre-Flight School, Iowa City, Iowa

David C. Bartelma, wrestling coach—lieutenant, Navy Pre-Flight School, Iowa City, Iowa

Edwin L. Haislet, boxing coach—lieutenant, Navy Pre-Flight School, Iowa City, Iowa

Mike Cielusak, assistant basketball and intramural coach—lieutenant (j.g.), Wold Chamberlain Field, Minneapolis

Lloyd Stein, trainer—lieutenant, Navy Pre-Flight School, Iowa City, Iowa

Lloyd Boyce, assistant trainer—lieutenant in the army

Upon recommendation of the Conference, the number of football games for a given member institution was increased from eight to nine to permit games with service teams, Minnesota played the Navy Pre-Flight Training School team of Iowa City, known as the Seahawks, as its extra game.

#### 1942-43 Basketball Schedule

Dec.	5	Carleton—here
Dec.	12	South Dakota—here
Dec.	19	North Dakota State—here
Jan.	2	South Dakota State—here
Jan.	6	Dartmouth—here
Jan.	9	Iowa—Iowa City
Jan.	11	Iowa—Iowa City
Jan.	13	Michigan State—here

Jan.	16	Purdue—here
Jan.	18	Purdue—here
Jan.	23	Wisconsin—Madison
Jan.	25	Northwestern—here
Feb.	6	Chicago—Chicago
Feb.	13	Illinois—here
Feb.	15	Illinois—here
Feb.	20	Indiana—Bloomington
Feb.	22	Indiana—Bloomington
Feb.	27	Great Lake—here
Mar.	1	Wisconsin—here

#### 1942-43 Hockey Schedule

Jan.	4	St. James—Winnipeg—here
Jan.	5	St. James—Winnipeg—here
Jan.	8	Illinois—Urbana
Jan.	9	Illinois—Urbana
Jan.	14	Michigan—here
Jan.	16	Michigan—here
Jan.	22	Michigan Tech—Houghton
Jan.	23	Michigan Tech—Houghton
Feb.	5	Michigan Tech—here
Feb.	6	Michigan Tech—here
Feb.	12	Illinois—here
Feb.	13	Illinois—here
Feb.	18	Michigan—Ann Arbor
Feb.	20	Michigan—Ann Arbor

Respectfully submitted,

COMMITTEE ON INTERCOLLEGIATE ATHLETICS

E. B. PIERCE, Chairman,

*Accepted*

## IX. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

### Main Campus Activities

Forensic activities began with the tryouts held on October 3 and 4. At that time eight men and four women debaters were chosen as the nucleus of our activity for the season.

On October 20, two men, Harding Ornstein and Gib Monette, were selected from this group to represent the University at the Iowa Discussion Meeting on the topic: "Shall the federal government regulate labor unions?" The meeting was held on November 3-4, 1941. The Minnesota representatives ranged tenth and twelfth of some fifty-eight participants.

Two women debaters were selected on October 27 to represent the University at the Annual Western Conference Women's Discussion Meeting held at Purdue University this year. The subject

for discussion was: "What part shall the United States play in the post-war reconstruction?" The Minnesota delegates were Katherine Brudnoy and Pat Nicholai.

On November 24-25 Minnesota played host to the schools of the Western Debate Conference, and other schools located in this area, for a discussion on the general subject: "Is a unified support of the Roosevelt foreign policy necessary to the security of the United States?" Some sixty-two discussees participated and eight schools were represented, exclusive of the Minnesota representatives, who were: Gib Monette, Stanley Wronski, Harding Ornstein, Richard Krueger, Miriam Bortnick, Ted Herman, Russell Strom, and Earl Byleen.

A feature of this discussion program much appreciated by the visiting delegates and other members of the audience was a panel discussion of the topic of the conference by members of the faculty of the University of Minnesota. Professor Herbert Heaton acted as moderator; the other members of the panel were Professors Theodore Brameld, Harold C. Deutsch, Dean Everett Fraser, and Professor Benjamin Lippincott.

The University of Iowa, upholding the affirmative, met with a University team, on the subject being debated by high school debaters at the time. The question—RESOLVED: "That every able-bodied male citizen should be required to have at least one year of military training before reaching the present draft age." This debate was held especially for high school debaters—although it was open to the general public. About 135 persons composed the audience. The Minnesota team was made up of Ted Herman and Roy Sanford.

On November 29, the same question was debated by the same two debaters, Ted Herman and Roy Sanford, at Sparta, Wisconsin at a Speech Institute conducted by the University of Wisconsin. The audience decision—of high school debate coaches—was won by the Minnesota team.

In January Miss Charlotte Panimon was selected to represent the University in a Radio Debate sponsored by the American Economics Foundation on the subject—"Does Youth have a fair opportunity under our American system of competitive enterprise?" Miss Panimon submitted a brief, but was not chosen to participate in the debate.

On January 21, tryouts were held for women's debate tournament to be held at Northwestern University scheduled for February 20-21. The subject was—RESOLVED: "That the United States and the British Commonwealth of Nations should form a permanent Union." Katherine Brudnoy, Adeline Sumi, Kathleen Orr, and Miriam Bortnick represented the University. In the course of the tournament, they met with teams from the Universities of Iowa, Chicago, Wisconsin, Purdue, Ohio State, Illinois, and Northwestern.

The major forensic activity during the month of February was the National Extempore Discussion Contest on Inter-American Affairs, the district meeting of which was held on this campus.

In March, the men's varsity debate team was selected to represent the University at the Western Conference Debate Tournament held at Northwestern University on April 9-10. The topic was—RESOLVED: "That the democracies should form a federation to establish and maintain the eight Roosevelt-Churchill principles." The University representatives were Gib Monette, Harding Ornstein, Russell Strom, and Dudley Ruch. They received fourth place, of nine schools participating.

Also in March, March 3, the Pillsbury Prize Oratorical Contest was held. The first three awards were won by Stanley Paulson, Gib Monette, and Roy Sanford. Other participants were Russell Strom, John Bystrom, and Harding Ornstein. The fifty-second annual contest of the Northern Oratorical League was held at Northwestern University May 1. Of the six speakers who contended for the Frank O. Lowden prizes of \$100 and \$50, Paul Lim-Yuen, representative of the University of Michigan, received first prize; Robert J. Lampman, representative of the University of Wisconsin, received second prize. Stanley Paulson, representative of the University of Minnesota, received third place, "honorable mention."

On April 11, a University team met with a delegation from Stanford University to debate the question—RESOLVED: "That the democracies should form a federation to establish and maintain the eight Roosevelt-Churchill principles." The University representatives were Clyde Anderson and Marvin Korengold. No decision was given. The same University team met with a team from the University of Wisconsin on the same subject on February 22. They won an audience decision by a slight margin. An audience of approximately two hundred attended.

During the year fifteen debates on the same topics discussed in our intercollegiate debates were held before various civic and church groups in the Twin Cities. The number of persons in these audiences was approximately one thousand.

### College of Agriculture Activities

Ten students participated in twenty-eight inter-collegiate debates with representatives of twenty-two other colleges from five different states. Two major tournaments were entered, the Red River Valley Tournament at Moorhead, and the Northwest Debate Tournament held in St. Paul. Two questions were debated: "Federal Regulation of Labor Unions," and "World Federation Founded upon the Atlantic Charter." A women's team was active for the third straight year, entering the above listed tournaments along with the men.

Respectfully submitted,

F. M. RARIG, Chairman

*Accepted*



## X. REPORT OF THE COMMITTEE ON NECROLOGY

### JOSEPHINE CURTIS FOSTER, 1889-1941

Josephine Curtis was born at Cambridge, Mass., April 6, 1889. Wellesley College awarded her the B.A. degree in 1910 and the M.A. degree in 1912, and Cornell University, the Ph.D. degree in 1915. She was Instructor in Psychology in William Smith College, 1912-13, and Psychologist in the Boston Psychopathic Hospital, 1916-19. She came to the University of Minnesota as the wife of Professor William S. Foster and served as Teaching Assistant and Extension Instructor in Psychology in 1919-21. After the death of her husband, Mrs. Foster was made Extension Assistant in the Institute of Child Welfare, 1925-26; Principal of the Nursery School and Assistant Professor, 1926-28; Principal of the Nursery School and Kindergarten and Associate Professor, 1928-32; Principal and Professor, 1932-40. She died in Minneapolis on July 3, 1941.

Mrs. Foster was a member of Phi Beta Kappa and Sigma Xi, the American Psychological Association, the Association for Childhood Education (Vice-President, 1931-33), the National Association for Nursery Education (Secretary-Treasurer, 1936-38), the White House Conference on Child Health, 1929-30, and other committees and conferences. She was Regional Advisor on Emergency Nursery Schools for Minnesota and adjoining states in 1933-34.

Several popular articles, many scientific papers, and a number of textbooks brought to Mrs. Foster wide recognition as an authority on childhood education. *Nursery School Education* (with Marion L. Mattson) and *Education in the Kindergarten* (with Neith Headley) are standard in their field. She was also editor of the Childhood Series published by Houghton, Mifflin and Company.

Mrs. Foster was nationally known not only for her publications but for the hundreds of very successful teachers of young children whom she prepared for their present positions in Minnesota and in other states and countries. On this campus she was respected for her brilliant, incisive mind and for her ability to arouse high interest and zeal among those who studied under her. Today her service to Minnesota is perpetuated in the distinguished achievements of her former students in many types of work with children.

### HENRY FRANCIS NACHTRIEB, 1857-1942

Henry Francis Nachtrieb, Emeritus Professor of Animal Biology, died July 17, 1942, in Berkeley, California, where he had made his home following his retirement from the University in 1925.

Henry Nachtrieb was born near Galion, Ohio, May 11, 1857. After completing preparatory work in the public schools and in

German Wallace College, Berea, Ohio, he entered the University of Minnesota and was granted the B.S. degree in 1882. He was a graduate student in Johns Hopkins University from 1882 to 1885, returning to the University of Minnesota as an assistant in biology. He was made an assistant professor in 1886 and head of his department in 1887.

In succeeding decades he was untiring in his efforts to promote his field of learning and the interests of the state and the University. From 1889 to 1912 he served as state zoologist. From 1892 to 1912 he edited the *Reports of the Geological and Natural History Survey of Minnesota, Zoology Series* and he himself contributed several numbers on aquatic life of the state to the series. When Governor John S. Pillsbury in 1889 offered the University a gift of a building, Professor Nachtrieb was influential in having it assigned as a Natural Science building. He was likewise influential in obtaining a new zoology building for the University in 1915.

Scientific societies in which he held membership were the American Society of Zoologists, the American Society of Naturalists, the American Association of Anatomists, the American Genetic Association, the American Association for the Advancement of Science, and the Association of American Museums.

The range of his interests was manifested in his efforts to promote the activities of the General Alumni Association of the University. As the first president of the organization after it had been founded in 1904 he gave much time to its affairs during the 12 years he was in office. During this period, the Association was compelled to align itself against forces which sought to exercise political control over some of the functions of the University. Under Professor Nachtrieb's leadership, the Association helped successfully to resist this effort, and thus to uphold the tradition of freedom of teaching on the campus. His activities as a community leader extended to church work, fraternity affairs, and to the organization of a student union.

Former students and colleagues remember Henry Nachtrieb as a beloved teacher, counsellor, and friend whose life of service was devoted to enlarging his field of scientific interest and to carrying forward the ideals of the University. He is survived by his widow, Mrs. Anna Eisele Nachtrieb, and a daughter Margaret, both of Berkeley.

#### HARRY PARKS RITCHIE, 1873-1942

The death of Harry Parks Ritchie on September 3, 1942, terminated the career of a distinguished citizen of this community. When Dr. Ritchie became Clinical Professor Emeritus of Surgery at the end of the calendar school year in June, 1941, he was then, in point of years of service, the oldest living member of the Faculty of the Medical School. While still an undergraduate student in Medicine, Dr. Ritchie had been a part-time Instructor in the Department of Physiology.

Dr. Ritchie was born in Wellington, Kansas, March 1, 1873. His family came to Saint Paul in 1881 and the remainder of his life was spent in this community. Dr. Ritchie was reared in a medical atmosphere and his choice of profession was made early in life. His father, Parks Ritchie, was Professor of Obstetrics in the Medical School and also Dean of the Medical Faculty. After graduating from Central High School in Saint Paul, Harry Ritchie entered Sheffield Scientific School at Yale, spending two years there before transferring to the Medical School of our University from which he graduated in 1894. After a year's internship at the City and County Hospital in Saint Paul, now known as the Ancker Hospital, Dr. Ritchie entered practice with Dr. Archibald MacLaren of Saint Paul. This was a fortunate association for both; a few years later a partnership was formed which continued until Dr. MacLaren's death in 1924.

After commencing practice, Dr. Ritchie became connected with the Department of Surgery as a part-time teacher. At the University Hospital, Dr. Ritchie was interested successively in the surgery of chronic pulmonary suppuration, especially empyema; oral malignancies; and finally reconstructive surgery, particularly that related to congenital clefts of the lip and palate. It was in this latter interest that his most important contribution to surgery was made. Several important papers were published by Dr. Ritchie on the classification and surgical management of congenital clefts of the lip and palate. In this special activity of plastic surgery, he was among the world's best and had few equals. His devoted attachment to these unfortunate infants and children with grotesque distortion of the face was wonderful to behold. The tender and patient care with which he watched over them during the long periods involved in the reconstructive procedures could only be matched by a mother's affection.

Dr. Ritchie was a kindly, sensitive, soft spoken man of innate modesty. Few of his intimate associates knew of his year of service in the Philippines as a Medical Officer in the Thirteenth Minnesota Regiment in the Spanish-American War.

He had a lively interest in the activities and welfare of the Medical School. Two generations of medical students came under his tutelage during the 47 years intervening between Dr. Ritchie's first appointment to the staff and his retirement as Clinical Professor Emeritus in 1941. Because of his easy, informal, chatty manner—even in the classroom—Dr. Ritchie was held always in high favor among the students. Dr. Ritchie was an active participant in the deliberations of several national surgical societies. Those privileged to have been associated with him in his work at the University Hospital will cherish his memory with pride and affection.

Dr. Ritchie is survived by his wife, Elizabeth Goodhue Winter Ritchie and four children. A son, Major Wallace Parks Ritchie—the third generation of Ritchies to be identified with the Medical School—is a member of the Surgical Staff and is at present on leave with United States General Hospital 26.

## ROSS AIKEN GORTNER, 1885-1942

On September 30, 1942, the University of Minnesota lost, through death, one of her most eminent scientists and scholars: Ross Aiken Gortner. He was born near O'Neill, Nebraska, March 20, 1885, son of the Reverend Joseph Ross Gortner, a Methodist clergyman, and Louisa Walters Gortner. As an infant, he accompanied his parents to the Garraway Mission Station in Liberia where his father died of a tropical malady. Shortly thereafter the widowed mother returned with her two young sons to Nebraska.

Ross Aiken Gortner completed his undergraduate work at Nebraska Wesleyan University in 1907, and was granted the M.A. degree by the University of Toronto in 1908 and the Ph.D. degree by Columbia University in 1909. In 1909 he became resident investigator in biological chemistry at the Station for Experimental Evolution operated under the Carnegie Institution at Cold Springs Harbor, Long Island, New York.

Early in 1914, the Division of Agricultural Chemistry and Soils of the Department of Agriculture at the University of Minnesota was divided into two divisions. Professor Frederick Alway was invited to serve as Chief of the Division of Soils, and he in turn invited his former student and laboratory assistant at Nebraska Wesleyan University, Ross Aiken Gortner, to join his newly created Division as Associate Professor. In 1916, Gortner transferred from the Division of Soils to the Division of Agricultural Biochemistry under Professor R. W. Thatcher. The following year Professor Thatcher became Dean and Director of the Department of Agriculture and Dr. Gortner was advanced to Professor and Chief of the Division, which position he held up to the time of his death.

An inspiring teacher, he attracted large numbers of both undergraduate and graduate students to his classes. He contributed more than three hundred papers to scientific journals. The chief fields covered included melanin, the chemistry of embryonic growth, physicochemical properties of vegetable saps, the humin fraction in protein hydrolysates, the organic matter of soil, the chemical and colloidal properties of flour proteins, sulfur in proteins, physicochemical studies on proteins, electrokinetics of colloidal systems, interfacial energy and the molecular structure of organic compounds, the role of water in living processes, the chemistry of wood and of the pulping process. He was the author of *Outlines of Biochemistry* and *Selected Topics in Colloid Chemistry*, the former a standard textbook, and the latter a series of lectures which he delivered at Cornell University in 1935-36.

Many honors were conferred upon Professor Gortner during his long and productive career at Minnesota. He was chosen Wisconsin Alumni Foundation Lecturer in 1930, Priestly Lecturer at Pennsylvania State College in 1934, and George Fisher Baker Lecturer at Cornell University in 1935-36. The honorary degree of Doctor of Science was conferred on him by Lawrence College, in 1932. He served as President of the American Society of

Naturalists in 1932, and was a member of many honorary societies including Gamma Sigma Delta, Phi Kappa Phi, Alpha Chi Sigma, Alpha Zeta, and the National Academy of Science. In May preceding his death he was awarded the Thomas Burr Osborne Medal by the American Association of Cereal Chemists for his contributions in research and in teaching in the field of cereal chemistry, and at the time of his death he was President of the National Society of Sigma Xi.

In Professor Gortner's work and his contacts with people, certain characteristics were evident. All those who knew and worked with him will remember the breadth of his interests, his generosity in aiding his students and in assisting his colleagues, and his contribution to the development of co-operative projects within the institution. These characteristics together with the high personal and professional standards which he maintained won for Ross Aiken Gortner, the man, the same high respect that was accorded him as a scholar.

#### ARTHUR DOUGLASS HIRSCHFELDER, 1879-1942

On October 11, 1942, there died the University's first Professor and Director of the Department of Pharmacology: Arthur Douglass Hirschfelder. Born in San Francisco on September 29, 1879, he studied at the University of California (A.B., 1897), the Pasteur Institute in Paris, the University of Heidelberg, Johns Hopkins University (M.D., 1903), and the University of Berlin.

Dr. Hirschfelder served in Cooke Medical College as Assistant in Medicine (1904-05) and in Johns Hopkins University as Assistant (1905-06), Instructor (1906-08), and Associate in Medicine (1908-13). At Johns Hopkins he had charge of the Physiological Laboratory of the Department of Medicine under Dr. Llewellyn P. Barker. His studies of the heart and the circulation were greatly accelerated by this appointment. At the age of 34, Dr. Hirschfelder was called to Minnesota to organize the new Department of Pharmacology—one of the youngest men ever placed in charge of a department in the Medical School. At the time of his death, he was beginning his thirtieth year of service.

General recognition came to Dr. Hirschfelder in 1910 on the publication of his *Diseases of the Heart and Aorta*, a work which was influential in leading this University to offer him an appointment. Here he continued the study of the heart, publishing a third edition of his book in 1918. In addition he contributed saligenin to the local anesthetics and, during World War I, useful brominated and halogenated creols to the louse-repellents in clothing. During 1918 Dr. Hirschfelder was on leave from this institution as a member of the Johns Hopkins Research Unit of the Chemical Warfare Service. One of his greatest interests at Minnesota was chemotherapy. Among the pharmacologists of his generation in America, he was one of the very few who believed in the ultimate ability of medicine to cure infectious diseases due to bacteria. He therefore received the introduction of sulfanilamide and its deriva-

tives in 1935 without surprise or skepticism. Dr. Hirschfelder made public his findings in valuable papers in *The Journal of Pharmacology*, *The Proceedings of the Society for Experimental Biology and Medicine*, *The Journal of Biological Chemistry*, and similar scientific journals.

Arthur Hirschfelder is affectionately remembered not only as a sound research scholar and a successful teacher but as one of the most friendly and congenial of men—a man with whom it was invariably a pleasure to associate.

TREMAINE McDOWELL, Chairman

*Adopted by a rising vote*

## XI. ADDITIONAL BUSINESS

1. *Joint Army-Navy Announcement.* Dean Willey summarized for information a joint army-navy announcement on military use of colleges. (The complete Army-Navy announcement was later published in the Twin City papers—December 18.)

2. *Letter to President Elliott.* The president read for information his letter of December 14, 1942 to President Edward C. Elliott, War Manpower Commission, Washington, D.C., suggesting the desirability of considering the following principles in the war manpower program:

- “1. An adequate program should include training for (1) military services, (2) industrial production, (3) essential civilian activities and replacements.
2. Effective utilization depends upon (1) Manning tables and (2) efficient inventory of college training resources based upon Manning table information.
3. Higher institutions should be used for military training programs at distinctly collegiate levels, and should make use of faculty personnel if possible.
4. College military training programs should not be narrowly technological, at least for a reasonable number of men chosen for distinct leadership possibilities.
5. Certain types of indoctrination or military training can be effectively given on campuses along with general or specialized academic training, thus accelerating later basic training in military establishments.
6. Training needs for women should be specified, and college enlisted in training them for necessary higher-level occupations. Financial provision should be made for making college training more widely available for women of high ability.”

3. *Statement by President Coffey.* The president read for information the following statement prepared for issue to the press concerning the Army-Navy Training Programs in Relation to a Comprehensive Man Power Program:

“The Army-Navy statements on their plans for utilizing educational facilities follow the general pattern we had expected

they would, and they contain the fundamental weaknesses that have been pointed out by the colleges and universities for weeks. They make no provision for training men for industrial and civilian needs. I have just sent the following telegram to War Manpower Commissioner Paul V. McNutt:

"Army-Navy plans for utilizing educational facilities by themselves have vital shortcomings since they make no provision for meeting industrial and other civilian needs for trained manpower. Urge immediate steps to formulate comprehensive plan to include civilian needs and also urge protection through Selective Service of able younger men who may be drafted before present Army-Navy training program is effective or a comprehensive program is announced. I regard this as imperative."

In my opinion it is absolutely necessary to develop immediately a comprehensive plan to make use of college and university facilities; we must have a plan that goes beyond meeting the needs of the Army and Navy alone. I cannot believe such a plan will not be forthcoming, and my only hope is it will not be too late. Otherwise the source of trained manpower will dry up.

It is obvious that it is as important to have trained engineers in our war industries as it is to have them in the armed forces. Only a comprehensive manpower program that has regard for civilian needs will insure this.

In the meantime the students, particularly in technical fields, must be kept in training. At present Selective Service defers only those who have finished their sophomore year. Unless Selective Service is extended downward at once, able-bodied freshmen and sophomores will be drafted, and then there will be no students going on into advanced training. This is what I mean when I say the sources will dry up, and why I urge Commissioner McNutt to use Selective Service to protect the able younger men.

I am hopeful the Commissioner will move rapidly in this matter. Because of this I strongly urge all students now in college to return for the winter quarter. I think many of them will be here longer than they may expect, for in any event it is going to take some time for the Army-Navy program to get under way.

I also urge all recent high school graduates to enter college or the University as soon as they can. Even one quarter of college training may be of aid to them in matters of classification when they are actually called to service."

The Senate adjourned.

T. E. PETTENGILL, *Clerk of the Senate*





UNIVERSITY OF MINNESOTA  
THE SENATE  
MINUTES

The second regular meeting of the University Senate for the year 1942-43 was held in the Auditorium of Murphy Hall, Thursday, May 20, 1943. Fifty-seven members responded to roll call.

The following items were presented for consideration by the Committee on Business and Rules and action was taken as indicated.

I. APPROVAL OF THE MINUTES OF  
DECEMBER 17, 1942

*Approved*

II. REPORT OF THE ADMINISTRATIVE  
COMMITTEE

1. Items Reported for Action

1. *University Calendar for 1943-44.* It was voted to approve the calendar for 1943-44 as presented, subject to later revision if necessary.

UNIVERSITY CALENDAR, 1943-44

1943

*Fall Quarter*

September	13	Monday	Extension registration first semester begins
September	16	Thursday	Payment of fees closes for students in residence spring quarter in the Institute of Technology, Business Administration, Dentistry, Dental Hygiene, Law, Pharmacy, and Agriculture, Forestry, and Home Economics
September	20	Monday	Entrance tests <sup>1</sup>
September	20-21		Registration for Freshman Week for all new students entering the freshman class
September	20-25		Examinations for removal of conditions; Physical examinations; Registration period, <sup>2</sup> College of Science, Literature, and the Arts, and General College

September	22-25		Freshman Week
September	23-24		Registration days <sup>2</sup> for all colleges not included above. Payment of fees closes for all students in Science, Literature, and the Arts, General College, Education, Public Health Nursing, Medical School, Medical Technology, Public Health, Physical Therapy, and for new students in other undergraduate colleges
September	27	Monday	Fall quarter classes begin 8:30 a.m. <sup>3</sup> First semester extension classes begin <sup>4</sup>
October	2	Saturday	Last day for extension registration
October	9	Saturday	Last day for registration and payment of fees for the Graduate School and for teachers in service
October	16	Saturday	Homecoming Day
October	21	Thursday	Senate meeting, 4:30 p.m.
November	6	Saturday	Dads Day
November	11	Thursday	Armistice Day; holiday (except extension)
November	25	Thursday	Thanksgiving Day; holiday
December	10-11 and 13-16		Final examination period
December	16	Thursday	Commencement Convocation. Senate Meeting, 4:30 p.m. Fall quarter ends 6:00 p.m. <sup>5</sup>

*Winter Quarter*

December	23	Thursday	Payment of fees closes for all students in residence fall quarter in undergraduate colleges
1944			
January	3	Monday	Entrance tests. <sup>1</sup> Registration <sup>2</sup> for new students in all colleges. Payment of fees closes for new students in all undergraduate colleges
January	4	Tuesday	Winter quarter classes begin 8:30 a.m. <sup>3</sup>
January	15	Saturday	Last day for registration and payment of fees for the Graduate School and teachers in service
January	24	Monday	Extension registration second semester begins
February	5	Saturday	First semester extension classes close
February	7	Monday	Second semester extension classes begin <sup>4</sup>
February	12	Saturday	Lincoln's Birthday; holiday (except extension) Last day for extension registration
February	17	Thursday	Charter Day Convocation; Senate meeting 4:30 p.m.

February	22	Tuesday	Washington's Birthday; holiday (except extension)
March	10-11 and 13-16		Final examination period
March	16	Thursday	Commencement Convocation. Payment of fees closes for all students in residence winter quarter in undergraduate colleges. Winter quarter ends 6:00 p.m.

### *Spring Quarter*

March	24	Friday	Entrance tests <sup>1</sup>
March	24-25		Registration <sup>2</sup> for new students in all colleges except the Institute of Technology. Payment of fees closes at 12:00 noon, March 25 for new students in all undergraduate colleges
March	25	Saturday	Registration day for all students in the Institute of Technology
March	27	Monday	Spring quarter classes begin 8:30 a.m. <sup>3</sup>
April	7	Friday	Good Friday; holiday (except extension)
April	8	Saturday	Last day for registration and payment of fees for the Graduate School and for teachers in service
May	11	Thursday	Cap and Gown Day Convocation
May	13	Saturday	Mothers Day
May	18	Thursday	Senate Meeting, 4:30 p.m.
May	30	Tuesday	Memorial Day; holiday (except extension)
June	2	Friday	Second semester extension classes close
June	2-3 and 5-9		Final examination period
June	4	Sunday	Baccalaureate service
June	9	Friday	Spring quarter ends 6:00 p.m.
June	10	Saturday	Seventy-second annual commencement

### *Summer Session*

June	12-13		Registration, first term. Payment of fees closes at 4:00 p.m. June 13 for all colleges
June	14	Wednesday	First term Summer Session classes begin 8:00 a.m.
July	4	Tuesday	Independence Day; a holiday
July	20	Thursday	Commencement Convocation
July	21	Friday	First term closes

July 24 Monday Second term registration and payment of fees close at 4:00 p.m. July 24 for all colleges. Second term classes begin 8:00 a.m.

August 25 Friday Second term closes

<sup>1</sup> Applicants are urged to take entrance tests a month in advance of the quarter for which admission is desired. Tests may be taken at the University Testing Bureau. See Admission, page 8, Bulletin of General Information.

<sup>2</sup> Registration subsequent to the date specified will necessitate the approval of the college concerned. See privilege fees for late registration, page 50, Bulletin of General Information. No student will be allowed to register in the University after one week from the beginning of the quarter excepting in unusual cases wherein special circumstances shall justify the appropriate committee of the college concerned permitting registration at a later date.

<sup>3</sup> First hour classes begin at 8:15 a.m. at University Farm.

<sup>4</sup> This date does not refer to correspondence study courses, which may be started at any time during the year.

<sup>5</sup> Extension classes continue to Saturday, December 18, and will resume Monday, January 3, 1944.

*Approved*

## 2. Items Reported for Information

1. *Refunds for students leaving for military service.* It was voted to recommend to the Board of Regents that the present rule (Min. B. R. 9-28-40 p. 570) be restated as follows:

"That students who are called, or volunteer, for active duty with the armed forces of the United States as evidenced by presentation of order to report for induction shall be entitled to refund of tuition on the following basis:

- a. Full refund for cancellation before midquarter.
- b. One half of refund for cancellation between midquarter and the beginning of the last week of classes.
- c. No refund for cancellation during or after the last week of classes.

The refund of the incidental fee representing service charges shall be continued on the basis for such refunds as now established."

2. *Credit for students leaving for military service.* The president read for information the following action of the College of Science, Literature, and the Arts:

"The Executive Committee of the College of Science, Literature, and the Arts has voted to allow proportional blanket credit for the work of the quarter for any student who drops out to enter the armed services provided he has completed at least one half of the quarter's work. If the student leaves college so near the end of the quarter that the work is practically finished and his instructors are willing to give him a grade on the basis of his record up to that time, he will receive his credits in the usual way."

3. *Graduation requirements for students leaving for military service.* The president reported for information that at a meeting of the deans of the various colleges December 22, 1942, it was the sense of the group that adjustment in graduation requirements is properly a matter for the individual colleges to decide. It was mutually agreed that the colleges should keep each other informed

of any general action taken to reduce the number of credits normally required for graduation for students leaving for the armed forces.

4. *Statement of policy relative to military and war-related training groups.* On the recommendation of Dean Williamson it was voted to adopt the statement of policy suggested in the following memorandum:

The probability that many new military and war-related training groups will be assigned to and housed on the University's two campuses, points to the desirability of a clear formulation of policies and responsibilities with respect to these groups. At a recent meeting of staff members concerned with various aspects of student's welfare and recreation programs, the following statement of policy was formulated with the recommendation that it be forwarded for establishment as an official statement in the customary manner. Assuming that some such policy is officially established, staff members concerned at present with students' welfare, recreation and counseling will assume responsibility for formulating programs and making facilities available through the proper channels. It should be emphasized that we desire to offer our cooperation and our services in an effort to make the military personnel feel "at home" on the campus, assuming that such cooperation is desired by the several military commandants.

It is our thought that such a statement as the following might be presented to the commandant of each unit in order to facilitate cooperation between the University staff and military authorities. It is our recommendation, therefore, that such a statement be issued to the commandant of each unit as it is established on the campus with the further information that the staff members stand ready to cooperate in the handling of military and war-related personnel.

Program provisions should be made for meeting six special needs of these groups:

(1) Sports and physical recreation facilities as are provided by the Athletic Department in the established manner.

(2) Social recreational programs especially organized for soldiers, sailors, and civilians in training for war work such as the Curtiss-Wright Cadettes. In this area the two student unions will assume major responsibility, calling upon other student organizations for cooperation in providing special dances, parties, and the like.

(3) Special club room facilities available at certain hours for military personnel, male or female as the case may be, but not for mixed groups. Such facilities are being established on both campuses by the two unions and by the Main campus YMCA. These club rooms will be operated solely by students and members of the staff. It is well that it be understood that USO, Civilian Defense groups, and other community agencies should not be assigned responsibility for club rooms or other recreational programs on the campuses.

(4) Every effort should be made to encourage members of military groups to participate in regular recreational programs provided for students. It should be noted that this process of assimilation is progressing satisfactorily on both campuses and, with the cooperation of responsible military officers, will develop to a greater extent.

(5) Special facilities should be made available to members of these groups for religious service and special counseling on religious and morale problems. Since the University has for years depended upon the YMCA's to serve as a coordinating agency for this service to students, similar responsibility for military and war-related personnel should be assigned to these two organizations, and off-campus religious organizations should work through the staff members of the YMCA's.

(6) Since the military and war-related personnel are adolescents comparable in age to our own students, it may be expected that they will need types of counseling similar to those provided for our own students. For this reason our regular counseling facilities should be made available, through the proper channels, to such individuals as desire this type of service. Specifically, mental hygiene counseling in the Health Service and educational counseling through the Testing Bureau should be provided.

If these policies meet with your approval, we suggest that they be communicated to the commandants of the several units now established and to be established in the future. Furthermore, we think it advisable that frequent meetings be held between the staff members concerned with the various programs listed above and the military units to work out the practical details of putting such a program into action. Specifically, means should be established to acquaint each individual with the University's facilities so that those who wish may more readily utilize them. I refer not only to counseling facilities but also to the extensive recreational programs. Perhaps special bulletin boards can be established or a special department established in the *Minnesota Daily* and circulated among the various military groups. The suggestion has also been made that the University prepare a special handbook to be issued, through proper channels, to members of all units. Such a bulletin would describe briefly the many facilities of the University available to military personnel and would serve a purpose comparable to that of the University's Freshman Week Handbook.

Special attention should be called to the desirability that the University assume full and complete responsibility for these types of services to these groups with respect to the campus programs. What is done for the groups off campus is of no official concern to the University but off-campus groups should not be permitted to assume responsibility for programs conducted on the campuses if there is to be a well-balanced and well-conducted program of services.

If such responsibilities are assumed by the indicated departments, it is our desire to re-establish the former staff social coordinating committee in order to facilitate the development of an

effective program and to correlate the many aspects of these programs. On such a committee will be representatives of all departments of the University concerned with welfare, recreation and counseling. In effect, this proposal, in its entirety, is a further means of converting the campuses from peace-time to war-time campuses. In line with the expectation that our military and war-related personnel training groups will be greatly increased, we believe that we should prepare special facilities and programs for such groups based upon officially established policy by the commandants of the various units.

5. *Scheduling of classes.* Dean Willey reported that a recent survey of use of rooms shows a preponderance of classes during the morning hours and on Monday, Wednesday, and Friday. It was mentioned as imperative that schedules be revised to provide a more even distribution of classes so that class rooms may be released for use of special programs as they develop. The secretary was requested to meet with the officers of the various colleges responsible for scheduling of classes to accomplish this end.

6. *Report of the Committee on the Contribution of the Defense Program in the Areas of Health, Physical Fitness and Recreation.* On the recommendation of Dean W. E. Peik, committee chairman, it was *voted*.

- (1) To recommend strongly to the faculties that for the duration of the war a maximum of not less than 12 credits in Physical Education be accepted for graduation for all students enrolled in the Army and Navy ROTC and in the enlisted reserve programs.
- (2) To recommend strongly to the faculties that every student, upon entrance to the University, be required to take a comprehensive examination covering personal and community health information and that those who fail to show a reasonable standard of knowledge be required to take a suitable course covering that field as specified by the Department of Preventive Medicine and Public Health.
- (3) To recommend strongly to the faculties that for the duration of the war all men during their first six quarters of University work be required to take the equivalent of one credit per quarter of appropriate physical education courses. Transfer students who have completed physical education courses elsewhere will be excused from all or such portions of these requirements as is determined by amount of credit allowed for previous work.
- (4) To recommend strongly to the faculties that for the duration of the war all women during their first six quarters of University work be required to take the equivalent of one credit per quarter of appropriate physical education courses. Transfer students who have completed physical education courses elsewhere will be excused from all or such portions of these requirements as is determined by the amount of credit allowed for previous work.

7. *Army and Navy program.* Mr. Middlebrook discussed items involved in Army and Navy contracts mentioning May or June as possible date of assignment of first groups to the campus under the new Army and Navy Training Program. Although the University has not yet been so designated it was indicated as a safe assumption that it will be for both Army and Navy programs. Unit size will be probably not less than 300 with 500 the usual minimum. Mr. Middlebrook emphasized that although the contracts cover all costs involved no profit is made.

8. *Use of staff.* The president discussed problems involved in maintenance of staff. It was agreed as the sense of the committee that the University should seek special programs that are at a level that will permit profitable use of existing staff members and avoid programs at the subcollegiate level. The deans were requested to make an earnest study of adaptation of present staff to programs as they develop and to submit suggestions as to ways and means of maintaining present staff.

9. *Winter quarter commencement.* President Coffey read a letter from Robert Larson, president of the senior class, recommending that the winter quarter 1943 commencement be held in the evening because the class, first to graduate under the accelerated program, will be double the normal size, many of whom will be soon drawn to service, would appreciate a more impressive ceremony, and parents can attend more conveniently at night than during the usual morning hour. It was *voted* to hold the winter quarter 1943 commencement at night as recommended.

10. *Admission of non-high school graduates.* President Coffey reported for information a communication from the North Central Association of Colleges and Secondary Schools dated January 23, 1943 recommending policies essentially the same as those adopted by the University of Minnesota with respect to admission of non-high school graduates.

11. *Status of physical fitness work offered by Naval Science and Tactics.* The status of physical fitness work offered by the Department of Naval Science and Tactics was discussed. It was *voted* that physical fitness reports be certified through the Department of Physical Education so that Physical Education credit may be allowed.

12. *Report of the Special Committee to consider Mothers Day.* On the recommendation of Dean E. G. Williamson, chairman, it was *voted*

- (1) That for the duration of the war special Mothers Day programs be discontinued. (Assumption that similar discontinuance will be made with respect to Dads Day programs in October.)
- (2) That the President of the University prepare a suitable message to mothers which will be mailed to them and also to all university students now in military service explaining why the University is discontinuing this program because of the exigencies of the war and further outlining some of the problems faced by the University and by students as a result of the war.



- (3) That the *Minnesota Daily* be asked to prepare a special Mothers Day issue which should have as its theme carrying the campus to the mothers and containing special articles describing the present-day University. That the special issue of the *Daily* should also be mailed to our students now in Military Service. Part of the funds normally spent on Mothers Day program might well be used to assist the *Daily* in preparing this special issue.

13. *Summer period load and compensation.* The following recommendation with respect to summer session compensation was discussed by Mr. Teeter. No objection being indicated the president stated this plan would be followed.

The basis of salary and teaching load of members of the teaching staff in the Summer Session for 1943 is to be the same as that of the Summer Session for 1942 except as follows:

- a. In war training courses, the salary and teaching load must follow the specifications of the contract.
- b. Staff members who offer instruction under war training contracts and also to regular civilian students shall be paid on the war training contract basis, namely, 1/9 of the "B" salary per month of service. Each term of Summer Session shall be computed as the equivalent of 1¼ months for such pay purposes.

14. *Summer Session hours.* It was voted, for the Summer Session of 1943, to begin classes at 8:30 a.m. and to follow the same schedule of office hours as during the academic year.

15. *The use of the name of the University of Minnesota on publications.* On the recommendation of the Senate Committee on Printing it was voted that:

The name of the University of Minnesota shall not be used on any publication by members of its staff in a manner which might suggest University endorsement unless such publication has been authorized by the president of the University or his designated representative.

No funds allocated to departments for operating supplies and expenses may be spent for off-campus printing or mimeographing without prior approval of the President's office.

T. E. PETTENGILL, Secretary

*Accepted*

### III. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTITUTIONS OF LEARNING

#### 1. Items Reported for Action

1. *Lourdes High School, Rochester.* It was voted on the recommendation of the inspector to place Lourdes High School on the published list of accredited schools.

2. *Credit for educational experience in the armed forces.* It was voted to recommend to the University Senate as an amend-

ment to the resolution concerning credit for military service, adopted by the Senate December 17, 1942:

That the University go on record as desiring to cooperate with the United States Armed Forces Institute in its attempt to evaluate the educational training men are receiving in the Armed Forces and will utilize, as far as practicable, the Armed Forces Institute measurements of educational competence in determining the amount of credit to be allowed.

*Approved*

## **2. Items Reported for Information**

1. *Junior College transfers.* The chairman discussed the problem of students accelerating their programs by taking junior college work along with the work of their senior year in high school. The secretary reported present practice with respect to admission as basing entrance entirely on the junior college record if a full year or more of junior college work has been completed, students with less than a year of college work being considered for admission on the basis of high school credits. It was the sense of the group that there will be no serious problem if high school and junior college records are kept separate. It was recommended that the junior colleges advise their students to complete a full year of college work before applying for transfer to the University so that they may be considered on the basis of college work alone especially if the student has been admitted to the junior college before graduation from high school.

2. *Contract courses.* The secretary discussed the desirability of review of ESMWT, Curtiss Wright, Army, Navy, and other contract courses with the view to deciding their status with respect to college credit. It was *voted* that the secretary assemble descriptions of these courses and obtain the judgments of the respective officers in charge of instruction with respect to college credit for review by the committee.

Respectfully submitted,

R. R. SHUMWAY, Chairman

*Accepted*

## **IV. REPORT OF THE COMMITTEE ON STUDENTS' WORK**

### **1. Items Reported for Action**

1. *Uniform Grade and Honor Point System.* It was *voted* to recommend to the Senate, effective after the close of the spring quarter 1942-43, that:

(1) There be four permanent grades, A (highest), B, C, and D (lowest) which shall be acceptable for the completion of a single course.

(2) There shall be a permanent grade of F (failure) given for work which in the opinion of the instructor should be re-

peated in class. College faculties may adopt additional procedures for the removal of failures.

(3) The grade of E (condition) shall be abolished.

(4) The grade of I (incomplete) shall be a temporary grade indicating that a student has a satisfactory record in work completed and for justifiable reasons satisfactory to the instructor in charge was unable to complete the work of the courses.

(5) Any student receiving this grade shall be required to complete the work of the course within the first thirty days of his next quarter in residence. A grade of I (incomplete) which is not removed within the first thirty days of the student's next quarter in residence shall be marked cancelled without grade.

(6) An extension of time may be permitted for removal of incomplete grades upon recommendation of the instructor concerned and approval by the Students' Work Committee of the college in which the student is registered.

(7) If a petition is presented after the end of the thirty-day period, a restoration of the mark of incomplete may be permitted by the Students' Work Committee of the college concerned upon the recommendation of the instructor but would be considered in the nature of a special examination for which the special examination fee would be required. ///

(8) There shall be a symbol T (transferred), indicating the transfer of credits from another institution or from one college to another of the University.

(9) For the purpose of determining scholarship averages, honor points shall be assigned to grades of A, B, C, and D as follows:

Each credit of A .....	3 honor points
Each credit of B .....	2 honor points
Each credit of C .....	1 honor point
Each credit of D .....	0 honor points

A student's scholarship average shall be the ratio of honor points earned divided by the credits earned plus credits of removed and unremoved failures.

It shall be the privilege of any college or school to set special standards of scholarship as a condition of registration in particular courses of study, of admission to the college or school, of promotion, of counting work toward a degree, or of continued residence in the college or school. Such special standards, however, shall be based on the grades and honor point values herein defined.

*Approved*

*Motion* by Dean Lind to refer the proposed Uniform Grade and Honor Point System back to committee for further study and report *was lost*.

*Motion* by Dean Lind that (3) "The grade of E (condition) shall be abolished" be omitted from the action *was lost*.

Dean Lind requested that the constitutionality of the action be investigated.

2. *Records of Disciplinary Actions.* It was voted to recommend to the Senate:

- (1) That the following Senate action of May 18, 1939 be rescinded:

*"The Clearing of Records of Disciplinary Actions.* On motion it was voted unanimously not to alter records of transcripts for seniors as proposed. It was understood, however, that by action of the college Students' Work Committee or faculty, supplementary statements with reference to a student who had previously been disciplined for other than scholastic reasons might be added to the record, if possible, or referred to on the record and made a supplement to the record in cases of transcripts to other institutions or to prospective employers."

- (2) That in the future disciplinary action (except drop for low scholarship) of the All-University Disciplinary Committee and of the Students' Work Committees of the various colleges be reported to the Office of Admissions and Records. The correspondence reporting the above action shall be filed separately with the notation "See special file" written on the student's official record for cross reference purposes. At any future date when an official record is requested by other educational institutions, prospective employers, and other individuals or agencies or by the student, the Director of Admissions and Records shall clear with the chairman of the discipline committee taking the original action and shall release information about such action only upon approval of the disciplining authority.
- (3) That the policy and procedure outlined in item (2) be applied to disciplinary actions taken and recorded previous to this action.

*Approved*

Respectfully submitted,

E. G. WILLIAMSON, Chairman

## V. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

Although not a few debaters have been called into the armed services and members of the debate squad have yielded to many demands for community service, the intercollegiate debate program was as extensive this year as it has been in other years.

Members of the men's squad debated with the following colleges and universities: St. Thomas, Gustavus Adolphus, Northwestern, Chicago, Wisconsin, Iowa, Illinois, Ohio State, Purdue, and Indiana. They won nine of their fifteen decision debates. One

debate with Wisconsin was a non-decision debate. All the debates were concerned with problems of post-war world organization. The men participating were: Gib Monette, Henry Haverstock, Marvin Karengold, Roy Sanford, Ted Herman, Ray Weiland, Dudley Ruck, and David DeWahl.

The women's squad participated in the Western Conference Women's Discussion at Northwestern University on November 20th and 21st. Representatives were Barbara Dailey and Betty Alexander. The topic discussed at the Conference was post-war world organization.

As a result of suggestions made at the meeting of the Speech Section of the Minnesota Education Association last fall, we invited to the University representatives of colleges in Minnesota to participate in a Minnesota All-College Congress, February 12th and 13th. In this congress thirty-two schools and colleges were represented by more than one hundred delegates. The student delegates organized themselves into a parliamentary body, introduced bills, appointed committees for the consideration of these bills, and at the final session enacted five "laws." Before adjourning, the members voted to hold another such congress next year.

The annual contest of the Northern Oratorical League for the Frank O. Lowden prizes was held at the University of Wisconsin April 2nd. The representative of the University of Minnesota was Stanley Jepson, Ag45. The first prize of \$100 was won by Allen Conwill, representing Northwestern University; the second prize of \$50 was won by James M. Stevens, representing the University of Indiana.

Because of the fact that the annual contest of the Northern Oratorical League was advanced this year one month, and since four of our students who handed in manuscripts for the Pillsbury Oratorical Contest were drafted into the Army, it was not possible to hold the Pillsbury Oratorical Contest before April 2nd. By action of the Senate Committee on Debate and Oratory, we were authorized to select a speaker to represent the University in the contest of the Northern Oratorical League.

Respectfully submitted,

FRANK M. RARIG, Chairman

*Accepted*

## VI. LEAVES OF ABSENCE AND RESIGNATIONS

The president read the following report prepared by Professor Tracy F. Tyler:

Staff members totalling 482 are on leave of absence from the University of Minnesota serving in the armed forces or engaged in war-related governmental work. This total includes the period beginning with July, 1940 and ending with the leaves granted at the May 14, 1943 meeting of the Board of Regents. Included in the group of 482 men and women are all of the

academic ranks from Teaching and Research Assistant to Dean and a wide representation of the many classifications in the non-academic staff from laborer to highly skilled technician.

Of the leaves granted, 393 were for service with the armed forces, 73 were for war-related service (largely with departments of the federal government), 6 were for the American Red Cross, 8 were to enter the WAVES, 1 the WAAC's, and 1 the women's auxiliary of the Marines.

Analysis of the staff members by rank showed that 232 were members of the regular academic staff, 154 were medical fellows either in the Twin Cities or Rochester, 24 were nurses from the University Hospitals, and 72 were members of the non-academic staff.

Some staff members terminate their services with the University upon entering the armed forces or accepting commissions for which their technical training and experience make them unusually well qualified. Such terminations granted by the Board of Regents at their five 1943 meetings alone total 47, of whom 41 were to enter the armed forces, 3 the WAVES, 1 the WAAC's, 1 the SPARS, and 1 the American Red Cross. Of the 47, 30 were from the academic staff, 14 from the non-academic staff, 2 were medical fellows, and 1 a nurse from the University Hospitals.

The departure of such a large group of highly trained men and women has presented the University administration with difficult problems because, in most cases, the places left vacant by departing staff members have had to be filled to enable the University to discharge its vital war functions.

## VII. NAVY V-12 PROGRAM

Dean Willey reported on a conference that he, Commander Flynn, and Mr. Lunden attended in New York, arranged by the Navy Bureau of Personnel and attended by the naval officers and financial officers of institutions participating in the V-12 program. Approximately 800 persons attended, representing 150 institutions. Institutional quotas are confidential. Plans provide that students now enrolled in designated curricula (medical, dental, engineering (V-1, V-7) and NROTC) will remain in attendance with new students transferring in to complete the quota. Estimated that 80% will be students now in residence who will remain at Minnesota, and 20% will be new students enrolled in new curricula specified by the Navy. Navy specifications provide:

1. That total group including regular students be on a 16-week basis beginning July 1, November 1, March 1.
2. That student load be a minimum of 18 class hours per week with Physical Training in addition.
3. That staff load minimum be 20 contact hours per week per instructor.

Problems involved in meeting the Navy specifications were discussed.

## VIII. REPORT OF THE COMMITTEE ON NECROLOGY

### ARTHUR TRAUTWEIN HENRICI, 1889-1943

Arthur Trautwein Henrici was born in Economy, Pennsylvania, on March 31, 1889, and died in Minneapolis on April 23, 1943. He prepared for college in the Pittsburgh High School and in 1911 graduated from the University of Pittsburgh with the Brinton Award for Scholarship and the M.D. degree. In 1913 Dr. Henrici entered the teaching profession at the University of Minnesota as Instructor in Pathology and Bacteriology. He was made Assistant Professor of Bacteriology and Public Health in 1917, Associate Professor of Bacteriology and Immunology in 1920, and Professor of Bacteriology in 1925.

During 1917-19, Dr. Henrici was on leave from this University, serving as Captain in the Medical Corps of the United States Army. He spent the year 1926-27 on leave at Cornell University as a visiting professor, and the spring quarter of 1940-41 on leave to conduct research on marine bacteriology and to act as Walker Ames Professor at the University of Washington.

Dr. Henrici was the author of numerous papers in *Proceedings of the Society for Experimental Biology and Medicine*, *Journal of Dental Research*, *Journal of Infectious Diseases*, *Soil Sciences*, *American Journal of Hygiene*, and *Journal of Biology*; two textbooks, widely used in universities and medical schools in the United States and Canada: *Molds, Yeasts, and Actinomycetes* (1930) and *The Biology of Bacteria* (1934 and 1939); and a monograph, *Morphological Variation and the Rate of Growth in Bacteria* (1928).

He was an advisory editor of the *Journal of Bacteriology* from 1935 to 1939 and associate editor from 1939 to his death. From 1938 onward he was a collaborator on *Mycopathologia*. In 1938 he was elected Vice-President of the Society of American Bacteriologists and in 1939, President. In the latter year he served also as Vice-President of a section of the Third International Microbiological Congress.

Arthur Henrici was a man of the utmost modesty; quiet and self-contained, he allowed his high achievements to speak for themselves and for him. They are his monument—the monument of a great scientist, known both nationally and internationally as one of the most distinguished bacteriologists of our day and particularly honored as the foremost authority in his field of specialization, actinomycosis. His death leaves vacant another place in the roster of notable men who gave and give distinction to this University.

TREMAINE McDOWELL, Chairman

*Adopted by a rising vote*

The Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate





UNIVERSITY OF MINNESOTA  
THE SENATE  
MINUTES

The first regular meeting of the University Senate for the year 1943-44 was held in the Auditorium of Murphy Hall Thursday, October 21, 1943. Seventy-four members responded to roll call.

The following items were presented for consideration by the Committee on Business and Rules and action was taken as indicated.

