

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

The first regular meeting of the University Senate for the year 1949-50 was held in the Auditorium of Murphy Hall, Thursday, November 17, 1949. Ninety-eight members were present.

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

I. MINUTES OF MAY 26, 1949

Reported for Action

Approved

II. SENATE ROSTER FOR 1949-50

Reported for Information

Voting Members

Aagaard, George N.	Barnes, A. R. (Rochester)
*Abbe, Ernst C.	Barnhart, Thomas F.
Adams, John M.	Barnum, Cyrus P., Jr.
Akerman, John D.	Bartelma, David C.
Alderman, William H.	Barton, Francis B.
Algren, Axel B.	Beck, Robert H.
Aliferis, James	*Bell, William C.
Allen, Henry E.	*Bentley, Eric R.
Allison, John H.	Berdie, Ralph F.
Alspach, Addison (Duluth)	Bierman, B. W.
Amberg, Ray M.	Biester, Alice
Amundson, Neal R.	Bieter, Raymond N.
Andersen, Paul	Bird, Charles
Anderson, Gaylord W.	Bittner, John J.
Anderson, John E.	Blegen, Theodore C.
*Anderson, LeRoy T.	Boardman, C. W.
Anderson, Phillip A.	Boddy, F. M.
Anderson, William	Bollman, J. L. (Rochester)
*Appel, F. S.	Bond, Guy L.
Archer, Clifford P.	Borak, Arthur M.
Armstrong, W. D.	Borow, Henry
Arnason, H. Harvard	Bossing, N. L.
Arnold, Richard T.	Boyd, Willard L.
Army, Clara Brown	Boyden, Edward A.
Bade, Edward S.	Boyer, Paul D.
Bailey, Clyde H.	Boynton, Ruth E.
Baker, A. B.	Brackney, Emmert M.
Baker, Annie L.	Breckenridge, Walter John
Baker, Gertrude M.	Bridgford, Roy O. (Morris)
Baldes, E. J. (Rochester)	Brierley, Wilfrid G.
Balfour, D. C. (Rochester)	Briggs, David R.
Barber, H. H.	*Briggs, George M.

Brink, Raymond W.
 Broek, Jan O. M.
 Brown, Allan H.
 Brown, Huntington
 *Brown, James I.
 Brown, Randolph M.
 *Brozek, Josef
 Brueckner, Leo J.
 Bryngelson, Bryng
 Buchta, J. W.
 Burnham, Charles R.
 Burson, Paul M.
 Burt, Alfred L.
 Caldwell, Alfred C.
 Cameron, Robert H.
 Campbell, Berry
 *Campbell, J. N.
 Canfield, Thomas H.
 Canoyer, Helen C.
 Cary, Miles E.
 Casey, Ralph D.
 Caverley, Loyst C.
 Ceaglske, Norman H.
 Cerny, Robert G.
 Chapin, F. Stuart
 Charnley, Mitchell
 Cherry, Wilbur H.
 Christensen, Asher N.
 Christensen, Clyde M.
 Christensen, Jonas J.
 Christianson, John O.
 Christopherson, Clarence H.
 *Cieslak, Edwin S.
 Clark, Henry B., Jr.
 *Clark, John W.
 *Clark, Kenneth E.
 Cleifton, Herbert E.
 Cleland, Spencer B.
 Close, Winston A.
 Code, Charles F. (Rochester)
 Combs, Willes B.
 Conger, George P.
 Cook, Walter W.
 Cooke, Strathmore R. B.
 Cooper, Russell M.
 Cooper, William S.
 Cothran, J. C. (Duluth)
 Coulter, Samuel T.
 Cowan, Donald W.
 *Cowles, Osborne B.
 *Cox, Rex W.
 Crawford, Bryce L., Jr.
 Crawford, William H.
 Creevy, Charles D.
 Crim, Ralph F.
 Critchfield, Charles L.
 *Cummings, John M.
 Cuneo, James A.
 Currence, Troy M.
 Dahl, A. Orville
 Dailey, Donald L. (Grand Rapids)
 Dankers, William H.
 Darland, R. W. (Duluth)
 Darley, John G.
 Davis, E. W.
 *Dawson, James R.
 Dennis, Clarence
 Densford, Katharine J.
 Deutsch, Harold C.
 *DeWitt, Norman J.
 Diehl, Harold S.
 Doeringsfeld, Harry A.
 Donaldson, Ernestine C.
 *Dorati, Antal
 Doseff, Ivan
 Douglas, Robert M.
 Dowdell, R. L.
 Dowell, Austin
 Downs, Lynwood G.
 *Doyle, Monica K.
 Dugan, Willis E.
 *Duncan, Charles T.
 Dunham, Raymond S.
 Du Priest, J. R.
 Dvoracek, Daniel C.
 Eckert, Ruth E.
 Eddy, Samuel
 Edson, Allen W. (Morris)
 Edwards, Marcia
 Eggers, Henry C. T.
 Eide, Carl J.
 *Elliott, Richard M.
 Engebretson, Arthur E.
 Engene, Selmer A.
 Essex, H. E. (Rochester)
 Evans, Gerald T.
 Fahr, George E.
 Feigl, Herbert
 Feldman, W. H. (Rochester)
 Fenske, Theodore H.
 Fenstermacher, Reuel
 Ferguson, Donald
 Fermaud, Jacques
 Ferrin, Evan F.
 Filipetti, George
 Filson, Margaret
 Fischer, Earl B.
 Fitch, James B.
 *Flagstad, Carl
 Flock, E. V. (Rochester)
 Ford, Edwin H.
 *Ford, Roxana R.
 French, Robert W.
 Fuller, Elizabeth M.

Garver, Frederick B.
 Gaumnitz, R. K.
 Gayne, Clifton
 Geddes, William F.
 Gellhorn, Ernst
 Gerald, James E.
 Gibbens, Gladys
 Gibson, R. C. (Duluth)
 Gilkinson, Howard
 Gisvold, Ole
 Goldich, Samuel
 Granovsky, Alexander A.
 Graubard, Mark A.
 Gray, James
 Graybeal, Elizabeth (Duluth)
 Griffiths, Henry J.
 Grim, Paul R.
 Grismer, Raymond L.
 Grout, Ruth E.
 Gruner, John W.
 *Guilford, Richard G.
 Gullickson, Thor W.
 Gustafson, Alik
 Hadley, Willard J.
 Haislet, Edwin L.
 Hall, Ambert B.
 Hall, Newman A.
 Hansen, Henry L.
 *Harkness, Leonard L.
 Harrington, Ruth
 Harris, Dale B.
 Hart, Helen
 Hart, William L.
 Hartig, Henry E.
 Harvey, Alfred L.
 Hastings, Donald W.
 Hathaway, Starke
 Hauser, George
 *Hay, Lyle J.
 Haydak, Mykola H.
 Hayes, Herbert K.
 Hayner, C. Irene
 *Heaton, Herbert
 Hebbel, Robert
 Heilig, L. S.
 Heilman, E. A.
 Heilman, Fordyce R. (Rochester)
 *Heine, Albert C.
 Heisig, G. B.
 Heller, Walter W.
 Hemingway, Allan
 Henderson, M. S. (Rochester)
 Henrikson, Ernest H.
 Henschel, Austin F.
 Heron, William T.
 Herrick, Julia F. (Rochester)
 *Hervey, Marshall C.
 Higgins, G. M. (Rochester)
 Hill, Edward L.
 Hillhouse, James T.
 Hinckley, Robert G.
 Hodgson, Robert E. (Waseca)
 Hodson, A. C.
 *Hoffbauer, Frederick W.
 Hollinshead, W. H. (Rochester)
 Holman, William F.
 Holtby, Fulton
 Hornberger, Theodore
 Hossfeld, Ralph L.
 Howell, Roger W.
 *Howell, William S.
 Hull, Gertrude
 Hustrulid, Andrew
 Hutchins, Arthur E.
 *Irwin, John V.
 Jackson, Elizabeth
 Jackson, Ione M.
 Jenness, Robert H.
 Jennings, Arthur B.
 Jensen, Reynold A.
 Jesness, Oscar B.
 Johnson, Elmer W.
 Johnson, H. C. (Duluth)
 Johnson, Palmer O.
 Johnson, V. (Rochester)
 Jones, Robert T.
 Jones, Roy C.
 Jones, Tom B.
 Jordan, Philip D.
 Jordan, Philip S. (Morris)
 Jordan, Richard C.
 Joseph, Thomas L.
 Kaufert, Frank H.
 Keller, Louis F.
 Keller, Robert J.
 *Kelly, James D.
 Kendall, Blanche
 Kendall, E. C. (Rochester)
 Kernkamp, H. C. H.
 *Kernkamp, M. F.
 Kernohan, J. W. (Rochester)
 Kersten, Miles S.
 Keys, Ansel
 Kidneigh, John C.
 Kildow, Fred L.
 King, John E. (Duluth)
 King, Joseph T.
 Kinyon, Stanley V.
 Kirschbaum, Arthur
 *Kittleson, Arthur J.
 Klingel, Thomas R.
 Knight, Ralph T.
 Koehler, Fulton
 Koelsch, C. F.

Koller, E. Fred
 Kolthoff, Izaak M.
 *Kottke, Frederic J.
 Kozelka, R. L.
 Krantz, Fred A.
 Krey, August C.
 *Kubicek, William
 Kuhlmann, John H.
 La Joy, Millard H.
 Lakela, Olga (Duluth)
 Lambert, E. M.
 *Lambert, Jean W.
 Larson, Sidney
 Lauer, Walter M.
 *Lawrence, Donald B.
 Le Fort, Emilio
 Leichsenring, Jane
 Levi, Werner
 Lewis, Edwin H.
 *Lien, Marie
 Lifson, Nathan
 Lindquist, C. B. (Duluth)
 *Lindquist, Maude L. (Duluth)
 Lindsay, William
 Lippincott, Benjamin E.
 Listiak, Daniel A.
 Livingston, Robert S.
 Lockhart, William B.
 Loehr, Rodney B.
 *Longstaff, Howard
 Loye, Edward S.
 Ludwig, C. C.
 Lund, Clarence E.
 Lundberg, Walter
 Lunden, Laurence R.
 Luyten, Willem J.
 MacDougall, Frank H.
 *MacGregor, John M.
 *MacMillan, Dave
 Macy, Harold
 Mann, F. C. (Rochester)
 Manson, Philip W.
 Marshall, Douglas G.
 Marshall, William H.
 Mason, H. L. (Rochester)
 May, Charles D.
 Maynard, J. Lewis
 McCall, T. M. (Crookston)
 McCartney, James S.
 McClure, Harlan E.
 McClure, Robert C.
 McConnell, T. R.
 McCormick, F. G.
 McCune, George H.
 McDiarmid, Errett W.
 *McDonald, William A.
 McDowell, G. Tremaine
 McEwen, W. R. (Duluth)
 McKelvey, John L.
 *McLaughlin, Charles H.
 McMiller, Paul R.
 McNeal, Wylle B.
 McNelly, Chester
 McQuarrie, Irvine
 Meehan, Edward J.
 Meehl, Paul
 *Meyer, Warren G.
 *Micheels, William J.
 Mickel, Clarence E.
 Middlebrook, William T.
 Miller, Forrest E.
 Miller, Paul E.
 Miller, Ralph E.
 Miller, R. Dale (Duluth)
 Mills, Lennox
 Minnich, Dwight E.
 Mitchell, David
 Monachesi, Elio D.
 Monk, Samuel Holt
 Morrill, J. L.
 Morris, William E.
 Morse, Horace T.
 Mudgett, Bruce D.
 Mueller, Verval J.
 Myers, Howard D.
 Myers, W. R.
 Neale, Mervin G.
 Nelson, Carl L.
 *Nelson, Lowry
 Netz, C. V.
 Nichols, Ralph G.
 Nier, Alfred O. C.
 Nightingale, Edmund A.
 Noble, Isabel
 Nolte, Julius M.
 Nordly, Carl L.
 Nunn, William Lee
 Oberg, Paul
 O'Brien, Thomas D.
 Odlaug, T. O. (Duluth)
 Ogle, K. N. (Rochester)
 Olmsted, John M. H.
 Olson, Joseph C., Jr.
 *Osell, Clarence R.
 Osgood, Ernest S.
 Ostlund, H. J.
 Otis, Charles K.
 Papandreou, Andreas G.
 Paterson, Donald
 Pattison, Walter T.
 Peik, Wesley E.
 Pervier, Norville C.
 *Peters, Walter H.
 Petersen, William E.

Peterson, Milo J.
 Peyton, W. T.
 *Pfeider, Eugene P.
 Phelps, Ethel
 Piccard, J. F.
 Pieper, E. H. (Duluth)
 Pierce, George O.
 Piper, Ralph A.
 Piret, Edgar L.
 Pirsig, Maynard E.
 Pomeroy, Benjamin S.
 Pond, George A.
 Potter, Orrin W.
 Power, Marschelle H. (Rochester)
 Prescott, Gerald R.
 Price, Raymond G.
 Priester, George C.
 Putman, Charles F.
 Quigley, Harold S.
 Rasmussen, Andrew T.
 Read, Horace E.
 Reed, Sheldon C.
 Rees, Louis W.
 Reighard, John J.
 Reyerson, Lloyd H.
 Richards, A. Glenn
 Riesenfeld, Stefan A.
 Rigler, Leo G.
 *Ringoen, Adolph
 Rinke, Ernest
 Ripken, John F.
 Ritchey, Lloyd B.
 Robertson, Burton J.
 Robertson, Rhodes
 Roepke, Martin H.
 Roff, Merrill F.
 Rogers, Charles H.
 *Rose, Arnold
 Rose, Ella J.
 Rost, Clayton O.
 Rottschaefer, Henry
 Rotzel, C. L.
 Rowley, Frank B.
 Russell, Harold G.
 Rutford, Skuli
 Ryan, Dennis M.
 Ryan, James J.
 Saltus, C. N. (Duluth)
 Sandell, Ernest B.
 Sanderson, James C.
 Sandstrom, W. Martin
 *Sautter, Jay H.
 *Schabacker, C. H.
 Schantz-Hansen, Thorvald
 Schiele, Burtrum C.
 Schlotthauer, C. F. (Rochester)
 *Schmid, Alois R.
 Schmitt, Otto H.
 Schmitz, Henry
 *Scholl, Miriam G.
 Schroepfer, George J.
 Schuck, Robert F.
 Schultze, Max O.
 Schwantes, Arthur J.
 Schwartz, G. M.
 *²Scott, Lyndell B.
 Searles, Harold R.
 Sellars, Wilfrid S.
 Shaw, Mary J.
 Shea, Alice L.
 Shellman, Joseph F.
 Shepherd, William G.
 *Shoffner, Robert N.
 Short, Lloyd M.
 Shove, Raymond H.
 Sibley, Mulford
 *Sielaff, Richard O. (Duluth)
 Sierk, Carl F.
 Siler, Roderick W.
 Simmons, Dorothy
 Simon, William J.
 Simonson, Ernst
 Sirich, E. H.
 Sloan, Hubert J.
 Smith, Dora V.
 Smith, Fred
 Smith, Henry Nash
 Smith, Homer J.
 Smith, Lee I.
 Smith, Lloyd Lyman, Jr.
 Sneed, M. Cannon
 Snyder, Leon C.
 *Soine, Olaf C. (Crookston)
 Soine, Taito O.
 Speidel, T. D.
 Spilhaus, Athelstan F.
 Spink, Wesley W.
 *Spratt, Nelson T.
 Stakman, Elvin C.
 Stanford, E. B.
 Steefel, Lawrence D.
 Stehman, J. W.
 Steinbach, H. Burr
 Stenstrom, Karl W.
 *Stephan, James W.
 Stephens, Clyde
 Stephenson, George M.
 Stolarik, Eugene
 Stoppel, Arthur E.
 Stout, Minard W.
 Straub, Lorenz G.
 Studley, Lucy
 Summers, R. E.
 *Swain, Frederick, Jr.

Syverton, Jerome T.
 Tate, John T.
 *Taylor, Henry L.
 Taylor, Margaret
 Teeter, Thomas A. H.
 Thiel, George A.
 Thomas, Gertrude
 Thomas, Horace L.
 Thomas, Theodor W.
 Thompson, Faith
 Thompson, Mark J.
 (Experiment Station, Duluth)
 Thomson, Stewart C.
 *Thorpe, Neils
 Tinker, Miles A.
 Treloar, Alan E.
 *Tselos, Dimitri T.
 *Turnbull, John G.
 Turriffin, Hugh L.
 Tyler, Alice F.
 Tyler, Tracy F.
 Upgren, Arthur R.
 Upson, Ralph H.
 Vaile, Roland S.
 Valasek, Joseph
 Van Wagenen, M. J.
 Varco, Richard L.
 Vaughan, Alfred L.
 Visscher, Maurice B.
 Vold, George B.
 von Glahn, G. E. (Duluth)
 Waite, Warren C.
 Wakim, K. J. (Rochester)
 Wall, C. N.
 Wallace, Franklin G.
 Wallis, Wilson D.
 Wangensteen, Owen H.
 Warren, Robert Penn
 Warschawski, Stefan E.
 Watson, Cecil J.
 *Watson, Dennis W.
 Weaver, John C.
 Webb, James S.
 Weir, Theodore S.
 Wells, Lemen J.
 *Wendt, Paul R.
 *Wesley, Edgar B.
 *Wheeler, John T.
 *White, Wallace F.
 White, Wendell
 Whiting, Frank
 *Whitson, Lee S.
 Widdowson, H. T.
 Wilcox, Arthur N.
 Wilcox, Hugh B.
 Wilder, R. M. (Rochester)
 Wilford, Lloyd A.
 Willey, Malcolm M.
 Williams, Cornelia D.
 Williams, John H.
 Williams, Marvin (Rochester)
 *Williams, W. Lane
 Williamson, E. G.
 Willson, David H.
 *Wilson, Marjorie U.
 Winslow, Robert W.
 Winter, James D.
 Winters, Laurence M.
 Wise, J. A.
 Wittich, Harold C.
 Wodsedalek, Jerry
 Wolf, John B.
 Wood, C. W. (Duluth)
 Wood, E. H. (Rochester)
 *Wood, Frank
 Wrenn, C. Gilbert
 Wright, Harold N. G.
 *Yock, Douglas H.
 Yoder, Dale
 Zavoral, Henry G.
 Ziebarth, E. William
 *Ziegler, Newell P.

Non-Voting Members

Active

Adams, R. C. (Rochester)
 Adson, Alfred W. (Rochester)
 *Aldrich, C. A.
 Alexander, Jean H.
 Allen, E. V. (Rochester)
 Alvarez, W. C. (Rochester)
 Anderson, E. Dyer
 Anderson, J. K.
 Anderson, K. W.
 Ausemus, Elmer R.
 Austin, L. T. (Rochester)
 Baggenstoss, A. H. (Rochester)
 Bair, H. L. (Rochester)
 Barga, J. A. (Rochester)
 Barker, N. W. (Rochester)
 Barron, Moses
 Beard, A. H.
 Benedict, W. L. (Rochester)
 Berkman, J. M. (Rochester)
 Berkson, J. (Rochester)
 Birkmaier, Emma M.
 Boies, L. R.
 Bohrer, John J.
 Bowing, H. H. (Rochester)

*Boyd, D. A. (Rochester)
 Braceland, F. J. (Rochester)
 *Briggs, John F.
 Broders, A. C. (Rochester)
 Brown, A. E. (Rochester)
 Brown, P. W. (Rochester)
 Brunsting, L. A. (Rochester)
 Buie, L. A. (Rochester)
 *Burchell, H. B. (Rochester)
 Butler, A. B.
 Butt, H. R. (Rochester)
 Camp, J. D. (Rochester)
 Campbell, Norman A.
 Campbell, Orwood J.
 Carey, James B.
 Challman, S. Alan
 Chatterton, Carl C.
 Clagett, O. T. (Rochester)
 Clausen, Clarence A.
 Cole, Wallace H.
 Comfort, M. W. (Rochester)
 Connor, Charles E.
 Cook, E. N. (Rochester)
 Cooperman, Oscar
 Corbin, K. B. (Rochester)
 Counsellor, V. S. (Rochester)
 Craig, W. McK. (Rochester)
 Crenshaw, J. L. (Rochester)
 Culbertson, Joseph O.
 Delp, Harold A.
 Delton, Rudolph W.
 Desjardins, A. U. (Rochester)
 Dixon, C. F. (Rochester)
 Dockerty, M. B. (Rochester)
 Drake, Carl B.
 Drips, Della G. (Rochester)
 Dry, T. J. (Rochester)
 Dumas, Alexander G.
 Eaton, L. M. (Rochester)
 Ebert, Richard V.
 Emmett, J. L. (Rochester)
 Epstein, Stephan
 *Erick, J. B. (Rochester)
 Ernst, Max E.
 Estes, George D.
 Eusterman, G. B. (Rochester)
 Evans, E. T.
 Fansler, Walter A.
 *Fenger, E. P. K.
 Figi, F. A. (Rochester)
 Foley, Frederic E. B.
 Fowler, L. Haynes
 Fricke, R. E. (Rochester)
 Ghormley, R. K. (Rochester)
 Gray, H. K. (Rochester)
 Gray, Royal C.
 Griffith, Charles A.
 Haines, Samuel F. (Rochester)
 Hall, B. E. (Rochester)
 Hammes, Ernest M.
 Hamre, Christopher J.
 Hanson, William A.
 Harrington, S. W. (Rochester)
 Hartman, H. R. (Rochester)
 Havens, F. Z. (Rochester)
 Hayes, James
 Heck, F. J. (Rochester)
 Helmholz, H. F. (Rochester)
 Hempstead, B. E. (Rochester)
 Hench, P. S. (Rochester)
 Herrell, W. E. (Rochester)
 *Hill, Allan
 Hillmann, Harold C.
 Hines, E. A. (Rochester)
 *Hoff, Alfred
 Horton, B. T. (Rochester)
 Hoshour, Harvey
 Huenekens, Edgar J.
 Hunt, A. B. (Rochester)
 Ikeda, Kano
 Irvine, Harry G.
 Jernall, Roy M.
 Johnson, Adelaide M. (Rochester)
 Johnson, James A.
 Johnson, Reuben A.
 Jones, E. Mendelssohn
 Kamman, Gordon R.
 Keith, H. M. (Rochester)
 Keith, N. M. (Rochester)
 Kennedy, R. L. J. (Rochester)
 Kinsella, Thomas
 Kirklin, B. R. (Rochester)
 Knapp, Miland E.
 Krusen, F. H. (Rochester)
 Laymon, Carl W.
 Leddy, E. T. (Rochester)
 Leven, N. Logan
 Lillie, H. I. (Rochester)
 Lippman, Hyman S.
 Love, J. G. (Rochester)
 Lundberg, George W.
 Lundy, J. S. (Rochester)
 Lynch, Francis W.
 MacCarty, W. C. (Rochester)
 MacGibbon, Everett E.
 Madden, John F.
 Magath, T. B. (Rochester)
 Masson, J. C. (Rochester)
 Mayo, Charles W. (Rochester)
 Maytum, C. K. (Rochester)
 Maxeiner, Stanley R.
 McCarthy, Donald
 McCarthy, Lester C.
 McDonald, J. R. (Rochester)

McKinlay, Chauncey A.
 Meller, Robert L.
 Meyerding, H. W. (Rochester)
 Michael, J. C.
 Michelson, Henry E.
 Moersch, F. P. (Rochester)
 Moersch, H. J. (Rochester)
 Montgomery, H. (Rochester)
 *Morlock, C. G. (Rochester)
 Mussey, R. D. (Rochester)
 Myers, J. A.
 Nelson, Earl A.
 Nelson, Herbert C.
 Nesbitt, Samuel
 New, G. B. (Rochester)
 Noble, John F.
 Noran, Harold H.
 Nordland, Martin
 O'Leary, Paul A. (Rochester)
 Parker, H. L. (Rochester)
 *Parker, R. L. (Rochester)
 Pattridge, Mark O.
 Pemberton, J. D. (Rochester)
 Peppard, Thomas A.
 Peterka, Charles
 Petersen, M. C. (Rochester)
 Pettengill, True E.
 Platou, Erling S.
 *Plummer, W. A. (Rochester)
 *Pool, T. L. (Rochester)
 Pragen, A. D. (Rochester)
 Prickman, L. E. (Rochester)
 Priestley, J. T. (Rochester)
 Radosch, Dorothea
 Randall, L. M. (Rochester)
 Rea, Charles E.
 Regnier, Edward
 *Rice, Carl O.
 Richard, Ernest T. F.
 *Rivers, A. B. (Rochester)
 Rome, H. P. (Rochester)
 Ross, Guy W. C.
 Rucker, C. W. (Rochester)
 Rynearson, E. H. (Rochester)
 Sanford, A. H. (Rochester)
 Schaaf, Frederick H.
 Seham, Max
 Shapiro, Morse J.
 Simonton, K. M. (Rochester)
 *Siperstein, David
 *Slocomb, C. H. (Rochester)
 Smith, Frederick L.
 Smith, Harry L. (Rochester)
 Smith, N. D. (Rochester)
 Snell, A. M. (Rochester)
 Spock, B. N. (Rochester)
 Stafne, E. C. (Rochester)
 Steadman, Sherwood
 Stoesser, Albert V.
 Strachauer, Arthur C.
 Sukor, Marvin
 Sweitzer, Samuel E.
 Thiers, Fred C.
 Thom, Lewis W.
 Thompson, G. J. (Rochester)
 Tucker, William B.
 Ude, Walter H.
 Wagener, H. P. (Rochester)
 Wahlquist, Harold F.
 Wakefield, E. G. (Rochester)
 Waldron, Carl W.
 Walters, W. (Rochester)
 Watkins, C. H. (Rochester)
 Waugh, J. M. (Rochester)
 Webb, Roscoe C.
 Weber, H. M. (Rochester)
 Weed, L. A. (Rochester)
 Weir, J. F. (Rochester)
 Wells, Herbert S.
 Wetherby, Macnider
 Whittaker, Harold A.
 Wilder, Robert L.
 Williams, H. L. (Rochester)
 Willius, F. A. (Rochester)
 *Wolff, Herman J.
 Woltman, H. W. (Rochester)
 Worman, Harold G.
 Wyatt, Oswald S.
 Zierold, Arthur A.
 Zimmerman, Harry

Emeriti

Alway, Frederick J., Professor	Blakey, Roy G., Professor
Amberg, S., Associate Professor (Rochester)	Blitz, Anne D., Dean
Arnal, Leon, Professor	Boothby, Walter M., Professor (Rochester)
Arny, Albert C., Associate Professor	Boss, William, Professor
Bass, Frederic H., Professor	Braasch, W. F., Professor (Rochester)
Beach, Joseph, Professor	Brekhus, Peter J., Professor
Bell, Ellexious T., Professor	Brooke, W. E., Professor

Brown, Edgar D., Associate Professor
 Bryant, John M., Professor
 Burch, Frank E., Professor
 Burkhard, Oscar C., Professor
 Bussey, William H., Professor
 Chesley, Albert J., Clinical Professor
 Cheyney, Edward G., Professor
 Clawson, Benjamin J., Professor
 Coffey, Walter C., President
 *Cohen, Lillian, Associate Professor
 Comstock, E. H., Professor
 Corbett, J. Frank, Professor
 Cox, Norman J., Associate Professor
 Cutler, Alvin S., Professor
 Damon, George M., Clinical Professor
 Davis, Darrell H., Professor
 Downey, Hal, Professor
 *Emmons, William H., Professor
 Erickson, Theodore A., Associate Professor
 Erikson, Henry A., Professor
 Field, Albert M., Professor
 Ford, Guy S., President
 Fraser, Everett, Dean and Professor
 Freeman, Charles D., Professor
 Freeman, Edward M., Dean and Professor
 *Geiger, Isaac W., Associate Professor
 Giffin, H. Z., Professor (Rochester)
 Goldstein, Harriet, Professor
 Goodenough, Florence L., Professor
 Green, Robert O., Clinical Professor
 Grout, Frank F., Professor
 Herrick, Carl A., Professor
 Jenks, Albert E., Professor
 Kennedy, Cornelia
 Kirchner, William H., Professor
 Kirkwood, William P., Professor
 Klaeber, Frederick, Professor
 Knight, Ray R., Clinical Professor
 Lansing, Robert C., Associate Professor
 Lasby, William F., Dean and Professor
 LeCompte, Irville C., Professor
 Leland, Ora M., Dean
 Lemon, W. S., Professor (Rochester)
 Lind, Samuel C., Dean and Professor
 Logan, A. H., Associate Professor (Rochester)
 Macnie, John S., Associate Professor
 Mann, F. M., Professor
 McClintock, Henry L., Professor
 McDaniel, Orianna, Clinical Associate Professor
 McKinley, J. C., Professor
 Meyer, Warren, Associate Professor
 Miller, Louallen F., Professor
 Miller, W. S., Professor
 Moore, Cecil A., Professor
 Newton, Julia O., Associate Professor
 *Nicholson, E. E., Dean
 Norris, J. Anna, Professor
 Ogle, Marbury B., Professor
 Parker, Walter H., Professor
 Pease, Levi B., Professor
 Pierce, E. B., Director
 Price, Richard R., Professor
 Ramsey, Walter R., Clinical Associate Professor
 Rarig, Frank, Professor
 Raymond, Ruth, Professor
 Riley, William A., Professor
 Rodda, Frederick C., Clinical Professor
 Roe, Harry B., Professor
 Rosendahl, Carl O., Professor
 Savage, Charles A., Professor
 Scammon, Richard E., Professor
 Schneider, John P., Associate Professor
 Scott, Frederick H., Professor
 Sheard, Charles, Professor (Rochester)
 Shoop, Charles F., Professor
 Shumway, R. R., Assistant Dean and Professor
 Stauffer, Clinton R., Professor
 Stoll, Elmer E., Professor
 Thomas, Joseph M., Assistant Dean and Professor
 Tilden, Josephine, Professor
 Ulrich, Henry L., Professor
 Vaile, Gertrude, Associate Professor
 Walls, James M., Professor

Wells, Amos S., Professor
 White, Albert B., Professor
 White, S. Marx, Professor

Wilcox, Archa, Professor
 Zelner, Otto S., Associate Professor

- ¹ Absence on leave.
- ² Promotion.
- ³ New appointment.
- ⁴ Absent on leave fall quarter.
- ⁵ Absent on leave spring quarter.
- ⁶ Absent on sabbatical leave.
- ⁷ Absent on sabbatical leave fall quarter.
- ⁸ Absent on sabbatical leave winter quarter.
- ⁹ Absent on sabbatical leave spring quarter.
- ¹⁰ Absent on sabbatical leave winter and spring quarters.
- ¹¹ Died June 16, 1949.

- ¹² Died July 1, 1949.
- ¹³ Died August 8, 1949.
- ¹⁴ Died January 13, 1949.
- ¹⁵ Died September 6, 1949.
- ¹⁶ Died October 9, 1948.
- ¹⁷ Died October 22, 1949.
- ¹⁸ Died October 3, 1948.
- ¹⁹ Died June 5, 1949.
- ²⁰ Died November 5, 1948.
- ²¹ Died September 24, 1949.
- ²² Died June 28, 1949.

III. SPECIAL ADMINISTRATIVE COMMITTEES

Reported for Information

At the meeting of the Senate on May 26, 1949, President Morrill indicated that in addition to the standing Senate Committees, there are a number of special administrative committees named by him. He stated that he would present a list of these committees, with their membership, at the fall meeting of the Senate, for information. This list follows:

Admissions, Board of, R. E. Summers (chairman), Ralph Berdie, Charles W. Boardman, Russell M. Cooper, Ruth Eckert, Henry E. Hartig, Howard L. Horns, Horace T. Morse, Henry Schmitz, Chester W. Wood.

Band Committee, Paul M. Oberg (chairman), Edwin L. Haislet, T. Raymond McConnell, Frank McCormick, William T. Middlebrook, William L. Nunn, Wesley E. Peik, Gerald R. Prescott, Clarence H. Schabacher, Malcolm M. Willey, Edmund G. Williamson.

Centennial Committee, University, Horace T. Morse (chairman),* E. W. McDiarmid (secretary),* Raymond M. Amberg, Hedwin C. Anderson, H. Harvard Arnason, Theodore S. Blegen,* Wallace V. Blomquist, W. J. Breckenridge, Helen G. Canoyer, John O. Christianson, Helen Clapesattle, William H. Crawford, E. W. Davis, Katharine J. Densford, Harold S. Diehl, Theodore H. Fenske, Raymond C. Gibson, Walter H. Grierson, Alrik Gustafson, Edwin L. Haislet, Victor Johnson, Roy C. Jones, August C. Krey,* Arthur O. Lampland, Ruth E. Lawrence, James S. Lombard, Frank G. McCormick, Tremaine McDowell, William T. Middlebrook,* Paul E. Miller, Charles V. Netz, Julius M. Nolte, William L. Nunn,* Paul M. Oberg, Burton Paulu, Maynard E. Pirsig, Joseph C. Poucher, Robert P. Provost, Lloyd H. Reyerson, Chester Roan, Clarence H. Schabacher, Thorvald Schantz-Hansen, Henry Schmitz,* Lloyd M. Short, Fred B. Snyder, Lorenz G. Straub, Cornelius M. Sullivan, Thomas A. H. Teeter, Tracy F. Tyler, Dorolise H. Wardwell, Stanley H. Wenberg, Edgar B. Wesley, Frank M. Whiting, Malcolm M. Willey,* Edmund G. Williamson, Sheldon V. Wood.

Dight Institute Advisory Committee, Theodore C. Blegen (chairman), Gaylord W. Anderson, John J. Bittner, F. Stuart Chapin, Harold S. Diehl, Royal C. Gray, Dwight E. Minnich, Donald G. Paterson, Sheldon C. Reed.

Disciplinary Committee, All-University, Edmund G. Williamson (chairman), Ruth E. Boynton, Walter W. Cook, Stanley V. Kinyon, Keith N. McFarland, Elio D. Monachesi, Dora V. Smith.

Duluth Branch Advisory Committee, Malcolm M. Willey (chairman), Richard L. Kozelka, T. Raymond McConnell, William T. Middlebrook, Wesley E. Peik.

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

* Executive Committee.

Foreign Students, Committee on, Theodore C. Blegen (chairman), Francis B. Barton, Asher N. Christensen, William H. Crawford, Irvine McQuarrie, Elvin C. Stakman, R. E. Summers, Edmund G. Williamson.

Greater University Corporation, Project Advisory Committee, Theodore C. Blegen (chairman), Clyde H. Bailey, Edwin Haislet, William T. Middlebrook, Ben W. Palmer, Stanley Wenberg (ex officio), Malcolm M. Willey.

Group Insurance Advisory Committee, University, Richard Kozelka (chairman), Raymond M. Amberg, Wallace V. Blomquist, Raymond W. Brink, Austin A. Dowell, Marcia Edwards, Elmer Johnson, Malcolm M. Willey.

Honors, Committee on University, William Anderson (chairman), Clyde H. Bailey, Theodore C. Blegen, Frank H. MacDougall, Errett W. McDiarmid, Irvine McQuarrie, Malcolm M. Willey.

Industrial Relations Center Faculty Committee, Richard L. Kozelka (chairman), F. Stuart Chapin, Austin O. Dowell, George Filipetti, William B. Lockhart, Donald G. Paterson, Lloyd M. Short, Dale Yoder.

Institutional Research, Committee on, Russell M. Cooper (chairman), Helen B. Canoyer, John G. Darley, Ruth Eckert, Carl J. Eide, Ruth Harrington, Palmer O. Johnson, Theron A. Johnson, Thomas L. Joseph, Robert H. Keller, John E. King, Elio D. Monachesi, Horace T. Morse, Maynard E. Pirsig, Edward B. Stanford, R. E. Summers, Malcolm M. Willey.

Patent Committee, William T. Middlebrook (chairman), Edward W. Davis, Harold Macy.