I. APPROVAL OF THE MINUTES OF  
MAY 20, 1943

*Approved*

II. SENATE ROSTER FOR 1943-44

Voting List

Abbe, Ernst C.	Barnhart, Thomas F.
Akerman, John D.	Barton, Francis B.
Alderman, William H.	Beach, Joseph
Allison, John H.	Bell, Elexious T.
Amberg, Ray M.	<sup>1</sup> Bierman, B. W.
<sup>1</sup> Andersen, Paul	Biester, Alice
<sup>1</sup> Anderson, Gaylord W.	Bieter, Raymond N.
Anderson, John E.	Bird, Charles
<sup>2</sup> Anderson, Philip A.	<sup>1</sup> Blakey, Roy G.
<sup>4</sup> Anderson, William	<sup>1</sup> Blegen, Theodore
<sup>1</sup> Archer, Clifford P.	Blitz, Anne D.
Armstrong, W. D.	Boardman, C. W.
Arnal, Leon E.	<sup>1</sup> Boddy, F. M.
Arny, Albert C.	Boehnlein, Charles
Bachman, Gustav	Bollman, J. L. (Rochester)
Bade, Edward S.	<sup>1</sup> Bond, Guy L.
<sup>2</sup> Baggenstoss, A. H. (Rochester)	Boothby, W. N. (Rochester)
Bailey, Clyde H.	<sup>1</sup> Borak, Arthur M.
Baker, A. B.	Bossing, N. L.
Baker, Gertrude M.	Boyd, Willard L.
Baldes, E. J. (Rochester)	Boyden, Edward A.
Balfour, D. C. (Rochester)	Boynton, Ruth E.
Barber, H. H.	Braasch, W. F. (Rochester)
Barnes, A. R. (Rochester)	Brameld, Theodore

Brierley, Wilfrid G.  
 Briggs, David R.  
 Brink, Raymond W.  
 Brown, Clara  
 Brown, Huntington  
 Brown, Ralph H.  
 Brueckner, Leo J.  
 Bryant, John M.  
 Bryngelson, Bryng  
 Buchta, J. W.  
 Burkhard, Oscar C.  
 Burnham, Charles R.  
 Burr, George O.  
 Burt, Alfred L.  
 Burton, S. Chatwood  
 Bussey, William H.  
 Butters, Frederic K.  
 Calverley, Charles E.  
<sup>1</sup>Carlson, William S.  
 Casey, Ralph D.  
<sup>2</sup>Castell, Alburey  
 Chapin, F. Stuart  
 Charnley, Mitchell  
 Cherry, Wilbur H.  
 Cheyney, Edward G.  
<sup>1</sup>Christensen, Asher N.  
 Christensen, Jonas J.  
 Christianson, John O.  
<sup>1</sup>Chute, A. H.  
 Clarke, Eric K.  
 Clawson, Benjamin J.  
 Coffey, Walter C.  
 Cohen, Lillian  
 Combs, Willes B.  
 Comstock, E. H.  
 Conger, George P.  
 Cook, Walter W.  
 Cooper, William S.  
 Coulter, Samuel T.  
<sup>2</sup>Crawford, Bryce L., Jr.  
 Creevy, Charles D.  
 Currence, Troy M.  
 Cutler, Alvin S.  
<sup>1</sup><sup>2</sup>Darley, John G.  
 Davis, Darrell H.  
 Davis, E. W.  
<sup>2</sup>Dennis, Clarence  
 Densford, Katharine J.  
<sup>1</sup>Deutsch, Harold C.  
 Dicken, Samuel N.  
 Diehl, Harold S.  
 Donelson, Eva  
 Dowdell, R. L.  
 Dowell, Austin  
 Downey, Hal  
<sup>2</sup>Dunn, William P.  
 Du Priest, J. R.  
<sup>2</sup>Eckert, Ruth E.  
 Eddy, Samuel  
 Edwards, Marcia  
 Eggers, Henry C. T.  
 Elliott, Richard M.  
 Emmons, William H.  
 Essex, H. E. (Rochester)  
 Evans, Gerald T.  
 Fahr, George E.  
 Feigl, Herbert  
 Feldman, W. H. (Rochester)  
 Fenlason, Anne L.  
 Fenske, Theodore H. (Morris)  
<sup>2</sup>Fenstermacher, Reuel  
 Ferguson, Donald  
 Ferrin, Evan F.  
 Field, Albert M.  
 Filipetti, George  
 Fischer, Earl B.  
 Fitch, James B.  
 Flagstad, Carl  
 Fraser, Everett  
<sup>2</sup>Freeman, Ruth B.  
 French, Robert W.  
<sup>1</sup>Fryklund, Verne C.  
 Garver, Frederic B.  
<sup>2</sup>Gates, John W.  
 Geddes, William F.  
 Geiger, Isaac W.  
<sup>2</sup>Gellhorn, Ernst  
 Gisvold, Ole  
 Goldstein, Harriet  
 Goodenough, Florence L.  
 Granovsky, Alexander A.  
 Green, Robert G.  
 Griffith, Charles A.  
 Grismer, Raymond L.  
 Grout, Frank F.  
<sup>2</sup>Grout, Ruth E.  
 Gruner, John W.  
 Hall, Ambert B.  
 Halvorson, H. O.  
 Hansen, Arild E.  
 Hart, William L.  
<sup>1</sup>Hartig, Henry E.

<sup>8</sup>Harvey, Alfred L.  
 Harvey, Rodney B.  
 Hasbrouck, Theodore  
 Hathaway, Starke  
 Hauser, George  
 Hayes, Herbert K.  
 Heaton, Herbert  
 Heilig, L. S.  
 Heilman, E. A.  
 Heisig, G. B.  
 Henderson, M. S. (Rochester)  
<sup>8</sup>Henrici, Arthur T.  
 Heron, William T.  
 Herrick, Carl A.  
 Hess, Eugene L.  
 Higgins, G. M. (Rochester)  
 Hill, Edward L.  
 Hillhouse, James T.  
 Hodson, A. C.  
 Holman, William F.  
<sup>1</sup>Hughes, C. A.  
 Hull, Gertrude  
<sup>8</sup>Hustrulid, Andrew  
 Hutchinson, Lura C.  
 Immer, Forrest R.  
 Jackson, Dunham  
 Jacobson, Carl A.  
 Jennings, Arthur B.  
<sup>1</sup>Jennings, Edward G.  
 Jesness, Oscar B.  
 Johnson, Elmer W.  
 Johnson, Palmer O.  
 Jones, Robert T.  
 Jones, Roy C.  
<sup>8</sup>Jordan, Richard C.  
 Joseph, Thomas L.  
<sup>1</sup>Kaufert, Frank H.  
 Keller, Louis F.  
 Kendall, E. C. (Rochester)  
 Kennedy, Cornelia  
 Kernkamp, H. C. H.  
 Kernohan, J. W. (Rochester)  
 Keys, Ansel  
 Killeen, Earle G.  
 King, Harry L.  
 King, Joseph T.  
 Kinyon, Stanley V.  
 Kirkpatrick, Clifford  
<sup>8</sup>Kirkpatrick, Evron M.  
 Kittleson, Arthur J.  
 Knight, Ralph T.  
 Koelsch, C. F.  
<sup>1</sup>Koepke, Charles A.  
 Koller, E. Fred  
 Kolthoff, Izaak M.  
 Kozelka, R. L.  
 Krantz, Fred A.  
 Krey, August C.  
 Kuhlmann, John H.  
 Lambert, E. M.  
 Lang, F. C.  
 Lansing, Robert C.  
 Larson, Winford P.  
 Lasby, William F.  
 Lauer, Walter M.  
<sup>1</sup>Lees, C. Lowell  
<sup>1</sup>Le Fort, Emilio  
 Leichsenring, Jane  
 Leicht, Joseph  
 Leland, Ora M.  
<sup>1</sup>Levens, Alex  
 Lind, Samuel C.  
 Lindsay, William  
 Lippincott, Benjamin E.  
<sup>1</sup>Livingston, R. S.  
 Longstaff, Howard  
 Ludwig, C. C.  
 Lund, Clarence E.  
 Lunden, Laurence R.  
 Luyten, Willem J.  
 MacDougall, Frank H.  
<sup>1</sup>Macy, Harold  
 Mann, Charles A.  
 Mann, F. C. (Rochester)  
<sup>1</sup>Marget, Arthur W.  
 Marvin, Robert S.  
 Mason, H. L. (Rochester)  
 Matson, Rosser H.  
 McCall, T. M. (Crookston)  
 McCartney, James S.  
 McClintock, Henry L.  
 McConnell, T. R.  
<sup>1</sup>McCormick, F. G.  
<sup>8</sup>McDiarmid, Errett W.  
 McDowell, G. Tremaine  
 McKelvey, John L.  
 McKinley, J. C.  
<sup>8</sup>McLennan, Charles E.  
<sup>8</sup>McMiller, Paul R.  
 McNeal, Wylle B.  
 McQuarrie, Irvine  
 Mickel, Clarence E.

Middlebrook, William T.  
 Miller, L. F.  
 Miller, Paul E.  
 Miller, W. S.  
 Mills, Lennox  
 Minnich, Dwight E.  
 Mitropoulos, Dimitri  
 Monachesi, Elio D.  
 Money, Frances M.  
 Montillon, George H.  
 Montonna, Ralph E.  
 Moore, C. A.  
 Morse, Horace T.  
 Mudgett, Bruce D.  
 Myers, Howard D.  
 Myers, W. R.  
 Nafziger, Ralph O.  
 Neale, Mervin G.  
 Nelson, Kent  
 Nelson, Lowry  
 Newton, Julia O.  
 Nichols, Charles W.  
<sup>1</sup>Nier, Alfred O. C.  
 Noble, Isabel  
<sup>2</sup>Nolte, Julius M.  
 Nordly, Carl L.  
 Oberg, Paul  
 O'Brien, William A.  
 Ogle, Marbury B.  
 Oliver, Clarence P.  
 Osgood, Ernest S.  
 Ostlund, H. J.  
<sup>1</sup>Paine, John R.  
 Palmer, Leroy S.  
 Parker, Walter H.  
 Paterson, Donald  
 Pattison, Walter T.  
 Peik, Wesley E.  
 Peters, Walter H.  
 Petersen, William E.  
 Peyton, W. T.  
 Phelps, Ethel  
 Piccard, J. F.  
 Pierce, E. B.  
<sup>1, 2</sup>Pierce, George O.  
 Piper, Ralph A.  
 Pirsig, Maynard E.  
 Pond, George A.  
 Potthoff, Carl J.  
 Power, Marschelle H. (Rochester)

Priester, George C.  
<sup>1</sup>Prosser, William L.  
 Quigley, Harold S.  
 Rarig, Frank  
 Rasmussen, Andrew T.  
 Raymond, Ruth  
<sup>1</sup>Read, Horace E.  
 Reichardt, Konstantin  
 Reighard, John J.  
<sup>2</sup>Reinhard, Walter A.  
 Reyerson, Lloyd H.  
 Riesenfeld, Stephan A.  
 Rigler, Leo G.  
 Riley, William A.  
 Rindsland, William C.  
 Ringoen, Adolph  
 Robertson, Burton J.  
 Robertson, H. E. (Rochester)  
 Robertson, Rhodes  
 Roe, Harry B.  
 Roepke, Martin H.  
 Rogers, Charles H.  
 Rose, Ella J.  
 Rosendahl, Carl O.  
 Rosenow, E. C. (Rochester)  
 Rost, Clayton O.  
 Rottschaefer, Henry  
 Rotzel, C. L.  
 Rowley, Frank B.  
<sup>1</sup>Rumbaugh, Lynn H.  
 Rutford, Skuli  
 Ryan, J. J.  
 Sandstrom, W. Martin  
 Scammon, Richard E.  
 Schantz-Hansen, Thorvald  
 Schiele, Burtrum C.  
 Schlotthauer, C.F. (Rochester)  
 Schmeckebier, Laurence  
<sup>1</sup>Schmidt, E. P.  
<sup>1</sup>Schmitt, Otto H.  
 Schmitz, Henry  
 Schroeder, Philip M.  
<sup>2</sup>Schuck, Robert F.  
 Schwantes, Arthur J.  
 Schwartz, G. M.  
 Scott, Frederick H.  
 Searles, Harold R.  
 Sheard, Charles (Rochester)  
 Shippee, Lester B.  
 Shoop, Charles F.  
 Short, Lloyd M.

Shumway, R. R.	Vaile, Gertrude
*Simon, William J.	Vaile, Roland S.
Sirich, E. H.	Valasek, Joseph
*Skinner, B. Frederic	Van Wagenen, M. J.
Sletto, Raymond F.	Vaughan, Alfred L.
Sloan, Hubert J.	Visscher, Maurice B.
Smith, Dora V.	Vold, George B.
Smith, Homer J.	Waite, Warren C.
Smith, Lee I.	Waldron, C. W.
Sneed, M. Cannon	Walker, C. A., Jr.
Spink, Wesley W.	Wallis, Wilson D.
Stakman, Elvin C.	Wangensteen, Owen H.
*Starr, Helen	Warren, Robert P.
*Starr, Joseph R.	Watson, Cecil J.
Stauffer, Clinton R.	Webb, James S.
Steefel, Lawrence D.	Wells, Lemen J.
Stelman, J. W.	Wesley, Edgar B.
Stenstrom, Karl W.	Wetherby, Macnider
Stephenson, George M.	White, Wendell
Stevenson, Russell A.	Wilcox, Hugh B.
*Stigler, G. J.	Wilder, R. M. (Rochester)
Stoesser, Albert V.	Wiley, Malcolm M.
*Straub, Lorenz G.	*Williams, John H.
Summers, Robert E.	Williamson, E. G.
Swanson, Gustav	Wilson, David H.
Tanquary, Maurice C.	*Wilson, Charles O.
*Tate, John T.	Wilson, Harold K.
Teeter, Thomas A. H.	Winters, Laurence M.
Thiel, George A.	*Wise, J. A.
Thomas, J. M.	Woodsedalek, Jerry
Thompson, Mark J. (Duluth)	*Wrenn, C. Gilbert
Tinker, Miles A.	Wright, Harold N. G.
Treloar, Alan E.	*Yoder, Dale
Tyler, Tracy F.	Zelner, Otto S.
Underhill, Anthony L.	

### Non-Voting List

Adson, Alfred W. (Rochester)	Barker, N. W. (Rochester)
Alexander, Jean H.	Barron, Moses
*Allen, E. V. (Rochester)	Bass, Frederic H., Professor of Civil Engineering, Emeritus
Alvarez, W. C. (Rochester)	Bassett, Louis B., Associate Professor of Farm Manage- ment, Emeritus
Alway, Frederick J., Professor and Chief of Soils, Emeritus	Beard, A. H.
Amberg, S., Associate Profes- sor of Pediatrics, Emeritus (Rochester)	Benedict, W. L. (Rochester)
Austin, L. T. (Rochester)	*Berkson, J. (Rochester)
Bargen, J. A. (Rochester)	Boies, L. R.

Boss, Andrew, Professor Emeritus, Agricultural Experiment Station  
 Boss, William, Professor and Chief, Emeritus, Agricultural Engineering  
 Bowling, H. H. (Rochester)  
 Brekhus, Peter J., Professor of Crown and Bridge Work, Emeritus  
 Broders, A. C. (Rochester)  
 Brooke, W. E., Professor of Mathematics and Mechanics, Emeritus  
 Brown, Edgar D., Associate Professor of Pharmacology, Emeritus  
 Brunsting, L. A. (Rochester)  
 Buie, L. A. (Rochester)  
 Burch, Frank E.  
 Butler, A. B.  
 Butler, John  
<sup>1</sup>Camp, J. D. (Rochester)  
 Campbell, Orwood J.  
 Carey, James B.  
 Chatterton, Carl C.  
 Chesley, Albert J.  
 Christianson, Peter, Professor of Mines, Emeritus  
 Christison, James T., Professor of Pediatrics, Emeritus  
 Cole, Wallace H.  
 Colvin, Alexander R.  
 Comfort, M. W. (Rochester)  
<sup>10</sup>Cooke, Louis J., Professor Department of Physical Education for Men, Emeritus  
 Cooperman, Oscar  
 Corbett, J. Frank, Professor of Surgery, Emeritus  
 Counsellor, V. S. (Rochester)  
 Cox, Norman J., Associate Professor of Dentistry, Emeritus  
<sup>1</sup>Craig, W. McK. (Rochester)  
 Crenshaw, J. L. (Rochester)  
<sup>9</sup>Dalaker, H. H., Professor of Mathematics and Mechanics, Emeritus  
 Damon, George M.  
 Desjardins, A. U. (Rochester)  
 Dixon, C. F. (Rochester)  
 Drake, Carl B.  
 Drips, Della G. (Rochester)  
 Erickson, Theodore A., Associate Professor, Emeritus, Agricultural Extension  
 Erikson, Henry A., Professor of Physics, Emeritus  
 Ernst, Max E.  
 Eusterman, G. B. (Rochester)  
 Evans, E. T.  
 Fansler, Walter A.  
 Figi, F. A. (Rochester)  
 Foley, Frederic E. B.  
 Ford, Guy S., President, Emeritus  
 Frankforter, George B., Professor of Organic Chemistry, Emeritus  
 Freeman, Edward M., Dean and Professor, Emeritus  
 Garde, F. W. (Rochester)  
 Gardner, B. S. (Rochester)  
 Gardner, Edwin L.  
 Ghormley, R. K. (Rochester)  
 Giffin, H. Z. (Rochester)  
<sup>1</sup>Gray, Howard K. (Rochester)  
 Gray, Royal C.  
 Green, Robert O.  
 Haines, Samuel F. (Rochester)  
 Hammes, Ernest M.  
 Harker, Lee A.  
 Harrington, Francis E.  
 Harrington, S. W. (Rochester)  
 Hartman, Howard R. (Rochester)  
 Havens, F. Z. (Rochester)  
 Helmholtz, H. E. (Rochester)  
 Hempstead, B. E. (Rochester)  
<sup>1</sup>Hench, P. S. (Rochester)  
 Henry, Raymond R.  
 Horton, B. T. (Rochester)  
 Huenekens, Edgar J.  
 Ikeda, Kano  
 Irvine, Harry G.  
 Jackson, Clarence M., Professor of Anatomy, Emeritus  
 Jenks, Albert E., Professor of Anthropology, Emeritus  
 Johnson, James A.

Johnson, Raymond E.  
 Johnson, Reuben A.  
 Keith, N. M. (Rochester)  
 Kennedy, R. L. J. (Rochester)  
 Kepler, E. J. (Rochester)  
<sup>2</sup>Kinsella, Thomas  
 Kirchner, William H., Professor of Drawing and Descriptive Geometry, Emeritus  
 Kirklin, B. R. (Rochester)  
 Kirkwood, William P., Professor, Division of Publications, Department of Agriculture and Department of Journalism, Emeritus  
 Klaeber, Frederick, Professor of Comparative Literature, Emeritus  
 Knight, Ray R.  
 Krusen, F. H. (Rochester)  
 Lawton, Harry C.  
<sup>1</sup>Laymon, Carl W.  
 Le Compte, Irville C., Professor of Romance Languages, Emeritus  
 Leddy, E. T. (Rochester)  
 Lemon, W. S. (Rochester)  
<sup>1</sup>Leven, N. Logan  
 Lillie, H. I. (Rochester)  
 Little, Joseph M.  
 Litzenberg, Jennings C., Professor of Obstetrics and Gynecology, Emeritus  
 Logan, A. H. (Rochester)  
 Love, J. G. (Rochester)  
 Lundy, J. S. (Rochester)  
 Lynch, Francis W.  
 MacCarty, W. C. (Rochester)  
 MacGibbon, Everett E.  
 Macnie, John S., Associate Professor of Ophthalmology, Emeritus  
<sup>1</sup>Magath, T. B. (Rochester)  
 Mann, F. M., Professor of Architecture, Emeritus  
 Martenis, John V., Associate Professor of Mechanical Engineering, Emeritus  
 Masson, J. C. (Rochester)  
<sup>1</sup>Mayo, Charles W. (Rochester)

McDaniel, Orianna, Clinical Associate Professor of Preventive Medicine, Emeritus  
 Meyer, Robert  
 Meyerding, H. W. (Rochester)  
 Michael, J. C.  
 Michelson, Henry E.  
 Moersch, F. P. (Rochester)  
 Moersch, H. J. (Rochester)  
 Montgomery, H. (Rochester)  
 Mussey, R. D. (Rochester)  
 Myers, J. A.  
 Nathanson, Morris N.  
<sup>2</sup>Nelson, Earl A.  
 Nelson, Herbert C.  
 New, G. B. (Rochester)  
 Newhart, Horace, Professor of Otolaryngology, Emeritus  
 Nicholson, E. E., Dean of Student Affairs, Emeritus  
 Noble, John F.  
 Norris, J. Anna, Professor of Physical Education, Emeritus  
 Oestlund, Oscar W., Professor of Animal Biology, Emeritus  
 O'Leary, Paul A. (Rochester)  
 Olmsted, Everett W., Professor of Romance Languages, Emeritus  
 Osterberg, A. E. (Rochester)  
 Otto, Carl F.  
 Pagenkopf, Alfred A.  
 Pattridge, Mark O.  
 Pease, Levi B., Professor of Metallurgy, Emeritus  
 Pemberton, J. D. (Rochester)  
 Pettengill, True E.  
 Platou, Erling S.  
 Plummer, W. A. (Rochester)  
 Prangen, A. D. (Rochester)  
 Price, Richard R., Professor and Director, University Extension, Emeritus  
<sup>1</sup>Priestley, J. T. (Rochester)  
 Ramsey, Walter R., Clinical Associate Professor of Pediatrics, Emeritus  
 Randall, L. M. (Rochester)  
<sup>2</sup>Regnier, Edward  
 Reynolds, George W.

Richards, Ernest T. F.  
 Roberts, Thomas S., Professor  
 of Pediatrics, Emeritus  
 Rodda, F. C.  
<sup>7</sup>Rothrock, John L., Professor  
 of Obstetrics and Gynecol-  
 ogy, Emeritus  
 Rudolph, Charles E.  
 Ruggles, Arthur G., Professor  
 of Entomology, Emeritus  
 Sanford, A. H. (Rochester)  
 Savage, Charles A., Professor  
 of Greek, Emeritus  
 Schaaf, Frederick H.  
 Schneider, John P.  
 Schwyzer, Arnold  
 Scott, Carlyle, Professor of  
 Music, Emeritus  
 Searles, Colbert, Professor of  
 Romance Languages, Emer-  
 itus  
 Seham, Max  
 Shapiro, Morse J.  
 Shea, Alice Leahy  
 Sheldon, W. D. (Rochester)  
 Professor of Neurology,  
 Emeritus  
 Shellman, Joseph F.  
 Sidener, C. F., Professor of  
 Chemistry, Emeritus  
 Sigerfoos, Charles P., Profes-  
 sor of Zoology, Emeritus  
<sup>8</sup>Smith, Arthur C., Professor of  
 Poultry Husbandry, Emer-  
 itus  
 Smith, Harry L. (Rochester)  
 Smith, N. D. (Rochester)  
<sup>9</sup>Snell, A. M. (Rochester)  
 Steward, Thomas E.  
 Stoll, Elmer E., Professor of  
 English, Emeritus  
 Stomberg, Andrew A., Pro-  
 fessor of Scandinavian  
 Languages, Emeritus  
 Storm, A. V., Professor, Emer-  
 itus  
 Strachauer, Arthur C.

Sweitzer, Samuel E.  
 Thom, L. W.  
 Thomas, Gilbert J.  
<sup>1</sup>Thompson, G. J. (Rochester)  
 Tilden, Josephine, Professor of  
 Botany, Emeritus  
 Ulrich, Henry L.  
 Upgren, Arthur R.  
 Vehe, William D.  
 Wagener, H. P. (Rochester)  
 Wahlquist, Harold  
 Walls, James M., Professor of  
 Operative Dentistry, Emer-  
 itus  
 Walter, Frank K., University  
 Librarian, Emeritus  
<sup>1</sup>Walters, W. (Rochester)  
<sup>1</sup>Watkins, C. H. (Rochester)  
<sup>1</sup>Weisman, S. A.  
 Weller, Marion, Assistant Pro-  
 fessor Emeritus, Department  
 of Home Economics  
 Wells, Amos S.  
 White, Albert B., Professor of  
 History, Emeritus  
 White, S. Marx, Professor of  
 Medicine, Emeritus  
<sup>2</sup>Whitmore, Frank W.  
 Whittaker, Harold A.  
 Wilcox, Archa  
 Williams, H. L. (Rochester)  
 Willius, F. A. (Rochester)  
<sup>11</sup>Wilson, L. B. (Rochester),  
 Professor of Pathology and  
 Director of the Mayo Found-  
 ation, Emeritus  
 Woltman, H. W. (Rochester)  
 Wulling, Frederick J., Dean  
 of the College of Pharmacy,  
 Emeritus  
 Young, Jeremiah, Professor of  
 Political Science, Emeritus  
 Zeleny, Anthony, Professor of  
 Physics, Emeritus  
 Zierold, Arthur A.  
 Zimmermann, Harry

<sup>1</sup> Absent on leave.

<sup>2</sup> Promotion.

<sup>3</sup> New appointment.

<sup>4</sup> Absent on leave half-time.

<sup>5</sup> Absent on leave fall quarter.

<sup>6</sup> Died April 23, 1943.

<sup>7</sup> Died July 5, 1943.

<sup>8</sup> Died August 7, 1943.

<sup>9</sup> Died May 20, 1943.

<sup>10</sup> Died August 19, 1943.

<sup>11</sup> Died October 5, 1943.



### III. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

The Senate Committee on Business and Rules, in response to a request from President Coffey, considered the constitutionality of the action of the Senate at its meeting during May, 1943, in adopting as its action the recommendation of the Students' Work Committee for a uniform grade and honor point system. The committee *voted* unanimously to sustain the action of the Senate as within the latter's constitutional powers.

The fact that the Senate's action is valid does not foreclose the faculty of any college or school from seeking a modification of or relief from that action. It is at liberty at any time to bring before the Committee on Students' Work any proposals seeking such modification or relief, to request that the Committee on Business and Rules put such proposals on the agenda for a regular meeting of the Senate, or to bring them before the Senate directly. The committee has merely passed on the Senate's power, not on the wisdom of the policy embodied in the action whose validity it has voted to sustain.

HENRY ROTTSCHAEFER, Chairman

*Approved*

### IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

#### Reported for Information

1. *Speech Examinations for Entering Freshmen.* The president read a memorandum of March 15, 1943 regarding the desirability of a speech examination at time of entrance. On the recommendation of the Freshman Week Committee, it was *voted* that, for 1943, all new entering freshmen in the University be required to take a five-minute speech examination, with the provision that a report be made to the committee of the results of the examination as a basis for determining whether or not the requirement should be continued.

2. *Probable University Enrollment after the War.* Professor R. S. Vaile distributed and discussed charts and a memorandum on enrollment trends and probable University enrollment after the war. Other studies in progress by the Senate Committee on Education regarding faculty requirements, survival of freshmen and advanced standing students were mentioned, reports of which, at President Coffey's suggestion, will be presented at later meetings.

3. *Report on Post-War Faculty Needs.* Professors R. S. Vaile and F. S. Chapin distributed and discussed a report on trends in personnel statistics of the faculties of the University relevant to postwar planning.

T. E. PETTENGILL, Secretary

*Accepted*

## V. REPORT OF THE COMMITTEE ON EDUCATION

The agenda of this Committee for the period January 1943 to June 1944 includes at least preliminary surveys of the following fields:

1. Probable postwar enrollment trends, and the following problems created by these trends:
  - Problems of student personnel
  - Problems of curricula and instruction
  - Problems of instructional facilities
  - Problems of student housing
  - Problems of student social life and recreation.
2. Studies of student mortality and survival, and the following problems raised by these studies:
  - Admission requirements and procedure
  - Adequacy and adaptation to student needs of present educational opportunities
  - Accuracy of diagnosis and present effectiveness of student counseling.
3. Studies of faculty personnel and the following problems raised by these studies:
  - Recruitment
  - In-service improvement
  - Promotion and tenure
  - Salary lures and salary scales
  - Appraisal of faculty services and quality of faculty personnel.

The following paragraphs summarize the principal findings to date:

1. A sharp increase in enrollment may be expected immediately after the war, probably to a point well above the previous high of 1939-40. This previous high point was approximately 17,500 collegiate students in the nine month's school year with approximately 15,500 registered at the peak of the fall quarter. It is anticipated, following the close of the war, that the trend of enrollment from 1926-27 to 1939-40 will be resumed but at a higher level. It is also anticipated that the longer the war continues, the greater will be the impact of increased enrollment immediately following the close of war. Peak fall enrollments have, in the past, been approximately 88 per cent of the total for the academic year. The following table lists predicted en-

rollments during the postwar period, related to when the war may end.

If War Ends In	Predicted Enrollment							
	First Year			Second Year			1950-51	
	Year	Fall	Total	Year	Fall	Total	Fall	Total
1943-44	1944-45	17,000	19,500	1945-46	19,500	22,500	21,500	24,500
1944-45	1945-46	17,500	20,000	1946-47	20,000	23,000	21,500	24,500
1945-46	1946-47	18,000	20,500	1947-48	20,500	23,500	21,500	24,500

If some of the present proposals for federal subsidization of students after the war are carried out, it seems likely that the enrollment predicted for 1950-51 may actually be reached in the first or second postwar year.

2. By 1950-51 the temporary postwar "flood" of enrollment will have subsided to a "normal" trend. The 1950-51 enrollment is likely to be about 24,500 total enrollment, with 21,500 enrolled in the fall quarter. It is expected that the average annual increment, since 1926, of about 400 students will have been resumed by 1950.
3. High school graduation in the state has reached nearly 30,000 annually. There is a potential population finishing graded schools to permit high school graduation to increase to nearly 40,000 annually. Even if this increase of one third in high school graduation should occur, it is not likely that the university freshman class would increase correspondingly.
4. An increasing number of high school graduates are going to the junior colleges and about a constant number to teachers colleges and private colleges in the state. All of these facilities accommodate about 1½ times as many freshmen as are admitted annually by the University. Thus approximately 30 per cent of present high school graduates are taking some collegiate work beyond that point. As the number of high school graduates increases, it may be expected that junior college and university entrants will increase, but probably not proportionally.
5. Unless grade school and high school training changes, it seems of doubtful value either to the state or to the individual to encourage a higher *percentage* of high school graduates to enter the present university curricula. (The General College may, perhaps, be an exception to this generalization.) Studies of student survival at the University show, however, that many individuals enter who are unsuited by ability or temperament to complete present curricula, while perhaps a nearly equal number of well-suited high school graduates do not proceed further. This situation suggests the wisdom of better counseling and, perhaps, of subsidization of some students with high college aptitude and low economic status.

6. If a higher percentage is to go beyond the high school, certain fundamental changes in the curricula should be carefully considered. These changes should recognize the economic necessity for training in skills and techniques as well as in sciences and the professions. About half as many high school graduates are already taking advanced work in technical and vocational schools as are taking work of collegiate grade. This group may be expected to expand in the postwar years.
7. If favorable consideration is given to a broadening of the offerings in public education above the high school level, the question should then be considered as to whether such training should be given at a central location or in connection with the junior colleges scattered over the state.
8. If the relatively high registration in the liberal arts college is maintained, the situation would seem to call for careful reappraisal of the functions of the college. Perhaps special attention should be focused on (a) general education for citizenship, (b) training in the social sciences, (c) the avocational and cultural values of the humanities.
9. Among the considerations arriving at estimates of future university registration is the age distribution of the total population. It is to be noted that the total population under 5 years of age was 30,000 less in 1940 than in 1920. The total from 5 to 9 years of age was 28,000 less in 1940 than in 1920 and 36,000 less in 1940 than in 1930. The 10 to 14 age group was 15,000 less in 1940 than in 1930. These data suggest that the total population of college age during the next ten years may be smaller than at present.
10. The probability of enrollment totalling between 19,500 and 24,500 in the postwar years raises important questions concerning the adequacy of the physical plant and of the staff in at least the following fields:
  - a. Housing and eating accommodations
  - b. Classrooms and laboratories
  - c. Staff members at the various levels.

These questions raise others in turn as follows:

- d. Curricula
- e. Methods of instruction
- f. Salary scales necessary to the recruiting and maintenance of adequate staff.
11. The increase in faculty members required to meet the increased enrollment is so large as to suggest immediate planning of recruitment methods and tenure policy, with clear outlining of responsibilities and authorities.
12. Careful and detailed consideration of the adequacy of the 1939-40 student-faculty ratio for the postwar educational program should be undertaken promptly. The possibilities connected with larger classes, on the one hand, and the need for more counseling, on the other hand, are illustrative of factors which should be considered.

13. Special consideration should be given to insuring the return of the high quality faculty members now on leave. Probably in many instances this will require substantial adjustment of individual salaries.
14. The need for a general policy of recruitment is suggested by the increasing age of faculty members.
15. Consideration of the entire salary schedule is suggested by the facts that: (a) the faculty has matured both in age and length of service, while (b) average salaries in the professorial ranks declined somewhat between 1929-30 and 1941-42, and (c) a very wide spread of salaries persists for each academic rank.
16. The rapidity with which new staff is likely to be needed after the war suggests that many people with temporary status may need to be employed pending both the return of people on leave and the finding of competent additions to the permanent staff.
17. Your Committee suggests that each of the points 11 to 16 merits further prompt consideration. Each of them is related to the basic problem of tenure. The Committee recommends especially, therefore, that appropriate steps be taken at once to study and recommend action concerning tenure at each academic level.

R. S. VAILE, Vice Chairman

*Accepted*

It was *voted*, on the motion of Professor William Anderson, that if a tenure committee of the Senate exists it be revived, or if not, that a tenure committee of the Senate be appointed by the President to make recommendations to the Senate with respect to tenure.

## VI. REPORT OF THE COMMITTEE ON UNIVERSITY FUNCTIONS

Your Committee on University Functions respectfully submits the following report for the year 1942-43:

Convocations held:

- July 23: Summer session commencement exercises.—Dr. Walter H. Judd, Formerly Physician in China, "Building Tomorrow's World"
- October 1: Opening convocation.—Walter C. Coffey, President of the University, "Address of Welcome"
- October 8: Henry Scott, Pianist, Program of Swing, Classics, and Concert Satire
- October 15: Max Lerner, Author and Professor of Government at Williams College, "Ideas are Weapons"
- October 22: Charles R. Knight, Painter and Sculptor of Modern Animals, "Life's Pageant through the Ages" (Illustrated with colored slides)
- October 29: Helen Clapesattle, Editor, University of Minnesota Press, "The Doctors Mayo"

- November 5: Mme. Suzanne Silvercruys, Sculptor, "Art and Self Expression"
- November 12: Helen Kirkpatrick, London Correspondent for the *Chicago Daily News*, "America and Britain; Allies in Arms"
- November 19: Dr. Norman V. Peale, Formerly Minister of the historic Marble Collegiate Church, New York City, "How to Live in a Time Like This"
- December 3: Walter C. Coffey, President of the University, "The War Problems of the University and the Students"
- December 17: Fall quarter commencement convocation.—Deane Malott, Chancellor of the University of Kansas, "Careers in Crisis"
- January 7: Angna Enters, Author, Actress, and Painter, "The Theater of Angna Enters"
- January 14: Carl W. Jones, Formerly Publisher of the *Minneapolis Journal*, "Why Does a Magician Fool You?"  
Evening Convocation: Dr. Harlan Tarbell, Counselor and Teacher of Professional Magicians, "Show Us Miracles"
- January 21: Sir Norman Angell, Author and Journalist, "The Roots of the War and the Revolution"
- January 28: Irwin Edman, Author and Professor of Philosophy, Columbia University, "Cultural Priorities"
- February 4: Gerald Wendt, Author and Scientist, "The Science Front in Total War"
- February 11: J. Lawrence Lardner, Professor Emeritus of Public Speaking and Literary Interpretation, Northwestern University: Reading, "He Knew Lincoln" by Ida Tarbell
- February 18: Dr. Frank Kingdon, Formerly Pastor of Calvary Church in East Orange, New Jersey, and President of the University of Newark, "How to Live in a Time Like This"
- February 25: Walter Duranty, Foreign News Correspondent and Member of the Staff of the *New York Times*, "When East Meets West in Battle"
- March 4: Dramatic motion picture, "Prelude to War" edited by Frank Capra; Walter Huston, narrator
- March 18: Winter quarter commencement convocation.—Walter C. Coffey, President of the University. Attention is called to the fact that the accelerated program due to the war resulted in more than doubling the number of seniors graduating at the end of the winter quarter. There were 746 degrees granted. Circumstances apart from the size of the class appeared to justify the change from the usual convocation hour to an evening hour. The exercises were preceded by an academic procession from the Coffman Union to Northrop Memorial Auditorium.
- April 1: William Hazlet Upton, Author, "The Gasoline Cavalry"

- April 8: Lawrence McKinley Gould, Professor of Geology, Carleton College; now stationed on University of Minnesota campus as Chief of the Arctic Section of the Army Air Forces, Arctic, Desert, and Tropic Information Center, "Northward Ho"
- April 15: Jay Allen, War Correspondent of the North American Newspaper Alliance in Africa, Spain, and France, "The North African Springboard"
- April 22: Frank Bohn, Writer, Lecturer, and Specialist in International Relations, "Inside Washington Today"
- April 29: Music convocation.—University Symphony Orchestra and the University Concert Band. Soloists—Caroline Brown, Pianist, and Edward Berryman, Organist
- May 6: Cleveland Grant, Director of Extension, Baker-Hunt Foundation, Covington, Kentucky, "American Birds and Big Game" (Illustrated with color motion pictures)
- May 13: Cap and Gown Day convocation.—Robert A. Larsen, President of the All-University Senior Class, "Presentation of the Class of 1943"; Walter C. Coffey, President of the University, "Response"
- June 6: Baccalaureate service.—The Reverend Albert C. Knudson, '93, Dean Emeritus, School of Theology, Boston University, "Religion as Spiritual Leaven"
- June 12: Commencement exercises.—Walter C. Coffey, President of the University, "Charge to the Class"; conferring of honorary degree, Doctor of Music, on Dimitri Mitropoulos, Professor of Music and Conductor of the Minneapolis Symphony Orchestra. The accelerated program which resulted in a large increase in the March class naturally reduced the June class. There were 1,269 degrees granted.

### Special Occasions

- November 24: Student Assembly for Football Awards.—Louis F. Keller, Acting Director of Athletics, "Athletics at Minnesota"; Dr. George Hauser, Acting Football Coach, "Review of the Season"; Walter C. Coffey, President of the University, "Conferring of M and Other Awards"
- June 10: Eleventh Annual Court of Honor Program. Because of war conditions the usual banquet was not held. Instead a radio program was broadcast over WCCO, Minneapolis, and KDAL, Duluth at 9:30 p.m. at which 144 outstanding seniors were honored. The speaker was Walter C. Coffey, President of the University, and the Court of Honor Award was accepted by Mildred Nolte, in behalf of the honor students. Roger A. Gurley was general chairman and master of ceremonies.

E. B. PIERCE, Chairman

*Accepted*

## VII. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Your Senate Committee on Intercollegiate Athletics respectfully submits the following report for the year 1942-43:

The Committee was composed of the following members:

Faculty: Messrs. Pierce, Chairman, Boyd, Diehl, Filipetti, Keller, Middlebrook, Rottschaefér (Conference Representative), G. M. Stephenson, Wesley, and Zelner

Alumni: Malvin J. Nydahl, Md'35; Wells J. Wright, L'36

Students: Robert M. Huseby, Md'44; Edgar H. Lechner, D'45

The usual number of meetings was held throughout the year and such items as game schedules, eligibility, awards, admission prices, Conference legislation, etc. engaged the attention of the committee.

Christie J. Geankoplis, IT'43, tennis player, was the recipient of the Conference medal, which is awarded annually to the graduating senior having the highest record in his athletic as well as his scholastic work. This was the first time that this sport was the basis of the award.

The committee voted to award "M" blankets to those men who played on the Minnesota football team fifty years ago.

At the M convocation held on November 24, Clifford Anderson was elected football captain for 1943.

Last year's report recorded the losses in personnel of the Athletic Department. To replace some of these the following were secured and then later left for war service: Wallace Johnson, Maury Ostrander, John Roning, Charles Wilkinson and Gus Young. In their places there are now Lowell Dawson and some part-time and voluntary assistants, including John Scafide, Frank W. Patrick, Stanley Hanson, and Milton Bruhn.

Following the close of the last football season the main subject which held the committee's attention was the future of athletics for the duration of the war. On December 14 this subject was discussed at length, and the consensus of opinion was that every effort should be made to continue athletics so far as manpower will permit. It was agreed that there should be no hysteria about discontinuing sports and that the status quo should be maintained as long as the situation with regard to students, programs, and staff members warrants the procedure.

It was voted that the proceeds from the spring football game be donated to the Red Cross.

The Ohio State game was designated as the homecoming event, but later, because of transportation difficulties, our games with Pittsburgh there and Ohio State here were cancelled.

On March 3 the question of continuing athletics again was raised, and the committee voted to continue until the time when such participation will not make a definite contribution to the war effort.



All of this time the Western Conference was troubled by the same problem that confronted your committee, and on June 23 that body passed the following resolution which was approved by the committee here:

*"Whereas*, it has become obvious that for the duration of the war intercollegiate athletic programs are to be essentially activities of the armed services, and

*Whereas*, it is the sense of the Conference that the widest possible opportunity for participation by the student bodies of the member institutions in competitive sports should be made available, particularly as a means of preparation for their most effective contributions to the war effort, and

*Whereas*, many of the Conference rules of eligibility are the outgrowth of considerations which have little, if any, force during the present emergency.

*Now, therefore, be it resolved* in order to effectuate the foregoing objective, that competition during the war period sponsored by any college or university shall not be deemed "intercollegiate" as such term is used in the Conference rules and regulations.

*Provided*, however, that nothing contained herein shall be deemed to waive any requirements for eligibility (1) in respect to regular enrollment as a student, or (2) non-receipt of compensation for athletic participation as a member of a team thus sponsored.

*Provided further* that while this resolution suspends the existing rules regarding academic requirements for eligibility for the time being, so far as they are prescribed by the Conference it is expected that each member institution will continue to maintain and enforce standards in such respect suitable to its condition in the current emergency."

As a corollary to the above resolution, it was voted that the waiver of rules passed on February 21, 1943, should be considered a part of this resolution. This action provided, for the duration of the war,

"that all eligibility rules shall be waived with respect to any student in the armed forces of the United States on active duty assigned to any member institution, under contract or otherwise, the major part of whose instruction is given by members of the institution's faculty."

The net result of all this is that intercollegiate athletics for the duration are practically as they were during World War I. There will be no championships recognized and no transfer of trophies.

#### 1943-44 Basketball Schedule

Dec. 20 Nebraska—Lincoln (tentative)  
Jan. 7 Iowa—here  
Jan. 8 Iowa—here  
Jan. 14 Purdue—Lafayette  
Jan. 15 Purdue—Lafayette

**STATISTICAL TABLES ON INTERCOLLEGIATE ATHLETICS FOR 1942-43**

Head Coach and Activity	Total Number Games	No. Conference Games	No. Non-Conference Games	Total No. Receiving Athletic Instruction Including Freshmen	No. Varsity Candidates	No. Varsity Candidates Eligible for Intercollegiate Competition	No. Having Competition	No. "M" Awards	No. Varsity Plain Garments Awarded	No. Freshmen Candidates	No. Numerals Awarded	No. Games Won	No. Games Lost	No. Games Tied
Baseball MacMillan.....	19	10	9	40	40	31	15	14	8		8	15	3	1
Basketball Nordly.....	19	12	7	95	30	25	18	10	6	65	24	10	9	0
Football Hauser.....	9	6	3	146	63	81	51	41	13	83	63	5	4	0
Golf Smith.....	7	3	4	23	23	19	7	6	0		1	5	2	0
Gymnastics Piper.....	4	1	3	25	5	3	1	1	0	20	7	0	4	0
Hockey Armstrong.....	14	6	8	48	25	18	16	10	8	23	13	8	5	1
Swimming Thorpe.....	5	4	1	36	17	18	12	11	1	19	16	5	0	0
Tennis Brain.....	5	3	2	61	61	29	7	6	4		5	2	3	0
Track Kelly.....	6	6	0	27	27	18	18	16	0		8	1	5	0
Wrestling Hanson.....	9	7	2	25	15	15	10	9	1	10	10	4	5	0
	97	58	39	526	306	257	155	124	41	220	155	55	40	2

Jan. 22 Iowa Seahawks—here  
 Jan. 24 Nebraska—here (tentative)  
 Jan. 29 Wisconsin—here  
 Feb. 5 Northwestern—Evanston  
 Feb. 7 Camp Grant—Rockford, Ill.  
 Feb. 18 Indiana—here  
 Feb. 19 Indiana—here  
 Feb. 25 Wisconsin—Madison  
 Feb. 26 Chicago—here  
 Feb. 28 Great Lakes—here  
 Mar. 3 Illinois—Urbana  
 Mar. 4 Illinois—Urbana

E. B. PIERCE, Chairman

*Accepted*

### VIII. SENATE COMMITTEES FOR 1943-44

The following Senate committees have been named by the President, subject to the approval of the University Senate:

*Intercollegiate Athletics:* Mr. Pierce, chairman, Messrs. Boyd, Diehl, Filipetti, Keller, Middlebrook, Rottschaefter (Conference representative), G. M. Stephenson, Wesley, Zelner; Malvin J. Nydahl, Md'35, Wells J. Wright, L'36, alumni; Robert A. Huseby, Md'44, Edgar H. Lechner, D'45, students.

*Students Affairs:* Mr. Williamson, chairman, Mr. Chapin, Barbara Clark, Marcia Edwards, Messrs. Herrick, Morse, Rock, Schmitz; Elizabeth Bird, president All-U Council, Donna Caldwell, AgEd'44, Ruth L. Cole, A'44, Jean Danaher, A'45, William F. Maloney, Md'45, Roy T. Pearson, Md'45, students.

*Debate and Oratory:* Mr. Rarig chairman, Messrs. Casey, Castell, R. G. Nichols, Quigley; Clyde E. Anderson, L'46, Lucille M. Fitzsimons, Ed'46, Marvin C. Korengold, D'46, Louise M. Miller, B'45, Kathryn M. Weesner, Ag'45, students.

*University Functions:* Mr. Pierce, chairman, Miss Blitz, Messrs. Dowell, Gates, Holman, H. L. King, Mrs. Ruth E. Lawrence, Messrs. Oberg, O'Brien, Rhodes Robertson, Steward, J. M. Thomas, Willey.

*University Printing:* Mr. P. E. Miller, chairman, Mrs. Margaret S. Harding, Messrs. McDiarmid, Middlebrook, Pettengill.

*Education:* Mr. McConnell, chairman, Messrs. Crawford, Hodson, E. M. Kirkpatrick, W. S. Miller, Neale, Schmitz, Reyerson, R. S. Vaile, Visscher, Williamson.

*Business and Rules:* Mr. Rottschaefter, chairman, Messrs. Casey, Minnich, Pettengill, Reighard.

*Relations of University to Other Institutions of Learning:* Mr. Shumway, chairman, Messrs. Field, Krey, W. S. Miller, H. D. Myers, Ostlund, Pettengill.

*Library:* Mr. Schmitz, acting chairman, Messrs. Boyden, Krey, MacDougall, McDiarmid, W. S. Miller, Ogle, Wesley.

*Necrology:* Mr. McDowell, chairman, Messrs. Dowell, Nafziger, Miss Dora V. Smith, Mr. C. J. Watson.

*Students' Work*: Mr. Williamson, chairman, Messrs. G. V. Anderson, Pettengill, chairmen of Students' Work Committees of the several colleges.

*Approved*

## IX. REPORT OF THE COMMITTEE ON NECROLOGY

### JOHN LINCOLN ROTHROCK, 1863-1943

Dr. John Lincoln Rothrock, Professor Emeritus of Obstetrics and Gynecology, died July 5, 1943, in St. Paul at the age of 80. Dr. Rothrock was born near Mifflintown, Pennsylvania, on July 12, 1863. He graduated from Gettysburg College (Bachelor of Arts) and from the University of Pennsylvania (Doctor of Medicine, 1888). Upon completion of his medical curriculum he served for two years as an intern in hospitals in Wilkes-Barre and Philadelphia, after which he came to St. Paul to enter private practice. Following a year of independent practice, he became assistant to Dr. Alexander J. Stone. After two years of this association, he spent a year and a half in postgraduate study in Philadelphia, Baltimore, and abroad. During this period he devoted himself to obstetrics, gynecology, and bacteriology. In 1896 Dr. Rothrock returned to his association with Dr. Stone. At this time he established and directed the laboratory of the City Health Department of St. Paul, continuing to serve in this capacity for a period of three years.

Dr. Rothrock was appointed Instructor in the Department of Pathology at the University of Minnesota in 1895. In 1902 he was appointed Clinical Instructor in Pathology and Gynecology. In 1915 he was promoted to Associate Professor of Obstetrics and Gynecology, and 1931 to full Professor of this Department. He retired as Professor Emeritus on July 1, 1936.

During his long and active career, Dr. Rothrock contributed numerous articles pertaining to pathology, obstetrics, and gynecology to various medical journals. After his retirement he described many of his medical experiences in a book entitled, *Ten Years of Obstetrics and Gynecology in Private Practice*.

As a philanthropist, Dr. Rothrock was well known. In 1941 he donated \$50,000 to his alma mater, Gettysburg College, and in the following year a similar amount to the Northwest Lutheran Theological Seminary in Minneapolis.

Dr. Rothrock enjoyed an enviable reputation as a clinical teacher and practitioner of obstetrics and gynecology. Many physicians throughout the state and the Northwest undoubtedly remember their contacts with him with pleasure and gratification. He was generous of his time and experience in helping younger men along the hard path of clinical practice.

### ARTHUR CARLTON SMITH, 1867-1943

Arthur Carlton Smith, Professor Emeritus of Poultry Husbandry, died at his home in St. Paul, August 7, 1943. He was born

August 26, 1867 at Athol, Massachusetts. He was educated in the public schools in Worcester, Massachusetts, and later attended the Massachusetts Institute of Technology from which he graduated with the degree Bachelor of Science in Engineering in 1892.

Professor Smith engaged in the breeding of standard-bred poultry and in 1894 became superintendent of the Grove Hill Poultry Yards at Waltham, Massachusetts. He remained with this firm until 1912 except for a two-year interval as superintendent of poultry and pet stock at Dreamwood Farm. His prize winning poultry attracted national attention. As a result of his activities both in and out of the show ring, he was recognized not only as one of the leading authorities on standard breed types, but also on other phases of the poultry industry.

In 1912, Professor Smith was called by the University of Minnesota to become its first professor of poultry husbandry. He served as chief of the division until 1936 when he was retired with the title of Professor Emeritus.

At University Farm, Professor Smith developed outstanding demonstration flocks of a number of varieties of poultry. He carried a heavy teaching program both in the school and college so that a large number of students came under his instruction. He served repeatedly as judge at leading poultry shows throughout the United States and Canada.

Many honors were conferred upon Professor Smith. He served as president of the Massachusetts branch of the American Poultry Association, secretary and later president of the Minnesota State Poultry Association, and chairman both of the Committee on Education and Statistics and of the Committee on Standards of the American Poultry Association. He was associate editor of *Farm Poultry* for two years and of the *Poultry Herald* for two years. He was poultry editor of *The Farmer* for many years and author of *History and Origin of Barred Plymouth Rocks*. He was editor of the *Plymouth Rock Standard and Breed Book* (1919), published by the American Poultry Association, and of the three editions (1915, 1923, and 1930) of *The American Standard of Perfection*.

As a result of these varied activities, Professor Smith was widely known and his judgment and personal qualities were appreciated by those with whom he had been associated.

#### LOUIS JOSEPH COOKE, 1868-1943

Louis Joseph Cooke, for more than forty years closely identified with the developments of athletics at the University of Minnesota, was born in Toledo, Ohio, on February 15, 1868, and died in Minneapolis on August 19, 1943. He attended the public schools in Toledo and the Y.M.C.A. Training School, Springfield, Massachusetts, and in 1894 graduated from the University of Vermont with the M.D. degree. In 1931 the American Physical Education Association made him an Honorary Fellow.

He became successively physical director of the Y.M.C.A. in Toledo, Duluth, Burlington, Vermont, and Minneapolis. In 1897 he became gymnasium director at the University of Minnesota, and from 1913 to 1922 he served as medical examiner and physical director for men in the University. From 1922 until his retirement in 1936 he was assistant director of physical education and director of ticket sales. He had been given the rank of associate professor in 1913 and professor in 1933.

When he came to the University, "Doc" Cooke, as he was widely and affectionately known, took over modest athletic quarters in the basement of what was then the new armory. He introduced basketball to the University and for twenty-eight years was head basketball coach. He also coached all other intercollegiate sports with the exception of football. His course in personal hygiene was for decades attended by freshmen students. Following his retirement a colleague epitomized his activities with the statement that "Doc Cooke is the greatest single influence in the development of Minnesota athletics."

Louis J. Cooke was a man of boundless energy. Aside from his enthusiastic support of athletics, he was widely sought as a toastmaster and as a participant in civic affairs. Campaigns in behalf of loan funds, community funds, and church funds enlisted his unselfish interest throughout his lifetime. It was fitting that in the spring of 1938 his name should be given to the new athletic building on the campus, for he had literally founded, supervised, and expanded a department of the University which was to become a tribute to his many-sided activities and achievements.