Public Relations Advisory Committee, William L. Nunn (chairman), Raymond M. Amberg, Theodore C. Blegen, Ralph D. Casey, Wilbur H. Cherry, John O. Christianson, Edward W. Davis, Harold S. Diehl, Edwin Haislet, Frank G. McCormick, Paul E. Miller, Julius Nolte, Henry Schmitz, R. E. Summers, Edgar B. Wesley, Dale Yoder.

Radio Policy Committee, Julius M. Nolte (chairman), Frank G. McCormick, William T. Middlebrook, Paul E. Miller, William L. Nunn, Edmund G. Williamson, Malcolm M. Willey.

Residence Status, Board of Review on, R. E. Summers (chairman), William H. Alderman, Horace E. Read, Andrew T. Rasmussen, George Schroepfer.

Schedule Committee, University, True E. Pettengill (chairman), chairman of the schedule committees of the several schools and colleges, and Vernon Ausen (room scheduling supervisor).

Schools of Agriculture, Committee to Study Educational Programs of the, Henry Schmitz (chairman), Ruth Eckert, Theodore H. Fenske, Douglas G. Marshall, Homer J. Smith.

Space Allocation and Use, Advisory Committee on, R. E. Summers (chairman), William F. Holman, William T. Middlebrook, Horace T. Morse, Maynard E. Pirsig, Malcolm M. Willey.

Student Publications, Board in Control of, Ralph D. Casey, James Gray, Henry Schmitz, Edmund G. Williamson, plus 7 student members.

Summer Research Appointments, Committee on, Theodore C. Blegen (chairman), Richard L. Kozelka, T. Raymond McConnell, Errett W. McDiarmid, Wesley E. Peik, A. F. Spilhaus, Elvin C. Stakman, Lorenz A. Straub.

Summer Session Advisory Committee, Thomas A. H. Teeter (chairman), Elmer W. Johnson, Mervin G. Neale, Lloyd Reyerson, Henry Schmitz, Homer J. Smith, Lawrence D. Steefel, Gilbert C. Wrenn.

Tenure Advisory Committee, Malcolm M. Willey (chairman), Jean H. Alexander, William Anderson, Paul D. Boyer, Wilbur H. Cherry, J. Lewis Maynard, James S. McCartney, Norman W. Moen.

University Press Committee, Malcolm M. Willey (chairman), Theodore C. Blegen, Margaret S. Harding, Harold C. Macy, Errett W. McDiarmid, Julius Nolte.

President Morrill said that he will make a practice of reporting these committees each year at the November Senate meeting.

IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

1. Statement of Policy Concerning Absence from Class by Students who Participate in University-Approved Non-Curricular Activities—There was a report of the subcommittee appointed to formulate a statement of policy concerning absence of certain students. Chiefly, the report referred to make-up of work and to misunderstandings growing out of the fact that an excuse from attending classes does not carry with it excuse from the work of the course. In so far as possible, University-approved non-academic activities should conform with class requirements, according to Committee opinion. It was moved, seconded, and ordered that the report of the Committee be referred to the Senate with the recommendation that that body approve such a policy. The report follows:

The University recognizes the desirability of student participation in various approved non-curricular activities that conflict at times with class attendance. It favors a policy of make-up procedures that will not penalize such participants in terms of class standing. The following statement of policy is therefore presented so that students and faculty may understand clearly their respective roles and responsibilities in this regard.

A. Students who are engaged in approved non-curricular activities, such as forensics, band, or athletics, occasionally find it necessary to be away from the campus or engaged in the activity during the meeting period of classes for which they are enrolled. Certification will be made by the Office of the Dean of Students that such students have been engaged in University-approved non-curricular activities on the dates and periods indicated. Instructors should allow these students to make up work missed to the same extent they would permit make-up for other students absent from class for other reasons such as illness.

B. The authority to excuse a student from class attendance resides in the individual instructor subject only to the regulations of his department, division, or college, except as a particular unit may have specifically adopted some other policy, such as centralizing excuses through its administrative office.

C. The college, division, department, and individual instructor should inform students of the relevant policy and practices in each class at the beginning of the course.

D. Certification of the reason for absence from class does not operate to reduce the minimum work required for the course. Such a certification should permit the student to make up the work according to regularly established practices of the University, college, division, or department.

E. Any published lists or any slips issued to individual students indicating participation in approved non-curricular activities should make clear the following points:

- (1) That the certification is with regard to the cause of the absence only.

- (2) That the student should consult with his instructors concerning the possibility and ways of making up the class work missed.
- (3) That such students should be permitted to make up the work in the manner customary in those classes which he has missed.

NOTE: For Senate policies bearing upon incomplete work caused by absence from class, instructors are referred to the minutes of the Senate of May 20, 1943 (grade of Incomplete) and of February 19, 1948 (cancellation without grade).

Approved

2. Reported for Information

1. *Summer Session Commencements*—The Committee discussed the desirability of eliminating one of the two commencements of the Summer Session. Views were presented on the public relations value of continuing with both a July and an August commencement. No convincing reasons were advanced for the discontinuance of one of the summer commencements of 1950. It was therefore moved, seconded, and voted that the Committee reaffirm its present policy with respect to summer commencements and its desire of maintaining two each year, at least until there is some significant change which indicates reasons for having but a single commencement in the summer.

2. *University Ceremonials*—The Committee took note of poor faculty attendance at such events as the autumn freshman convocation, Cap and Gown day observances, Baccalaureate, and Commencement. Faculty participation should generally be better, it was observed. Some departments are known to provide for rotating attendance by a rather definite number of members. Provision for this and encouragement of faculty participation must be at the level of the professor, it was said. By common consent, all of the Deans will make this a matter of discussion and business with their departments and will urge better faculty participation.

3. *Loyalty Clearance Procedures*—The Committee gave brief attention to both old and new procedures involved in determining loyalty of persons in certain categories, for example, applicants for Atomic Energy Commission Fellowships. There was reference to the provision in the Independent Offices Appropriation Act of the 81st Congress of a new form of approval and clearance and to the clearance now required by the amended form of that law. Caution is indicated, according to discussion. The Committee left to Dean Blegen the responsibility of convening a suitable University group to consider possible policies and recommendations in this regard.

4. *Reporting of Recognitions, Honors, and Awards Received by Members of the Staff*—The Office of University Relations would like to have current information on citations and awards received by all members of the staff. Specifically, it would use photostatic copies of certificates or citations in drafting news releases and in preparing copy for *Minnesota Chats*. These would be sent to the Archives for filing. The President's office now obtains information of this kind for the personnel files. There was concurrence on the desirability of full reporting to the President and in the value of providing Mr. Nunn's office with duplicate material whenever possible.

5. *Letters to Donors of Scholarships*—As a factor in personalizing public relations of the University, the University Relations Office has attempted to keep donors of continuing scholarships informed of the year-by-year recipients of these grants. Some of the Deans, too, have written to point out continuing value of the scholarships and have found their action appreciated where the recipients have been identified and described. It was taken by common consent that college officials could advantageously follow this practice in many instances.

6. *Letters to Court of Honor Sponsors*—The Committee endorsed the practice of the Deans and the University Relations office in writing to sponsors of honor students at the Court of Honor Dinner to express appreciation of the benefits of this event. It was asked that more generally the Deans of the several different colleges contact the sponsors in their special areas.

7. *Textbook Approvals*—Approval was given for text materials as follows:

Sample Themes, 1500 copies, a mimeographed selection of themes written during 1948-49, for use in freshman English. To be sold by the Nicholson Hall Bookstore. Price \$0.20.

Sample Themes, 400 copies, for use in English 27-29. To be sold by the Nicholson Hall Bookstore. Price \$0.25.

Physics Laboratory Manual, by Andrew Hustrulid and A. M. Flikke, 300 copies, 75 mimeographed pages for use in Ag.En. 23, 24, 25, and 35. To be sold by the Agricultural Bookstore. Price \$0.75.

Schedule of Bacteriology Course 102, 200 copies, a 129-page mimeographed outline. To be sold by the Professional Colleges Bookstore. Price \$1.00.

Iron Ore Beneficiation, 800 copies, a revision of the mimeographed textbook used in Met. 121 and 140. To be sold by the Professional Colleges Bookstore. Price \$2.00.

The Philosophy of Logical Atomism, a mimeographed reprint from the lectures of Bertrand Russell, 300 copies. To be sold by the Nicholson Hall Bookstore. Price \$1.25.

Use of Program as a Tool in Group Work, 100 copies, a mimeographed pamphlet for use by classes in the School of Social Work. To be sold by the Nicholson Hall Bookstore. Price \$0.50.

Principles of the American Constitution, 125 copies, an 18-page syllabus for use in political science classes. To be sold by the Nicholson Hall Bookstore. Price \$0.25.

Syllabus for Political Science A-B-C, 500 copies, a 25-page mimeographed leaflet. To be sold by the Nicholson Hall Bookstore. Price \$0.35.

Syllabus for Political Science 245-246-247, 35 copies, a mimeographed compilation of documents on SCAP policy. To be sold by the Nicholson Hall Bookstore. Price \$0.25.

A Laboratory Manual for Farm Forestry, 200 copies, mimeographed materials for use in Forestry 10. To be sold by the Agricultural Bookstore. Price \$0.50.

Supplementary Cases, Materials, and Problems on Constitutional Law, 300 copies, a 150-page mimeographed booklet for use in the Law School. To be sold by the Law School Bookstore. Price \$1.00.

Introduction to the Study of Political Behavior, 150 copies, a 5-page mimeographed syllabus for use in political science classes. To be sold by the Nicholson Hall Bookstore. Price \$0.10.

Handbook of Choral Singing, by Mildred Thompson, a lithographed reference booklet for use in music laboratories. To be sold by University Bookstores. Price \$2.00.

Fundamental Procedures of Financial Mathematics, by Merrill Rassweiler and Irene Rassweiler, a mimeographed book privately published by the authors. Price \$2.75.

American Australian Relations, by Werner Levi, published by the University Press. Price \$2.75.

Cases and Other Materials on Modern Social Legislation, by Stefan A. Riesenfeld, published by Hemphill's Bookstores, Austin, Texas. Price \$5.00.

Cases and Materials on Judicial Administration, by Maynard E. Pirsig, published by West Publishing Company. Price \$8.50.

Cases and Materials on Legal Ethics, by Maynard E. Pirsig, published by West Publishing Company. Price \$2.50.

America Divided, by Arnold Rose, published by Alfred K. Knopf. Price \$3.00.

Principles of Secondary Education, by N. L. Bossing, published by Prentice-Hall, Inc., 1949. Price \$3.85.

Readings in Social Science, Volumes I, II, and III, published by the Burgess Company of Minneapolis, for use in Social Science 1, 2, and 3. Price \$4.75 per volume.

Readings on Agricultural Policy, by O. B. Jesness, published by the Blakiston Company. Price \$4.75.

R. E. SUMMERS, Secretary

V. REPORT OF THE SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Action

President Morrill, by letter, requested that the Senate Committee on Intercollegiate Athletics make a study of the policies and operations of an athletic program at the University of Minnesota, Duluth Branch and report their recommendations. The Senate Committee on Intercollegiate Athletics referred this matter to a subcommittee consisting of Dr. W. L. Boyd, chairman, Professor Henry Rottschaefter and Frank McCormick from the University, and Dr. Chester Wood, Dr. Raymond Darling, and Lloyd Peterson from the Duluth Branch.

After meetings were held at both Minneapolis and Duluth the subcommittee submitted a report. On June 29, 1949 the Senate Committee on Intercollegiate Athletics considered this report and approved recommendations for the policies and operations of an athletic program at the University of Minnesota, Duluth Branch which was submitted to President Morrill. Under the date of October 10, 1949 President Morrill advised the Committee that he and Dr. Gibson, Provost of the Duluth Branch, had agreed to accept the Committee's recommendations.

The Senate Committee on Intercollegiate Athletics, at a meeting on October 27, 1949, approved the following recommendations as governing the policies and operations of an athletic program of the University of Minnesota, Duluth Branch and are submitting them to the University Senate for their action.

1. That the Senate Committee on Intercollegiate Athletics be given entire control of intercollegiate athletics at the Duluth Branch subject to constant revision and ratification by the University Senate.
2. That the Duluth Branch shall establish an athletic committee which shall be in general charge of, and responsible for, the detailed administration of its intercollegiate athletic program, subject to the supervision and approval of the Senate Committee on Intercollegiate Athletics.
3. That the chairman of the Duluth Branch Athletic Committee shall be a member ex-officio of the parent committee.

4. That the Duluth Branch shall conduct its program under the Minnesota College Conference rules and regulations and that the Athletic Committee of the Duluth Branch shall constitute an eligibility committee and shall decide all questions of the student eligibility to participate there in intercollegiate sports.

W. L. Boyd, Chairman

Action

1. It was voted to amend the report to omit the word "entire" from item 1.
2. It was voted to approve the report as amended.

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

Reported for Information

Credit for Physical Education and Military Training Taken at Other Institutions

In evaluating the credit given to students for physical education and military training in the past, the status of these credits at the institution offering the work in these courses was taken into consideration. Students from institutions which required courses in physical education and military training in excess of normal credit requirements for graduation were denied credit for these courses upon transfer to the University. Students whose work in these fields was considered a part of the total number of credits required for graduation were granted such credit upon transfer. The Students' Work Committee of the College of Science, Literature, and the Arts in reviewing this situation has made the following recommendation:

"Credit be given by the College of Science, Literature, and the Arts in physical education and military training to students who *received credit* in such courses at other accredited institutions. Such credit is to be given irrespective of the total number of credits required for graduation at the institution at which the credits were received. Such transfer students may not receive more credits in physical education and military training than they could apply toward graduation in this college."

This recommendation has been cleared by the Senate Committee on Relations to Other Institutions with the various colleges affected and has the approval of the Office of Admissions and Records. Since the practice proposed by the Students' Work Committee of the Arts College and now in effect actually involves no change in policy, it is reported to the University Senate for information.

ROBERT J. KELLER, Chairman

VII. REMARKS BY THE PRESIDENT

President Morrill discussed the present low ROTC enrollment and related problems.

VIII. REPORT OF THE COMMITTEE ON NECROLOGY

WILLIAM ALBERT PLUMMER

1883-1949

Dr. William Albert Plummer, Associate Professor of Medicine, Mayo Foundation, a member of the staff of the Mayo Clinic for almost 40 years, died at his home in Rochester on March 22, 1949.

Dr. Plummer was born at Racine, Wisconsin, June 30, 1883. Both his father and grandfather were doctors. His father, Dr. Albert Plummer, was well known in southeastern Minnesota.

He came to the Clinic in 1910, after his graduation from the Northwestern University Medical School. In 1917, he became head of a section of medicine at the Clinic, a position he held until October, 1947, when he became a senior consultant in medicine.

During his career he was the author of approximately 40 papers in medical journals. In 1937 he was specified as a specialist in internal medicine by the American Board of Internal Medicine. Dr. Plummer was a fellow in both the American Medical Association and the American College of Physicians. He was also a member of the Minnesota Society of Internal Medicine, the Southern Minnesota Medical Association, the American Goiter Association, the Association for the Study of Internal Secretions, the Minnesota State Medical Association, and Sigma Xi.

Besides his wife, who was Miss Corena Popple, one daughter and two sons survive him.

LILLIAN COHEN

1878-1949

Miss Lillian Cohen, Associate Professor Emeritus of Chemistry, died after a long illness on June 5, 1949.

She was born in Minneapolis, Minnesota, June 19, 1878. She received her Bachelor of Science degree at the University of Minnesota in 1900 and her Master's degree one year later. The degree of Doctor of Philosophy was conferred upon her in 1913.

Miss Cohen began her teaching career at Minnesota in 1902. She spent the academic year 1905-1906 in study at Zurich, Switzerland. After her return she was an instructor in chemistry until 1917, and assistant professor until 1927, when she was made associate professor.

Miss Cohen's whole interest in life revolved about chemistry and the teaching of this science to the students in her classes. In this connection she was always active in Iota Sigma Pi, national chemical sorority for women. She belonged to the American Chemical Society for many years and was active in the affairs of the Minnesota Section. She was honored by election to Phi Beta Kappa and Sigma Xi.

She was counselor and adviser to women majoring in chemistry, and her interest in students extended far beyond the classroom. She was known and loved by alumni all over the country. She took great pride in their achievements and kept in personal touch with many of them.

Miss Cohen reached retirement age in 1946 and since that time had lived in Minneapolis with her brother, Myer S. Cohen, who survives her.

CHARLES AUGUST MANN

1886-1949

Charles August Mann, Professor of Chemical Engineering and Chief of the Division of Chemical Engineering, died suddenly on June 25, 1949.

He was born June 5, 1886, in Milwaukee, Wisconsin. At the University

of Wisconsin he obtained the Bachelor of Science degree in 1909 and his Master's degree two years later. The degree of Doctor of Philosophy was conferred upon him in 1915. During the period following his work for the Master's degree he was an instructor in chemical engineering at Wisconsin.

In 1916 he went to Iowa State College at Ames, Iowa. Here he was asked to arrange a course of study in chemical engineering and equip a laboratory for the instruction of students in this, a relatively new field of engineering.

In the fall of 1919 he joined the staff of the School of Chemistry at the University of Minnesota as an associate professor of industrial chemistry. He was asked to expand the work in industrial chemistry in the direction of chemical engineering so that a definite curriculum in chemical engineering might be offered to those students interested in applying chemistry to industry. His energy and organizing ability soon developed a course of study to which increasing numbers of students were attracted. In 1920 he was promoted to a professorship of chemical engineering and in 1924 he was made chief of the division. His career was noteworthy because of the large number of chemical engineers he trained and the intense drive he gave to the upbuilding of his profession.

Dr. Mann was a member of many professional organizations, including the American Institute of Chemical Engineers and the American Chemical Society. He was instrumental in organizing the student branch of the Institute at Minnesota and he served as chairman of the Minnesota section of the American Chemical Society for one year. He also had been president of the Minneapolis Engineers Club and the Kiwanis Club of Minneapolis. He was honored by election to Sigma Xi, Tau Beta Pi, and Phi Lambda Upsilon.

Dr. Mann was a great lover of music. He played several instruments but during latter years he devoted his musical energy to the 'cello. While a graduate student at the University of Wisconsin he played professionally and had charge of the University band and orchestra. He belonged to informal musical groups in the Twin Cities.

He is survived by his wife, Lillian, and a sister in Milwaukee. His memory is cherished by a large circle of professional and personal friends.

EDWARD EVERETT NICHOLSON

1873-1949

One of the most widely known members of the University community passed away on June 28, 1949, in the death of Edward E. Nicholson. Known to everyone as "Dean Nick," in his twenty-four years as Dean of Student Affairs he had entered more intimately into the lives of the men students than anyone else on the campus.

He was born February 9, 1873, at Yellow Springs, Ohio. After receiving his degree from the University of Nebraska in 1894 and after some early appointments in his professional field, he came to the University of Minnesota as instructor in chemistry in 1896. In 1910 he was made assistant professor and in 1915 was appointed assistant dean in the College of Science, Literature, and the Arts. In this period he began the work of organizing a student council. Two years later he became the University's first dean of student affairs, and continued in this office until his retirement in 1941. Throughout these years he constantly encouraged the students to organize and govern their own affairs; there was a kind of good natured give-and-take between the enthusiasts of youth and the counsels of age. The files today show an impressively large number of personal letters written on behalf of individual students. The inevitable disciplinary cases were the dean's chief burdens.

His work reached far beyond the campus; he spent many days visiting the high schools of the state and talking with the young men there. He was one of the founders of the National Association of Deans of Men and was active in its affairs, particularly in the years following the war of 1914-18. He also worked closely with the Minnesota Dads' Association and had much to do with developing that angle of interest and participation in University affairs.

The campus building which was once the home of chemistry and later for many years was the Men's Union and the busy center for student affairs has been appropriately named Nicholson Hall. A lifelike portrait of the dean hangs near the entrance.

Dean Nicholson is survived by his wife; his son, Edward C., of Minneapolis; four grandchildren; and three great-grandchildren.

WALTER H. PETERS

1885-1949

Professor W. H. Peters, for many years Chief of the University of Minnesota Division of Animal Husbandry, passed away on August 8, 1949, after a long illness. He was 64 at the time of his death.

Professor Peters was born on a farm in southeastern Iowa, near Keokuk, on July 9, 1885. He attended a one-room school and Keokuk High School. He was graduated with honors from Iowa State College in 1908, and the next year became head of the Department of Animal Husbandry at Manitoba Agricultural College.

In 1914, he was named head of the Animal Husbandry section at North Dakota Agricultural College and in 1918, he came to the University of Minnesota. He was named chief of the Animal Husbandry Division at University Farm in 1921.

During his years as chief, the work of his division increased nearly fourfold and an extensive research program was developed.

He was livestock editor of *Farm Stock and Home* from 1916 to 1931 and of the *Farmer* since 1931. His book, *Livestock Production*, is now used widely in colleges throughout the nation and was used as a text by military personnel after the end of the war. Collaborating with G. P. Deyoe, he wrote another book, *Raising Livestock*, in 1946.

In 1941 Professor Peters served as president of the American Society of Animal Production. The journal, *Animal Science*, was started during his term.

Last winter, at the time of the International Livestock Exposition, his portrait was hung in the famous gallery of the Saddle and Sirloin Club in Chicago with appropriate ceremonies. This honor is awarded annually to the member of the American Society of Animal Production who has done outstanding work in teaching and research.

Professor Peters is survived by his wife, Millie; a son, Robert G., Seattle, Washington; a daughter, Mrs. Wilburt Remmele, Beloit, Wisconsin; his mother, Mrs. Henry Peters, Keokuk, Iowa; a sister, Mrs. John Wyatt, Keokuk, Iowa; and four grandchildren.

CHARLES ANDERSON ALDRICH

1888-1949

Dr. C. Anderson Aldrich of the Mayo Foundation, widely known recently because of his controlled community program for the preventive care of Rochester's children, died on September 6, 1949, at the age of 61.

He was born at Plymouth, Mass., March 4, 1888, and attended primary schools in New York City and Evanston, Illinois. His Bachelor's and

Doctor's degrees were obtained at Northwestern University in 1914 and the following year. After almost thirty years' experience in general practice, postgraduate, hospital, and professorial work in pediatrics at Evanston and Northwestern, he came to Rochester in 1943, where he pioneered in the notable project lately associated with his name.

The long list of his professional honors included the secretaryship of the section on diseases of children of the American Medical Association from 1927 to 1930, the presidency of the American Pediatrics Society in 1944 and 1946, and the presidency of the American Board of Pediatrics in 1947.

He was editor of the *Transactions of the American Pediatric Society* from 1931 to 1935 and of the pediatric section of *Psychosomatic Medicine* from 1940 to 1947.

His books included *Cultivating the Child's Appetite; Babies Are Human Beings: An Interpretation of Growth*, and *Feeding Our Old-Fashioned Children: A Background of Modern Mealtimes*. In the two last named, Mrs. Aldrich was co-author.

In 1946 he received a Northwestern University merit award and in 1948 the notable Lasker award, given by the National Committee for Mental Hygiene for his outstanding contributions to the education of physicians in the physiological aspects of the practice of medicine.

Besides his wife he is survived by two sons, both of them physicians (Dr. Robert A. Aldrich of the Mayo Foundation and Dr. Stephen L. Aldrich of St. Luke's Hospital, Chicago), a daughter, and five grandchildren.

ISAAC WILLIAM GEIGER 1878-1949

Isaac William Geiger, Associate Professor Emeritus of Chemistry, died suddenly while watching the Minnesota-Washington football game on September 24, 1949.

He was born February 16, 1878, at Bluffton, Ohio. He attended Ohio State University where he obtained his Bachelor's degree in 1913 and his Master's degree one year later. The Doctor of Philosophy degree was conferred on him in 1916. In the fall of that year he came to the University of Minnesota as an instructor in chemistry. He was an instructor until 1918, assistant professor until 1924, and associate professor of analytical chemistry until his retirement in 1946.

Dr. Geiger always insisted on exact laboratory work and he took pride in teaching his students to do their thinking in a quantitative and precise way. He took a real interest in the achievement of students, and handled all students' work committee matters for the School of Chemistry for many years.

He was a member of the American Chemical Society and the professional fraternity of Alpha Chi Sigma. He was elected to the honor societies of Sigma Xi and Phi Lambda Upsilon.

He loved outdoor life and his principal hobby was fishing and hunting. He made a study of the habits of fish and animals and after retirement spent a good deal of time at his cabin in northern Minnesota. He also took great interest in intercollegiate sports, especially football.

Dr. Geiger reached retirement age in 1946 and since that time had lived in Minneapolis or at his lake home. He is survived by his wife, Elva Moser Geiger, a daughter, four sons, four grandchildren, and a sister.

GEORGE P. CONGER, Chairman

Adopted by a rising vote

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 1949-50 was held in the Auditorium of Murphy Hall, Thursday, February 16, 1950. Eighty-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. MINUTES OF NOVEMBER 17, 1949

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1949-50

Reported for Action

The following Senate Committee appointments are recommended by the President:

Education: Robert H. Beck in place of G. Lester Anderson.

Approved

III. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

UNIVERSITY CALENDAR 1950-51

<p>1950</p> <p>August 7-September 29</p> <p>September 4 Monday</p> <p>September 18 Monday</p> <p>September 21 Thursday</p> <p>September 25-29</p> <p>September 29 Friday</p> <p>September 30 Saturday</p>	<p style="text-align: center;"><i>Fall Quarter</i></p> <p>Fall registration.¹ Orientation program for new students. Dates for the various colleges will be announced in the press and in mailed instructions. Students are urged to register early. It is expected that all students who can do so will register before September 1</p> <p>Labor Day; holiday</p> <p>Extension registration, first semester, begins</p> <p>Fall quarter fees due for students registered through September 15</p> <p>New Students' Week; program of orientation. Details will be announced in instructions issued at registration. All new students are expected to attend</p> <p>Last day for registration¹ and payment of fees for the undergraduate colleges</p> <p>Last day for extension registration</p>
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October	2	Monday	Fall quarter classes begin 8:00 a.m. ³ First semester extension classes begin ⁴
October	5	Thursday	Opening convocation, 11:00 a.m.; IV hour classes excused
October	6	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
October	12	Thursday	Columbus Day; holiday (except extension)
November	4	Saturday	Homecoming Day
November	9	Thursday	Senate meeting, 3:00 p.m.
November	11	Saturday	Armistice Day; holiday (except extension)
November	18	Saturday	Dads Football Game
November	23	Thursday	Thanksgiving Day; holiday
November	24, 25	Friday, Saturday	Classes excused (except extension)
December	15, 16 and 18-21		Final examination period
December	21	Thursday	Commencement, 8:00 p.m.
December	23	Saturday	Fall quarter closes Extension classes recess
<i>Winter Quarter</i>			
December	25	Monday	Christmas Day; holiday
December	28	Thursday	Winter quarter fees due for students in residence fall quarter in undergraduate colleges
1951			
January	1	Monday	New Year's Day; holiday
January	4, 5	Thursday, Friday	Orientation program, registration ¹ and payment of fees for new students in all undergraduate colleges
January	8	Monday	Winter quarter classes begin 8:00 a.m. ² Extension classes resume
January	12	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
January	29	Monday	Second semester extension registration begins
February	9	Friday	First semester extension classes close
February	10	Saturday	Last day for extension registration
February	11-17		University of Minnesota Week
February	12	Monday	Second semester extension classes begin ⁴ Lincoln's Birthday; holiday (except extension)
February	15	Thursday	Charter Day convocation, 11:00 a.m.; IV hour classes excused Senate meeting, 3:00 p.m.
February	22	Thursday	Washington's Birthday; holiday (except exten- sion)

March 16, 17 and 19-22			Final examination period
March	22	Thursday	Spring quarter fees due for students in residence winter quarter in undergraduate colleges. Commencement, 8:00 p.m.
March	23	Friday	Good Friday; holiday (except extension)
March	24	Saturday	Winter quarter closes
<i>Spring Quarter</i>			
March	29, 30	Thursday, Friday	Orientation program, registration ¹ and payment of fees for new students in all undergraduate colleges
April	2	Monday	Spring quarter classes begin 8:00 a.m. ² Registration and fee payment continue.
April	6	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
April	12	Thursday	Parents Day
May	24	Thursday	Cap and Gown Day Convocation, 11:00 a.m.; IV hour classes excused
May	30	Wednesday	Memorial Day; holiday (except extension)
May	31	Thursday	Senate meeting, 3:00 p.m.
June	8	Friday	Second semester extension classes close
June 9 and 11-15			Final examination period
June	10	Sunday	Baccalaureate service, 11:00 a.m.
June	16	Saturday	Spring quarter closes. Commencement, 8:00 p.m.

Summer Session

June	18, 19	Monday, Tuesday	Registration ¹ for new students not already registered. First term fees due for students in all colleges
June	20	Wednesday	First term Summer Session classes begin 8:00 a.m. ²
July	4	Wednesday	Independence Day; holiday
July	26	Thursday	Commencement, 8:00 p.m.
July	28	Saturday	First term closes
July	30	Monday	Registration ¹ for new students not already registered. Second term fees due for students in all colleges
July	31	Tuesday	Second term classes begin 8:00 a.m. ²
August	30	Thursday	Commencement, 8:00 p.m.
September	1	Saturday	Second term closes

¹ 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 in this bulletin, and in the *Summer Session Bulletin*.

² First hour classes begin at 7:45 a.m. at St. Paul Campus.

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

Approved

2. Reported for Information

1. *Registration for New Students, Winter and Spring Quarters.* The Recorder transmitted a recommendation from the Dean of Students concerning advance registration and orientation of new students in the winter and spring quarters. Grouping of those students for a convenient and more effective program was advocated. According to the proposal, new students will normally register and receive counseling only on regular registration days immediately preceding classes. It was reported that no serious problems of veterans' benefits should arise.

The arrangement will not apply to any presently registered student, to those transferring between colleges of the University, or to readmitted students. Approval was voted with the understanding that the colleges are to be prepared to deal with new students who come from out of town during the advance registration period.

2. *Enrollment in Reserve Officer Training at the University.* Vice President Willey reported on low enrollment and related problems of the R.O.T.C., with some particular reference to the Army group. Basic enrollment was noted to be low and the total number may soon be too small for maintenance of the several special units.

The President called for open-minded discussion of the entire question. He pointed out the usual place of reserve officer training in the land-grant college or university, and the value of retaining specialized units. He elicited a full knowledge of faculty attitudes and counseling practices which may have a bearing on the direction that education of defense personnel is taking in Minnesota.

Dean Schmitz was asked to act as chairman of a committee to consider feasible techniques of placing this problem before the University and of promoting action toward improvement in the R.O.T.C. units here.

3. *Proposal of a Single Eight-Week Term in the Summer Session.* There was extensive discussion of a proposed single eight-week summer term. Particular attention was given to the educational merits and difficulties of such scheduling. Dean Peik reported that teachers attending generally prefer the present two six-week terms. Questions were asked regarding the best use of the University plant during the summer period, duplication of enrollments between present first and second terms, and the salary structure for summer teaching.

No overwhelming sentiment developed in favor of an eight-week summer session. However, on motion seconded and voted, it was asked that the bureau and committee concerned with institutional research devise and recommend a suitable study which might be undertaken within the next year for guidance in this matter. The study should anticipate fiscal calculations and determination of departmental practices and of duplication in enrollments between summer terms. It might outline a canvass of student and faculty desires. An estimate of the probable cost should be made.

4. *Practices and Policies in Room Scheduling.* Dean Summers discussed the problems of providing for the urgent space needs of the various instructional units and offices on Twin City campuses. There is continuing difficulty in satisfying requests for additional space, despite the extensive building program of the University. Space provision has by no means kept up with increased demands of upper level instruction, research, and public service. Faculty advice and the best possible understanding of the situation is necessary if there is to be an objective approach to the problem.

The procedures of the Room Scheduling Office were outlined inasmuch as the Advisory Committee on Space Allocation has recommended that Admissions and Records interest itself in all new buildings as well as in

existing buildings. Major space problems are discussed with officials in the related college. Action is not without prior approval of the Dean or his designated representative. Rooms are assigned on the departmental level in order to encourage a consistent and optimal use of them and to make sure that persons immediately concerned are fully informed.

Classroom scheduling term-by-term originates in the tentative schedules prepared by the departmental or college offices. Schedules are forwarded to the Room Scheduling Office where, when rooms are reserved, account is taken of all-University requirements and facilities. Recommendations of the department and college are followed implicitly, insofar as possible, on such matters as class size, room preference, proximity of the room to the instructor's office, and preference in class hours. Surplus rooms should become available to all, within certain limitations, early in the planning for any particular term. Special purpose classrooms and laboratories are scheduled only after clearance with the department which has primary jurisdiction. Incidental room reservations may be made by any member of the University staff for normal uses.

Discussion indicated that central clearance on space assignments is a continuing management problem, and that the Office of Admissions and Records should be represented on all building committees. It was moved, seconded, and voted that the work of the Room Scheduling Office should go forward, taking into account some of the new problems and requirements outlined.

5. *Recording of Lectures.* There was discussion of procedures in recording lectures for the professional improvement of University teaching. Equipment such as tape recorders is available on a rental basis from the Audio-Visual Education Service.

6. *Survey of Lectures and Public Meetings Held on Campus.* Vice President Willey reported the lectures and meetings on campuses of the University during 1948-49. Public meetings announced in Official Daily Bulletins were listed. Many others are held but not so announced.

It was noted that the year witnessed a sharp increase over 1947-48 or any previous year. Nearly two thousand meetings were scheduled. They dealt with highly diverse subjects; many related to our research program. The pattern of titles was observed to be thoroughly consistent with the best interests of a university.

7. *Report of the Sub-Committee on Cooperation by the Dean of the Graduate School in Academic Appointments.* A Sub-Committee appointed to consider the interest of the Graduate School in certain academic appointments transmitted the following: "It is recommended . . . that the Deans of the undergraduate colleges of the University should henceforth discuss all proposed academic appointments at the rank of associate professor or above with the Dean of the Graduate School, insofar as the interests of the Graduate School are concerned. . . ." The recommended procedure was interpreted as applying to promotions as well as to all new appointments.

Dean Blegen carefully pointed out that it is a sharing of interest in appointments and an early contact with appropriate new appointees that are desired. Affiliation of the individual with the Graduate School faculty is a usual and normal outcome of major appointments. By no means is there a request for any new authority or compulsion. Through exchange of knowledge about impending appointments and informal cooperation between the Graduate School and the undergraduate college, Graduate School teaching emphasis and research can be a criterion in faculty selection.

It was ordered that the recommendation be approved, with the suggestion that the Graduate School shall prepare a statement concerning specific fields of interest to which the practice will apply. This may indicate certain obvious and logical exclusions for expeditious processing of appointments.

8. *Possibility of Study Under the Provisions of the Fulbright Act.* The President reported a telegram inviting nomination of a faculty member to work at the University of Leiden in the year 1950-51. Dean Blegen was asked to answer after collecting information on nominations from the different colleges. In reporting the liaison with respect to Fulbright applicants, Dean Blegen called attention to a meeting of interested faculty and students.

9. *Visits of Faculty Between Twin City Campuses and the Duluth Campus.* There was a statement and invitation from Provost Gibson concerning faculty visits between the Duluth and Twin City campuses. Where Duluth Branch work parallels work on the other campuses, the colleges should encourage visits between the faculties, informal exchange of views, and full cooperation. Mention was made of the function and service of the Duluth Advisory Committee.

10. *Requests for Assistance from the Bureau of the Census.* The Bureau of the Census has asked for assistance in recruiting instructors to train the many crew leaders who will supervise enumerators for the 1950 census of population, housing, and agriculture. It is hoped that universities and colleges will make available the services of one or more persons each for the period February 20 to April 14, 1950. Requirements are set down in specifications handed to the Deans.

11. *Administration of Non-Resident Admission Restrictions.* There was a review of the Regents' ruling on limitation of non-resident admissions. The Committee considered material brought to it from the Office of Admissions and Records and the Board of Admissions, and discussed thresholds for routine procedure in the admission of undergraduates. Those recommendations are filed supplement to these minutes.