#### HANS H. DALAKER, 1871-1943

Hans H. Dalaker, Professor Emeritus of Mathematics and Mechanics, was born in Resso, Norway, in 1871, and died May 20, 1943. Coming to America at an early age, he was educated in Decorah Institute in Iowa, where he later taught. He took his Bachelor's degree at the University of Minnesota in 1902 and his doctorate at Cornell University in 1917. His election to Sigma Xi and Phi Beta Kappa attest the high quality of his scholarship. During his years as a teacher, he was an active member of the American Mathematical Society, the Mathematical Association of America, the American Association for the Advancement of Science, and the Society for the Promotion of Engineering Education. He wrote a volume on Calculus with H. E. Hartig and contributed to research on the automorphic functions of a complex variable.

Professor Dalaker served the University of Minnesota over a period of thirty-nine years, first as Instructor in Mathematics in the Arts College from 1902 to 1908, and then as Assistant and Associate Professor of Mathematics in the College of Engineering until 1923. From that time on he was Professor of Mathematics and Mechanics in the College of Engineering and Architecture and later in the Institute of Technology, serving as chairman of the

department for the last two years of his active association with the University. At the time of his retirement in 1940, he became Professor Emeritus.

The most genial, kindly, and even-tempered of men, he was a beloved companion and a master teacher. He brought to his work with students a quiet humor and an insight into human nature which endeared him to them and made his teaching extraordinarily successful. His associates in the University will remember him as a thorough scholar, a teacher and administrator going about his work quietly, sincerely, and effectively, and a congenial and understanding comrade capable of deep loyalty and an abiding faith in human values.

TREMAINE McDOWELL, Chairman

*Adopted by a rising vote*

### **REPORT OF THE FACULTY COMMITTEE TO ADVISE AND COUNSEL WITH THE REGENTS IN THE SELECTION OF A PRESIDENT**

1. The Faculty Committee elected on April 29, 1940, at the suggestion of the Board of Regents "to advise and counsel with the Regents" in the choice of a successor to President Ford believes that it should offer its resignation to the Senate, to take effect upon the election by the Senate of a Faculty Committee which would act "to advise and counsel with the Regents" in the choice of a President who will take office at the conclusion of President Coffey's service as president.
2. The Faculty Committee believes that the Senate should proceed now to take such steps as it deems best to elect a new Faculty Committee to serve as successor to the present committee.
3. The Faculty Committee, after discussion and after consultation with the President, presents now to the Senate a proposal for a procedure of nomination and election. The Faculty Committee ventures to do this only because an examination of the rules of the Senate discloses the existence of no set of procedures by which a committee of this character and of such special importance can be created.
4. The Faculty Committee recommends, therefore, that an *ad hoc* Nominating Committee be named by the President of the Senate whose sole function shall be to nominate a newly constituted Faculty Committee.
5. The Faculty Committee believes that this Nominating Committee should be composed of seven members of the faculty, not more than five of whom shall be members of the Senate, and that this Nominating Committee should be as nearly as possible representative of the entire faculty.
6. It is further recommended that the Nominating Committee be requested to place in nomination a committee of seven faculty members, not more than five of whom shall be members of the Senate.

7. It is recommended that the report of the Nominating Committee be made at the regular Senate meeting to be held December 16, for action by the Senate, at that time, if it so wishes.
8. The present Faculty Committee herewith tenders its resignation to the Senate, this resignation to become automatically effective at such time as the Senate elects a new committee to advise and counsel with the Regents in the selection of the next president of the University.

RICHARD M. ELLIOTT, Chairman

*Accepted*

It was *voted*, on the motion of Professor Elliott, that:

1. The President of the Senate be requested to name an *ad hoc* Special Nominating Committee whose sole function shall be to nominate a newly constituted Faculty Committee to advise and counsel with the Regents in the selection of the next president of the University. This Nominating Committee shall be composed of seven members of the faculty, not more than five of whom may be members of the Senate, and shall be as nearly as possible representative of the entire faculty.
2. The Special Nominating Committee be requested to place in nomination, at the next regular meeting of the Senate, to be held on December 16, 1943, a committee of seven faculty members, not more than five of whom shall be members of the Senate, to serve as the Faculty Committee to advise and counsel with the Regents in the selection of the next president.
3. The resignation of the present Faculty Committee to advise and counsel with the Regents in the selection of a president be automatically accepted by the Senate at the time of election of the new committee.

The Senate adjourned.

T. E. PETTENGILL, *Clerk of the Senate*



UNIVERSITY OF MINNESOTA  
THE SENATE  
MINUTES

The first regular meeting of the University Senate for the year 1943-44 was held in the Auditorium of Murphy Hall Thursday, December 16, 1943. Eighty-two members responded to roll call.

The following items were presented for consideration by the Committee on Business and Rules and action was taken as indicated.

**I. APPROVAL OF THE MINUTES OF  
OCTOBER 21, 1943**

*Approved*

**II. SENATE COMMITTEE FOR 1943-44**

The following Senate committees have been named by the President, subject to the approval of the University Senate:

*Judicial:* Mr. W. H. Cherry, Chairman, Messrs. William Anderson, J. W. Buchta, A. A. Dowell, M. G. Neale.

*Approved*

**III. SPECIAL COMMITTEES**

The following special committees of the Senate have been appointed by the President:

*Special Tenure Committee*, to submit recommendations to the Senate with respect to tenure, Mr. William Anderson, Chairman, Messrs. W. H. Cherry, J. W. Clark, O. B. Jesness, T. R. McConnell, M. G. Neale, G. C. Priester.

*Special Nominating Committee*, to nominate a newly constituted Faculty Committee to advise and counsel with the Regents in the selection of the next president of the University, Mr. R. W. Brink, Chairman, Miss Dora Smith, Messrs. W. H. Alderman, R. T. Arnold, E. T. Bell, Dale B. Harris, R. S. Vaile.

*Accepted*

## IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

### Reported for Information

1. *Report on Convocations, 1942-43.* Mr. Willey presented for information the annual compilation of meetings, lectures and discussions held on the campus during 1942-43. It was reported that 660 lectures by 502 different individuals were given in 1942-43 compared to 831 lectures in 1941-42, approximately one third given by members of our own staff.

2. *Fall quarter commencement.* The secretary reported that 750 students have applied for degrees fall quarter 1943 compared to a normal 381 candidates fall quarter 1942. The last class of similar size, was winter quarter 1943 when 669 candidates were presented at special evening exercises. On the recommendation of the Functions Committee, it was *voted* to hold the fall quarter 1943 commencement at night if convenient for the speaker already obtained.

3. *Winter quarter commencement.* It was *voted* to hold the March 1944 commencement exercises at night provided the number of candidates warrants special arrangements.

4. *Sunday dances.* Dean Williamson reported that the Senate Committee on Student Affairs had recently reviewed the question of Sunday dancing and had voted to table reconsideration which in effect reaffirms the policy prohibiting Sunday dancing.

It was *voted* to refer the matter of Sunday dancing back to the Senate Committee on Student Affairs with the suggestion that the policy be reconsidered with respect to dancing in the Coffman Memorial Union on Sunday afternoon as an experiment for the duration of the war. Statement of present policy follows:

"We believe that, in the best interests of the University as a public institution, dancing should not be permitted on Sunday in University buildings, dormitories, fraternities and sororities, and other University regulated residences. We further believe that University student organizations or groups should not conduct Sunday parties which involve dancing."

Established March 3, 1943 by Senate Committee on Student Affairs. Approved by President Coffey, March 10, 1943.

5. *University Theatre, Sunday performances.* It was *voted* to sustain the policy of the Senate Committee on Student Affairs permitting University Theatre performances of legitimate drama on Sunday afternoons.

6. *Vaudeville variety shows on Sunday.* It was *voted* to sustain the policy of the Senate Committee on Student Affairs that the sponsoring of variety shows by student organizations or University departments on Sunday be not approved.

7. *Fraternity informal entertainment.* It was *voted* to sustain the following policy of the Senate Committee on Student Affairs amended to provide that hours will be the same for fraternities as

for informal entertainment of men students in sororities. (Statement of policy with respect to sororities attached for information.)

The following policy refers to the informal entertainment of women in fraternity houses and does not apply to formally organized registered parties:

Women may be entertained in fraternities, academic and professional, under the following conditions and during the following hours:

In houses with an employed graduate counselor, such entertainment may take place on weekdays, Sunday through Friday inclusive, until 11:30 p.m. On Saturdays and nights preceding University holidays, the hours will be 1:30 a.m. The counselor shall be selected and approved jointly by the fraternity and the Dean of Students. It is understood that the counselor shall reside in the fraternity and shall be present when informal entertainment takes place.

In houses without an employed graduate counselor, the hours shall be 9:00 p.m. on weekdays and 12:00 p.m. on Saturdays and nights preceding holidays. In addition, on Saturdays and nights preceding holidays, if less than 3 couples are present, a chaperone is required, registered in advance in the regular way.

These privileges may be exercised during recesses and vacations only when special request has been made in writing and permission granted by the Dean of Students.

#### POLICY ON SOCIAL PRIVILEGES OF UNDER-GRADUATE WOMEN STUDENTS

In order that all undergraduate women students may enjoy the privileges and opportunities of the University in ways which are acceptable to the community and consistent with the University's responsibilities for the welfare of its students, the following social privileges are hereby established with respect to dormitories, sororities and approved private rooming houses. Special regulations concerning students living in approved apartments are contained in another statement of policy.

Informal individual social engagements conducted in the residence, in rooms set aside for receiving guests, may continue until 11:00 p.m. Sunday through Thursday inclusive. On Friday and Saturday nights and on nights before University holidays, callers may be entertained in the appropriate rooms in the residence until twelve o'clock.

Social engagements of all types taking place away from the residence may continue until twelve p.m., Sunday through Thursday inclusive, and until two a.m. on Friday and Saturday nights and on nights before University holidays. Undergraduate students residing in Powell Hall may extend their social engagements outside of the Hall until two a.m. on any two nights of the week because of the nature of their work assignments. Students shall re-

turn to their residences from their engagements in sufficient time to terminate these engagements at the specified hours, at twelve p.m. during the week and two a.m. on Friday and Saturday nights and on nights before University holidays. Upon returning from such engagements men students may not be entertained in the residence beyond the hours specified above, namely eleven p.m. Sunday through Thursday inclusive and twelve p.m. on Friday and Saturday nights and nights before University holidays. On special occasions, such as organized parties of the residence groups, all-University parties, class and college parties, permission to extend privileges beyond twelve and two respectively must be secured from the responsible adult in charge of the dormitory, sorority or rooming house by means of some acceptable sign-out procedure.

This policy places primary responsibility upon women students themselves for the conduct of their affairs. In a residence having student self-government, the student leader in co-operation with the responsible adult shall endeavor to secure the co-operation of women students. In the case of private rooming houses the landlady shall assume such responsibility. Cases involving the persistent failure to co-operate with respect to the above social privileges must be referred to the Office of the Dean of Students for review and action.

Established by Senate Committee on Student Affairs March 3, 1943. Approved by President Coffey March 10, 1943.

8. *Japanese-Americans, admission or employment of.* President Coffey and Mr. Willey reviewed recent correspondence with the Army and Navy with respect to the admission and employment of Japanese-Americans. It was *voted* to approve admission or employment of American citizens of Japanese ancestry who are approved by the Provost Marshall.

Supply of forms No. 58, Personnel Security Questionnaire, will be available at:

- a. Employment office—for non-academic employees
- b. Admissions and records office—for students
- c. President's office—for members of the academic staff.

When filled out, these forms should be sent to the President's office to be executed and forwarded to the Provost Marshall.

Employment and attendance as a student possible only after approval by Provost Marshall, 375 New Post Office Building, Minneapolis, Minnesota.

9. *Speech examinations for entering freshmen.* Dean Williamson presented a report from Dr. Bryngelson regarding speech examinations given to entering freshmen during Freshmen Week, fall quarter 1943. A total of 1,548 students were examined of whom 1,233 were women. 296 were found in need of some type of clinical assistance of whom 126 have been given needed treatment and discharged. The remaining 170 are being taken care of as rapidly as facilities permit. 122 students were referred to regular speech classes as it appeared their needs could best be met in this

way. 66 students with reading and spelling difficulties were referred to the Counseling Bureau for assistance and 118 were referred to the Student Activities Bureau for special counseling for social adjustments through participation in student activities. 29 students were found to have need for special training in lip reading because of hearing disabilities. 22 had severe stuttering disabilities and 148 presented minor difficulties in articulation.

On the recommendation of the Freshman Week Committee, Dean Williamson, chairman, it was *voted* to approve continuance of the requirement that all new entering freshmen in the University be given a 5-minute speech examination at time of entrance.

T. E. PETTENGILL, Secretary

*Accepted*

## V. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTI- TUTIONS OF LEARNING

### 1. Reported for Action

1. *Advanced standing.* It was *voted* to recommend to the University Senate:

a. That the following regulation adopted by the University Senate May 13, 1920 be rescinded:

*"Credit for normal school work in other states.* That graduates of professional courses of normal schools in other states be admitted here under the regulations governing the admission of Minnesota normal school graduates. This would mean that a graduate of a one-year course in another state would receive no advanced standing at Minnesota except upon examination."

b. That in place of regulation adopted by the University Senate May 25, 1914, which reads as follows:

*"Admittance of students from schools outside the state.* On receiving students from schools outside the state, the University shall provisionally give the same standing which the state university or other school or college of equal standing of that state would give. The final standing is to be assigned only after a year's work has been completed, and in harmony with the foregoing principles."

the following be substituted:

*"In accepting students transferring to the University from institutions of collegiate rank outside Minnesota the same transfer credit shall be allowed as would be allowed by the state university or other school or college of equal standing of the state in which the work was done except that holders of professional diplomas from state teachers colleges shall receive the same blanket credit allowance as for similar diplomas from Minnesota institutions."*

*Approved*

## 2. Reported for Information

1. *Credit for Pre-Meteorology.* It was *voted* to approve the recommendation of the Advisory Committee of the Arts College with respect to credit for "B" and "C" Pre-Meteorology programs with the provision that credit be allowed in specific courses as follows:

### "C" Pre-Meteorology

Course	Qtr. I	Qtr. I, II	Qtr. I, II, III	Qtr. I, II, III, IV
	Cred.	Cred.	Cred.	Cred.
Mathematics	Math. 6, 7..... 8	Math. 6, 7, 30.....14	Math. 6, 7, 30, 50...20	Math. 6, 7, 30, 50, 51, 105.....26
Vect. Mech.	No credit	Math. 118..... 2	Math. 118-119..... 4	Math. 118-119-120..... 6
Physics	Physics 7..... 4	Physics 7-8..... 8	Physics 7-8-9.....12	Physics 7-8-9.....15
Geography	Geog. 11..... 3	Geog. 11..... 5	Geog. 11, 41..... 8	Geog. 11, 41.....10
History	Hist. 20..... 2	Hist. 20..... 3	Hist. 20-21..... 4	Hist. 20-21-22..... 5
English	Comp. 4..... 1½	Comp. 4..... 3	Comp. 4-5..... 4½	Comp. 4-5..... 6
Speech	Speech 2..... ½	Speech 2..... 1	Speech 2..... 1½	Speech 2..... 2
Phys. Trg.	Phys. Ed. .... 1	Phys. Ed. .... 2	Phys. Ed. .... 3	Phys. Ed. .... 4
	20	38	57	74

### "B" Pre-Meteorology

Course	Qtr. I	Qtr. I, II
	Cred.	Cred.
Mathematics	Math. 50, 51..... 6	Math. 50, 51, 105...12
Vect. Mech.	Math. 118..... 4	Math. 118-119-120..... 8
Physics	Physics 7..... 6	Physics 7, 8, 9.....12
Geography	Geog. 11..... 3	Geog. 11, 41..... 6
English	Comp. 27..... 1½	Comp. 27..... 3
Speech	Speech 2..... ½	Speech 2..... 1
Phys. Trg.	Phys. Ed. .... 1	Phys. Ed. .... 2
	22	44

2. *Credit for Preflight.* It was voted to approve credit for Preflight Training on the following basis independent of previous college work—blanket History and/or Physics credit to be allowed if History 3 and/or Physics 1a have been previously completed:

	Cred.	Cred.*
English .....	2	5
Speech .....	1	6
Geography .....	4	7
History (History 3) .....	4	8
Mathematics .....	1	9
Preventive Medicine .....	1	10
Physics (Physics 1a) .....	5	12
Physical Education .....	2	13
	—	14
Total .....	20	15
		17
		18

\* Blanket credits.

For each failure diminish blanket credit by:

- 1 credit end of 4th week to end of 9th week
- 2 credits end of 9th week to end of 13th week
- 3 credits end of 13th week to end of 15th week
- Failures in the subjects thereafter

3. *Credit for Navy V-12 Pre-Med. and Pre-Dent. Courses.* It was voted to approve credit for Navy V-12 Pre-Med. and Pre-Dent. courses on the following basis:

Department	Navy No.	Corresponds with	Quarter Credit
English	I-II	Comp. 4-5-6	9
French	I-II	French 1-2	9
	III-IV	French 3-4	9
German	V		4½*
	I-II	German 1, 2	9
	III-IV	German 3, 4	9
	V	German 33	4½†
History	I-II	History 20-21-22	6
Mathematics	I-II	Mathematics 1, 6, 7, 30	15
	III-IV	Mathematics 6, 7, 30	15
Physics	I-II	Physics 1a, 2a, 3a	12
Chemistry	I-II	Inorganic Chem. 1, 2, 11	12
	III	Analytical Chemistry 7	6
Organic Chemistry	I-II	Organic Chemistry 1-2	12
Biology	I-II	Zoology 1-2-3	12
	IV	Zoology 22	7½
Psychology	I	Psychology 1-2	6
	I	Psychology 2	4½
	II	Psychology 144-145	4½

\* Scientific French.

† Scientific German.

4. *Credit for ASTP Basic Engineers Program.* It was voted to approve credit for the ASTP Basic Engineers Program on the following basis:

Department	Credit First Quarter	Credit Second Quarter	Credit Third Quarter	Equivalent Course
English—Speech .....	2	2	2	Comp. 4-5-6 (exempt from 6 under certain conditions)
Chemistry .....	3	4	0	Chemistry 4-5
Geography .....	2	2	2	
History .....	3	1	1	History 20-21-22
Mathematics .....	6	5	5	Math. 1, 3 cred. Math. 6, 3 cred. Math. 30, 5 cred. Math. 50, 2½ cred. Math. 51, 2½ cred.
Physics .....	5	5	5	Physics 4-5-6
	21	19	15	

5. *Duplicate credit not allowed.* It was voted, unless otherwise specified as in the case of the Preflight program, that credits recommended for Army and Navy programs will be reduced to avoid duplication of specific course credits previously allowed.

6. *Credit for Army and Navy programs at other institutions.* It was voted that, because the content of Army and Navy programs is presumably the same wherever offered, credit for work taken in an Army or Navy program at another institution will be allowed on the same basis as established for the respective Army and Navy programs offered at Minnesota.

R. R. SHUMWAY, Chairman

*Accepted*

## VI. REPORT OF THE SPECIAL NOMINATING COMMITTEE

1. The Special Nominating Committee nominates for members of the Faculty Committee to advise and counsel with the Regents in the selection of the next president of the University: Professors O. B. Jesness, Chairman, J. W. Buchta, R. D. Casey, J. W. Clark, Marcia Edwards, H. P. Klug, J. C. McKinley.

2. Because of the difficulty, during the war-time absence of staff members, in securing adequate representation of all divisions of the University subject to the provision that two members of the Committee shall be from outside the Senate, and because of the possibility that some members of the Committee may leave the University before the work of the Committee has been completed, the Nominating Committee recommends that the Committee just



nominatd be authorized to fill any vacancies that may occur in its membership without limitations relating to the ranks of the members selected.

R. W. BRINK, Chairman

*Approved*

## VII. ARMY AND NAVY CONTRACTS

Mr. Laurence R. Lunden, Comptroller, discussed the basis of University contracts with the Army and Navy. In conclusion, Mr. Lunden said:

"We cannot become discouraged and uncooperative because we must realize that confusion is an inevitable accompaniment of war and that even if we are innocent victims of red tape and frequent injustices we must continue to do all within our power to assist the war effort.

No matter what the cost to us personally, we must remember that as one of the major schools of the country the University of Minnesota must make a significant contribution to the war effort if we expect to merit public support in the postwar period.

The minimum adjustment that is expected of the faculties of every major institution in the country by the government is a 25 per cent increase in teaching loads, and if other institutions are doing it, the University of Minnesota can do no less.

This group, by familiarizing themselves with the facts, can disabuse their minds of the thought that the University of Minnesota is making any profits on the War Training Program.

By the same token, this group, by knowing what the Administration is doing, can rid themselves of the notion that the University of Minnesota is permitting itself to be exploited in connection with the War Training Program.

This group should know that every source of appeal will be exhausted before academic standards are lowered or sound financial principles are compromised, and if this group knows the constant struggle that is involved to avoid these threats we feel that the home front will be well protected and full support assured."

## VIII. REPORT OF THE COMMITTEE ON NECROLOGY

JOHN BUTLER  
1876-1943

John Butler, Associate Professor of Dermatology, was born in Berlin, Wisconsin, on November 15, 1876, and died in Minneapolis on September 17, 1943. He received the M.D. degree from the University of Minnesota in 1903, practiced medicine in Minneapolis for seven years, including two years as assistant city physician,

and studied at the University of Vienna in 1911 and 1912. Thereafter he returned to practice and began his association with the University of Minnesota. He was made Clinical Instructor in Dermatology in 1912; in 1920 he was advanced to the rank of Assistant Professor and in 1921, to Associate Professor. During the First World War, he was in charge of the department of dermatology and urology at Camp Lewis, Washington. From 1921 to 1925 he held the rank of major in the Medical Officers' Reserve Corps of the United States Army.

### ASHLEY VAN STORM

1861-1943

Ashley Van Storm was born at Walnut, Illinois, November 18, 1861, and died October 27, 1943, at his home in San Diego, California. He was granted the Ph.B. degree by Illinois Wesleyan University in 1895, the M.A. degree by the University of Iowa in 1912, and the Ph.D. degree by George Peabody College for Teachers in 1919. He taught in Illinois, in Nebraska, and in Iowa, and served as superintendent of schools at Storm Lake, Cherokee, and Iowa City. In 1907 he was appointed Extension Professor of Public School Agriculture at Iowa State College, probably the first to hold such a position in the United States. In 1912 he came to the University of Minnesota as Professor of Agricultural Education. In 1916 he was also made Chief of the Division of Agricultural Education and Director of Short Courses.

On coming to Minnesota, he not only built up the curriculum in Agricultural Education but directed a number of short courses each year, of which the most widely known, the Farmer's and Homemaker's Week, speedily grew to an attendance of 1,500, and helped to make the entire state an extension of the Agricultural Campus.

Professor Storm in every way sought to promote interest in the teaching of agriculture. In 1913 he organized the Agricultural Education Club, the oldest of its kind in the United States, and he was a founder and the first national president of Gamma Sigma Delta, honorary society in agriculture. In addition to holding various positions in educational societies in Iowa, he was a founder and president of the American Association for the Advancement of Agricultural Teaching, president of the Minnesota Vocational Association, and chairman of the Committee on Agriculture of the National Educational Association. Dr. Storm published articles on agricultural education and was co-author of *How To Teach Agriculture* (1921).

Of Ashley Storm, former President L. D. Coffman said: "The entire tenure of the man has been characterized by a professional zeal and idealism and optimism that one finds all too rarely among those employed in academic pursuits."

EVERETT WARD OLMSTED  
1869-1943

Everett Ward Olmsted, Professor Emeritus and formerly head of the Department of Romance Languages, was born in Galesburg, Illinois, on May 12, 1869, and died in Minneapolis on November 14, 1943. He attended the public schools in Galesburg and graduated from Cornell University in 1891 with the Ph.B. degree. From 1893 to 1898 he studied at the Sorbonne, College de France, and at the Ecole des Chartes, Paris. He was granted the Ph.D. degree in 1897 by Cornell University.

Professor Olmsted's teaching activities covered a span of forty-six years. He served as master of French in Cascadilla School, Ithaca, New York, from 1891 to 1893. From 1893 to 1914 he was successively Instructor in French, Assistant Professor and Professor of Romance Languages at Cornell University. In 1914 he was appointed Professor and Head of the Department of Romance Languages in the University of Minnesota, and for twenty-three years he served Minnesota students as a master teacher and friendly counselor. When he retired in June, 1937 with the title of Professor Emeritus, the Regents of the University paid tribute to his high standards of scholarship and the enthusiastic teaching with which he had "enriched the lives of countless students and through them the life of the Commonwealth."

During his lifetime Professor Olmsted made frequent visits to France and Spain, where he became acquainted with outstanding literary figures of those countries. His contributions to the literature of his field of learning included *The Sonnet in French Literature and the Development of the Sonnet Form* (1897), *Selections from the Comedies of Molière* (1901), *Le Malade Imaginaire by Molière* (1904), *Legends, Tales and Poems by Bécquer* (1907), *A Spanish Grammar*, with A. Gordon (1911), *Abridged Spanish Grammar* (1914), *First Spanish Reader*, with Edward H. Sirich (1914), *Beginners French Grammar*, with Edward H. Sirich (1926), *First Spanish Grammar*, with R. L. Grismer (1933), and *A Practical French Grammar*, with Edward H. Sirich (1933).

Several honors were conferred upon him for his distinguished services as teacher and scholar. In 1918 Knox College awarded him the honorary degree of Doctor of Letters. In 1922 knighthood was conferred upon him by the former King Alfonso of Spain. In 1937, for distinguished service to the French Republic, he received the badge of Chevalier of the Legion of Honor.

Professor Olmsted was more than a great teacher. He was a good-natured, sociable cosmopolitan who loved humanity and wished to share his zest for life and his wide interests with his friends and his students. His death removes from the University another of the generous, loyal and gifted men who have brought honor to themselves and to the University of Minnesota.

LOUIS BLANCHARD WILSON  
1866-1943

Dr. Louis Blanchard Wilson, Emeritus Professor of Pathology and Director of the Mayo Foundation, died in Rochester, Minnesota, on October 5, 1943. Dr. Wilson was born December 22, 1866, in Pittsburgh, Pennsylvania. He graduated from the Pennsylvania State Normal School at California, Pennsylvania, in 1886. He was instructor in biology at Central High School, St. Paul, Minnesota, from 1888 to 1896, during which period he also attended the University of Minnesota, from which he received the M.D. degree in 1896. During the next nine years, he was first Assistant, and later Assistant Director of the Bacteriological Laboratory of the Minnesota State Board of Health, and at the same time was Assistant Professor of Pathology and Bacteriology at the University Medical School. On January 1, 1905, he went to the Mayo Clinic to organize and develop its laboratory. He was Director of Laboratories at the Mayo Clinic until this division was subdivided in 1920. From that time forth he was head of a section on Pathology. At the time of the organization of the Mayo Foundation in 1915, he became Professor of Pathology in the Mayo Foundation, and Director of the Foundation.

During the last war he was a major in the Medical Corps of the United States Army, serving for fifteen months as Assistant Director of the Laboratory Division of the A.E.F. He was promoted to the rank of colonel, and awarded the Distinguished Service Medal.

Dr. Wilson deserves a large share of credit for the excellent organization of graduate teaching instituted and maintained by the Mayo Foundation. With the marked expansion which this Foundation has experienced between 1915 and the present time, Dr. Wilson became widely known because of his contributions to the problem of graduate medical education. In 1937 he became Emeritus Director of the Mayo Foundation.

Many honors were conferred upon Dr. Wilson. He was President of the Association of American Medical Colleges from 1931 to 1933; of the National Society of Sigma Xi from 1932 to 1934; and later of the Advisory Board for Medical Specialties. He was Chairman of the Medical Section of the American Association for the Advancement of Science from 1931 to 1932. He was a member of the following societies: Southern Minnesota Medical Association; American Medical Association; American Anatomists; American Association for Cancer Research; American Association for the Advancement of Science; the Czech Medical Society of Prague; the Royal Academy of Medicine of Rome; Alpha Omega Alpha; Sigma Xi. He was a Diplomate of the National Board of Medical Examiners.

Dr. Wilson was a distinguished scientist and medical educator. Many young men in medicine have enjoyed his counsel, and profited by the sound program of graduate medical instruction which he worked out. His personal qualities were deeply appreciated by all of those with whom he had been associated.

ANDREW ADIN STOMBERG  
1871-1943

Andrew Adin Stomberg, Professor Emeritus of Scandinavian, was born in Carver, Minnesota, on March 29, 1871, and died on November 16, 1943. He was granted the B.A. degree by Gustavus Adolphus College in 1895 and the M.A. degree by the University of Minnesota in 1896. He was a student in the University of Leipzig in 1897-98, Austin Scholar at Harvard University in 1904-1905, and a scholar at the University of Upsala in 1916. He was honored with the degree of Litt.D. by Gustavus Adolphus College in 1933.

From 1898 to 1907, Andrew Stomberg was Professor of History at Gustavus Adolphus College, from 1907 to 1939 Professor of Scandinavian at the University of Minnesota, and from 1939 to his death Professor Emeritus. In 1927-28 he was Lecturer at the University of Upsala on the Olaus Petri Foundation, and in 1927-28, Visiting Professor at Upsala on the Carnegie Foundation for International Peace.

Professor Stomberg was director of the American Institute of Swedish Arts, Literature, and Science, editor of its bulletin, and author of articles on Scandinavian-American subjects and *A History of Sweden* (1931). King Gustav V of Sweden made him a Knight of the Order of the North Star.

Andrew Stomberg made a significant contribution to American life through his advancement of Scandinavian activities in general and through three projects in particular: providing convenient, printed vocabularies which encourage the reading of current Scandinavian literature, expanding the offerings in Scandinavian languages in American high schools, and building up a strong collection of material on Scandinavian subjects in the University of Minnesota Library. The loss to Minnesota will be irreparable if, with the passing of such early exponents of Old World culture as Andrew Stomberg, later generations are allowed to forget our rightful heritage in that culture.

TREMAINE McDOWELL, Chairman

*Adopted by a rising vote*

The Senate adjourned.

T. E. PETTENGILL, *Clerk of the Senate*



UNIVERSITY OF MINNESOTA  
THE SENATE  
MINUTES

The third regular meeting of the University Senate for the year 1943-44 was held in the Auditorium of Murphy Hall Thursday, February 17, 1944. Seventy-nine members responded to roll call.

The following items were presented for consideration by the Committee on Business and Rules and action was taken as indicated.

I. APPROVAL OF THE MINUTES OF  
DECEMBER 16, 1943

*Approved*

II. REPORT OF THE ADMINISTRATIVE  
COMMITTEE

1. Reported for Action

1. *University Calendar for 1944-45.* It was voted to approve the University calendar for 1944-45 as follows:

UNIVERSITY CALENDAR, 1944-45

*Fall Quarter*

1944			
September	18	Monday	Extension registration first semester begins
September	21	Thursday	Fall quarter fees due for students in residence spring quarter in the Institute of Technology, Business Administration, Dentistry, Dental Hygiene, Law, Pharmacy, and Agriculture, Forestry and Home Economics
September	25	Monday	Entrance tests <sup>1</sup>
September	25-26		Registration for Freshman Week for new students entering the freshman class
September	25-29		Freshman Week; Medical and Speech examinations; Registration, <sup>2</sup> College of Science, Literature, and the Arts, and General College

September 28-29			Registration, <sup>2</sup> all colleges not included above. Fall quarter fees due for all students in Science, Literature, and the Arts, General College, Education, Public Health Nursing, Medical School, Medical Technology, Public Health, Physical Therapy, and for new students in other undergraduate colleges
October	2	Monday	Fall quarter classes begin 8:30 a.m. <sup>3</sup> First semester extension classes begin <sup>4</sup>
October	5	Thursday	Opening Convocation, 11:30 a.m.
October	7	Saturday	Last day for extension registration
October	14	Saturday	Last day for registration and payment of fees for the Graduate School and for teachers in service
October	19	Thursday	Senate meeting, 4:30 p.m.
November	7	Tuesday	Election Day; holiday (except extension)
November	11	Saturday	Armistice Day; holiday (except extension)
November	30	Thursday	Thanksgiving Day; holiday
December	15-16 and 18-21		Final examination period
December	21	Thursday	Commencement Convocation; Senate Meeting, 4:30 p.m. Fall quarter ends 6:00 p.m. <sup>5</sup>

*Winter Quarter*

December	28	Thursday	Winter quarter fees due for students in residence fall quarter in undergraduate colleges
1945			
January	2	Tuesday	Entrance tests. <sup>1</sup> Registration <sup>2</sup> for new students in all colleges. Winter quarter fees due for new students in all undergraduate colleges
January	3	Wednesday	Winter quarter classes begin 8:30 a.m. <sup>3</sup>
January	13	Saturday	Last day for registration and payment of fees for the Graduate School and for teachers in service
January	29	Monday	Extension registration second semester begins
February	10	Saturday	First semester extension classes close
February	12	Monday	Second semester extension classes begin <sup>4</sup> Lincoln's Birthday; holiday (except extension)



February	15	Thursday	Charter Day Convocation; Senate meeting 4:30 p.m.
February	17	Saturday	Last day for extension registration
February	22	Thursday	Washington's Birthday; holiday (except extension)
March 16-17 and	19-22		Final examination period
March	22	Thursday	Commencement Convocation. Spring quarter fees due for students in residence winter quarter in undergraduate colleges. Winter quarter ends 6:00 p.m.

*Spring Quarter*

March	30	Friday	Good Friday; holiday (except extension)
March	31	Saturday	Entrance tests <sup>1</sup>
March 31, April 2			Registration <sup>2</sup> for new students in all colleges except the Institute of Technology
April	2	Monday	Registration for students in Institute of Technology. Spring quarter fees due for new students in all undergraduate colleges
April	3	Tuesday	Spring quarter classes begin 8:30 a.m. <sup>3</sup>
April	14	Saturday	Last day for registration and payment of fees for the Graduate School and for teachers in service
May	17	Thursday	Cap and Gown Day Convocation; Senate meeting 4:30 p.m.
May	30	Wednesday	Memorial Day; holiday (except extension)
June	8	Friday	Second semester extension classes close
June 8-9 and 11-15			Final examination period
June	10	Sunday	Baccalaureate service
June	15	Friday	Spring quarter ends 6:00 p.m.
June	16	Saturday	Seventy-third annual commencement

*Summer Session*

June	18-19		Registration, <sup>3</sup> first term. First term fees due for students in all colleges
June	20	Wednesday	First term Summer Session classes begin 8:30 a.m. <sup>3</sup>
July	4	Wednesday	Independence Day; holiday
July	26	Thursday	Commencement Convocation
July	28	Saturday	First term closes

July 30 Monday Registration,<sup>2</sup> second term. Second term fees due for students in all colleges. Second term classes begin 8:30 a.m.<sup>3</sup>

September 1 Saturday Second term closes

<sup>1</sup> Applicants are urged to take entrance tests a month in advance of the quarter for which admission is desired. Tests may be taken at the Student Counseling Bureau. See Admission, General Information Bulletin.

<sup>2</sup> Registration subsequent to the date specified will necessitate the approval of the college concerned. See privilege fees for late registration or late payment of fees, General Information Bulletin. No student may register in the University after one week from the beginning of the quarter excepting in unusual cases wherein circumstances shall justify the appropriate committee of the college concerned permitting registration at a later date.

<sup>3</sup> First hour classes begin at 8:15 a.m. at University Farm.

<sup>4</sup> This date does not refer to correspondence study courses, which may be started at any time during the year.

<sup>5</sup> Extension classes continue to Saturday, December 23, and will resume Tuesday, January 2, 1945.

It was *voted* as the sense of the Senate that the number of holidays for the year including Summer Session should be reduced to an absolute minimum. With this recommendation the calendar was *approved*.

2. *Classification of student organizations.* It was *voted* to approve the Classification System proposed by the Senate Committee on Student Affairs:

*Classification System*

After considerable discussion, study, and analysis of the classification requirements and privileges of student organization on the campus of the University of Minnesota, it is recommended by the Office of the Dean of Students to the Senate Committee on Student Affairs that the report of the Committee on Student Affairs to the University of Minnesota Senate on May 7, 1914, be declared void, and in its place shall be substituted the following classification with attendant regulations relating to officially recognized Student Organizations.

I. Classification of Student Organizations

A. Every organization applying for official recognition shall be classified by this committee in one of the following groups with each group assigned a departmental number for accounting purposes in the Student Organizations Fund. Baird's Manual on America College Fraternities shall be the authority regarding classification of fraternities and sororities, academic and professional.

Departmental Number

Governing boards and councils, including college councils and inter-organizational boards and councils (e.g. SWECC)	100 through 199
Publications (but not governing boards)	200 through 299
Enterprises (e.g. Book Stores)	300 through 399

Class organizations (including college classes)	400 through 599
Religious and Social Service	600 through 699
Recognition and Honorary	700 through 799
Special interest, departmental and professional (excluding professional Greek letter societies classified in Baird's Manual)	800 through 1199
Social and recreational	1200 through 1299
Academic fraternities	1300 through 1399
Professional fraternities	1400 through 1499
Academic sororities	1500 through 1599
Professional sororities	1600 through 1699
Not otherwise classified	1700 through 1899

## II. Requirements and Privileges

A. All organizations including fraternities and sororities must be officially recognized and present to the committee for recognition, its purpose, constitution and by-laws, list of officers, list of members, the written consent of a faculty adviser, and written agreement to abide by the rules and regulations of the University previously enacted or to be enacted.

B. Privileges accorded to official recognized organizations are:

1. Listing in the official student organization roster.
2. Use of the name of the University in their title.
3. Right to the use of the University buildings for meeting places.
4. The use of post-office boxes for distribution of organizational material.
5. The use of University bulletin boards.  
Specific approval shall be requested for each time the organization desires the use of the bulletin boards or the use of the post-office boxes for distribution.
6. The right of notices and data in University student publications.
7. The right to the financial advisory service of the Student Organization Fund.  
This right is obligatory upon the organization and agreed to at the time of recognition. Any exception resides with the Dean of Students when in his judgment the circumstances warrant it.
8. The right to participate in the Student Organization Investment Trust Fund.  
This is obligatory in situations where organizations have surplus funds to invest and such investments are in securities.

## III. Register of Student Organizations

Office of the Dean of Students shall prepare and publish annually an official register of recognized student organizations and no student organization shall be included therein until it has secured recognition of the Senate Committee on Student Affairs.

#### IV. Social Function regulations

A. All social functions of Student Organizations including fraternities and sororities shall be approved by the Office of the Dean of Students prior to the event. Social functions requiring approval include those coeducational in nature after 8 p.m. and must be approved as to time, place, hours, budgets, contracts, and chaperones. Such functions shall be restricted to Friday and Saturday nights or nights immediately preceding University holidays. Special approval for functions during vacations and University recesses are required. A calendar of social functions for the year shall be maintained in the Office of the Dean of Students in order to avoid conflicts and misunderstandings.

#### V. Financial transactions of student organizations, fraternities, and sororities

A. The University, in its official capacity has concerned itself with the welfare of Student Organizations and student activities in the areas of social regulations, University representation and publicity, housing, eligibility, and finance. In regard to the monies and finances of Student Organizations and organized student activities it shall be the responsibility of the Office of the Dean of Students to supervise, counsel and advise all student organizations including fraternities and sororities, through conferences, interviews, and periodic audits and reports for the purpose of ascertaining the stability and the prudent, efficient operation of the organization. Contact with faculty advisers and alumni advisers on boards shall be made to assist in fulfilling this responsibility. This is in line with the provision in the Constitution of the University Senate, Section 3, Part 12, reading: "Title to all funds raised through the means of Student Organizations and activities is vested in the Board of Regents in trust for the purpose for which such funds were raised, etc., etc." Student Organizations which encounter prolonged and serious financial difficulties shall be given special attention and financial supervisory assistance.

*Approved*

### 2. Reported for Information

1. *Thomas Bill.* Dean Fraser, chairman of the special committee appointed to consider the question,

Do we prefer that the federal government pay the tuition and other fees directly to the school which the student chooses, or that the government pay a lump sum to the student and leave it to the student to pay the fees to the school which he chooses? reported that the special committee recommends that payment be made directly by the government to the institution because only by that plan can publicly supported schools hope to obtain full cost of instruction provided. On the recommendation of Dean Fraser it was *voted* to reply to Mr. T. O. Walton, chairman of the Executive Committee and Mr. W. A. Lloyd, director of the Association

of Land Grant Colleges that, as at present advised, the University of Minnesota would prefer direct payment to institutions and favors the Thomas Bill.

2. *Procedure for counseling returning servicemen.* Dean Bailey reported for information procedures established in the Department of Agriculture to aid returning servicemen in selection of proper curricula and courses. The plans provide for a departmental committee that would be responsible for processing rehabilitation cases and certain groups of students that are now or may later be referred by the Veterans Bureau or otherwise. It is presumed that such a committee will have an executive secretary that will act for them in the intervals between their sessions and that the latter will be largely confined to the development of policy. It is anticipated that committee would:

1. Inform prospective students and their extra-university advisers concerning the facilities of the Department of Agriculture.
2. Apply and analyze such tests or other criteria as may be serviceable in measuring the student's capacity to pursue various courses.
3. Advise the various teaching units of the department concerning new needs of or demands for instruction which may appear in consequence of contacts with prospective students.

It is not intended to interfere with any of the other University units involved in related activities, such, for example, as the Board of Admissions, or with the progress of students who have a well-defined objective supported by a normal background of earlier education. On the other hand, it does appear necessary to have a single point of contact for all questionable cases in order to insure that all student prospects are fully informed and their qualifications carefully analyzed before they are routed into some teaching unit.

3. *History of the University.* President Coffey discussed the desirability of writing a history of the University and reviewed previous consideration given to this matter. It was the opinion of the committee that a history would be very desirable and that immediate steps should be taken to formulate plans for collection of data and writing.

4. *Army-Navy Specialized Training Courses.* Mr. Willey reported that notice has been received that the Army Air Forces Pre-Flight Program is being discontinued and will end approximately May 20 when the last detachment assigned will have completed its work. The thought was expressed that this may possibly be the beginning of exodus of the Army-Navy programs. At the maximum 4,650 men were enrolled in these and other special programs. It was estimated that by spring quarter the enrolment in these programs may fall to approximately 3,400. Programs being discontinued include Army Air Forces Pre-Flight, Pre-Meteorology C, Pratt-Whitney, Language and Area, and Machinist's Mates. Problems of (a) staff and (b) housing that will arise were discussed.

5. *New deferment procedures.* Mr. Willey reported that beginning February 15 all existing deferments for college students will terminate. The quota for the University of Minnesota is 136 students who will graduate within 24 months from February 15 distributed as follows: Engineering 112, Chemistry 16, Physics 8. Problems in connection with the effect of this action were discussed.

6. *Japanese-American students.* The secretary reported having received 74 applications to date. It was the sense of the group that it would be unwise to establish a quota if it can possibly be avoided.

T. E. PETTENGILL, Secretary

*Accepted*

### III. REPORT OF THE COMMITTEE ON EDUCATION

#### Reported for Action

##### 1. Facilities for Housing Students

Students of the University of Minnesota live in the following types of residences:

53.1 per cent live with their parents

14.7 per cent live in dormitories

6.1 per cent live in fraternities or sororities

22.4 per cent live in rooming houses

3.7 per cent live in apartments, with relatives or with employers.

In 1939-40, when the University reached its maximum enrolment, approximately 3,000 students lived in private rooming houses near the two campuses. This figure, 3,000, probably represents the maximum number of students who can be housed in these private facilities with due regard for minimum standards of hygiene and conditions necessary to study. If the University's enrolment increases, during the postwar period, to an estimated 24,500 students, then a tremendous increase must be made in housing facilities. If increases are made in all of the above types of facilities in proportion to the present distribution, then private rooming houses must be increased to house a minimum total of 4,900 students, an increase of 1,900 over the maximum of 1939-40. If other types of housing facilities (dormitories, fraternities, sororities, apartments, homes, etc.) are not increased, then the figure of 4,900 must be increased.

At the present time, 22.4 per cent of the student population live in 604 private rooming houses. Because a large number of houses in the university district are very old and therefore difficult to remodel, it is highly unlikely that a minimum of 4,900 students can be housed in this type of residence. Probably not many more than 3,000 students can be so housed.

In view of the facts presented, it is clear that one of two steps must be taken by the University: (1) more students must be directed to live in other sections of Minneapolis and St. Paul, that is, at some distance from the campuses; or (2) more dormitories must be constructed by the University; and fraternities, sororities, and private land owners must be encouraged to construct new facilities.

It is strongly recommended that the University seek financial assistance for the building of additional dormitories with sufficient capacity to house between 2,000 and 3,000 students. In the planning of these facilities attention should be given to the special need of such groups as foreign students and graduate students. It is further recommended that in planning the construction of new dormitories, due weight be given to: (1) the limited financial resources of a large proportion of the University's students; and (2) the desirability of continuing the present program of close co-ordination between management of the dormitories and the University's many counseling services to the end that the dormitories shall contribute positively to the students' educational and personal development. Finally, the Senate Committee recommends that the University expand its program of close co-operation with operators of private rooming houses to the end that students using these facilities shall not be neglected in the total program of assisting students to profit maximally from their experiences in the University.

*Approved*

## **2. Procedures for Identifying and Assisting Returning Service Men and Women in Academic, Vocational, and Social Adjustments**

1. *In order to identify returning service men and women, it is recommended that:*
  - a. The problem of identification of veterans be met by making provision on the following entrance and registration forms for servicemen to designate themselves as such:
    1. Application for admission, for information of director of admissions, deans, admissions committees and counselors.
    2. Census cards, for information of Dean of Students.
    3. Religious census cards, for information of religious organizations and Dean of Students.
    4. College registration blanks, for information of deans and advisers at time of registration.
    5. Class roll information forms. In order that each instructor will know of veterans in class it is suggested that class roll information forms be furnished to instructors for students to fill out in class on which returned servicemen may designate themselves as such and which will provide instructors with other basic information necessary to establish class roll and prepare college reports (if required).

Suggested form follows:

Last Name	First Name	Middle Name
_____	(_____) _____	(_____) _____
Department _____	Course No. _____	Section _____
Your College _____	(_____) _____	(_____) _____
Your Major or curriculum _____	Fr. _____	Soph. _____
	Jr. _____	Sr. _____
		Gr. _____

Transferred from \_\_\_\_\_  
Other College on this Campus or elsewhere

Education interrupted by the war? No. \_\_\_\_\_ Yes. \_\_\_\_\_ From:  
\_\_\_\_\_ to \_\_\_\_\_ in (\_\_\_\_\_) (\_\_\_\_\_) (\_\_\_\_\_) (\_\_\_\_\_) (\_\_\_\_\_) \_\_\_\_\_  
Date Date Army Navy Marine Coast Gd. Other activity

List special military training and types of military experience:  
\_\_\_\_\_  
\_\_\_\_\_

- b. The information requested for the purpose of identifying veterans be uniform on all forms.
- c. The procedures for identification outlined in (a) be effective beginning with the Summer Session 1944. That for the winter and spring quarters of the current academic year special lists of returned servicemen be prepared by the office of admissions and records and distributed to deans for the use of advisers, counselors and instructors.
2. *To provide adequate procedures for admission, classification, and initial advising and counseling of veterans, it is recommended that:*
  - a. The President shall appoint a special Committee on the Co-ordination of Advisory Services for Veterans. This committee shall consist of a chairman and a special veterans' adviser from each college nominated by the dean of the college, the Director of Admissions and Records, and the Director of the Student Counseling Bureau. This committee shall be charged with responsibility:
    1. for planning, expediting and co-ordinating the advising of all veterans utilizing established university and college committees and officers;
    2. for the handling of special problems and circumstances encountered in the advising of veterans and including the facilitation of registration in more than one college when necessary for special curricula;
    3. for liaison with the U. S. Veterans Administration and other agencies concerned with veterans with regard to admission, registration, and scholastic progress of individual cases; and



4. for expediting the transfer of cases from one college to another when such transfer is indicated as in the best interests of the veteran concerned.
- b. All applications for admission or readmission, transcripts, recommendations, test scores, and Armed Forces Institute reports for returning servicemen be filed with the Director of Admissions in the same manner as for other applicants. In the case of graduate students, the dean and advisers shall function as in the case of other graduate students.
- c. The Director of Admissions shall appraise the admission status and advanced standing of returning servicemen in accordance with university and college policies by consulting with the Counseling Bureau and the deans and admissions committees of the various colleges in the same manner as for other applicants.
- d. In the case of veterans who are recommended by the U. S. Veterans Administration for special curricula, great care shall be exercised by the Director of Admissions, in consultation with the admissions officers and veterans advisers of the colleges to make certain that each such case is given needed attention and is properly registered in the desired special curriculum, provided of course that the individual concerned is qualified for admission and that the proposed special curriculum is approved by the proper college official.
- e. The Director of Admissions, special veterans advisers and advanced standing committees of the colleges shall give careful attention to each veteran regarding possible accreditation of military training and experience for college credit. In line with the policy adopted by the Senate on December 17, 1942, accreditation of military training and experience may be based upon reports of tests and examinations administered by the Armed Forces Institute (U. S. Army) or by copies of these examinations administered to university students for the purpose of establishing standards of accreditation. The examinations to be used cover both general educational development and particular subjects. Appropriate special examinations may also be given for purposes of accreditation of training for advanced standing; the regular fee of \$5.00 for special examinations shall be waived for veterans. The established college admissions examinations shall be administered to veterans matriculating as freshmen in colleges. The examinations shall also be used in determining admission for veterans who are not graduates of high school. Accreditation for work in army specialized training and naval collegiate training programs shall be made in terms of the action of the Senate Committee on Relations of the University to Other Institutions of Learning. (See Senate minutes for December 16, 1943, pp. 29-32, and subsequent actions.)
- f. The General Information Bulletin and application for admission forms shall include (1) instructions regarding use of the service of the Armed Forces Institute in collecting and fur-

nishing information regarding educational experience in the Armed Forces, (2) information, presented convincingly, regarding the University's counseling programs, so that returning servicemen will voluntarily seek assistance as desired. A special bulletin is being prepared by the Board of Admissions to include the above information for issuance with applications for admissions.

- g. After admission and advanced standing has been determined, personnel information regarding returning servicemen be furnished to the deans for use of advisers at time of registration in the same manner as for other entering students.
- h. The present requirement of 24 years of age for special students who desire to take less than the regular full curricula or a special combination of courses involving more than one college, be waived for veterans providing it is demonstrated that they have sound vocational objectives and the requisite ability.

In determining these two necessary conditions it is recommended that the colleges utilize the counseling and personnel facilities as is now the case in the admission of non-high school graduates.

It is recommended that the colleges in individual cases waive normal prerequisites for regular courses for such students who have the requisite ability and who pass special examinations as required by the college concerned.

- 3. *To insure effective counseling and advising subsequent to enrollment in class, it is recommended that:*
  - a. Instructors should continually be on the look-out for problems of study methods, vocational indecision, etc., and:
    - 1. Counsel veterans.
    - 2. Refer veterans to special counseling facilities in the dean's office.
    - 3. Refer veterans to other counseling agencies.
  - b. Each veteran should be assigned to a counselor or adviser who will also follow through the above procedures.
  - c. Through information contained in the General Information Bulletin, and in other bulletins, veterans should be urged to seek assistance through any counseling agency on the campus. In such cases each counseling agency should make reports to the college adviser of each veteran.

T. R. McCONNELL, Chairman.

*Approved*

#### IV. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTITUTIONS OF LEARNING

##### 1. Reported for Action

- 1. *McCahill Institute, Lake City.* On the recommendation of the inspector it was *voted* to place this school on the published list of accredited preparatory schools subject to review after one year.

*Approved*

## 2. Reported for Information

1. *Non-resident advanced standing students.* On the recommendation of the secretary it was *voted*, effective beginning with spring quarter 1944 applicants, to consider a "C average record at the last institution attended" as sufficient evidence of "better than average promise of ability" in the regents' rule regarding admission of non-resident students as it applies to students who have completed a full year of work at an accredited college or university. It was understood that a non-resident student whose previous college average is below C will continue to have the privilege of taking entrance examinations as a further basis for admission.

2. *AST Personnel Psychology.* On the recommendation of the Advisory Committee of the College of Science, Literature, and the Arts it was *voted* to approve credit as follows:

### *1st Term*

Statistics, AST 610, 6 quarter credits

Social Psychology, AST 620, 2 quarter credits

Occupations and Vocational Psychology, AST 631, 6 quarter credits

Tests and Measurements, AST 605, 6 quarter credits

### *2nd Term*

Work, Fatigue, and Efficiency, AST 632, 4 quarter credits

Normal and Abnormal Personality, AST 621, 3 quarter credits

Personnel Methods, AST 635, 3 quarter credits

Learning and Perception, AST 625, 6 quarter credits

Tests and Measurements, Interview Methods, AST 606, 6 quarter credits

The secretary reported for information that the Department of Psychology has approved acceptance of satisfactory completion of the full AST Personnel Psychology Curriculum (Terms I and II) as the equivalent of a psychology major toward a bachelor of arts degree.

R. R. SHUMWAY, Chairman

*Accepted*

## V. UNIVERSITY RESEARCH

### Statement by President W. C. Coffey

University research is rapidly increasing in importance, and what is more significant for a state university, it is coming more and more into the consciousness of the public that supports the University. This was clearly reflected in the attitude of the last legislature, which for the first time in its history gave the University general research funds, and created the Minnesota Institute of Research; as well as continued support for researches in agriculture, minerals, and medicine. It is reflected also in the often expressed interest of the Regents and in the desire of the members of that body to use their influence whenever possible in helping to secure additional research funds. They have effectively used this

influence on several occasions. It is further reflected in the attitudes expressed by the members of the legislative committee that considered the bill for the support of the Minnesota Institute of Research and by those who appeared before it. All were in agreement that the University might properly become and should be a research laboratory for the entire state, not only with respect to specific problems that might face industry and agriculture, but in broad and fundamental research that looks toward an ultimate betterment of the economy of the state, and hence the welfare of its citizens. At the last session of the legislature, Regents Bell and Wood made strong statements in behalf of broad and fundamental researches bearing upon economic development. Their discussions before the Appropriations Committee of the House and the Finance Committee of the Senate, were followed closely by committee members and they, too, displayed an unmistakable interest in the place and importance of research.

Effective research involves some measure of organization. This is true particularly of researches of a complex nature, conducted on a fairly large scale. There is always a place, of course, for the individual research worker and the independent scholar and, consequently, there must always be a place reserved for him. But many problems go far beyond fields normally cultivated by the single worker. At the present time, here on our campuses research workers combine on some of the studies in the Agricultural Experiment Station, in the Hormel Institute, in the Northwest Research Foundation, and in the Minnesota Institute of Research under the directorship of Professor Montonna. Furthermore, there is a considerable degree of integrated co-operative endeavor in much of the best research in the Medical School. In these combinations of manpower it is gratifying to note that staff members from different schools and colleges are working together. In the Minnesota Institute of Research, for example, the Institute of Technology and the Department of Agriculture are co-operating. The same units work together in the Northwest Research Foundation. On the other hand, medicine and agriculture carry on joint endeavors in the Hormel Institute. Many other illustrations could be cited. Certainly the people who support research through special grants expect that every resource in the University regardless of departmental lines will be brought to bear upon each problem. Research in the natural and in the social sciences is moving definitely in this direction, and that it is doing so is most gratifying. It is possible that the humanities and the creative fields of art and literature may present somewhat different problems. There is, as my illustrations have indicated, already some organization of research in the University. In fact, the extent of organization is considerable. But I believe there is need for an over-all University organization in this field.

For many years the research program in the University Department of Agriculture has been carefully organized under the supervision of the Associate Director of the Experiment Station.

Proposed research projects are carefully outlined. The purpose of each project is defined, the personnel listed, the literature on the subject summarized, the facilities required for prosecuting the project described, and the cost and duration of the project estimated. At the close of each year a progress statement is filed with the Associate Director. The organization of the research program in agriculture has many advantages and I know of no instance in which it has tended to restrict the initiative and creative powers of the research workers. Although the Associate Director has the responsibility for requiring that research projects be carefully formulated and filed with him, it is not his function to dictate such fundamental aspects as lines of procedure or methods to be employed.

From my experience in connection with the research program in the University Department of Agriculture, I feel very definitely that there are advantages to be gained from an over-all University organization of research, provided its purpose is to encourage, stimulate, help to co-ordinate and integrate, and in general to promote and advance research without, at the same time, imposing crippling restrictions on either departments or individuals. In this connection may I give assurance that existing research institutions such as the Engineering Experiment Station, the Mines Experiment Station, the Agricultural Experiment Station, the Hormel Institute, the Northwest Research Foundation, and the Minnesota Institute of Research are not to be abolished. Rather, they should be included in the over-all organization.

Here are a few of the advantages to be gained from a general over-all university organization of research which occur to me:

1. It would permit the University to make available to the legislature, to the public, or to individuals, a statement of actual research in progress. At some central place on the campus there should be a complete file of all University researches under way and in the office where the file is located there should be someone familiar with it.

2. It would constitute a never-ending source of excellent material for public relations. Research results, properly presented, are more effective, it has been demonstrated, than almost anything else in awakening an interest in the work and program of the University.

3. It would provide more complete co-ordination, eliminate undesirable overlapping, and, to a greater extent than ever before, would serve to bring together the various men who have a common interest in a specific project.

It would thus vitalize research. How important this is will become evident when one realizes that in many cases research problems possess phases that lie outside and far beyond the fields normally cultivated by the single worker.

4. It would provide an organization to which a citizen of the state might turn when he has a problem on which he needs help, and it would constitute a channel for providing that help.

5. It would be a factor of increasing importance in bringing influence to bear when a request is made to an outside agency for financial support of a research project.

I have given considerable thought to this matter of a general over-all organization of University research, first, because of my own personal interest, and, second, because the Regents requested that the matter be studied. On several occasions I discussed such an organization with Dean Blegen. He proved to be greatly interested, and had he not been called away he would undoubtedly be planning such an organization now. He had soon discovered that the allocation of research funds, now budgeted in the Graduate School, was a time-consuming matter. Some different plan of administration would have been required had registration in the Graduate School held up to normal levels. The continued good help of Dean Blegen in this matter is much needed now. Unfortunately, he is not here and since we do not know how soon he will return to the University, we are forced to proceed without him and plan what should be done.

Since the problem is one having an all-University character, and, in addition, involving research judgment and experience, its consideration demands an all-University point of view. Bearing this in mind I want to let the Senate know of my intention to appoint an all-University Advisory Committee to study and advise with me on this whole matter. Still more important, I urge the individual members of the Senate to give me suggestions. As the committee proceeds in its work, I shall probably want to discuss its work, its proposals, or its recommendations at subsequent Senate meetings.

The Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA  
THE SENATE  
MINUTES

The fourth regular meeting of the University Senate for the year 1943-44 was held in the Auditorium of Murphy Hall Thursday, May 18, 1944. One hundred seven members responded to roll call.

The following items were presented for consideration by the Committee on Business and Rules and action was taken as indicated.

I. APPROVAL OF THE MINUTES OF  
FEBRUARY 17, 1944

*Approved*

II. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

1. *Residence.* On the recommendation of the Senate Committee on relations of the University to other Institutions it was *voted*, subject to confirmation by the Senate:

- a. That work done on the campus of the University of Minnesota in Armed Forces College Training Programs be considered residence credit.
- b. That attention of the colleges be called to the discretion provided in the following rule:  
*"Residence Requirement for Degrees.* The student must earn at least one year's credit in residence in the University. If the term of residence is only one year, that year must be the senior year; and in any case he must spend two quarters of the senior year in residence. This last requirement may be waived under such rules as may be established by each college for such exemptions." Min. Sen. 11-3-20.
- c. That the discretion provided be interpreted as applying only to the phrase "and in any case he must spend two quarters of the senior year in residence."

*Approved*

2. Reported for Information

1. *Acceleration.* Professor Pressey, Ohio State University, reviewed literature and current studies in progress on acceleration. Purposes and means for bringing about desirable acceleration were discussed. Possible outcomes were summarized as follows:

- a. A sound program of acceleration immediately after the war, and adapted to the needs of those whose education has been interrupted, should greatly reduce the otherwise probably very large number of such individuals who will leave educational institutions with dissatisfaction and without completing the program for a degree. It should also decrease maladjustment to academic life and associates otherwise likely on the part of older men thrown in with youngsters and in institutions whose programs have been planned primarily for the needs of younger persons.

b. A sound program of acceleration might well add one or more years to the productive adult life of several million of the more able individuals in this country—and add this year in the period of greatest physical and intellectual vigor.

c. A sound program of acceleration should permit young people to reach economic and social independence, with marriage and the beginning of life career, early enough to avoid emotional frustrations now common.

d. A sound program of acceleration should for students whose education was not interrupted (a) lessen the now large number of failures and drop-outs in higher education, (b) raise the level of effective learning, and (c) bring better adjustments to academic life.

e. An adequate program of acceleration for initial full-time education should be supplemented by a greater development and more general use thereafter of various means for continuing professional or general adult education. Such a supplementation should make a total educational program far richer, and more flexible and immediate in its adaptation to needs throughout life, than a longer initial full-time education by itself could possibly be.

2. *Japanese-American Applicants.* The secretary distributed a report of applications for admission received from Japanese-American students December 15, 1943 to January 15, 1944 (filed supplement to the minutes) during which period 56 applications were received. Since January 15, 36 additional applications have been filed, 30 men and 6 women, making the total to February 23—72 men, 20 women, total 92. The 1940 census reports show the following ratios of Japanese to total population for various areas:

United States .....	0.096%
Pacific Coast States .....	1.154%
West North Central States .....	0.006%
Minnesota .....	0.002%

On the basis of 7,000 enrolment, 80 students could be admitted if the Pacific Coast ratio is used as a basis for quota. To date only 3 Provost Marshal clearances have been received. Selective Service and Provost Marshal's policies give indication that probably only a small percentage of Japanese-American applicants will actually enter. It was the sense of the committee that it was unnecessary to establish a quota at present. Messrs. Pettengill and Willey were requested to keep the committee currently informed regarding Japanese applicants and number admitted.

3. *Conduct of Examinations.* Dean Lind reported that unusual tension because of stress placed on grades for deferment and continued attendance in Army and Navy programs has resulted in an increased tendency for students to seek or give help on examinations. On the recommendation of Dean Lind it was voted that the president appoint a committee to investigate problems in connection with the conduct of examinations to recommend more adequate methods of control.

4. *Report on Meeting of the Executive Committee of the Association of Land-Grant Colleges and Universities.* President Coffey reported informally on the meeting of the Executive Committee March 6-7, 1944 when with other matters the Omnibus Bill was discussed. The Association has recommended that the following principles be followed in Veterans training legislation:

- a. Each eligible veteran should be free to choose the institution he wishes to attend.
- b. Each veteran should be free of official domination in selecting and pursuing a curriculum for which he is qualified.
- c. Each educational institution should be the sole judge of entrance requirements and of the admissibility of the applicant-veteran.



- d. Each institution should determine for itself what courses and curriculum it will offer.
- e. Each institution should determine which veterans have satisfactorily completed required units of work and which of such veterans are qualified for further education in that institution.
- f. The existing state-wide educational agency or, in the absence of a current single authority, one created by state action should determine which educational agencies within the State shall be eligible for participation in the program.
- g. An adequate amount for personal maintenance should be paid directly to the veteran, and an equitable amount for educational expense should be paid to the institution.

5. *Institute of International Education.* The president read a communication from Mr. Duggan urging that the University of Minnesota exchange a student with Durham University in England, providing tuition, books, and living expenses for the student coming from Durham, in return for which Durham would assume similar expenses for the student they received from Minnesota. The president indicated that he will discuss the matter with the Board of Regents.

6. *Spring quarter enrolment.* The secretary distributed a report showing 6,188 civilian students enrolled at the close of the second day of spring quarter of 1944 (March 28th) compared to 8,194 on the corresponding date spring quarter 1943, representing a decrease of 2,006 students or 24.4 per cent. With Armed Forces enrolments included the University is serving 9,216 students spring 1944 compared to 9,194 spring 1943.

7. *Occupational Therapy Instruction.* The president read a communication from Mr. Nolte and paragraphs from a pamphlet of the Institute of Adult Education, "Marching Home" regarding the need for trained workers in Occupational Therapy. Dr. Diehl and others discussed various aspects of training in this field. It was voted that a committee be appointed to consider the matter.

8. *Northwestern University and Education of Returned Veterans.* The president read a communication from Northwestern University regarding its policy with respect to education of returned veterans. Dean McConnell discussed policies adopted by other colleges and universities in relation to our own. It was the sense of the group that a statement from the president's office to men in service regarding our policy would be helpful. It was suggested that the communication might also include inquiry regarding their plans after demobilization.

9. *Clark Bill (S 1767).* The president indicated that Bill S 1767 read and discussed at the March 22 meeting appears likely to be adopted by Congress. That the committee of 21 (Day Committee) has relinquished their demand that the program be administered through the Office of Education. The Day Committee has recommended that certain principles be followed similar to those recommended by the Land-Grant Colleges Association reported at the last meeting.

10. *Secondary School Enrolment.* Dean Miller discussed growth of secondary school enrolment and resulting problems of articulation between secondary schools and colleges: 73% of students 14-17 years of age were reported enrolled in secondary schools in 1940 compared to 7% in 1890. Reference was made to the Anderson Study reporting that only 50% of high school graduates in the upper 10% of their class go to college. That of graduates in the upper 30% of their high school class, two thirds do not go to college. The average educational level of men in the Armed Forces was reported as 6th grade in World War I and 10th grade in World War II.

11. *Applicants for degrees, spring quarter 1944.* The president read a report from the secretary estimating that the June class will include ap-

proximately 750 candidates. Size of recent graduating classes and place of commencement reported included: Spring 1943, 1269 candidates, Stadium; Fall 1943, 744 candidates, Northrop Auditorium; Winter 1944, 358 candidates, Northrop Auditorium. It was the sense of the group that Northrop Auditorium would be preferable to the Stadium for June exercises in view of the relatively small number of candidates. It was *voted* to refer the matter to the Senate Committee on University Functions for recommendation.

12. *Higher Education of Negroes.* The president read for information a communication from Mr. Kelley, U. S. Office of Education regarding the Survey of Higher Education of Negroes to correct erroneous press reports. The recommendation to southern institutions was:

"That, to develop qualified leaders, they work out ways and means of making their facilities available to Negro scholars and assist in providing opportunities, facilities, and leadership for the development of research among Negroes."

Some universities in the South are already doing just what is recommended above.

13. *Retraining and Re-employment Administration.* The president mentioned for information that the various phases of planning for post-war education formulated by the Armed Forces Committee on Post-War Educational Opportunities for Service Personnel, Col. Spaulding, chairman, have been turned over to the Retraining and Re-employment Administration, Gen. Hines, Administrator, to carry forward as may seem appropriate. Included in the material transferred were the recommendations received from the various educational and professional associations.

14. *Report of Special Committee on Relations of the University with the Public.* Mr. Willey discussed the work of various committees in the past that have considered the matter of public relations—1932, Mr. Coffey chairman, report filed 1934 but no action—1941 joint committee of representatives of Board of Regents and faculty known as the Bell-Casey Committee, report filed 1942 recommending appointment of a committee on relations with the public to study the situation and make specific recommendations—1942 special committee on Relations with the Public; Mr. Willey chairman, Messrs. Casey, Nafziger, Amberg, E. B. Pierce, and Paul Miller now reporting. Report distributed (filed supplement to the minutes) and discussed recommending that there be created a Department of University Relations with a director, supporting staff and a University Relations Committee for liaison with the University community with duties and functions as outlined in the report.

It was *voted* to endorse the report of the Special Committee on Relations with the Public and to recommend to the Board of Regents that a Department of University Relations be established as proposed.

15. *Resolution of the American Council on Education Regarding a Year of Universal Military Service.* Distributed April 26 to the committee for comment. Filed supplement to the minutes. It was *voted* as the judgment of the committee that action on compulsory military training in the post-war period should be postponed until the need for such training can be more adequately determined.

16. *Report of the Committee on University Functions.* On the recommendation of the Committee on University Functions it was *voted* that the June 1944 commencement exercises be held in Northrop Auditorium.

Mr. Pierce, chairman, discussed the baccalaureate services customarily held on Sunday morning reporting small faculty and public participation and 40-50% senior class attendance. It was *voted* that the functions committee consider evening exercises for Baccalaureate.

T. E. PETTENGILL, Secretary

*Accepted*

### III. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

#### Reported for Information

Our students participated this year in the Women's Discussion Meet and the Debate Tournament of the Western Conference Debate League at Northwestern University, Evanston, Illinois.

The question considered in the Women's Discussion Meet December 2nd and 3rd was, "To what extent should economic controls be imposed on goods and services in post-war United States?" The purpose of the conference as stated in the program was, "This discussion conference is an attempt to provide experience in using the skills, knowledge, and attitudes necessary to consider the problem of post-war American economy." Representing the University of Minnesota were Lyla Anderson, Frances Usenik, Patricia Maloney, all Arts juniors.

The proposition debated in the tournament of March 2nd and 3rd was, "Resolved: That the United States should cooperate in the establishment and maintenance of an international police force after the defeat of the Axis." Our debaters were Lyla Anderson, Theodore Anderson, Arts freshman, Frances Usenik, and Lester Gottlieb, Pharmacy junior.

Because of the absence of junior and senior debaters from the campus, it was necessary to admit freshmen and sophomores to competition for positions on regular intercollegiate teams.

The membership of the Western Conference Debate League is made up of the following institutions: Universities of Illinois, Indiana, Iowa, Minnesota, Ohio, Wisconsin, Northwestern, and Purdue.

Besides participating in the annual discussion and debates of the Western Conference Debate League, our students, on February 4th and 5th, participated in informal debates with students from the Eau Claire Teachers College, Eau Claire, Wisconsin. The proposition debated was that of the Western Conference.

On April 7th Patricia Maloney, Arts junior, represented the University in the annual contest of the Northern Oratorical League at the University of Iowa for the Frank O. Lowden prizes. The first prize of \$100 was awarded to William B. Rodiger of the University of Wisconsin. The second prize of \$50 was awarded to Eugene Wyman of Northwestern University.

F. M. RARIG, Chairman

*Accepted*

### IV. REPORT OF THE COMMITTEE ON EDUCATION

#### Reported for Action

##### 1. Student Counseling Programs in the University of Minnesota

If the University of Minnesota were a small undergraduate college with a student body relatively homogeneous with respect to intellectual interests and abilities, then perhaps the need for student counseling would be less apparent. But ours is a large institution in which a variety of emphases and functions compete for attention and effort on the part of staff members. Moreover, the range of talents possessed by our students adds to the difficulties of maintaining desirable academic standards. Likewise, the varied experiences and backgrounds, educational and economic, of our students result in some confusion, lost motion and even wasted talent as we attempt each year to induct thousands of new members into the University. Finally, the wide range of curricula offered by the University makes more difficult the students' wise selection of one which is appropriate to their interests and abilities.

To deal with these situations, numerous programs have been established in the University. Committees on admissions, advising, counseling, vocational guidance, probation advising, and the achievement of superior students have worked diligently and with marked success to assist students in their efforts to profit intellectually and personally from residence in the University. The work of these committees has been conceived as an integral part of the total instructional program and as an adjunct to classroom instruction. In a real sense counseling has come to be a normal part of the teacher's responsibilities. No attempt has been made to counsel all students and a large proportion have evidenced ability to make satisfactory adjustments with little assistance beyond occasional conferences with instructors. All counselors and teachers have, and should continue to help increase that proportion of the student population which succeeds without intensive counseling.

### *The Nature of Counseling*

As practiced in the University of Minnesota, counseling takes the form of personal assistance extended to students with respect to encouragement and stimulation of learning, selection of educational and occupational goals and the correction of certain conditions (such as ineffective study habits, inadequate finances, etc.) which may interfere with scholastic achievement and personal development. Many types of counseling are performed by staff members. All teachers counsel students through informal and advisory relationships. Other staff members have been assigned responsibility for special types of counseling including registration advising of both undergraduate and graduate students. The recent Faculty Load Study reported that the typical faculty member advised approximately seventeen undergraduates and one graduate student during the fall quarter; a median amount of slightly more than three hours a week was devoted to counseling. The number of students regularly advised ranged from none for one fifth of the faculty to fifty or more for the fifth who do the most counseling.

### *The Relationship of Counseling and Teaching*

The greatest number of students have been, and should be counseled by teachers and faculty counselors rather than by specialized personnel workers. This is true for a number of reasons. There are too few specialists to serve all students; these specialists should serve as consultants regarding special cases rather than for students in general. Teachers have opportunities for the direct and personal relationships necessary for effective counseling and should exploit these opportunities for the benefit of students. Moreover, teaching which is completely divorced from counseling may become so impersonal as to lose its effectiveness in motivating students to develop personal and educational competence.

### *An Addition to Teaching Duties*

With few exceptions, responsibilities for counseling have been added to the duties of teachers without adjustments in other duties including classroom instruction. *If the need for counseling increases in the post-war period, then a more systematic program and a sounder administrative organization should be developed.* The established policy of a maximum teaching load provides protection from the dangers of decreased teaching effectiveness arising from overloaded instructors. A parallel policy should be established in the field of counseling to maintain a high quality of effective assistance to students. New programs of counseling developing out of post-war conditions should not be added to the present work load of the faculty without some readjustment in schedules, duties, relationships and organizational structure.

## *The Need for Counseling After the War*

Several things point to the probable need for strengthening the University's counseling facilities in the post-war period. A listing of some of these things will illustrate this need. Some students will need information and counsel in the selection of courses of study, liberal, technical and professional, which will give to them the means to intellectual and personal development in terms of desirable long term goals. War veterans, at least in their first months of residence, will be in serious need of more personalized assistance than we have heretofore given to some civilian students. After the war, social and economic conditions may be such, or at least appear to be such, as to confuse young high school graduates with respect to the opportunities for higher education and for vocational training. Consequently many students will need assistance in defining their interests and in selecting the curricula appropriate to their interests and aptitudes. The expected increase in foreign students will focus their special counseling problems more sharply. If, as followed the last war, the University's expanded student body includes a large proportion of students undertaking training for which they are not qualified by aptitude, then expansion in counseling facilities should parallel increases in enrolment. If terminal and semi-professional curricula are established for such students, then they and their parents will need counseling as they face the questions of admission and classification in courses which are not entirely congruent with their hopes and ambitions. Lastly, any reorganization of general education courses will make new demands upon counseling facilities as students face the necessity of choosing general, as well as professional courses, and as they seek to determine by examinations or other criteria the extent to which they may already have attained general or special educational objectives either through formal instruction or other means.

### **Recommendations**

A recent and extensive survey of the many phases of the University's total program of counseling provides the background for certain recommendations designed to strengthen that program in preparation for the post-war period. These recommendations deal only with major problems of a general nature. Variations and adaptations should be made, when desirable, within the several colleges. Major attention is given in this report to those phases of counseling which are most directly related to instruction.

In the judgment of the Senate Committee on Education, the changes outlined in the following recommendations should be adopted as *guiding principles* in preparing for the post-war period. These recommendations call for the gradual strengthening of those parts of the present counseling programs which, during the past two decades, have demonstrated their effectiveness.

(1) *In each college of the University, especially those enrolling undergraduate students, a small number of especially qualified teachers should be appointed to serve as special counselors to students regarding scholastic progress, selection of courses, registration and personal adjustment problems.* These counselors would be expected to provide the nucleus of the college's counseling services to students, especially freshmen and sophomores. But other teachers should continue to counsel students as a normal part of their teaching responsibilities. Appointment as a special counselor should involve willingness to participate in continuous study and development of the counseling program under leadership of the college administration and, when requested, with the assistance of University personnel departments. The teaching load of special counselors should be adjusted in terms of a normal "counseling load" established for each college. Counseling activities should

be reported to the dean's office as a part of the faculty member's regular responsibilities. Provisions for privacy in counseling and for some clerical assistance should be made. All student counseling cases should be registered with the Faculty-Student Contact Desk for purposes of clearance of information and for facilitating co-operation among counselors and other personnel workers. The dean of the college should make continuous appraisal of the work of counselors and give appropriate weight to high quality of counseling in making recommendations for promotions in rank and adjustments in salary.

(2) In an effort to restrict the number of students who need more intensive counseling by special counselors and personnel specialists, *special orientation, occupational information and how-to-study classes should be provided in colleges which admit students directly from high school.* Orientation programs of similar but more intensive nature should be provided during Freshman Week and subsequent registration periods.

(3) *In each college the dean should assume or should delegate responsibility for general supervision of all phases of the college's student personnel program including admissions, advanced standing, transfer of credits, student's scholastic work, registration advising and counseling.*

(4) *More co-operative relationships should be established among the many counseling agencies and committees.* These may be classified as faculty counseling services within the colleges and specialized student personnel facilities in the University at large. The University-wide services provide assistance to faculty counselors in their work with students. At the same time the University personnel departments serve many students before they are enrolled in any college, aid those who desire and seek information from someone not affiliated with a particular college, assist others who desire disinterested aid in considering transfer from one college to another, and, when requested by counselors or students, devote more time to individual cases than faculty counselors may be prepared to give.

The relationship between college counselors and University personnel officers should be supplementary and not competitive since the welfare of students cannot be the exclusive jurisdiction of any one group. Frequent conferences, consultations, exchange of personnel information, and detailed reports of services to individual students should be the means through which the policy of co-operative responsibility finds expression. Members of one group should use the services of the other to make more certain that each student receives the best available assistance in exploiting his opportunities within the University. Such co-operative relationships should characterize the work of those responsible for college admissions, classification and registration, scholastic progress, transfer from one college to another, vocational guidance and personality counseling. Those who perform personnel functions in all-University agencies and offices should be equally alert to their responsibility for informing college counselors and administrators of their work with individual students.

(5) *All-University departments, including the Office of Admissions and Records, the Student Counseling Bureau and the Senate Committee on Relations, in co-operation with the counselors of each college, should undertake a continuous program of co-operation with high school counselors in informing prospective students of the educational opportunities and facilities for vocational training offered within the University.* In this undertaking, stress should be placed upon the requirements for success in University work to the end that students clearly not qualified shall be informed before undertaking such work.

(6) *More attention should be given to the counseling needs of students transferring to the University from other colleges and universities.* Special orientation programs should be organized for such students during Freshman

Week and subsequent periods of registration. Each student should be invited to seek assistance, if desired, from faculty counselors.

(7) In the case of students petitioning to transfer from one college to another within the University, *a brief summary of personnel information and of grades should accompany the transfer petition in order that action may be based upon more complete information and also that subsequent counseling may take previous advice into consideration.* It is suggested that the procedures and forms used by the General College be studied by the proper administrators in other colleges of the University.

(8) *Special efforts should be made to identify and counsel potentially superior students early in their college career.* This recommendation stems from two conditions: (1) all studies of the scholastic progress of students reveal that an appreciable number of potentially able students fail to achieve at the level of their aptitude; (2) more attention would seem to be devoted by many advisers to students with low grades and low or average ability than to others who are potentially capable of high achievement. Perhaps it is not inaccurate to state that the University's counseling program is, in general, disproportionately directed to serving students who do not make satisfactory progress toward graduation because of insufficient aptitude.

(9) *More attention should be devoted to advising foreign students.* The present facilities are inadequate to serve foreign students who need special assistance with the details of governmental regulations and with problems of adjustment to new customs and new methods of instruction. The services of at least one full-time counselor of foreign students, or the equivalent in available time, would seem to be the minimum needed at present to supplement the work of faculty counselors and teachers in dealing with the many problems of this group of students.

(10) *To facilitate the work of counselors, University and college committees should make a critical review of rules and regulations governing admissions, scholastic probation, prerequisite courses, requirements for graduation, transfer of credits from other institutions and related matters, in order to eliminate rules which are no longer operative or necessary.* Students, parents, counselors and administrators report great difficulty in familiarizing themselves with the numerous rules and regulations. Not infrequently do they discover that certain printed rules are no longer enforced. This would seem to be an appropriate time to revise rules in the interest of simplification and clarification, to the end that all advisers may be able to give correct information to students.

(11) *Responsibility for continuous review of policies and problems of a University-wide nature which relate to the various aspects of counseling should be assigned to an appropriate committee of the Senate.* A committee to perform similar functions should be established within each college, especially those colleges admitting freshmen directly from high school. It is suggested that the staff member chiefly responsible for counseling in each college should be appointed to the appropriate Senate Committee and might well serve as chairman of the college committee. It is further suggested that on the college committee should be represented those in charge of freshman admission and advanced standing, registration advising, counseling, and probation advising. Such representation should facilitate co-ordination among the various counseling committees within the college.

(12) *A special directory of the University's many counseling and student personnel facilities, together with brief descriptions of functions and services and staff personnel, should be issued periodically in order that students may be advised where to go for needed assistance.* New members of the staff, and also some who have been in residence for some years, may need current information about the ever-changing University.

(13) *Faculty counselors, and staff members in such University departments as the Student Counseling Bureau, should expand their present emphasis on vocational guidance and registration advising to include counseling on ways, supplemental to classroom instruction, by means of which students may achieve the desirable outcomes of general education.*

*Approved*

## 2. General Education at the University of Minnesota

### *Significance of General Education*

"General education" refers to those phases of non-specialized and non-vocational education which should provide the common basis for normal human living in a free society. General education differs from a true liberal education only in degree; it may be looked upon as an integral part of a more complete liberal education.

The need for a sound general education has been strikingly emphasized by recent studies of the education of young people and adults. Education, even in liberal arts colleges, has become so fragmentary and specialized that many students who have completed a four-year liberal arts course have left college unacquainted with some of the fundamental areas of human knowledge, and unprepared to discharge their common obligations as parents, workers, and citizens. This result is the product, in considerable part, of the nature of courses supposedly offered as means of general education, and also of an over-emphasis on specialization. Not only does the student face a bewildering array of courses in the liberal arts college, but even at the freshman-sophomore level, these courses are usually so restricted in scope that the student gains only a fragmentary view of a field of knowledge or a restricted opportunity to prepare for the opportunities and responsibilities of daily living. Narrowness in education is still further accentuated by excessive specialization. As an illustration, a recent analysis of courses taken by graduates of the College of Science, Literature, and the Arts revealed that students who majored in certain departments took more than half of all their work in a single department. Under present circumstances, the difficulty of securing a good general education is especially great in the case of pre-professional students and students in some of the professional schools. A growing awareness of these problems has stimulated colleges and universities everywhere to plan a more balanced educational program, not only to enable students to secure a better general education but also to obtain a more satisfactory foundation for specialized education or advanced liberal education.

### *Purposes of General Education*

General education may perhaps be better defined in terms of outcomes or purposes than in terms of specific courses. The outline below constitutes a summary statement of the purposes of general education. These outcomes are stated in terms of performance; their attainment will depend upon the acquisition of appropriate knowledge, skills, abilities, attitudes, and appreciations. No attempt has been made to arrange the general outcomes in order of importance; ideally, perhaps, all students should attain all of them in minimum degree, though for the present at least, some choice, at least in terms of formal education or experience, will probably have to be made in the case of certain students or certain groups of students. The attainment of certain objectives, such as responsible citizenship, will undoubtedly involve more systematic and extensive formal instruction than may be required for others. It should be recognized also that different students will undoubtedly attain the outcomes of general education in different degrees; it is to be hoped that as many students as possible will attain them in full



measure. Finally, formal courses are not the only instruments of general education; the student's experiences in the university and in the community in a wide range of activities may contribute substantially to his educational and personal development.

The elements of general education may be rather simply stated. General education should enable the student:

1. To understand other persons' ideas through reading and listening, and, in turn, to express his own ideas effectively to others.
2. To attain a balanced social and emotional adjustment through an understanding of human behavior, the enjoyment of social relationships, and the experience of working co-operatively with others.
3. To improve and maintain his own health and to make intelligent decisions about community health problems.
4. To acquire the knowledge and attitudes basic to a satisfying family life.
5. To participate as an active, responsible, and informed citizen in the discussion and solution of the social, economic, and political problems of American and international affairs.
6. To understand the fundamental discoveries of science in their implications for human welfare and in their influence on the development of thought and institutions; to understand and appreciate the scientific method and to use it in the solution of concrete problems.
7. To understand and enjoy literature, art, music, and other cultural activities as an expression of personal and social experience; and, if possible, to participate in some form of creative activity.
8. To develop a set of principles for the direction of personal and societal behavior through the recognition and critical examination of values involved in personal and social conduct.
9. To choose a socially useful and personally satisfying vocation that will enable him to utilize fully his particular interests and abilities.

Development of the ability to think critically and constructively has not been listed as a separate objective, since it is assumed a sound educational program will provide manifold opportunities for reflective thinking in a wide range of intellectual and practical activities. Recognition should therefore be given this objective in conducting each course so that the development of this ability will become an integral and pervasive phase of learning in every field.

#### *Courses for General Education*

Courses may be organized in a variety of ways for the purposes of general education. At least three principal types of courses are appropriate. First, courses in a particular department or subject may be explicitly devised to make the maximum contribution to the objectives of general education for students who may not pursue advanced courses in the department or for students who are not specializing in the field. Examples of such courses already available at the University of Minnesota are: "Fundamentals of Government and Politics," "Twentieth Century Literature," and "Human Biology."

A second type of course draws its material from a broad field or division of knowledge. Such a course crosses the boundaries of existing departments, and utilizes material and methods from several subjects in developing major concepts, principles and relationships. These courses need not be, and probably seldom should be, purely survey courses; instead, they should ordinarily be highly selective with respect to content, and, in fact, should go deeply enough into some topics for students to obtain clear insight into fundamental problems and underlying relationships. Examples of courses

of this type that might be cited are "Humanities in the Modern World," "An Introduction to Social Science," and "Introduction to the Physical Sciences." Such courses might also differ from the usual type in providing a bridge between two broad fields, such as the humanities and science. For example, an experiment in the presentation of the broad effects of the impact of scientific progress and the growth of the scientific method upon human life and thought might profitably be undertaken. It seems entirely possible that a better understanding of these influences could be achieved within a limited time through a historical, logical and philosophical approach than by the more conventional elementary science courses.

The third type of course may not be coterminous with either a department or division of knowledge. Organized around certain well-defined human activities, it may draw its content in selective fashion from more than one field or division of knowledge. Examples are courses in "Family Life and Marital Adjustment," and "Vocational Orientation."

#### *Relation to Present Courses*

In planning a program of general education for the university, existing facilities and resources should be used to the fullest extent possible. As one means of avoiding unnecessary multiplication of courses, introductory courses in certain departments might well be reorganized to serve more suitably and directly as a means of general education. As revealed in the recent University curriculum study, most introductory courses have been planned with the primary purpose of preparing students to take advanced work in the department. Since the majority of students—in some cases as many as ninety per cent—actually take no further work in the department, many lower division courses should be reorganized to meet directly the needs of students who do not proceed to advanced courses. By modifying sequent courses somewhat, it may prove possible in many instances to use a course designed explicitly for general education as a satisfactory introduction to further work.

In instances where present introductory courses cannot be satisfactorily revised, and in cases in which courses that are broader than departmental in scope are necessary for economical attainment of the outcomes of general education, it may be necessary to add new courses. While this may involve some redistribution of enrolment among the course offerings, the adaptations should involve no marked increase in terms of budget and staff requirements.

The revision of present courses and the development of new ones to serve the purposes of general education will necessitate experimentation, appraisal, and readjustment. Facilities should be provided for making such studies as ones dealing with the adaptation of courses to the varying educational backgrounds of students, the selection and organization of material especially appropriate for general education, methods of instruction, and effective means of appraising student accomplishment. These investigations should be made so that they will contribute to the adequate development of a comprehensive program of general education adapted to the needs of students in the several colleges of the University.

#### *Educational Level of Courses for General Education*

The purposes of general education outlined above should be thought of as the outcome of educational experiences extending over a considerable period of time reaching back into the elementary school. Students should have made considerable progress toward the attainment of basic objectives of general education by the end of the secondary school period. Some, in fact, should already have attained minimal competence in one or more objectives before admission to college. The University therefore should be fully ac-

quainted with what is now being done in the secondary schools, with the purpose of effectively articulating the individual student's college work with his earlier training.

General and specialized education are complementary and properly may be combined in different proportions at different educational levels. The student who devotes his junior college years primarily to a program of general education should at the same time have reasonable opportunity to explore or to cultivate special interests and purposes. A variety of interests and abilities might well be provided for by special projects and readings within general education courses and by courses of a more intensive type designed to cultivate individual aptitudes and purposes.

Although a fundamental program in general education must be established at the junior college level, additional facilities should be available for senior college and even graduate students. Courses appropriate for general education at these advanced levels should have no prerequisites and should be designed explicitly to meet the needs of students who are not specializing in the subject or field. Examples of courses of this sort now available are History 190-191-192, "History of Science," and Philosophy 101-102-103, "Principles of Philosophy." Courses of this type should be provided as widely as possible, and advanced students urged to use them to broaden or extend their general education. Individual departments may even wish to prescribe certain of these courses for their graduate students, particularly candidates for the Master's degree through Plan B. It is not the intention of this committee to recommend courses in general education at the graduate level, however, as substitutes for essential formal requirements for an advanced degree.

Courses in general education should be offered for all students in the University, and specific provision should be made for general education in the curricula of all divisions. The nature and the amount of work, however, probably should not be uniform. Some courses should be especially designed for students who remain at the university for only a year or two. Other courses should be available for students of higher academic aptitude who are preparing to enter professional curricula or to continue a liberal education in the upper division of the College of Science, Literature, and the Arts. The experience of the General College and the College of Science, Literature, and the Arts should be valuable in developing courses for students with different degrees of scholastic ability. Still other courses should be developed, as suggested above, for students at the senior college or Graduate School level.

#### *Development of a Testing Program*

Tests of general educational development should be constructed to measure, so far as possible, the attainment of the outcomes of general education. To state requirements or attainments in terms of demonstrated accomplishment instead of in terms of particular courses is to recognize the fact that common ends may be reached by a variety of means, for example, by different patterns of courses or by independent reading as well as by formal courses. Comprehensive examinations will serve the important function of clarifying for students, as well as for teachers in the secondary schools and in the University, the purposes of general education. Tests of competence will make it possible to identify students who, at the time of entrance to the University, or at appropriate intervals after admission, have attained a minimum standard of achievement in one or more phases of general education. Tests thus become an important instrument for guidance as well as for demonstration of accomplishment. Tests are also essential for appraising the effectiveness of courses and other means of general education.

The purpose of comprehensive examinations should not be to promote uniformity in students' programs. Rather, such tests should provide the basis for encouraging variations in patterns of work. For example, as soon as the student demonstrates satisfactory accomplishment of any requirement in general education, his time to that extent can be freed for work along the lines of his special interest. The development of a common set of tests should also not preclude differential standards for students varying in scholastic aptitude or for students in different colleges. The construction of such tests will necessarily be a long process, with experimentation extended over a period of years as the program of general education is developed.

#### *Relation to Vocational Education*

Although general education is concerned with the non-specialized activities of living, it should not be thought of as in any sense antithetical to vocational education. Rightly conceived, general education should be complementary to and enhance the values of specialized training. For example, it should enable the individual to see the nature of his work in the broad context of human activities, and to obtain knowledge and experience that may aid in validating his special interests. General education should definitely contribute to vocational competence by providing the perspective and breadth of view that make the individual a more effective worker and a more intelligent participant in a society of free men.

#### *Relation to Guidance and Student Activities*

An effective guidance and counseling program is basic to a successful program of general education. Skillful use and interpretation of measures of ability, interest, aptitude, and previous educational achievement will enable the counselor to aid each student to apportion his time between general and special courses and to develop a program suited to his particular needs. In this manner the objectives of general education may be emphasized while the student is given an opportunity to explore his individual talents and interests or to begin his special line of study. The successful operation of the various counseling agencies of the University, such as the Student Counseling Bureau and the counseling programs in the several colleges, have already demonstrated the importance of competent educational guidance.

As indicated above, formal courses are not the only sources of general education. There is a great variety of extra-classroom resources in the University and in the community that should be exploited. Concerts, exhibitions, lectures, forums and discussion groups, together with numerous student organizations and activities, provide important opportunities for general educational development.

Even a cursory analysis of the purposes and activities of student organizations will reveal their potential contribution to the goals of general education as outlined above, particularly to those numbered 2, 5, 7, 8, and 9. If student activities are properly co-ordinated with instruction, the activities themselves may be expected to gain new significance and to strengthen other elements of the educational program. To accomplish this end, it will be essential to study the programs of student organizations and to extend their advantages to the many students who do not now participate. Finally, co-operative and continuing relationships should be established among faculty members, counselors, advisers or student organizations and residential groups, and student leaders with the purpose of using all the resources of student life more fully and effectively in a total program of general education.

### *Effect on Faculty Personnel and Responsibilities*

It should be recognized that effective teaching in the area of general education will require some major alterations and many minor changes in customary educational procedures. However, these adjustments should be made without in any way imperiling the essential ideals and goals of a university, which are the dissemination and extension of human knowledge and culture. It is axiomatic that a university consists ideally in a community of scholars (both faculty members and students) provided with external arrangements conducive to performing three functions (1) learning what is known and how to use it, (2) guiding others in such learning, and (3) gaining new knowledge. It is the task of a university to serve all these functions at a high level of excellence. The move toward the integrative, and consequently despecialized, teaching contemplated in a program of general education must therefore be so planned that this new development will actually strengthen, rather than vitiate, these goals.

It should be recognized at the outset that teaching these new courses will require a high order of competence, not only in teaching methods, but also in scholarly grasp of the area in question. The University of Minnesota has an obligation to the people of the State to give to its teaching in general education a quality worthy of the tradition of a great University. Except for purposes of experimentation, courses in general education should be presented clearly at the college or university level. Only if the instructional staff charged with this work is made up of competent scholars will courses in general education be distinguished by the maturity of thought which comes from wide acquaintance and fundamental understanding of the problems involved. Out of the breadth and depth of their knowledge and experience such scholars must select the content appropriate to the abilities and needs of students and present materials in such a way that their teaching will not lack content or critical merit despite the breadth of its view or the crossing of established lines of specialization. Sound scholarship, in other words, though perhaps of a somewhat different character, is fully as important a qualification of the teacher of general education as the teacher of graduate students or the research investigator.

So far as possible, those who teach courses in general education should also be interested and competent in creative scholarly work. While not every successful investigator is a successful teacher, or vice versa, it is believed that relatively rarely will a person who lacks creative capacity of an appropriate sort possess the needed scholarly attributes for teaching courses in general education. In those instances where outstanding teaching ability and service do occur in the absence of creative scholarship, the teachers should be given full recognition, for it would be as serious a mistake for the University to refuse to appoint a really distinguished teacher if he were a poor productive scholar as it would be to decline to appoint an outstanding scholar if he were a mediocre teacher. As a general policy, however, a combination of those interests and abilities should be sought in appointing individuals to teach courses in general education.

In developing its program of general education, the University should strive to utilize to the full its resources in faculty personnel and educational experience. No fixed rule can be laid down regarding the selection of a staff for courses in general education, but it is probable that in some areas it will be exceedingly difficult or perhaps impossible to find a single scholar sufficiently well and critically versed in the subject matter of the entire area to be competent to present an integrated course over the whole field. In such instances it may be necessary for teachers drawn from several conventional areas of specialization to co-operate in planning and offering integrated

courses. If several faculty members co-operate in teaching a course ample provision would obviously have to be made to ensure selection of content in terms of the major purposes of the course, systematic integration of the materials presented by different lecturers, and an appropriate adaptation of the content to the ability levels and educational backgrounds of the students involved.

In other instances, responsibility for the actual teaching of a course might be vested in a single individual. He might strengthen his own presentation, however, or fill in certain gaps in his own educational background, by inviting scholars in particular areas to present some of the more specialized phases of the subject to his classes. Or he might find it more feasible to draw heavily upon his colleagues in preparing his own lectures, but himself translate this specialized knowledge into a form suited to his own students.

If the right individuals are to be recruited for teaching in general education, adequate recognition must be given such service in determining faculty loads and making promotions. Participation in teaching a course in general education should be considered as important a part of a specialist's teaching load as his advanced courses. Adjustments should also be made for any extensive consultative services rendered to the regular instructors of these courses. Since teachers of these new courses will often find content and procedures developed elsewhere unsuited to their purposes, explicit provision should likewise be made, through adjustment of service load, for the careful preparation of syllabi, texts, and other material and for experimentation in conducting the courses. Unless contributions of this type are given appropriate weight in making promotions and granting other awards for effective university service, individuals who devote a major share of their energies to improvement of the University's teaching functions rather than to original research may suffer in professional advancement. To avoid the many dangers that would confront the University if much of its teaching at the junior college level were carried on by teachers not competent in scholarly or creative work, rewards for effective service must be sufficient to encourage many of the ablest scholars in the entire institution to devote a generous share of their time to developing and teaching courses in general education.

### **Recommendations Concerning the Development of a Program of General Education at the University of Minnesota**

Recognizing the important role that general education should play in the development of the University's educational program in post-war years, the Senate Committee on Education makes the following recommendations:

1. The development of a program of general education at the University of Minnesota should be made the responsibility primarily of the General College and the College of Science, Literature, and the Arts. Essential planning and policy-making should be done in consultation and co-operation with the other colleges to be served by such a program.

2. Each college should be urged to make appropriate provision for courses in general education in its curricula, determining for its own students the amount and character of general education and the level of competency to be required.

3. Comprehensive tests should be developed to measure the extent to which students have attained the objectives of general education. These tests might also be used, prior to instruction in any area, to identify students who have already attained a satisfactory degree of competence, so that their time may be freed to pursue special interests.

4. An adequate program of counseling should be an integral part of the program of general education. Agencies concerned with the educational, vocational, and personal guidance of students should assist them to co-ordinate

and utilize fully their classroom and extra-classroom experiences as means of attaining the outcomes of general education.

5. The staff for the actual teaching of courses in general education should be constituted, as far as practicable, of persons who are at once creative scholars and effective teachers. No individual should be appointed to such a position who is not a competent scholar in the area of his teaching.

6. Appropriate recognition should be given to the character and quality of an individual's teaching in general education in determining faculty load and readiness for promotion.

7. Experimental studies should be undertaken to discover facilities and procedures that are relevant to the objectives of general education, the types of students served by the program, and the scholarly standards of a great university.

T. R. McCONNELL, Chairman

*Approved*

*Motion to suspend action on items 3 and 7 was lost.*

## V. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTI- TUTIONS OF LEARNING

### 1. Reported for Action

1. *Advanced Standing.* It was voted to recommend to the University Senate:

a. That the regulation:

Students entering the University from a school whose work has been recognized shall be allowed not more than sixteen (16) credits for each semester.

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be revised to read:

Students entering the University from a school whose work has been recognized shall be allowed not more than an *average* of eighteen (18) credits per semester.

The change is recommended to provide flexibility and allow for reasonable acceleration at previous institutions attended. It is understood that the limitation will not apply to Armed Forces Training programs for which credit allowances have been specifically approved by Senate action.

b. That the practice of withholding credit until subsequent courses have been completed, in the case of two or three quarter courses, be discontinued. This action is recommended because advanced course prerequisites, group and curricula requirements provide sufficient control so that limitation in advanced standing is unnecessary.

*Approved*

2. *Credit for Military Service.* It was voted to recommend to the Senate that the policy established December 17, 1942 regarding credit for ROTC and NROTC on the basis of military service be amended to provide that: Students who present evidence of having completed basic training (usually 13 weeks) in the Armed Forces shall be allowed credit as follows providing such credit has not been previously earned.

ROTC or NROTC (Basic Drill)	6 credits
Physical Education (Freshmen & Sophomores)	6 credits

*Not approved, referred back to Committee for reconsideration.*

3. *Bethany Lutheran College, Mankato.* It was voted to recommend to the Senate:

That as an experimental matter the University accept specially recommended graduates of the four-year junior college curriculum of Bethany Junior College with two years of advanced standing in appropriate University curricula for a five-year period

*Approved*

## 2. Reported for Information

1. *Navy V-12 Pre-Med and Pre-Dent Courses.* On the recommendation of Mr. Buchta, it was voted to change the evaluation previously approved (Min. Senate, 12-16-43, p. 31) as follows:

	Navy Course	College Course	Credits
From	Physics I-II	Physics 1a, 2a, 3a	12
To	Physics I-II	Physics 4, 5, 6	12

2. *Personal and Community Health Information.* It was voted to recommend to the colleges having personal and community health information requirements that these requirements be waived for veterans.

3. *Meeting with High School Superintendents.* The Committee on Relations of the University to Other Institutions of Learning has attempted to meet with a representative committee of Superintendents of Schools of the state to discuss certain problems particularly the matter of high school credit for military service and specialized military training. So far we have been unable to arrange a meeting this year but hope to do so early in the fall.

R. R. SHUMWAY, Chairman

*Accepted*

## VI. REPORT OF THE COMMITTEE ON NECROLOGY

### CHARLES FREDERICK SIDENER

1858-1944

Charles Frederick Sidener, Professor Emeritus of Chemistry, died on January 19, 1944. He was born in Huntsville, Illinois, in 1858 and graduated from the University of Minnesota with the B.S. degree in 1883. He later studied in Zurich, Switzerland.

In 1883 he was appointed Instructor in Chemistry in this University, when the institution consisted of two buildings, sixteen faculty members, and four hundred students. In 1893 he was advanced to the rank of Assistant Professor and in 1906 he was made Professor of Chemistry.

Professor Sidener was head of the Department of Analytical Chemistry when he concluded forty years of service to the University and retired as Professor Emeritus in 1923. At that time the Regents made the following recognition of his services: "Your name is already on the roll of honor of those who as teachers and administrators have contributed to the development of a great University, have enriched the lives of countless students and through them the life of the commonwealth. You have served the University notably and well."

### ARNOLD SCHWYZER

1864-1944

Dr. Arnold Schwyzer was born May 23, 1864, in Zurich, Switzerland and died February 19, 1944, in St. Paul. His premedical college education was obtained in the Zurich gymnasium. He studied the basic medical sciences in Geneva in the French language, after which he returned to the German speaking university in Zurich to study clinical medicine for three years. He graduated in medicine in March, 1888, standing highest in his class. After a short visit to Italy and to the Royal Infirmary in Edinburgh, he served for



a brief period as an assistant in Kroenlein's Surgical Clinic in Zurich. He prepared his thesis for the Doctor of Medicine degree under Professor O. Haab, Professor of Ophthalmology at the University of Zurich. Subsequently he became third, then second, and finally chief assistant of the gynecological and obstetrical clinic of the University of Zurich.

He began the practice of surgery in the United States in 1894 in St. Paul, Minnesota, where he quickly demonstrated an unusual ability as a physician and surgeon and as a scientific investigator. Over the years his outstanding ability, keen and incisive mind, together with his remarkable personality and broad cultural background brought him to a plane of eminence seldom attained.

From 1900 to 1902 he was Clinical Professor of Pathology at Hamline University. During this time he was also Pathologist to the City and County Hospital of Ramsey County (now Ancker Hospital). From 1904 to 1908 he was Professor of Clinical Surgery at Hamline University, surgeon to the St. Joseph's Hospital in St. Paul. Since 1927 he held the appointment of Professorial Lecturer in the Department of Surgery at the University of Minnesota, Emeritus since 1932. He was chief of staff of St. Joseph's Hospital in St. Paul for a number of years, and it was especially in this capacity that his counsel and teaching served to elevate the plane of surgical practice and generally improve the practice of medicine in the community.

Dr. Schwyzer was a charter member of the American College of Surgeons and the St. Paul Surgical Society, a member of the Minnesota Academy of Medicine, Minnesota Pathological Society, Western Surgical Association, American Surgical Association, International College of Surgeons, Swiss Surgical Society, the American Medical Association, and the Minnesota State Medical Association. Medical literature has profited immeasurably by his concise and scientific contributions, of which approximately eighty-three were published.

Dr. Schwyzer's three children are all physicians: Dr. Marguerite Schwyzer, who graduated from Yale Medical School; Dr. Arnold Schwyzer, who graduated from Johns Hopkins Medical School; and Dr. Hanns Schwyzer, who graduated from the University of Minnesota Medical School and is now a Captain in the United States Army Medical Corps at Camp Leonard Wood.

During his entire career, it was customary with Dr. Schwyzer to spend the summer months on his well-beloved farm on Grindstone Lake in Pine County. Here he studied and read extensively and delighted in his life-long love of horses. Those who had the privilege of knowing and working with him are unanimous in agreeing that he was one of the great masters in American surgery, and a man beloved of his many friends and patients, kindly and unselfish, modest and unassuming, a true physician and philosopher.