General approval was given to the plan introduced, which comes fully within the 1946 action of the Regents. Residents in the defined area related educationally and economically to Minnesota will be considered if, as entering freshmen, they rank in the top 33 per cent of their high school graduating classes. Advanced standing applicants from the same area must have college grades of C+ (1.3 grade point averages), equivalent, or higher. Applicants from more distant places will not normally be considered if they fall below the upper 20 per cent, as high school graduates and entering freshmen, or if they have advanced standing records below B (2.0 grade points) or equivalent. Usual advantages accorded to recipients of scholarships, candidates for Nursing, children of former regular students, and applicants especially recommended by Deans and approved by the President, will prevail. Members of the immediate family of any regularly admitted individual may be given consideration for admission. Applicants in advanced standing, regardless of their residence, may be considered on the basis of completion of the equivalent of one normal quarter (12 credits or more) with a B average in our Summer Session. The considerations outlined will be for admission purposes only and have no reference to the assessment of fees.

The Dean of Admissions and Records was empowered to act in drafting, administering, and announcing these working rules, subject to clearance with the President's office.

12. *Textbook Approvals.* Approval was given for text materials as follows:

Supplementary Material on Human Evolution and European Pre-history, 400 copies, for use in Anthropology 40f. To be sold by Nicholson Hall Bookstore. Price \$0.25.

La Parcela, by Jose Lopez-Portillo y Rojas, published by Appleton-Century-Crofts. Price \$2.00.

The New World of Southeast Asia, by Lennox A. Mills, published by the University of Minnesota Press. Price \$5.00.

Syllabus on Introduction to the Study of Political Behavior, 100 copies, mimeographed, for use in Political Science 167-168-169. To be sold by Nicholson Hall Bookstore. Price \$0.25.

Culture Areas and Tribes, 200 copies, a mimeographed listing for use by classes in Anthropology. To be sold by Nicholson Hall Bookstore. Price \$0.20.

Experience Units in Arithmetic, 200 copies, 31 pages of class units in General Education. To be sold by Nicholson Hall Bookstore. Price \$0.25.

The Theoretical Background of American Sociology, a mimeographed course outline, 200 copies, for use in Sociology 170. To be sold by Nicholson Hall Bookstore. Price \$0.50.

With Various Voices, by Theodore C. Blegen and Philip D. Jordan, published by the Itasca Press. Price \$4.00.

Teaching the Youngest, by Mable Culkin, published by The MacMillan Company. Price \$2.50.

Introduction to Theoretical and Experimental Optics, by Joseph Valasek, published by John Wiley & Sons. Price \$6.50.

Laboratory Manual for General Bacteriology, 400 copies, mimeographed, for use in Bacteriology and Immunology 53. To be sold by Professional Colleges Bookstore. Price \$1.75.

R. E. SUMMERS, Secretary

IV. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

Reported for Information

Tryouts for the Varsity and Freshman Debate Squads were held during the first two weeks of the fall quarter. Twenty-five members were selected for the Varsity Squad, and approximately forty members for the Freshman Squad. An intra-squad tournament provided competition for all members, and regularly scheduled meetings were held several times each week.

Fall quarter activities in debate and discussion are largely of a practice nature; inter-collegiate competition begins during the winter quarter. The University of Iowa Invitational Tournament, attended by some twenty universities, was held in December, however, and the University of Minnesota entered two teams from the Varsity Debate Squad.

The Minnesota delegates participated in debates on the nationalization of our basic non-agricultural industries, and in discussions on our policy in the Far East. We also entered contestants in individual contests in public speaking and extemporaneous speaking. All of our debaters received "excellent" ratings both as teams and as individuals. Two of the four received "excellent" ratings in discussion, and our entry in public speaking received the rating of "excellent public speaker."

Freshman and Varsity Teams during the fall quarter engaged in informal inter-collegiate practice debates with teams from Macalester, Concordia, and Bethel Colleges. We are maintaining and increasing this program of informal inter-collegiate speaking.

The major audience debate of fall quarter was a public debate with a team from the United States Military Academy at West Point on the national collegiate debate question, "Resolved That the United States Should Nationalize Its Basic Non-agricultural Industries." The debate was held in the Museum of Natural History Auditorium, and was used by Fundamentals of Speech classes as a topic for study.

At the end of the fall quarter, several varsity and freshman teams were ready for the extensive winter quarter schedule of inter-collegiate speaking events.

E. W. ZIEBARTH, Chairman

V. SENATE COMMITTEE ON EDUCATION

Reported for Information

The Sub-Committee on Faculty Welfare, under the chairmanship of Dean Richard Gaumnitz, has submitted a proposal to the Senate Committee on Education for the preparation of a handbook for the academic staff. It is the feeling of the committee that there are many services, policies, activities, and other information of which faculty in such a large institution are not fully aware. The initial printing of the handbook would be distributed to all faculty members currently on appointment, and thereafter to all new academic staff members.

The Senate Committee on Education has endorsed the proposal of the sub-committee, and has obtained the approval of the administration, plus the necessary funds for the preparation of the handbook. Materials for the handbook are being gathered by Mrs. Alma O. Scott, Junior Librarian, and Dean Gaumnitz' sub-committee is acting in an advisory capacity in its preparation.

The Faculty Handbook would include (1) general information helpful to new staff members in orienting themselves to the university as a whole and (2) directions on where to secure further details on many common staff problems.

HORACE T. MORSE, Chairman

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

1. Reported for Action

The following secondary schools have been inspected thus far this year and are recommended for approval on the published list for a three-year period, subject to the submission of satisfactory annual reports.

Breck School	St. Paul
Cathedral High School	Crookston
Cathedral High School	Winona
Concordia High School	St. Paul
Cotter High School	Winona
Guardian Angels High School	Chaska
Holy Angels Academy	Minneapolis

Holy Trinity High School
Holy Trinity High School
Holy Trinity High School
Loretto High School
Northrup Collegiate
Pillsbury Academy
St. Felix High School
St. Francis High School
St. Joseph's Academy

New Ulm
Rollingstone
Winsted
Caledonia
Minneapolis
Owatonna
Wabasha
Little Falls
Crookston

Approved

2. Reported for Information

The following action taken by the Dean's Advisory Committee of the College of Science, Literature, and the Arts, was noted and reported for information:

"The Committee voted that students be permitted to register for credit in courses in foreign languages and mathematics for which they are judged by the department to be prepared, without regard to the number of high school units in these fields offered for admission. The Committee recommended that departments determine the student's status by means of objective tests."

ROBERT KELLER, Chairman

VII. NEW BUSINESS

REPORT OF THE ALL-UNIVERSITY COMMITTEE ON DISCIPLINE

Reported for Review Prior to Action at the May Meeting

Letter of Transmittal

February 3, 1950

President J. L. Morrill
202 Administration Building
University of Minnesota
Minneapolis, Minnesota

Dear President Morrill:

The All-University Committee on Discipline has been interested in defining its jurisdiction in the area of scholastic dishonesty. This interest arose over the questions of whether penalties were, in effect, disciplinary measures and if occurring in inter-college instances, whether the committee had jurisdiction over the penalties being assigned.

The attached report was adopted February 1, 1950 by the All-University Committee on Discipline after meeting in consultation with the appropriate college officers who had previously submitted their recommendations for modification of the proposed policy. The report gives the committee's formulation of its jurisdiction and it also contains recommendations to the colleges. I would like to submit the report for review by the Administrative Committee and the Senate, as a whole. The policy, as attached, has been adopted by the Committee and will govern its future actions in the case of inter-college discipline cases brought before our committee.

Cordially,

E. G. Williamson, Chairman
All-University Committee on
Discipline

College representatives consulted concerning this policy :

Dean Page, Science, Literature, and the Arts
Dean Vaughan, General College
Dean Marcia Edwards, Education
Dean Kinyon, Law
Dr. Netz, Pharmacy
Dean McFarland, Agriculture
Professor French, Institute of Technology
Miss Powers, University College
Miss Densford, School of Nursing
Dean Gaumnitz, School of Business Administration

Report

POLICIES AND PROCEDURES CONCERNING
SCHOLASTIC DISHONESTY

I. Introduction

Toward the close of the spring quarter 1949, the attention of the Disciplinary Counseling Office was directed to the case of a student registered in S.L.A. who, in taking a course in the School of Business Administration, had been penalized for placing extraneous marks on his IBM type answer sheet. This penalty was a deduction of 2 points per each extra mark which registered on the scoring machine.

A check with the School of Business Administration indicated that such a policy of penalization had been adopted and that no accusation of cheating was contained in this statement of policy nor to this particular individual. We further learned that this particular case had been reviewed and the penalty reduced, satisfying the student.

This policy of assigning the penalty, a copy of which is attached, grew out of a desire to increase the efficiency of scoring by minimizing the number of stray marks on IBM machine type answer sheets.

As the IBM scoring machine works on a principle of electrical conduction, the presence of stray marks causes inaccuracies in scoring. It is standard practice to instruct the examinees to make heavy black marks and to erase mistakes carefully. To increase further the accuracy of scoring, special scoring techniques have been devised. These include scanning of the answer sheets before scoring for stray marks, incomplete erasures, and light marks. As a further check of the accuracy of scoring, certain answer sheets are hand-scored, such as every tenth or twentieth.

These stray marks may be made deliberately or through carelessness. Often students rest their pencil on the answer sheet while they ponder which response to make, or will check a question in order to return to it later in the examination. On the other hand, instances have been reported where the students have placed pencil marks over the printed dots on the answer sheet in what has been a deliberate attempt to alter the final score. There have been cases where the students have admitted doing so and rumors have been prevalent that the machine "can be beaten" in this manner.

The case was presented to the All-University Disciplinary Committee as an illustration of policy; namely, as an inter-college case it fell within the province of the committee and secondly, on the question of whether such a penalty is a form of disciplinary action.

II. Discussion

In the regulations of scholastic work, each college has established various rules and directions concerning the nature of the work, its preparation, etc., and such regulatory procedures apply to all students enrolled in the course offerings of the given college. For failure to heed or observe these stipulations, penalties are often prescribed (such as for omission of name, lateness, failure to submit in authorized form, etc.). Where the penalty is imposed irrespective of intent on the student's part to improve his grade by an unauthorized and unapproved method (cheating, plagiarism), the question arises as to whether the imposition of the penalty, in a given case, is a matter of "scholastic dishonesty" so as to be the subject of review by this committee if it is an inter-college situation.

It is the sense of the All-University Disciplinary Committee that its jurisdiction extends only to those cases involving *willful, intended, and deliberate* attempts to obtain or improve a grade in an unauthorized manner, and willful, intended, and deliberate violations of the rules and regulations concerning examinations. The mere negligent, careless, and inadvertent failure to comply with the rules, even though subject to penalty, is not a case of "scholastic dishonesty."

It is not for this committee to decide whether a penalty should or should not be imposed for inadvertent rule violation or whether the penalties imposed by the college are appropriate. Our concern is with *adventent* failure to comply with the rules.

In any case of scholastic irregularity where there is evidence of adventent violation (assuming an inter-college situation), there is a problem of "scholastic dishonesty" involved, and it would be for this committee to decide the question. Such cases should be referred to the committee to decide the question. Such cases should be referred to the committee.

Examples: If a college charges a student with adventent violation regardless of what the student claims, it would be for the committee to decide whether it was adventent and if so, for the committee to prescribe the consequences.

If the committee found it to be inadvertent, the penalty prescribed by the college for careless or inadvertent violation, if any, would apply. Such a penalty is not a matter of review by this committee unless the committee is specifically requested to serve as an appeal board by the President. It is understood that a student may make an appeal to the President.

If the college or individual instructor establishes penalties for violations of rules or instructions relating to scholastic work which are applied to everyone irrespective of intent to cheat and generally assessed of anyone who fails to follow the rules or instructions, such penalty is not a matter of review by this committee. However, if such penalty is applied only to those cases of willful and adventent violation, it is within the province of the All-University Disciplinary Committee if it is an inter-college situation.

Also, repeated violations of rules or instructions or any other indication of willful disregard thereof should be reported. Nothing within such a penalty system precludes a report of cheating to be made for disciplinary action over and above the penalty.

III. General Principles

1. The jurisdiction of the All-University Disciplinary Committee extends to the inter-college cases involving *willful, intended, and deliberate* violations of the rules and regulations pertaining to examinations.

In any inter-college case, therefore, where there is evidence of willful cheating, such is a matter for the committee and any penalty imposed for deliberate violations falls under the committee's jurisdiction.

2. Penalties imposed by the colleges for *inadvertent* rule violations are not a matter for the committee.
3. In inter-college cases where a question arises as to whether the violation was advertent or inadvertent, the committee is charged with deciding the issue and if found to be advertent, to decide the consequences.

IV. Recommendations for Procedures to the Colleges

1. Each college using the machine scored type of answer sheets should announce to the students that answer sheets are checked for inaccuracies in marking and that extraneous marks, however made, will come to the attention of the college.
2. It is further recommended that where a penalty system is in effect, the students should be fully informed. It also should be made clear to the students that the use of a penalty system for the purposes of efficient test administration does not eliminate the possibility that consideration might be given to the intent underlying the behavior in question.

Adopted by the All-University Committee on Discipline on February 1, 1950

E. G. WILLIAMSON, Chairman

VIII. REPORT OF THE COMMITTEE ON NECROLOGY

JAMES S. GILFILLAN

1869-1949

Dr. James S. Gilfillan, Clinical Associate Professor of Medicine from 1915 until his retirement in 1936, died on June 13, 1949.

He was born April 15, 1869, the son of Judge and Mrs. James Gilfillan of St. Paul, Minnesota. After attending the public schools and Shattuck Military Academy at Faribault, he went to Sauk Centre "to read medicine" and make calls with his uncle, Dr. James Montgomery McMasters. This led to his entering the University Medical School from which he graduated in 1897. A year later he obtained an M.D. from the University of Pennsylvania and then interned at King's County Hospital in Brooklyn, New York.

Returning to St. Paul, he entered upon general practice, including surgery, but following a year's study in Vienna (1907) he limited his practice to internal medicine. He became known professionally for his success in diagnosis and the soundness of his medical practice. No description would be complete without mention of his absolute honesty and his keen sense of humor.

CARL OSCAR FLAGSTAD

1888-1949

Dr. Carl Oscar Flagstad died after a very brief illness on June 16, 1949, at the age of sixty-one.

He was born in Minneapolis, Minnesota, on June 10, 1888. He graduated from South High School, Minneapolis, in 1908 and from the University of Minnesota School of Dentistry in 1911. Following graduation he began his dual professional career of practitioner and teacher of dentistry. Appointed

instructor in the School of Dentistry in 1911, he was promoted in 1925 to be professor and chairman of the Division of Prosthetics, the post he held until his death.

Throughout his successful career he gave generously of his time and efforts to serve and lead in community, church, professional, and educational activities. He held innumerable offices and committee appointments in all of these spheres, discharging his responsibilities with zest and efficiency. At the time of his death he was chairman of the American Dental Association Council on Legislation and a member of the Executive Committee of the American Association of Dental Schools. He was a member of Omicron Kappa Upsilon and a Fellow of the American College of Dentists.

He is survived by his wife, Mrs. Nell Flagstad, three daughters, a son, five grandchildren, and a sister.

JOHN CHARNLEY McKINLEY

1891-1950

Dr. J. Charnley McKinley, Professor Emeritus of Neurology and Psychiatry, died at his home on January 3, 1950, some four and a half years after a cerebral hemorrhage had brought to a premature close an unusually active professional career.

Born in Duluth, Minnesota, on November 8, 1891, and educated largely in the public schools of the state, he matriculated at the University, earning the B.S. degree in 1915, the Master's degree in Anatomy in 1917, the M.D. in 1919 and the Ph.D. in Nervous and Mental Diseases in 1921. By way of further preparation for his chosen field he spent a year in pathology under Dr. E. T. Bell (1917-18), a summer at the New York Psychiatric Institute (1919), and a year as Guggenheim fellow at the Universities of Breslau and Munich (1928-29).

In 1929, after rising through successive grades, he was appointed professor of neuropsychiatry. In 1932 he became administrative head of the Department of Medicine—an exacting post which he filled with distinction for nine years. Then, greatly desiring to limit his activities to neuropsychiatry he was made head of that newly established department. Through his untiring efforts and direction a psychopathic unit to the University Hospitals was completed in 1937. In 1942 the University Press published under his name and that of Professor Hathaway the widely used psychometric device known as the Minnesota Multiphasic Personality Inventory.

In his public relations he served as secretary-treasurer of the Minnesota Board of Examiners in the Basic Sciences (1931-45), as chairman of the State Medical Association Committee on Nervous and Mental Diseases, as a member of the Editorial Board of *Journal-Lancet*, as president of the Central Neuropsychiatric Association (1938-39), and as one of the directors of the American Board of Psychiatry and Neurology (1941-45). He was also in great demand as a clinical consultant.

Perhaps his greatest service, however, was to the University. He was one of those wise counselors "whose interest touched every aspect of the Medical School's activities." Indeed, one may say that his judgment and intellectual integrity were built into the fabric of the institution even as his personal helpfulness to others remains in the hearts of those who were his colleagues and friends.

GEORGE P. CONGER, 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 1949-50 was held in the Auditorium of Murphy Hall, Thursday, May 25, 1950. Eighty-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. MINUTES OF FEBRUARY 16, 1950

Reported for Action

Approved

II. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

Reported for Action

The following by-law is submitted:

INSTITUTIONAL RESEARCH

There shall be a standing Committee on Institutional Research consisting of eleven members. It shall advise the Bureau of Institutional Research with respect to the studies to be undertaken by the Bureau, the studies to be given priority, and any basic questions of policy or procedure connected with the Bureau's activities.

HENRY ROTTSCHAEFER, Chairman

Approved

III. SENATE COMMITTEE ON INSTITUTIONAL RESEARCH

The president recommended the following members for 1950-51: Russell M. Cooper, chairman (Science, Literature, and the Arts), John G. Darley (Graduate School), Ruth E. Eckert (Education), Palmer O. Johnson (Education), Thomas L. Joseph (Institute of Technology), John E. King (Duluth Branch), Elio D. Monachesi (Sociology), Carl Nelson (Business Administration), Milo J. Peterson (Agriculture, Forestry, Home Economics, and Veterinary Medicine), E. B. Stanford (Library), R. E. Summers (Admissions and Records).

Approved

IV. ADMINISTRATIVE COMMITTEE OF THE SENATE

FOR 1950-51

Reported for Information

The President reports the membership of the Administrative Committee of the Senate for 1950-51 as follows:

President J. L. Morrill, Professor Ike J. Armstrong (Athletics), Dean Clyde H. Bailey (Department of Agriculture), Dean Theodore C. Blegen (Graduate School), Dr. Ruth E. Boynton (Health Service), Dean J. William Buchta (University College), Dean William H. Crawford (Dentistry), Dean Harold S. Diehl (Medical Sciences), Provost Raymond C. Gibson (Duluth

Branch), Mr. Edwin L. Haislet (Alumni Relations), Dean Richard L. Kozelka (Business Administration), Mr. Laurence R. Lunden (Comptroller), Dean T. Raymond McConnell (Science, Literature, and the Arts), Mr. Errett W. McDiarmid (Library), Vice President William T. Middlebrook (Business Administration), Dean Horace T. Morse (General College), Dean Julius M. Nolte (Extension), Mr. William L. Nunn (University Relations), Dean Wesley E. Peik (Education), Dean Maynard E. Pirsig (Law), Dean Charles H. Rogers (Pharmacy), Captain Cornelius M. Sullivan (ROTC Units), Dean Henry Schmitz (Agriculture), Dean Athelstan F. Spilhaus (Institute of Technology), Dean R. Edward Summers (Admissions and Records), Dean Thomas A. H. Teeter (Summer Session), Vice President Malcolm M. Willey (Academic Administration), Dean Edmund G. Williamson (Dean of Students).

V. SENATE COMMITTEES FOR 1950-51

Reported for Action

The following Senate committees have been named by the President, subject to the approval of the University Senate, effective July 1, 1950:

Audio-Visual Aids: George H. McCune (chairman), H. Harvard Arnason, Venning P. Hollis, Roy C. Jones, Fred L. Kildow, William J. Micheels, Dwight E. Minnich, Julius M. Nolte, Milo J. Peterson, Edward B. Stanford, Miles A. Tinker, Tracy F. Tyler, Paul R. Wendt.

Business and Rules: Henry Rottschaefer (chairman), Ernest A. Heilman, True E. Pettengill, George J. Schroepfer, Arthur J. Schwantes.

Debate and Oratory: E. William Ziebarth (chairman), Asher N. Christensen, Mark A. Graubard, William S. Howell, Ralph G. Nichols, Lloyd M. Short; students: Delores R. Carley, Ed'51, John L. Chapman, A'53, Robert Latz, A'52, Donald H. Long, A'53, C. Robert Mathews, B'51.

Education: Horace T. Morse (chairman), Robert H. Beck, Russell M. Cooper, William H. Crawford, Ruth E. Eckert, Richard K. Gaumnitz, Dale B. Harris, Howard L. Horns, Frank H. Kaufert, John E. King (Duluth), Athelstan F. Spilhaus, George B. Vold.

Intercollegiate Athletics: Willard L. Boyd (chairman), Ike J. Armstrong, Thomas F. Barnhart, Harold S. Diehl, J. Lewis Maynard, William T. Middlebrook, Henry Rottschaefer (Conference representative), J. Warren Stehman, John H. Williams, Chester Wood (Duluth); alumni: Robert E. Shay, Donald Lampland; students: Michael Cashman, Jr., A'51, Gerald H. Friedell, L'52, James L. Marvin, UC'51 (president, All-University Congress, ex officio).

Judicial: William Anderson (chairman), William H. Alderman, Walter W. Heller, William B. Lockhart, Mervin G. Neale.

Library: Theodore C. Blegen (chairman), Gaylord W. Anderson, Russell M. Cooper, Ruth E. Eckert, Richard K. Gaumnitz, William F. Geddes, Errett W. McDiarmid, Henry N. Smith, Athelstan F. Spilhaus.

Necrology: Dora V. Smith (chairman), Edward A. Boyden, Raymond W. Brink, John O. Christianson, Ezra H. Pieper (Duluth), Hubert J. Sloan, M. Cannon Sneed.

Recreation: Gerald B. Fitzgerald (chairman), Gertrude M. Baker, B. James Borreson, G. Ray Higgins, Keith N. McFarland; students: Willie Harper, G'51, Constance Parvey, A'52, Katherine Paterson, Gr., Harold Rindal, Ed'52, Marilyn Schaefer, Ed'52, Janis Thieme, Ag'52.

Relation of the University to Other Institutions of Learning: Robert J. Keller (chairman), Ralph F. Berdie, Charles W. Boardman, Elmer W.

Johnson, August C. Krey, Roger B. Page, Ella Rose, R. Edward Summers, Gerhard E. von Glahn (Duluth).

Student Affairs: Edmund G. Williamson (chairman), Loyst C. Caverley, Kenneth E. Clark, Marcia Edwards, Gerald B. Fitzgerald, Joan Clark Gendreau, Theron A. Johnson, Maynard E. Pirsig, Henry Schmitz, Edwin B. Wenzel (Duluth), C. Gilbert Wrenn; alumni: Mrs. Harold S. Eberhardt, Edwin L. Haislet; students: James Bye, B'51, Michael Cashman, Jr., A'51, Jean Fletcher, Ag'50, Walter Hoffman, IT'50, Allen Kaufmann, A'51, Kathryn LeRoy, A'52, Richard Lillehei, Md'51, Gordon Neale, IT'50, Jerome Shulkin, A'51.

Students' Work: Edmund G. Williamson (chairman), Ralph F. Berdie, John G. Darley, R. Edward Summers, chairmen of the students' work committees of the several schools and colleges.

University Functions: William L. Nunn (chairman), Ike J. Armstrong, H. Harvard Arnason, Wallace V. Blomquist, Edwin L. Haislet, Johns H. Hopkins, Jane Leichsenring, James S. Lombard, Gerald R. McKay, Paul M. Oberg, Frank M. Whiting, Edmund G. Williamson.

University Printing: Paul E. Miller (chairman), Mitchell V. Charnley, Margaret S. Harding, Errett W. McDiarmid, William T. Middlebrook, William L. Nunn, True E. Pettengill.

Approved

VI. SPECIAL ADMINISTRATIVE COMMITTEES FOR 1950-51

Reported for Information

The President reports special administrative committees and their membership for 1950-51 as follows:

Admissions, Board of: R. Edward Summers (chairman), Ralph F. Berdie, Charles W. Boardman, Russell M. Cooper, Ruth E. Eckert, Henry E. Hartig, Howard L. Horns, Horace T. Morse, Henry Schmitz, Chester W. Wood.

Band Committee: Paul M. Oberg (chairman), Dean of the College of Science, Literature, and the Arts, Ike J. Armstrong, Edwin L. Haislet, William T. Middlebrook, William L. Nunn, Wesley E. Peik, Gerald R. Prescott (the acting bandmaster to replace Mr. Prescott during his year's leave), Clarence H. Schabacker, Malcolm M. Willey, Edmund G. Williamson.

Centennial Committee, University: Horace T. Morse (chairman),* Errett W. McDiarmid (secretary),* Raymond M. Amberg, Hedwin C. Anderson, H. Harvard Arnason, Theodore C. Blegen,* Wallace V. Blomquist, Walter J. Breckenridge, Helen G. Canoyer, John O. Christianson, Helen Clapesattle, William H. Crawford, Edward W. Davis, Katharine J. Densford, Harold S. Diehl, Theodore H. Fenske, Raymond C. Gibson, Walter H. Grierson, Alrik Gustafson, Edwin L. Haislet, Victor Johnson, Roy C. Jones, Louis F. Keller, August C. Krey,* Arthur O. Lampland, Ruth E. Lawrence, James S. Lombard, Tremaine McDowell, William T. Middlebrook,* James L. Marvin, Paul E. Miller, Charles V. Netz, Julius M. Nolte, William L. Nunn,* Paul M. Oberg, Burton Paulu, Maynard E. Pirsig, Joseph C. Poucher, Lloyd H. Reyerson, Chester Roan, Clarence H. Schabacker, Thorvald Schantz-Hansen, Henry Schmitz,* Lloyd M. Short, Fred B. Snyder, Lorenz G. Straub, Cornelius M. Sullivan, Thomas A. H. Teeter, Tracy F. Tyler, Doroless H. Wardwell, Stanley J. Wenberg, Edgar B. Wesley, Frank M. Whiting, Malcolm M. Willey,* Edmund G. Williamson, Sheldon V. Wood. (Names followed by star (*) comprise Executive Committee.)

Civil Service Committee: Lloyd M. Short (chairman), Ralph L. Dowdell, Theodore H. Fenske, Clinton T. Johnson, Dale Yoder, Hedwin C. Anderson (executive secretary).

Dight Institute Advisory Committee: Theodore C. Blegen (chairman), Gaylord W. Anderson, John J. Bittner, F. Stuart Chapin, Harold S. Diehl, Royal C. Gray, Dwight E. Minnich, Donald G. Paterson, Sheldon C. Reed.

Disciplinary Committee, All-University: Edmund G. Williamson (chairman), Ruth E. Boynton, Walter W. Cook, Stanley V. Kinyon, Keith N. McFarland, Elio D. Monachesi, Dora V. Smith.

Duluth Branch Advisory Committee: Malcolm M. Willey (chairman), Dean of the College of Science, Literature, and the Arts, Richard L. Kozelka, William T. Middlebrook, Wesley E. Peik.

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

Foreign Students, Committee on: Theodore C. Blegen (chairman), Francis B. Barton, Asher N. Christensen, William H. Crawford, Irvine McQuarrie, Elvin C. Stakman, R. Edward Summers, Edmund G. Williamson.

Greater University Fund, Project Advisory Committee: Theodore C. Blegen (chairman), Clyde H. Bailey, Elmer E. Engelbert, Edwin L. Haislet, William T. Middlebrook, Stanley J. Wenberg (ex officio), Malcolm M. Willey.

Group Insurance Advisory Committee, University: Richard L. Kozelka (chairman), Raymond M. Amberg, Wallace V. Blomquist, Raymond W. Brink, Austin A. Dowell, Marcia Edwards, Elmer W. Johnson, Malcolm M. Willey.

Honors, Committee on University: William Anderson (chairman), Clyde H. Bailey, Theodore C. Blegen, Frank H. MacDougall, Errett W. McDiarmid, Irvine McQuarrie, Malcolm M. Willey.

Industrial Relations Center Faculty Committee: Richard L. Kozelka (chairman), F. Stuart Chapin, Austin A. Dowell, George Filipetti, William B. Lockhart, Donald G. Paterson, Lloyd M. Short, Lee S. Whitson, Dale Yoder.

Industrial Safety, All-University Committee on: Ray F. Archer (chairman), Richard G. Bond, Andrew Hustrulid, Philip D. Kernan, Lee S. Whitson, Joseph Woodman.

Patent Committee: William T. Middlebrook (chairman), Edward W. Davis, Harold Macy.

Public Relations Advisory Committee: To be reported later.

Radio Policy Committee: Julius M. Nolte (chairman), Ike J. Armstrong, Mitchell V. Charnley, William T. Middlebrook, Paul E. Miller, William L. Nunn, Edmund G. Williamson, Malcolm M. Willey.

Research Organization, Committee on University: Malcolm M. Willey (chairman), Clyde H. Bailey, Theodore C. Blegen, Harold S. Diehl, William T. Middlebrook, Athelstan F. Spilhaus.

Residence Status, Board of Review on: R. Edward Summers (chairman), William H. Alderman, Robert C. McClure, Andrew T. Rasmussen, George J. Schroepfer.

Schedule Committee, University: True E. Pettengill (chairman), Vernon Ausen (room scheduling supervisor), and chairmen of the schedule committees of the several schools and colleges.

Space Allocation and Use, Advisory Committee on: R. Edward Summers (chairman), A. Orville Dahl, William F. Holman, William T. Middle-

brook, Horace T. Morse, Ralph G. Nichols, Stewart C. Thomson, Malcolm M. Willey.

Student Publications, Board in Control of: Ralph D. Casey, James Gray, Henry Schmitz, Edmund G. Williamson, plus seven student members.

Summer Research Appointments, Committee on: Theodore C. Blegen (chairman), Richard L. Kozelka, Dean of the College of Science, Literature, and the Arts, Errett W. McDiarmid, Wesley E. Peik, Athelstan F. Spilhaus, Elvin C. Stakman, Lorenz G. Straub.

Summer Session Advisory Committee: Thomas A. H. Teeter (chairman), Elmer W. Johnson, Mervin G. Neale, Lloyd H. Reyerson, Henry Schmitz, Homer J. Smith, Lawrence D. Steefel, C. Gilbert Wrenn.

Tenure Advisory Committee: Malcolm M. Willey (chairman), Jean H. Alexander, William Anderson, Paul D. Boyer, J. Lewis Maynard, James S. McCartney, Robert C. McClure, Norman W. Moen.

University Press Committee: Malcolm M. Willey (chairman), George N. Aagaard, Theodore C. Blegen, Margaret S. Harding, Harold Macy, Errett W. McDiarmid, Julius M. Nolte.

University Scholarship Committee: Morris Bye (chairman), Ralph W. Bergstrom, T. J. Berning, James K. Michie, Horace T. Morse, George B. Risty, Clifford C. Sommer, R. Edward Summers, Edmund G. Williamson.

University Art Collections, Advisory Committee on: H. Harvard Arnason (chairman), Richard M. Elliott, Ruth E. Lawrence, Dale Miller, Arthur E. Smith, Dimitri T. Tselos, Malcolm M. Willey.

VII. STAFF MEMBERSHIP ON STUDENT BODIES FOR 1950-51 Reported for Information

The President reports that the following staff members will represent the faculty during 1950-51 on boards of student organizations:

Congress, All-University: B. James Borreson, Theda Hagenah, Henry Schmitz, Edmund G. Williamson.

Social Service Council: Robert H. Beck, James I. Brown, Marcia Edwards.

SPAN Faculty-Student Coordinating Committee: Russell M. Cooper (chairman), Asher N. Christensen, Guy Desgranges, Marcia Edwards, Theron A. Johnson.

Student Publications, Board in Control of: Ralph D. Casey, James Gray, Henry Schmitz, Edmund G. Williamson.

Union Board of Governors: Sterling B. Garrison, Joan Clark Gendreau, Keith N. McFarland, Roger B. Page.

Union Board of Governors, University Village: Martin Snoke.

VIII. REPORT OF THE ADMINISTRATIVE COMMITTEE 1. Reported for Action

1. *Report of All-University Committee on Discipline.* Dean Williamson presented a report on policies and procedures in the All-University Committee on Discipline, as it deals with scholastic dishonesty. He pointed out that the Committee has attempted to distinguish between disciplinary matters of an all-University nature, which go to the President's committee on discipline, and various problems of concern to individual colleges only. Consultation has been had with representatives of several of the colleges. Dishonesty in examinations, especially those machine scored, was of primary concern.

It was voted that the report be approved in its entirety and that Dean Williamson be authorized to introduce it in the Senate at an early meeting.

Dean Darley stated that it would be helpful if the Discipline Committee could extend its definition of policy to students in the Graduate School.

The report follows :

POLICIES AND PROCEDURES CONCERNING SCHOLASTIC DISHONESTY

I. Introduction

Toward the close of the spring quarter 1949, the attention of the Disciplinary Counseling Office was directed to the case of a student registered in S.L.A. who, in taking a course in the School of Business Administration, had been penalized for placing extraneous marks on his IBM type answer sheet. This penalty was a deduction of 2 points per each extra mark which registered on the scoring machine.

A check with the School of Business Administration indicated that such a policy of penalization had been adopted and that no accusation of cheating was contained in this statement of policy nor to this particular individual. We further learned that this particular case had been reviewed and the penalty reduced, satisfying the student.

This policy of assigning the penalty, a copy of which is attached, grew out of a desire to increase the efficiency of scoring by minimizing the number of stray marks on IBM machine type answer sheets.

As the IBM scoring machine works on a principle of electrical conduction, the presence of stray marks causes inaccuracies in scoring. It is standard practice to instruct the examinees to make heavy black marks and to erase mistakes carefully. To increase further the accuracy of scoring, special scoring techniques have been devised. These include scanning of the answer sheets before scoring for stray marks, incomplete erasures, and light marks. As a further check of the accuracy of scoring, certain answer sheets are hand-scored, such as every tenth or twentieth.

These stray marks may be made deliberately or through carelessness. Often students rest their pencil on the answer sheet while they ponder which response to make, or will check a question in order to return to it later in the examination. On the other hand, instances have been reported where the students have placed pencil marks over the printed dots on the answer sheet in what has been a deliberate attempt to alter the final score. There have been cases where the students have admitted doing so and rumors have been prevalent that the machine "can be beaten" in this manner.

The case was presented to the All-University Disciplinary Committee as an illustration of policy; namely, as an inter-college case it fell within the province of the committee and secondly, on the question of whether such a penalty is a form of disciplinary action.

II. Discussion

In the regulations of scholastic work, each college has established various rules and directions concerning the nature of the work, its preparation, etc., and such regulatory procedures apply to all students enrolled in the course offerings of the given college. For failure to heed or observe these stipulations, penalties are often prescribed (such as for omission of name, lateness, failure to submit in authorized form, etc.). Where the penalty is imposed irrespective of intent on the student's part to improve his grade by an unauthorized and unapproved method (cheating, plagiarism), the question arises as to whether the imposition of the penalty, in a given case, is a matter of "scholastic dishonesty" so as to be the subject of review by this committee if it is an inter-college situation.

It is the sense of the All-University Disciplinary Committee that its jurisdiction extends only to those cases involving *willful*, *intended*, and *deliberate* attempts to obtain or improve a grade in an unauthorized manner,

and willful, intended, and deliberate violations of the rules and regulations concerning examinations. The mere negligent, careless, and inadvertent failure to comply with the rules, even though subject to penalty, is not a case of "scholastic dishonesty."

It is not for this committee to decide whether a penalty should or should not be imposed for inadvertent rule violation or whether the penalties imposed by the college are appropriate. Our concern is with *advertent* failure to comply with the rules.

In any case of scholastic irregularity where there is evidence of advertent violation (assuming an inter-college situation), there is a problem of "scholastic dishonesty" involved, and it would be for this committee to decide the question. Such cases should be referred to the committee.

Examples: If a college charges a student with advertent violation regardless of what the student claims, it would be for the committee to decide whether it was advertent and if so, for the committee to prescribe the consequences.

If the committee found it to be inadvertent, the penalty prescribed by the college for careless or inadvertent violation, if any, would apply. Such a penalty is not a matter of review by this committee unless the committee is specifically requested to serve as an appeal board by the President. It is understood that a student may make an appeal to the President.

If the college or individual instructor establishes penalties for violations of rules or instructions relating to scholastic work which are applied to everyone irrespective of intent to cheat and generally assessed of anyone who fails to follow the rules or instructions, such penalty is not a matter of review by this committee. However, if such penalty is applied only to those cases of willful and advertent violation, it is within the province of the All-University Disciplinary Committee if it is an inter-college situation.

Also, repeated violations of rules or instructions or any other indication of willful disregard thereof should be reported. Nothing within such a penalty system precludes a report of cheating to be made for disciplinary action over and above the penalty.

III. General Principles

- a. The jurisdiction of the All-University Disciplinary Committee extends to the inter-college cases involving *willful, intended, and deliberate* violations of the rules and regulations pertaining to examinations. In any inter-college case, therefore, where there is evidence of willful cheating, such is a matter for the committee and any penalty imposed for deliberate violations falls under the committee's jurisdiction.
- b. Penalties imposed by the colleges for *inadvertent* rule violations are not a matter for the committee.
- c. In inter-college cases where a question arises as to whether the violation was advertent or inadvertent, the committee is charged with deciding the issue and if found to be advertent, to decide the consequences.

IV. Recommendations for Procedures to the Colleges

- a. Each college using the machine scored type of answer sheets should announce to the students that answer sheets are checked for inaccuracies in marking and that extraneous marks, however made, will come to the attention of the college.
- b. It is further recommended that where a penalty system is in effect, the students should be fully informed. It also should be made clear to the students that the use of a penalty system for the purposes of effi-

cient test administration does not eliminate the possibility that consideration might be given to the intent underlying the behavior in question.

Adopted by the All-University Committee on Discipline on February 1, 1950
E. G. WILLIAMSON, Chairman

Approved

2. *Report of Special Committee on Enrollment in Reserve Officer Training.* There was a report from the Special Committee on Enrollment in ROTC units. Comment indicated the importance of issues involved and of the defense training mission of land-grant colleges. The educational integrity of the programs was apparent from the report. It was said that scheduling difficulties and lack of curricular flexibility are major deterrents to enrollment.

It was voted that the Administrative Committee recommend to the Senate that it consider establishing a standing committee on reserve officer training. It was further moved, seconded, and carried that the Administrative Committee recommend that college ROTC committees be established, particularly in colleges which admit freshmen. Those would maintain liaison between the college and the Armed Forces Departments, study schedule and curricular conflicts, keep advisers informed of the ROTC programs, and afford opportunity for the members of staff of the Armed Forces Departments to present details of their programs to the faculty.

The report follows:

REPORT OF A SPECIAL COMMITTEE TO CONSIDER FEASIBLE
TECHNIQUES TO IMPROVE THE ENROLLMENT SITUATION
IN THE RESERVE OFFICERS TRAINING PROGRAMS
AT THE UNIVERSITY OF MINNESOTA

At the November 9th meeting of the Administrative Committee of the Senate, Vice President Willey reported on the enrollment situation in the Reserve Officers Training Programs at the University of Minnesota. After some discussion of the subject, the Administrative Committee authorized the President to appoint a committee "to consider feasible techniques of placing this problem before the University and of promoting action toward the improvement of the ROTC units here." On November 28, President Morrill appointed the following committee: Dean Henry Schmitz (chairman), Professor Thomas F. Barnhart, Dean T. C. Blegen, Professor Francis M. Boddy, Mr. B. James Borreson, Professor L. F. Keller, Dean John E. King, Mr. William L. Nunn, Dean Maynard E. Pirsig, Dean A. F. Spilhaus, Mr. Robert P. Provost (President, All-University Congress), Mr. E. C. Grayson (President, Interfraternity Council), Mr. Howard L. Carlson (College of Agriculture, Forestry, Home Economics, and Veterinary Medicine representative on All-University Congress).

The Current Enrollment Situation in ROTC Programs Is Critical—The current enrollment in all basic ROTC programs—Army, Navy and Air-Corps—is unsatisfactory, if not critical. In September, 1949, a total of 84 students were registered in the 1st year basic course (Army and Air), 101 students in the 2nd year basic Army program, and 68 students in the second year basic Air program.

When the present freshman and sophomore classes in the Army ROTC program reach the junior and senior years, it is estimated that the advanced course enrollment will not exceed 130—220 fewer than the Army-authorized quota for the University of Minnesota.

Because of its Halloway plan, the Navy ROTC program at the University of Minnesota is yearly assured of its quota of the 2,000 students selected on a national competitive basis for assignment to the 52 Naval ROTC

Universities. However, in addition to the annual quota of about 38 or 39 Hallway Plan students, the Navy has a yearly quota of 60 contract (volunteer) students for the University of Minnesota. In the current academic year, the Navy has enrolled but 17 contract students, approximately about one third of the number enrolled in September 1948.

Until the academic year 1949-50 the Air Force ROTC was operated jointly with the Army. In September 1949, 84 students were registered in the first year basic Air program and 68 in second year program.

The number of juniors and seniors enrolling in the Army ROTC program for the academic year 1949-50 is satisfactory. It exceeds the Army quota to the University of Minnesota by 59. Of 409 juniors and seniors enrolled in the program, 348 are veterans. Inasmuch as the number of veterans attending the University of Minnesota will drop considerably in 1950 and sharply in 1951, veterans who enter the advanced course without the basic course can no longer be counted on to maintain enrollment in the advanced program. The satisfactory registration in the advanced programs at the present time in no way masks the seriousness of the present situation which will require effective action by the University to correct.

Certain Army and Air ROTC Units at the University May Be Withdrawn—The National Defense Act of June 3, 1916, as amended, provides that no Army ROTC unit shall be established or maintained unless there is an enrollment of at least 100 physically fit male students except in the case of units other than infantry, cavalry or artillery, in which the number shall be 50.

Many Army and Air ROTC units at the University of Minnesota are below the minimum number. The Coast Artillery unit in the fall quarter, 1949-50, for example, had an enrollment of 20 students in the second year advanced course.

Because of the fact that the enrollment in some Army ROTC units is below the legal minimum in a number of colleges and universities, including the University of Minnesota, the Chief of the Army Field Forces in December 1949 raised the question of the possibility of withdrawing certain unproductive units at various institutions, including the University of Minnesota.

In his memorandum, the Chief of the Army Field Forces listed the factors which seem to work against satisfactory enrollments. These are as follows:

- a. Failure to provide adequate physical facilities in comparison with other departments.
- b. Scheduling in such a manner as to make it inconvenient and awkward for students to pursue ROTC courses.
- c. Placing ROTC and physical education on the same level.
- d. Failure to make bona fide effort to obtain suitable academic credit toward graduation for ROTC courses.
- e. Lack of cooperation by faculty, particularly those members advising students regarding enrollment.

Opinions may differ concerning the applicability of these general criticisms to the University of Minnesota. There can be no difference of opinion, however, regarding the fact that ROTC enrollments at the University of Minnesota are unsatisfactory and below the legal requirements for the maintenance of many of the programs.

It does not appear likely that the University of Minnesota will permit the complete withdrawal of ROTC programs from the University. If and when the time arrives when that decision must be made, an alternative method for increasing registration in the ROTC programs will undoubtedly

be suggested. It is not unlikely that such an alternative method will be less favored by members of the staff than the present voluntary system.

The ROTC Programs Are on the Collegiate Level—The present Army and Air ROTC program, which went into effect with the beginning of the academic year 1949-50, differs considerably from previous ROTC programs and is completely unlike ROTC programs of ten, twenty, or thirty years ago. Branch science instruction now starts at the beginning of the second year basic course (sophomore). Previously, this instruction was confined to the advanced course (last two years of the four-year course). Foot drill, as such, has been reduced to an average of 8 hours each quarter. Under this new program there is only one year (first year basic) in which subjects common to all branches of the Army and Air Force are taught at the University of Minnesota.

The first year basic course comprises instruction in general military subjects applicable to all branches of the Army and Air Force. It includes Military Law, Hygiene and First Aid, Leadership, Drill and Exercise of Command, Maps and Aerial Photographs, Evolution of Warfare, Military Organization, Geographical Foundations of National Power, Military problems of the United States, Military Psychology and Personnel Management, and Military Mobilization and Demobilization.

The second year basic and the advanced course cover three years of the program. These consist of specialized study in any one of the Army branches taught at the University of Minnesota, i.e., Coast Artillery Corps, Corps of Engineers, Ordnance, Quartermasters Corps, Signal Corps, Transportation Corps, and the Air branches, Supply and Communications. The instructional staff in these special fields consists of competent specialists in the respective areas. All members of staff of all the Armed Forces Departments must be approved by the University administration, which has exercised scrupulous care to insure the maintenance of a high level of academic and military competence and training. In addition to instruction in the specialized subjects, the students also receive advanced instruction in general courses, such as Leadership, Drill and Exercise of Command, Command and Staff Duties, Military Teaching Methods, and Combat Intelligence.

The committee heard detailed descriptions of the Army, Navy and Air programs presented by officers charged with responsibility for these programs. It has examined the text material used in the various courses, subject plans, course syllabi, lesson plans, and training aids. The committee also studied the organization and construction of all the ROTC courses tied in and articulated with other subjects included in various curricula. This is especially true of such Army branches as Anti-aircraft Artillery, Corps of Engineers, Ordnance and Signal Corps, in which enrollment is generally limited to students enrolled in engineering, technical, or scientific courses. The committee believes that instruction in the ROTC programs is clearly on the collegiate level in all respects, and that this fact should be accepted by members of the academic staff.

Credit Allowance in ROTC Courses—The amount of credit given for the first year basic and second year basic courses is not completely satisfactory to the Army and Air Force ROTC staff nor to many students who enroll in the program.

An analysis of the number of credits allowed for ROTC courses by various land-grant colleges and universities indicates that, although practices vary widely, the University of Minnesota, by granting 24 quarter credits for the Army and Air Force four-year program, follows fairly widely accepted practice. This comparison, however, has little significance inasmuch as the programs at Minnesota are on a voluntary basis and on a compulsory basis at practically all other institutions. A considerable number of land-grant

colleges, however, grant from 30 to 36 quarter credit hours for the Army and Air Force programs.

The fact that the Navy ROTC program carries 36 quarter credit hours while the Army and Air Force programs carry 24 quarter credit hours places the Army and Air Force programs at a great disadvantage. Furthermore, there seems to be no sound educational or other reason for this discrimination against the Army and Air Force programs.

The committee, after attempting to assess all the factors in the situation, recommends that no change be made at the present time in the amount of credit granted for the Army and Air Force ROTC programs. At some future time, however, perhaps soon, the committee believes the University of Minnesota must consider placing the Army and Air Force programs on a parity with the Navy program insofar as credit is concerned. This question should be given immediate attention by the proposed Senate ROTC committee.

At the University of Minnesota, grades earned in ROTC courses are used in computing the student's scholastic standing, or honor point ratio. This practice, with minor exceptions, is generally followed by all institutions offering work in ROTC programs.

Use of ROTC Credits Toward Degree Requirements—The *Bulletin of General Information* of the University of Minnesota states explicitly that the one credit per quarter earned in the basic Army and Air ROTC may be counted toward any degree offered by the University. A similar statement is made with respect to 3 credits per quarter earned in the Army and Air advanced course.

The bulletins of many colleges of the University (Science, Literature, and the Arts; Agriculture, Forestry, Home Economics, and Veterinary Medicine; Institute of Technology; and Pharmacy) reaffirm the validity of Army and Air ROTC credits in meeting credit requirements for degrees granted by these colleges.

The committee found, however, that despite these statements some colleges, e.g., the Institute of Technology and the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine, had established specific course credit requirements which precluded the possibility of the student using credits in Army and Air ROTC, or any other credits for that matter, in meeting the requirements for a degree. For example, one curriculum in the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine specifies 202 credits out of a total requirement of 204.

The situation was further complicated by the fact that apparently little or no consideration was given by members of staff constructing these curricula to the possibility of conflict between the scheduling of required courses and ROTC courses. This problem, which clearly has developed over a number of years, cannot be corrected quickly or easily. The committee is, however, happy to report the most constructive assistance from the chairmen of curriculum subcommittees and the college faculties concerned. Most of the curricula in the Institute of Technology and in the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine have been opened up at least to the extent of providing an opportunity for the student to use not less than 24 elective credits, and in the remaining curricula in these colleges the faculty is definitely committed to the policy of providing such an opportunity.

In the Law School and in the School of Veterinary Medicine the use of ROTC credits has not yet been fully clarified, but substantial progress is being made. The Law School has, however, recognized ROTC credits as satisfying part of the pre-law credit requirement.

Student Attitude Favorable to a Voluntary ROTC Program—There are many indications that there is no organized opposition among Minnesota

students to the Reserve Officers Training Program. Rather, the attitude of leading student groups such as the All-University Congress, the Senior Cabinet, the Inter-Fraternity Council, and others, is extremely favorable. Polls made by the University *Daily* further reflect the favorable attitude of the student body.

One question included in the last *Daily* poll (fall quarter, 1949-50) asked the question: "If you were enrolling next year as a freshman, would you consider registering for the four year ROTC program?" Forty-one per cent of the students polled answered "Yes" to the question; 11 per cent were undecided; and 48 per cent answered "No." Interestingly enough, 32 per cent of those who answered this question in the affirmative preferred the Army, 35 per cent the Navy, and 28 per cent the Air Force. Five per cent had no special preference. The major reason given by those who answered "No" to the above question was that they did not have enough time. One reason, perhaps, for these students not having enough time is the high percentage of specified course requirements in many curricula.

Another question in the poll was: "Were you ever discouraged from enrolling in the ROTC program here?" Five per cent of the students answered "Yes"; 95 per cent answered "No." Students who were discouraged from enrolling in the ROTC program were so discouraged by ex-service men and by fellow students. There was no evidence that students were discouraged from enrolling in programs by members of staff or by student advisers.

The greatest support for the ROTC program came from those who are or who had been in the program. Ninety per cent of the students polled who had been or were members of the ROTC indicated the belief that the program is worth while. Five per cent did not believe so, and 5 per cent were undecided.

Even though the validity of the poll method of attempting to fathom student attitudes toward ROTC programs may be somewhat discounted, a reasonable conclusion would seem to be that in every freshman class there is an adequate number of young men with no inherent opposition toward the ROTC programs and who may be regarded as potential enrollees in the program. The problem is to reach them.

Lines of Communication Between the Departments of Military Science and Tactics, Naval Science, and Air Science and Tactics and the Student, the Members of Staff, the Several Colleges, and the General University Must Be Improved—The Departments of Military Science and Tactics, Naval Science, and Air Science and Tactics are in an unfavorable position with respect to communicating with prospective students. Between these departments and the prospective student lies the college of the student's choice. Lines of communication between these departments, through the college to the prospective student, must be established.

The Departments of Military Science and Tactics, Naval Science, and Air Science and Tactics are also in another unfavorable position with respect to their relationship to the total educational program of the University. In a sense, these departments are in but not a part of the University. They are not a part of any college. They have no direct voice in formulation of educational policies or programs of the several colleges which directly affect registration in the ROTC programs. Members of staff serve on no college committees. Were ROTC training at the University of Minnesota compulsory, this situation would be relatively unimportant. Inasmuch as ROTC training at the University of Minnesota is voluntary, the present administrative position of these departments is incongruous.

The committee recommends that the full professors of Military Science and Tactics, Naval Science, and Air Science and Tactics be invited by the colleges which admit freshman students, to participate in matters related to curricula and registration that have a bearing on registration in ROTC programs.

Wider use of members of staff of the various military departments on Senate and all-University committees also would appear desirable. The needs of these departments should also be given greater consideration in the assignment of certain university facilities, such as the athletic field, the Field House, etc. The University should overlook no opportunities to incorporate the Armed Forces Departments into the University in fact as well as in theory.

Improvement in the lines of communication between these departments and the two-day orientation program sponsored by the University also is imperative. The committee has already taken steps, with the full cooperation of the Student Activities Bureau, to insure contact between students and the military departments at the critical moment when the student is making his first contact with the University.

Better communication between the Armed Forces Departments and many other areas of university activity also is necessary. For example, if the Alumni Association contemplates continuing to use students for the discussion of the Orientation Program before alumni groups throughout the state, the program could be modified to the extent that it include mention of the ROTC programs at the University and the opportunities they offer the student. Student Groups used in Alumni Association-sponsored discussions might well include a student enrolled in an advanced ROTC program.

Because the Student Counseling Bureau handles a large number of pre-college counseling cases, the Student Counseling Bureau should be fully aware, if it is not already so, of the opportunities of ROTC programs for those students who decide to go to college.

These proposals deal with only a few segments of the total problem. Inasmuch as student and faculty attitudes are the result of many factors, the University should avail itself of every opportunity to improve and strengthen the relationships and the lines of communication between the Armed Forces Departments and the individual student, the members of staff, the several colleges, and the general University. This is one of the major problems that lies ahead and which the proposed Senate and college ROTC committees must effectively solve.

Faculty Support, Interest, and Cooperation the Key to the Problem— Perhaps the most significant question in the *Daily* poll with respect to the work of this committee was that asking, "Were you ever personally contacted or encouraged to enroll in the ROTC program?" Only 13 per cent of the students replied "Yes" to this question; 87 per cent answered "No." The poll further shows that when the student was contacted or encouraged to enroll in the ROTC program, that contact and encouragement was mainly given by a member of the ROTC staff. Only one student replied that he was encouraged by a member of the academic staff—his instructor in freshman orientation.

This evidence confirms a deep-seated conviction reached by the members of the committee that in the ordinary registration procedure of entering students, advisers simply do not call the advisee's attention to the opportunities and advantages provided by enrolling in the ROTC program. Unless those responsible for advising students at the time they first register in the University of Minnesota are willing to cooperate at this juncture, the committee believes that there is little possibility of a successful ROTC program on the volunteer basis.

It would be unrealistic to expect an adviser to "sell" an educational program concerning which he knows little or nothing. The committee is of the opinion that effective and continuing University and college level programs designed to alert advisers concerning the educational, financial, and personal developmental opportunities in the ROTC programs must be developed. Among these the committee recommends:

a. A standing committee of the Senate should be established, the function of which would be to maintain liaison between the Departments of Military Science and Tactics, Naval Science, and Air Science and Tactics and the University Senate, and to give continuing consideration to the problems confronting those departments. This committee, like the Senate Committee on Intercollegiate Athletics, the Senate Committee on Student Affairs, and other Senate committees, should have student representation as well as representation from the Armed Forces Departments.

b. College ROTC committees should be established. The purpose of these committees would be to maintain liaison between the college and the Armed Forces Departments, to study possible conflicts between curricular requirements and ROTC courses, to develop programs to keep advisers informed of developments in the ROTC programs and the advantages that may accrue to students who enroll in them.

c. The development of a college meeting or seminar once each spring quarter for advisers and members of staff of the Armed Forces Departments. Such an annual meeting would not only provide an opportunity for the members of staff of the Armed Forces Departments to present the details of the educational program those departments provide but would also afford an excellent and sorely needed opportunity for members of staff of the Armed Forces Departments to become better acquainted with other members of the academic staff.

The above proposals suggest steps to keep advisers informed about ROTC programs. They will be effective only insofar as they develop in the mind of the individual adviser a sympathetic, cooperative, constructive attitude toward the value of the ROTC program to the individual student.

Active whole-hearted support of the program by the staff will make it possible to maintain a deeply cherished tradition at the University of Minnesota as well as make a significant contribution to the total educational experience of many students by pointing the way for them to meet their responsibilities to themselves, the State, and the Nation.

Whether military training at the University of Minnesota remains on a voluntary basis lies largely with the individual members of the staff.

Registration in the ROTC programs at the close of the registration period of the fall quarter 1950 will indicate if the University of Minnesota can continue the ROTC programs on a voluntary basis.

HENRY SCHMITZ, Chairman

Approved

2. Reported for Information

1. *Bulletin for ROTC Programs.* Approval was voted for a bulletin to present all of the Reserve Officers Training programs of the University.

2. *Central Clearance of Information on Scholarships and Fellowships.* At its meeting October 5, 1949, the Administrative Committee discussed the desirability of complete central information on all recipients of scholarships, tuition exemptions, and the like. Vice President Willey was authorized to explore the possibilities of more immediate and complete reporting. Need for this is precipitated by requests for scholarship information by the Western Athletic Conference. Additionally, the University frequently receives questionnaires, as from the United States Office of Education, which require knowledge of our aids to students.

It was agreed among Vice President Willey and his advisers that filing of such information in a central office is virtually impossible, on a current basis. He said that the University should probably have the results available on some annual basis, not to satisfy any individual request, but to serve all uses. Findings could be incorporated in a report at the end of each fiscal year.

Mr. McCormick stated that the Western Conference requires reports every spring quarter, and that a summary as of the close of our fiscal year would not suffice. He will confer with Dr. Willey on requirements placed on the Athletic Department. Mr. Willey will proceed in this as appears to be desirable.

3. *Cap and Gown Day Convocation Program.* The University Committee on Honors and Awards recommended a change in the name of certain listings in the convocation program of Cap and Gown Day from "Honors and Prizes" to "Prizes and Awards." It also recommended that there be included only those societies which require a "B" average in the specified fields of study of interest to the particular society. This definition of the scholarship emphasis of organizations would not exclude any appreciable number of societies. It would, however, establish certain academic standards for inclusion of new groups in the program. It was moved, seconded, and voted that the recommendations be accepted, subject to minor clarification of phrasing of the grade threshold by the Committee on Functions,

4. *Budgets for 1950-51.* President Morrill discussed monetary allocations of the second year of the current biennium. He anticipated that prospective resources are down, largely because of lower student-veteran attendance. This indicates some necessary retrenchment and possible re-allocation of funds among our colleges.

After presenting detailed figures for decline in prospective resources and proposals for offsets against some of those declines, the President called for advice. Suggestions from members indicated that the President's office should prepare a distribution of resources with budgetary proposals to the colleges for 1950-51. The President pointed out that the deans will face the real difficulty of making necessary internal salary adjustments. He indicated his desire to take into account, in some measure, both shifting enrollments and changing teaching loads.

5. *Report for Efficiency-in-Government Commission.* There was a special meeting of the Administrative Committee to plan the report requested by the Efficiency-in-Government Commission of the State of Minnesota. The chairman reviewed the origin of the commission, its work to date, and progress by the University in developing materials for the study.

The University will report, primarily, its: (a) organization and structure, (b) functions and major activities by departments shown on the organization charts, (c) publications and public service, by illustration, and, (d) research. The special problem of reporting for a complex educational institution was evident. This may require attention in hearings conducted by the commission.

The deans were asked to submit a brief statement of the purposes and functions of each of their departments. If a major function or unit came into being after 1939, the beginning date should be specified. Reporting should include activities supported by non-university funds. For other-than-teaching departments, some measures or units of work should preferably be indicated for the five years beginning with 1944-45 and ending June 30, 1949.

6. *Accommodations at the Biltmore Hotel, New York City.* It was brought to the committee, for information, that the Biltmore Hotel in New York City offers special room rates for college people. Members of the staff going to New York on University business might be interested in availing themselves of the privileges.

7. *Textbook Approvals.* Approval was given for text materials as follows:

The Prairie, by James Fenimore Cooper, published by Rinehart and Company. Price 75 cents.

Kinematics and Mechanism Problems, by Millard H. LaJoy and Otis M. Larsen, published by the International Textbook Company. Price \$2.25.

The Philosophy of Logical Atomism, 1,000 copies, a mimeographed reprint from the lectures of Bertrand Russell. To be sold by the Nicholson Hall Bookstore. Price \$1.25.

Por Centro y Sud America, by R. L. Grismer, published by Macmillan. Price \$1.80.

R. E. SUMMERS, Secretary

IX. SENATE COMMITTEE ON ROTC

The President recommended the following members for 1950-51: Henry M. Schmitz, Chairman (Agriculture, Forestry, Home Economics, and Veterinary Medicine), Thomas F. Barnhart (Journalism), Francis M. Boddy (Business Administration), Elmer W. Johnson (Institute of Technology), John E. King (Duluth Branch), Roger B. Page (Science, Literature, and the Arts), M. E. Pirsig (Law School), Max O. Schultze (Agricultural Biochemistry); students: James L. Marvin (President, All-University Congress), E. C. Grayson (representing Interfraternity Council); alumni: Robert L. Conn (Northwestern National Bank, Minneapolis), Arthur O. Lampland (Past-President M.A.A., Lampland Lumber Company, St. Paul).

Approved

X. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

Reported for Information

During the forensic season just concluded, 25 members of the Varsity Debate and Discussion Squad and 28 members of the Freshman Debate Squad have had approximately three hundred intercollegiate speaking experiences.

Propositions debated:

Resolved: That the United States should nationalize its basic nonagricultural industries.

Resolved: That the Brannan Plan should be adopted.

Resolved: That the President of the United States should be elected by a direct vote of the people.

Among the discussion topics of major importance were: "What should be our policy in the Far East?" and "Should the United States adopt a system of compulsory health insurance?"

The University of Minnesota was again host to a major forensic event, sponsored and administered by the Freshman Squad. This consisted of three concurrent debating tournaments, one for freshman debaters, one for junior college teams, and a third division for Minnesota colleges. Twenty-eight colleges and universities from six states were represented.

University students took part in debate, discussion, oratory, extemporaneous speaking and radio newscasting activities in tournaments at the Universities of Iowa, Wisconsin and Indiana, and at Eau Claire, River Falls, St. Thomas, Augsburg, Concordia (Moorhead) and Macalester colleges.

Varsity teams participated in additional audience debates at Luther College, Decorah, Iowa, and in a convocation debate at St. Cloud State Teachers College.

Three audience debates were held on the University of Minnesota Minneapolis Campus with teams representing the U. S. Military Academy, the University of Missouri, and Washington State College.

All members of Freshman and Varsity Squads took part in major intercollegiate competition. The Varsity group was relatively young and inexperienced, but there was substantial and steady improvement throughout

the season. At the Delta Sigma Rho spring tournament at the University of Wisconsin, Minnesota teams won seven of eight debates.

Among the honors accorded our speakers were these: top, undefeated teams "A" Division, Eau Claire Sixth Annual Speech Meet (30 colleges and universities); teams in semi-finals, Northwest Debate Tournament, Men's Division (72 teams, approximately 50 colleges and universities); team in semi-finals, Northwest Debate Tournament, Women's Division (34 colleges and universities); undefeated team, Delta Sigma Rho Tournament (26 colleges and universities), and best over-all school record of any university in the annual Western Conference Debate Tournament. In the last mentioned event, the climax of our forensic season, our men's and women's teams won eleven of sixteen debates, Iowa was second with ten wins, and Northwestern third with nine. In the Western Conference Tournament the Minnesota team of Ronald Mankoff, SLA 2, and Dwight Lindholm, SLA 3, was undefeated, the only team in the tournament to achieve this distinction.

The startling improvement in the record over the season is significant only because it indicates the increasing proficiency of our student speakers. More significant is the fact that all members of the Freshman and Varsity groups were engaged in an educational activity of first rank importance in a democratic society.

E. W. ZIEBARTH, Chairman

XI. REPORT OF THE COMMITTEE ON EDUCATION Reported for Information

PROGRESS REPORT ON ACTIVITIES OF SUBCOMMITTEES

1. *Committee on Terminal Occupational Curricula of Less than Four Years in Length.* The subcommittee of the Senate Committee on Education, dealing with terminal occupational curricula of less than four years in length, has been gathering information on the existence of such curricula elsewhere. They are also inquiring into the plans of the State Department of Education, concerning vocational training throughout the state. The committee recognizes the fact that the needs of many of our students could be met more realistically through terminal curricula, including occupational training. The committee has agreed that terminal occupational curricula should make use of abilities of students other than those necessary for academic work. The increasing number of such curricula at the University of Minnesota appears to indicate that such programs would be well attended.

The committee plans to study the outlet for the students trained in terminal occupational curricula both here and elsewhere before presenting a recommendation to the Senate Committee on Education.

A. L. VAUGHAN, Chairman

2. *Committee on Student Participation in University Policy Making.* The first subject taken up by the committee was that of defining the project. It was decided that the problem is one of participation in policy making activities rather than one of representation on committees which are devoted to interpretation of present policies. The committee agreed that emphasis should be put upon present channels of communication between students, faculty, and administration. The over-all goal of the committee was stated as that of aid in the formulation of all-university policy reflecting the sentiments of students, faculty, and administration, with a final report to be submitted to the Senate Committee on Education.

The committee has discussed the possible advantages of student participation. These include the facts that the presence of students on policy committees can furnish insight into present and future reactions of students to these policies, in addition to supplying constructive suggestions. Another

advantage is that of giving students a greater sense of belonging to the University, as well as a better understanding of the problems and procedures involved in policy making.

The major part of the committee's work has been that concerned with discovering present means of communication on questions of policy. At the university level, under the official policies set up by the All-University Congress and the University Senate, are student membership on Senate and all-university special committees, individual student contacts with university administrative officers, the All-University Congress, communication with the Office of the Dean of Students, and the *Minnesota Daily*.

It has been pointed out that there are certain factors which influence the need for and use of the agencies and methods named above. First, there is the necessity for a belief on the part of faculty, students, and administrators in the need for student participation. Second, students must be willing to work toward making real contributions in policy making, and faculty members and administrative officers must be willing to put their beliefs in student participation into practice. A third factor is that of size and homogeneity of the college population, a factor which must be considered in determining the need for utility of any organized system of student participation in a particular college.

E. G. WILLIAMSON, Chairman

3. *Committee on Relations of Research to Instructional and Other Staff Responsibilities.* At three different meetings which we have held, I have found it difficult to state to the satisfaction of the committee a purpose or charge for our activities. We have discussed a variety of things which could be done and we have discussed previous committee and subcommittee activities seeming to bear on our commission. I refer to the work years ago by a committee under Professor Chapin, the later work of a committee under Professor Visscher and quite recently Professor William Anderson's subcommittee.

If I am to interpret the sentiment of our subcommittee, I would make the following points:

- a. There is considerable feeling that a questionnaire study of faculty activities would not give valid results concerning the faculty's load and its distribution of effort.
- b. There has been some resistance offered to a suggestion that we do a study on sampling basis. There is the feeling that the university administration would graciously accept such a report but the report would probably have no more impact than many other reports on faculty load, promotion policies, etc.
- c. There has been considerable feeling to the effect that it is simply not possible to make valid comparisons among various departments or even within any department of the University on such matters. In fact, one member of our committee has become enthusiastic over doing such a study simply to demonstrate the impossibility of such comparisons!

I think we are also ready to recommend that colleges generally undertake continuing faculty load studies as is now true in the Arts College.

There is some feeling that Dr. Ruth Eckert's "Survey of Faculty Load" during President Coffey's administration should be followed up to see what use deans and the university administration have made of the information in equalizing loads, giving recognition to university professors for faculty service, etc.

DALE B. HARRIS, Chairman

4. *Committee on Evaluation of Outcomes of Instruction.* Purpose of the committee: To serve as a clearing house for information about policies and

practices having to do with the evaluation of outcomes of instruction in the various units of the University.

The committee met for a luncheon meeting in the Campus Club on December 8, 1949. The following staff members reported on policies and practices in the various units of the University: Prof. Arthur M. Borak, Business Administration; Prof. W. M. Sandstrom, Agriculture, Forestry, Home Economics, and Veterinary Medicine; Prof. Magnus Olson, Science, Literature, and the Arts; Prof. C. Irene Hayner, Library School; Dr. Thomas D. Speidel, Dentistry; Dr. Richard Varco, Medical School; Prof. T. A. Soine, Pharmacy.

The committee recommended a series of in-service training sessions (or seminars) for interested staff members. These meetings to deal with the construction and use of achievement tests and furnish help on common problems which arise with respect to the use of achievement examinations.

A committee was appointed to work out the details of the in-service training program. This committee, under the chairmanship of Robert Sutton, is preparing a letter and short questionnaire to be sent to all staff members of the University to determine the extent of interest in achievement-testing seminars, the topics which should be dealt with, and the general nature that such seminars should assume.

If there is sufficient interest, it is hoped that seminars can be organized to begin not later than the fall quarter (1950-51).

Several units of the University have committees or informal groups at work now on the improvement of examination practices.

WALTER W. COOK, Chairman

5. *Committee on Faculty Welfare.* The subcommittee has considered a number of matters including the following: Faculty housing, policy on outside work, retirement, travel to professional meetings, medical services, office facilities, a handbook for faculty members, the establishment of a credit union and optional salary savings plan.

The subcommittee's inquiries on many of these matters resulted in a decision not to pursue them either because there appeared to be no real prospect of solution or because the matter was not of general importance. On certain of the problems it was discovered that other faculty committees or faculty groups were already active. In two instances, recommendations were made to the Senate Committee on Education. The first was a recommendation that a faculty handbook be prepared and as a result of the Senate Committee action, such a handbook is now in preparation. A recommendation was made also concerning travel to professional meetings, but thus far no final action has been taken. The subcommittee, at present, is working on two or three of the items listed above, but the outcome of consideration of these matters cannot be forecast.

R. K. GAUMNITZ, Chairman

6. *Committee on Courses Enrolling Both Graduate and Undergraduate Students.* The Subcommittee on Courses Enrolling Both Graduate and Undergraduate Students subordinated its activities to the Subcommittee on General Grading Practices who have embarked on a rather voluminous survey of grading practices by colleges. The preliminary data provided and developed by the Recorder's Office indicated the separation of courses by graduates from undergraduates in each course in the University in specified quarters. A preliminary examination of these grades indicated no substantial evidence for the complaint of students that graduate students were unduly favored in the distribution of grades.

Since the general problem of grade distribution by courses and colleges has now been made a subject of intensive study by the separate colleges, it

seems wise to defer further study by this subcommittee until the results of the general study have been digested and acted upon by the separate colleges.

RICHARD L. KOZELKA, Chairman

7. *Committee on Admission Standards and Practices.* The subcommittee, which incidentally is very large, has held a number of meetings. At these meetings topics assigned to our group, particularly the differences in admission standards and practices of the various colleges, were discussed, sometimes with considerable intensity. It appeared early that, at present, uniform standards would not be acceptable to the various faculties and at the last meeting of the committee we were quite uncertain as to the direction our future deliberations should take. Possibly some suggestions or recommendations will come out of later deliberations.

J. W. BUCHTA, Chairman

8. *Committee on Course Additions, Modifications, and Deletions.* A survey of the University's program of studies in 1941-42 served to highlight many problems relating to curriculum development, policies, and procedures in various colleges and divisions of the University. In general, the study showed that the university curriculum has been growing principally by a process of accretion. During the preceding twenty years, for example, the number of courses offered had more than doubled, the usual practice being to establish a new course when expansions in subject matter or social or professional requirements suggested treatment of other topics, rather than to reorganize existing courses to meet this need. This multiplication of offerings was especially characteristic of certain departments and colleges, raising questions as to the policies which individual units employ in appraising proposals for new courses or in modifying their current offerings. The survey also suggested considerable duplication of effort and inarticulation of offerings, certain courses overlapping seriously with others offered in the same college or in some other unit of the University. Other problems related to the validity of many prerequisite requirements, the relevance of the objectives set for certain types of courses, and the bases for widely different practices with respect to "contingent credit," the frequency with which particular courses are offered, the typical number of credits assigned offerings, and a host of other divergent practices. Perhaps the most fundamental question posed was why some courses and curricula have remained relatively static whereas others have shown a high sensitivity to changing educational and social developments.