### LESTER BURRELL SHIPPEE

1879-1944

Lester Burrell Shippee, Chairman of the Department of History and for twenty-seven years a member of the faculty, was born in East Greenwich, R. I., on January 28, 1879, and died at Delray Beach, Florida, on February 9, 1944. He was graduated from Brown University in 1903 with the B.A. degree and was granted the M.A. and Ph.D. degrees from the same university in 1904 and 1916, respectively.

Following several years of teaching and supervisory work in the East, Professor Shippee served from 1910 to 1913 as a teacher of history and government at Pacific University, Forest Grove, Oregon. From 1913 to 1916 he was Assistant Professor and later Professor of Government and Sociology in Washington State College. In August, 1917, he was appointed

Lecturer in History in the University of Minnesota. He became Professor of History in 1925 and Chairman of the Department of History in 1930.

Throughout his career as specialist in American History, and particularly American Diplomatic History, Professor Shippee was a frequent contributor to historical journals. Notable among his contributions was an article on "Germany and the Spanish American War," in the *American Historical Review* for 1925. Other publications included *Recent American History* (1924), *Canadian-American Relations, 1849-1874* (1939), *Bishop Whipple's Southern Diary, 1843-44*, (1937), biographies of Thomas Francis Bayard and William Rufus Day in the series, *American Secretaries of State and Their Diplomacy*, and contributions to the *Dictionary of American History* and the *Dictionary of American Biography*.

Professor Shippee's keen interest in his country's history and in the promotion of learning in his special field of study won him many honors. He served as director of the Oregon Historical Society, president of the Minnesota Historical Society, acting editor of the *Mississippi Valley Historical Review* for 1922 to 1924 and president of the Mississippi Valley Historical Society, 1934 and 1935.

Aside from his contributions to the literature and learning in his special fields of interest, Professor Shippee will be remembered by his associates and students for his forthrightness and his wise and understanding counsel. Of him a colleague said: "Charitable to all save himself, he unpretentiously devoted the energy of mind and body to his task, yet it was a devotion ever illumined by a kindly humor and a dry native wit."

## CHARLES WASHBURN NICHOLS

1883-1944

Charles Washburn Nichols was born in Belchertown, Massachusetts, on June 20, 1883, and died in his home in Minneapolis on February 15, 1944. He graduated B.A. from Yale University in 1905. After a year of graduate study at Harvard University, he returned to Yale where he took the M.A. degree in 1907. In 1918, he was granted the Ph.D. degree by the same University.

Charles Nichols came to the University of Minnesota in 1907 as Instructor in Rhetoric; in 1911 he was made Assistant Professor of Rhetoric; with the union of the Departments of English and Rhetoric he became Assistant Professor of English. During 1921-22 he traveled and studied in England. He was made Associate Professor of English in 1937.

Four fields of interest are reflected in Professor Nichols' publications: articles in learned journals on Henry Fielding as a dramatist; editions of two of Shakespeare's plays: *Macbeth* (1930) and *The Two Gentlemen of Verona* (1931); essays and reviews in American literature; and historical studies of the pioneer activities in Minnesota of his grandfather, Henry M. Nichols.

For nearly thirty-seven years Charles Nichols was a persuasive interpreter of literature to undergraduates and graduate students in this University, a stimulating teacher of writing, an understanding counselor, and a delightful friend. His modest and lovable character is perpetuated not only in his writings but in the recollection of his colleagues and of the many generations of his students.

## ARCHIBALD BUTTER

1884-1944

Archibald Butter, Clinical Associate Professor in the School of Dentistry, died February 6, 1944. Dr. Butter was born in Moline, Illinois, in

1884 and graduated from the University of Minnesota in 1907 with the degree of D.D.S. In 1918 he was appointed Instructor in Dentistry in this University; in 1921 he became Assistant Professor; in 1939 he was made Clinical Associate Professor. During these years Dr. Butter also engaged in private practice in Minneapolis. During the First World War, he served in the dental corps. His clinical achievements plus his wide cultural interests made Archibald Butter an outstanding member of his profession.

**LEROY SHELDON PALMER**  
1887-1944

Leroy Sheldon Palmer, Chief of the Division of Agricultural Biochemistry, died on March 8, 1944. He was born at Rushville, Illinois, March 23, 1887. After receiving the B.S. degree in chemical engineering from the University of Missouri in 1909, he became interested in dairy chemistry, and took the M.S. degree in this field at the same university in 1911 and the Ph.D. degree in 1913. He served on the staff of the University of Missouri from 1913-19 as Assistant Professor of Dairy Chemistry. During this period, he formed a research partnership with the late C. H. Eckles, a relationship which continued when he came to the University of Minnesota in 1919 as Associate Professor of Dairy Chemistry. In 1922 he was made Professor of Dairy Chemistry and Animal Nutrition; after the death of Ross Aiken Gortner in 1942, he was appointed Chief of the Division of Agricultural Biochemistry.

Professor Palmer's major research was concerned with the chemistry of milk and dairy products, their composition as affected by the nutrition of the animal, the physical and colloidal chemistry of milk, the chemistry of rennet coagulation, and the churning process. He also made valuable investigations in the field of animal nutrition, especially mineral and vitamin nutrition of cattle.

During his more than thirty years of research and teaching, he wrote or made important contributions to several books and contributed many articles to scientific journals. At Minnesota, he directed the research of nineteen students receiving the M.S. degree, and forty-two receiving the Ph.D. degree.

Many honors came to Professor Palmer during his tenure at this University. He was the first to receive the Borden Award for Outstanding Research in the Chemistry of Milk. He served for many years as associate editor of the *Journal of Dairy Science*. He also served as counselor for the American Chemical Society, vice-president of the World's Dairy Congress in 1923, consultant to the American Medical Association, and collaborator in the U. S. Pharmacopoeia Vitamin Standardization Committee.

In the untimely death of Leroy Sheldon Palmer, the University has lost a gifted teacher, and the state and the nation have lost a gifted scientist.

TREMMAINE McDOWELL, Chairman

*Adopted by a rising vote*

**VII. ADDITIONAL BUSINESS**

*Voted* that a special meeting of the Senate be called for Thursday, May 25, 1944, Murphy Hall Auditorium, 4:30 p.m. to consider the Report of the Special Committee on Academic Tenure.

The Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate



**UNIVERSITY OF MINNESOTA**  
**THE SENATE**  
**MINUTES**

A special meeting of the University Senate was held in the Auditorium of Murphy Hall Thursday, May 25, 1944. Seventy-eight members responded to roll call.

The following item was presented for consideration by the Committee on Business and Rules and action was taken as indicated.

**REPORT OF THE SPECIAL COMMITTEE ON  
ACADEMIC TENURE**

**Reported for Action**

Your Committee on Academic Tenure herewith presents its report. It was appointed on November 24, 1943, to make proposals looking toward a sound and constructive policy with respect to academic tenure. Its original membership consisted of Messrs. W. H. Cherry, O. B. Jesness, T. R. McConnell, M. G. Neale, George C. Priester, William Anderson (chairman) and John W. Clark (secretary). When John Clark entered the military service, President Coffey appointed Hugh L. Turriffin to take his place, and the committee appointed Mr. Turriffin to the post of secretary.

In order to secure collaboration from the non-Senate members of the faculty, the committee called a meeting of all Assistant Professors and Instructors in the University. The first meeting of this group was attended by fifty-five persons, and a committee of five was appointed to consult with the Senate committee. The members of this advisory committee were Miss Mary Shaw and Messrs. L. G. Hines, Victor Lorber, William Randel, and Hugh Turriffin (chairman). The latter served, therefore, as a connecting link between the two committees.

The co-operation between the two groups was genuine and fruitful. The Assistant Professors and Instructors were just as anxious as the members of your committee to establish standards of tenure that would protect the best interests of the University. An agreement on both principles and regulations was reached without difficulty.

In the discussions of the committees a number of closely related matters were discussed. These included, among others: (1) The proper description of academic positions, especially that of the instructorship; (2) Reasonable standardization and classification of positions; (3) The salary scale and the need for an appropriate minimum salary for permanent members of the staff; (4) The problem of appointments; (5) The bases of promotion and other recognition of faculty services; (6) Faculty participation in the government of the University; (7) More adequate recognition and utilization of Assistant Professors and Instructors in faculty committees and government; (8) Other means of improving the morale of the faculty; and (9) A University-wide placement service to assist at least the junior faculty members who are not to be retained permanently in finding other positions.

Important as these subjects are, the committee decided to limit its work to the formulation of definite standards and regulations for faculty tenure. A set of principles and proposed regulations is presented herewith. Had the

committee seen fit to do so, it could have spent a great deal more time in perfecting the details of its proposals. It seemed better to complete its work more promptly and to lay its recommendations before the Senate this spring. Should these proposals meet with the approval of the Senate and be adopted by the Regents, changes can be made in the regulations from time to time as experience demonstrates the need.

The members of the committee believe that if the suggested regulations are adopted and put into effect they will do much to raise the morale of the faculty, to improve the competitive position of the University when it seeks new staff members, and to enable it to avoid a policy of drift in the selection and retention of suitable members for its faculty.

The definite proposals that follow are put in the form of regulations to be approved by the Board of Regents:

### Suggested Regulations Respecting Academic Tenure

*Preamble.* The Board of Regents of the University of Minnesota is mindful of its responsibility to maintain the University as a community of scholars competent in the instruction of youth, skillful in the training of specialists, and able and fearless in the search for truth and the advancement of learning. It recognizes that the attainment of these objectives requires the protection of the complete intellectual freedom of the faculty, and a full understanding by all parties of the conditions of academic tenure. It approves in principle the statement concerning academic freedom and tenure endorsed by the Association of American Colleges on January 9, 1941. (See Appendix.) In evidence thereof it adopts the following regulations for the University of Minnesota.

Sec. 1. *Legal authority.* The legal authority to appoint all members of the academic staff, and to remove any such member when in their judgment the interest of the University requires it, is vested in the Board of Regents.

Sec. 2. *Administrative responsibility.* The increase in the size of the faculty in recent decades has made it impossible for the Board of Regents as well as for the President to know personally all the members of the faculty, their qualifications for their work, and the conditions of their employment and tenure. For the protection of the best interests of the state, the University, and the members of the faculty, the primary responsibility for the proper selection, promotion, retention, and removal of faculty members and for the enforcement of the following regulations shall rest with the deans of the several colleges; except that in the colleges that are divided into departments the responsibility shall be shared with the departments, acting through their respective departmental organizations and chairmen. (NOTE: the term *dean* as used in these regulations shall include deans, directors, and other officers of similar responsibility. The term *chairman* shall include chairmen, heads, and other departmental officers of similar responsibility. The term *college* shall include colleges, schools, divisions, and other comparable units of the University.)

Sec. 3. *Classes of academic positions.* (a) There shall be four classes of *regular faculty positions*: Professor, Associate Professor, Assistant Professor, and Instructor. The holders of appointments to any of these classes of positions shall be entitled to such rights of tenure as are hereinafter set forth.

(b) All other positions concerned with teaching, research, and other academic services shall be considered *non-regular*. Of these, (i) the positions of lecturer, professorial lecturer, visiting lecturer, visiting professor, and others of like nature shall be considered special and temporary; and (ii) the positions of assistants, teaching assistants, research assistants, and others of like nature shall be considered as intended primarily for students

and also temporary. No number of reappointments to any non-regular position shall create any presumption of a right to reappointment or to indefinite tenure, but every person in any non-regular position shall be entitled to a statement in writing as to the conditions of his tenure. Nothing in these regulations shall be deemed to impair any rights of tenure, whatever they may be, heretofore acquired by any holder of a non-regular position.

(c) Deans, associate and assistant deans of colleges, chairmen of departments, and other administrators of academic services, shall have such academic rank as may be accorded them. Their administrative functions and titles as deans and chairmen shall be distinct and severable from their academic ranks and positions. The removal of any person from one of these administrative positions shall not impair his rights to and in the academic rank to which he belongs.

Sec. 4. *Professors and Associate Professors on indefinite tenure.* Appointments to the ranks of Professor and Associate Professor shall be for an indefinite period, subject only to removal for cause, or to retirement in accordance with the University regulations.

Sec. 5. *Tenure of Assistant Professors.* Assistant Professors may acquire indefinite tenure only after serving for a probationary period as hereinafter defined. The initial appointment of an Assistant Professor who has not already acquired indefinite tenure shall be for a period of two years. If an Assistant Professor is not to be reappointed following his initial appointment he shall be entitled to written notice at the end of his first year. His service shall then terminate at the end of the second year of his initial appointment. In the absence of such notice, he shall at the end of his second year either receive a terminating appointment for one year, which shall be sufficient notice of his non-reappointment at the end thereof, or he shall be reappointed for a second period of two years. During such second period of appointment he may be notified in writing one year before the termination thereof that he will not be reappointed. This shall be sufficient notice to terminate his appointment at the end of four years of service. In the absence of such notice he shall, at the end of his fourth year receive either a terminating appointment of one year, which shall serve to terminate his service at the end of his fifth year of employment, or he shall receive an appointment carrying indefinite tenure as in the case of Professors and Associate Professors. In any case of variation from this normal procedure an Assistant Professor shall have indefinite tenure from the beginning of his sixth year of service at that rank. The entire probationary period for one who first serves as full-time Instructor and is then promoted to an Assistant Professorship shall not ordinarily exceed a total of seven years, and credit toward completion of the probationary period shall be given in such proportion that three years on a full-time instructorship shall equal two years on an Assistant Professorship. One who has acquired the right to indefinite tenure by service as an Instructor shall not lose it by promotion to an Assistant Professorship, by change of title, or otherwise, without his own consent in writing.

Sec. 6. *Tenure of Instructors.* Indefinite tenure shall not be acquired the rank of Instructor, except as hereinafter provided with respect to persons on the staff at the time these regulations go into effect. The initial appointment of an Instructor shall be for one academic year unless a shorter period of appointment is agreed upon. An Instructor in his first year of service who is not to be reappointed shall be entitled to written notice to that effect three months before the end of his initial appointment. Instructors may be reappointed for terms of one or two academic years, but the total length of service at the rank of Instructor shall not exceed seven years in all. An Instructor in his second or any subsequent period of appointment who is not to be reappointed shall be entitled to written notice to that effect six months

prior to the termination thereof; but the existence of this regulation shall be sufficient notice to all Instructors that the maximum period of service at that rank shall hereafter be seven years, whether such years are consecutive or not, and that service as an Instructor terminates at that time.

✓ *Sec. 7. Completion of graduate studies by instructors.* Instructors who are pursuing graduate studies either at Minnesota or elsewhere shall be required to make normal progress toward their degrees or other objectives. It shall be the duty of deans and chairmen to keep themselves informed concerning the progress being made in graduate work by Instructors under their supervision, and to give notice to such Instructors from time to time concerning the seven-year limitation upon tenure at the rank of Instructor. Any Instructor who, at the beginning of his last year at that rank, foresees that he will not be able to complete his work for a graduate degree during that year, may petition the dean of his college for re-employment beyond that year to enable him to complete his graduate studies. Each such petition shall be considered by a committee composed of the dean of the college concerned, the chairman of the department if any, the chairman of the Judicial Committee of the Senate, and the Dean of the Graduate School. If such committee agrees unanimously that the case is meritorious, they shall so report to the President of the University. Thereupon the dean of the college concerned may, in his discretion, give such Instructor an appointment for the following year or part thereof at some non-regular rank such as Lecturer. There shall be not more than three such extensions of employment at a non-regular rank to permit any person to complete his graduate studies, and the total extension shall in no case exceed three academic years. In no case shall any such extensions be construed to create any moral or other claim to indefinite tenure.

*Sec. 8. Records and decisions concerning tenure.* (a) The dean of each college shall keep appropriate and adequate records concerning the tenure and tenure status of all members of his academic staff. He shall give written notice by March 1 of each year to each Instructor and Assistant Professor in his college concerning his tenure rights and status, concluding with a final notice to each Assistant Professor when his tenure is to become indefinite and to each Instructor when his maximum period of service at that rank is about to expire. The chairmen of departments shall also keep themselves fully informed concerning the tenure and status of all academic staff members of their departments, and be prepared to give advice thereon to such staff members and to the dean.

(b) Any member of the faculty who is aggrieved by any ruling made by a dean concerning his tenure rights and status shall have a right to a hearing thereon before the Judicial Committee of the Senate. The committee shall hear such cases as promptly as possible and shall make a report of its findings to the President of the University as in other cases. The final decision in every case shall rest with the Board of Regents.

*Sec. 9. Removals for cause.* All persons holding positions in the academic staff of the University shall be subject to removal for cause before the time set for the regular termination of their appointments. The causes for removal shall be only such as seriously interfere with the person's capacity competently to perform his duties, or his usefulness to the University. No person shall be removed from any position on the academic staff because of his beliefs in matters of religion or public policy, or in violation of the principles of academic freedom endorsed by the Board of Regents in the Preamble of these Regulations and set forth in the Appendix.

*Sec. 10. Procedure in removal cases.* Whenever the University decides that it must terminate the service of any person on any academic appointment it shall notify him in writing stating its decision and its reasons therefor. It shall at the same time notify the Judicial Committee of the University



Senate. If the person to be removed so desires, he may request and shall be accorded an investigation of the facts by the Judicial Committee. If he does not make such a request within thirty days from the time of such notice, the University may terminate his appointment.

In case he does request such an investigation, the University may suspend him pending the final decision. The Judicial Committee shall, as expeditiously as possible, make its investigation and report its findings of fact to the President. Thereupon the University may make such decisions in the case as the Board of Regents may deem just and proper.

Sec. 11. *Operation and effect of these regulations.* (a) The foregoing regulations are intended to have a prospective operation, and nothing contained in them shall be construed as impairing any rights, express or implied, or as abrogating any mutual understandings, with respect to the tenure of any member of the academic staff, in effect at the time that these regulations are promulgated.

(b) A major purpose of these regulations is to state the normal minimum tenure rights of persons appointed to the faculty of this University. Nothing herein contained shall prevent the University administration, acting under authority of the Board of Regents, from granting indefinite tenure at an earlier date than is herein set forth, or from making specific contracts in writing with individual members of the faculty for appointments for periods of time different from those indicated. Any such irregular contracts shall be acted upon separately by the Board of Regents, shall be in writing, and shall show by their terms that they do not conform to the ordinary regulations governing academic appointments.

Sec. 12. *Transitional provisions.* (a) The deans of the several colleges of the University, in consultation with the chairmen of departments and with the individual faculty members concerned, shall within six months after the taking effect of these regulations, present to the President of the University full information as to the tenure rights of all members of the academic staff under their respective jurisdictions. Such information shall show what members of the faculty have acquired indefinite tenure and what ones have not, and as to the latter shall show what credit in terms of years of service they have acquired toward indefinite tenure. In reaching decisions upon this matter, the deans and directors conform as nearly as possible to the spirit of the foregoing regulations, and to the following: Instructors who have completed at least eight years of service and who have finished or discontinued their graduate studies, and Assistant Professors who have completed at least six years of service on that rank, or four years as Assistant Professor following three or more as Instructor, shall be deemed to have acquired indefinite tenure provided there has been no prior agreement to the contrary. In cases of service for shorter periods or for other combinations of Instructorship and Assistant Professorship service the dean shall make such decisions as he deems just in each instance, in accordance with the three-to-two ratio stated in Section 5; provided that in the case of any Instructor or Assistant Professor whose prior term of service has been too short to qualify him immediately for indefinite tenure, the dean may continue him at his rank for one or two years at a time until he can reach a decision as to whether to give him indefinite tenure or not, but such continued service shall be so limited that the total length of service of any Instructor in this group shall not exceed eight years, or of any Assistant Professor six years, before his employment is terminated or he is given indefinite tenure; and provided further that in no case shall any person in this group have his service terminated without one year's notice. Instructors in this group who require additional time to complete their graduate studies may be continued on non-regular appointments for not to exceed three years additional, in accordance with the provisions of Section 7.

(b) It shall be the duty of each member of the faculty to assist the dean or director of his college or division in compiling the necessary information as to his tenure rights and in reaching a decision thereon. The dean shall inform each faculty member as to the report he intends to make to the President concerning his tenure rights. Any member of the faculty who claims by prior agreement, understanding, or otherwise, greater rights with respect to tenure than are reported in his case to the President by the dean, may file a statement of his claim with the chairman of his department, if any, and with the President of the University, and ask for a review of the facts by the Judicial Committee of the Senate. Failure to file such a statement within sixty days shall be considered as a waiver by him of any special rights that he might otherwise have claimed, and as an acceptance of the dean's findings in his case.

Sec. 13. *Discontinuance of University functions.* Nothing in these regulations shall prevent the University from setting up and later discontinuing special departments, programs, or institutes of an experimental or temporary character. Appointments made in connection with such special projects may be terminated when the work is discontinued. All such appointments shall be considered as non-regular. The University shall notify all persons who receive such appointments, and at the time thereof, of the contingent, experimental, and probably temporary nature of the projects and of the probable termination of their employment when the projects are discontinued.

Sec. 14. *Publication of regulations.* All regulations of the University with respect to the tenure and rights of the academic staff, including insurance and retirement allowances, shall be published in pamphlet form, and each person who holds a regular faculty appointment, or to whom such a position is offered, shall receive a copy thereof. All holders of non-regular academic appointments shall be informed in writing or in printed form as to the regulations covering their particular positions.

## Appendix

### *Academic Freedom and Tenure Statement of Principles, 1940*

[Editorial Note: Statement of principles concerning academic freedom and tenure formulated by representatives of the Association of American Colleges and of the American Association of University Professors and agreed upon at a joint conference on November 8, 1940. This statement was endorsed by the Association of American Colleges at its annual meeting on January 9, 1941, by the American Association of Teachers Colleges at its annual meeting on February 22, 1941, and by the American Association of University Professors at its annual meeting on December 28, 1941. It has also been approved by the Association of American Law Schools.]

The purpose of this statement is to promote public understanding and support of academic freedom and tenure, and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teach-

ing and research and of extramural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

#### *Academic Freedom*

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposed special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

#### *Academic Tenure*

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should

be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

WILLIAM ANDERSON, Chairman

### Action

The suggested regulations respecting Academic Tenure were considered item by item and action taken as follows:

*Preamble*—Approved without change.

Sec. 1. *Legal authority*—Approved without change.

Sec. 2. *Administrative responsibility*—Approved without change.

Sec. 3. *Classes of academic positions*—Approved with the following changes:

*Sec. 3(a)* Add this sentence: For the purpose of these regulations, Research Associates shall have the tenure rights and status of Assistant Professors, and Research Fellows shall have the tenure rights and status of Instructors.

*Sec. 3(b), (ii)*. At the end of the first clause, following the word "temporary" add the following sentence: (iii) Part-time positions shall ordinarily be considered non-regular, whatever the title thereof may be; but no person shall lose any tenure rights already acquired if, with the consent of the University, he goes upon a part-time basis for such period as may be approved.

*Sec. 4. Professors and Associate Professors on indefinite tenure*—Approved without change.

*Sec. 5. Tenure of Assistant Professors*—Approved with the following change:

*Sec. 5*—line 18. Between "Associate Professors." and "In any case" insert a new sentence as follows: In terminating the employment of an Assistant Professor during the probationary period and in accordance with these regulations it shall not be necessary for the dean and chairman concerned to show any cause or give any reason for such termination.

Action reconsidered and *Sec. 5* approved without change. See *Sec. 11*.

*Sec. 6. Tenure of Instructors*—Approved with the following change:

Insert a new sentence as follows: In terminating the employment of an Instructor during the probationary period and in accordance with these regulations it shall not be necessary for the dean and chairman concerned to show any cause or give any reason for such termination.

The matter of application of *Sec. 6* to sub-collegiate units was referred to the committee with power to revise after consulting with Dean Peik and Dean Bailey.

Action reconsidered and *Sec. 6* approved without change. See *Sec. 11*.

*Sec. 7. Completion of graduate studies by instructors*—Approved without change.

*Sec. 8. Records and decisions concerning tenure*—Approved with the following change:

*Sec. 8(a)* Add a sentence at end. A central record file covering all academic personnel shall be kept in connection with the office of the

President. Deans and chairmen shall send to the President for this file copies of all such letters and documents concerning academic personnel as the President may require.

*Sec. 8(b) Strike out* everything down to the word "concerning" in the second line, *and insert* in place thereof the following: Any member of the faculty who disputes the dean's ruling as to the facts . . .

*Sec. 9. Removals for cause—Approved* without change.

*Sec. 10. Procedure in removal cases—Approved* with the following change:

*Sec. 10. First sentence.* Rewrite as follows: In any case of removal for cause, the University shall notify the person affected in writing stating its decision and its reasons therefor.

*Second sentence.* Omit and insert: It may at the same time immediately suspend him from service.

Next two sentences—No change.

2nd Paragraph. First sentence, lines 1 and 2, *omit the words* "the University may suspend him pending the final decision," and make the next capital T a lower case t.

*Sec. 11. Operation and effect of these regulations—Approved* with the following change: It was *voted* that amendments to Sec. 5 and Sec. 6 be reconsidered and to empower the committee to clarify these matters under Sec. 11. (This action in effect *approved* Sec. 5 and Sec. 6 without change.)

*Sec. 12. Transitional provisions—Approved* without change.

*Sec. 13. Discontinuance of University functions—Approved* with the following change:

Line 2. After the word "University" insert the phrase "in the future."

*Sec. 14. Publication of regulations—Approved* without change.

It was *voted* to add a new section as follows:

*Sec. 15. Amendments.* These regulations shall be subject to amendment by the Board of Regents. Proposed amendments from any source whatever shall be submitted to the Senate for its advice and recommendation before final action by the Board of Regents. Unless the Senate creates a special committee for the purpose, the President shall transmit proposed amendments to the Administrative Committee and to the Judicial Committee for their consideration, and these committees shall present their respective recommendations thereon to the Senate for action at a regular or special meeting. Except in cases of emergency the Senate Committees and the Senate shall have a combined total of not less than thirty days for the consideration of amendments. The final action of the Senate shall be advisory only, and shall be submitted to the Regents as expeditiously as possible.

*Appendix, Academic Freedom and Tenure, Statement of Principles, 1940—Approved* without change.

*Motion to adopt:* It was *voted* that the report be adopted by the Senate with the understanding that the Committee on Tenure shall rephrase it in the light of the Senate discussion today, shall incorporate in it any changes here agreed upon, and shall then submit it to the President as a Senate recommendation for action by the Board of Regents.

A unanimous *vote* of thanks was given the committee for its report.

The Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate



# UNIVERSITY OF MINNESOTA

## THE SENATE

### MINUTES

The first regular meeting of the University Senate for the year 1944-45 was held in the Auditorium of Murphy Hall, Thursday, October 19, 1944. Seventy-two members were present.

The following items were presented for consideration by the Committee on Business and Rules and action was taken as indicated.

#### I. APPROVAL OF THE MINUTES OF MAY 18, 1944 AND MAY 25, 1944

*Approved*

#### II. SENATE ROSTER FOR 1944-45

##### Voting List

Abbe, Ernst C.	Beach, Joseph
<sup>2</sup> Adams, John M.	Bell, Elexious T.
Akerman, John D.	Bierman, B. W.
Alderman, William H.	Biester, Alice
Allison, John H.	Bieter, Raymond N.
Amberg, Ray M.	Bird, Charles
<sup>2</sup> Andersen, Paul	Blakey, Roy G.
<sup>2</sup> Anderson, Albert W.	Blegen, Theodore
<sup>2</sup> Anderson, Gaylord W.	Blitz, Anne D.
Anderson, John E.	Boardman, C. W.
Anderson, Philip A.	<sup>1</sup> Boddy, F. M.
Anderson, William	<sup>1</sup> Boehnlein, Charles
<sup>1</sup> Archer, Clifford P.	Bollman, J. L. (Rochester)
Armstrong, W. D.	<sup>1</sup> Bond, Guy L.
Arnal, Leon E.	Boothby, W. N. (Rochester)
<sup>2</sup> Arnold, Richard T.	<sup>2</sup> Borak, Arthur M.
Arny, Albert C.	Bossing, N. L.
Bachman, Gustav	Boyd, Willard, L.
Bade, Edward S.	Boyden, Edward A.
Baggenstoss, A. H.	Boynton, Ruth E.
(Rochester)	Braasch, W. F. (Rochester)
Bailey, Clyde H.	<sup>2</sup> Brameld, Theodore
Baker, A. B.	Brierley, Wilfrid G.
Baker, Gertrude M.	Briggs, David R.
Baldes, E. J. (Rochester)	Brink, Raymond W.
Balfour, D. C. (Rochester)	Brown, Clara
Barber, H. H.	Brown, Huntington
<sup>1,2</sup> Bardeen, John	<sup>2</sup> Brown, Ralph H.
Barnes, A. R. (Rochester)	Brueckner, Leo J.
Barnhart, Thomas F.	Bryant, John M.
Barton, Francis B.	Bryngelson, Bryng

Buchta, J. W.  
 Burkhard, Oscar C.  
 Burnham, Charles R.  
 Burr, George O.  
<sup>2</sup>Burson, Paul M.  
 Burt, Alfred L.  
 Burton, S. Chatwood  
 Bussey, William H.  
 Butters, Frederic K.  
<sup>1,2</sup>Canoyer, Helen C.  
<sup>1</sup>Carlson, William S.  
 Casey, Ralph D.  
 Castell, Alburey  
<sup>2</sup>Caverley, Loyst C.  
<sup>2</sup>Cerny, Robert G.  
 Chapin, F. Stuart  
 Charnley, Mitchell  
 Cherry, Wilbur H.  
 Cheyney, Edward G.  
<sup>2</sup>Christensen, Asher N.  
 Christensen, Jonas J.  
 Christianson, John O.  
<sup>1</sup>Chute, A. H.  
 Clawson, Benjamin J.  
 Code, Charles F. (Rochester)  
 Coffey, Walter C.  
 Cohen, Lillian  
 Combs, Willes B.  
 Conger, George P.  
 Cook, Walter W.  
<sup>2</sup>Cooper, Russell M.  
 Cooper, William S.  
 Coulter, Samuel T.  
<sup>2</sup>Cowan, Donald W.  
 Crawford, Bryce L., Jr.  
 Creevy, Charles D.  
 Currence, Troy M.  
 Cutler, Alvin S.  
<sup>2</sup>Dahl, A. Orville  
<sup>2</sup>Dailey, Donald L.  
 (Grand Rapids)  
<sup>1</sup>Darley, John G.  
 Davis, Darrell H.  
 Davis, E. W.  
 Dennis, Clarence  
 Densford, Katharine J.  
<sup>1</sup>Deutsch, Harold C.  
 Dicken, Samuel N.  
 Diehl, Harold S.  
<sup>2</sup>Doeringsfeld, Harry A.  
<sup>2</sup>Donaldson, Ernestine C.  
 Donelson, Eva  
 Dowdell, R. L.  
 Dowell, Austin  
 Downey, Hal  
 Dunn, William P.  
 Du Priest, J. R.  
 Eckert, Ruth E.  
 Eddy, Samuel  
 Edwards, Marcia  
 Eggers, Henry C. T.  
<sup>2</sup>Eide, Carl J.  
 Elliott, Richard M.  
 Essex, H. E. (Rochester)  
 Evans, Gerald T.  
 Fahr, George E.  
 Feigl, Herbert  
 Feldman, W. H. (Rochester)  
 Fenlason, Anne L.  
 Fenske, Theodore H. (Morris)  
 Fenstermacher, Reuel  
 Ferguson, Donald  
 Ferrin, Evan F.  
 Field, Albert M.  
 Filipetti, George  
 Fischer, Earl B.  
 Fitch, James B.  
 Flagstad, Carl  
<sup>2</sup>Ford, Edwin H.  
 Fraser, Everett  
 Freeman, Ruth B.  
 French, Robert W.  
<sup>1</sup>Fryklund, Verne C.  
 Garver, Frederic B.  
 Gates, John W.  
 Geddes, William F.  
 Geiger, Isaac W.  
 Gellhorn, Ernst  
 Gisvold, Ole  
 Goldstein, Harriet  
 Goodenough, Florence L.  
 Granovsky, Alexander A.  
 Green, Robert G.  
 Griffith, Charles A.  
 Grismer, Raymond L.  
 Grout, Frank F.  
 Grout, Ruth E.  
 Gruner, John W.  
 Hall, Ambert B.  
 Halvorson, H. O.  
<sup>2</sup>Harris, Harold L.  
<sup>2</sup>Hart, Helen  
 Hart, William L.  
<sup>1</sup>Hartig, Henry E.  
 Harvey, Alfred L.  
 Harvey, Rodney B.  
 Hasbrouck, Theodore L.  
 Hathaway, Starke  
 Hauser, George  
 Hayes, Herbert K.  
 Heaton, Herbert  
 Heilig, L. S.  
 Heilman, E. A.  
 Heisig, G. B.



Henderson, M. S. (Rochester)  
 Heron, William T.  
 Herrick, Carl A.  
 Higgins, G. M. (Rochester)  
 Hill, Edward L.  
 Hillhouse, James T.  
<sup>1</sup>Hinckley, Robert G.  
<sup>2</sup>Hodgson, Robert E. (Waseca)  
 Hodson, A. C.  
 Holman, William F.  
<sup>1</sup>Hughes, C. A.  
 Hull, Gertrude  
 Hustrulid, Andrew  
<sup>1</sup>Hutchinson, Lura C.  
<sup>1</sup>Immer, Forrest R.  
 Jackson, Dunham  
 Jennings, Arthur B.  
<sup>1</sup>Jennings, Edward G.  
<sup>2</sup>Jensen, Reynold A.  
 Jesness, Oscar B.  
 Johnson, Elmer W.  
 Johnson, Palmer O.  
<sup>2</sup>Johnson, Paul C.  
 Jones, Robert T.  
 Jones, Roy C.  
 Jordan, Richard C.  
 Joseph, Thomas L.  
<sup>1</sup>Kaufert, Frank H.  
 Keller, Louis F.  
 Kendall, E. C. (Rochester)  
 Kennedy, Cornelia  
 Kernkamp, H. C. H.  
 Kernohan, J. W. (Rochester)  
 Keys, Ancel  
 Killeen, Earle G.  
 King, Harry L.  
 King, Joseph T.  
<sup>4</sup>Kinyon, Stanley V.  
 Kirkpatrick, Clifford  
 Kirkpatrick, Evron M.  
 Kittleson, Arthur J.  
 Knight, Ralph T.  
 Koelsch, C. F.  
<sup>1</sup>Koepke, Charles A.  
 Koller, E. Fred  
 Kolthoff, Izaak M.  
 Kozelka, R. L.  
 Krantz, Fred A.  
 Krey, August C.  
 Kuhlmann, John H.  
 Lambert, E. M.  
 Lang, F. C.  
 Larson, Sidney  
 Larson, Winford P.  
 Lasby, William F.  
<sup>1</sup>Latham, Earl G.  
 Lauer, Walter M.  
<sup>1</sup>Le Fort, Emilio  
 Leichsenring, Jane  
 Leicht, Joseph  
<sup>1</sup>Levens, Alex  
 Lind, Samuel C.  
 Lindsay, William  
<sup>1</sup>Lippincott, Benjamin E.  
<sup>1</sup>Livingston, R. S.  
 Longstaff, Howard  
 Ludwig, C. C.  
 Lund, Clarence E.  
 Lunden, Laurence R.  
 Luyten, Willem J.  
 MacDougall, Frank H.  
<sup>1</sup>Macy, Harold  
 Mann, Charles A.  
 Mann, F. C. (Rochester)  
<sup>2</sup>Manson, Philip W.  
<sup>1</sup>Marget, Arthur W.  
 Mason, H. L. (Rochester)  
 Matson, Rosser H.  
 McCall, T. M. (Crookston)  
 McCartney, James S.  
 McClintock, Henry L.  
 McConnell, T. R.  
<sup>1</sup>McCormick, F. G.  
 McDiarmid, Errett W.  
 McDowell, G. Tremaine  
 McKelvey, John L.  
 McKinley, J. C.  
 McLennan, Charles E.  
 McMiller, Paul R.  
 McNeal, Wylle B.  
 McQuarrie, Irvine  
 Mickel, Clarence E.  
 Middlebrook, William T.  
<sup>2</sup>Miller, Forrest E.  
 Miller, Paul E.  
 Miller, W. S.  
 Mills, Lennox  
 Minnich, Dwight E.  
 Mitropoulos, Dimitri  
 Monachesi, Elio D.  
 Money, Frances M.  
<sup>1</sup>Montillon, George H.  
 Montonna, Ralph E.  
 Moore, C. A.  
 Morse, Horace T.  
 Mudgett, Bruce D.  
 Myers, Howard D.  
 Myers, W. R.  
 Natziger, Ralph O.  
 Neale, Mervin G.  
 Nelson, Lowry  
<sup>2</sup>Netz, C. V.  
 Newton, Julia O.  
<sup>7</sup>Nichols, Charles W.

<sup>2</sup>Nichols, Ralph Galen  
<sup>1</sup>Nier, Alfred O. C.  
 Noble, Isabel  
 Nolte, Julius M.  
 Nordly, Carl L.  
 Oberg, Paul  
 O'Brien, William A.  
 Ogle, Marbury B.  
 Oliver, Clarence P.  
 Osgood, Ernest S.  
 Ostlund, H. J.  
<sup>1</sup>Paine, John R.  
<sup>2</sup>Palmer, Leroy S.  
 Parker, Walter H.  
 Paterson, Donald  
 Pattison, Walter T.  
 Peik, Wesley E.  
<sup>2</sup>Pervier, Norville C.  
 Peters, Walter H.  
 Petersen, William E.  
 Peyton, W. T.  
 Phelps, Ethel  
 Piccard, J. F.  
 Pierce, E. B.  
<sup>2</sup>Pierce, George O.  
<sup>1</sup>Piper, Ralph A.  
 Pirsig, Maynard E.  
 Pond, George A.  
 Potthoff, Carl J.  
 Power, Marschelle H.  
 (Rochester)  
 Priester, George C.  
<sup>1</sup>Prosser, William L.  
 Quigley, Harold S.  
 Rarig, Frank  
 Rasmussen, Andrew T.  
 Raymond, Ruth  
<sup>1</sup>Read, Horace E.  
 Reichardt, Konstantin  
 Reighard, John J.  
 Reinhard, Walter A.  
 Reyerson, Lloyd H.  
 Riesenfeld, Stephan A.  
 Rigler, Leo G.  
 Ringoen, Adolph  
<sup>2</sup>Ritter, John H.  
 Robertson, Burton J.  
 Robertson, H. E. (Rochester)  
 Robertson, Rhodes  
 Roepke, Martin H.  
 Rogers, Charles H.  
 Rose, Ella J.  
 Rost, Clayton O.  
 Rottschaefer, Henry  
 Rotzel, C. L.  
 Rowley, Frank B.  
<sup>1</sup>Rumbaugh, Lynn H.  
 Rutford, Skuli  
 Ryan, J. J.  
<sup>2</sup>Sandell, Ernest B.  
 Sandstrom, W. Martin  
 Scammon, Richard E.  
 Schantz-Hansen, Thorvald  
 Schiele, Burtrum C.  
 Schlotthauer, C. F.  
 (Rochester)  
 Schmeckebeer, Laurence  
<sup>1</sup>Schmidt, E. P.  
<sup>1</sup>Schmitt, Otto H.  
 Schmitz, Henry  
 Schroeder, Philip M.  
 Schuck, Robert F.  
 Schwantes, Arthur J.  
 Schwartz, G. M.  
 Searles, Harold R.  
 Sheard, Charles (Rochester)  
<sup>2</sup>Shippee, Lester B.  
 Shoop, Charles F.  
 Short, Lloyd M.  
 Shumway, R. R.  
<sup>1</sup>Simon, William J.  
 Sirich, E. H.  
<sup>1</sup>Skinner, B. Frederic  
 Sletto, Raymond F.  
 Sloan, Hubert J.  
<sup>2</sup>Smith, Dora V.  
 Smith, Homer J.  
 Smith, Lee I.  
 Sneed, M. Cannon  
 Spink, Wesley W.  
 Stakman, Elvin C.  
 Starr, Helen  
<sup>1</sup>Starr, Joseph R.  
 Steefel, Lawrence D.  
 Stehman, J. W.  
 Stenstrom, Karl W.  
 Stephenson, George M.  
<sup>2</sup>Stigler, G. J.  
 Stoesser, Albert V.  
<sup>2</sup>Stoppel, Arthur E.  
<sup>1</sup>Straub, Lorenz G.  
 Summers, Robert E.  
 Swanson, Gustav  
<sup>17</sup>Tanquary, Maurice C.  
<sup>1</sup>Tate, John T.  
 Teeter, Thomas A. H.  
 Thiel, George A.  
 Thomas, J. M.  
 Thompson, Mark J. (Duluth)  
 Tinker, Miles A.  
 Treloar, Alan E.  
<sup>2</sup>Trusty, W. F., Jr.  
<sup>2</sup>Tyler, Alice F.  
 Tyler, Tracy F.

Underhill, Anthony L.  
 Vaile, Gertrude  
 Vaile, Roland S.  
 Valasek, Joseph  
 Van Wagenen, M. J.  
 Vaughan, Alfred L.  
 Visscher, Maurice B.  
 Vold, George B.  
<sup>2</sup>Von Eschen, Garvin L.  
 Waite, Warren C.  
 Waldron, C. W.  
 Walker, C. A., Jr.  
<sup>2</sup>Wall, C. N.  
 Wallis, Wilson D.  
 Wangensteen, Owen H.  
 Warren, Robert P.  
 Watson, Cecil J.  
 Webb, James S.  
 Wells, Lemen J.  
 Wesley, Edgar B.  
 Wetherby, Macnider

White, Wendell  
<sup>1</sup>Widdowson, H. T.  
<sup>2</sup>Wilcox, Arthur N.  
 Wilcox, Hugh B.  
 Wilder, R. M. (Rochester)  
 Willey, Malcolm M.  
<sup>2</sup>Williams, M. M. D.  
 (Rochester)  
<sup>1</sup>Williams, John H.  
 Williamson, E. G.  
 Willson, David H.  
 Wilson, Charles O.  
 Wilson, Harold K.  
 Winters, Laurence M.  
<sup>1</sup>Wise, J. A.  
 Wodsedalek, Jerry  
<sup>1</sup>Wrenn, C. Gilbert  
 Wright, Harold N. G.  
 Yoder, Dale  
 Zelner, Otto S.

### Non-Voting List

Adson, Alfred W. (Rochester)  
<sup>3</sup>Aldrich, C. A., (Rochester)  
 Alexander, Jean H.  
<sup>1</sup>Allen, E. V. (Rochester)  
 Alvarez, W. C. (Rochester)  
 Alway, Frederick J., Professor  
 and Chief of Soils, Emeritus  
 Amberg, S., Associate Profes-  
 sor of Pediatrics, Emeritus  
 (Rochester)  
<sup>1,2</sup>Anderson, E. Dyer  
 Austin, L. T. (Rochester)  
 Bargen, J. A. (Rochester)  
 Barker, N. W. (Rochester)  
 Barron, Moses  
 Bass, Frederic H., Professor of  
 Civil Engineering, Emeritus  
 Bassett, Louis B., Associate  
 Professor of Farm Manage-  
 ment, Emeritus  
 Beard, A. H.  
 Benedict, W. L. (Rochester)  
<sup>1</sup>Berkson, J. (Rochester)  
 Boies, L. R.  
 Boss, Andrew, Professor  
 Emeritus, Agricultural Ex-  
 periment Station  
 Boss, William, Professor and  
 Chief, Emeritus, Agricul-  
 tural Engineering.  
 Bowling, H. H. (Rochester)  
 Brekhuis, Peter J., Professor  
 of Crown and Bridge Work,  
 Emeritus

Broders, A. C. (Rochester)  
 Brooke, W. E., Professor of  
 Mathematics and Mechanics,  
 Emeritus  
 Brown, Edgar D., Associate  
 Professor of Pharmacology,  
 Emeritus  
 Brunsting, L. A. (Rochester)  
 Buie, L. A. (Rochester)  
 Burch, Frank E., Professor of  
 Ophthalmology and Oto-  
 laryngology, Emeritus  
 Butler, A. B.  
<sup>10</sup>Butler, John  
<sup>1</sup>Camp, J. D. (Rochester)  
 Campbell, Orwood J.  
 Carey, James B.  
 Chatterton, Carl C.  
 Chesley, Albert J.  
 Christianson, Peter, Professor  
 of Mines, Emeritus  
 Christison, James T., Profes-  
 sor of Pediatrics, Emeritus  
 Cole, Wallace H.  
 Colvin, Alexander R.  
 Comfort, M. W. (Rochester)  
 Comstock, E. H., Professor of  
 Mines and Metallurgy,  
 Emeritus  
 Cooperman, Oscar  
 Corbett, J. Frank, Professor  
 of Surgery, Emeritus  
 Counseller, V. S. (Rochester)

- Cox, Norman J., Associate Professor of Dentistry, Emeritus
- <sup>1</sup>Craig, W. McK. (Rochester)
- Crenshaw, J. L. (Rochester)
- Damon, George M.
- <sup>2</sup>Delton, Rudolph W.
- Desjardins, A. U. (Rochester)
- Dixon, C. F. (Rochester)
- Drake, Carl B.
- Drips, Della G. (Rochester)
- Emmons, William H., Professor of Geology and Mineralogy, Emeritus
- Erickson, Theodore A., Associate Professor, Emeritus, Agricultural Extension
- Erikson, Henry A., Professor of Physics, Emeritus
- Ernst, Max E.
- <sup>2</sup>Estes, George D.
- Eusterman, G. B. (Rochester)
- Evans, E. T.
- Fansler, Walter A.
- Figi, F. A. (Rochester)
- Foley, Frederic E. B.
- Ford, Guy S., President, Emeritus
- Frankforter, George B., Professor of Organic Chemistry, Emeritus
- Freeman, Edward M., Dean and Professor, Emeritus
- Fricke, R. E. (Rochester)
- Gaarde, F. W. (Rochester)
- Gardner, B. S. (Rochester)
- Gardner, Edwin L.
- Ghormley, R. K. (Rochester)
- Giffin, H. Z. (Rochester)
- <sup>1</sup>Gray, Howard K. (Rochester)
- Gray, Royal C.
- Green, Robert O.
- Haines, Samuel F. (Rochester)
- Hammes, Ernest M.
- <sup>2</sup>Hanson, William A.
- Harker, Lee A.
- Harrington, Francis E.
- Harrington, S. W. (Rochester)
- Hartman, Howard R. (Rochester)
- Havens, F. Z. (Rochester)
- <sup>2</sup>Heck, F. J. (Rochester)
- Helmholz, H. E. (Rochester)
- Hempstead, B. E. (Rochester)
- <sup>1</sup>Hench, P. S. (Rochester)
- Henry, Raymond R.
- <sup>2</sup>Hines, E. A. (Rochester)
- Horton, B. T. (Rochester)
- Huenekens, Edgar J.
- Ikeda, Kano
- Irvine, Harry G.
- Jackson, Clarence M., Professor of Anatomy, Emeritus
- Jenks, Albert E., Professor of Anthropology, Emeritus
- <sup>2</sup>Jernall, Roy M.
- Johnson, James A.
- Johnson, Raymond E.
- Johnson, Reuben A.
- <sup>2</sup>Jones, E. Mendelssohn
- Keith, N. M. (Rochester)
- Kennedy, R. L. J. (Rochester)
- Kepler, E. J. (Rochester)
- Kinsella, Thomas
- Kirchner, William H., Professor of Drawing and Descriptive Geometry, Emeritus
- Kirklin, B. R. (Rochester)
- Kirkwood, William P., Professor, Division of Publications, Department of Agriculture and Department of Journalism, Emeritus
- Klaeber, Frederick, Professor of Comparative Literature, Emeritus
- Knight, Ray R.
- Krusen, F. H. (Rochester)
- Lansing, Robert C., Associate Professor of Rhetoric, Emeritus
- Lawton, Harry C.
- Laymon, Carl W.
- Le Compte, Irvile C., Professor of Romance Languages, Emeritus
- Leddy, E. T. (Rochester)
- Leland, Ora M., Dean of the College of Engineering and Architecture, Emeritus
- Lemon, W. S. (Rochester)
- Leven, N. Logan
- Lillie, H. I. (Rochester)
- Little, Joseph M.
- Litzenberg, Jennings C., Professor of Obstetrics and Gynecology, Emeritus
- Logan, A. H. (Rochester)
- Love, J. G. (Rochester)
- <sup>2</sup>Lundberg, George W.
- Lundy, J. S. (Rochester)
- Lynch, Francis W.
- MacCarty, W. C. (Rochester)
- MacGibbon, Everett E.

- Macnie, John S., Associate Professor of Ophthalmology, Emeritus
- <sup>1</sup>Magath, T. B. (Rochester)
- Mann, F. M., Professor of Architecture, Emeritus
- <sup>10</sup>Martenis, John V., Associate Professor of Mechanical Engineering, Emeritus
- Masson, J. C. (Rochester)
- <sup>1</sup>Mayo, Charles W. (Rochester)
- <sup>2</sup>Maxeiner, Stanley R.
- <sup>2</sup>McCarthy, Lester C.
- McDaniel, Orianna, Clinical Associate Professor of Preventive Medicine, Emeritus
- <sup>2</sup>McKinlay, Chauncey A.
- Meyer, Robert
- Meyerding, H. W. (Rochester)
- Michael, J. C.
- Michelson, Henry E.
- Miller, Louallen F., Professor of Physics, Emeritus
- Moersch, F. P. (Rochester)
- Moersch, H. J. (Rochester)
- Montgomery, H. (Rochester)
- Mussey, R. D. (Rochester)
- Myers, J. A.
- Nathanson, Morris N.
- Nelson, Earl A.
- Nelson, Herbert C.
- New, G. B. (Rochester)
- Newhart, Horace, Professor of Otolaryngology, Emeritus
- Nicholson, E. E., Dean of Student Affairs, Emeritus
- Noble, John F.
- <sup>2</sup>Nordland, Martin
- Norris, J. Anna, Professor of Physical Education, Emeritus
- Oestlund, Oscar W., Professor of Animal Biology, Emeritus
- O'Leary, Paul A. (Rochester)
- <sup>11</sup>Olmsted, Everett W., Professor of Romance Languages, Emeritus
- Osterberg, A. E. (Rochester)
- Otto, Carl F.
- Pagenkopf, Alfred A.
- Patridge, Mark O.
- Pease, Levi B., Professor of Metallurgy, Emeritus
- Pemberton, J. D. (Rochester)
- Pettengill, True E.
- Platou, Erling S.
- Plummer, W. A. (Rochester)
- Prangen, A. D. (Rochester)
- Price, Richard R., Professor and Director, University Extension, Emeritus
- <sup>1</sup>Priestley, J. T. (Rochester)
- Ramsey, Walter R., Clinical Associate Professor of Pediatrics, Emeritus
- Randall, L. M. (Rochester)
- Regnier, Edward
- <sup>1</sup>Reynolds, George W.
- Richards, Ernest T. F.
- Riley, William A., Professor of Entomology and Economic Zoology, Emeritus
- Roberts, Thomas S., Professor of Pediatrics, Emeritus
- Rodda, F. C.
- Roe, Harry B., Professor of Agricultural Engineering, Emeritus
- Rosendahl, Carl O., Professor of Botany, Emeritus
- Rosenow, Edward C., Professor of Experimental Bacteriology, Emeritus (Rochester)
- Rucker, C. W. (Rochester)
- Rudolph, Charles E.
- Ruggles, Arthur G., Professor of Entomology, Emeritus
- <sup>2</sup>Rynearson, E. H. (Rochester)
- Sanford, A. H. (Rochester)
- Savage, Charles A., Professor of Greek, Emeritus
- Schaaf, Frederick H.
- Schneider, John P.
- <sup>12</sup>Schwyzler, Arnold
- Scott, Carlyle, Professor of Music, Emeritus
- Scott, Frederick H., Professor of Physiology, Emeritus
- Searles, Colbert, Professor of Romance Languages, Emeritus
- Seham, Max
- Shapiro, Morse J.
- Shea, Alice Leahy
- Sheldon, W. D., Professor of Neurology, Emeritus (Rochester)
- Shellman, Joseph F.
- <sup>12</sup>Sidener, C. F., Professor of Chemistry, Emeritus
- Sigerfoos, Charles P., Professor of Zoology, Emeritus

- Smith, Harry L. (Rochester)  
 Smith, N. D. (Rochester)  
<sup>1</sup>Snell, A. M. (Rochester)  
 Stauffer, Clinton R., Professor of Geology and Mineralogy, Emeritus  
 Steward, Thomas E.  
 Stoll, Elmer E., Professor of English, Emeritus  
<sup>14</sup>Stomberg, Andrew A., Professor of Scandinavian Languages, Emeritus  
<sup>15</sup>Storm, A. V., Professor, Emeritus  
 Strachauer, Arthur C.  
 Sweitzer, Samuel E.  
 Thom, L. W.  
 Thomas, Gilbert J.  
<sup>1</sup>Thompson, G. J. (Rochester)  
 Tilden, Josephine, Professor of Botany, Emeritus  
 Ulrich, Henry L., Professor of Medicine, Emeritus  
 Uppgren, Arthur R.  
 Vehe, William D.  
 Wagener, H. P. (Rochester)  
 Wahlquist, Harold  
 Walls, James M., Professor of Operative Dentistry, Emeritus  
 Walter, Frank K., University Librarian, Emeritus
- <sup>1</sup>Walters, W. (Rochester)  
<sup>1</sup>Watkins, C. H. (Rochester)  
<sup>2</sup>Waugh, J. M. (Rochester)  
<sup>2</sup>Webb, Roscoe C.  
<sup>2</sup>Weir, J. F. (Rochester)  
 Weller, Marion, Assistant Professor, Emeritus, Department of Home Economics  
 Wells, Amos S.  
 White, Albert B., Professor of History, Emeritus  
 White, S. Marx, Professor of Medicine, Emeritus  
 Whitmore, Frank W.  
 Whittaker, Harold A.  
 Wilcox, Arch, Professor of Surgery, Emeritus  
<sup>1, 2</sup>Wilder, Robert L.  
 Williams, H. L. (Rochester)  
 Willius, F. A. (Rochester)  
 Woltman, H. W. (Rochester)  
 Wulling, Frederick J., Dean of the College of Pharmacy, Emeritus  
<sup>2</sup>Wyatt, Oswald S.  
 Young, Jeremiah, Professor of Political Science, Emeritus  
 Zeleny, Anthony, Professor of Physics, Emeritus  
 Zierold, Arthur A.  
 Zimmerman, Harry
- <sup>1</sup> Absent on leave.  
<sup>2</sup> Promotion.  
<sup>3</sup> New appointment.  
<sup>4</sup> Absent on leave half time.  
<sup>5</sup> Absent on leave fall quarter.  
<sup>6</sup> Absent on leave fall and winter quarters.  
<sup>7</sup> Died February 15, 1944.  
<sup>8</sup> Died March 8, 1944.  
<sup>9</sup> Died February 9, 1944.  
<sup>10</sup> Died September 17, 1943.  
<sup>11</sup> Died November 14, 1943.  
<sup>12</sup> Died February 19, 1944.  
<sup>13</sup> Died January 19, 1944.  
<sup>14</sup> Died November 16, 1943.  
<sup>15</sup> Died October 27, 1943.  
<sup>16</sup> Died July 14, 1944.  
<sup>17</sup> Died October 25, 1944.