Among questions which the subcommittee on curriculum problems hopes to investigate next year are the following, the first four relating to departmental and college practices and the remaining ones to the feasibility of establishing a greater measure of university leadership and control over curriculum developments.

- a. What changes have occurred in departmental and college programs since 1941-42 (the time of the earlier survey)? Were the results of that study helpful in identifying courses that might be dropped or consolidated?
- b. How are proposals for new courses initiated in the various departments and colleges? What evidences concerning the scope and character of the proposed course are required? What efforts are made to explore relationships between the proposed course and current offerings in the same or related fields?
- c. What groups are expected to survey and approve these proposals? What, specifically, are the functions of the college curriculum committee in this matter? What policies guide its action on the institution of new curricula? The addition of courses? The dropping of courses?

- d. Does the curriculum committee or some other college agency give continuing study to the program, trying to chart the directions in which it should be developed and to evaluate present offerings in the light of these goals? What means have been devised to detect excessive fragmentation and dilution of content? How successful have these efforts been?
- e. What might be done on an all-university basis to help faculty members in individual colleges secure the data required to make intelligent appraisals of their own programs and to become acquainted with promising practices in other divisions and colleges?
- f. Should an all-university committee or council be established to give special leadership in the development of the educational program? What might its functions be? Should such a committee formulate general policies to guide individual college committees in their actions? Should it advise with college committees on major developments in their own units? Should it give final approval to changes recommended by individual colleges?

R. E. ECKERT, Chairman

9. *Committee on Educational Implications of Centralized Services.* During the past year this committee has circulated the deans and heads of departments requesting opinions regarding the effect of parking regulations on curtailment of research and teaching activities. The response of the faculty has been good, and the committee wishes to express appreciation for the interest shown.

W. H. CRAWFORD, Chairman

10. *Committee on Faculty Promotion Policies.* In 1945 the Senate Committee on Education appointed a subcommittee under the chairmanship of Professor William Anderson to inquire into the standards currently used in promoting faculty members at the University of Minnesota and to propose whatever new policies or practices seemed desirable. Following extended study and discussion of the problems involved, the subcommittee compiled a lengthy report which was submitted to the Senate Committee on Education in 1949. Revisions suggested by members of the latter committee were undertaken by a special subcommittee consisting of Professors Russell M. Cooper, Ruth E. Eckert, and Horace T. Morse. Portions of this revised document were considered to be of sufficiently wide interest to justify circulation to members of the Senate as a preliminary report of the Senate Committee on Education on this problem. A final report will be submitted after evidence has been secured from the general study of university promotional standards outlined in this preliminary document.

Practices in Other Institutions: The original subcommittee received assistance from the University Bureau on Institutional Research in investigating and summarizing pertinent data relating to two particular aspects of the problem. One of these, a "study of practices in colleges elsewhere with respect to the evaluation of teaching ability" resulted in a mimeographed "preliminary report" on the *Evaluation of College Teaching* (16 pages) by Ruth E. Eckert and Robert Sorenson. This report is on file and may be examined in the Bureau of Institutional Research in Burton Hall.

One of the major findings from this survey of literature was that teaching ability is highly regarded but difficult to appraise when promoting staff members. Other abilities or qualities are therefore often weighted more heavily than teaching ability as a promotion factor. Research output, for example, because it is more easily evaluated, has often become the major factor considered by administrators in deciding whether or not to recommend an individual staff member for promotion.

Emphasizing the importance of establishing adequate criteria of good teaching, the report summarized results from a number of studies made of this problem. In general, they revealed substantial agreement as to what the qualities of good teaching are. The report also illustrated some of the methods that are being used currently to judge teaching effectiveness. While tests, rating scales and other devices have not yet been perfected to the point that they provide administrators with highly definitive evidences on these points they constitute valuable sources of information. Use of a number of such evidences would broaden considerably the base used in judging an individual's competence, making it possible to give appropriate weight to teaching effectiveness in selecting and promoting faculty members.

The Situation at Minnesota: Following this survey of pertinent literature, the Subcommittee on Faculty Promotional Standards decided to inquire into local standards and practices of faculty promotion. As a means of eliciting the desired information, Dr. William Anderson, chairman of the committee, sent a letter, early in the fall quarter, 1947, to department and college heads requesting each to summarize his methods of determining eligibility for promotion. Specifically, each department or college head was requested to ". . . put down on paper an account of your own methods, practices, and experiences in attempting to make the discriminating judgments that are needed for testing teaching, research, and other abilities in members of the faculty." The following three questions were listed to guide the form of responses:

- a. By what method do you judge the teaching ability and success of the members of your staff? Do you elicit the opinions of students, colleagues, and outsiders in making your judgment? If so, how; and how do you weight and evaluate the results?
- b. By what methods do you appraise the research ability and product of your staff members?
- c. What criteria, other than teaching and research ability, do you endeavor to appraise, and by what methods?

To this letter of inquiry thirty-five deans and heads or chairmen of departments and divisions wrote replies. The replies were turned over to the University Bureau of Institutional Research for analysis. On April 28, 1948, a report was submitted by Robert J. Keller and John E. Dobbin of the Bureau staff. This was a manuscript of 33 pages entitled *Faculty Promotional Policies and Practices at the University of Minnesota Based on Letters of Administrative Officers*. The responses came, in various numbers, from the College of Science, Literature, and the Arts, the Medical School, the Institute of Technology, and the Department of Agriculture. Single replies were received from the School of Business Administration, the Institute of Child Welfare, the College of Education, the General College, and the University Library.

Problems in Interpreting Responses: Two major difficulties confronted the persons attempting to draw meaningful generalizations from the data. The first was the small number of responses, representing only a third of all the administrative officers whose cooperation had been sought. The second was the unstructured nature of the responses made by these officials. In the report prepared by Mr. Keller and Mr. Dobbin, a number of tables were presented which indicated the frequency with which various factors were mentioned by these thirty-five administrative officers. As might be anticipated, a large number of different factors received mention, some respondents mentioning only a few general criteria whereas others provided a much more specific and detailed listing of factors which influenced their decision, while variations in the expression of certain criteria further complicated the analysis since there was danger of misinterpreting or giving a somewhat different

shade of meaning in the effort to combine points into more inclusive categories. Other factors mentioned less frequently were scholastic ability and academic achievement, offers from other institutions, administrative ability, general reputation, attitude toward the University and department, intelligence, experience, work, and travel, and effect on departmental balance.

The Senate Committee on Education hence felt that it was not justifiable to present tables of frequency or other statistical summarizations of these data. It may be interesting, though, to know that among the most frequently mentioned factors were teaching ability, research ability, extent and quality of publications, faculty relationships, student relationships, professional activity and affiliations, public relations, personality, and participation in departmental and university affairs.

One of the natural difficulties in judging teaching ability, which headed the present list, lies in discovering specific evidences of teaching effectiveness. Among the teaching qualities sought were such things as effective presentation and revision of subject-matter content, emphasis upon basic principles, skill in handling classes, use of a variety of instructional aids, linking material to the common experiences of the students, preparing examinations which cover a broad range of objectives of the course, presenting assignments in a stimulating and challenging manner, and maintaining defensible standards of achievement for students. An examination of this list suggests the difficulties in objectifying such criteria for the purpose of determining present promotional policies. The committee felt, however, that with a more structured questionnaire to administrative officials and a broader sample of replies, valuable evidence might be gained concerning practices followed in the various colleges, divisions and departments of the University.

The inter-relationships of all the factors considered in recommending promotions and conditions which surround a given position complicate any attempt to judge the relative importance of these criteria, particularly in an exploratory study of the sort undertaken. Each case became an individual matter in which certain factors gain or lose significance in terms of the total situation.

Comments and Proposals of the Committee: A study of these documents helped greatly to clear the ground for the subcommittee. It was informed concerning the standards that a considerable group of deans and department heads at Minnesota keep in mind when considering promotions on their staffs, and the practices that they follow. It knew also that while other institutions have been experimenting in various ways to test the effectiveness of their teaching staffs, no college or university has found a thoroughly satisfactory means of doing this. Objective measures are particularly difficult to establish.

On the other hand, a more persistent and systematic use of inter-subjective methods of evaluation would seem to offer considerable promise of worthwhile results. By an inter-subjective method is meant here simply a method by which various persons, with a fairly wide range of viewpoints and experience, systematically rate the same person with respect to his achievement in any field. For example, if a teacher's students, fellow teachers, and other observers evaluate his success as a teacher from time to time on carefully devised forms, something will be known that is far more valuable than the snap judgment of one or two. Productive scholarship is another criterion that can be tested inter-subjectively. Deans, department heads, other colleagues, and outside scholars in the same field might be asked to appraise a man's work, both published and unpublished. An all-round judgment of a man might thus be prepared based on a variety of criteria and data. This is already being done to some extent both here and elsewhere.

In arriving at the following suggestions with respect to the broad University policy of promotions, the subcommittee assumed that judgments would have to be based on complex and highly subjective factors. The follow-

ing discussion is submitted as a report of progress, not as a set of proposals for adoption at this time. In an area such as this there are no solutions that would apply to all cases, though carefully devised adjustments for making improvements are entirely feasible.

a. *Promotions only one factor in personnel policy.* The question of appropriate standards and procedures for deciding on promotions in the academic staff is not peculiar to Minnesota or to our times. Every college and every university that aims to achieve distinction faces the same persistent question. Furthermore, the issues involved in promotional policy cannot be separated from questions concerning standards and procedures for the original selection of staff, the acquisition of indefinite tenure, the establishment and revision of pay-scales and individual salaries, and a variety of other matters that enter into a university's faculty personnel policy. In the background remain such factors as limited university revenues and budgets, nature of retirement plans, and the competition from other institutions and industries for men. There are also questions concerning the relative role of deans, department heads, and faculty committees in the recruitment and retention of faculty personnel. Many points made in the following paragraphs are about as applicable to original appointments and salary increases as to promotional questions. Indeed, the University's entire faculty personnel policy should be governed by consistently high standards and principles.

b. *Importance of faculty personnel policy.* Since the faculty performs most of the prime functions for which a college or university exists—the functions of teaching, counseling, research, productive scholarship, university and community service—the standards that are observed in the employment, promotion, and retention of faculty members largely determine an institution's status, quality, and capacity for achievement. A few examples will suffice. Some institutions put almost their entire emphasis on teaching and work with students, to the discouragement of research and productive scholarship. Others emphasize research and productive scholarship almost exclusively. Still others seem to seek men of a certain polish, or of particular economic, moral or religious learnings. Any one of these policies consistently pursued will in time produce an institution of fairly distinctive characteristics.

Appointments and promotions should be made, therefore, with the clear purpose of promoting the functions, fostering the ideals, and achieving those services to the public and those evidences of distinction at which the institution aims.

c. *Ideals and objectives of the University of Minnesota.* What are the ideals for which the University stands today, and what are the specific goals or objectives toward which it is working? The latter have never been brought together in a single comprehensive statement. The relative emphasis to be placed upon teaching, research, and public service, and the degree of concern for the physical, mental, and moral well-being of its students, are examples of questions that concern the University's general objectives and program. It would be as unfortunate to fix these goals or objectives for all time, as it would be futile to try to enforce such a predetermined program. Freedom to grow and change is essential to a vigorous and effective university life.

This by no means implies a policy of drift. Even in large institutions every change is the result in part of decisions made by one or more persons in positions of influence. A university needs a policy and a consciously adopted program so that all decisions can be made in harmony with them. Its various members need to be reminded

frequently of the policy and the changes that are made therein from time to time. Only in this way can the several faculties and administrators be aided in holding their own appointment and promotion policies in line with the University's objectives. Following the formulation of policies by appropriate faculty-administrative groups, the president and other high ranking university officials should therefore restate rather frequently the ideals and policies of the institution, showing their relation to appointments and promotions. A frequent reassessment of the University's faculty personnel situation for the information of faculty and administration would also be salutary.

- d. *Effects of university size.* The University of Minnesota is a large institution, situated on several campuses, and composed of many colleges, schools, departments, divisions, and special branches. These are administratively and financially integrated into one University, but they have different specific objectives, serve different clientele, are in various stages of development from the new and experimental to the mature, and almost of necessity follow somewhat divergent policies and procedures in attempting to achieve their objectives. Furthermore, they utilize academic personnel of diverse subject-matter interests and various degrees of educational preparation. A statement that would be true of the Law School faculty, for example, might not be true of the Department of Romance Languages, the Department of Bacteriology, or the Department of Physical Education for Men.

The importance to be attached to these various types of achievement should properly vary with the nature of the position, the rank to which the individual would be promoted, departmental balance, and other relevant factors. Hence no formula can be established on a university-wide, or even a college-wide basis, for attaching importance to the various forms of faculty service. Persons directly responsible for the effective operation of each unit or program should have the deciding voice in this matter.

The situation calls for a great deal of decentralization in faculty personnel administration and that in general is what the University seems to have developed. With the multiplicity of his other duties so occupying his time and thoughts, the President can give but little attention to particular appointments other than the most important ones. Indeed several of the colleges are now so large and diversified that the dean has a similar difficulty.

The danger as it seems under present conditions is that each department, division and college will be so preoccupied with its own personnel needs that it will not give enough consideration to the standards and ideals of the University as a whole. Unless there is a university policy as to the qualities and the degrees of excellence to be sought, the pressure of personnel shortages and offers from rival institutions may result in unwise departmental decisions concerning the retention and promotion of staff members. The various units will need to weigh the relevance of all-university policy for their particular needs, and the broad policy can serve as an excellent guide and measure.

- e. *Making the policies effective.* The criteria employed in a particular college or department should be given suitable publicity and should be discussed with the staff periodically, so that each faculty member understands clearly both the criteria and the procedures by which his performance is being judged.

Records of persons who have held a given rank should be reviewed periodically by the department chairman and the dean to ensure that

each person receives fair consideration. Decisions reached in such a review should be made a matter of record so that these appraisals will be available to persons subsequently responsible for acting on a given case.

Candidates who do not qualify for promotion after a reasonable length of time should, on their request, be informed as to factors that may temporarily or permanently hinder promotion. Recommendations for promotions should be supported with a brief summary of the evidences on which the proposal is based.

Systematic procedures should be established for consultation with persons who would be affected by a particular promotion. Normally this would involve discussion with representatives within the college or department of equal or higher rank than that for which the candidate is being considered and with such persons outside the college as will be affected in some way by the promotion (i.e., Graduate School dean, deans of colleges involved in joint programs, President's Office representative, etc.)

The University as a whole, through its Board of Regents, University Senate, and President's Office, should give leadership and support in the development of sound promotional practices. While the policies would not be administered centrally the above agencies could give invaluable aid to individual colleges and divisions by performing the following functions:

- (1) Public announcements of general policies governing promotions.
- (2) Stimulation and support of university-wide studies of the distribution of ranks, rates of promotion, quality of personnel promoted, etc., in the different units.
- (3) Continuous study and refinement of methods of appraising certain characteristics (notably teaching ability and quality of research endeavors).

f. *Need for further study.* It is evident from the above analysis that a great deal of thought and care has already entered into faculty personnel activities but that still further study and development are necessary if the quality of faculty is to be kept continually at its best.

It is proposed, therefore, that the Senate Committee on Education should encourage the individual colleges to study their own promotional problems and it should launch a more comprehensive study on a university-wide basis.

- (1) Recommendation for College Surveys of Personnel Policies and Practices: Among the matters that might be dealt with in such a self-survey by each college are the following:

First, an analysis of the duties and responsibilities attached to each academic position on the college staff. This "job analysis" should be stated in clear, succinct English. In situations where a number of staff members teach separate sections of the same course, the analysis would have the special advantage of providing a reasonably definite standard by which to test the relative performance of various staff members doing similar work.

It is undoubtedly true that positions of higher rank, where the teaching and other services are more individualized, are not so easy to analyze. Even in these cases, however, it should be possible to state the minimum or normal requirements of the position.

For any position the following questions among others should be asked: Does the position require the incumbent to do independent research? To direct the research of others? To direct graduate studies?

To lecture to large classes? To conduct discussion groups or sections? To supervise laboratory work? To keep abreast of research in a given field? To counsel students on programs of study? To have knowledge of foreign languages, statistical methods, and other "tool subjects" in addition to the subject being taught? To administer any special activity? To serve on committees? To administer the department? To appear on behalf of the University before off-campus groups?

Other questions of some importance could easily be added to this list. In each case, of course, the particular subjects to be taught or studied should be stated in the job analysis, together with the level at which the work is to be done, from freshman to graduate school.

One point must be emphasized. In a sense every outstanding faculty member makes his own position. Even as an instructor or assistant professor he may become known as an outstanding leader in research. When he is promoted to an associate or full professorship his work does not actually change, although his rank and salary are higher. This situation has been put forward as an argument against the attempt to analyze positions. In a sense it is only an example of the faculty man who performs work beyond the requirements of his salary. The essential requirements of the position, the amount and type of work expected of the incumbent, remain very much the same.

Second, to match the requirements of the position there should be an adequate body of data concerning the person whose appointment or promotion is being considered. The University's present "Request for Information" blank for new appointments covers a number of important factual matters. There is no comparable form for promotions. To record qualitative information, a check list of individual qualities, achievements and productions would be very helpful.

While it is important to avoid unnecessary increase in paper work, a folder or file of information on an individual is of great value when the time comes for decision on a promotion, pay increase, or other change in status. Given proper instructions and authority the secretary of a dean or department chairman can do much to build up and maintain such files about every staff member in the college. Reprints of articles, newspaper notices, reviews of a man's books, and other data can go into such files. A plan for the regular accumulation of such data might be part of every college's personnel program.

Third, a college's self-survey might include some statement of the qualitative criteria to be applied normally to individuals to be appointed or promoted to various positions and ranks. What training and degrees will they be expected to have? What evidences of research completed and of other scholarly work will be expected of them? What deficiencies in any respect will be considered as decisively disqualifying?

Fourth, the college survey should set down the organization and procedures by which decisions are made in the college as to appointments, salary increases, promotions, demotions, and separations from faculty service. Who makes the decisions? What persons or classes of persons are regularly consulted? Are there regular committees for this purpose and how do they operate? What methods are followed for determining whether the person concerned is a good teacher, a productive scholar, and so on?

As already suggested, a frank self-survey of this general nature could prove to be of great benefit not only to the President but most of all to the deans and faculties of the colleges themselves. It would emphasize and clarify questions of personnel policy. The hours of

hard work would be repaid by this clarification of issues and the improvement of personnel practices.

- (2) Proposed Further Study by the Senate Committee: To carry out its part of the general investigation, the Senate Committee on Education would presumably need staff assistance, either through the Bureau on Institutional Research or otherwise. The Senate Committee should supply general leadership and direction to the entire study described below and give advice and assistance where needed. It should review and approve the original outline and the schedule of questions and provide consultative assistance on other problems involved.

First. The Senate Committee should launch a carefully designed study to find out what policies and procedures are being used in the various colleges and departments of the University in promoting faculty members. The exploratory study referred to in the earlier section of this report will be useful in formulating questionnaires or interview forms adapted to this purpose. Among questions that this study would attempt to answer are the following:

- (a) What factors are actually considered in judging an individual's readiness for promotion? What weighting is given these different factors? Does the latter vary according to the academic rank involved in the promotion?
- (b) What means are used to collect evidences on the factors deemed important? How are these data summarized, recorded and used?
- (c) What procedures are followed in initiating recommendations for promotions? To what extent do members of the department participate in these processes?
- (d) What do deans and department heads consider to be the greatest obstacles at present in developing and applying sound promotional policies? What might be done on an all-university basis to clarify the standards used and to assist individual departments and colleges in their efforts to build distinguished faculties?

Second. It should direct the collation and comparison of the several college surveys of personnel policies and practices, and should assist in drawing therefrom such general conclusions and recommendations as might be helpful in improving the University's policies and practices respecting faculty personnel. Some colleges may be following policies that might be very useful in others but are unknown to them. The President and other top academic officers need the synoptic overview of faculty personnel policies that only a summary of college policies and practices can give.

Third. The Senate Committee might undertake a general statistical study of faculty personnel over a period of years in order to discover significant trends. The study should bring existing data up to date by analyzing faculty *appointments, promotions, and separations* for recent years and for selected earlier years, by *rank and college*. A sampling method might be required, but a more trustworthy picture might be obtained if all cases could be covered. Some of the points of interest would be: (1) number of years of graduate study at time of appointment, promotion, etc.; (2) degrees held; (3) age; (4) beginning salary; (5) marital relationship; (6) higher institutions attended and degrees received; (7) years elapsed between Ph.D. and assistant professorship; between assistant and associate, and associate and full professorship; (8) salary increase with promotion, and new amount; (9) reasons given in cases of separation (resignation, etc.) from service; (10) evidences that outside offer prompted

promotion; and so on. Salary levels and increases, by ranks and colleges through the years, should also be covered to some extent. No doubt there already exist a number of statistical compilations that would render unnecessary a new study on some of the points here suggested.

Fourth. In addition to the studies described above, the Senate Committee should investigate a number of special questions of importance in faculty personnel policy. The following sample questions may suggest others:

(a) Does the acquisition of indefinite tenure by assistant professors reduce in any way their desire for promotion to higher ranks and thus reduce also their motivation to better service and achievement? What other effects, if any, has acquisition of indefinite tenure at this rank had?

(b) How does the probationary period operate for acquisition of indefinite tenure by assistant professors? What percentage of assistant professors fail to acquire indefinite tenure? For what reasons?

(c) How does the present health test work out for those who are acquiring indefinite tenure by either promotion or new appointment? How can the administration of the test be improved, if at all?

(d) Is it possible to detect potential personality weaknesses which might interfere with a staff member's effectiveness?

(e) How is the rule against instructors acquiring indefinite tenure working out? Are there attempts to evade the seven-year rule? Are promotions being given that would not otherwise have been given, or are non-regular positions becoming more common?

(f) How in practice do deans and department heads find the best recruits for their staffs?

(g) Do part-time personnel create any special problems of promotion or tenure?

(h) What is the value of various listings in *Who's Who*, *American Men of Science*, etc., when it comes to determining the general excellence of the faculty? Are these listings of any value in promotions, and how often are they available for that purpose?

(i) In various departments of our university where faculty committees have a veto on major appointments, what is the opinion of informed people (deans, professors, etc.) as to the results in practice?

(j) How meet the problem of the "top heavy" department and achieve a "normal distribution" among the various ranks?

Fifth. Interim Faculty Personnel Policy. While the college and Senate Education Committee surveys of faculty personnel policies are going on, and indeed until the University formulates a more definite and systematic policy concerning faculty personnel the subcommittee recommends in general a continuance of present policies and lines of responsibility. The fact that the University has been able to achieve its level of excellence and recognition in the face of certain handicaps is evidence that its personnel policies are reasonably sound.

For the time being, it is essential that all responsible officials be continually aware of the critical importance of faculty personnel policy. The most crucial actions undoubtedly are the original appointments, the action conferring indefinite tenure, and promotion to higher rank. At these points the danger signals should be always flashing. With steady growth in the number and reliability of evidences underlying the decisions at these points, faculty standards at the University of Minnesota should remain high.

H. T. MORSE, Chairman

XII. REPORT OF THE COMMITTEE ON THE RELATION OF THE UNIVERSITY TO OTHER INSTITUTIONS OF LEARNING

1. Reported for Action

1. *Secondary Schools.* The following schools have been inspected this year and are recommended for continued approval on the published list for a three-year period subject to the submission of satisfactory annual reports.

Bethany Lutheran College High School, Mankato, Minnesota
Good Counsel Academy, Mankato, Minnesota
Shattuck School, Faribault, Minnesota
St. Margaret's Academy, Minneapolis, Minnesota
St. Thomas Military Academy, St. Paul, Minnesota
De LaSalle High School, Minneapolis, Minnesota
St. Paul Academy, St. Paul, Minnesota

Approved

2. *Junior Colleges.* Bethany Lutheran Junior College has been inspected this year and is recommended for continued approval on the published list of accredited junior colleges. (This action extends the time previously granted to this institution for the experimental development of a four-year junior college, grades 11 to 14.)

Duluth Junior College, which is being closed this year, is recommended for removal from the published list of accredited junior colleges at the close of the 1949-50 academic year. Transfer credit for students seeking advanced standing in the University for work done through 1949-50 at Duluth Junior College will be handled in the usual manner of granting credit for courses taken in accredited junior colleges.

Approved

2. Reported for Information

1. *The Conference on Problems of High School-University Transition.* As its chief new project of the year, the Committee on Relations to Other Institutions of Learning has sponsored a pilot conference on problems of high school-university transition. This conference, held Saturday, May 20, 1950 was attended by representatives from selected public high schools outside the Twin Cities and Duluth, university students who graduated from these high schools, and members of the several departments and colleges of the University which are particularly concerned with problems of high school-college articulation. Plans for the conference were made by representatives from the University with the cooperation of the Association of Secondary School Principals, the Minnesota Council of School Executives, and the State Department of Education.

The primary purpose of this conference was to identify student problems of high school-university transition and to develop procedures for assisting in their solution. Evaluation of this meeting has consequently been an integral part of the conference plan as one of the techniques by which the Committee on Relations seeks to promote better relationships between the University and other institutions of learning. Suggestions and criticism by members of the Senate with respect to other problems and devices for developing such relationships are most welcome to this committee. A report of this conference is being prepared for distribution to participating schools and university staff members. An abridged report will also be prepared for information of the Senate.

2. *Other Committee Activities.* During the past year the committee has been active in the inspection and recommendation for accreditation of twenty-three private secondary schools, the preparation of the detailed reports and recommendations which have sent to these schools, the receipt

and examination of annual reports submitted by all secondary private schools accredited to the University, meetings with various educational institutions and associations, and review of such other matters as were brought to the attention of the committee. During the past year the latter have included problems of recruitment and public relations, the accreditation of certain colleges and junior colleges, the responsibilities of the committee for reporting action of the separate colleges which are of interest to other divisions of the University, and the revision of policies and standards governing the accrediting of high schools by the University.

ROBERT J. KELLER, Chairman

XIII. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS **Reported for Information**

The Senate Committee on Student Affairs respectfully submits the following report for the academic year 1949-50 for the information of the Senate:

The Senate Committee on Student Affairs held 19 meetings during the academic year 1949-50. Three of these were joint meetings with the President of the University and the All-University Congress. Among the matters given consideration by the committee were the recognition of new student organizations, the reactivation of formerly recognized student organizations, petitions of inactivity for student organizations, constitutional changes of student organizations and general problems relating to the welfare of organized student life.

The following actions were taken by the Committee:

1. Forty-six new student organizations were recognized, 24 constitutional changes were approved, 5 groups were declared inactive upon their own petition.
2. Among the reports reviewed, discussed and approved by the committee were a summary report on the financial standing of student organizations, progress in the elimination of discriminatory membership restrictions in the constitutions of student organizations, proposed changes in the orientation program, a program evaluation of charitable fundraising, the violation of social regulations among medical fraternities, and the development of improved advisory services for student organizations during the coming academic year.
3. The committee authorized 5 special subcommittees to study specific problems among organized student groups. Among the problems studied by these subcommittees were: The provision of a health and safety survey service for recognized student organizations operating residences or commissaries; the revision of hours regulations for women's residences; the relationship of SPAN as a student organization to the University; the relationships between policies adopted by the committee and organized student life at the Duluth Branch; and the desirability of consultation between student organizations, their alumni associations and the University on the construction of new student organization residences.

E. G. WILLIAMSON, Chairman

XIV. REPORT OF THE COMMITTEE ON STUDENTS' WORK **1. Reported for Information**

The Senate Committee on Students' Work has considered the following topics during the past year:

- a. The problems surrounding the readmission of students who have been dropped from a college within the University. Since at the time of this discussion, it was evident that there were many different policies and procedures employed, the committee voted to establish a subcommittee to re-

study this problem of the intercollege relationships pertaining to cases of students dropped for poor scholarship.

b. Use being made of the grade of "I," incomplete, was discussed and the committee voted to make no changes in the regulations, but to urge that all colleges give attention to informing the faculty of the intended use of this grade.

c. The topic of how courses that are repeated shall be handled on students' records and the computation of such things as honor point ratio and credit for graduation was discussed. A subcommittee was appointed to draft a statement of the principles involved and to consult with the chairman of each college student work committee.

d. There was a discussion of the procedures to be followed and the interpretation to be made of the Senate regulation regarding students who cancel from class or who cease attending.

The problems of concern and the recommended interpretations are presented herewith for consideration and discussion with the recommendation that action could be taken at the fall meeting of the Senate.

2. Reported for Discussion

Grade to be assigned to students who stop attending class without officially cancelling their class registration.

The present Senate regulation provides :

"That a student may cancel without grade through the end of the sixth calendar week of classes, and that thereafter the cancellation be with 'no grade' if he is passing and with 'failure' if he is failing. For the Summer Session the deadline shall be the end of the third calendar week of classes." Senate Minutes, 2-18-48, p. 40.

This rule is being currently interpreted by some instructors as applying only to students who have officially cancelled their course registration, and by other instructors as applying to all students who discontinue attendance irrespective of official cancellation.

Your committee considers it important that there be a uniform interpretation and understanding of this rule, and recommends that the rule be interpreted as applying only to students who have officially cancelled their course registrations.

The committee further recommends that a symbol be established to be used by the instructor to indicate that the student left class without officially cancelling.

In the opinion of the committee, cancellation, which is a change of registration, should involve the same general procedures which are followed in registration. To permit a student to withdraw from a course without consultation and completing the normal registration process tends to make meaningless the care and consideration which go into approval of the original registration. There is need for a notation on a student's grade slip which would call to the attention of the proper college officials the fact that a student has not appeared for a class for which he registered or has disappeared from class apparently without following the required procedure of consultation. Since investigation of such cases in the past has revealed that often the cancellation was properly effected but the information did not reach the instructor on time, this notation should not in itself involve any penalty. The notation would be rather a signal of possible irregularity which should be investigated in accordance with the policy and procedures of the individual college. When some error or misunderstanding is discovered, the proper final grade can be recorded.

To accomplish these purposes, the following procedure is recommended

to supplement the present Senate regulation on cancellation: The notation *Y* shall be reported by an instructor if a student officially registered in his course does not appear or disappears before the end of the sixth calendar week of classes without officially cancelling or disappears after the sixth week without officially cancelling and is not failing.

The grade *Z* (cancel with failure) shall be reported if a student disappears after the sixth week and is failing.

This proposal is presented for discussion at this time, and it is recommended that it be considered for action at the fall, 1950 meeting of the Senate.

E. G. WILLIAMSON, Chairman

XV. REMARKS BY THE PRESIDENT

The President said that he and the Functions Committee appreciated the excellent attendance of the faculty at Cap and Gown Day exercise.

He also discussed enrolment prospects and related budget problems.

XVI. REPORT OF THE COMMITTEE ON NECROLOGY

EDWARD G. CHEYNEY

1878-1950

Professor Emeritus Edward G. Cheyney, who retired in 1947 after 42 years service to forestry and forestry education in the University of Minnesota School of Forestry, died on January 21, 1950.

He was born in Washington, D. C., November 24, 1878, and was educated in the public schools of that city. He matriculated at Cornell University in 1897 and received the A.B. degree in 1900. Following a year at the Yale School of Forestry and several years as a student assistant with the United States Bureau of Forestry, now the U. S. Forest Service, he came to the University of Minnesota in 1905 as an assistant in forestry. In 1907 he became assistant professor and in 1911 professor and chief of the University Division of Forestry. In 1925 he retired as division chief to concentrate on teaching, writing, and research. Since retirement from the University of Minnesota in June, 1947 he and Mrs. Cheyney had been living at Apalachicola, Florida.

He was an esteemed teacher, friend, and counselor of the more than one thousand forestry graduates who studied under him and learned to appreciate his ready wit, understanding, and sound advice. His classes always will be remembered because of the free discussion he stimulated and his interest in the development of independent thought and the ability to write and speak on the part of students.

He was the author of many articles and bulletins on forestry subjects. For many years he was editor of *The North Woods*, one of the first forestry magazines. His professional writings included the following books: *American Silvics and Silviculture*, *This Is Our Land*, *The Farm Woodlot* and *What Tree Is That?* In addition to his professional writing he was author of the *Scott Burton* series of books for boys.

From 1911 to 1923 Professor Cheyney served on the Minnesota Forestry Board and was an adviser to the State Forest Service on various forestry questions and special projects during most of his 42 years of service to Minnesota forestry. He was elected a fellow in the Society of American Foresters in 1943—the highest honor that can be accorded a forester in the United States. He was a life member of the Twin Cities Lumbermen's Club.

WILBUR HARKNESS CHERRY
1887-1950

Wilbur Harkness Cherry, Professor of Law, passed away suddenly on February 21, 1950. He was the son of Dr. and Mrs. William Cherry of Toledo, Ohio, and was born November 23, 1887. After attending a preparatory school in Ontario, Canada, he entered McGill University from which he received the degree of bachelor of arts in 1907. He then entered the Law School of Columbia University and was graduated with the degree of bachelor of laws in 1910. He was a member of the Student Editorial Board of the Columbia Law Review and secretary of the board in his senior year.

He began the practice of law in New York City, but in 1912 he came to Minneapolis where he continued in practice until 1925. In the later years he was a partner in the firm of Carleton, Cherry and Carroll. He won recognition for high probity, sound judgment and special skill in trial work.

His connection with the University of Minnesota began in 1914 when he was appointed an instructor in the Extension Division. He was promoted to professor of law in 1917 on a part-time basis, but in 1925 he retired from active practice and thereafter gave all his time to his work in the University.

His experience in practice especially qualified him for work in adjective law, and for thirty-three years he taught the courses in practice and evidence and presided over the trial of cases in the Practice Court. As a teacher in these fields he had few, if any, equals and no superiors. His mind was brilliant, logical and quick, qualities which made him master in the use of the case method of law teaching. His conduct of the Practice Court, one of the most difficult problems in law schools, was outstanding. He was admired and beloved by his students who now constitute a large part of the Bar of Minnesota.

When difficult problems arose, his counsel and judgment were sought and were always available. He served on many committees and was chairman of the Judicial Committee on Tenure at the time of his death. He was one of the founders of the Hennepin County Bar Association and took an active part in the activities of the State and American Bar Associations. He was secretary to the Governor's Crime Commission in 1926 and 1927. In 1935, he was appointed by the Supreme Court of the United States to its Advisory Committee on Rules of Procedure in the Federal Courts and continued as an active member to the time of his death. In 1939, he was selected by the American Law Institute as an adviser on the Code of Evidence, and continued to serve until the code was completed in 1942. He was president of the Association of American Law Schools in 1939.

He lived simply and contributed generously to social objects. Annually for many years he made gifts of substantial sums to scholarships in the University, always anonymously, and his contributions to other community purposes were equally generous. By his death the University has lost a great teacher, the State a great citizen, and our university community a great friend.

FREDERIC BENJAMIN GARVER
1884-1950

Frederic Benjamin Garver, Professor of Economics, died suddenly at his home on February 22, 1950. He was born in Fairfield, Nebraska, on November 2, 1884. He received the B.A. degree from the University of Nebraska in 1909, the Ph.D. from the University of Chicago in 1917, and was awarded an LL.D. by the University of Nebraska in 1939. His teaching career started as instructor at the University of Chicago in 1912. He was assistant professor of economics at Stanford University from 1914-19. He came to the Univer-

sity of Minnesota in September, 1919, as associate professor of economics, at the time that the School of Business Administration was first organized. In 1921 he was promoted to professor of economics and he remained as the senior member of the staff in economic theory from that time until his death. For many years during the development of the School of Business Administration, he served as chairman of its curriculum committee.

Mr. Garver was essentially a humble man who insisted, often against the urging of his colleagues, that his own opinions were too imperfect and inexact to be presented in formal published form. As a result, his list of writings is not long. It includes a widely adopted basic text in *Principles of Economics* (with A. H. Hansen) first published in 1927, with a third edition in 1947; *The Subvention in State Finances of Pennsylvania, 1919*; *Location of Manufactures in the United States* (with F. M. Boddy), 1933.

His immediate colleagues unanimously adopted the following resolution: "We, the faculty of the Department of Economics and the School of Business Administration, express to the family of our colleague, Professor F. B. Garver, our sincere sympathy; further, we take this means of recording in the permanent minutes of this faculty our high regard and deep respect for Professor Garver's major contribution to the development of training and graduate study in economics at the University of Minnesota and for his conscientious and critical scholarship. His sympathy and consideration for students and his determined search for truth and understanding will always be an inspiration to all of us who had the privilege of working with him."

JAMES KERR ANDERSON
1891-1950

Dr. James K. Anderson, Clinical Associate Professor of Surgery, died on March 28, 1950, of coronary thrombosis. He was born of Pennsylvania forebears at East Liverpool, Ohio, on July 11, 1891. After receiving the liberal arts degree from Washington and Jefferson College in 1913, he attended Johns Hopkins Medical School, receiving the M.D. degree in 1917. For the remainder of that year, he interned at the Minneapolis General Hospital, then entered the Army as a First Lieutenant in the Medical Corps of World War I, serving until 1920. Between the years 1924 and 1929 he was successively superintendent of the sanatorium at Deerwood and the Sunnyrest Sanatorium at Crookston, Minnesota. From that period on he was associated with Dr. Walter A. Fansler in private practice in Minneapolis. In 1934 he became an instructor in surgery at the University, and in 1938 was joint author (with Dr. H. O. McPheeters) of a book entitled *The Injection Treatment of Varicose Veins and Hemorrhoids*. His special field was the diseases of the anus and rectum. He was a member of the American Proctologic Society, a fellow of the American College of Surgeons, president of Hennepin County Medical Society (1945-46) and past national president of his medical fraternity, Phi Beta Pi. To his colleagues he was known as a man of good will and integrity, one who did not hesitate to take a strong stand when the occasion demanded it.

GEORGE P. CONGER, 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 1950-51 was held in the Auditorium of Murphy Hall, Thursday, November 9, 1950. One hundred fifteen members were present.

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

I. MINUTES OF MAY 25, 1950

Reported for Action

Approved

II. SENATE ROSTER FOR 1950-51

Reported for Information

Voting Members

<p>Aagaard, George N. Abbe, Ernst C. Akerman, John D. Alderman, William H. Algren, Axel B. Aliferis, James Allen, Henry E. Allison, John H. Allred, Evan R. Alspach, Addison (Duluth) Amberg, Ray M. Amundson, Neal R. Andersen, Paul Anderson, Gaylord W. Anderson, John E. Anderson, LeRoy T. Anderson, Phillip A. Anderson, William Appel, F. S. Archer, Clifford P. Armstrong, Ike J. Armstrong, W. D. Arnason, H. Harvard Arnold, Richard T. Arny, Clara Brown Bade, Edward S. Baggenstoss, A. H. (Rochester) Bailey, Clyde H. Baker, A. B. Baker, Annie L. Baker, Gertrude M. Baldes, E. J. (Rochester) Barber, H. H.</p>	<p>Barnhart, Thomas F. Barnum, Cyrus P., Jr. Bartelma, David C. Barton, Francis B. Berdie, Ralph F. Beck, Robert H. Bell, William C. Bierman, B. W. Biester, Alice Bieter, Raymond N. Bird, Charles Bittner, John J. Blegen, Theodore C. Boardman, C. W. Boddy, F. M. Bollman, J. L. (Rochester) Bond, Guy L. Borak, Arthur M. Borow, Henry Bossing, N. L. Boyd, Willard L. Boyden, Edward A. Boyer, Paul D. Boynton, Ruth E. Brackney, Emmert M. Breckenridge, Walter John Bridgford, Roy O. (Morris) Brierley, Wilfrid G. Briggs, David R. Briggs, George M. Brink, Raymond W. Broek, Jan O. M. Brown, Allan H.</p>
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Brown, Huntington
 Brown, James I.
 Brown, Randolph M.
³Brownlee, Oswald H.
 Brozek, Josef
 Brueckner, Leo J.
 Bryngelson, Bryng
 Buchta, J. W.
 Burnham, Charles R.
 Burson, Paul M.
 Burt, Alfred L.
 Caldwell, Alfred C.
 Cameron, Robert H.
 Campbell, Berry
 Campbell, J. N.
 Canfield, Thomas H.
 Canoyer, Helen G.
²⁻³Caplow, Theodore
³Carlson, Elizabeth
 Cary, Miles E.
 Casey, Ralph D.
 Caverley, Loyst C.
 Ceaglske, Norman H.
 Cerny, Robert G.
 Chamberlin, T. W. (Duluth)
 Chapin, F. Stuart
 Charnley, Mitchell
⁷Cherry, Wilbur H.
 Christensen, Asher N.
 Christensen, Clyde M.
 Christensen, Jonas J.
 Christianson, John O.
 Christopherson, Clarence H.
 Cieslak, Edwin S.
 Clark, Henry B., Jr.
 Clark, John W.
 Clark, Kenneth E.
 Cleifton, Herbert E.
 Cleland, Spencer B.
 Close, Winston A.
 Code, Charles F. (Rochester)
 Combs, Willes B.
⁵Conger, George P.
 Cook, Walter W.
 Cooke, Strathmore R. B.
 Cooper, Russell M.
 Cooper, William S.
 Corbin, K. C. (Rochester)
 Cothran, J. C. (Duluth)
 Coulter, Samuel T.
 Cowan, Donald W.
 Cowles, Osborne B.
 Cox, Rex W.
⁵Crawford, Bryce L., Jr.
 Crawford, William H.
 Creevy, Charles D.
 Crim, Ralph F.
 Critchfield, Charles L.
²Cromartie, William J.
 Cummings, John M.
⁵Cuneo, James A.
 Currence, Troy M.
⁵Dahl, A. Orville
 Dailey, Donald L. (Grand Rapids)
 Dankers, William H.
 Darland, R. W. (Duluth)
 Darley, John G.
 Davis, E. W.
³Davis, Kenneth C.
 Dawson, James R.
 Dennis, Clarence
 Densford, Katharine J.
⁴Deutsch, Harold C.
 DeWitt, Norman J.
 Diehl, Harold S.
 Doeringsfeld, Harry A.
 Donaldson, Ernestine C.
 Dorati, Antal
 Doseff, Ivan
 Douglass, Robert M.
 Dowdell, R. L.
 Dowell, Austin
 Downs, Lynwood G.
⁶Doyle, Monica K.
 Dugan, Willis E.
 Dunham, Raymond S.
 Dvoracek, Daniel C.
 Eckert, Ruth E.
 Eddy, Samuel
 Edson, Allen W. (Morris)
 Edwards, Marcia
 Eggers, Henry C. T.
 Ehlers, Henry J. (Duluth)
 Eide, Carl J.
 Elliott, Richard M.
²Emery, W. Edwin
 Engebretson, Arthur E.
 Engene, Selmer A.
 Essex, H. E. (Rochester)
 Evans, Gerald T.
 Feigl, Herbert
 Feldman, W. H. (Rochester)
 Fenske, Theodore H.
 Fenstermacher, Reuel
 Fermaud, Jacques
 Ferrin, Evan F.
 Filipetti, George
 Filson, Margaret
 Fischer, Earl B.
 Fitch, James B.
²Flink, Edmund B.
 Flock, E. V. (Rochester)
 Ford, Edwin H.
 Ford, Roxanna R.

Fuller, Elizabeth M.
^oGarver, Frederic B.
¹Gaumnitz, R. K.
^oGayne, Clifton
 Geddes, William F.
 Gellhorn, Ernst
 Gerald, James E.
 Gibbens, Gladys
 Gilkinson, Howard
 Gisvold, Ole
 Goldich, Samuel
²Goossen, Carl V.
 Granovsky, Alexander A.
 Graubard, Mark A.
 Gray, James
 Graybeal, Elizabeth (Duluth)
 Griffiths, Henry J.
 Grim, Paul R.
 Grismer, Raymond L.
 Grout, Ruth E.
 Gruner, John W.
 Guilford, Richard G.
 Gullickson, Thor W.
 Gustafson, Alrik
 Hadley, Willard J.
 Haines, S. F. (Rochester)
 Haislet, Edwin L.
 Hall, Ambert B.
 Hall, Newman A.
 Hansen, Henry L.
^oHanson, Lester E.
 Harkness, Leonard L.
 Harrington, Ruth
 Harris, Dale B.
 Hart, Helen
 Hart, William L.
 Hartig, Henry E.
 Harvey, Alfred L.
 Hastings, Donald W.
 Hathaway, Starke
 Hauser, George
 Hay, Lyle J.
 Haydak, Mykola H.
 Hayes, Herbert K.
 Hayner, C. Irene
 Heaton, Herbert
 Hebbel, Robert
 Heilig, L. S.
 Heilman, E. A.
 Heilman, Fordyce R. (Rochester)
 Heine, Albert C.
 Heisig, G. B.
 Heller, Walter W.
 Hemingway, Allan
 Henderson, M. S. (Rochester)
^oHeneman, H. G.
 Henrikson, Ernest H.

Henschel, Austin F.
 Heron, William T.
 Herrick, Julia F. (Rochester)
 Hervey, Marshall C.
 Higgins, G. M. (Rochester)
 Hill, Edward L.
 Hillhouse, James T.
 Hinckley, Robert G.
 Hodgson, Robert E. (Waseca)
 Hodson, A. C.
 Hoffbauer, Frederick W.
 Hollinshead, W. H. (Rochester)
 Holman, William F.
 Holtby, Fulton
 Hornberger, Theodore
 Hossfeld, Ralph L.
 Howell, Roger W.
 Howell, William S.
 Hull, Gertrude
 Hustrulid, Andrew
 Hutchins, Arthur E.
 Jackson, Elizabeth
 Jackson, Ione M.
 Jenness, Robert H.
 Jennings, Arthur B.
 Jensen, Reynold A.
 Jesness, Oscar B.
 Johnson, Elmer W.
 Johnson, H. C. (Duluth)
 Johnson, Palmer O.
 Johnson, V. (Rochester)
 Jones, Robert T.
 Jones, Roy C.
 Jones, Tom B.
 Jordan, Philip D.
 Jordan, Philip S. (Morris)
 Jordan, Richard C.
 Joseph, Thomas L.
 Kaufert, Frank H.
²Keith, Mark M. (Duluth)
 Keller, Louis F.
 Keller, Robert J.
 Kelly, James D.
^oKemler, Emory N.
 Kendall, Blanche
 Kendall, E. C. (Rochester)
 Kernkamp, H. C. H.
 Kernkamp, M. F.
 Kernohan, J. W. (Rochester)
 Kersten, Miles S.
 Keys, Ance
 Kidneigh, John C.
 Kildow, Fred L.
 King, John E. (Duluth)
 King, Joseph T.
 Kinyon, Stanley V.
 Kirschbaum, Arthur

²Kitts, Harry D.
 Klingel, Thomas R.
 Knight, Ralph T.
 Koehler, Fulton
 Koelsch, C. F.
 Koller, E. Fred
 Kolthoff, Izaak M.
²Konopka, Gisela
 Kottke, Frederic J.
 Kozelka, Richard L.
 Krantz, Fred A.
 Krey, August C.
 Kubicek, William
⁴Kuhlmann, John H.
 La Joy, Millard H.
 Lakela, Olga (Duluth)
 Lambert, Jean W.
 Larson, Sidney
 Lauer, Walter M.
 Lawrence, Donald B.
 LeFort, Emilio
 Leichsenring, Jane
²Levi, Werner
 Lewis, Edwin H.
²Lichstein, Herman C.
 Lien, Marie
 Lifson, Nathan
 Lindquist, C. B. (Duluth)
 Lindquist, Maude L. (Duluth)
⁶Lippincott, Benjamin E.
²Lipscomb, William N.
 Listiak, Daniel A.
 Livingston, Robert S.
 Lockhart, William B.
 Loehr, Rodney B.
 Longstaff, Howard
²Louisell, David W.
 Loye, Edward S.
 Ludwig, C. C.
 Lund, Clarence E.
 Lundberg, Walter
 Lunden, Laurence R.
 Luyten, Willem J.
 MacDougall, Frank H.
 MacGregor, John M.
 Macy, Harold
 Mann, F. C. (Rochester)
 Manson, Phillip W.
 Marshall, Douglas G.
 Marshall, William H.
 Mason, H. L. (Rochester)
 May, Charles D.
 Maynard, J. Lewis
 McCall, T. M. (Crookston)
 McCartney, James S.
 McClure, Harlan E.
 McClure, Robert C.
 McCune, George H.
 McDiarmid, Errett W.
 McDonald, William A.
 McDowell, G. Tremaine
 McEwen, W. R. (Duluth)
 McKelvey, John L.
 McLaughlin, Charles H.
 McMiller, Paul R.
 McNelly, Chester
 McQuarrie, Irvine
 Meehan, Edward J.
 Meehl, Paul
²Merrill, Robert A.
 Meyer, Warren G.
 Micheels, William J.
 Mickel, Clarence E.
 Middlebrook, William T.
 Miller, Forrest E.
⁴Miller, Paul E.
 Miller, Ralph E.
 Miller, R. Dale (Duluth)
 Mills, Lennox
 Minnich, Dwight E.
 Mitchell, David
 Monachesi, Elio D.
 Monk, Samuel Holt
²Montonna, Ralph E.
 Morrill, J. L.
²Morris, Kyle
 Morris, William E.
 Morse, Horace T.
²Muckenhirn, O. William
 Mudgett, Bruce D.
 Mueller, Verval J.
 Myers, Howard D.
 Neale, Mervin G.
 Nelson, Carl L.
 Nelson, Lowry
 Netz, C. V.
²Ney, Edward P.
²Nichols, Nathaniel B.
 Nichols, Ralph G.
 Nier, Alfred O. C.
 Nightingale, Edmund A.
 Noble, Isabel
 Nolte, Julius M.
 Nordly, Carl L.
 Nunn, William Lee
 Oberg, Paul
 O'Brien, Thomas D.
 Odlaug, T. O. (Duluth)
 Ogle, K. N. (Rochester)
 Olmsted, John M. H.
 Olson, Joseph C., Jr.
²Olson, Magnus
 Osell, Clarence R.
 Osgood, Ernest S.

Ostlund, H. J.
 Otis, Charles K.
 *Palmer, Ruth (Duluth)
 *Parham, William E.
 Paterson, G. Donald
 *Pattison, Walter T.
 Peik, Wesley E.
 Pervier, Norville C.
 Petersen, William E.
 Peterson, Milo J.
 Peyton, W. T.
 Pfeider, Eugene P.
 Phelps, Ethel
 Piccard, J. F.
 Pieper, E. H. (Duluth)
 Pierce, George O.
 Piper, Ralph A.
 *Piret, Edgar L.
 Pirsig, Maynard E.
 Pomeroy, Benjamin S.
 Pond, George A.
 Potter, Orrin W.
 Power, Marschelle H. (Rochester)
 *Prescott, Gerald R.
 Price, Raymond G.
 *Prickett, Glenn I.
 Priestler, George C.
 Putman, Charles F.
 Quigley, Harold S.
 Rasmussen, Andrew T.
 Reed, Sheldon C.
 Rees, Louis W.
 Reighard, John J.
 *Resch, Joseph A.
 Reyerson, Lloyd H.
 Richards, A. Glenn
 Riesenfeld, Stefan A.
 Rigler, Leo G.
 Rinke, Ernest
 Ripken, John F.
 Ritchey, Lloyd B.
 Roepke, Martin H.
 Roff, Merrill F.
 Rogers, Charles H.
 *Rood, John
 Rose, Arnold
 Rose, Ella J.
 Rost, Clayton O.
 Rottschaefel, Henry
 Russell, Harold G.
 Rutford, Skuli
 Ryan, Dennis M.
 Ryan, James J.
 Saltus, C. N. (Duluth)
 Sandell, Ernest B.
 Sanderson, James C.
 Sandstrom, W. Martin
 Sautter, Jay H.
 Schantz-Hansen, Thorvald
 Schiele, Burtrum C.
 Schlotthauer, C. F. (Rochester)
 Schmid, Alois R.
 Schmitt, Otto H.
 Schmitz, Henry
 *Schneider, Arthur E.
 Scholl, Miriam G.
 Schroepfer, George J.
 Schuck, Robert F.
 Schultze, Max O.
 Schwantes, Arthur J.
 Schwartz, G. M.
 *Scott, Lyndell B.
 Searles, Harold R.
 Sellars, Wilfrid S.
 *Sellers, Alvin F.
 *Shaw, Mary J.
 Shepherd, William G.
 Shoffner, Robert N.
 Short, Lloyd M.
 Shove, Raymond H.
 Sibley, Mulford
 Sielaff, Richard O. (Duluth)
 Simmons, Dorothy
 Simon, William J.
 Simonson, Ernst
 Sirich, E. H.
 Sloan, Hubert J.
 Smith, Dora V.
 Smith, Fred
 Smith, Henry Nash
 Smith, Homer J.
 Smith, Lee I.
 Smith, Lloyd Lyman, Jr.
 Sneed, M. Cannon
 Snyder, Leon C.
 Soine, Olaf C. (Crookston)
 Soine, Taito O.
 Speidel, T. D.
 Spilhaus, Athelstan F.
 Spink, Wesley W.
 Spratt, Nelson T.
 *Spurr, Stephen H.
 Stakman, Elvin C.
 Stanford, E. B.
 *State, David
 Steefel, Lawrence D.
 Stehman, J. W.
 Steinbach, H. Burr
 Stenstrom, Karl W.
 Stephan, James W.
 Stephens, Clyde
 Stephenson, George M.
 Stolarik, Eugene
 Stoppel, Arthur E.

Stout, Minard W.
 *Strait, John
 Straub, Lorenz G.
 *Sullivan, C. M.
 Summers, R. E.
 Swain, Frederick, Jr.
 *Swanson, Charles E.
 *Swanson, Harold B.
 Syverton, Jerome T.
¹⁰Tate, John T.
 Taylor, Henry L.
 Taylor, Margaret
 Teeter, Thomas A. H.
 Thiel, George A.
 Thomas, Gertrude
 Thomas, Horace L.
 *Thomas, Lewis
 Thomas, Theodor W.
 Thompson, Faith
 Thompson, Mark J.
 (Experiment Station, Duluth)
 Thomson, Stewart C.
 Thorpe, Neils
 *Thurston, Marjorie H.
 Tinker, Miles A.
 *Top, Franklin H.
 Treloar, Alan E.
 Tselos, Dimitri T.
 Turnbull, John G.
 *Turrittin, Hugh L.
 Tyler, Alice F.
 Tyler, Tracy F.
 Uppgren, Arthur R.
 Upson, Ralph H.
 Valle, Roland S.
 Valasek, Joseph
 van der Ziel, Aldert
 Van Wagenen, M. J.
 Varco, Richard L.
 Vaughan, Alfred L.
 Visscher, Maurice B.
 Vold, George B.
 von Glahn, G. E. (Duluth)
 Waite, Warren C.
 Wakim, K. J. (Rochester)
 Wall, C. N.
 Wallace, Franklin G.
 Wallis, Wilson D.
 Wangensteen, Owen H.
 *Warren, Robert Penn
 Warschawski, Stefan E.
 Watson, Cecil J.
 Watson, Dennis W.
 Weaver, John C.
 Webb, James S.
 Weir, Theodore S.
 Wells, Lemen J.
 Wendt, Paul R.
 Wesley, Edgar B.
 Wheeler, John T.
 White, Wallace F.
 White, Wendell
 Whiting, Frank
 Whitson, Lee S.
 Widdowson, H. T.
 Wilcox, Arthur N.
 Wilcox, Hugh B.
 Wilder, R. M. (Rochester)
 Wilford, Lloyd A.
 Willey, Malcolm M.
 Williams, Cornelia D.
 Williams, John H.
 Williams, Marvin (Rochester)
 Williams, W. Lane
 Williamson, E. G.
 Willson, David H.
 Wilson, Marjorie U.
 Winslow, Robert W.
 Winter, James D.
 Winters, Laurence M.
 Wise, J. A.
 Wittich, Harold C.
 Wolf, John B.
 Wood, C. W. (Duluth)
 Wood, E. H. (Rochester)
 Wood, Frank
 Wrenn, C. Gilbert
 Wright, Harold N. G.
 Yock, Douglas H.
 Yoder, Dale
 *Young, Dana
 Zavoral, Henry G.
 Ziebarth, E. William
 Ziegler, Newell P.

Non-Voting Members

Active

Adams, R. C. (Rochester)
 Adson, Alfred W. (Rochester)
 Alexander, Jean H.
 Allen, E. V. (Rochester)
 Alvarez, W. C. (Rochester)
 Anderson, E. Dyer
¹¹Anderson, J. K.
 Anderson, K. W.
 Ausemus, Elmer R.
 Austin, L. T. (Rochester)
 Bair, H. L. (Rochester)
 Bargaen, J. A. (Rochester)

Barker, N. W. (Rochester)
 Barnes, A. R. (Rochester)
 Barron, Moses
 Beard, A. H.
 Benedict, W. L. (Rochester)
 Berkman, J. M. (Rochester)
 Berkson, J. (Rochester)
 Birkmaier, Emma M.
¹Black, B. M. (Rochester)
 Boies, L. R.
²Boeck, Clarence
 Boehrer, John J.
 Bowing, H. H. (Rochester)
 Boyd, D. A. (Rochester)
 Braceland, F. J. (Rochester)
 Briggs, John F.
 Broders, A. C. (Rochester)
 Brown, A. E. (Rochester)
³Brown, J. R. (Rochester)
 Brown, P. W. (Rochester)
 Brunsting, L. A. (Rochester)
 Buie, L. A. (Rochester)
 Burchell, H. B. (Rochester)
 Butler, A. B.
 Butt, H. R. (Rochester)
 Camp, J. D. (Rochester)
 Campbell, Norman A.
 Campbell, Orwood J.
 Carey, James B.
 Challman, S. Alan
 Chatterton, Carl C.
 Clagett, O. T. (Rochester)
 Clausen, Clarence A.
 Cole, Wallace H.
 Comfort, M. W. (Rochester)
 Connor, Charles E.
 Cook, E. N. (Rochester)
 Cooperman, Oscar
 Counseller, V. S. (Rochester)
 Craig, W. McK. (Rochester)
 Culbertson, Joseph O.
 Delp, Harold A.
 Delton, Rudolph W.
 Dixon, C. F. (Rochester)
 Dockerty, M. B. (Rochester)
 Drake, Carl B.
 Drips, Della G. (Rochester)
 Dry, T. J. (Rochester)
¹⁴Dumas, Alexander G.
 Eaton, L. M. (Rochester)
 Ebert, Richard V.
 Emmett, J. L. (Rochester)
 Epstein, Stephan
 Erich, J. B. (Rochester)
¹Ericson, Dorothy L.
 Ernst, Max E.
²Esteros, Gertrude
 Evans, E. T.
 Fansler, Walter A.
 Fenger, E. P. K.
 Figi, F. A. (Rochester)
¹Flanders, Ned A.
 Foley, Frederic E. B.
 Fowler, L. Haynes
 Fricke, R. E. (Rochester)
 Ghormley, R. K. (Rochester)
²Giles, H. Robert
²Good, C. A. (Rochester)
 Gray, H. K. (Rochester)
 Gray, Royal C.
 Griffith, Charles A.
 Hall, B. E. (Rochester)
 Hammes, Ernest M.
 Hamre, Christopher J.
 Hanson, William A.
 Harrington, S. W. (Rochester)
 Hartman, H. R. (Rochester)
¹Hastie, W. Reid
 Havens, F. Z. (Rochester)
 Hayes, James
 Heck, F. J. (Rochester)
 Hench, P. S. (Rochester)
 Herrell, W. E. (Rochester)
 Hill, Allan
 Hillmann, Harold C.
 Hines, E. A. (Rochester)
 Horton, B. T. (Rochester)
 Hoyt, Cyril J.
 Huenckens, Edgar J.
 Hunt, A. B. (Rochester)
 Ikeda, Kano
¹Ivory, Paul
²Jaeger, Eloise
 Jernall, Roy M.
 Johnson, Adelaide M. (Rochester)
²Johnson, Donovan A.
 Johnson, James A.
 Johnson, Reuben A.
 Jones, E. Mendelssohn
¹Kafka, Hedda
 Kamman, Gordon R.
¹Keating, F. R. (Rochester)
 Keith, H. M. (Rochester)
 Keith, N. M. (Rochester)
 Kennedy, R. L. J. (Rochester)
¹Kierland, R. R. (Rochester)
 Kinsella, Thomas
 Kirklin, B. R. (Rochester)
 Knapp, Miland E.
¹Kolb, L. C. (Rochester)
 Krusen, F. H. (Rochester)
¹Kvale, W. F. (Rochester)
 Laymon, Carl W.
 Leddy, E. T. (Rochester)

Leven, N. Logan
 Lillie, H. I. (Rochester)
 Lippman, Hyman S.
 Logan, G. B. (Rochester)
 Love, J. G. (Rochester)
 Lundberg, George W.
 Lundy, J. S. (Rochester)
 Lynch, Francis W.
 MacGibbon, Everett E.
 Madden, John F.
 Magath, T. B. (Rochester)
 Mayo, Charles W. (Rochester)
 Maytum, C. K. (Rochester)
 Maxeiner, Stanley R.
 McCarthy, Donald
 McCarthy, Lester C.
 McDonald, J. R. (Rochester)
 McKinlay, Chauncey A.
 Meller, Robert L.
 Meyering, H. W. (Rochester)
 Michael, J. C.
 Michelson, Henry E.
 Moersch, F. P. (Rochester)
 Moersch, H. J. (Rochester)
 Montgomery, H. (Rochester)
 Morlock, C. G. (Rochester)
 Mussey, R. D. (Rochester)
 Myers, J. A.
 Nelson, Earl A.
 Nelson, Herbert C.
 *Nelson, Howard F.
 Nesbitt, Samuel
 New, G. B. (Rochester)
 Noble, John F.
 Noran, Harold H.
 Nordland, Martin
 O'Leary, Paul A. (Rochester)
 *Olsen, A. M. (Rochester)
 *Ostrander, Maurice
 Parker, H. L. (Rochester)
 Parker, R. L. (Rochester)
 Pattridge, Mark O.
 Pemberton, J. D. (Rochester)
 Peppard, Thomas A.
 Peterka, Charles
 Petersen, M. C. (Rochester)
 *Peterson, Amy D.
 Pettengill, True E.
 Platou, Erling S.
 Pool, T. L. (Rochester)
 Prangen, A. D. (Rochester)
 Prickman, L. E. (Rochester)
 Priestley, J. T. (Rochester)
 Radusch, Dorothea
 Randall, L. M. (Rochester)
 Rea, Charles E.
 Regnier, Edward
 Rice, Carl O.
 Richard, Ernest T. F.
 Rome, H. P. (Rochester)
 Ross, Guy W. C.
 *Roth, G. M. (Rochester)
 Rucker, C. W. (Rochester)
 Rynearson, E. H. (Rochester)
 Schaaf, Frederick H.
 *Schmidt, H. W. (Rochester)
 Seham, Max
 *Seldon, T. H. (Rochester)
 Shapiro, Morse J.
 Simonton, K. M. (Rochester)
 Siperstein, David
 Slocomb, C. H. (Rochester)
 Smith, Frederick L.
 Smith, Harry L. (Rochester)
 Smith, N. D. (Rochester)
 Spock, B. N. (Rochester)
 *Sprague, R. G. (Rochester)
 Stafne, E. C. (Rochester)
 Steadman, Sherwood
 Stoesser, Albert V.
 Sukor, Marvin
 Sweitzer, Samuel E.
 Thiers, Fred C.
 Thompson, G. J. (Rochester)
 Tucker, William B.
 Ude, Walter H.
 Wagener, H. P. (Rochester)
 Wahlquist, Harold F.
 Wakefield, E. G. (Rochester)
 Waldron, Carl W.
 Walters, W. (Rochester)
 Watkins, C. H. (Rochester)
 Waugh, J. M. (Rochester)
 Webb, Roscoe C.
 Weber, H. M. (Rochester)
 Weed, L. A. (Rochester)
 Weir, J. F. (Rochester)
 Wells, Herbert S.
 Wetherby, Macnider
 Whittaker, Harold A.
 Wilder, Robert L.
 Williams, H. L. (Rochester)
 Willius, F. A. (Rochester)
 Wolff, Herman J.
 Woltman, H. W. (Rochester)
 Worman, Harold G.
 Wyatt, Oswald S.
 Zierold, Arthur A.
 Zimmerman, Harry

Emeriti

- Alway, Frederick J., Professor
 Amberg, S., Associate Professor
 (Rochester)
 Arnal, Leon, Professor
 Arny, Albert C., Associate Pro-
 fessor
 Balfour, D. C., Professor
 (Rochester)
 Bass, Frederic H., Professor
 Beach, Joseph, Professor
 Bell, Elexious T., Professor
 Blakey, Roy G., Professor
 Blitz, Anne D., Dean
 Boothby, Walter M., Professor
 (Rochester)
 Boss, William, Professor
 Braasch, W. F., Professor
 (Rochester)
 Brekkus, Peter J., Professor
 Brooke, W. E., Professor
 Brown, Edgar D., Associate Pro-
 fessor
 Bryant, John M., Professor
 Burch, Frank E., Professor
 Burkhard, Oscar C., Professor
 Bussey, William H., Professor
 Chesley, Albert J., Clinical Pro-
 fessor
¹³Cheyney, Edward G., Professor
 Clawson, Benjamin J., Professor
 Coffey, Walter C., President
 Comstock, E. H., Professor
 Corbett, J. Frank, Professor
 Cox, Norman J., Associate Pro-
 fessor
 Crenshaw, J. L., Associate Pro-
 fessor (Rochester)
 Cutler, Alvin S., Professor
 Damon, George M., Clinical Pro-
 fessor
 Davis, Darrell H., Professor
 Desjardins, Arthur U., Professor
 (Rochester)
 Downey, Hal, Professor
 DuPriest, John R., Professor
 Erickson, Theodore A., Associate
 Professor
 Erikson, Henry A., Professor
 Eusterman, G. B., Professor
 (Rochester)
 Fahr, George E., Professor
 Ferguson, Donald, Professor
 Field, Albert M., Professor
 Ford, Guy S., President
 Fraser, Everett, Dean and Pro-
 fessor
 Freeman, Charles D., Professor
 Freeman, Edward M., Dean and
 Professor
 French, Robert W., Professor
 Giffin, H. Z., Professor (Roches-
 ter)
 Goldstein, Harriet, Professor
 Goodenough, Florence L., Profes-
 sor
 Green, Robert O., Clinical Pro-
 fessor
 Grout, Frank F., Professor
 Helmholtz, H. F., Professor
 (Rochester)
 Hempstead, B. E., Associate Pro-
 fessor (Rochester)
 Herrick, Carl A., Professor
 Irvine, Harry G., Associate Pro-
 fessor
 Jenks, Albert E., Professor
 Kennedy, Cornelia, Associate Pro-
 fessor
 Kirchner, William H., Professor
 Kirkwood, William P., Professor
 Klaeber, Frederick, Professor
 Knight, Ray R., Clinical Professor
 Lambert, Edwin H., Professor
 Lansing, Robert C., Associate
 Professor
 Lasby, William F., Dean and
 Professor
 LeCompte, Irville C., Professor
 Leland, Ora M., Dean
 Lemon, W. S., Professor
 (Rochester)
 Lind, Samuel C., Dean and Pro-
 fessor
 Lindsay, William, Professor
 Logan, A. H., Associate Profes-
 sor (Rochester)
 MacCarty, W. C., Professor
 (Rochester)
 Macnie, John S., Associate Pro-
 fessor
 Mann, F. M., Professor
 Masson, J. C., Professor (Roches-
 ter)
 McClintock, Henry L., Professor
 McDaniel, Orianna, Clinical As-
 sociate Professor
¹⁴McKinley, J. C., Professor
 McNeal, Wylle B., Professor
 Meyer, Warren, Associate Pro-
 fessor
 Miller, Louallen F., Professor
 Miller, W. S., Professor

Moore, Cecil A., Professor	Schneider, John P., Associate Professor
Myers, W. R., Associate Professor	Scott, Frederick H., Professor
Newton, Julia O., Associate Professor	Sheard, Charles, Professor (Rochester)
Norris, J. Anna, Professor	Shoop, Charles F., Professor
Ogle, Marbury B., Professor	Shumway, R. R., Assistant Dean and Professor
Parker, Walter H., Professor	Siler, Roderick W., Assistant Professor
Pease, Levi B., Professor	Stauffer, Clinton R., Professor
Pierce, E. B., Director	Stoll, Elmer E., Professor
Price, Richard R., Professor	Thomas, Joseph M., Assistant Dean and Professor
Ramsey, Walter R., Clinical Associate Professor	Tilden, Josephine, Professor
Rarig, Frank, Professor	Ulrich, Henry L., Professor
Raymond, Ruth, Professor	Vaile, Gertrude, Associate Professor
Riley, William A., Professor	Walls, James M., Professor
Robertson, Burton J., Professor	Wells, Amos S., Professor
Rodda, Frederick C., Clinical Professor	White, Albert B., Professor
Roe, Harry B., Professor	White, S. Marx, Professor
Rosendahl, Carl O., Professor	Wilcox, Archa, Professor
Rotzel, C. L., Associate Professor	Wodsedalek, Jerry, Professor
Rowley, Frank B., Professor	Zelner, Otto S., Associate Professor
Sanford, A. H., Professor (Rochester)	
Savage, Charles A., Professor	
Scammon, Richard E., Professor	

- ¹ Absent on leave.
- ² Promotion.
- ³ New appointment.
- ⁴ Absent on leave fall quarter.
- ⁵ Absent on sabbatical leave.
- ⁶ Absent on leave winter and spring quarters.
- ⁷ Died February 21, 1950.
- ⁸ Died June 17, 1950.
- ⁹ Died February 22, 1950.
- ¹⁰ Died May 27, 1950.
- ¹¹ Died March 28, 1950.
- ¹² Died October 2, 1950.
- ¹³ Died January 21, 1950.
- ¹⁴ Died January 3, 1950.

III. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

Reported for Action

The following by-laws are submitted:

RESERVE OFFICER TRAINING CORPS

There shall be a standing Committee on ROTC consisting of nine staff members, two students (representing the All-University Congress and the Interfraternity Council), and two alumni. Its functions shall be to maintain liaison between the Departments of Military Science and Tactics, Naval Science, and Air Science and Tactics and the University Senate and to give continuing consideration to the problems confronting those departments.

Approved

NECROLOGY

There shall be a standing Committee on Necrology consisting of seven members. It shall prepare and present to the Senate suitable memorials of deceased faculty members and former faculty members.

Henry Rottschaefer, Chairman

Approved

IV. SENATE COMMITTEES FOR 1950-51

Reported for Action

The following Senate Committee appointments are recommended by the President:

Library—Replacing Richard K. Gaumnitz: John G. Turnbull.

ROTC—Additional appointment: B. James Borreson.

Approved

V. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Planning for the University in the Present Emergency.* President Morrill discussed the rapidly developing national and local situation. He commented on University plans in the context of budget, enrolment prospects, and emergency service, and reported on a related Washington, D.C., meeting of the American Council on Education. The National Security Resources Board will apparently work through the United States Office of Education in determining resources and emergency utilization of colleges and universities. There has been received from the Office of Education a memorandum advising presidents of higher institutions to be ready to provide pertinent information.

The President announced a small administrative group to deal with problems of the present emergency. He proposed Vice President Willey as chairman and as a contact person between the University and the American Council on Education in such matters. Should the emergency become acute, it may be necessary to expand the group.

2. *Study of the Length of the Summer Session.* The Committee was reminded that its earlier request for a study of all aspects of Summer Session scheduling had been referred to the Bureau of Institutional Research. That agency proposed certain studies which should perhaps be made in order to obtain factual answers to questions related to the best length of a Summer Session term. The desirability of authorizing and proceeding with these studies will be discussed at an early meeting of the Committee.