Accepted

### III. REPORT OF THE ADMINISTRATIVE COMMITTEE

#### Reported for Information

1. *Servicemen's Readjustment Act of 1944.* President Coffey called attention to Chapter IV of the act regarding education of veterans and read a communication from the National Association of State Universities to Brigadier General Frank T. Hines "strongly favoring a basis of cost, up to the maximum of \$500 provided in the act, as the only equitable basis of 'fair and reasonable compensation' for the education of returning veterans . . . ."

It was the sense of the committee that the University should follow NASU recommendations that:

- a. Institutions stand strongly for a cost basis for the education of veterans.

- b. Institutions accept no students under the "G.I. Bill" on any other than a cost basis, in order that no unfavorable precedents be established. It is suggested that any veterans entering our institutions at the present time, with the expectation of qualifying under the "G.I. Bill" be admitted with payment of fees deferred until necessary decisions of policy have been made by the Veterans Administration.

2. *Federal Support for Colleges and Universities.* The president read House Resolution 592 submitted by Mr. McCormack, Higher Education and National Defense Bulletin 68, p. 7, June 7, 1944 as follows:

*Resolved,* That the Committee on Education is authorized and directed—

- a. To make a study of the effect upon colleges and universities throughout the United States of (1) reduction in enrollment and faculties as a result of service by students and faculty members in the Armed Forces of the United States and in other war activities, and (2) recent curtailment and prospective further curtailment of Army and Navy training programs in such colleges and universities, with the view to determining means by which such effects may be alleviated.
- b. To formulate, as soon as practicable, for consideration by the House such legislation as the committee deems appropriate for the purpose of alleviating such effects.

It was the sense of the Administrative Committee that the principle expressed is defensible and desirable on an emergency basis.

3. *Report of the Special Committee on Training of Rehabilitation Workers.* It was voted to approve the report of the Special Committee on Training of Rehabilitation Workers presented by Dean Miller, chairman, recommending establishment of a training program in Vocational Diagnosis and Counseling for Rehabilitation Workers. A mimeographed announcement of the program available at both the undergraduate and graduate level was distributed. Dean Lind recommended that Mr. Koepke be added to the Advisory Committee for this program.

4. *Thanksgiving Day.* The secretary reported having received a communication from the Governor's Office indicating that Thanksgiving in Minnesota will be celebrated on November 23 this year. It was voted to correct the University Calendar for 1944-45 to list Thanksgiving Day as November 23, 1944.

5. *Japanese-American Students.* Mr. Willey reported that this University has been notified by the chief of personnel, Security Branch of the Seventh Service Command as follows:

"This is to advise that approval by the Provost Marshal General for the attendance or employment of a person of Japanese ancestry at the University of Minnesota is no longer required and the submission of completed questionnaires in such cases is no longer necessary."

It was the sentiment of the committee, now that control by the Seventh Service Command has been removed, that Japanese-Americans should be considered for admission precisely in the same manner as all other applicants.

6. *Recent Meeting of University Presidents.* President Coffey reported various matters discussed at a recent meeting of university presidents, namely:

- a. Compensation for training of Veterans—sentiment almost unanimous in support of Rankin amendment to authorize the administrator to pay actual cost to a maximum of \$500 per year. Attention called to recent news release that public institutions will be permitted to charge nonresident fees for all veterans under the G.I. Bill.
- b. General sentiment that staff members on leave should be taken back immediately when released from their assignments even though a full load of teaching or other duties may not be available at the time.

- c. Recognition that refresher work may be necessary for some staff members returning from leave. Dean Blegen stated that Guggenheim and Rockefeller Foundations have funds available to assist in financing a year of sabbatical study for refresher purposes.
- d. General opinion that university enrolments will not reach their pre-war peak in 1944-46. General agreement, however, that new peaks will eventually come as predicted.
- e. Varied judgment as to types of courses returning servicemen will want. Illinois survey indicated interest mainly in technical fields whereas Indiana study reports most veterans will prefer cultural subjects. Dean McConnell said that a survey of ASTP men at Minnesota made by Mr. Morse indicated greatest interest in technical subjects.

T. E. PETTENGILL, Secretary

*Accepted*

#### IV. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTITUTIONS OF LEARNING

##### 1. Reported for Action

1. *Credit for Basic Training in the Armed Forces.* It was *voted* to recommend to the Senate that the policy established December 17, 1942 regarding credit for ROTC and NROTC on the basis of military training be amended to provide that:

Students who present evidence of having completed basic training (usually 13 weeks) in the Armed Forces shall be allowed credit as follows:

ROTC or NROTC (Basic Drill) 6 credits.

Physical Education (freshman and sophomore) 2 credits.

*Approved*

2. *Miss Wood's Kindergarten School, Minneapolis.* On the recommendation of the College of Education Administrative Committee it was *voted* to accredit Miss Wood's Kindergarten School on the following basis:

Graduates of Miss Wood's Kindergarten School will be admitted to the College of Education provided that they meet the standards for admission to the College of Science, Literature, and the Arts set up for freshmen. These at present are an average percentile rating of 40 or more on the College Aptitude Test and high school rank. In case of older students where the high school rank is not available, a percentile rating of 40 or more in the College Aptitude Test is required. This examination must be taken at or prior to the time of entrance to the College of Education.

Graduates of Miss Wood's school are to be allowed 60 transfer credits, leaving a total of 30 additional credits to be earned prior to admission to Senior College courses in the College of Education. These 30 credits should be made up of academic courses at the Junior College level as designated by advisers for general elementary education and for the Nursery School-Kindergarten-Primary Curriculum. As a minimum requirement, these additional credits should include 6 credits in English, 5 credits in science, and 12 credits in the social studies.

No credit will be given students who have not met the graduation requirements of Miss Wood's Kindergarten School.

*Approved*



## 2. Reported for Information

*Credit for Armed Forces Programs at the University of Minnesota.*  
On the recommendation of the departments concerned it was voted to approve credit as follows provided work does not duplicate courses already credited and is applicable to the curriculum to be followed upon return to the University.

### ARMY SPECIALIZED TRAINING (ENGINEERING PROGRAMS)

#### *Chemistry and Chemical Engineering*

AST COURSE	CREDITS	EQUIVALENT UNIVERSITY COURSE
Inorganic Chemistry 205 .....	3	Chem. 1 or 4 or 14
Inorganic Chemistry 206 .....	4	Chem. 2 or 5 or 15
Qualitative Analysis 401 .....	3	Inorg.Chem. 3 or 11 or 16
Quantitative Analysis 402 .....	4	Anal.Chem. 7, or lab. work may be applied toward 1 and 2
Organic Chemistry 405 .....	6	Org.Chem. 51, or 54 and 57, or 1, and part of 2 by petition
Industrial Chemical Calculations 403	3	Lect. and rec. of Chem.E. 105
Physical Chemistry 403 .....	4	Phys.Chem. 101 by petition only, Phys. Chem. 107
Physical Chemistry 404 .....	4	Phys.Chem. 102 and/or 104 by petition only, Phys.Chem. 108
Unit Operations I, 415 .....	5	Chem.E. 101
Unit Operations II, 416 .....	2	Lect. of Chem.E. 102
Unit Operations Lab. I, 417 .....	4	Rec. and lab. of Chem.E. 102
Unit Operations Lab. II, 418 .....	4	Chem.E. 103
Chemical Technology 406 .....	3	Lab. of Chem.E. 105
Chemical Engineering Problems 420	2	Chem.E. 211
Thermodynamics 335 .....	5	Chem.E. 119 and 120 or M.E. 38

#### *Civil Engineering*

Transportation 403 .....	4	No credit for civil engineering students
Foundations 403 .....	3	C.E. 147
Structural Design 403 .....	4	C.E. 37
Water Supply and Sewerage 403 .....	3	No credit for civil engineering students
Surveying—Elementary 407 .....	3	C.E. 11 or 17 or Mining 11
Surveying—Advanced 408 .....	3	C.E. 13
Stress Analysis 413 .....	3	C.E. 31

#### *Drawing and Descriptive Geometry*

Engineering Drawing (Basic) 001 ..	2	Draw. and Des.Geom. 1
Engineering Drawing 406 .....	2	Draw. and Des.Geom. 2
Engineering Drawing—Structural Drafting 408 .....	1	Draw. and Des.Geom. 2
Engineering Drawing—Topographic Drafting 409 .....	1	C.E. 12

#### *Electrical Engineering*

Elements of Electrical Engineering 401 .....	6½	E.E. 40 or 41 or 42 or E.E. 36-37-38 or E.E. 43-44-45 or E.E. 46-47
Electrical Measurements 403 .....	3	E.E. 14 and 16
Electrical and Magnetic Phenomena 405 .....	6½	E.E. 11-13-15

Direct Current Machinery 409 .....	4½	E.E. 121 and 122
Alternating Current Machinery 410 .....	6½	E.E. 123-124-125-126
Electric Circuits 414 .....	8	E.E. 111-112-113-114
Electronics and Associated Circuits, Theory and Lab. 415 .....	8	E.E. 117 and 119
Electric Circuits—Transients 416 .....	3	E.E. 127
Electric Circuits—Distributive Con- stants, 417 .....	3	E.E. 165*
Ultra-High Frequency 420 .....	9	E.E. 168 and 169
Communication Networks 422 .....	4½	E.E. 166*
Radiation and Propagation 426 .....	3	E.E. 167
Servo-Mechanisms 424 .....	4½	None
Principles of Wire Communication 381 .....	2	E.E. 183
Principles of Radio 382 .....	4	E.E. 183-184

\* A student having AST 405, 415 and 417 should be considered as having covered E.E. 64-65-66 as far as prerequisites are concerned. A student having AST 417 and 422 likewise should be considered as having covered E.E. 164 as far as prerequisites are concerned.

#### *English*

English—Term 1, 111 .....	2	English 4
English—Term 2, 111 .....	2	English 5
English—Term 3, 111 .....	2	English 6

#### *Geography*

Geography—Term 1, 163 .....	2	None
Geography—Term 2, 163 .....	2	None
Geography—Term 3, 163 .....	2	None

#### *History*

American History—Term 1, 133 .....	3	History 20
American History—Term 2, 133 .....	1	History 21
American History—Term 3, 133 .....	1	History 22

#### *Mathematics and Mechanics*

Mathematics—College Algebra and Trigonometry (SLA)—Term 1, 406 .....	6	M.&M. 11 and 12
Mathematics—College Algebra and Trigonometry—Term 4bA, 406 .....	10	M.&M. 11 and 12
Mathematics—Analytical Geometry (SLA) Term 2, 407 .....	5	M.&M. 13
Mathematics—Differential Calculus 408 .....	5	M.&M. 24
Mathematics—Analytical Geometry and Differential Calculus 407-408 .....	10	M.&M. 13 and 24
Mathematics—Review of College Al- gebra, Trigonometry, Analytical Geometry, Differential Calculus 406-407-408 .....	10	M.&M. 11-12-13, 24
Mathematics—Integral Calculus 401 .....	5	M.&M. 25
Mathematics—Statics and Dynamics 401 .....	6	M.&M. 84 or M.&M. 26 and 127
Strength and Materials 401 .....	4	M.&M. 85 or 128
Materials Testing Laboratory 401 .....	2	M.&M. 87 or 141 or 144
Fluid Mechanics 401 .....	4	M.&M. 86 or 129
Engineering Mathematics 403 .....	3	M.&M. 151

### *Mechanical Engineering*

Thermodynamics 401 .....	5	M.E. 131 and 132
Kinematics 402 .....	4	M.E. 21 and 22
Internal Combustion Engines 405 .....	4	M.E. 50
Internal Combustion Engines 410 .....	6	M.E. 50 and 151
Shop Practices 406 .....	3	M.E. 13 and 71
Shop Practices 406A .....	1	M.E. 13
Machine Design 408 .....	5	M.E. 24 and 121
Mechanical Vibrations 410 .....	3	M.E. 129
Internal Combustion Engines Laboratory 411 .....	2	M.E. 159
Mechanical Laboratory 420 .....	2	M.E. 33

### *Metallurgy*

Physical Metallurgy 410 .....	4	Met. 152 or 156 or 160
Metallography and Heat Treatment 430 .....	4	Met. 152 or 156 or 160

### *Military Science and Tactics*

Military Training I, 1 .....	2	} 6 quarters of Basic ROTC*
Military Training I, 2 .....	2	
Military Training I, 3 .....	2	
Military Training II, 1 .....	3	} 1st year Adv. Course ROTC†
Military Training II, 2 .....	3	
Military Training II, 3 .....	3	
Military Training III, 1 .....	3	} 2nd year Adv. Course ROTC†
Military Training III, 2 .....	3	
Military Training III, 3 .....	3	

### *Physical Education*

Physical Training .....	1 credit per course to a maximum of 6 credits
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### *Physics*

Physics—Mechanics 304 .....	5	Physics 4 or 7
Physics—Sound, Heat, and Light 305 .....	5	Physics 5 or 9
Physics—Electricity 306 .....	5	Physics 6 or 8
Physics—Mechanics and Heat (4bA) 304-305 .....	5	Physics 4 or 7
Physics—Electricity (4bB) 305-306 .....	5	Physics 6 or 8
Physics—Mechanics, Heat, Sound, Light, Electricity (4A) 304-305-306 .....	10	Physics 4-5 or Physics 7-9

\* A maximum of 6 credits will be allowed for any combination of the following:  
 Basic ROTC  
 ASTP I-1, I-2, I-3  
 Army Basic Training

† A maximum of 24 credits will be allowed for any combination of the following:  
 Basic ROTC  
 All Military Training in ASTP  
 Army Basic Training  
 First and second year Advanced ROTC  
 Any other military program  
 Military Service

**ARMY SPECIALIZED TRAINING, FOREIGN AREA AND  
LANGUAGE STUDIES**

Language Study: 1 quarter credit for each 2 hours per week per term. Term 4-5-6 equivalent to beginning and intermediate courses.

Area Study and other courses (except Physical Training): 1 quarter credit for each 1 hour per term. Applicable as Social Science electives or toward requirements for a major or minor in Social Science at junior-senior level.

Physical Training: 1 quarter credit per term. Applicable as elective credit or toward freshman or sophomore physical education requirements.

**NAVY COLLEGE TRAINING PROGRAM, V-12**

*Chemistry and Chemical Engineering*

NAVY V-12 COURSE	CREDITS	EQUIVALENT UNIVERSITY COURSE
Chemistry Ia, C1a .....	6	Chem. 1 or 4 or 6 or 9 or 14
Chemistry IIa, C2a .....	6	Chem. 2 or 5 or 7 or 10 or 15
Engineering Materials C6 .....	2	Chem. Eng. 31

*Civil Engineering*

Surveying—Plane and Geodetic CE1 4 C.E. 11 and 13

*Drawing and Descriptive Geometry*

Engineering Drawing and Descriptive Geometry D1 .....	3	Draw. 1
Engineering Drawing and Descriptive Geometry D2 .....	3	Draw. 3

*Economics*

Economics I, BA1 .....	4½	Economics 8
Economics II, BA2 .....	4½	Economics 9

*Electrical Engineering*

Electricity and Magnetism 1 .....	4½	(With Navy EE 9) EE 11-13-14-15-16
Electrical Engineering—Elements 2 .....	4½	None
Electric and Magnetic Circuits I, 3 .....	9	} EE 111-113-115
Electric and Magnetic Circuits II, 4 .....	9	
Electronics I, 5 .....	3	} EE 117-119
Electronics II, 6 .....	6	
Electronics Ia, 5a .....	3	None
Electronics IIa, 6a .....	3	None
Electronics Ib, 5b .....	3	
Electronics IIb, 6b .....	4½	} EE 117-119
High-Frequency Circuits I, 7 .....	7½	
High-Frequency Circuits II, 8 .....	7½	} EE 161-162-163
Electrical Measurements 9 .....	7½	
Electrical Engineering I—Direct-Current Apparatus and Circuits 10 .....	6	} EE 167-168-169
Electrical Engineering II—Alternating Current Apparatus and Circuits 11 .....	6	
Electrical Engineering I—Direct-Current Apparatus and Circuits 10 .....	6	} (See Navy EE1)
Electrical Engineering II—Alternating Current Apparatus and Circuits 11 .....	6	
Direct Current Machinery and Storage Batteries I, 12 .....	9	} EE 40 or 41 or 42, or EE 36-37-38 or EE 43-44-45 or EE 46-47
Direct Current Machinery and Storage Batteries Ia, 12a .....	4½	

Alternating Current Machinery I, 13	7½	EE 123-125	EE 124-126
Alternating Current Machinery Ia, 13a	6	EE 123-125	EE 124-126
Electrical Design I, 14	4½	EE 132-134-136	
Electrical Design Ia, 14a	3	EE 132-134-136	
Electrical Engineering Laboratory 15	4½	None	
Radio Engineering I, 16	3	None	
Radio Engineering II, 17	3	None	
<i>English</i>			
English I, E1	4½	Engl. 4 and first ½ of Engl. 5	
English II, E2	4½	Last ½ of Engl. 5 and Engl. 6	

### *Mathematics and Mechanics*

Mathematical Analysis I, M1	7½	M.&M. 9, 11 and ½ of M.&M. 12	
Mathematical Analysis II, M2	7½	½ of M.&M. 12 and M.&M. 13	
Mathematical Analysis III, M3	7½	M.&M. 11 and ½ of M.&M. 12	
Mathematical Analysis IV, M4	7½	½ of M.&M. 12 and M.&M. 13	
Calculus I, M5	6	} M.&M. 24 and M.&M. 25	
Calculus II, M6	6		
Analytical Mechanics I, A1	3	M.&M. 26	
Analytical Mechanics II, A2	4	M.&M. 127	
Calculus III, M7	3	M.&M. 151	

### *Naval Science and Tactics*

Naval Organization I, N1	1½	None
Naval Organization II, N2	1½	None
Naval History and Elementary Strategy N3	4½	None
Navigation and Nautical Astronomy I, NS4	4½	NS 4
Navigation and Nautical Astronomy II, NS5	4½	NS 5
Communication NS3	4½	NS 3
Seamanship NS1	4½	NS 1
Seamanship NS2	4½	NS 2

### *Physical Education*

Physical Training PT	1½	credits per course to a maximum of 6 credits.
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### NAVAL ENGINEERING SCHOOL

Aerodynamics of Airplanes	3	AeroE. 1
Airplane Design and Structures	5	AeroE. 140
Fuels, Power Plants, and Instruments	6	M.E. 153 and M.E. 158
Propellers	3	A.E. 126
Airplane Structural Materials and Processes	3	Met. 152

*Credit for Curtiss-Wright Program.* On the recommendation of the departments concerned it was *voted* to approve credit as follows, providing work does not duplicate courses already credited, and is applicable to the curriculum to be followed upon return to the University.

## *Aeronautical Engineering*

CW COURSE	CREDITS	EQUIVALENT UNIVERSITY COURSE
Job Terminology and Specifications A2 .....	3	None
Theory of Flight B2 .....	4	Aero.E. 1
Aircraft Production Methods and Operations B5 .....	5	None

### *Drawing and Descriptive Geometry*

Elements of Aircraft Drawing and Standards A3 .....	6	Draw. 1 and Draw. 2
Aircraft Drawing and Design—De- scriptive Geometry and Application B3a .....	3	Draw. 3
Aircraft Drawing and Design B3b	4	Draw. 28 and Draw. 29

### *Mathematics and Mechanics*

Mathematics and Mechanics—College Algebra, Trigonometry, and Ana- lytical Geometry—Sec. 1 and 3, 1-A .....	15	M.&M. 11-12-13
Mathematics and Mechanics—College Algebra, Trigonometry—Sec. 2 and 4, 1-A .....	10	M.&M. 11-12
Mathematics and Mechanics—Sec. 1 and 3—Differential and Integral Calculus Graphical Analysis of Engineering Problems 1-B .....	8	None
Mathematics and Mechanics—Analy- tical Geometry, Graphical Analysis of Engineering Problems—Sec. 2 and 4, 1-B .....	8	M.&M. 13
Mathematics and Mechanics—Ma- terials Testing 4B-b .....	2	M.&M. 141
Mathematics and Mechanics—Ele- ments of Engineering Mechanics 4A .....	10	None
Mathematics and Mechanics — Strength of Materials, Aircraft Structural Analysis 4B-a .....	8	M.&M. 128

### *Mechanical Engineering*

Machine Shop Practice and Pro- cedure A5 .....	3	M.E. 18
Shop Procedure, Practice, Bench Work A5 .....	1	None
Properties and Processing of Wood Aircraft Material A5 .....	2	None

### *Physical Education*

College Program in Physical Educa- tion—Games, Exercises, P.E. 3	1/2	Phys.Ed. 3
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*Credit for Navy Flight Programs.* On the recommendation of the departments concerned it was voted to approve credit for Navy Flight Programs taken at other institutions as follows:

*Navy Flight Preparatory Course*

CREDITS

Navigation .....	3
Seamanship .....	3
Physical Education .....	1

*Navy CAA—WTS Course*

Navigation .....	3
Communications .....	3
Aerology .....	1½
Physical Education .....	1

*Navy Preflight Course*

Navigation .....	3
Communications .....	3
Aerology .....	1½
Physical Education .....	1

R. R. SHUMWAY, Chairman

*Accepted*

**V. REPORT OF THE COMMITTEE ON  
UNIVERSITY FUNCTIONS**

Your Committee on University Functions respectfully submits the following report for the year 1943-44:

Convocations held:

July 22: Summer Session commencement exercises—Frank L. Eversull, President, North Dakota Agricultural College

September 30: Opening convocation—Walter C. Coffey, President of the University, "Address of Welcome"

October 7: Lillian Gish, Actress, "From Hollywood to Broadway"

October 14: W. T. Benda, Painter, Illustrator, and Creator of "Benda Masks," Lecture-Demonstration on Masks

October 21: Howard Higgins, Dean of Emerson College, Boston, and Head of the Division of Psychology and Education, "Among the Spirits"

October 28: Joe Fisher, Adventurer, Philosopher, and Lecturer, "The Pacific Aflame" (Illustrated with motion pictures)

November 18: The Honorable Edward J. Thye, Governor of the State of Minnesota, "The Individual's Responsibility in Peace Planning"

December 2: Frederic Taubes, Painter and Author, "How To Enjoy Painting"

December 16: Fall quarter commencement exercises—Gideon Seymour, Editorial Editor, *Minneapolis Star Journal*, "A Task for Our Time"

January 6: Hallet Abend, Formerly Chief Far Eastern News Correspondent for the *New York Times*, "America's Stake in the Pacific"

January 13: Orville Prescott, Literary Editor, *Cue Magazine*, and Literary Critic, *New York Times*, "Books in the News"

January 20: Howard Cleaves, Photographer of Wild Animal Life, "Midnight Movies in Animal Land"

- January 27: Cy Caldwell, Military Analyst, Radio Commentator, and Aviation Expert, "What Total War Means"
- February 3: Marcel W. Fodor, Author and Former War Correspondent, "Plot and Counterplot in the Balkans"
- February 10: John Jacob Niles, "American Songs and Ballads"
- February 17 (Charter Day): Louis Wirth, Professor of Sociology and Associate Dean of the Social Science Division, University of Chicago, "Planning and Freedom"
- February 24: M. P. Greenwood Adams, Journalist, "Stepping Stones to Victory"
- March 2: Baron Joseph von der Elst, Formerly Belgian Envoy to Vienna, "Flemish Art in the Fifteenth Century" (Illustrated)
- March 16: Winter quarter commencement exercises—Stephen Duggan, Director, Institute of International Education, "American Contribution to Postwar Culture"
- March 30: Emil E. Liers, "My Pals and Playmates" (A motion picture, with others "in person")
- April 6: Carl Sandburg, Poet, "A Morning with Carl Sandburg"
- April 13: Erika Mann, Author and Lecturer, "Re-Education for Peace" (The Richard Olding Beard Lecture for 1944)
- April 20: Margaret Walker, Poet and Lecturer, Readings from "For My People"
- April 27: Maud Scheerer, Teacher and Dramatic Reader, "For Victory and Beyond in Current Plays." Evening convocation—"Angel Street"
- May 4: Music convocation—By students of the University, the University Chorus, the University Concert Band, and the University Symphony Orchestra
- May 11: Cap and Gown Day convocation—Robert R. Carlson, President of the All-University Senior Class, "Presentation of the Class of 1944"; Walter C. Coffey, President of the University, "Response"
- June 4: Baccalaureate service—The Reverend James Luther Adams, Minnesota '24, Professor of Philosophy of Religion, Meadville Theological School of Chicago, "A Little Lower Than the Angels"
- June 10: Commencement exercises—Walter C. Coffey, President of the University, "Charge to the Class"

#### **Graduation Exercises for Army and Navy Groups**

- October 22: Navy ROTC and V-12 Candidates
- November 28: B Pre-Meteorology, 53D Army Air Forces, Technical Training Detachment
- December 30: Army Specialized Training Unit, Service Command Unit 3700
- February 25: Navy ROTC and V-12 Candidates
- March 10: C Pre-Meteorology, 53D Army Air Forces, Technical Training Detachment
- June 24: Navy V-12 Candidates

#### **Special Occasions**

- November 30: Student Assembly for Football Awards—Louis F. Keller, Acting Director of Athletics, "Athletics at Minnesota"; Dr. George Hauser, Acting Football Coach, "Review of the Season"; Walter C. Coffey, President of the University, "Conferring of M and Other Awards"
- May 31: Twelfth Annual Court of Honor Program—A dinner held at the Nicollet Hotel, and 166 seniors were honored. The principal speaker was Arthur Upgren, Vice-President and Economist, Federal



Reserve Bank of Minneapolis. Other speakers were Walter C. Coffey, President of the University, and Marvin Iverson, representing the honor students. George T. Pennock, general chairman of the Court of Honor Committee, presided.

The University's war effort resulted in program acceleration whereby students in many colleges attended classes the year around, omitting the summer vacation. This naturally led to a modification in the number of seniors graduating at the close of each quarter. There was a large increase in the March and December classes and a decrease in the June class, and the first time in the history of the University, graduation exercises will be held in August, 1944, at the close of the second term of the Summer Session.

E. B. PIERCE, Chairman

*Accepted*

## VI. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Your Senate Committee on Intercollegiate Athletics respectfully submits the following report for the year 1943-44:

The committee was composed of the following members:

Faculty: Messrs. Pierce, Chairman, Boyd, Diehl, Filipetti, Keller, Middlebrook, Rottschaefer (Conference Representative), G. M. Stephenson, Wesley, and Zelner

Alumni: Malvin J. Nydahl, Md'35; Wells J. Wright, L'36

Students: Robert M. Huseby, Md'44; Edgar H. Lechner, D'44

Nine meetings were held during the year for the consideration of schedules, eligibility, awards, admission prices, and conference legislation.

At the "M" convocation on November 30 Paul Mitchell was elected honorary captain for the 1943 season.

Certain of the Conference regulations were waived for the duration in order to give students in the armed forces a chance to participate in intercollegiate football and schedules were modified to permit games with service organizations. One of the results is a possible ten-game schedule, although Minnesota plays only nine.

With regard to athletic competition between the University and the colleges of the state, the committee adopted the following resolution:

"The University of Minnesota being a state institution is dependent for its support upon the good will and loyal friendship of the people of the entire state. Any program of activity in which the University participates that might have a tendency to create a cleavage in the allegiance of the citizenry must be deemed unfortunate.

In athletic sports, particularly in football and basketball, enthusiastic partisanship among the colleges of the state is quite natural. Each of these groups has its own following. The University, by entering the field of college competition within the state, might alienate from itself to some degree the adherents of the college involved, and in some instances a feeling of antagonism toward the University might be engendered.

In view of these possibilities it is the feeling of the Committee on Intercollegiate Athletics that competition with the colleges of the state be avoided as far as possible, especially in the particular fields mentioned."

The Conference medal for the greatest proficiency in athletics as well as scholastic work was awarded to Stuart A. Olson.

## STATISTICS ON INTERCOLLEGIATE ATHLETICS FOR 1943-44

Head Coach and Activity	Total Number Games	No. Conference Games	No. Non-Conference Games	Total No. Receiving Athletic Instruction Including Freshmen	No. Varsity Candidates	No. Varsity Candidates Eligible for Intercol- legiate Competition	No. Having Competition	No. "M" Awards	No. Plain Garments Awarded	No. Freshmen Candidates	No. Freshman Numerals Awarded	No. Games Won	No. Games Lost	No. Games Tied
Baseball														
MacMillan .....	18	8	10	35	35	35	23	14	13			13	5	0
Basketball														
Nordly .....	21	12	9	24	24	24	21	14	2			8	13	0
Football														
Hauser .....	9	5	4	80	80	60	48	31	11			5	4	0
Golf														
Smith .....	6	2	4	31	31	29	9	6	1			4	2	0
Gymnastics														
Piper .....	2	0	2	13	13	13	5	3	2			2	0	0
Hockey														
Armstrong .....	11	0	11	21	21	21	21	12	9			6	5	0
Swimming														
Thorpe .....	4	2	2	24	24	23	13	12	2			4	0	0
Tennis														
Brain .....	6	5	1	39	39	35	8	5	3			1	5	0
Track														
Kelly .....	12	10	2	31	31	27	13	8	5			4	8	0
Wrestling														
Hanson .....	5	3	2	21	21	20	12	5	5		6	3	2	0
<b>TOTALS</b> .....	<b>94</b>	<b>47</b>	<b>47</b>	<b>319</b>	<b>319</b>	<b>287</b>	<b>173</b>	<b>110</b>	<b>53</b>		<b>6</b>	<b>50</b>	<b>44</b>	<b>0</b>

### 1944-45 Basketball Schedule

Dec. 2	South Dakota University—here
Dec. 4	Iowa State College—Ames
Dec. 9	Iowa Seahawks—here
Dec. 16	Great Lakes—here
Dec. 22	University of Nebraska—Lincoln
Dec. 23	Great Lakes—Great Lakes
Dec. 30	Marquette University—Milwaukee
Jan. 1	Lawrence College—here
Jan. 6	University of Iowa—Iowa City
Jan. 8	Purdue—here
Jan. 12	Northwestern University—Evanston
Jan. 13	University of Wisconsin—Madison
Jan. 20	Indiana University—here
Jan. 27	Purdue—Lafayette
Feb. 3	Indiana University—Bloomington
Feb. 10	University of Illinois—here
Feb. 17	Northwestern University—here
Feb. 19	University of Illinois—Urbana
Feb. 26	University of Iowa—here
Mar. 3	University of Wisconsin—here

E. B. PIERCE, Chairman

*Accepted*

## VII. REPORT OF THE SPECIAL COMMITTEE ON ACADEMIC TENURE

### Reported for Information

#### *Proposed Regulations Concerning Academic Tenure at the University of Minnesota*

Adopted by the University Senate on May 25, 1944 and submitted  
to the president for transmittal to and consideration by the  
Board of Regents

*Preamble.* The Board of Regents of the University of Minnesota is mindful of its responsibility to maintain the University as a community of scholars competent in the instruction of youth, skillful in the training of specialists, and able and fearless in the search for truth and the advancement of learning. It recognizes that the attainment of these objectives requires the protection of the complete intellectual freedom of the faculty, and a full understanding by all parties of the conditions of academic tenure. It approves in principle the statement concerning academic freedom and tenure endorsed by the Association of American Colleges on January 9, 1941. (See Appendix.) In evidence thereof it adopts the following regulations for the University of Minnesota.

*Sec. 1. Legal authority.* The legal authority to appoint all members of the academic staff, and to remove any such member when in their judgment the interest of the University requires it, is vested in the Board of Regents.

*Sec. 2. Administrative responsibility.* The increase in the size of the faculty in recent decades has made it impossible for the Board of Regents as well as for the President to know personally all the members of the faculty, their qualifications for their work, and the conditions of their employment and tenure. For the protection of the best interests of the state, the Univer-

sity, and the members of the faculty, the primary responsibility for the proper selection, promotion, retention, and removal of faculty members and for the enforcement of the following regulations shall rest with the deans of the several colleges; except that in the colleges that are divided into departments the responsibility shall be shared with the departments, acting through their respective departmental organizations and chairmen (NOTE: the term *dean* as used in these regulations shall include deans, directors, and other officers of similar responsibility. The term *chairman* shall include chairmen, heads, and other departmental officers of similar responsibility. The term *college* shall include colleges, schools, divisions, and other comparable units of the University.)

Sec. 3. *Classes of academic positions.* (a) There shall be four classes of *regular faculty positions*: Professor, Associate Professor, Assistant Professor, and Instructor. The holders of appointments to any of these classes of positions shall be entitled to such rights of tenure as are hereinafter set forth. For the purpose of these regulations, Research Associates shall have the tenure rights and status of Assistant Professors, and Research Fellows shall have the tenure rights and status of Instructors.

(b) All other positions concerned with teaching, research, and other academic services shall be considered *non-regular*. Of these, (i) the positions of lecturer, professorial lecturer, visiting lecturer, visiting professor, and others of like nature shall be considered special and temporary; and (ii) the positions of assistants, teaching assistants, research assistants, and others of like nature shall be considered as intended primarily for students and also temporary. (iii) Part-time positions shall ordinarily be considered non-regular, whatever the title thereof may be; but no person shall lose any tenure rights already acquired if, with the consent of the University, he goes upon a part-time basis for such period as may be approved. No number of reappointments to any non-regular position shall create any presumption of a right to reappointment or to indefinite tenure, but every person in any non-regular position shall be entitled to a statement in writing as to the conditions of his tenure. Nothing in these regulations shall be deemed to impair any rights of tenure, whatever they may be, heretofore acquired by any holder of a non-regular position.

(c) Deans, associate and assistant deans of colleges, chairmen of departments, and other administrators of academic services, shall have such academic rank as may be accorded them. Their administrative functions and titles as deans and chairmen shall be distinct and severable from their academic ranks and positions. The removal of any person from one of these administrative positions shall not impair his rights to and in the academic rank to which he belongs.

Sec. 4. *Professors and Associate Professors on indefinite tenure.* Appointments to the ranks of Professor and Associate Professor shall be for an indefinite period, subject only to removal for cause, or to retirement in accordance with the University regulations.

Sec. 5. *Tenure of Assistant Professors.* Assistant Professors may acquire indefinite tenure only after serving for a probationary period as hereinafter defined. The initial appointment of an Assistant Professor who has not already acquired indefinite tenure shall be for a period of two years. If an Assistant Professor is not to be reappointed following his initial appointment he shall be entitled to written notice at the end of his first year. His service shall then terminate at the end of the second year of his initial appointment. In the absence of such notice, he shall at the end of his second year either receive a terminating appointment for one year, which shall be sufficient notice of his non-reappointment at the end thereof, or he shall be reappointed for a second period of two years. During such second period of appointment he may be notified in writing one year before the termination thereof that

he will not be reappointed. This shall be sufficient notice to terminate his appointment at the end of four years of service. In the absence of such notice he shall, at the end of his fourth year receive either a terminating appointment of one year, which shall serve to terminate his service at the end of his fifth year of employment, or he shall receive an appointment carrying indefinite tenure as in the case of Professors and Associate Professors. In any case of variation from this normal procedure an Assistant Professor shall have indefinite tenure from the beginning of his sixth year of service at that rank. The entire probationary period for one who first serves as full-time Instructor and is then promoted to an Assistant Professorship shall not ordinarily exceed a total of seven years, and credit toward completion of the probationary period shall be given in such proportion that three years on a full-time Instructorship shall equal two years on an Assistant Professorship. One who has acquired the right to indefinite tenure by service as an Instructor shall not lose it by promotion to an Assistant Professorship, by change of title, or otherwise, without his own consent in writing.

Sec. 6. *Tenure of Instructors.* Indefinite tenure shall not be acquired at the rank of Instructor, except as hereinafter provided with respect to persons on the staff at the time these regulations go into effect. The initial appointment of an Instructor shall be for one academic year unless a shorter period of appointment is agreed upon. An Instructor in his first year of service who is not to be reappointed shall be entitled to written notice to that effect three months before the end of his initial appointment. Instructors may be reappointed for terms of one or two academic years, but the total length of service at the rank of Instructor shall not exceed seven years in all. An Instructor in his second or any subsequent period of appointment who is not to be reappointed shall be entitled to written notice to that effect six months prior to the termination thereof; but the existence of this regulation shall be sufficient notice to all Instructors that the maximum period of service at that rank shall hereafter be seven years, whether such years are consecutive or not, and that service as an Instructor terminates at that time.

Sec. 7. *Completion of graduate studies by instructors.* Instructors who are pursuing graduate studies either at Minnesota or elsewhere shall be required to make normal progress toward their degrees or other objectives. It shall be the duty of deans and chairmen to keep themselves informed concerning the progress being made in graduate work by Instructors under their supervision, and to give notice to such Instructors from time to time concerning the seven-year limitation upon tenure at the rank of Instructor. Any Instructor who, at the beginning of his last year at that rank, foresees that he will not be able to complete his work for a graduate degree during that year, may petition the dean of his college for re-employment beyond that year to enable him to complete his graduate studies. Each such petition shall be considered by a committee composed of the dean of the college concerned, the chairman of the department if any, the chairman of the Judicial Committee of the Senate, and the Dean of the Graduate School. If such committee agrees unanimously that the case is meritorious, they shall so report to the President of the University. Thereupon the dean of the college concerned may, in his discretion, give such Instructor an appointment for the following year or part thereof at some non-regular rank such as Lecturer. There shall be not more than three such extensions of employment at a non-regular rank to permit any person to complete his graduate studies, and the total extension shall in no case exceed three academic years. In no case shall any such extensions be construed to create any moral or other claim to indefinite tenure.

Sec. 8. *Records and decisions concerning tenure.* (a) The dean of each college shall keep appropriate and adequate records concerning the tenure

and tenure status of all members of his academic staff. He shall give written notice by March 1 of each year to each Instructor and Assistant Professor in his college concerning his tenure rights and status, concluding with a final notice to each Assistant Professor when his tenure is to become indefinite and to each Instructor when his maximum period of service at that rank is about to expire. The chairmen of departments shall also keep themselves fully informed concerning the tenure and status of all academic staff members of their departments, and be prepared to give advice thereon to such staff members and to the dean. A central record file covering all academic personnel shall be kept in connection with the office of the President. Deans and chairmen shall send to the President for this file copies of all such letters and documents concerning academic personnel as the President may require.

(b) Any member of the faculty who disputes the dean's ruling as to the facts concerning his tenure rights and status shall have a right to a hearing thereon before the Judicial Committee of the Senate. The committee shall hear such cases as promptly as possible and shall make a report of its findings to the President of the University as in other cases. The final decision in every case shall rest with the Board of Regents.

Sec. 9. *Removals for cause.* All persons holding positions in the academic staff of the University shall be subject to removal for cause before the time set for the regular termination of their appointments. The causes for removal shall be only such as seriously interfere with the person's capacity competently to perform his duties, or his usefulness to the University. No person shall be removed from any position on the academic staff because of his beliefs in matters of religion or public policy, or in violation of the principles of academic freedom endorsed by the Board of Regents in the Preamble of these Regulations and set forth in the Appendix.

Sec. 10. *Procedure in removal cases.* In any case of removal for cause, the University shall notify the person affected in writing stating its decision and its reasons therefor. It may at the same time immediately suspend him from service. If the person to be removed so desires, he may request and shall be accorded an investigation of the facts by the Judicial Committee. If he does not make such a request within thirty days from the time of such notice, the University may terminate his appointment.

In case he does request such an investigation, the Judicial Committee shall, as expeditiously as possible, make its investigation and report its findings of fact to the President. Thereupon the University may make such decisions in the case as the Board of Regents may deem just and proper.

Sec. 11. *Operation and effect of these regulations.* (a) The foregoing regulations are intended to have a prospective operation, and nothing contained in them shall be construed as impairing any rights, express or implied, or as abrogating any mutual understandings, with respect to the tenure of any member of the academic staff, in effect at the time that these regulations are promulgated.

(b) These regulations shall apply to the academic staff, in all parts and branches of the University, provided, however, that, with the consent of the President, the Dean and Director of the Department of Agriculture may continue in the future to permit Instructors in the Schools of Agriculture and in the Agricultural Extension Service to acquire indefinite tenure at the rank of Instructor upon the completion of not over seven years of full-time service.

(c) The non-reappointment, following timely notice to that effect, of an Assistant Professor at any time during his period of probationary service, of an Instructor at any time during the maximum period of employment permitted at that rank, or of any holder of a non-regular position at any time, shall carry no implications that either his work or his conduct has been

unsatisfactory. For this reason it shall not be necessary for the dean or chairman to provide any person in these categories who is not reappointed with any statement of causes or reasons for his action.

(d) A major purpose of these regulations is to state the normal minimum tenure rights of persons appointed to the faculty of this University. Nothing herein contained shall prevent the University administration, acting under authority of the Board of Regents, from granting indefinite tenure at an earlier date than is herein set forth, or from making specific contracts in writing with individual members of the faculty for appointments for periods of time different from those indicated. Any such irregular contracts shall be acted upon separately by the Board of Regents, shall be in writing, and shall show by their terms that they do not conform to the ordinary regulations governing academic appointments.

Sec. 12. *Transitional provisions.* (a) The deans of the several colleges of the University, in consultation with the chairmen of departments and with the individual faculty members concerned, shall within six months after the taking effect of these regulations, present to the President of the University full information as to the tenure rights of all members of the academic staff under their respective jurisdictions. Such information shall show what members of the faculty have acquired indefinite tenure and what ones have not, and as to the latter shall show what credit in terms of years of service they have acquired toward indefinite tenure. In reaching decisions upon this matter, the deans and directors conform as nearly as possible to the spirit of the foregoing regulations, and to the following: Instructors who have completed at least eight years of service and who have finished or discontinued their graduate studies, and Assistant Professors who have completed at least six years of service on that rank, or four years as Assistant Professor following three or more as Instructor, shall be deemed to have acquired indefinite tenure provided there has been no prior agreement to the contrary. In cases of service for shorter periods or for other combinations of Instructorship and Assistant Professorship service the dean shall make such decisions as he deems just in each instance, in accordance with the three-to-two ratio stated in Section 5; provided that in the case of any Instructor or Assistant Professor whose prior term of service has been too short to qualify him immediately for indefinite tenure, the dean may continue him at his rank for one or two years at a time until he can reach a decision as to whether to give him indefinite tenure or not, but such continued service shall be so limited that the total length of service of any Instructor in this group shall not exceed eight years, or of any Assistant Professor six years, before his employment is terminated or he is given indefinite tenure; and provided further that in no case shall any person in this group have his service terminated without one year's notice. Instructors in this group who require additional time to complete their graduate studies may be continued on non-regular appointments for not to exceed three years additional, in accordance with the provisions of Section 7.

(b) It shall be the duty of each member of the faculty to assist the dean or director of his college or division in compiling the necessary information as to his tenure rights and in reaching a decision thereon. The dean shall inform each faculty member as to the report he intends to make to the President concerning his tenure rights. Any member of the faculty who claims by prior agreement, understanding, or otherwise, greater rights with respect to tenure than are reported in his case to the President by the dean, may file a statement of his claim with the chairman of his department, if any, and with the President of the University, and ask for a review of the facts by the Judicial Committee of the Senate. Failure to file such a statement within sixty days shall be considered as a waiver by him of any special

rights that he might otherwise have claimed, and as an acceptance of the dean's findings in his case.

Sec. 13. *Discontinuance of University functions.* Nothing in these regulations shall prevent the University in the future from setting up and later discontinuing special departments, programs, or institutes of an experimental or temporary character. Appointments made in connection with such special projects may be terminated when the work is discontinued. All such appointments shall be considered as non-regular. The University shall notify all persons who receive such appointments, and at the time thereof, of the contingent, experimental, and probably temporary nature of the projects and of the probable termination of their employment when the projects are discontinued.

Sec. 14. *Publication of regulations.* All regulations of the University with respect to the tenure and rights of the academic staff, including insurance and retirement allowances, shall be published in pamphlet form, and each person who holds a regular faculty appointment, or to whom such a position is offered, shall receive a copy thereof. All holders of non-regular academic appointments shall be informed in writing or in printed form as to the regulations covering their particular positions.

Sec. 15. *Amendments.* These regulations shall be subject to amendment by the Board of Regents. Proposed amendments from any source whatever shall be submitted to the Senate for its advice and recommendation before final action by the Board of Regents. Unless the Senate creates a special committee for the purpose, the President shall transmit proposed amendments to the Administrative Committee and to the Judicial Committee for their consideration, and these committees shall present their respective recommendations thereon to the Senate for action at a regular or special meeting. Except in cases of emergency the Senate Committees and the Senate shall have a combined total of not less than thirty days for the consideration of amendments. The final action of the Senate shall be advisory only, and shall be submitted to the Regents as expeditiously as possible.

## Appendix

### *Academic Freedom and Tenure Statement of Principles, 1940*

[Editorial Note: Statement of principles concerning academic freedom and tenure formulated by representatives of the Association of American Colleges and of the American Association of University Professors and agreed upon at a joint conference on November 8, 1940. This statement was endorsed by the Association of American Colleges at its annual meeting on January 9, 1941, by the American Association of Teachers Colleges at its annual meeting on February 22, 1941, and by the American Association of University Professors at its annual meeting on December 28, 1941. It has also been approved by the Association of American Law Schools.]

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The purpose of this statement is to promote public understanding and support of academic freedom and tenure, and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for



the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extramural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

### *Academic Freedom*

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

### *Academic Tenure*

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the

governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

WILLIAM ANDERSON, Chairman

*Accepted*

### VIII. SENATE COMMITTEES FOR 1944-45

The following Senate committees have been named by the President, subject to the approval of the University Senate:

*Intercollegiate Athletics:* Pierce (Chairman), Boyd, Diehl, Filipetti, Keller, Middlebrook, Rottschaefer (Conference representative), Stephenson, Wesley, Zelner; M. J. Nydahl, Md'35, W. J. Wright, L'36, Alumni; William Aldworth, A'47, Louis Lick, Md'47, students.

*Student Affairs:* Williamson (Chairman), Barbara Clark, Chapin, Marcia Edwards, Herrick, Theron Johnson, Morse, Schmitz; Jean Danaher A45, Mary Korengold D46, Joy Nissen Ed45, Marion Harvey Ag45, Raeder Larson A46, Eleanor Colle A46, Mary Engelhart Ag46, students.

*Debate and Oratory:* Rarig (Chairman), Casey, Castell, R. G. Nichols, Quigley, Yoder; Ruth Mandell Ed46, Patricia Maloney A45, Ted Anderson UC47, Kenneth Dwyer A46, Lyla Mae Anderson A45, students.

*University Functions:* Pierce (Chairman), Blitz, Dowell, Gates, Holman, H. L. King, Ruth Lawrence, Lombard, Oberg, O'Brien, Rhodes Robertson, Steward, J. M. Thomas, Willey.

*University Printing:* P. E. Miller (Chairman), Margaret Harding, McDiarmid, Middlebrook, Pettengill.

*Education:* McConnell (Chairman), B. L. Crawford, Hodson, E. M. Kirkpatrick, W. S. Miller, Neale, Schmitz, Reyerson, R. S. Vaile, Visscher, Williamson.

*Business and Rules:* Rottschaefer (Chairman), Casey, Minnich, Pettengill, Reighard.

*Relations of University to Other Institutions of Learning:* Shumway (Chairman), Field, Krey, W. S. Miller, H. D. Myers, Ostlund, Pettengill.

*Library:* Blegen (Chairman), Boyden, Krey, MacDougall, McDiarmid, Ogle, Wesley, Schmitz.

*Necrology:* McDowell (Chairman), Dowell, Nafziger, Dora Smith, C. J. Watson.

*Students' Work:* Williamson (Chairman), Gordon Anderson, Pettengill, Chairmen of the Students' Work Committees of the several schools and colleges.

*Judicial:* Cherry (Chairman), William Anderson, Buchta, Dowell, Neale.

*Approved*

## IX. REPRESENTATIVES FOR CABINET OF ALL-UNIVERSITY STUDENT COUNCIL

The constitution of the All-University Student Council of the University of Minnesota provides:

### ARTICLE IV

Section 1. The President shall have a cabinet whose membership shall be composed as follows:

(2) Two representatives of the faculty selected by the University Senate.

Messrs. Bryng Bryngelson and Maurice Woolf have been named by President Coffey as representatives of the faculty subject to confirmation by the Senate.