3. *Crusade for Freedom Drive.* Vice President Willey discussed plans for exhibits, publicity, and a campaign for signatures in connection with preparation of a Crusade for Freedom scroll. The consensus was that the Crusade for Freedom statement is a good one compatible with the need for action on freedom in the United States. No monetary collection will be made on campus, but there will be a signature campaign.

4. *Plans of the Centennial Committee.* Dean Morse reported on plans of the Centennial Committee for observance of the Centennial Year of the University from July 1, 1950 to June 30, 1951. He named the small executive group of the committee and listed the many special purpose committees now at work. The policy will be that of taking the services of the University to the people of the state, with emphasis upon the institution's ongoing. All staff members were invited and urged to provide suggestions and ideas.

5. *Columbia University Bicentennial Celebration—1954.* There was a letter from President Dwight Eisenhower of Columbia University stating

that the theme in the celebration of the 200th anniversary of that institution will be: The ideal of full freedom of scholarly inquiry and the right of mankind to knowledge and to the free use thereof. The University of Minnesota was invited to join in any suitable observance of this bicentennial theme.

6. *Statement of Policy by Association of American Universities Regarding Security Clearance Provisions.* At a meeting of the American Association of Universities in New York City, April 24, 1950, there was discussion of the proposed National Science Foundation Bill and of security clearances required by that bill in connection with fellowships of the Atomic Energy Commission. A resolution adopted by the Association at its meeting was brought before the Committee for information. The resolution recommended against extreme proposals of negativism and suspicion in regard to federal fellowships.

7. *Report to the Commission on Efficiency-in-Government.* President Morrill exhibited the completed report to the Efficiency-in-Government Commission and expressed thanks to the Deans and through them to all who assisted in preparing such a complete conspectus of University activities and expenditures.

8. *Data for Biennial Legislative Request.* There was discussion preliminary to an administrative letter requesting information on special needs of the University in the 1951-53 biennium. Factors mentioned were decreased student attendance, reduction in tuition from the Veterans Administration, salaries, building needs and maintenance costs, and general economic conditions.

9. *Examination Practices at the University.* Correspondence indicated dissatisfaction with reports of cheating in final examinations. There was evidence of need for new examinations in certain areas or for greater care in safeguarding finals. This matter was left with the Deans for their information.

10. *Hours of Office Employees Through the Summer.* There was a proposal that generally the hours of office employees be from 7:45 to 12:00 and 12:45 to 4:30 from mid-June to mid-September. It was voted that this schedule be put into effect insofar as it is applicable.

11. *Form, "General Information Concerning Faculty Appointments."* On recommendation of the Committee, December 10, 1947, there was prepared a brief summary sheet of general information of interest to prospective staff members. This has been issued as the form entitled *General Information Concerning Faculty Appointments*. It was mentioned that a faculty handbook now being prepared might be used in conjunction with this form and that duplication between the two publications should be avoided. It was moved, seconded, and voted that Vice President Willey be authorized to determine the necessary revisions and to make the form available for further use.

12. *Clearance of Important Academic Appointments with the Graduate School.* Appointment material going to the President's office has not always indicated previous consultation with the Dean of the Graduate School. At the December 7, 1949, meeting it was agreed in the Administrative Committee that appointments at the level of Associate Professor or Professor should generally be made with the knowledge of Dean Blegen. It appeared that the colleges are usually discussing these appointments with the Graduate Dean, but that evidence of that cooperation has often not accompanied the forms. A simple memorandum of the action might be attached to records of the individual.

13. *Duties and Qualifications of Research Assistants, Research Fellows, and Research Associates.* There was a further discussion of the classifications for research personnel as dealt with in the meeting of May 10, 1950. Dean Bailey asked for a high degree of flexibility in the percentage employ-

ment of academic research personnel. This is dictated both by the funds available and by the specific assignment of duties. It was proposed by other members that there be created a classification of Senior Research Assistant.

The Administrative Office will obtain background information on funds and appointments, and a small subcommittee will study this and attempt to reconcile differences. Vice President Willey was named chairman. Other members will consist of at least Deans Bailey, Blegen, and Spilhaus, and Vice President Middlebrook.

14. *Faculty Letter from the Social Service Council of the University.*

There was placed before the Committee for its information and informal approval, the draft of a letter which the Social Service Council proposed to send to members of the faculty in eliciting student support for the Campus Chest Drive. It was moved, seconded, and voted that the Committee grant complete endorsement of such a letter and urge the faculty to cooperate in obtaining student interest.

15. *Procedures in Dealing with Calls of Reservists to Military Duty.*

The consensus favored central clearance on statements or requests concerning delay of recall for reservists ordered to military duty. The Office of the Academic Vice President will receive certifications and transmit those which are appropriate.

16. *Selective Service Policies and Procedures.* In the August 23, 1950, meeting, Dean Summers and Mr. Pettengill were asked to review action in behalf of students seeking University assistance with draft deferments. They referred to the August 9, 1950, memorandum from the Academic Vice President which stressed the desirability of having students file factual data on their own account and favored centralized clearance on University statements concerning both selectees and reservists. Discussion in the Committee seemed to approve filing of only unassailable data regarding students and a minimum of action by individual colleges.

There was review of statistical and other problems created by Selective Service Operations Bulletin No. 1. This directive specified that local boards may defer students when "The college or university at which the registrant last completed an academic year of a full-time course of instruction certifies that the registrant's scholastic standing placed him in the upper half of his class."

Discussion indicated that further selective service policy might modify the import and compass of these questions. It was voted, therefore, (August 23, 1950) that the Office of Admissions and Records be authorized to certify for our students who request it: (a) The all-University class average, (b) the student rank with respect to the average, and, (c) where available, the average required for graduation from the student's college. Graduate students are not strictly compelled to hold teaching or research appointments as a part of their educational programs, but a teaching assistantship is very often a normal part of the preparation of many graduate students. The Dean of the Graduate School will be at liberty to state this fact in view of paragraph 2 of Selective Service Operations Bulletin No. 1.

In the October 11, 1950, meeting, Vice President Willey provided the Committee with copies of a report to the Director of Selective Service from the six scientific advisory committees serving General L. B. Hershey since the autumn of 1948. The need for deferment of enough college students to ensure a flow of trained manpower to both industry and the armed services over a long period of time was recognized in this report. It advocated deferment on the basis of ability and continuing academic achievement. It established no priority for deferments in terms of subject matter specialty or academic major but, instead, recognized the importance of training in all areas. Even under the plan suggested, many individuals of superior ability will be taken from college to military service.

Selective Service Operations Bulletin No. 1 will remain in effect at least for a time. Because of this, and from implications of the suggestions of General Hershey's advisory committees, it appeared that the University must report "standing in class" for many students. There are problems in determining the status of an individual. Dean Summers reminded the Committee that all-University class averages have been used for such a determination. This is in accordance with action of the Committee August 23, 1950. His office proposed a revised practice in reporting students' standing, and gave suggestions for the implementation of such a plan. The University would:

- a. Refer the individual student records to the class groups in the particular college, basing the class standing on grades regularly recorded for both men and women.
- b. Determine medians and percentile ranks from college class grade data, these to be used as necessary in arriving at the individual student's rank in class.
- c. Make exceptions from the general practice described in Items 1 and 2 for those colleges, such as Law and Medicine, which have customarily ranked their students and have such superior data available. Other special exceptions could be made where college classifications at the University of Minnesota include two or more student groups which might otherwise be in separate educational units (as Agriculture, in our College of Agriculture, Forestry, Home Economics, and Veterinary Medicine; not merely curricula within a general field).

On motion, duly seconded and voted, these proposals were accepted for application on and after October 11, 1950, substituting for the August 23, 1950, plan.

17. *Textbook Approvals.* Approval was given for text material as follows:

Field and Laboratory Studies in Soils, a mimeographed course outline for use in Soils 111f. To be sold by the Agricultural Bookstore. Price 55 cents.

The Family Today, by Dorothy Dyer, published by the University Press. Price \$2.50.

The Delp IQ Computer, by Howard Delp, published by Houghton-Mifflin Co. Price \$2.00.

Guidance Procedures in High School, by C. Gilbert Wrenn and Willis E. Dugan, published by the University Press. Price \$1.50.

Cases on Administrative Law, a 400-page lithographed supplement to Katz's text of the same name, for use in the Law School. To be sold by the Law School Bookstore. Price \$4.00.

The Minnesota Pharmacology Outline, 525 copies. To be sold by Professional Colleges Bookstore. Price \$2.50.

Laboratory Manual of Pharmacology, 400 copies, mimeographed. To be sold by Professional Colleges Bookstore. Price \$1.50.

Techniques in Radiation Therapy, 100 copies, a mimeographed description of techniques for use in the radiation therapy section at University Hospitals. To be sold by Professional Colleges Bookstore. Price 75 cents.

Cases and Materials on Social Legislation, by Stefan A. Riesenfeld, published by the West Publishing Company. Price \$9.00.

City Planning, by Anderson, Christensen, Caplow, Filipetti, Jones and Vaile, published by the Burgess Publishing Company. Price \$3.50.

Elements of Analytic Geometry, by W. L. Hart, published by D. C. Heath and Company. Price \$2.75.

Calculus, by Lloyd L. Smail, published by Appleton-Century-Crofts, Inc. Price \$4.50.

Essentials of Analytic Geometry, by Raymond W. Brink, published by Appleton-Century-Crofts, Inc. Price \$2.60.

Development of Political Thought, 200 copies, a mimeographed bibliography for use in Political Science 164-165-166. To be sold by Nicholson Hall Bookstore. Price 50 cents.

Mimeographed pamphlets for Freshman English A-B-C and Freshman Composition 4-5-6, 2,000 copies. To be sold by Nicholson Hall Bookstore. Price 40 cents.

Mimeographed bibliography for use in Philosophy 50. 200 copies. To be sold by University Bookstores. Price 20 cents.

Cases and Materials on Administrative Law, mimeographed, 600 pages. To be sold by Law School Bookstore. Price \$6.00.

R. E. SUMMERS, Secretary

VI. REPORT OF THE LIBRARY COMMITTEE

Reported for Information

During the winter and spring of 1948-49, the University of Minnesota Library was surveyed by Keyes D. Metcalf, Librarian of Harvard, and David Clift, Associate Librarian of Yale. The report of the survey has, since its receipt, been studied by the Senate Library Committee, the library staff, and the administration of the University.

Many of the survey recommendations have been adopted and put into effect. For some of the recommendations partial steps have been taken, for others, requiring considerable study, steps have been taken to collect additional information. With the generous cooperation of the All-University Council and numerous faculty members, information has been collected regarding student and faculty library needs and that information is now being tabulated and analyzed. The Senate Library Committee hopes to present a report of these findings during the winter quarter.

This report abstracts and highlights the report of the survey made in 1949. To the quotations from the survey, parenthetical comments have been added outlining the steps that have been taken so far to effect the changes recommended by the survey.

Report of a Survey of the University of Minnesota Library General Comments and Summary

The surveyors feel that the Library is not yet playing the part that it should in the educational program of the University. This is due chiefly to crowded conditions, arrearages in cataloging, and low morale on the part of the junior assistants, and to a lesser extent to other points which are discussed in the report. These conditions must be changed if the Library is to serve the University adequately.

Overcrowded conditions—The University Library building (and, for that matter, most of the other space in the University available for library purposes) is so badly overcrowded that practically all phases of the work of the Library are severely handicapped. Storage space for books is at a premium. The stacks have been crowded for so many years that it has not been possible to keep the books in a logical arrangement. This makes it much more difficult to service them and to use them. The reading rooms are so inadequate as to discourage use by the many students unable to obtain seats each day. Undergraduates have a particularly hard time. The new study rooms that have been made available to them have helped but have come far from solving the problem. Action to overcome the congestion in the Library must be taken in the immediate future or the whole library situation is bound to deteriorate rapidly.

(Comment. Stacks have now been rearranged to provide books in a logical arrangement. Additional storage space in the sub-basement has been provided. The Johnston Hall Library Reading Room will provide some additional seating space.)

Physical Conditions—Most of the lighting is antiquated and inadequate, and is a legitimate cause for complaint on the part of the users, including the staff. The only place where it has seemed wise to permit smoking is at the foot of the main stairs in the basement. This is better than nothing, but it is to be hoped that more suitable and extensive sections of the building can be found for smokers. The caretaking of the building is not up to good standards.

(Comment. Slow improvement of library lighting is going forward.)

Arrears—The arrears in cataloging are unusually large for a library the size of the one under consideration. This has unfortunate consequences.

(Comment. During the year 1949-50, substantial progress has been made in reducing the amount of arrears.)

Book collections—The book collections of the Library are good on the whole as far as English and American publications are concerned, and the book selection has been of high quality for books in English. The collections in foreign languages are "spotty" and more attention should be paid to them. In the past, gifts have brought the Library too much second-rate material, which occupies an unwarranted amount of the limited space available. There are many duplicates of outmoded textbooks occupying space in the stacks which could be disposed of readily. The physical conditions of the books is below standard because insufficient binding has been done and cleaning has been neglected. Binding appropriations should be increased.

(Comment. More careful screening of gifts is now being done. Duplicate textbooks are being discarded and some additional binding has been done during the past year.)

Budget—The Library's budget for both staff and books has been increased creditably in recent years, and the policy of keeping the increases proportionate to those of the rest of the University is understandable and desirable from the administrative point of view. The Library has been able to hold its own with the money assigned only because the rapid growth of the student body has brought with it great temporary increases in its budget. With a more normal growth in student population and budgets, the Library would have been unable to succeed as well as it has in developing from a working library into one that also serves research. Another crisis is just ahead, however. If the building plans for the Library develop as it is hoped they will, the additional physical facilities will require a large increase in the library budget; first, for construction and equipment, which it is taken for granted will be cared for by special appropriations; second, by a larger building maintenance staff; and third, and of even greater permanent importance, by a library staff to service the new installations. Large increases in physical facilities always mean increases in service charges due to more service points that need to be covered and also to the increased demands that are made on the Library when better facilities are available.

(Comment. Smaller student enrolment in 1950-51 will mean a reduction in budgeted funds for books. Staff needs for the immediate future center chiefly around new staff needed for the Johnston Hall Library.)

Departmental Library Setup—On the whole, the departmental library arrangements and the plans for their future seem reasonable, if not logical. As new library facilities are provided outside the University Library building, in any field except those covering professions that have separate faculties, every care should be taken to see that they are considered as units of the main Library rather than separate libraries.

(Comment. Libraries or collections now "independent" of the University Library in one way or another: Fine Arts, Journalism, Industrial Relations, Public Administration, Museum of Natural History, Physical Education for Men, International Relations, business materials, Veterinary Medicine, Law, University High.)

The Agricultural Library—The central library on the St. Paul Campus was found to be particularly in need of reorganization, partly due to excessively crowded conditions, but also to arrearages in cataloging, inadequate records, etc.

(Comment. Plans are being drawn for the new St. Paul Campus library building. Complete reorganization of the St. Paul Campus Library has been effected.)

Departments in the University Library

Acquisitions Department—The department is efficiently organized, but additional assistance of the "bookman" type is needed. The department is not now able to do the bibliographical work necessary to fill in the weak areas nor does it have qualified personnel for the acquisition of old and rare books needed to build up its resources. The Serials Division seems overloaded with professional staff members.

Catalog Department—Procedures have been simplified, and the attitude of the department is characterized by a desire to make all legitimate economies. The need here is for a proportionately larger amount of clerical help and a larger total staff to deal with arrears.

Circulation Department—In the opinion of the surveyors, the crowded working conditions and slow book service can be corrected through a better rearrangement of the work space and through an overhauling of procedures, many of which are too cumbersome. There seems to be too much devotion to records. The present percentage of professional assistants should be decreased.

Reference Department—The Reference Department gives an impression of work well done under difficult working conditions. It is well administered. It has made every effort to bring books and readers together through its readers' advisory service and its procedure for making new books available to borrowers.

Administrative Office—More complete and up-to-date personnel records, largely duplicating those maintained in the Civil Service Office, would be of real assistance to the personnel program. A new manual describing how to use the Library is needed.

(Comment. The number of professional staff in the Serials Division has been reduced.

Temporary help for cataloging of arrears was provided in 1949-50.

Circulation Department work space and procedures have been completely overhauled. The percentage of professional positions has been decreased.)

Recommendations

With the foregoing general comments and summary of the situation in mind, the following more or less specific recommendations are made:

1. To take care of the growth of the collections and to prevent almost unlimited demands for budget increases in the future, the University should continue to support the Midwest Inter-Library Corporation in the hope that little-used books can be shipped to that library in sufficient quantities to help relieve the present and prospective crowded conditions.

(Comment. Minnesota is a member of the Midwest Inter-Library Corporation and materials to be housed there are being selected.)

2. A special appropriation of at least \$25,000 should be made at the earliest possible moment to be used in starting to clear up the cataloging arrears. This will include searching gift material, cataloging items selected for preservation, and holding down the current arrears in the Catalog Department. It should be followed by a rearrangement of the stack collection to make use and service easier. Delay in this work would prove to be costly and a false economy. Further appropriations will be needed later, but each should be justified when requested, and should not be considered a permanent addition to the budget unless the accessions to the collections continue at the very high level of the year 1947-48.

(Comment. Accessions for 1948-49 and 1949-50 have been slightly less than formerly. A special fund of about \$11,000 during 1949-50 enabled the Library to sort 20,000 volumes and catalog about 5,000. The stack collection has been completed rearranged.)

3. Modernization of lighting and improvement of caretaking in the Library building should be carried out as promptly and thoroughly as possible under the general University policy in dealing with these problems in other buildings. In this connection, the very heavy use of the Library and its long daily service schedule (8 a.m. to 10 p.m.) should be kept in mind.

(Comment. Some progress has been made and further changes authorized.)

4. A program to improve library facilities for undergraduates should be set in motion. It seems unlikely to the surveyors that this can be done, even temporarily, within the walls of the present building, and it would be less expensive in the long run to give up the hope of so doing and begin immediately to plan for supplementary quarters elsewhere. A committee representing the Academic and Business Vice Presidents, the University Librarian, and Deans dealing with undergraduates, should make a careful study of the needs, reach their conclusions, and make recommendations. The surveyors do not feel in a position to make a definite recommendation, but they suggest the following points:

- (a) One central library for undergraduates is preferable to several different ones divided along subject lines, but since reading room facilities for at least 2,000 undergraduates should be made available it will be difficult to provide them in any one building that might be erected near the center of the campus, where such a building should be.
- (b) It is desirable to have the undergraduate library facilities adjacent to the main University Library and connected with it at least by a tunnel. This apparently restricts the possibilities to the Mall or the space occupied by the temporary buildings directly to the north of the present Library. It is taken for granted that there should be no building on the Mall, but the surveyors wonder if the architects could not devise a building under the Mall with outside light, made possible by surrounding the building by a moat.

(Comment. By general agreement the Senate Library Committee has been assigned this problem. An extensive analysis of student and faculty library use and needs is being studied and a report to the Senate will be made later this year.)

5. The surveyors hope that the University will be able to carry out its plan for new quarters for the Biological-Medical Library in the proposed new medical building. This is one of the best ways to relieve congestion in the present Library building. If no library facilities are to be provided in the proposed social science building, provision should be made for a social science library connected with journalism, business, and the social science buildings.

(Comment. The Mayo building will house on its ninth floor the Biological-Medical Library.)

6. Plans should be pushed for an addition at the back of the present building that would go to the street and provide additional space for book storage, readers, and work. The surveyors believe that, with the Midwest Inter-Library Corporation, the proposed new library facilities mentioned in the paragraph above or already being planned, the space which it is hoped is made available on the top floor of the University Library, and that for undergraduates proposed in paragraph 4 above, it will be possible to meet the new space requirements for the central collection for a considerable period by this addition at the back of the present building.

7. An opportunity should be watched for, however, for the development of cheap storage (of the warehouse type), for less used books somewhere in the Twin Cities, possibly on the St. Paul Campus. This should be made available at cost to other libraries in the Twin Cities area.

8. The proposed new central library on the St. Paul Campus should be carried through at the earliest possible date.

(Comment. Specifications are being compiled and bids will be taken soon.)

9. The Arthur Upson Room represents the one sizeable public space in the University Library that is not being used to capacity. The surveyors were shocked at the lack of use of this room, and recommend the modernization of both its collections and furnishings as soon as possible in order to make it an attractive reading room.

(Comment. Some modernization of the furniture has been done. However, the collections have been extensively modernized and the room is now a browsing and circulating library of new books available to all faculty, staff, and students.)

10. A way should be found to raise the standards of the junior professional personnel. Suggestions in this connection are listed below.

11. Special consideration should be given to proper facilities for rare books, either in the University Library or elsewhere. The need for such facilities is bound to increase greatly in the years ahead.

Some Special Problems

Staff—The staff weaknesses considered here are, we believe, traceable largely to the restrictive policies of Civil Service and to the effect which the Civil Service idea seems generally to have on people. We are emphasizing weaknesses, but appreciate that the Civil Service has done a great deal of good in several fields, especially in raising salaries.

1. The surveyors feel that the general caliber of the staff in the first two professional grades is weak and that the general level of professional interest for most of the staff is low. These points are reflected in a noticeable lack of awareness on the part of the staff of the Library's objectives and in too little attention to professional matters generally, and in the program and activities of the staff association. We suggest that improvement be aimed at along two fronts:

- (a) Better appointments at the beginning level;
- (b) More staff participation in the affairs of the Library.

A reasonable number of first-class junior appointments is needed. As things now stand, better beginning salaries (salary ranges in the other grades seem more satisfactory) must be in effect before this can be accomplished. It should also be made more possible than is now the case to make appointments at above the minimum salary when circumstances warrant it. A library often has a real need to appoint a person with qualifications beyond the minimum, and this is very hard to do when the beginning salary is inflexible. Given improved conditions in these two respects, the Library will be in a much better position to choose promising staff members. Wide-awake and pro-

gressive young librarians generally manage to raise the professional tone because they have a tendency to go beyond the job specification. To carry out these proposals will require some changes in Civil Service regulations, and it will cost some money. Civil Service is not intended, we feel certain, to operate as a strait jacket, and the cost in money will not be great. The mediocrity which seems a certain outcome of the University's present personnel practices will in this way be relieved.

To say that the staff's "professional interest" is low is somewhat the same as saying that its interest in the University of Minnesota Library as an institution is less than could be desired. More staff participation in the Library's affairs is in order, and we recommend that the Librarian bring the staff more into the Library's problems for the good it will do the Library and the staff. The Library is now faced with the plain but often difficult matter of communication. The following aids might be considered:

- (a) An administrative bulletin issued to and for the staff, giving an account of the Library's problems, aims, and policies, and also library news
- (b) A regular program of department-head meetings for the discussion of problems of the Library.
- (c) Committee or group assignments on problems needing study or action
- (d) Staff meetings on matters affecting the welfare and interest of the staff

Steps of this kind, as well as others which will occur to the Librarian and Assistant Librarian, will bring the staff more directly into the affairs of the Library and promise helpful participation by the staff; and staff participation, wisely encouraged and directed, will generally raise the morale of any staff.

2. The question of academic status for the Library's professional staff has been before a special Senate Committee on Academic and Civil Service Status, and the Library's petition for academic status was denied. In accord with the intent of the Senate inquiry, the request applied to the entire professional staff. Not all of a library's professional staff (whether that library be Minnesota or another) possess acceptable qualifications, either in duties performed or in training for academic status. A sizeable number in senior and advanced positions at the University of Minnesota Library could qualify, and the question of academic status could reasonably, and probably should, be reopened for them.

3. Salary increases under Civil Service, though termed "merit increases," are in effect automatic, regardless of the quality of performance. We submit that this provision is unsound in principle and unhappy in practice. It causes the capable, energetic, improving staff member to fare no better than his run-of-the-mill, clock-watching neighbor. Provision should be made for recognizing meritorious performance by a salary increase that is in addition to, or instead of, the automatic salary increase.

4. The vacation allowance of two weeks, instead of the almost universal library vacation of one month for professionals, renders an injustice to the staff and is another serious block to effective recruiting. This problem is a hard one, for it would, without doubt, be difficult for the Civil Service administration of the University to make an exception for all of the library staff. However, just as some matters must be adjusted to local conditions, so must others fall in with national practices. The University of Minnesota Library should be able to offer its staff members the same kind of a vacation period that is generally available to members of the profession elsewhere. We make here the definite recommendation that the vacation period for professional members of the staff be increased to twenty-six working days.

5. The percentage of professional positions in the Library—we understand that it is 52 per cent of the total—is too large and seems unwarranted

by the kind of duties performed in a number of positions, especially in the Acquisitions and Circulation Departments. Much of the work described for some of these positions could be competently, and perhaps better, performed by clerical assistants with a saving in salaries for the University. The positions involved are in the junior grade, and it is recommended that all positions in that grade be carefully re-examined to determine which ones belong more properly at an appropriate clerical level. However, the substitution of clerical for professional positions means that competent and qualified clerical assistants must be found. The University's salary schedule, along with the scarcity of such help in the Twin Cities, will make this difficult. To exchange professional assistants for poorly qualified clerical assistants, especially to exchange professional assistants for clerical assistants at the beginning level, might have serious consequences for the Library.

(Comment. Through the cooperation of Civil Service it is now possible to a limited extent to make appointments above the minimum salary.

The percentage of professional positions on the staff has now been reduced below 50 per cent and further study is being made of other possible changes.

As to staff participation, an administrative bulletin is now being issued, frequent department head meetings are being held, several library committees are at work and other steps are being taken to bring the staff more directly into the affairs of the Library.

The problem of obtaining and holding a first-class library staff is still, however, one of the Library's major problems. All of the Library's positions except two (University Librarian and Assistant University Librarian) are under Civil Service. This means that they must conform in every way to the general Civil Service requirements—salary schedules in conformity with other Civil Service classifications, working hours, automatic yearly salary increases, vacations, etc. Of the 84 professionally educated members of the staff, there are the following classifications:

Department Head	8
Principal Librarian	8
Senior Librarian	13
Librarian	34
Junior Librarian	21

These positions are scattered throughout all the Library's operations: acquisitions, cataloging, circulation, reference and departmental libraries.

The Senate Library Committee believes that this problem is of such importance to the Library as to require action, and it hopes later to present specific recommendations to the Senate.)

THEODORE C. BLEGEN, Chairman

VII. REMARKS BY THE PRESIDENT

President Morrill discussed the University Budget request for the next biennium with particular reference to procedure followed and factors considered in its preparation. He also discussed this year's fiscal outlook which is grave because of decreased income due to decline in enrollment beyond that anticipated when the budget was drawn.

He indicated the need for factual data and analysis of curricula and course offerings and urged early completion of the study of these matters now in progress by a subcommittee of the Senate Committee on Education. He also requested that the Committee on Institutional Research give immediate consideration to problems of faculty load with the view to possibly determining benchmarks or criteria that might be appropriate for comparative purposes. He emphasized the urgent need for early reports on both of these matters.

VIII. REPORT OF THE COMMITTEE ON NECROLOGY

JOHN TORRENCE TATE

1889-1950

On Saturday morning, May 27, 1950, while enjoying the garden at his home, John Torrence Tate was stricken by cerebral hemorrhage. Death came a few hours later at the University of Minnesota Hospitals.

Dr. Tate was born in Lennox, Iowa, on July 28, 1889. His undergraduate work was done at the University of Nebraska, where he received the bachelor of science degree in 1910 and the master of arts in 1912. Two years later he received the degree of doctor of philosophy from the University of Berlin. The University of Nebraska bestowed upon him the honorary degree, doctor of science, in 1938, and in 1946 he was honored by a similar degree from the Case Institute of Technology.

After spending two years as instructor on the staff of the University of Nebraska, he came to the University of Minnesota in 1916. He was rapidly promoted, and in 1919 attained the rank of full professor. In 1937 he was appointed Dean of the College of Science, Literature, and the Arts. This position he resigned during the war and accepted appointment as Research Professor of Physics.

Dr. Tate served his country during both world wars. As First Lieutenant in the Signal Corps and Air Service during World War I, he aided in the development of aircraft instruments and auxiliary equipment. In World War II, he served as Chief of Division 6 with the National Defense Research Committee. This division was responsible for research in and development of undersea warfare. For his service during World War II, Dr. Tate was awarded the Presidential Medal of Merit, with citation, and the British bestowed upon him the King's Medal in the service of the cause for freedom. At the time of his death, he was chairman of the present committee on undersea warfare of the National Research Council.

In 1926 the American Physical Society selected him as its managing editor, and he continued in that capacity, except for a period during the war, until his death. Under his guidance, *Physical Review* attained an internationally recognized position in the field of physics. Two new journals, *Review of Modern Physics* and *Physics* (now *Journal of Applied Physics*), were founded by the American Physical Society under his editorship.

Professor Tate was a member of a number of societies. He was a Fellow in the American Physical Society and was elected to membership in the American Philosophical Society and the National Academy of Sciences. He was one of the founders of the American Institute of Physics, and throughout its existence has been its adviser on publications. He was chairman of the Governing Board of the Institute during the period from 1936 to 1939 and president of the American Physical Society in 1939.

His research at the University of Minnesota dealt with the phenomenon arising in the collision of electrons with atoms and molecules. Many of the publications from the Physics Laboratory at the University of Minnesota are by students of his. Seldom did he permit his name to be listed as co-author. Many of his former students now hold high positions in academic and non-academic institutions.

Dr. Tate was married in 1917 to Lois Fossfer, who died in 1939. A son, John Torrence Tate, Jr., now on the staff of Princeton University, was born to them. In 1945, Dr. Tate was married to Madeline M. Mitchell, who survives him.

Providence did not grant him the three score and ten years in which men normally complete the tasks proportioned to them in accordance with their talents, but in the years allotted to him, Dr. Tate has in his quiet way con-

tributed in full measure to his science, to his country, to his university, and to the community at large. Science has lost one of its statesmen; the University, a revered teacher, research leader, and counselor; and all of us, a friend.

MONICA KEATING DOYLE

1885-1950

Monica Keating Doyle, a member of the faculty of the School of Social Work, died on June 17, 1950, after an illness of many months.

She was born at Harvard, Illinois, on April 26, 1885. She graduated from Central High School of St. Paul, and received the bachelor of arts degree in 1908 and the master of arts degree in 1928 from the University of Minnesota. She was a lecturer in social work from 1924 to 1939, Assistant Professor of Social Work from 1939-1945, and Associate Professor since 1945. Mrs. Doyle was for many years a valued counselor of graduate students in social work. Besides teaching professional courses in social work, she was an active participant in community welfare programs. Before she joined the University staff in 1924, she had served as the first official investigator in Ramsey County for the mothers' aid program and later was executive secretary of the Minnesota State Conference of Social Work. She was also a member of the Twin City Chapter of the American Association of Social Workers. She was a member of the Guild of Catholic Women, the Minnesota Council of Catholic Women, and other Catholic organizations. To her colleagues she was known as a woman of high ideals, great integrity and warm human interests.

DORA V. SMITH, Chairman

Adopted by a rising vote

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 1950-51 was held in the Auditorium of Murphy Hall, Thursday, February 15, 1951. One hundred eighty members were present.

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

I. MINUTES OF NOVEMBER 9, 1950

Reported for Action

Approved

II. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

1. University Calendar, 1951-52

Action

a. Voted that the date of the fall Senate meeting be advanced from November 15, 1951 to November 8, 1951.

b. Voted that the dates for University of Minnesota Week 1952 be changed from February 17-23 to February 24-March 1 inclusive and that Charter Day convocation be changed from February 21 to February 28.

c. Voted to approve the calendar as amended. The calendar as amended follows:

UNIVERSITY CALENDAR, 1951-1952

Day Classes

Fall Quarter

<p>1951</p> <p>August 6-September 28</p> <p>September 3 Monday</p> <p>September 20 Thursday</p> <p>September 24-28</p>	<p>Fall registration.¹ Orientation program for new students. Dates for the various colleges will be announced in the press and in mailed instructions. Students are urged to register early. It is expected that all students who can do so will register in August</p> <p>Labor Day; holiday</p> <p>Fall quarter fees due for students registered through September 14</p> <p>New Students' Week; program of orientation. Details will be announced in instructions issued at registration. All new students are expected to attend</p>
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September	28	Friday	Last day for registration ¹ and payment of fees for the undergraduate colleges
October	1	Monday	Fall quarter classes begin 8:00 a.m. ²
October	4	Thursday	Opening convocation, 11:00 a.m.; IV hour classes excused
October	5	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
October	12	Friday	Columbus Day; holiday
October	20	Saturday	Homecoming Day
November	8	Thursday	Senate meeting, 3:00 p.m.
November	10	Saturday	Dads Football Game
November	12	Monday	(Sunday, November 11, Armistice Day); holiday
November	22	Thursday	Thanksgiving Day; holiday
November	23, 24	Friday, Saturday	Classes excused
December	14, 15 and 17-20		Final examination period
December	20	Thursday	Commencement, 8:00 p.m.
December	22	Saturday	Fall quarter closes

Winter Quarter

December	25	Tuesday	Christmas Day; holiday
December	27	Thursday	Winter quarter fees due for students in residence fall quarter in undergraduate colleges

1952

January	1	Tuesday	New Year's Day; holiday
January	3, 4	Thursday, Friday	Orientation program; registration ¹ and payment of fees for new students in all undergraduate colleges
January	7	Monday	Winter quarter classes begin 8:00 a.m. ²
January	11	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
February	12	Tuesday	Lincoln's Birthday; holiday
February	21	Thursday	Senate meeting, 3:00 p.m.
February	22	Friday	Washington's Birthday; holiday
February	24-March 1		University of Minnesota Week
February	28	Thursday	Charter Day convocation, 11:00 a.m.; IV hour classes excused
March	14, 15 and 17-20		Final examination period
March	20	Thursday	Spring quarter fees due for students in residence winter quarter in undergraduate colleges. Commencement, 8:00 p.m.
March	22	Saturday	Winter quarter closes

Spring Quarter

March	27, 28	Thursday, Friday	Orientation program; registration ¹ and payment of fees for new students in all undergraduate colleges
March	31	Monday	Spring quarter classes begin 8:00 a.m. ²
April	4	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
April	11	Friday	Good Friday; holiday
May	8	Thursday	Parents Day
May	15	Thursday	Senate meeting, 3:00 p.m.
May	22	Thursday	Cap and Gown Day Convocation, 11:00 a.m.; IV hour classes excused
May	30	Friday	Memorial Day; holiday
June 7 and 9-13			Final examination period
June	8	Sunday	Baccalaureate service, 3:00 p.m.
June	14	Saturday	Spring quarter closes. Commencement, 8:00 p.m.

Summer Session

June	16, 17	Monday, Tuesday	Registration ¹ for new students not already registered. First term fees due for students in all colleges
June	18	Wednesday	First term Summer Session classes begin 8:00 a.m. ²
July	4	Friday	Independence Day; holiday
July	24	Thursday	Commencement, 8:00 p.m.
July	26	Saturday	First term closes
July	28	Monday	Registration ¹ for new students not already registered. Second term fees due for students in all colleges
July	29	Tuesday	Second term classes begin 8:00 a.m. ²
August	28	Thursday	Commencement, 8:00 p.m.
August	30	Saturday	Second term closes

General Extension Division

1951			
September	17	Monday	Registration, first semester, ⁴ begins
September	29	Saturday	Last day for registration, first semester
October	1	Monday	First semester classes begin ²
November	22	Thursday	Thanksgiving Day; holiday
December	22	Saturday	Christmas recess begins
1952			
January	7	Monday	Classes resume ⁴
January	28	Monday	Second semester registration begins

February	8	Friday	First semester classes close
February	9	Saturday	Second semester registration closes
February	11	Monday	Second semester classes begin ^a
June	6	Friday	Second semester classes close

¹ 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 in this bulletin, and in the *Summer Session Bulletin*.

² First hour classes begin at 7:45 a.m. on St. Paul Campus.

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

⁴ A few Extension classes are offered on the quarter basis on same schedule as day school with registration two weeks preceding opening.