*Approved*

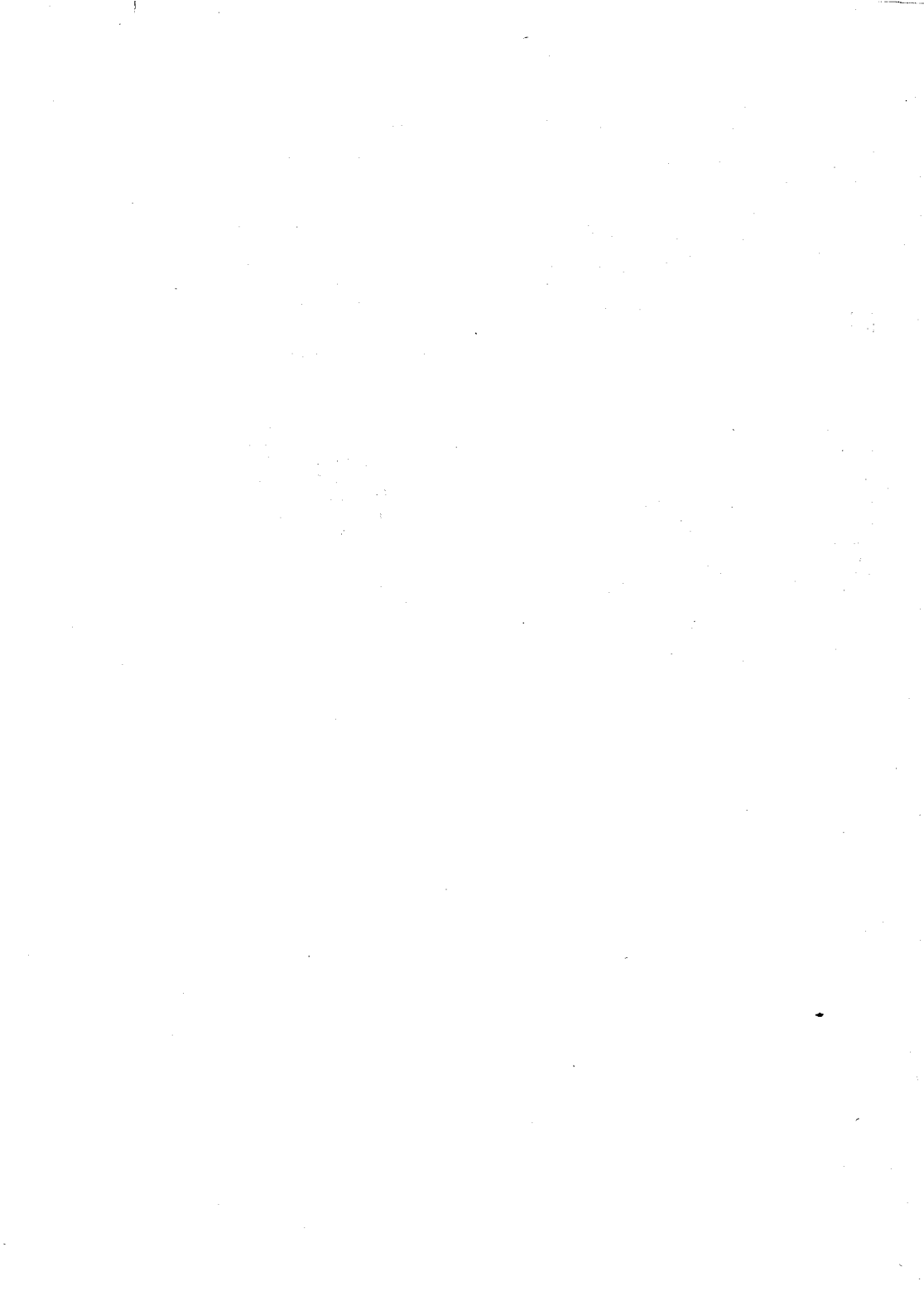
## X. NEW BUSINESS

Professor Reyerson, by request of the Senate Committee on Education read a statement by President Willard, University of Illinois (*Illinois Alumni News*, October 1944, p. 1.) regarding the need for a plan whereby the University can offer commitments at an early date to men of distinguished reputation or promise who are in various types of war service, in government agencies, and in private industry who sooner or later as the war situation changes will be released from their present assignments and will again be available for academic positions. The need for immediate action so that the University will be in a position to compete with other institutions and industry in securing the best talent available was stressed.

It was *voted* that the Committee on Education consider the matter discussed in President Willard's statement and report to the Senate.

The Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate



UNIVERSITY OF MINNESOTA  
THE SENATE  
MINUTES

A special meeting of the University Senate called by President Coffey at the request of the Faculty Committee on the Selection of the President was held in the Auditorium of Murphy Hall Friday, November 24, 1944. One hundred forty-one members were present.

**I. REPORT OF THE FACULTY COMMITTEE ON THE  
SELECTION OF THE PRESIDENT**

The University Senate at its meeting on December 16, 1943, elected a Faculty Committee "to advise and counsel with the Regents in the selection of the next president of the University." Since we are a committee of the Senate, we are reporting to you on our endeavors to carry out the assignment which you entrusted to us.

The Board of Regents, in whose hands rests the responsibility and authority for making the final decision with respect to the presidency, has made its selection. No purpose is to be served by debating the choice. That is a point on which there probably never would be unanimity regardless of the qualifications of the person chosen. The Faculty Committee believes that the University will continue to grow and develop under the leadership of its new administrative head. It bespeaks for him the continued and strong support and cooperation of the Faculty to this end.

Our purpose in reporting to the Senate is to supply you with information regarding our activities and to draw attention to the fact that our experience is another demonstration of the fact that the Faculty at the University of Minnesota as yet has not been entrusted with an adequate role in the development of institutional policy. This is a matter of vital concern to the welfare of the University and, therefore, to all members of the staff. We hope that our report will aid in bringing about improvement in the service which the Faculty is expected and permitted to perform for the good of the University.

The Faculty Committee at its first meeting on January 19, 1944, came to the conclusion that an early meeting with the Board of Regents would be helpful in the development of understanding and cooperative relations. The Chairman was instructed to endeavor to arrange for such meeting, but was unsuccessful in his attempt. The first notice taken of the Faculty Committee by the Regents' Committee came in the form of a request from the Chairman of the latter, dated February 21, that we send him names of persons we were considering favorably. Our reply was that it seemed premature to discuss prospects before working relations between the two committees had been established, and we, therefore, asked for a joint meeting. This led to the first meeting of the two committees on March 10. While we were pressed to provide names, we maintained that we should arrive at a set of standards to guide us in appraising prospects and agree upon the procedures to be followed before submitting names.

On March 17, 1944, the Faculty Committee sent to the members of the Regents' Committee a suggested procedure and a tentative statement of

standards and asked for a second meeting to discuss these. A letter from the Chairman of the Regents' Committee, dated, April 14, indicated acceptance of the proposed standards saying, "The Regents' Committee concurs with 'your suggested standards' and will aim to find the man whose career to date exemplifies them." This letter invited the Faculty Committee to a second meeting with the Regents' Committee on April 19.

It was encouraging to us that the Regents' Committee at the second meeting provided full opportunity for a frank discussion of some fundamental problems of University organization and administration which had a direct bearing on the selection of a new president. This, as well as other sessions, were of a confidential character and it would not be proper for us to reveal opinions expressed by members of the Regents' Committee. It may be said, however, that sympathetic and understanding interest was evidenced and we felt that relationships being established between the two committees by that conference augured well for close cooperation in our mutual undertaking.

The Senate is entitled to know the stand which was taken by the Faculty Committee on this and other occasions with respect to certain matters relating to university organization. We endeavored in our discussion to give constant emphasis to the importance of having at the helm of the University educational leadership of the highest order. We emphasized the fact that the primary function of the University is education in the broad sense and that the rank and service of the institution are measured by its educational accomplishments.

The Committee endeavored to make clear that the Faculty does not want educational policy subordinated to financial management, however competent that management may be. We presented as effectively as we knew how the view that business management should assist rather than dominate the conduct of the University's main function—education. We repeatedly expressed the view that the University needs at its head a man who will be president in fact as well as in name, and who will see that educational policies are not subordinated in the conduct of the institution's financial program.

We gained the impression that some members of the Regents' Committee were giving much weight to the public relations aspects of University administration. We indicated that we appreciate the need for good public relations, but stressed the fact that educational statesmanship is a paramount qualification for a university president. We emphasized the point that good public relations must grow out of educational performance and accomplishment. We made as clear as we possibly could the point that we did not view the choice as one or the other, but that strong educational leadership and the ability to handle public relations could be found in one individual.

The Committee received from members of the Faculty and other sources many suggestions regarding prospects for the presidency. We let it be known that we desired all faculty members to feel free to make suggestions. Lists of names with brief information of age, degrees and positions were supplied to all members of both Committees for their information from time to time as suggestions were received. All told, these lists included about 150 names. The Faculty Committee studied these prospects carefully. Some could be excluded promptly for age or other obvious reasons, but all cases which appeared to merit serious consideration were reviewed carefully. Information was sought from a wide variety of sources and a voluminous file of data resulted.

From this large list was selected a relatively small number of names of outstanding prospects. Detailed biographical sketches of these men were supplied to the Regents' Committee for their consideration.

Without prior consultation with the Faculty Committee, Dean W. I. Myers of Cornell was asked to come to the campus for an interview on July 11. We were invited to meet with the visitor and the Regents' Committee and later to have an extended conference by ourselves with him. The Committee appreciated this courtesy. Dean Myers removed himself from further consideration by reporting that he was not available.

Subsequently, we again called attention to the selected list of prospects we had recommended for appraisal and suggested an early meeting of the two Committees to discuss the information at hand with respect to these men. The reply to this, dated July 19, was that it would "be difficult to get our Committees together during the next few weeks."

President J. L. Morrill of Wyoming was invited to come for an interview on August 28. Again, the Faculty Committee was not advised in advance that this invitation was to be extended, but its members were asked to attend a joint luncheon and, as in the case of Dean Myers, the Regents' Committee provided us opportunity for an independent interview and discussion.

Subsequent to this meeting, the Chairman of the Regents' Committee by telephone asked the Chairman of the Faculty Committee to meet with him to present any information the latter might have with respect to Mr. Morrill. The Chairman of the Faculty Committee made the counter suggestion that the meeting include available members of the two Committees. A brief meeting attended by only a part of the Regents' Committee was held before the Board of Regents' meeting the morning of September 8. A second meeting followed that afternoon at which, in addition to the Regents' Committee, there were present two other Regents.

The Faculty Committee took the stand that the discussion should not center on a single individual until all those on the selected list had been carefully appraised. It again directed attention to some matters of university organization having a bearing on the selection of a president.

We followed up this meeting with a letter, dated September 9, in which we repeated the suggestion that the selected prospects be appraised carefully and requested an early meeting for this purpose with the Regents' Committee.

On September 29, the Faculty Committee addressed a communication to the Regents' Committee, summarizing and restating our points of view on public relations and educational leadership.

Since we received no reply to this and had no further contact with the Regents' Committee, another letter was addressed to that Committee under date of November 10, asking for information regarding progress and suggesting a joint meeting of the two Committees at an early date.

The Board of Regents met on the next day, November 11. The afternoon of November 13, the first word that a new president had been selected reached the Faculty Committee through telephone inquiry from a newspaper representative, who presumably believed our Committee was informed of the action. A letter from the Chairman of the Regents' Committee under date of November 15 explained that the failure to get in touch with the Faculty Committee for several weeks previous was due to the fact that it was awaiting word from Mr. Morrill that he could obtain his release from his present contract.

We want to make it clear that in this review the Faculty Committee does not question the decision which has been made. With the achievement of mutual understanding and cooperation between the new president and the faculty we anticipate satisfactory progress for the institution in the future. What this report has endeavored to do is to point out circumstances which clearly indicate the need for bringing about conditions under which more

confidence will be placed in the Faculty and greater opportunity will be provided for the participation by the Faculty in the development of University policies.

In closing this report, may we call attention to the fact that this body, the University Senate, is presumed to have a significant part in University affairs. Section 4 of the Constitution of the Senate says in part "The University Senate has general legislative and administrative authority over all matters concerning the University as a whole." For the welfare of the University, it is important that the Senate, or some like body, carry out the functions for which it was established.

J. W. Buchta  
R. D. Casey  
Watson Dickerman  
Marcia Edwards  
H. P. Klug  
J. C. McKinley  
O. B. Jesness, Chairman

*Accepted*

## II. GREETINGS TO DR. MORRILL

It was *voted* that the clerk of the Senate be instructed to convey to Dr. Morrill our cordial greetings and good wishes, and our sincere hope that, working together, we may discharge with increasing effectiveness the responsibility for teaching, research, and public service which will rest upon the University of Minnesota in the years ahead.

The Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate



# UNIVERSITY OF MINNESOTA

## THE SENATE

### MINUTES

The third meeting of the University Senate for the year 1944-45 was held in the Auditorium of Murphy Hall, Thursday, December 21, 1944. Ninety-four members were present.

The following items were presented for consideration by the Committee on Business and Rules and action was taken as indicated.

#### I. APPROVAL OF THE MINUTES OF OCTOBER 19, 1944 AND NOVEMBER 24, 1944

*Approved*

#### II. REPORT OF THE ADMINISTRATIVE COMMITTEE

##### 1. Reported for Action

1. *University Calendar for 1945-46.* It is recommended that the University Calendar for 1945-46 be approved as follows:

#### UNIVERSITY CALENDAR, 1945-46

1945

##### *Fall Quarter*

September	17	Monday	Extension registration, first semester begins
September	20	Thursday	Fall quarter fees due for students in residence spring quarter in the Institute of Technology, Business Administration, Dentistry, Dental Hygiene, Law, Nursing, Pharmacy, and Agriculture, Forestry, and Home Economics
September	24	Monday	Entrance tests <sup>1</sup>
September	24-25		Registration for Freshman Week for new students entering the freshman class
September	24-28		Freshman Week; Registration, <sup>2</sup> College of Science, Literature, and the Arts, and General College
September	27-28		Registration, <sup>2</sup> all colleges except Institute of Technology. Fall quarter fees due for all students in Science, Literature, and the Arts, General College, Education, Medical School, Medical Technology, Public Health, Physical Therapy, University College, and for new students in other undergraduate colleges

September	28	Friday	Registration, <sup>3</sup> Institute of Technology
October	1	Monday	Fall quarter classes begin 8:30 a.m. <sup>3</sup> First semester extension classes begin <sup>4</sup>
October	4	Thursday	Opening convocation 11:30 a.m.
October	6	Saturday	Last day for extension registration
October	13	Saturday	Last day for registration and payment of fees for the Graduate School, teachers in service, and adult special students
October	18	Thursday	Senate meeting, 4:30 p.m.
November	12	Monday	(Sunday, November 11, Armistice Day); holiday (except extension)
November	22	Thursday	Thanksgiving Day; holiday
December	14-15 and 17-20		Final examination period
December	20	Thursday	Senate Meeting, 4:30 p.m. Fall quarter ends 6:00 p.m. <sup>5</sup> ; Commencement, 8:00 p.m.

#### *Winter Quarter*

December	27	Thursday	Winter quarter fees due for students in residence fall quarter in undergraduate colleges
1946			
January	4	Friday	Entrance tests <sup>1</sup>
January	4-5		Registration <sup>2</sup> for new students in all colleges except Institute of Technology
January	5	Saturday	Registration for Institute of Technology. Registration and payment of fees for new students in all undergraduate colleges closes at noon
January	7	Monday	Winter quarter classes begin 8:30 a.m. <sup>3</sup>
January	19	Saturday	Last day for registration and payment of fees for the Graduate School, teachers in service, and adult special students
January	28	Monday	Extension registration, second semester begins
February	9	Saturday	First semester extension classes close
February	11	Monday	Second semester extension classes begin <sup>4</sup>
February	12	Tuesday	Lincoln's Birthday; holiday (except extension)
February	16	Saturday	Last day for extension registration
February	21	Thursday	Charter Day Convocation; Senate meeting 4:30 p.m.
February	22	Friday	Washington's Birthday; holiday (except extension)
March	15-16 and 18-21		Final examination period
March	21	Thursday	Spring quarter fees due for students in residence winter quarter in undergraduate colleges. Winter quarter ends 6:00 p.m.; Commencement, 8:00 p.m.

### *Spring Quarter*

March	29	Friday	Entrance tests <sup>1</sup>
March	29-30		Registration <sup>2</sup> for new students in all colleges except the Institute of Technology
March	30	Saturday	Registration for Institute of Technology. Registration and payment of fees for new students in all undergraduate colleges closes at noon
April	1	Monday	Spring quarter classes begin 8:30 a.m. <sup>3</sup>
April	13	Saturday	Last day for registration and payment of fees for the Graduate School, teachers in service, and adult special students
April	19	Friday	Good Friday; holiday (except extension)
May	16	Thursday	Cap and Gown Day Convocation; Senate meeting 4:30 p.m.
May	30	Thursday	Memorial Day; holiday (except extension)
June	7	Friday	Second semester extension classes close
June	7-8 and 10-14		Final examination period
June	9	Sunday	Baccalaureate service
June	14	Friday	Spring quarter ends 6:00 p.m.; Seventy-fourth annual commencement, 8:00 p.m.

### *Summer Session*

June	17-18		Registration, <sup>2</sup> first term. First term fees due for students in all colleges
June	19	Wednesday	First term Summer Session classes begin 8:30 a.m. <sup>3</sup>
July	4	Thursday	Independence Day; holiday
July	25	Thursday	Commencement, 8:00 p.m.
July	27	Saturday	First term closes
July	29	Monday	Registration, <sup>2</sup> second term. Second term fees due for students in all colleges.
July	30	Tuesday	Second term classes begin 8:30 a.m. <sup>3</sup>
August	31	Saturday	Second term closes

<sup>1</sup> Applicants are urged to take entrance tests a month in advance of the quarter for which admission is desired. Tests may be taken at the Student Counseling Bureau. See Admission, p. 11, Bulletin of General Information.

<sup>2</sup> Registration subsequent to the date specified will necessitate the approval of the college concerned. See privilege fees for late registration or late payment of fees, page 56, Bulletin of General Information. No student may register in the University after one week from the beginning of the quarter except in unusual cases wherein circumstances shall justify the appropriate committee of the college concerned permitting registration at a later date.

<sup>3</sup> First hour classes begin at 8:15 a.m. at University Farm.

<sup>4</sup> This date does not refer to correspondence study courses, which may be started at any time during the year.

<sup>5</sup> Extension classes continue through Friday, December 21, and will resume Monday, January 7, 1946.

*Action.* It was voted to table the University Calendar until the February meeting to provide opportunity for review of (1) vacation period between fall and winter quarter; (2) time of Senate meetings; and (3) holidays.

## 2. Reported for Information

1. *Registration figures*—The secretary distributed a report of enrolment by colleges, fall, 1944, compared with fall, 1943, as of first day of classes showing an increase in total of 847 students or 11.8 per cent. Freshman enrolment increased 613 or 35 per cent. A summary of enrolment reports from other institutions was also presented.

2. *Military Training*—The president read a questionnaire received from the National Association of State Universities on the question of Universal Military Service. The committee reaffirmed its previously expressed judgment that action on compulsory military training in the postwar period should be postponed until need for such training can be more adequately determined.

3. *Observance of V E Day*—The president read a statement prepared regarding observances of V E Day (day when war with Germany ends). It was the sense of the group that an advance announcement should be made regarding the manner in which this day will be observed on the campus. It was agreed that there should be no interruption of classes except possibly for a short general assembly in Northrop Auditorium.

4. *Labor Situation*—Mr. Middlebrook reviewed grievances filed with the impartial investigator, investigator's report, and the action taken by the Board of Regents.

5. *Uniform System of Reporting Teaching Loads*—Mr. Willey discussed the desirability of uniform information on teaching load for the University as a whole. Originally such information was compiled periodically by the President's office but for various reasons was discontinued. Since that time the information has been collected by most colleges but not uniformly and not by all. Dean McConnell distributed sample copies of the report form currently used by the College of Science, Literature, and the Arts. It was *voted* to refer the matter to a committee to be appointed by the President to consider the whole problem and report.

6. *Lectures and Public Meetings 1943-44*—Mr. Willey reported that in spite of decreased enrolment and war activity 542 separate public lectures were held on the campus during 1943-44.

7. *National Research Fellowships*—The president distributed an announcement of National Research Fellowships in the Natural Sciences for 1945-46. It was mentioned that although the present arrangement provides for post doctoral fellowships only this restriction may be relaxed in some fields and the suggestion was made that deans submit recommendations to the National Research Council if it is their judgment that this should be done in any specific field.

8. *Proposed Employee Paper*—Mr. Middlebrook reported having received a request for establishment of an employee paper to be issued periodically, to include personal as well as informational items. The committee *voted* in favor of establishment of a paper for civil service employees of the University.

9. *Class Scheduling and Room Utilization*—The matter of class scheduling and room utilization was discussed. Mr. Willey reported that the last study of the situation showed classrooms to be in use less than 50 per cent of available time with concentrated use on Monday, Wednesday, and Friday and in the morning hours. It was the sense of the committee that the matter should be investigated again and steps taken to assure more efficient use of available classrooms. The president indicated a special committee would be appointed to make recommendations.

10. *Public Administration Service Survey*—Mr. Middlebrook introduced Mr. Lingle and Mr. Pieper, representatives of Public Administration Service, who discussed the objectives and methods of the Civil Service wage and hour survey they are conducting for the Board of Regents.

11. *Needs for the Biennium*—President Coffey distributed copies of "Needs for the Biennium 1945-47" and discussed the University legislative request.

12. *Report on "Counseling and the Colleges in Postwar Education" from the American College Personnel Association*—The president called attention to a recent report on counseling and indicated that copies would be distributed to committee members for information.

13. *Commencement Exercises*—The secretary called attention to the need for decision regarding time and place of commencement. Present indications are that the number of candidates for graduation this year will be as follows:

Commencement	Candidates
Fall, 1944 .....	254
Winter, 1945 .....	118
Spring, 1945 .....	774

On the recommendation of Mr. Pierce it was voted to hold all future commencements in the evening at 8:00 p.m. in Northrop Auditorium.

14. *Regents' Action on Gallagher Report*—Mimeographed copies of the Board of Regents Minutes, December 8, 1944 quoting action on Mr. Gallagher's second report were distributed and discussed. Copy filed supplement to the minutes. No action was taken by the Regents on wage and hour proposals, it being the judgment of the Regents that consideration of these matters should be deferred until the Public Administration Service wage and hour survey (recommended in Mr. Gallagher's first report), now in progress, has been completed. With regard to other items the Board of Regents has proposed certain amendments to the University Civil Service regulations on which a public hearing will be held.

T. E. PETTENGILL, Secretary

*Accepted*

### III. REPORT OF THE COMMITTEE ON EDUCATION

#### Reported for Action

#### 1. Audio-Visual Education in the University of Minnesota The University Program

The University of Minnesota has held a notable position among colleges and universities in the field of audio-visual education. The Visual Education Service, established on the campus in 1932, was the first university audio-visual aids service in the United States. In a recent year its gross business was \$22,000 and its 7,000 shows were probably five times the number presented by a similar service in any other university. The Visual Education Service has also produced more than eighty films. At the present time the Service employs eight full-time persons and twenty-five part-time student projectionists. The Extension Division of the University has for years had a service through which schools and other institutions or organizations could rent films, film strips, slides, and recordings. The College of Education of the University of Minnesota has offered courses in visual and radio education for several years. The American Council on Education and the General Education Board through their motion picture projects sponsored on this

campus production of films and research in their effectiveness as a teaching aid.

The University Gallery, under the direction of Mrs. Ruth Lawrence, began in 1935 with NYA assistance, a campus and off-campus service in the collection, production, and loan of pictures, charts, posters, models, and other similar visual aids. This program was greatly expanded under the WPA in 1938. In the year 1941 material was loaned from the Gallery to classes on the campus 6,481 times, and 38 departments, exclusive of the Department of Fine Arts, used the gallery materials. Sixty-six schools in the state and 272 other agencies or individuals used the gallery materials. There were also 564 exhibitions shown outside of the University in this one year of 1941. The Museum of Natural History has prepared an extensive loan collection of dioramas which are regularly sent out to schools. The Photographic Laboratory, the Medical Art Shop, and numerous academic departments have either produced or assembled audio-visual materials for more limited campus use.

### War Training and Audio-Visual Education

The war has, however, been the occasion for a critical review of the university program. The armed services have had to inaugurate training programs of a scope and with a speed never before realized. The armed services have been able to command almost unlimited financial resources and trained personnel to carry out this program. It was inevitable that audio-visual materials and instructional aids would be used. These materials and aids were known when the war began, almost all types were used more or less extensively in most of the elementary and secondary schools of the nation, and some colleges were aware of their usefulness. The war has, however, accelerated the use and development of these aids. The appended report of Mr. Wendt and Mr. Anderson summarizes in the following statement, the extent and implications of the programs of audio-visual education in the armed services:

1. The Armed Services are using audio-visual aids in teaching to an unprecedented extent.
2. This use (and production) is very definitely facilitated by the almost unlimited funds which are available to the services.
3. Educators are active in the programs and the programs follow well-established educational principles.
4. Audio-visual aids are doing a "teaching job" which cannot be done through any other medium.
5. The use of audio-visual materials by the armed services will definitely accelerate *production and utilization* in colleges and universities after the war.

### What Is Audio-Visual Education?

Audio-visual education is a field of education which is assuming a place of increasing respectability for research, experimentation, and collegiate instruction.

A ten-page report on "Visual Education" appears in the *Encyclopedia of Educational Research*.<sup>1</sup> This review states that:

"The term 'Visual Education' usually applies to the changes in behaviour which result from the school utilization of such materials as the following, (a) motion pictures, silent and sound; (b) school journeys (also popularly labeled 'field trips' and 'excursions'); (c) still pictures, which

<sup>1</sup> Edgar Dale and Charles F. Hoban, Jr. "Visual Education," pages 323-32 in *Encyclopedia of Educational Research*. New York: Macmillan Company, 1940.

may be viewed directly or projected in the form of film strips, film slides, or glass slides; (d) museum materials, models, and exhibits; (e) charts, maps, and graphs.<sup>2</sup>

Audio materials include phonograph records, transcriptions, sound tracks, and the radio.<sup>3</sup>

The report by Dale and Hoban from which the above was quoted makes the following statement concerning the values of visual materials. It is in part relevant for audio materials.

"The following claims for values of visual materials used adequately in teaching are supported by research evidence:

1. They supply a concrete basis for conceptual thinking and hence reduce verbalistic responses of students.
2. They have a high degree of interest for students.
3. They supply the necessary basis for developmental learning and hence make learning more permanent.
4. They offer a reality of experience which stimulates self-activity on the part of pupils.
5. They develop a continuity of thought; this is especially true of motion pictures.
6. They contribute to growth of meaning and hence to vocabulary development.
7. They provide experiences not easily secured in other materials, and hence they contribute to the depth and variety of learning."<sup>2</sup>

Audio-visual materials were probably not used more extensively before the war for the following reasons:

1. They were considered to be expensive.
2. They were and are often difficult to obtain and to distribute. Likewise, facilities for production were and are limited.
3. Teachers were often not trained or otherwise prepared to use them as aids to learning.
4. They required special equipment (projectors, etc.) which were often considered expensive or were not feasible to use in classrooms as they have been constructed.

It is likewise probably true that tradition, academic inertia, and limitations in the training of their staffs have caused colleges and universities to be somewhat slow in introducing or using audio-visual materials in their instructional programs.

That the University of Minnesota is ready to make increased use of audio-visual materials seems evidenced from a survey made among the departments and divisions. A two-page questionnaire was submitted to the department.<sup>4</sup> A letter accompanied the questionnaire to explain the work of this committee. By means of the questionnaire the departments were able to inform the committee as to their present use of audio-visual aids and their opinions concerning future use. Judging from the replies to certain questions, it seemed to be the opinion of the departments in the ratio of two "yeses" to one "no" that the departments should be using audio-visual material much more extensively. About one third of the departments responding felt that they had been handicapped in their use of aids because the University had had no adequate provisions for producing them. More than half of the departments felt that they would make more use of these teaching aids if they

<sup>2</sup> *Ibid*, p. 1323.

<sup>3</sup> It is of interest to recall that President Coffey in his letter to the staff, dated April 6, 1944, suggested the educational possibilities "in our radio programs if staff time were available for the purpose."

<sup>4</sup> A copy of the questionnaire with returns is appended to this report.

were less expensive. More than one third of the departments said they would use them more if they had better facilities for display, projection, or sound reproduction.

### The Committee Recommends

*Therefore*, it has seemed appropriate to the Committee because of (1) the history and activity in the area of audio-visual education at the University of Minnesota, (2) the respectable place that audio-visual education is coming to have as a field for research, experimentation, and collegiate instruction, (3) the experiences which the armed services have had with audio-visual materials as aids to instruction, and (4) the apparent desire of some departments to make increasing use of audio-visual materials; to recommend that:

1. The program of audio-visual education at the University of Minnesota be reorganized and expanded according to certain principles later set forth, and

2. Certain measures be taken immediately to increase the financial support for this program and to consolidate certain services.

In order to guide the development and growth of the audio-visual education program of the University, the Committee has formulated eight general principles. These statements are the result of individual and group analysis of problems associated with the present program and of analysis of the course the program should take in the future.

### *Principles To Govern the Expansion of the University Audio-Visual Education Program*

1. All services of the audio-visual type should be co-ordinated and the responsibility for such co-ordination should be assigned to a specifically designed university department. The department to which such responsibility is assigned should be considered an integral part of the educational program and administration of the University. Such a department will be closely analogous to the University Library in its responsibilities, functions, and administrative relationships to other university departments.
2. There should be a permanent all-University Senate Committee to formulate policy concerning production and use of audio-visual aids.
3. The audio-visual services should be supported by a direct appropriation.
4. The University should set up and co-ordinate facilities for the production of all audio aids, films, and photographic and non-photographic aids, such as charts, graphs, models, etc. Technical advice and equipment for producing audio-visual aids should be centralized.
5. The University should, at the earliest possible moment, co-ordinate, and stabilize all the services which loan or rent audio-visual materials and should initiate the loaning or renting of materials not now loaned or rented.
6. Production of films, models, charts, graphs, and other audio-visual materials for instructional purposes and as research records must at all times be initiated by and be under the close supervision of the University department or division concerned.
7. It should be recognized that formal courses and research in the production and use of audio-visual materials and the in-service training of teachers of the state to use audio-visual materials are properly in the province of and the responsibility of the College of Education.
8. The University Administration should assure itself that in all future building programs at the University, adequate provision is made so that audio-visual aids can be readily used.



9. The University Administration may well inaugurate a program for the in-service training of the university staff in the use of audio-visual aids.
10. This statement of principles will need modification or interpretation as it is put into practice. If a permanent Senate Committee on Audio-Visual Education is appointed, this should be one of its functions. Questions of policy and special equipment needs for instruction and research departments should be referred to this committee.

*Co-ordination of Services of the Audio-Visual Type*—All services (both campus and off-campus) of the audio-visual type should, in principle, be co-ordinated, or perhaps organized into one department. This does not necessarily refer to centralization of physical facilities, but rather to administrative control. This principle would mean that such services as the showing of films; preparation of models, charts, graphs, slides; loaning of films, models, pictures, art objects, etc.; would all be co-ordinated and cleared through a central agency. This recommendation should not be interpreted so that present existing services which are satisfactory will be disturbed. The effecting of such an organization would mean that all requests from staff members and off-campus agencies could be directed to and distribution of such materials be made from a single office; economy of personnel could be realized; and duplication in services could be avoided. It should be recognized that any service the University offers to off-campus groups in the way of renting or lending audio-visual materials is properly in the province of the Extension Division. This does not mean, however, that there should be an off-campus service and an on-campus service which are divided in their materials, personnel, etc., but rather, that insofar as services are rendered to off-campus groups, it is proper to recognize this service as an extension function. All publicity materials, catalogs, etc. should go out as bulletins from the Extension Division. The director of the Extension Division should be charged with the responsibility for seeing that the service is properly rendered, that it has sufficient publicity, and that it has adequate support. In all instances, the Extension Division should use the personnel which renders the on-campus service to render the off-campus service.

*All-University Committee on Audio-Visual Aids*—There should be a permanent all-university Senate Committee to formulate policy concerning production and use of audio-visual aids. It should meet at appropriate times, consider major policies with regard to audio-visual service, and give assistance, advice, and support to the campus program. The head of the university department which is charged with the responsibility for co-ordinating the audio-visual education services should be a member of this committee and should turn to the committee for advice and counsel in the administration of the program.

*Budget Support for General Services of the Audio-Visual Type*—A campus service, such as that outlined in the preceding paragraph, should be supported by a direct budget appropriation, and should not charge departments for *general services* rendered. General services are those services which are widely used by instructional departments, such as showing of slides, and films, holding previews, borrowing of flat prints, and posters, and playing of records and transcriptions. A complete listing of such general services should be made by the co-ordinating department and approved by a Committee on Audio-Visual Education. The central staff of such a service department should be supported by a general budget item, independent of fees received for services rendered. Perhaps a nominal fee could be collected from all students to assist in the support of an audio-visual program.

The audio-visual aids provided for classroom instruction are at present charged against departments at an almost completely self-supporting rate. The bookkeeping alone involved in making these thousands of small charges

costs the University a considerable sum each year. This could be saved if the services were completely subsidized. At the Indiana University, audio-visual aids are furnished free except for rental charges on films brought in from outside the University. The results of this program are economy, better service, and improvement of instruction. The service at Indiana University has one-seventh the number of showings made at the University of Minnesota, yet the Indiana service receives an annual subsidy of \$8,000.

It is proposed that only the general services of audio-visual aids be provided free to the instructional staff. Most audio-visual services are aids to instruction. They are analogous to the services performed by the University Library. Such specialized services as production of films, providing entertainment, as in the Union, public address systems for athletic events, and similar special functions should continue to be self-supporting.

*Establishment and Co-ordination of Production Facilities*—The University should have as part of its program of audio-visual education, facilities to produce all types of aids. At the present time there are adequate facilities for producing photographic aids, although the production of films and of still pictures and slides is not co-ordinated. The University should re-establish the type of service performed by the University Gallery which not only loaned several types of non-photographic aids but assembled or prepared such aids. General information and technical advice about the production of all types of aids should be centralized in an audio-visual education service. This principle should be adhered to in order to avoid the great waste of time and materials entailed when inexperienced staff members attempt the production of aids, particularly motion pictures.

*Initiation and Co-ordination of a System for Loaning Audio-Visual Materials*—The University should have a service which can provide all types of audio-visual materials and aids to campus departments. A single organization should render this service as has been indicated in a previous paragraph. The University, through the Extension Division, should provide for the loaning of all types of audio-visual materials—models, charts and pictures, as well as films, as is now done—to off-campus groups, e.g., public schools, women's clubs and institutes, and public libraries.

*Production of audio-visual materials*—Production of films for instruction and as research records and production of other aids should at all times be initiated and carefully supervised by a university department other than the film production agency itself. The present practice of having production originate in an academic or administrative department should be continued. The direction of the production of the aid should be under a university staff member who knows the field concerned; the production should be carried out by an audio-visual education service; and costs should be charged to a university department or paid for from special administrative or research grants. The experiences of the armed forces in the production of films has shown the need on each project of (1) an education specialist, (2) a specialist in the technical field represented, and (3) a specialist in production. It is also true that all production of aids for the armed services must be initiated by request for such aids from the field.

*Courses in Production and Use of Audio-Visual Materials and Research a Function of the College of Education*—It should be recognized that formal courses and research in the production and use of audio-visual materials as teaching aids are properly in the province of the College of Education. Audio-visual materials and materials of instruction or aids to instruction have traditionally been dealt with in the courses of the College of Education. Much of the research which has been done in this area up to the present time has been done by persons trained in education and educational psy-

chology. The College of Education is the only division of the University which is at the present time offering courses in visual education and in radio education. The principle does not abrogate the right of other colleges or divisions to inaugurate or conduct courses which show the relevancy of audio-visual material to the work of those colleges or divisions. For example, the School of Business Administration may institute and conduct a course in the use of films as a technique for recording and improving production methods. The Medical School may have a training program in the use of films as research records in medicine or in the production of medical visual aids (e.g., films, charts, or photographs) to improve teaching.

*Building Plans Should Provide for Use of Audio-Visual Aids*—It has been stated elsewhere in this report that one bar to effective utilization of audio-visual education has been the fact that classrooms have not been constructed in the past to accommodate these aids. Rooms could not be effectively darkened; electric outlets were not always provided; visibility was often poor; and acoustics were imperfect. As rapidly as possible, classrooms should be remodeled to facilitate the use of audio-visual aids. It should be a standard procedure in future building at the University to equip classrooms and auditoriums so that audio-visual aids may be utilized.

*In-Service Training of the University Staff in the Use of Audio-Visual Aids*—Because the use of audio-visual aids will be greatly accelerated by the war, there will be many innovations in types of material and techniques for their use. It seems important that the university staff be given information about these aids and some help in using them. The university administration, perhaps through delegation of the responsibility to an audio-visual service department, might well inaugurate a program for the in-service training of the staff in the use of audio-visual aids. The program should include some systematic procedure for informing all university staff members of services which can be rendered to them, procedures for getting aids produced, and so on. It might be desirable to prepare a brief monograph on the use of audio-visual aids in higher education, to be published, for example, by the University Press and distributed to all staff members. Annual displays of materials might possibly be arranged. A system for previewing of films and other aids at regular intervals might be set up.

### Immediate Steps

Many of the recommendations of this report can be accomplished only over a period of years. However, some steps to put them into operation can be taken immediately.

1. The co-ordination and perhaps unification of the present Visual Education Service and the film loan service of the Extension Division should be begun. The work of the Photographic Laboratory, the loan of materials from the University Gallery, and the Visual Education Service should be closely co-ordinated.

2. A direct budget appropriation for a reorganized campus audio-visual education service should be made. Sufficient funds should be provided that the campus loan service of the University Gallery can be guaranteed and the off-campus loan program be renewed.

3. A unit within a reorganized audio-visual education service for the production of non-photographic aids (posters, charts, models, mounted pictures and sketches, etc.) should be started.

T. R. McCONNELL, Chairman

*Approved*

#### IV. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTITU- TIONS OF LEARNING

##### Reported for Action

1. *American Council on Education, Guide to the Evaluation of Educational Experience in the Armed Services*—It is recommended that the American Council on Education, Guide to the Evaluation of Educational Experience in the Armed Services be adopted as a basis for credit allowance.

*Approved*

2. *University High School and Schools of Agriculture, Credit for Educational Experience in the Armed Services*—It is recommended that the University High School and the Schools of Agriculture be authorized to follow the recommendations of the Minnesota State Department of Education and the American Council on Education, Guide to Evaluation of Educational Experience in the Armed Services as a basis for credit allowance.

*Approved*

3. *Admission of Applicants in Upper 10 Per Cent of High School Graduating Class*—It is recommended that as an experimental matter the University admit as a regular student any high school graduate who ranks in the upper 10 per cent of his high school class regardless of the pattern of his work, provided he presents those subjects required as prerequisites for the curriculum he wishes to follow.

*Approved*

4. *St. Agnes High School, St. Paul*—It is recommended that this school be placed on the published list of accredited preparatory schools subject to review after one year.

R. R. SHUMWAY, Chairman

*Approved*

#### V. REPORT OF THE SPECIAL COMMITTEE ON ACADEMIC TENURE

Professor William Anderson, chairman, discussed certain recommended changes in the regulations concerning academic tenure. On motion it was:

*Resolved*, That the Senate hereby approve the modifications in the proposed Tenure Regulations of May 25, 1944, as reported to the Senate on December 21, 1944, and authorizes the Committee to submit the revised Regulations to the President, for the Board of Regents, as a proposal of the Senate.

The regulations as revised follow:

*Regulations Concerning Academic Tenure,  
University of Minnesota*

A Resolution  
of the  
Board of Regents

*Preamble*—The Board of Regents of the University of Minnesota hereby reaffirms the policy concerning academic freedom and tenure announced in its resolution of January 28, 1938 (as set forth in the Appendix to these Regulations) and adopts the following Regulations Concerning Academic Tenure.

Section 1. *Classes of Academic Positions*—(a) There shall be four classes of *regular faculty positions*: professor, associate professor, assistant professor, and instructor. The holders of appointments to any of these classes of positions shall be entitled to such rights of tenure as are hereinafter set forth. For the purpose of these regulations, research associates shall have the tenure rights and status of assistant professors, and research fellows shall have the tenure rights and status of instructors.

(b) All other positions concerned with teaching, research, and other academic services shall be considered *non-regular*. Of these, (i) the positions of lecturer, professorial lecturer, visiting lecturer, visiting or substitute professor (T or X appointments), and others of like nature shall be considered special and temporary; and (ii) the positions of assistants, teaching assistants, research assistants, and others of like nature shall be considered as intended primarily for students and also temporary. (iii) Part-time positions shall ordinarily be considered non-regular, whatever the title thereof may be; but no person shall lose any tenure rights already acquired if, with the consent of the University, he goes upon a part-time basis for such period as may be approved. No number of reappointments to any non-regular position shall create any presumption of a right to reappointment or to indefinite tenure, but every person in any non-regular position shall be entitled to a statement in writing as to the conditions of his tenure. Nothing in these regulations shall be deemed to impair any rights of tenure, whatever they may be, heretofore acquired by any holder of a non-regular position.

(c) Deans, associate deans, and assistant deans of colleges, chairmen of departments, and other administrators of academic services, shall have such academic rank as may be accorded them. Their administrative functions and titles as deans and chairmen shall be distinct and severable from their academic ranks and positions. The removal of any person from one of these administrative positions shall not impair his rights to and in the academic rank to which he belongs.

Sec. 2. *Professors and Associate Professors on Indefinite Tenure*—Appointments to the ranks of professor and associate professor shall be for an indefinite period, subject only to removal for cause, or to retirement in accordance with the university regulations.

Sec. 3. *Tenure of Assistant Professors*—Assistant professors may acquire indefinite tenure only after serving for a probationary period as hereinafter defined. The initial appointment of an assistant professor who has not already acquired indefinite tenure shall be for a period of two years. If an assistant professor is not to be reappointed following his initial appointment he shall be entitled to written notice at the end of his first year. His service shall then terminate at the end of the second year of his initial appointment. In the absence of such notice, he shall at the end of his second year either receive a terminating appointment for one year, which shall be sufficient notice of his non-reappointment at the end thereof, or he shall be reappointed for a second period of two years. During such second period of appointment he may be notified in writing one year before the termination thereof that he will not be reappointed. This shall be sufficient notice to terminate his appointment at the end of four years of service. In the absence of such notice he shall, at the end of his fourth year receive either a terminating appointment of one year, which shall serve to terminate his service at the end of his fifth year of employment, or he shall receive an appointment carrying indefinite tenure as in the case of professors and associate professors. In any case of variation from this normal procedure an assistant professor shall have indefinite tenure from the beginning of his sixth year of service at that rank. The entire probationary period for one who first serves as full-time instructor and is then promoted to an assistant professorship shall not ordinarily exceed

a total of seven years, and credit toward completion of the probationary period shall be given in such proportion that three years on a full-time instructorship shall equal two years on an assistant professorship. In computing the number of years served, the academic year shall be taken as the basis. Service for less than two quarters in any year may be disregarded in the computation, but service for two quarters or more shall be counted as one year of service. One who has acquired the right to indefinite tenure by service as an instructor shall not lose it by promotion to an assistant professorship, by change of title, or otherwise, without his own consent in writing.

Sec. 4. *Tenure of Instructors*—Indefinite tenure shall not be acquired at the rank of instructor, except as provided in Sections 9 and 10. The initial appointment of an instructor shall be for one academic year unless a shorter period of appointment is agreed upon. An instructor in his first year of service who is not to be reappointed shall be entitled to written notice to that effect three months before the end of his initial appointment. Instructors may be reappointed for terms of one or two academic years, but the total length of service at the rank of instructor shall not exceed seven years in all. An instructor in his second or any subsequent period of appointment who is not to be reappointed shall be entitled to written notice to that effect six months prior to the termination thereof; but the existence of this regulation shall be sufficient notice to all instructors that the maximum period of service at that rank shall hereafter be seven years, whether such years are consecutive or not, and that service as an instructor terminates at that time.

Sec. 5. *Completion of Graduate Studies by Instructors*—Instructors who are pursuing graduate studies either at Minnesota or elsewhere shall be required to make normal progress toward their degrees or other objectives. It shall be the duty of deans and chairmen to keep themselves informed concerning the progress being made in graduate work by instructors under their supervision, and to give notice to such instructors from time to time concerning the seven-year limitation upon tenure at the rank of instructor. Any instructor who, at the beginning of his last year at that rank, foresees that he will not be able to complete his work for a graduate degree during that year, may petition the dean of his college for re-employment beyond that year to enable him to complete his graduate studies. Each such petition shall be considered by a committee composed of the dean of the college concerned, the chairman of the department if any, the chairman of the Judicial Committee of the Senate, and the Dean of the Graduate School. If such committee agrees unanimously that the case is meritorious, they shall so report to the President of the University. Thereupon the dean of the college concerned may, in his discretion, give such instructor an appointment for the following year or part thereof at some non-regular rank such as lecturer. There shall be not more than three such extensions of employment at a non-regular rank to permit any person to complete his graduate studies, and the total extension shall in no case exceed three academic years. In no case shall any such extensions be construed to create any moral or other claim to indefinite tenure.

Sec. 6. *Removals for Cause*—All persons holding positions in the academic staff of the University shall be subject to removal for cause before the time set for the regular termination of their appointments. The causes for removal shall be only such as seriously interfere with the person's capacity competently to perform his duties, or his usefulness to the University. No person shall be removed from any position on the academic staff because of his beliefs in matters of religion or public policy, or in violation of the principles of academic freedom endorsed by the Board of Regents in the Preamble of these regulations and set forth in the Appendix.

**Sec. 7. Procedure in Removal Cases**—In any case of removal for cause, the person affected shall be notified in writing of the decision and the reasons therefor. The President may at the same time immediately suspend him from service. If the person to be removed so desires, he may request and shall be accorded an investigation of the facts by the Judicial Committee. If he does not make such a request within thirty days from the time of such notice, his appointment may be terminated.

In case he does request such an investigation, the Judicial Committee shall, as expeditiously as possible, make its investigation and report its findings of fact to the President. Before removal takes place, the person affected shall, if he so desires, be given a full and open hearing before the Board of Regents following sufficient notice.

**Sec. 8. Hearings in Other Cases**—Any member of the faculty who disputes the ruling of any administrative officer with respect to the facts concerning his tenure rights and status shall have a right to a hearing thereon before the Judicial Committee of the Senate. The committee shall hear such cases as promptly as possible and shall make a report of its findings of fact to the President as in other cases.

**Sec. 9. Operation and Effect of Regulations**—(a) Nothing contained in the foregoing regulations shall be construed as impairing any rights, express or implied, or as abrogating any mutual understandings, with respect to the tenure of any member of the academic staff, in effect at the time that these regulations are adopted.

(b) These regulations shall apply to the academic staff, in all parts and branches of the University, provided, however, that, with the consent of the President, the Dean and Director of the Department of Agriculture may continue in the future to permit instructors in the Schools of Agriculture and in the Agricultural Extension Service to acquire indefinite tenure at the rank of instructor upon the completion of not over seven years of full-time service.

(c) The non-reappointment, following timely notice to that effect, of an assistant professor at any time during his period of probationary service, of an instructor at any time during the maximum period of employment permitted at that rank, or of any holder of a non-regular position at any time, shall carry no implications that either his work or his conduct has been unsatisfactory. For this reason it shall not be necessary for the dean or chairman to provide any person in these categories who is not reappointed with any statement of causes or reasons for his action.

(d) A major purpose of these regulations is to state the normal minimum tenure rights of persons appointed to the faculty of this University. Nothing herein contained shall prevent the granting of indefinite tenure at an earlier date than is herein set forth, or the making of specific contracts in writing with individual members of the faculty for appointments for periods of time different from those indicated. Any such irregular contracts shall be in writing, and shall show by their terms that they do not conform to the ordinary regulations governing academic appointments.

(e) Nothing in these regulations shall prevent the establishment and later discontinuance of special departments, programs, or institutes of an experimental or temporary character. Appointments made in connection with such special projects may be terminated when the work is discontinued. All such appointments shall be considered as non-regular. All persons who receive such appointments shall be notified at the time thereof, of the contingent, experimental, and probably temporary nature of the projects and of the probable termination of their employment when the projects are discontinued.

Sec. 10. *Transitional Provisions*—(a) The deans of the several colleges of the University, in consultation with the chairmen of the departments and with the individual faculty members concerned, shall within six months after the adoption of the regulations, present to the President of the University full information as to the tenure rights of all members of the academic staff under their respective jurisdictions. Such information shall show what members of the faculty have acquired indefinite tenure and what ones have not, and as to the latter shall show what credit in terms of years of service they have acquired toward indefinite tenure. In reaching decisions upon this matter, the deans and directors shall conform as nearly as possible to the spirit of the foregoing regulations, and to the following: Instructors who at the end of the academic year in which these regulations are adopted shall have completed at least eight years of service and shall have finished or discontinued their graduate studies, and assistant professors who at that time have completed at least six years of service in that rank, or four years as assistant professor following three or more as instructor, shall be deemed to have acquired indefinite tenure provided there has been no prior agreement to the contrary. In cases of service for shorter periods or for other combinations of instructorship and assistant professorship service, the dean shall make such decisions as he deems just in each instance, in accordance with the three-to-two ratio stated in Section 3; provided that in the case of any instructor or assistant professor whose prior term of service has been too short to qualify him immediately for indefinite tenure, the dean may continue him at his rank for one or two years at a time until he can reach a decision as to whether to give him indefinite tenure or not, but such continued service shall be so limited that the total length of service of any instructor in this group shall not exceed eight years, or of any assistant professor six years, before his employment is terminated or he is given indefinite tenure; and provided further that in no case shall any person in this group have his service terminated without one year's notice. Instructors in this group who require additional time to complete their graduate studies may be continued on non-regular appointments for not to exceed three years additional, in accordance with the provisions of Section 5.

(b) It shall be the duty of each member of the faculty to assist the dean or director of his college or division in compiling the necessary information as to his tenure rights and in reaching a decision thereon. The dean shall inform each faculty member as to the report he intends to make to the President concerning his tenure rights. Any member of the faculty who claims by prior agreement, understanding, or otherwise, greater rights with respect to tenure than are reported in his case to the President by the dean, may file a statement of his claim with the chairman of his department, if any, and with the President of the University, and ask for a review of the facts by the Judicial Committee of the Senate. Failure to file such a statement within sixty days after notification of the decision of the dean in his case shall be considered as a waiver by him of any special rights that he might otherwise have claimed, and as an acceptance of the dean's findings in his case.

(c) Upon receiving from each dean the roster of the academic staff of his college, together with the requisite information concerning the tenure rights and status of each member thereof, and the dean's decision thereon, the President shall review the information with the dean, make any decisions that may be necessary, and then lay the roster and the necessary information before the Board of Regents with his recommendations. The approval of the Board shall have the effect of establishing definitely the tenure rights and



status of each member of the academic staff covered by the Board's action, and thereupon the President shall notify each such member of the academic staff as to the decision in his case.

Sec. 11. *Administrative Rules*—(a) The President shall in consultation with the University Senate formulate a plan of administrative organization and a set of rules for the effective administration of the regulations governing academic tenure. Such organization and rules may be modified in the same manner from time to time. Such parts of these rules as affect the rights of members of the academic staff shall be published with the tenure regulations, as provided in Section 12.

(b) The administrative rules shall provide, among other things, for standard appointment forms and practices, which shall be as uniform as possible throughout the University. Provision shall also be made in such rules for a central file and central control of all academic appointment and tenure matters in connection with the office of the President, for the duties of the deans, chairmen, and other faculty members with respect to such matters, and for proper notification to each member of the academic staff with respect to any matter affecting his tenure, rank, salary, retirement, and other similar matters.

Sec. 12. *Publication of Regulations*—All regulations of the University with respect to the tenure and rights of the academic staff, including insurance and retirement allowances, shall be published in pamphlet form, and each person who holds a regular faculty appointment, or to whom such a position is offered, shall receive a copy thereof. All holders of non-regular academic appointments shall be informed in writing or in printed form as to the regulations covering their particular positions.

Sec. 13. *Amendments*—These regulations shall be subject to amendment by the Board of Regents. Proposed amendments from any source whatever shall be submitted to the Senate for its advice and recommendation before final action by the Board of Regents. Unless the Senate creates a special committee for the purpose, the President shall transmit proposed amendments to the Administrative Committee and to the Judicial Committee for their consideration, and these committees shall present their respective recommendations thereon to the Senate for action at a regular or special meeting. Except in cases of emergency the Senate Committees and the Senate shall have a combined total of not less than thirty days for the consideration of amendments. The final action of the Senate shall be advisory only, and shall be submitted to the Regents as expeditiously as possible.

### Appendix

#### *Resolution of Board of Regents Concerning Academic Freedom*

January 28, 1938

The University of Minnesota was founded in the faith that men are ennobled by understanding; it is dedicated to the advancement of learning and the search for truth; it is devoted to the instruction of youth and the welfare of the state. These purposes, carved in stone upon the facade of its most stately building, embody the tradition of scholarship upon which rests the development of higher education and the continuous progress of democratic society. It is this tradition that sustains the human mind and spirit when beset by human passions and prejudices. It is to this tradition that the Board of Regents of the University of Minnesota reaffirms its adherence. In so doing, it reiterates its acceptance of the corollary principles of academic

freedom. The Board of Regents of the University of Minnesota bears witness to its faith by entering upon its records the following statements concerning academic freedom:

1. The University of Minnesota should not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications.
2. No teacher may claim as his right the privilege of discussing in his classroom controversial topics that are not pertinent to the course of study that is being pursued.
3. The University of Minnesota should not place any restraint upon the teacher's freedom in the choice of subjects for research and investigation undertaken on his own initiative.
4. The University of Minnesota should recognize that the teacher in speaking or writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to the same freedom and is subject to the same responsibilities as attach to all other citizens but in added measure.
5. It is clearly understood that the University of Minnesota assumes no responsibility for views expressed by members of its staff; and the faculty members themselves should, when necessary, make it clear that they are expressing only their personal opinions.
6. If the conduct of a teacher in his classroom or elsewhere should give rise to doubts concerning his fitness for his position, the question should in all cases be submitted first to a committee of the faculty, and in no case should any member of the teaching staff be dismissed before the normal termination of his period of appointment without full and open hearing before the Board of Regents, should he desire it, and only upon sufficient notice.

## **VI. VOTE OF APPRECIATION**

On motion it was:

*Resolved:* That the Senate hereby expresses its thanks to the Special Committee on the Selection of the President for the work that it did on this matter, and for its excellent and constructive report of November 24, 1944.

## **VII. DISTRIBUTION OF MINUTES**

It was voted that the Senate Minutes henceforth be sent to each member of the Board of Regents and to all members of the various faculties with rank of instructor and above.

## **VIII. LABOR SITUATION**

President Coffey discussed certain factors involved in the present labor situation, the investigators reports, the Union position and judgment of the Board of Regents.

**IX. LETTER FROM DR. MORRILL**  
**THE UNIVERSITY OF WYOMING**  
Office of the President  
Old Main  
LARAMIE, WYOMING

November 27, 1944

Mr. T. E. Pettengill  
Clerk of the Senate  
Office of Admissions and Records  
University of Minnesota  
Minneapolis, Minnesota

My dear Mr. Pettengill:

May I acknowledge with sincere appreciation the generous resolution adopted by the University of Minnesota Senate as reported by courtesy of your letter of November 25th.

And may I ask that you convey to the Senate my thanks for this heartening message of greeting and cooperation. The challenging significance of partnership in service with the distinguished faculty of the University I fully recognize, and I reciprocate earnestly the hope that, "working together," we may meet jointly our high expectations for the vigorous on-going of the University and its greater development.

With all good wishes,

Respectfully,

J. L. Morrill, President

The Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate



UNIVERSITY OF MINNESOTA  
THE SENATE  
MINUTES

The fourth meeting of the University Senate for the year 1944-45 was held in the Auditorium of Murphy Hall, Thursday, February 15, 1945. Sixty-six members were present.

The following items were presented for consideration by the Committee on Business and Rules and action was taken as indicated.

**I. APPROVAL OF THE MINUTES OF DECEMBER 21, 1944**

*Approved*

**II. UNFINISHED BUSINESS**

1. *University Calendar for 1945-46.* At the Senate meeting on December 21, 1944 it was voted to table the University Calendar until the February meeting to provide opportunity for review of (1) vacation period between fall and winter quarter; (2) time of Senate meetings; and (3) holidays.

These matters were considered by the Administrative Committee on January 31. It was voted to recommend that Senate meetings be held at 3:30 p.m. instead of at 4:30 p.m. Otherwise no change was recommended in the calendar as previously submitted.

**Action. It was voted:**

- a. That the calendar be taken from the table.
- b. To amend the calendar to provide that Senate meetings be held at 3:30 p.m.
- c. To amend the calendar to provide that Senate meetings be held on the second Thursday in October, December, February, and May.
- d. That the calendar as amended be adopted.

The calendar as adopted follows:

UNIVERSITY CALENDAR, 1945-46

1945

*Fall Quarter*

September	17	Monday	Extension registration, first semester begins
September	20	Thursday	Fall quarter fees due for students in residence spring quarter in the Institute of Technology, Business Administration, Dentistry, Dental Hygiene, Law, Nursing, Pharmacy, and Agriculture, Forestry, and Home Economics
September	24	Monday	Entrance tests <sup>1</sup>
September	24-25		Registration for Freshman Week for new students entering the freshman class
September	24-28		Freshman Week; Registration, <sup>2</sup> College of Science, Literature, and the Arts, and General College

September 27-28

Registration,<sup>2</sup> all colleges except Institute of Technology. Fall quarter fees due for all students in Science, Literature, and the Arts, General College, Education, Medical School, Medical Technology, Public Health, Physical Therapy, University College, and for new students in other undergraduate colleges

September 28 Friday  
October 1 Monday

Registration,<sup>2</sup> Institute of Technology  
Fall quarter classes begin 8:30 a.m.<sup>3</sup>  
First semester extension classes begin<sup>4</sup>

October 4 Thursday  
October 6 Saturday  
October 11 Thursday  
October 13 Saturday

Opening convocation, 11:30 a.m.  
Last day for extension registration  
Senate meeting, 3:30 p.m.  
Last day for registration and payment of fees for the Graduate School, teachers in service, and adult special students

November 12 Monday

(Sunday, November 11, Armistice Day); holiday (except extension)

November 22 Thursday

Thanksgiving Day; holiday

December 13 Thursday

Senate meeting, 3:30 p.m.

December 14-15 and 17-20

Final examination period

December 20 Thursday

Fall quarter ends, 6:00 p.m.<sup>5</sup>; Commencement, 8:00 p.m.

#### *Winter Quarter*

December 27 Thursday

Winter quarter fees due for students in residence fall quarter in undergraduate colleges

1946

January 4 Friday

Entrance tests<sup>1</sup>

January 4-5

Registration<sup>2</sup> for new students in all colleges except Institute of Technology

January 5 Saturday

Registration for Institute of Technology. Registration and payment of fees for new students in all undergraduate colleges closes at noon

January 7 Monday

Winter quarter classes begin 8:30 a.m.<sup>3</sup>

January 19 Saturday

Last day for registration and payment of fees for the Graduate School, teachers in service, and adult special students

January 28 Monday

Extension registration, second semester begins

February 9 Saturday

First semester extension classes close

February 11 Monday

Second semester extension classes begin<sup>4</sup>

February 12 Tuesday

Lincoln's Birthday; holiday (except extension)

February 14 Thursday

Senate meeting, 3:30 p.m.

February 16 Saturday

Last day for extension registration

February 21 Thursday

Charter Day Convocation, 11:30 a.m.

February 22 Friday

Washington's Birthday; holiday (except extension)

March 15-16 and 18-21 Final examination period  
 March 21 Thursday Spring quarter fees due for students in residence winter quarter in undergraduate colleges. Winter quarter ends, 6:00 p.m.; Commencement, 8:00 p.m.

*Spring Quarter*

March 29 Friday Entrance tests<sup>1</sup>  
 March 29-30 Registration<sup>2</sup> for new students in all colleges except the Institute of Technology  
 March 30 Saturday Registration for Institute of Technology. Registration and payment of fees for new students in all undergraduate colleges closes at noon  
 April 1 Monday Spring quarter classes begin 8:30 a.m.<sup>3</sup>  
 April 13 Saturday Last day for registration and payment of fees for the Graduate School, teachers in service, and adult special students  
 April 19 Friday Good Friday; holiday (except extension)  
 May 9 Thursday Senate meeting, 3:30 p.m.  
 May 16 Thursday Cap and Gown Day Convocation, 11:30 a.m.  
 May 30 Thursday Memorial Day; holiday (except extension)  
 June 7 Friday Second semester extension classes close  
 June 7-8 and 10-14 Final examination period  
 June 9 Sunday Baccalaureate service  
 June 14 Friday Spring quarter ends 6:00 p.m.; Seventy-fourth annual commencement, 8:00 p.m.

*Summer Session*

June 17-18 Registration,<sup>4</sup> first term. First term fees due for students in all colleges  
 June 19 Wednesday First term Summer Session classes begin 8:30 a.m.<sup>5</sup>  
 July 4 Thursday Independence Day; holiday  
 July 25 Thursday Commencement, 8:00 p.m.  
 July 27 Saturday First term closes  
 July 29 Monday Registration,<sup>4</sup> second term. Second term fees due for students in all colleges  
 July 30 Tuesday Second term classes begin 8:30 a.m.<sup>5</sup>  
 August 31 Saturday Second term closes

<sup>1</sup> Applicants are urged to take entrance tests a month in advance of the quarter for which admission is desired. Tests may be taken at the Student Counseling Bureau. See Admission, p. 11, Bulletin of General Information.

<sup>2</sup> Registration subsequent to the date specified will necessitate the approval of the college concerned. See privilege fees for late registration or late payment of fees, page 56, Bulletin of General Information. No student may register in the University after one week from the beginning of the quarter except in unusual cases wherein circumstances shall justify the appropriate committee of the college concerned permitting registration at a later date.

<sup>3</sup> First hour classes begin at 8:15 a.m. at University Farm.

<sup>4</sup> This date does not refer to correspondence study courses, which may be started at any time during the year.

<sup>5</sup> Extension classes continue through Friday, December 21, and will resume Monday, January 7,

### III. ACADEMIC TENURE

President Coffey reported that the Board of Regents on February 9, 1945 voted to approve the plan of academic tenure recommended by the Senate in which President-elect Morrill has concurred.

### IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

#### Reported for Information

1. *Veterans' Tuition*—The president distributed copies of "A Statement Concerning Veterans' Tuition" prepared for press release. The statement was discussed and accepted without major change. The president said that veterans' objection to the nonresident fee basis appears to be primarily a local problem—that information received indicates other state universities have had few complaints on this matter.

2. *Use of University Facilities by Outsiders*—The president read a letter from Mr. Lunden regarding the need for control of use of university facilities by outsiders and the responsibility of the University in the event of injury to any outsider while using university facilities.

3. *Labor Situation*—Recent developments in the labor situation were discussed.

4. *Wages and Hours Survey*—Mr. Willey distributed copies of a memorandum from President Coffey to the civil service staff regarding a preliminary statement from Public Administration Service relating to wages, hours, and working conditions at the University.

5. *Reclassification Survey*—Messrs. Pieper, Ricketts, and Lingle discussed objectives and procedures of the Reclassification Survey. Questionnaires to be used and tentative schedule of non-academic employee meetings were distributed.

6. *Proposed Biennial Budget*—Mr. Middlebrook discussed the University Budget request and the governor's budget recommendations; the effect on the University if the governor's recommendations are followed.

7. *Letter from Congressman Judd*—President Coffey read a letter from Congressman Judd acknowledging receipt of the statement regarding non-resident fees under the G.I. Bill. Mr. Judd said he considers the university policy sound and defensible and indicated willingness to back the University in this matter.

8. *Support of Research by the National Government*—President Coffey discussed the work of a Committee, appointed by the Office of Scientific Research and Development, composed of representatives of industry, government and public and private universities to recommend ways the government can sponsor research in pure and applied science in both public and private institutions.

9. *Mimeographed Material*—It was voted to approve the following:  
175 copies. Revision of materials for use in Dr. Dora V. Smith's course in Children's Literature, Ed.C.I. 63. Sale of original material approved by the Senate Committee on October 9, 1933. The revision will follow the same pattern of organization but materials which have been superseded by better ones will be dropped and the revision will have about 40 per cent new titles. Resale price, 60 cents, to be sold by Folwell Hall Bookstore.

300 copies of *Nurses' Physiology Laboratory Manual* by Mrs. Myrtle Coe. To be sold for 75 cents by Engineers' Book Store.

T. E. PETTENGILL, Secretary

Accepted



## V. REPORT OF THE COMMITTEE ON EDUCATION

### Reported for Action

#### *Preliminary Report on Recruitment of Faculty Personnel*

The Senate recognizes the fact that the University faces a grave crisis. An adequate budget for 1945-47 is essential. Its achievement promises to be difficult. The Senate desires to express its warm appreciation of President Coffey's constructive efforts to secure an adequate budget and to improve the existing salary situation of the faculty.

In adopting certain recommendations on matters of faculty personnel and salaries, the Senate does so with the belief that these recommendations will uphold the hands of the President in his efforts to secure vitally needed maintenance appropriations from the present legislative session.

The recommendations that follow are centered upon the purpose of keeping and developing the University of Minnesota as a great university. They drive home the inadequacies of the present university support to maintain the quality of the faculty, to replace losses by the appointment of persons of high quality, to reclaim able staff members now on leave, and to correct, by the appointment of able younger men and women to the staff, the natural trend of a maturing institution toward an aging faculty.

The Senate Committee is prepared to submit, in support of its recommendations and as an aid to the President, detailed personnel and financial data bearing upon all these essential needs of the University. The points at which more detailed supporting data are available are indicated in parentheses in the material which follows.

Other universities, government departments, and business and professional enterprises are offering financial returns for the services of scholars and teachers that are making it increasingly difficult, in fact, impossible, for the University of Minnesota to maintain, not to speak of improving, the quality of its faculty unless its salary scale is bettered. The competition for the services of scholars and teachers is sharp and insistent now and promises to become even more pressing in the postwar period. The Senate presents the following recommendations in the belief that, if adopted and if supported by the necessary means, they will help the University to achieve the stability and strength that it imperatively needs for the tasks that will face it in the coming biennium and the years that follow.

#### Recommendations

1. *It is recommended that immediate steps be taken to recruit able faculty members by creating now new professorial positions* (at all three ranks) to be filled at the close of the war. Approaches to carefully selected persons should be made now to get them under contract to come to Minnesota to fill positions specified as to rank and salary. This policy should be in addition to efforts to fill existing vacancies.

#### Supporting evidence

- a. Predicted large increases in student enrolment. (Reports of 1943 by Roland Vaile and F. Stuart Chapin.)
- b. Recruitment as above recommended is already an adopted policy in the following institutions: University of Illinois, University of Michigan, Ohio State University, Iowa State College, State University of Washington, Columbia University, Massachusetts Institute of Technology, and Federal Departments in Washington. (Files of sub-committee.)
- c. Industrial competition already exists in the physical sciences and signs point to its continuance for as far ahead as can be reasonably predicted. (L. H. Reyerson.)

- d. The added requirements of trained personnel for foreign service will draw upon the social sciences and language areas as well as upon the physical sciences.
  - e. There is a serious absolute lack of trained personnel. (See paragraph 4-c below.)
2. *It is recommended that scouting for recruits* to the faculty and selection of personnel for new appointments be left to the individual colleges and departments concerned, with full consultation with the President. To implement this recommendation it is further recommended that funds be provided for the traveling expenses to be incurred in visiting other universities where promising persons may be interviewed.

#### Supporting evidence

These two recommendations on scouting were made in May, 1934 by the Faculty Committee on Recruiting (P. 1, Final Summary Report, May, 1934).

3. *It is recommended that the problem of salary levels be realistically dealt with* to provide increases in basic salary at all ranks in order to hold able staff members.

#### Supporting evidence

- a. Some institutions, such as Harvard, have already announced 20 per cent increases for full professors. Illinois, Ohio, and Washington (Seattle) have recently increased all faculty salaries, particularly in lower brackets, and several other institutions have established a salary range of \$2,400 to \$3,000 for the rank of instructor in the field of chemistry (in files of subcommittee).
- b. Under wartime conditions, civil service appointments in governmental agencies have been increased by extra pay for overtime and by a system of automatic salary increases. Civil service appointments may be extended into postwar government activities. This situation makes the competitive salary problem for the University even more difficult.
- c. University of Minnesota *staff on leave* are now receiving much higher salaries than were paid when on our staff and there are ample data to show that these faculty members on leave are persons of *unusually high quality*. Such individuals as those now on leave are peculiarly exposed to competitive recruiting. Furthermore, the longer the war lasts the greater the effect of experience at higher salaries will be on the problem of getting people on leave to return to their posts here. (Report to Senate Committee on Education, April, 1944, by F. Stuart Chapin.)
4. *It is recommended that recruiting efforts be concentrated on the appointment of able persons in the younger age brackets and that the salary level of teaching assistants be substantially increased.*

#### Supporting evidence

- a. The faculty of the University of Minnesota is aging. (Report to Senate Committee on Education of September, 1943 and April, 1944 by F. Stuart Chapin.)
- b. Scholarly productivity begins to fall off in early middle age.
- c. Serious gaps in the production of scholars have resulted from the war and shortages of tens of thousands among new and younger scholars exist and will continue for a decade after the war. For chemistry, physics, mathematics, geology, and engineering, a deficiency in the number of Ph.D. degrees of over 8,000 is estimated for period 1945-55. Corresponding shortages exist in other areas of university effort so

that the grand total of deficiency in personnel is probably between 10,000 and 20,000. (*Scientific Monthly*, January, 1945, M. H. Trytten, "The Impending Scarcity of Scientific Personnel," pp. 37-47.)

T. R. McCONNELL, Chairman

*Approved*

## VI. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTITU- TIONS OF LEARNING

### Reported for Action

1. *Science Applied to Health*—On the recommendation of Mr. F. E. Heinemann, State Department of Education, it was *voted* to recommend to the University Senate that the course *Science Applied to Health* given in Minnesota public high schools be added to group E, Natural Sciences, as a standard high school course applicable toward admission requirements.

R. R. SHUMWAY, Chairman

*Approved*

## VII. REPORT OF THE COMMITTEE ON NECROLOGY

### JOHN VAN SICKLE MARTENIS

1872-1944

John Van Sickle Martenis was born in Danville (now known as Great Meadows), New Jersey, on November 18, 1872. He was educated in Ulrich's Preparatory School, Bethlehem, Pennsylvania, and in Lehigh University (M.E. 1894). In 1906 he came to the University of Minnesota as an Instructor in Mechanical Engineering; in 1908, he became an Assistant Professor; in 1919, an Associate Professor. At his retirement in 1941, he was made Associate Professor Emeritus of Mechanical Engineering. He died on July 14, 1944, at Aitkin, Minnesota.

Professor Martenis was keenly interested in problems of heating, ventilation, and refrigeration. He was a member of the American Society of Mechanical Engineers, Sigma Xi, and Theta Psi, national president of Pi Tau Sigma, and editor of *Condenser of Pi Tau Sigma*. He contributed articles to that journal, to *National Engineer*, and to *Journal of Engineering Education*.

Professor Martenis particularly impressed his students and his colleagues, first, by his practical knowledge of machine work and machine design and, secondly, by his sound counsel in the field of engineering relations and particularly in engineering ethics.

### MAURICE COLE TANQUARY

1881-1944

Maurice Cole Tanquary died in Minneapolis on October 25, 1944. He was born on November 26, 1881, in Lawrence County, Illinois, and was educated in his native state: Vincennes University, B.S. 1903; University of Illinois, B.A. 1907; M.A. 1908; Ph.D. 1912.

After three years as an Assistant in Entomology at the University of Illinois, he was for eight years on the staff of Kansas Agricultural College as Instructor, Assistant Professor, and Associate Professor. From 1913 to

1916 he was on leave, serving as entomologist of the Crockerland Arctic Expedition under Donald MacMillan. When their boat was crushed by ice, Professor Tanquary was chosen to return to civilization for aid. After a four months' trip, he reached southern Greenland and a rescue ship was sent out to recover his companions. From 1920 to 1924 he was State Entomologist of Texas and Chief of the Division of Entomology of Texas Agricultural Experiment Station. After engaging in commercial beekeeping in Fargo, N. D., from 1924 to 1928, he came to the University of Minnesota as Professor of Apiculture. He was later made Professor of Entomology and Economic Zoology.

Professor Tanquary was a leading authority on commercial beekeeping. His numerous articles in this field were published in *Gleanings in Bee Culture*, *Minnesota Horticulturist*, *American Bee Journal*, *Journal of Economic Entomology*, *Journal of Nutrition*, and *Proceedings of the Society for Experimental Biology and Medicine*. In 1939 he published *Beekeeping in Minnesota*.

A man of unusual vigor and directness, Maurice Tanquary commanded respect alike from students and business men, on an ice cap or on a campus. The death of this distinguished entomologist adds another to the recent series of major losses suffered by the staff of the University in general and the College of Agriculture, Forestry, and Home Economics in particular.

## CHARLES PETER SIGERFOOS

1865-1944

One of the great teachers of the University of Minnesota, Charles Peter Sigerfoos, died on November 26, 1944, at his birthplace, Arcanum, Ohio. There he was born 79 years earlier, on May 4, 1865; there he began his education; from there he went to Ohio State University (B.S. 1889). After serving as an Assistant in Zoology at his alma mater (1889-1891), he became an Instructor at the University of Virginia (1891-1892) and later an Assistant in Zoology at Johns Hopkins University (1894-1897). In 1897 Johns Hopkins University granted him the Ph.D. degree.

Charles Sigerfoos came to this University in 1897 as Assistant Professor of Zoology. In 1900 he was promoted to the rank of Professor. After 33 years of service, he retired at the age of 65 and was made Professor Emeritus (1930). After a trip around the world, Professor Sigerfoos still found it impossible to resign himself to life without teaching, and returned to the classroom on a part-time basis during 1933-1935. In 1935 he finally left the profession which he had entered in 1889.

The chief monument to Professor Sigerfoos is neither his monograph on *The Natural History, Organization, and Late Development of the Terebrinidae* nor in the numerous editions of his *Laboratory Directions in General Zoology*. More truly representative is the Charles Peter Sigerfoos Fellowship in Zoology, the income from a fund raised at the time of his retirement by his students, colleagues, and friends, to subsidize advanced students at seaside and tropical laboratories. Most significant of all are the vivid impressions of the man cherished by the multitude of students who knew him on this campus, every one of whom, in turn, he carried in his memory to the end.

Lively and warm-hearted, Charles Sigerfoos chose to half conceal his human sympathy under a thin mask of irony and dry wit. But only the least discerning among his students failed to penetrate this disguise and to reach the inexhaustible friendliness within. It is not enough, however, to say that he left his mark on his students; it must instantly be added that he left on them also the mark of his subject. Without such men on its staff, a university is no longer a place of humane relationships or of true learning; it is a fact-factory.

ANTHONY LIPSENARD UNDERHILL  
1877-1945

Anthony Lisenard Underhill, Associate Professor of Mathematics and for thirty-five years a member of the faculty, was born in Bath, New York, on June 6, 1877, and died in Minneapolis on January 18, 1945. He was graduated from the University of Chicago in 1900 with the B.S. degree and was granted the Ph.D. degree from the same university in 1906.

After serving as Instructor in Mathematics at Princeton University from 1905 to 1907, and at the University of Wisconsin from 1907 to 1909, he was appointed Assistant Professor of Mathematics at the University of Minnesota. He became an Associate Professor in 1920. During World War I Professor Underhill served as a captain in the coast artillery and at the end of the war he was in command of 450 officers and men who were studying at the University of Grenoble, France. At the time of his death he held the rank of lieutenant-colonel in the Officers Reserve Corps of the Army. During 1922-23 he studied in France, and in the spring of 1930 he again traveled and studied abroad.

Professor Underhill was a contributor to publications of the American Mathematical Society, and from 1922 to his death he served as secretary of the Minnesota section, Mathematical Association of America. His researches were mainly in the field of the Calculus of Variations.

Colleagues and many generations of students recognized Professor Underhill as a sympathetic adviser and a friendly counselor of prospective mathematics teachers. With his death, which occurred five months before he would have reached the retirement age, the University and the state have lost a devoted servant and an outstanding teacher.

TREMAINE McDOWELL, Chairman

*Adopted by a rising vote*

The Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate



# UNIVERSITY OF MINNESOTA

## THE SENATE

### MINUTES

The fourth meeting of the University Senate for the year 1944-45 was held in the Auditorium of Murphy Hall, Thursday, May 24, 1945. Sixty-seven members were present.

The following items were presented for consideration by the Committee on Business and Rules and action was taken as indicated.

#### I. APPROVAL OF THE MINUTES OF FEBRUARY 15, 1945

*Approved*

#### II. REPORT OF THE ADMINISTRATIVE COMMITTEE

##### Reported for Information

1. *Need for Post-war Educational Planning in Minnesota*—The president presented a statement, filed supplement to the minutes, proposing an all-inclusive study, under the sponsorship of the legislature, of public-supported higher education in Minnesota to determine:

- (a) What are the educational needs of returning veterans, and students from civilian life.
- (b) How adequately can these needs be met by existing institutions of higher learning.
- (c) A sound comprehensive plan for higher education in Minnesota.

The committee was unanimous in approval of the statement and was of the opinion that the legislature should be urged to defer action on pending educational bills until a definite plan for higher education in Minnesota is formulated.

2. *Bulletins Nos. 76 and 77, American Council on Education*—The Committee on Education, House of Representatives, report of the Study of Higher Education and recommendations published in Bulletin No. 76 were discussed. The judgment was expressed that the financial provisions of Section 7 have no significance for the University of Minnesota and probably little significance for public-supported institutions generally. No serious objection was expressed regarding any of the recommendations.

Proposed legislation of 79th Congress affecting higher educational institutions as reported in Bulletin 77, American Council on Education was discussed. No action.

3. *Colorado Poll of Students in Service*—President Coffey called attention to the results of a questionnaire sent by the University of Colorado to students in service reported in the February 1, 1945 issue of *Higher Education*. The survey showed that:

- (a) A large majority plan to attend college after the war and most of them plan to return to the University of Colorado.
- (b) Major interest is in professional training.
- (c) 75% plan to continue in their pre-war major fields. 20% said they would change from non-technical to professional or technical fields. 94% stated they planned to continue until a degree is earned.

- (d) 48% prefer not to accelerate their programs of education, 48% do.
- (e) 61% said they will need or want review or refresher courses, 34% said no.
- (f) 46% want no changes in curricula or graduation requirements, 46% believe some changes would be desirable.
- (g) 90% want to be in regular classes with other students—not special classes for veterans.
- (h) Marital status—approximately two-thirds single, one-third married.

4. *Educational Bills in the 1945 Legislature*—Dean Peik discussed the status of various educational bills now before the legislature and effect passage would have on the educational program of the state and the University in particular. Summary of Bills filed supplement to the minutes.

President Coffey reported that the Association of Minnesota Colleges and the Minnesota Association of Junior College Deans have each submitted a recommendation to the legislature that an all-inclusive study, under the sponsorship of the legislature, be made of both public and private higher education to formulate a sound comprehensive plan for higher education in Minnesota. Both groups are urging the legislature to defer action on pending educational bills until the study recommended is completed. A bill has also been prepared by a joint committee of the two groups and introduced into the legislature to provide that such a study be made and to appropriate adequate funds for this purpose. The resolutions of each group and the bill submitted were read by Mr. Willey. Copies filed supplement to the minutes.

5. *New Selective Service Regulations*—Mr. Willey discussed new procedures and policies of selective service as they affect the University and staff. The president said that the National Research Council has arranged a meeting for March 28 in New York of scientists in various fields to consider the Selective Service Act—presumably to make recommendations in the event a new act is considered. Present act expires June 30.

6. *Death of President Roosevelt*—President Coffey announced that Governor Thye has proclaimed a period of mourning in the state for 30 days, and complete closing of all state activities Saturday afternoon, April 14, beginning at noon. President Coffey announced that all university activities will likewise close at 12 noon Saturday.

7. *Memorial Service, Sunday April 15*—President Coffey announced that there will be a memorial service in Northrop Auditorium Sunday afternoon at 4:30 p.m. conducted by the Navy in which the Army joins and in which the University has been invited to participate.

It was voted to accept the invitation to participate in the Memorial Services with deans and members of the faculty attending in academic dress.

Dean Fraser was named by the president to speak for the University.

8. *Senate Meeting*—A suggestion that the Senate Meeting be postponed from May 17 to May 24 to avoid conflict with Cap and Gown Day activities was discussed. There being no objection expressed the president indicated that the Senate Meeting would be held May 24.

9. *June Commencement Exercises*—Dean Blitz and Mr. Pierce reported for information that to accommodate the estimated class of 1500 the Committee on Functions is considering holding an outdoor exercise at the bowl end of the stadium in the evening on June 16.

10. *Guiding Principles in Preparation of the Budget, 1945-46*. President Coffey discussed the University appropriations bill and principles to be followed in the preparation of the budget for 1945-46.

11. *Navy College Training Program*—President Coffey introduced Captain Arthur S. Adams, Director of Administrative Division of Training, Bureau of Naval Personnel who discussed the Navy College Training Program and its future.



12. *Vote of Appreciation to President Coffey*—By unanimous vote the committee expressed thanks and appreciation to President Coffey for his devoted and unremitting efforts to obtain from the legislature appropriations adequate for the needs of the University and for his emphasis upon the needs of the academic staff.

13. *Textbooks*—It was voted to approve the following:

Identification and Judging, by H. K. Wilson and A. H. Larson. Published by Midway Book Company, St. Paul, 1st edition. Price \$1.00.  
Methods of Plant Breeding, by H. K. Hayes and F. R. Immer. Published by McGraw-Hill Book Company, New York, 1st edition. Price \$4.00.

T. E. PETTENGILL, Secretary

*Accepted*

### III. REPORT OF THE COMMITTEE ON EDUCATION

In presenting the following report, the chairman of the Committee called attention to the fact, noted in the body of the report, that the Board of Regents had already taken certain steps with respect to postwar housing policies and plans, and that the Committee wished to express its appreciation of this action of the Board and to suggest further steps for consideration and action by the Board and the proper administrative officers.

#### Reported for Action

##### 1. *Postwar Housing Facilities for Students*

The University of Minnesota is facing a housing crisis of *appalling* proportions.

Within three years after the cessation of hostilities, according to reliable estimates, 21,500 students will be enrolled in the University during the fall quarter and 24,500 individual students during the school year.

Where will these students live?

The Senate Committee on Education believes that the facts of this impending crisis should be faced squarely, a program adopted and vigorous action taken to carry it into effect.

Four central factors are involved in a University housing program:

1. The Main campus is hemmed in by the river and by industrial sections. This circumstance places severe limitations upon the University in its efforts to develop adequate housing facilities now and in the postwar period.

2. The available housing in southeast Minneapolis, to a marked extent, is inadequate because of obsolescence of buildings.

3. The financial capacity of students to pay for adequate and acceptable housing is *generally modest*.

4. The parents of students, particularly those from other sections of the state, expect the University to make every reasonable effort to provide acceptable housing facilities and services.

In meeting the need for better and additional housing facilities, the University may select one or more of the following possible courses of action:

1. Additional facilities may be secured or built.

2. A maximum limit may be established on student enrollment, to be determined in terms of the University's capacity to provide for the requirements of students, including housing facilities.

3. Students may be dispersed to a much greater extent and to a much greater distance from the campus into the residential districts of Minneapolis and St. Paul.

4. Students may be directed to live where they wish—in substandard over-crowded residences if they choose.

Not all of these possible courses of action need extended discussion in this report. Number one is discussed at length in the following sections. Number two is outside the scope of this present study but must be considered unless adequate housing facilities are provided. The third and fourth possibilities scarcely need discussion because of the self-evident undesirable effects upon the University as a public educational institution. In this report, therefore, major attention is directed toward the first of the above courses of action: namely, ways and means of increasing the housing facilities for students.

### How Much Increase in Housing Is Needed?

Where will 21,500 students reside? The answer to this question is best made in terms of an answer to the question: where did students reside before the present war? The following table gives an analysis of the residential status of students as of the school year 1941-42, the first year for which complete statistics are available. Approximately 21 per cent of the students lived in private rooming houses and an additional 55 per cent lived in parents' homes in Minneapolis and St. Paul. University dormitories and Cooperative Houses provided a little more than 10 per cent of the available housing facilities (dormitories 9.5 per cent and Cooperative Houses 0.8 per cent). The other students distributed themselves in relatively small groups among a number of types of residences.

In the last two columns to the right of the following table, the percentages of the year 1941-42 are applied to the predicted enrollment of 21,500 students to arrive at an estimate of the possible housing needs of the future. For example, in 1941-42, a total of 7,642 students, 55.1 per cent of the total of 13,862, lived in parents' homes in Minneapolis or St. Paul. Applying this percentage to 21,500, we conclude that 11,846 students, an increase of 4,204, are expected to live in parents' homes. If students continue, in the postwar period, to distribute themselves among the various types of housing facilities in relatively the same proportions as in the year 1941-42, then the estimated increase of 8,635 students will be housed as indicated in the two columns to the right in the table below.

Residential Status of University Students

Type of Residence	1941-42*		Predicted†	Needed Increases†
	No.	Per cent	No.	No.
Parents' Homes .....	7,642	55.1	11,846	4,204
Commuters .....	323	2.3	494	171
Dormitories .....	1,316	9.5	2,042	726
Fraternities—Sororities .....	841	6.1	1,311	470
Cooperative Houses (Women) .....	109	0.8	172	63
Apartments .....	233	1.7	365	132
Relatives' Homes .....	277	2.0	430	153
Employers' Homes .....	189	1.4	301	112
Friends' Homes .....	61	0.4	86	25
Private Rooming Houses .....	2,871	20.7	4,450	1,579
<b>Total .....</b>	<b>13,862</b>	<b>100.0</b>	<b>21,500</b>	<b>8,635</b>

\* As of December 21, 1941.

† Based upon a report by Professor R. S. Vaile to the Senate Committee on Education, June 22, 1943. This study anticipates that, within three years of the close of the war, the fall quarter enrollment in the University will increase to 21,500 and the total annual enrollment will increase to 24,500 students. In the above table, the percentages of 1941-42 are applied to the figure 21,500, assuming that increases in housing capacities may be somewhat proportional to the distribution of 1941-42.

### Where Will These 8,635 Additional Students Live?

Perhaps the expected increase in number of students residing with their parents is reasonable if the University continues to enroll a large number of students graduated from Minneapolis and St. Paul high schools. But the predicted increase of 1,579 students residing in private rooming houses is *not possible under the present conditions*. As far as is known, the total of 2,871 students living in private residences in the year 1941-42 represents *the largest number of students ever accommodated in private homes*. It is *not likely that many more than 2,900 to 3,000 students can be housed in homes in the restricted area of southeast Minneapolis without sacrificing standards of health and safety*.

But not even the 2,871 housing units of 1941-42 are available to students *at the present time and may not be available for some years*. Many private homes formerly occupied by students are now occupied by non-students, presumably many of them war workers. In September of 1943 and 1944, the Housing Bureau experienced great difficulty in securing a sufficient number of rooms in private homes for students. If enrollment increases again in 1945-46, similar difficulty will be experienced in September of 1945. Housing shortages may be expected each year in the future, at least until the University and Minneapolis have passed through the peak of expansion in residents. The University's housing needs may reach a peak before war workers in Minneapolis vacate rooming houses in sufficient numbers to relieve shortages of housing for students.

Even if all of the 2,871 rooms of 1941-42 were made available to students in the postwar period, there would still be a deficit of 1,579 student units for the total enrollment of 21,500 students. This deficiency of 1,579 units is almost three times the present capacity of Pioneer Hall and is approximately four times as great as Comstock Hall. If private rooms cannot be found for 1,579 more students (a total of 4,450), then other types of housing must be provided—dormitories, apartments, fraternities, and sororities.

Other possible discrepancies between prediction and expectation in the above table should be noted. For example, to conform to this table fraternities and sororities would increase from 841 to 1,311 or an increase of a little more than half of the housing capacity of 1941-42. This would be a large increase representing a tremendous building program, which in many cases would be beyond the financial capacity of the fraternities.

In the preceding table an increase was predicted from 233 to 365 students living in apartments. This number should be greatly increased because of the expected increase in the number of married war veterans. As of September 30, 1944, in all training institutions of the country there were 1,571 or 26.8 per cent of the 5,855 veterans now in training, who had a wife or other dependents, presumably requiring special housing facilities. Of the 152,143 veterans of World War I rehabilitated and trained, 65.1 per cent had one or more dependents. The University may, therefore, experience a great increase in the number of married students, both graduate and undergraduate, and also correspondingly in the number of married students with young children *who will need special housing facilities*. Indeed married graduate students may be unwilling to accept appointment as teaching assistants or instructors unless adequate facilities are made available. This unwillingness would mean a serious situation for the University in terms of its basic educational and research programs. For these reasons, more dormitory apartments will be needed to make it unnecessary to crowd married students with children into substandard improvised housing facilities. The financial earnings of these married graduate students in many cases are so low as to preclude the renting of regular housing, even if enough apartments and cottages were available near the two campuses. It might be added that a similar state of affairs exists for many instructors.

## A Comprehensive Housing Program for the University of Minnesota

What should the University do regarding the housing of students? Under date of March 9, 1945, the Board of Regents adopted a policy outlining the Board's acceptance of responsibility for the housing of students living away from their homes and stating its intention of taking steps to improve and increase the available facilities. The Senate of the University desires to express its appreciation of this action by the Board and to recommend certain policies, actions, and next steps for consideration and action by the Board and the proper administrative officers. These suggestions are designed to develop an adequate housing program consistent with the Board's adopted policy.

### THE SENATE OF THE UNIVERSITY MAKES THE FOLLOWING RECOMMENDATIONS TO THE BOARD AND THE PRESIDENT RELATIVE TO THE HOUSING OF STUDENTS:

*The Need for an Aggressive Program of Assistance to Students*—For many years, the Student Housing Bureau in the Office of the Dean of Students has functioned largely as a listing agency, making available a file of rooming houses and apartments in southeast Minneapolis. During the present period of limited housing facilities caused by war conditions and during the period of equally limited facilities caused by the postwar expansion of the University, a more aggressive service is needed for assisting the individual student to secure adequate housing.

Parents and students expect the University to provide this type of assistance in securing rooms or apartments. New housing areas adjacent to both campuses but farther away from currently used residential districts must be found. Continuous solicitation must be carried on for the next several years for all types of student housing if adequate facilities are to be made available for an expanding student body.

1. *Because of the greatly restricted available space for expansion of housing facilities near the campuses, steps should be taken to preserve and protect the limited areas suitable for rooming houses, dormitories and apartments from further encroachments by industrial and other non-housing developments.*

2. *The Student Housing Bureau should change its procedures from listing available houses to searching for facilities and assisting students to find adequate quarters.* The Bureau's staff should be increased to provide needed services for both campuses. This staff should develop a plan for a continuous inventory and survey of available housing facilities for students, graduate and undergraduate.

3. *The Senate Committee believes that there are positive educational values and advantages in keeping a large proportion of the student body living within the University community, rather than encouraging or permitting an extreme development of a commuter's institution. The proper officer should therefore hold to a minimum any necessary dispersion of students in housing facilities farther removed from the two campuses. Such dispersion should be made as orderly as possible according to plan and with the assistance of the Student Housing Bureau.*

*Construction of Low-Rent Housing Units*—The limited financial resources of many University students restrict the amount of money they have available for housing. Unless care is exercised, these students will be forced to rent substandard attics and basement rooms which are within their capacity to pay. For years, the University has provided a number of low-rent housing units known as "Cooperative Cottages" for women students with limited financial resources. Still other low-rent housing facilities will be needed, possibly to the extent of 1,000 student units. No precise estimate

can be made of this, but it is known that several hundred students are not able to pay the usual prices of the present dormitories. If the University is to continue to serve all economic levels of the state's citizenry, then means should be found to house and educate intellectually-able but economically-poor students without necessitating their residing in substandard basements and attics.

4. *Efforts should be made to secure funds, including gifts, that would make possible the construction of dormitories to be rented to students at lower prices than those necessary for self-liquidating projects.*

5. *There should be increased subsidization of students. In addition to a reasonably broad range in rental prices, it will be desirable to increase subsidizations of student housing in all dormitories through the greater use of part-time student employment so that students with moderate financial means will be able to enjoy the best of dormitory facilities. This will be necessary to avoid a social-caste system associated with resident halls.*

*Securing Other Funds for Construction of Dormitories*—If the University is to increase its dormitory facilities in time to care for the greatly augmented student body, new financial assistance will be needed beyond the normal earnings of the present dormitories. This means that funds in some form must be sought, including gifts, which will permit the building of dormitories, at both low and medium rentals, for undergraduate and graduate students, married and single.

6. *The University should explore possibilities for substantial aid and liberal loans to educational institutions for the construction of dormitories. If the federal government in the postwar period should institute a program of public works and special aids to educational institutions, the University should consider the possibility of including University dormitory construction among the objectives of such federal action.*

*Expansion of the Medium-Cost Dormitories for Men and Women*—The type of dormitories exemplified by Pioneer Hall and Comstock Hall, which rent at a higher figure than do the Cooperative Cottages, should be greatly expanded to take care of a part of the augmented student population following the war. This increase in dormitory space of a medium-cost type is needed because fraternities and sororities, apartments and other types of housing may not be expanded in a proportionate way as indicated in the above table.

7. *The dormitory facilities of the type represented by Pioneer Hall and Comstock Hall should be expanded as soon as adequate funds are available.*

*Need for New Apartment Dormitories for Married Students*—No reliable estimate can be made of the number of married students who will enroll in the University following the war or who will be employed as instructors on the staff. In a normal pre-war year, only a few such students were enrolled in the University, other than in the Graduate School. It may be expected, however, that with the federal subsidy of veterans there may be a marked increase in married students for several years beyond the present war. At the present time, apartments in southeast Minneapolis for married students are not available in the number needed. Unless such apartments are provided, married students and married instructors may be forced to live under unsatisfactory and unhygienic conditions for themselves and for their children.

8. *The University should secure special additional facilities for married students to be rented at a reasonable price.*

9. *The need for adequate housing for younger members of the staff should be considered an important part of the total housing program of the University and efforts made to develop plans for securing needed facilities for an enlarged staff.*

*Encouragement of Private Capital to Build Apartments*—Unless the University takes an aggressive stand with regard to increasing housing facilities, either insufficient capital may be invested in the needed housing or else the constructed housing units may be unsatisfactory from the standpoint of hygienic conditions. This type of facility is especially needed for junior members of the staff, instructors, teaching assistants and fellows, who do not have the financial capacity to rent the limited and more expensive facilities available in southeast Minneapolis or to pay the extra expense involved in living many miles away from the campus.

10. *The University should consider the desirability of enlisting the cooperation of private capital in the building of private apartments for instructors and married students to supplement those built by the University.*

*Temporary Housing Units*—It is desirable that the University's over-all housing program be of such a nature that it provides a greatly increased—perhaps doubled—permanent dormitory capacity for the future. However, it would be undesirable to over-expand during the period of peak enrollment, which may not last beyond the period covered by the federal subsidy for veterans. If it is estimated conservatively that 18,000 to 20,000 will be the "permanent" enrollment following the "temporary" increase to 21,500 then the difference between the two figures would represent the amount of "temporary" housing needed. Some temporary housing can be provided by dispersing students farther away from the campus in private homes. But a larger number of students will need to be taken care of in temporary buildings.

These temporary buildings might be secured by purchasing or renting wooden dormitories from Rosemount and Wold-Chamberlain Naval Aviation Field. Bus service then could be provided to those fields for students or these wooden dormitories could be moved to vacant property adjacent to the Agricultural campus but within walking distance of the Inter-Campus street car line. Another solution might be the emergency use of the rooms in the Stadium and the 4-H Club Building at the State Fair Grounds. Also special prefabricated and demountable buildings might be used for married graduate students and instructors. When the emergency is terminated, these facilities, if they have been purchased, should be sold so that they will not become a permanent part of the housing facilities.

11. *The University should provide temporary housing facilities to take care of part of the excess student enrollment beyond the estimated "permanent" enrollment. Extreme care must be exercised to maintain proper hygienic, safety and social conditions in such temporary housing.*

*Fraternities and Sororities*—If fraternities and sororities, working through their alumni building corporations, plan expansions, it should be limited and undertaken only after consultation with the proper University officials and committees. It would be highly undesirable to repeat the type of unrestrained over-expansion which followed the last war and which resulted in financially weak chapters because of excessive property mortgages.

12. *The Senate Committee on Student Affairs and the Director of the Student Activities Bureau should work closely with fraternities and sororities, both academic and professional, to develop a sound program of housing for these organizations.*

*Special Facilities*—Special consideration should be given to the housing of certain groups, such as foreign students. It is anticipated that a very large contingent of foreign students from many different countries will reside in the Twin Cities, thereby enriching the international features of the University. Special attention must be given to housing facilities or else these individuals will encounter embarrassing relationships, if not actual rebuff, from those who do not possess an outlook upon international and interracial relations which is consistent with the purposes and program of the University of Minnesota.

The fact must not be overlooked that the University of Minnesota is one of the great universities of the world with an international reputation. If its policy regarding housing is discouraging to graduate and foreign students, they will naturally enroll in other universities and Minnesota will jeopardize its international standing and, at the same time, sacrifice the international educational values that come to its home student body through the presence of students and scholars from other parts of the world.

13. *All of the University dormitory facilities and housing services should be made available to individual students without group distinctions as to nationality, race, or creed. The University Housing Bureau should work continuously with the private rooming-house operators of both campuses to encourage the adoption of a similar policy.*

#### **Housing Standard for Students**

Equal in importance to the quantity of housing facilities is the quality of conditions regarding hygiene, safety and social relationships. A housing program which neglects the quality of housing invites conditions which may seriously interfere with the health of students and with their scholastic and personal adjustments in the University. Careful supervision and control of hygienic and safety conditions is especially necessary because of the character of the available housing adjacent to the two campuses—especially to the Main campus. Many rooming houses are very old and not particularly well adapted to rooming-house purposes. Rooms are often small, bathrooms are few, lighting may be insufficient and temporarily installed, and there are sometimes too few fire escapes. All these conditions may constitute serious hazards to students' health and welfare. The following recommendations are made with regard to quality of housing conditions and relationships:

14. *The annual hygienic inspection of all private rooming houses by the staff of the Student Health Service should be continued and a comparable inspection made of all fraternities and sororities and all apartments rented by students—graduate and undergraduate, married and unmarried—who do not reside with their parents, guardian or relatives. The Student Housing Bureau staff should continue to work with the landlords of both campuses to improve the conditions that have been judged unsatisfactory by the Health Service inspectors.*

15. *The staff of the Student Housing Bureau should make periodic checks of overcrowding in the private rooming houses and apartments and of the prices charged to students.*

16. *The Student Housing Bureau staff should continue to work with the rooming-house operators of both campuses to maintain high standards of social and personal conditions by enlisting the assistance of the Student Activities Bureau and other departments. The students who live in private rooming houses should be encouraged and aided in making use of the many cultural and social privileges available to other students who live in dormitories, fraternities, and sororities. Assistance by members of the staff is necessary to achieve equalization of social activity and cultural opportunities for students living in the many types of resi-*

dences. A more aggressive action in this respect is necessary because at the present time students living in private rooming houses are in some respects the "forgotten students" of the campus. One fifth of the students, most of them from homes in other sections of the state, need special assistance in profiting from their intellectual, personal and social opportunities in the University.

17. *There should be a continuance of the Student Housing Bureau's work with landlords of both campuses with regard to their relationships with students.* In effect, there are several hundred private business firms in the rooming-house business in southeast Minneapolis, and the University Housing Bureau must maintain frequent contacts with them in order to secure satisfactory conditions for students, not only with respect to hygienic conditions but also for the prompt identification of the students who are in need of counseling and other personnel services. With appropriate encouragement and assistance, these operators can and will perform as important and helpful assistance to students in their adjustments to University life as do directors of dormitories, housemothers of sororities and graduate counselors of fraternities. Without continuous face-to-face supervision by the Housing Bureau's staff, relationships between landlords and students quite frequently deteriorate into impersonal commercial contacts and disturbing bickering and quarreling.

18. *It is recommended that a written contract be required by the Housing Bureau of students living in private rooming houses and apartments without liability to the University.* Relationships between rooming-house operators and student renters would be materially improved through the use of a standard, written contract defining the privileges and obligations of each party and the relationships of each party to the University.

#### **Housing, A Part of the Educational Program**

Students grow—intellectually, socially and physically—not only in the classrooms and laboratories, but also in the places where they live and associate with other students. The educational program of the University functions at its best when dormitories, rooming houses and classrooms are coordinated in an over-all program. Without such coordination, housing facilities may provide shelter and little else. The Committee on General Education of the College of Science, Literature and the Arts believes that: "Very important educational values may also be derived from the living situation if properly provided for." To derive these values, plans and programs for University housing should include browsing libraries and discussion rooms, as well as stimulating dormitory staff leadership, selected and trained in terms of educational functions in addition to social, custodial and business affairs.

19. *The housing facilities of the University and the adjacent community therefore should be conceived as an important part of the total educational program. The present program of coordination and supervision of student activities and organizations in the dormitories and other phases of the dormitory counseling, personnel and educational programs should be continued. Responsibility for coordinating and developing the educational and personnel phases of the dormitory and other housing facilities should be assigned to the Dean of Students and his staff working with the dormitory directors and the deans of the colleges. Policies and regulations concerning student activities, educational programs and conduct in housing and dormitory units and other policies and regulations concerning student housing should be established by the Senate Committee on Student Affairs.*



The Senate recognizes that these recommendations call for review and decision by the President and by the Board of Regents. It is the hope of the Senate that proper plans may be initiated as soon as possible for the housing of undergraduate students and the younger members of the staff pursuing graduate work. Because of the Senate's interest in the effects of adequate housing upon scholarship, it respectfully requests that the President report to it at intervals upon progress being made in planning and providing for housing facilities.

**Action.** *It was voted that the report be adopted and that the recommendations be referred to the proper officers and committees for appropriate action.*

#### *2. Housing for Faculty and Nonacademic Staff Members*

**Action.** It was voted to establish a special committee of the Senate to be appointed by the President to study the problem of housing for faculty and nonacademic staff members, with the suggestion that Mr. W. T. Middlebrook, Vice President, Business Administration, should be asked to serve as one of the members.

T. R. McCONNELL, Chairman

### **IV. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTITUTIONS OF LEARNING**

#### **Reported for Action**

1. *ESMWT Courses*—A letter from Mr. Robertson was read reporting that departments concerned recommend that no credit be allowed for the Under Engineering Program offered through ESMWT. The same judgment was expressed by the engineering faculty when other ESMWT courses were referred for evaluation last spring. It was voted to recommend to the Senate that no credit be given for ESMWT courses except by advanced standing examination with the approval of the college concerned.

*Approved*

2. *Lutheran Bible School, Fergus Falls*—On the basis of the inspector's report it was voted to recommend to the Senate that the Lutheran Bible School be removed from the list of accredited schools because of failure to meet and maintain minimum standards.

*Approved*

3. *Credit for Army and Army Air Forces Officer and Officer Candidate Schools*—On the recommendation of the Military Department it was voted to recommend to the Senate that the policy established December 17, 1942 regarding credit for military training be amended to provide that:

Students who present evidence of having attained a commissioned grade, second lieutenant or higher, in the Army or Army Air Forces shall (in addition to Basic Drill, 6 credits and Physical Education, 2 credits allowed for basic training, Senate Minutes, October 19, 1944) be allowed credit as follows:

ROTC (Advanced Drill) 18 credits.

This recommendation is made on the basis that men who have attained a commissioned grade in the service have mastered and practiced the lessons taught during the entire four-year peace time ROTC curriculum.

*Approved*

**4. High School Graduates Who Entered the Armed Forces during Their Senior Year**—It was voted to recommend to the Senate that:

No high school graduate who is otherwise qualified shall be denied admission to any college of the University because of subject-matter deficiencies resulting from having entered the Armed Forces during his senior year in high school.

To be "otherwise qualified" the applicant must have met the scholarship and aptitude requirements of his college and must have followed the high school subject-matter pattern prescribed by his college to the date of his induction.

Applicants not "otherwise qualified" may be considered for admission by examination.

*Approved*

R. R. SHUMWAY, Chairman

**V. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY**

**Reported for Information**

At the first meeting of the Western Conference Debating League held at Northwestern University November 30 and December 1, 1944, women students debated the proposition, "Resolved: That the federal government should enact legislation requiring the compulsory arbitration of all labor disputes." Because of the short time intervening between the announcement of the subject and the debate tournament, combined with lack of sufficient number of experienced women debaters, we did not participate.

On March 3, 1945, student representatives of the University of Minnesota, Esther Olson, Gumar Hoglund, Frances Usenik, and Patricia Maloney, engaged in a practice debate with student representatives of the University of Wisconsin on this campus. The proposition for debate was "Resolved: That Germany after the war should be dismembered so as to make her militarily impotent." The same students represented the University of Minnesota in the annual spring discussion and debate tournament at Northwestern University March 8 and 9. On March 8 each student representative participated in three panel discussions of the question, "What shall we do with Germany after the war?" On March 9 each student participated in three debates on the proposition, "Resolved: That the United States should apply economic controls to Germany for at least 25 years."

The annual contest of the Northern Oratorical League for the Frank O. Lowden prizes of \$100 and \$50 was held in the auditorium of the Museum of Natural History on Friday, April 13. The universities, besides the University of Minnesota, represented in this contest were: Indiana, Iowa, Northwestern, and Wisconsin. The first prize was awarded to Karl O. Hoepfner of the University of Wisconsin, who spoke on the topic "Moral Neutrality." Second prize was awarded to Lydia Clarke of Northwestern University, whose topic was "The Day after V-Day." The representative of the University of Minnesota was Marguerite Rush, Arts senior, who spoke on "Forays in Education."

F. M. RARIG, Chairman

*Accepted*

The Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

*Eud*