2. *YPA Appeal*. It was moved, seconded, and voted unanimously that the Administrative Committee recommend to the Senate that it sustain the action on distribution of the document "The Truth About Korea" taken by the Student Activities Bureau, approved by the Dean of Students, and reviewed and approved by the Senate Committee on Student Affairs.

The Administrative Committee agreed by vote that the statement "The Truth About Korea" is not in conformity with the principles set forth in BASIC UNIVERSITY POLICY CONCERNING STUDENT ORGANIZATIONS AND THEIR ACTIVITIES—approved by the University Senate, October 31, 1946.

Action: The Senate voted almost unanimously to approve the Administrative Committee recommendation that the Student Activities Bureau action be sustained. Copies of documents relating to this matter are filed supplement to the minutes.

2. Reported for Information

1. *The Biennial Legislative Request*. President Morrill discussed the 1951-53 biennial request, explaining the compromises necessary between the needs of divisions as they express them, the best over-all judgment regarding those needs, and their fulfillment within reason. He mentioned current factors which are favorable or unfavorable to the normal ongoing of the University.

Monetary sums needed by the University were outlined in four categories: general maintenance, building construction, designated specials, and hospital maintenance. Salaries, constituting as they do a major portion of the general maintenance item, came in for careful examination. The legislative request for the general maintenance item must greatly exceed that of the current biennium because of falling tuition income and inevitable increases in sums for salaries and supplies.

Building requests were presented under two headings: amounts urgently required and therefore requested in relation to specified structures; and postponed items. Requests were campus by campus, with emphasis on an accelerated building program for the Duluth Campus. Special support items and hospital costs were detailed.

Tuition income, anticipated in the draft of the budget for the next biennium, was calculated even before the fall quarter attendance was known. Since great changes in the economic and international situation may dictate further revision of the forecasts, it was decided to let legislative requests stand as they have been drawn up. Adjustment (as for expansion of calls for students to military service) may be necessary at the time of the legislative session.

The Committee thanked the President for his thoroughgoing budgetary analysis and expressed great confidence in his proposals. General discussion of budgets followed.

2. *The Fiscal Outlook for 1950-51.* Two factors make current fiscal matters grave. One factor is a decline in attendance greater than that anticipated when budgets were drawn. The other is a less-than-budgeted collection of tuitions from graduate students who gained exemptions by being appointed to the staff. This last loss in revenue has been anticipated in the new biennial budget. The Regents' reserve fund has been applied to the present deficit. Beyond this, special requests are being denied, and payroll reversions accumulating will be required to meet the 1950-51 financial shortage.

The Committee explored at length the various retrenchment moves possible, and it also considered means for ensuring the most efficient University operation. Principal savings will necessarily be in the category of staff salaries. How to achieve economies without seriously curtailing or hampering the academic program is the problem. Course offerings, the instructional pattern, teaching loads, and the like will surely come in for scrutiny at the college and departmental levels. There was much reference to the increasing demands of research and graduate instruction. It was thought that certain Senate committees, probably subcommittees of the Committee on Education, might assist in studies. There was a proposal that the 1941 Faculty Load Study be brought down to date.

As of January 17, 1951, the President wrote to members of the Administrative Committee outlining steps to be taken in conserving resources available through the remainder of this year. Administrative officers were urged to discuss the proposed measures with all departments. No supplemental funds are foreseen to clear deficits in supply budgets, and departments must keep margins in those budgets until the end of the fiscal year.

3. *Precautions in Dealing with Expenses of Student Veterans.* Attention was called to the December 4, 1950 letter to members of the Administrative Committee concerning issue of books and supplies to student veterans receiving government benefits: only those materials may be required which are required for all students in the same classes.

The attention of the Committee was called to Public Law 610. Effective July 13, 1950, colleges and universities are responsible for overpayments (even of subsistence money) to student-veteran trainees if it can be shown that that overpayment was due to willful or negligent failure of the institutions to report unauthorized or excessive class absences or discontinuance by the student. The end-of-second-week class lists show the names of students registered and supposed to be attending class. Additions and cancellations subsequent to the second week are reported to instructors by individual notices. To avoid financial embarrassment to the University, therefore, all instructors are urged to report promptly to the appropriate Students' Work Committee the names of persons who have unauthorized or excessive absences or who discontinue or interrupt a course without obtaining the usual official clearance.

4. *Questionnaire from the U. S. Office of Education.* The Committee was advised that the U. S. Office of Education has been designated as principal agent in all emergency planning between offices of the federal government and colleges and universities. That agency is making an exhaustive survey of higher learning institutions to determine defense uses of their facilities, resources, and manpower. Data for this questionnaire are being assembled by Vice President Willey, and departments of the University are being asked to cooperate. The President's office is to be kept advised of all such inquiries and responses.

5. *Committee on Civil Defense.* At its December 6, 1950 meeting, the Administrative Committee named a subcommittee under Dean Nolte to make

recommendations on civilian defense work of the University and nominate persons who might serve in that work. The group reported that the University might: (a) provide certain education and training; (b) organize for on-campus protection of human life, property, and the contiguous community; and (c) inform the public at large out of the special resources of the University. It was moved, seconded, and voted to accept the report of the Committee and to authorize the President to appoint the members. Dean Nolte will be chairman.

6. *Military Leaves for Academic Staff Members.* The policy governing military leaves for academic staff members follows:

ELIGIBILITY FOR LEAVE FOR MILITARY SERVICE

For the duration of the present emergency, members of the academic staff of the rank of instructor and above, who are on full-time, regular appointments, shall be granted a leave of absence without pay during their active service with the military forces of the United States.

Leaves of absence for academic staff members on less than 100 per cent time, or on nonregular appointments, will be considered only on the basis of individual cases. (For definitions of regular appointment, see *Regulations Concerning Academic Tenure*, Sections 1-a and 1-b.)

Leaves of absence for military service should be dated to run concurrently with the fiscal year for A appointees, and concurrently with the academic year for B appointees; and may be renewed by the Regents each year at the time of approval of the annual budget.

RESUMPTION OF UNIVERSITY SERVICE FOLLOWING MILITARY LEAVE

Upon completion of their military service, and subject to any then existing financial limitations, academic staff members will be reappointed to their former positions provided:

- a. They have an honorable discharge or other form of release in which satisfactory service in the Armed Forces is indicated;
- b. That they give notice of their intention to return to the University service within 90 days following the discharge from the military;
- c. That they are physically and mentally qualified to carry on the work of the University in the position from which they were granted leave of absence.

TENURE IMPLICATIONS

During military leave, staff members without permanent tenure do not accumulate additional tenure rights.

In the event of any necessary retrenchment that affects a position from which a staff member is on leave, budgetary adjustments will be made in so far as possible to reflect the tenure status of individuals.

7. *Staff Consultantships.* There was discussion of staff consultantships, especially those involving full-time staff members in paid consultantships of another state agency. It was suggested that beginning July 1, 1951, there be no staff consultantships approved for University employees without a consistent leave of absence and reduction in pay at the University. Because questions were raised, it was decided to review the proposal with deans in Agriculture, Medicine, and General Extension.

8. *Letter from National Commission on Accrediting.* It was asked that the President's office be provided with the names of agencies that now accredit the units, departments, or curricula of the University. As of January 1951, deans and directors were advised that the National Commission on Ac-

crediting is working toward clarification of accrediting procedures in higher education. The University of Minnesota is asked to invite no new accrediting agency to its campus just now without first advising the Commission. Notice should clear with the President's office.

9. *Use of Library Stacks by Undergraduate Students.* Librarian McDiarmid spoke of a plan to give superior undergraduate students access to books in the stacks. There is a problem, however, in distinguishing or selecting the individuals to be accorded this privilege. On motion seconded and voted, it was decided that the plan should be approved in general, with library authorities left to work out details.

10. *Credit for Students Cancelling Involuntarily within Terms to Accept Military Duty.* The problem of partial credit for individuals called to military duty required immediate solution. There was a review of the blanket credit policy as it has been used at the University and elsewhere. That policy, because simple, seemed desirable, but it had unsound features.

A better possibility would call for cooperation in the colleges and their student work committees on individual student cases. This might require remaking of programs to permit those students to receive full credit in some courses; often these will be the ones significant for the student's later work. The University can at once provide consideration of individual cases. It was also noted that where laboratory arrangements constitute a problem, the college and even the department and the particular instructor may need to establish the details, doing what is possible under the circumstances.

It was moved, seconded and voted to approve, in general, the referral of individual student cases to their Students' Work Committee. That committee will establish the desirable liaison with the instructors concerned. It was noted that any student now in attendance and making progress toward his educational objective is not to be drafted. The policy shall not extend to any who enter service voluntarily.

11. *Textbook Approvals.* Approval was given for text materials as follows:

A World Statistical Survey of Commercial Production, by John C. Weaver and Fred E. Luterman. Published by the Burgess Company. Price \$4.00.

Casualty, Determinism, and Freedom, by John Hospers, 400 copies. To be sold by Nicholson Hall Bookstore. Price 35 cents.

Words and the World, by John Hospers, 400 copies, a mimeographed introductory outline to problems of philosophy. To be sold by Nicholson Hall Bookstore. Price 35 cents.

Automaton Cotton Roll Holder, Garners, adult size. Price \$5.50.

Matrix Retainer for Plastics, University of Minnesota Dental School, No. 1. Price \$5.00.

American Government and Politics, a mimeographed syllabus for Political Science 5, 175 copies. To be sold by Nicholson Hall Bookstore. Price 25 cents.

The Spirit of Modern Philosophy, Chapters XI and XII, by Josiah Royce, a mimeographed reprint, 100 copies. To be sold by Nicholson Hall Bookstore. Price 28 cents.

Sex Guidance through Group Program, a mimeographed paper, 50 copies. To be sold by Nicholson Hall Bookstore. Price 20 cents.

The Revolt Against Dualism, selected chapters, by Arthur O. Lovejoy, mimeographed material for use in Philosophy 114A, 60 copies. To be sold by Nicholson Hall Bookstore. Price 20 cents.

Colloquium paper, mimeographed, for use in History and Philosophy of Education, 100 copies. To be sold by Nicholson Hall Bookstore. Price 95 cents.

Race Prejudice and Discrimination: Readings in Intergroup Relations, by Arnold M. Rose. Published by Alfred A. Knopf, Inc. Price \$4.25.

R. E. SUMMERS, Secretary

III. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

Reported for Information

Summary of Fall Quarter Activities of the Varsity and Freshman Debate Squads. Tryouts for the Varsity and Freshman Debate Squads were held during the first two weeks of fall quarter. Twenty-five members were selected for the Varsity group and approximately thirty for the Freshman Squad. Intra-squad tournaments provided debating experience for all student speakers on both squads. Regularly scheduled meetings were held several times each week.

Fall quarter activities in debate and discussion are largely of a practice nature; major intercollegiate competition is scheduled for winter quarter. Minnesota participated in two fall quarter tournaments, one for women debaters at St. Olaf college, Northfield, Minnesota, and the annual University of Iowa Intercollegiate Conference on World Problems at Iowa City, Iowa. Two teams represented Minnesota in each of these events. At the University of Iowa Conference our speakers entered discussion, extemporaneous speaking, and public speaking as well as debating events. The topic for discussion was "What should be the responsibility of the federal government to the people of the United States?" and the proposition debated was "Resolved: That the non-communist nations should form a new organization."

A combined British Universities' Debating team joined two of our speakers in an audience debate in the Museum of Natural History Auditorium the evening of November 2 on the topic "Resolved: That the United Nations is a good international debating society but a poor pattern for world government." Split teams were used. Fundamentals of Speech students studied the debate as an example of oral argumentation. Comparison of British and American styles of debating proved to be interesting to the students. Our most experienced women's team traveled to the University of Wisconsin on December 7 for a public debate on the "new non-Communist organization" question. There was a large audience and the debate was broadcast over the Wisconsin FM network.

Minnesota debaters met speakers from St. Thomas, Macalester, Concordia, and Bethel Colleges in informal practice sessions frequently throughout the fall quarter.

Mr. John Bystrom is in charge of the Freshman Squad, Professor Donald Smith coaches the women members of the Varsity team, and Professor W. S. Howell works with the men's Varsity team. This year a group of five graduate students in speech, each of whom plans to do professional direction of extracurricular forensics, met weekly with the regular coaching staff and assisted Mr. Bystrom with the training of the Freshman speakers. Each had a group of from four to six students and spent a minimum of four hours a week in practice activities with them.

Several key squad members may be called into military service before the end of the season, but we have not been severely crippled by the emergency.

E. W. ZIEBARTH, Chairman

IV. REPORT OF THE COMMITTEE ON INSTITUTIONAL RESEARCH

Reported for Information

Progress Report on Faculty Load Study. Upon recommendation of President Morrill at the fall meeting of the Senate on November 9, 1950, the Committee on Institutional Research through the Bureau of Institutional Research has undertaken a comprehensive survey of faculty load. A four-page printed inventory designed to secure information about the nature and extent of time devoted to various types of staff services during fall quarter, 1950 was distributed on December 11, 1950 to 2023 faculty members with academic rank of instructor or above. By January 15, 1951, completed reports had been received from 1797 faculty members or 88.8 per cent of the total group, a truly remarkable record of cooperation. Practically all of the rest have been returned subsequently.

Major sections of the inventory include: (1) teaching activities, (2) counseling and advising activities, (3) research and writing activities, (4) administrative and general office responsibilities, (5) professional reading, study, and organizational activities, (6) other campus activities, and (7) noncampus service activities. Duplicate copies of the completed inquiry blanks were sent to departmental chairmen. The over-all analysis of reports for the University as a whole is being made by the Bureau of Institutional Research. A preliminary report based on fall quarter reports will be available soon.

Because fall quarter reports were comprehensive and very conscientiously filled out by members of the staff, they yield invaluable information for documenting the number and variety of faculty services. At the same time many faculty members pointed out that many of their most important activities occur only during winter and spring quarters or reported difficulty in arriving at accurate estimates for fall quarter. Some felt that they were unduly restricted by having to describe their activities in terms provided by the inquiry blank itself. They questioned whether it would be possible to construct a single inquiry blank—equally appropriate for all members of the faculty, so divergent are the duties, responsibilities and interests.

Accordingly, the Committee on Institutional Research determined to continue its study in order to provide the most accurate and complete information possible concerning faculty services for the entire year. This is being done by scientific sampling on a two-week basis throughout the winter and spring quarters, an arrangement which should furnish the information required, yet involve participation by as few members of the faculty as possible. Those selected by sampling procedures to participate in the winter and spring survey are asked to keep a daily and relatively unstructured record of their educational service for a week and to make a summary of activities in a limited field for a second week. By these means, the Committee hopes to be able to report for all three quarters findings which should be useful for the purpose stated by President Morrill—that of “determining benchmarks or criteria that might be appropriate for comparative purposes.”

The Committee is deeply appreciative of the splendid cooperation of the entire faculty in carrying forward this study and is especially grateful to the smaller group who are assisting during the winter and spring quarters. The resulting data should be of great importance not only to the President and the Legislature but also to all those persons who are responsible for the effective utilization of staff in building a greater University.

RUSSELL M. COOPER, Chairman

V. REPORT OF THE COMMITTEE ON LIBRARY

Reported for Information

1. Substantial progress has been made in the analysis of returns from the questionnaire survey of undergraduate library use and needs carried on last year. The Senate Library Committee hopes to make a full report to the Senate in May when analysis of the returns has been completed.

First summaries show that one of the major "reasons for inadequate service" checked by the students was "my own lack of knowledge on how to use library." As one step in meeting this need on the part of students, the committee calls attention of the faculty to the following course now offered regularly each quarter.

Library Science 1f,w,s. *Use of Books and Libraries*. Study of reference material for personal study and research. (3 credits, no prereq.)

2. Revision and codification of various library policies and rules with respect to use of library materials has resulted in the following Lending Code, which the Senate Library Committee wishes to present for information.

UNIVERSITY OF MINNESOTA LIBRARY LENDING CODE

(To be administered with a strong dash of common sense and the courage to make exceptions where justifiable)

1. *Who May Borrow Library Materials?* See definitions of various groups listed below. (Note: Students of other Minnesota schools or colleges may not ordinarily borrow from the University Library.)
2. *Identification.* Except for known authorized borrowers, all persons requesting loans of library materials should be asked for some suitable identification to verify their status. Registered students should show receipted Fee Statement. For faculty, check *Staff Address Book* or faculty roster in Circulation Department (Ext. 454). Personnel Records (Ext. 6360) will verify the status of University staff members if necessary.
3. *Signature Information.* Signatures for all charges should supply enough address data to permit rapid recalls, if needed. All charges to "non-university" borrowers should include both address and telephone number information.
4. *Fines.* "Standard" fines are 5 cents per day for ordinary book loans and 25 cents the first hour and 10 cents each additional hour for two- or four-hour and overnight loans. Fines do not accumulate for days when the Library is closed. Some groups are not assessed fines, but may be denied privileges, if necessary.
5. *Renewals.* All loans may be renewed unless the material is in demand. Renewals may not be made for items to be held for another borrower or tabbed to go on Reserve upon their return.
6. *Recalls.* Any item may be recalled for another borrower after it has been out two weeks, or *immediately if needed to be put on Reserve.*
7. *Access to Special Collections.* Ordinarily, only authorized library staff members may have direct access to Y and Z shelves. Unattended use of other special collections (e.g., microfilm, aerial photographs, etc.) may be at the discretion of the responsible assistant.
8. *Rules Governing Restricted Loans.* "Standard" rules refer to those governing *undergraduate* loans. They may be set by individual departments at any reasonable period (2 hours, 4 hours, overnight, etc.) based on type of material and demand.

9. *Proxy Signatures.* Except for wives, secretaries, and teaching or research assistants sent to get books for professors, no proxy signing should be authorized. Wives and other *student* relatives wishing books should have the student himself come in for the titles desired. Generally, some such phrase as "per " (the proxy's full name) should be entered under that of the faculty member for whose use the material is borrowed.
10. *General Policies Governing Special Types of Material* comprise the final section of this Lending Code. They are for guidance only, and librarians of individual units need follow them only to the extent that they seem suitable to the local situation.

GENERAL POLICIES GOVERNING SPECIAL TYPES OF MATERIAL

(These policies are to be considered desirable but not mandatory. Local considerations should determine local policies.)

1. *Bound Periodicals.* Ordinarily, bound periodicals should circulate only on a restricted basis (a few hours or overnight), as they are reference materials which should be available in the Library at all times. Older volumes and those from little-used sets may justify more liberal loans to known, authorized persons. Certainly the loan of periodical volumes to undergraduates should be rare and only for an unusual need.
2. *Current Unbound Periodicals.* Ordinarily, current issues of periodicals should circulate only on a restricted basis (a few hours, or overnight). If a more liberal policy is feasible and needed (e.g., loans up to a week or more) the *latest* issue of any title should generally remain on the restricted basis, so as to be available in the Library at all times.
3. *Other Serial Publications.* No uniform rule can be stated. However, the nature of and demand for the material should govern its use.
4. *Reference Books.* Standard reference publications normally should not be circulated for outside use. However, items justifiably needed for outside use (especially when the Library is closed) may be loaned on a restricted basis to known borrowers.
5. *Reserve Books.* Ordinarily books placed on reserve for course use should circulate on a restricted basis. Supply and demand, however, should govern day-to-day loan policies for reserve materials, at the discretion of the staff. Staff members also should be alert to remove unused titles from reserve shelves, after discussing them with the faculty member concerned.
6. *Y and Z Books.* Special editions (Y) and rare books (Z) should ordinarily be restricted to building use. Before supplying Y or Z books at all the need for the specific edition should be verified. All requests for outside use of Y or Z books should be referred to the head of the department (Circulation for Y books, Reference for Z books).
7. *College Catalogs.* The latest issue should, in general, be loaned for building use only. Earlier issues may circulate for whatever period seems feasible. Possibly a week or two should suffice, in most cases.
8. *Maps, Aerial Photographs, Microfilms, Microcards.* These resources are generally treated as reference materials. Outside loans should be made only to known borrowers on the basis of some special justifiable need.

Lending Privileges by Class of Borrowers
(For General Guidance Only)

University Borrowers	Definition	Loan Periods		Fines	Stack Access
		Ordinary Materials	Restricted Materials		
Faculty	Administration (president, vice president, comptroller, supervising engineer) Deans and directors Professors, associate and assistant professors, instructors, lecturers Research associates and research fellows Faculty spouses Retired faculty Full-time library staff	Academic year	At discretion	None	Yes
Graduate Students	Graduate School registrants Thesis candidates Teaching assistants Research assistants	One quarter	Standard*	Standard*	Yes
Undergraduate Students	All resident undergraduates, including Extension students University High School students "Adult Special" students	Two weeks	Standard*	Standard*	At discretion Yes for B average students
Nonacademic Staff	All full-time University employees not included above	Two weeks	Standard*	None	At discretion
Correspondence Study Students	Students enrolled only in Correspondence Study courses	One month, if by mail Two weeks, if in person	At discretion, if by mail Standard,* if in person	None	At discretion
Short Course Students	Persons enrolled for short work shops, institutes, Center for Continuation Study courses, etc.	Duration of course only	Standard*	None	At discretion

* "Standard" loan period for restricted materials means the usual loan allowed undergraduates (e.g., two or four hours, overnight, etc.) for the material in question. "Standard" fines are 5 cents per day for ordinary book loans and 25 cents the first hour and 10 cents each additional hour for restricted materials.

Non-University Borrowers†	Definition	Loan Periods		Fines	Stack Access
		Ordinary Materials	Restricted Materials		
Semi-Affiliated	Graduate students not registered now but registered last quarter or year and still pursuing a degree study Faculty members temporarily out of residence	One quarter (at discretion)	Standard*	None	At discretion
Courtesy Patrons	Visiting scholars Industrial research personnel Librarians Clergymen State legislators State-supported research staffs Twin Cities school and college faculty members University alumni Others (at discretion)	Library use primarily (Two-week loans at discretion depending on need indicated on Application for Library Privileges)	Standard*	None	At discretion
Non-Borrowers	The general public Out-of-town teachers Students of other schools	Library use (at discretion)	At discretion	None	Ordinarily none

* "Standard" *loan period* for restricted materials means the usual loan allowed undergraduates (e.g., two or four hours, overnight, etc.) for the material in question. "Standard" *finer* are 5 cents per day for ordinary book loans and 25 cents the first hour and 10 cents each additional hour for restricted materials.

† Loans to Non-University Borrowers generally represent a privilege, not a "right," but may be granted fairly liberally if service to University Borrowers is not jeopardized.

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

1. Reported for Action

1. *Accreditation of Bethel College, St. Paul.* On the basis of reports from special committees for the examination of Bethel College, St. Paul, in the spring of 1948 and subsequent improvements, it was voted that Bethel College be reclassified as a four-year liberal arts college, fully accredited to the University, instead of its former status as an accredited junior college qualified to offer the third year of college work. This action was based on a comprehensive review of the college administration, faculty, instruction, curriculum, library, and personnel services. It represents the culmination of several years' cooperative effort between the University and Bethel College and rests upon the successful achievement of students who transfer from this institution to the University as undergraduates or beginning graduate students.

2. *Accreditation of Augsburg College, Minneapolis.* On the basis of careful review by this Committee of recent educational developments at Augsburg College, Minneapolis, it was voted that full accreditation be granted to this institution as a four-year liberal arts college. This action removes the reservations which had been held in certain curricular areas due to weaknesses in staff and facilities.

3. *St. Paul Diocesan Teachers College.* After June, 1951, the St. Paul Diocesan Teachers College will no longer function as an independent institution but will become the Department of Elementary Education of the College of St. Catherine. It was voted to continue accreditation of St. Paul Diocesan Teachers College for 1950-51 and to indicate that institution's affiliation with the College of St. Catherine in published lists for the following year.

4. *Accreditation of Secondary Schools.* The following schools have been inspected this year and are recommended for continued approval on the published list for a three-year period subject to the submission of satisfactory annual reports.

Mount St. Benedict Academy—Crookston
Cathedral High School—Duluth
Stanbrook Hall—Duluth
St. Mary's Academy—Graceville
Nazareth Hall—St. Paul
Hillcrest Lutheran Academy—Fergus Falls

5. *St. Paul Seminary.* On the basis of reports and review by this Committee, it was voted that the liberal arts program of St. Paul Seminary be accredited to this University and that the name of this institution be placed on appropriate published lists of accredited schools and colleges.

Approved

2. Reported for Information

1. *Conference on Problems of High School-University Transition.* A "pilot" conference on problems of high school-University transition brought together forty high school representatives, sixty of their former students attending the University, and seventy University staff members on the Minneapolis Campus on Saturday, May 20, 1950. The purpose of the meeting was to identify some problems which students face in moving from high school to college and to develop procedures for assisting in their solution. The University's Senate Committee on the Relation of the University to

Other Institutions of Learning sponsored the conference, in cooperation with the Association of Secondary School Principals, the Minnesota Council of School Executives, and the State Department of Education. Twenty representative high schools (exclusive of the Twin Cities and Duluth, which were not included in this first conference) sent one, two, or three staff members each.

After a word of welcome from President James Lewis Morrill, the high school representatives went into "secret session" with their own former students in attendance at the University. No staff member from the University sat in on these informal discussions as high school principals and counselors quizzed the students on their problems here, and students gave their frank opinions on where solutions lay, whether in better high school preparation or better college procedures. At lunch, campus staff joined in, and table conversation naturally turned to the issues uncovered in the morning. All conferees met in a question-and-answer meeting for over two hours in the afternoon, as the questions raised in morning, sorted and classified during the lunch hour were posed for open discussion. A "working" coffee hour provided the opportunity for review of individual problems as high school representatives sought out particular University representatives from the separate colleges or departments.

Undoubtedly the most important question about the conference was whether or not a meeting of this kind could be worth while. It was a "pilot" or trial conference, to set the pattern for annual meetings of this type or to demonstrate the inadvisability of such a program. Careful evaluation was an integral part of planning the conference. "Observers" made notes throughout the several sessions. Questionnaires followed every conferee back to his home or desk to obtain his reactions and criticism.

If we can believe the anonymous questionnaire returns, the conference was enthusiastically received. Only three of 122 respondents thought the conference was not worth while to high school representatives. Only two thought the conference was not of value to University representatives (despite the fact that many of them had no opportunity to speak in the question-and-answer period or to participate directly at any time). There was less unanimity on the value of the meetings to the particular students involved. Two appended a marginal note that students should take part anyway because of the value to students who follow them in later years.

The high school representatives-former students discussions apparently provided a stimulating beginning for the conference. Only five who attended these sessions did not state categorically that they should be repeated, and four of them said "probably." There was a difference between students and high school representatives on whether University staff representatives should be present. Nearly half the students voted yes, but only a fifth of the high school staff voted yes. Students thought many questions could be answered immediately; high school representatives thought students would talk less freely. There was agreement that all participants in these discussions should be better prepared before the meeting, and many wanted the meeting to last longer. Some thought high school seniors should also attend. Student participation did much to keep the conference student-centered and concerned with practical down-to-earth problems.

Several general areas were covered in the afternoon discussion. Their value to high school staff was rated by high school staff and by University staff. Nearly every area was more often rated "of much value" by high school staff than by University staff, although the rankings were in close agreement. The topics covered, with the most valuable listed first, were University orientation program, admission requirements, counseling services, bulletins, grading system, advanced standing transfer, and adjustment to instruction. High school staff rated these topics as more valuable to them than

they were thought to be by University staff. An average of 45 per cent of the University staff and 60 per cent of the high school staff classified these topics "of much value" to high school participants. On the other hand, the value of these topics to University staff, rated by University staff, ranged from 10 per cent to 30 per cent.

It is difficult to learn what changes have resulted or may result from this conference. The best criterion for the success of such a meeting is the better adjustment of students as they move from high schools to the colleges of the University. Certainly many specific modifications of procedures have taken place as well as the significant changes in attitude and understanding so necessary for later changes in procedures. Growing out of suggestions made at the conference, the University distributed both the college bulletins and the new student handbooks to students before they arrived on the campus. Arrangements have been made to meet the bus or train of any new student who requests this service. It is believed that students' greater interest in the two-day orientation-registration program this summer resulted in part from better understanding of the program by high school principals. Several University staff members are planning consultations with high school staff members about better articulation of courses, stimulated by this conference. Undoubtedly there are many other actions which have taken place but have not been reported.

On the basis of these findings a similar conference is being planned for spring quarter 1951 by a subcommittee consisting of the following members: Roger B. Page (chairman), Robert H. Classon (principal, Southwest High School, Minneapolis), W. E. Dugan, Ellsworth Gerritz, Theda Hagenah, Reuben Kravik, Keith McFarland, Miles M. Mielke (principal, Robbinsdale High School), Guy Tollerud (State Department of Education), Cornelia Williams, Chester W. Wood, and a student representative to be appointed by the All-University Congress.

ROBERT J. KELLER, Chairman

VII. REPORT OF THE COMMITTEE ON STUDENTS' WORK

Reported for Action

Grade to be assigned to students who stop attending class without officially cancelling their class registration.

The present Senate regulation provides:

"That a student may cancel without grade through the end of the sixth calendar week of classes, and that thereafter the cancellation be with 'no grade' if he is passing and with 'failure' if he is failing. For the Summer Session the deadline shall be the end of the third calendar week of classes." Senate Minutes, 2-18-48, p. 40.

This rule is being currently interpreted by some instructors as applying only to students who have officially cancelled their course registration, and by other instructors as applying to all students who discontinue attendance irrespective of official cancellation.

Your committee considers it important that there be a uniform interpretation and understanding of this rule, and recommends that the rule be interpreted as applying only to students who have officially cancelled their course registrations.

The committee further recommends that a symbol be established to be used by the instructor to indicate that the student left class without officially cancelling.

In the opinion of the committee, cancellation, which is a change of registration, should involve the same general procedures which are followed in registration. To permit a student to withdraw from a course without con-

sultation and completing the normal registration process tends to make meaningless the care and consideration which go into approval of the original registration. There is need for a notation on a student's grade slip which would call to the attention of the proper college officials the fact that a student has not appeared for a class for which he registered or has disappeared from class apparently without following the required procedure of consultation. Since investigation of such cases in the past has revealed that often the cancellation was properly effected but the information did not reach the instructor on time, this notation should not in itself involve any penalty. The notation would be rather a signal of possible irregularity which should be investigated in accordance with the policy and procedures of the individual college. When some error or misunderstanding is discovered, the proper final grade can be recorded.

To accomplish these purposes, the following procedure is recommended to supplement the present Senate regulation on cancellation: The notation *Y* shall be reported by an instructor if a student officially registered in his course does not attend at all; or leaves before the end of the sixth calendar week of classes without cancelling; or leaves after the sixth week without cancelling and is not failing.

The grade *Z* shall be reported: (1) if a student cancels after the sixth calendar week of classes with a failing grade (see Senate Minutes, 2-18-48, p. 40); and (2) if a student leaves after the sixth calendar week and is failing.

The grade *W* shall be used to report a student who cancels his registration in a course without grade. (See Senate Minutes, 2-18-48, p. 40.)

These recommendations shall become effective upon adoption by the Senate.

E. G. WILLIAMSON, Chairman
Approved

VIII. REPORT OF THE COMMITTEE ON NECROLOGY

JOHN PETER SCHNEIDER
1879-1950

Dr. John P. Schneider died June 15, 1950, at the age of seventy-one. He was born in Winona, Minnesota, April 21, 1879. He received his medical degree from the University of Minnesota in 1906. Following his internship in the Minneapolis General Hospital, he practiced in Green Isle, Minnesota, for seven years and then took postgraduate work in Vienna and Berlin for one year. In 1914 he began the practice of internal medicine in Minneapolis. He became associated with the University of Minnesota first as an Instructor in Medicine, and later as Clinical Assistant Professor of Medicine.

In Vienna Dr. Schneider became particularly interested in the study of pernicious anemia. He developed a diagnostic method through examining the duodenal contents, which aroused considerable interest at that time. He was a keen student of medicine and a convincing teacher. Not afraid to stand up for his convictions, he was one of the first men to condemn unnecessary dental and throat surgery to eliminate questionable foci of infection.

Dr. Schneider was one of the founders of the Nicollet Clinic. He was a member of Sigma Xi and Nu Sigma Nu fraternities, and numerous medical societies, including the Minnesota Society of Internal Medicine, the Minnesota Academy of Science, and the Interurban Clinical Society.

He had a dynamic personality and was loved by his students and his patients. Unfortunately, his activities were cut down entirely too early by illness, and he was forced to retire from the practice of medicine in 1929.

Dr. Schneider is survived by his wife, five daughters, and three sons.

Two of his sons are following in his footsteps, Dr. John Schneider of Philadelphia and Dr. Robert Schneider of New York. It would be difficult to find a more devoted husband and father than he was.

ALEXANDER G. DUMAS

1896-1950

Dr. Alexander G. Dumas, a member of the Medical School faculty, died on Monday, October 2, 1950.

Dr. Dumas was born May 11, 1896, in Minneapolis, Minnesota. He received the B.S. degree from College of St. Thomas in 1916; the M.D. degree from Creighton University, Omaha, Nebraska, in 1921; interned at St. Joseph's Hospital in Omaha; and received additional training at the State Hospital for the Insane at Osawatomie, Kansas, in 1921-22, and at the University of Minnesota from 1926-33.

During the period 1922 to 1944, he was physician and clinical director at Osawatomie State Hospital, neuropsychiatric consultant at the Minneapolis Veterans Administration Hospital, chief of staff for Glenwood Hills and Homewood Hospitals in Minneapolis, consultant for municipal courts in Hennepin County, and in private practice. In 1945 he was appointed Clinical Assistant Professor in the Department of Psychiatry and Neurology, University of Minnesota, and in 1948 became Clinical Associate Professor. During these years he assisted on a volunteer basis in service and teaching in the Psychiatry Outpatient Department of the University Hospitals. He took an active interest in community affairs: served as medical director for the Minnesota Mental Hygiene Society, was a member of the Crime Commission to investigate problems of sex offenders and formulate a law to cover them, and was chairman of Governor Youngdahl's Advisory Committee on Mental Health.

Dr. Dumas was known to his associates for his keen and friendly interest in the welfare of the mentally ill and as a person of sound judgment and energy in the prosecution of these interests. He took an active part in, and made many contributions to, the teaching program in the Department of Psychiatry and Neurology. In 1945 the University of Minnesota Press published *A Psychiatric Primer for the Veteran's Family and Friends* by Dr. Dumas and Grace Keen.

EZRA HENRY PIEPER

1902-1950

Death came suddenly on December 21, 1950, to Dr. Ezra Henry Pieper, Chairman of the Social Studies Division of the University of Minnesota at Duluth as the result of a serious heart condition.

Dr. Pieper was born in Telbasta, Nebraska, on December 5, 1902. His childhood was spent in Elmwood, Nebraska, where his father served as pastor of the Evangelical Church. He received the bachelor of arts degree in 1925 at North Central College, Naperville, Illinois. A year later he received the master of arts degree from the University of Illinois, and in 1930 a Ph.D.

From the fall of 1930, when Dr. Pieper was appointed instructor in history at the State Teachers College, he served the school continuously, being rapidly promoted to responsible assignments. In 1936 he was made head of the history department and in 1943, professor and chairman of the Social Studies Division. In the spring and summer of 1946 he served the State Teachers College as acting president and during the following year was academic dean in addition to his full teaching schedule. During 1947 and 1948 he also directed the regular sessions of summer school. When the State Teachers College was made a branch of the University of Minnesota

in 1947 he was appointed Chairman of the Social Studies Division with the rank of Professor and also directed the activities of the ROTC summer programs from that time on.

Dr. Pieper's value as a teacher was enhanced by his able work on important teachers college and University committees. From 1936 on he was a member of the Curriculum Committee and chairman of it at the time of his death. For many years he directed student registration under the Teachers College program, and in the fall of 1947 performed the same duties for the University Branch. Currently he was a member of the Administrative, Curriculum, and Centennial Committees, the latter of which he served as chairman.

He was professionally well recognized since his years of successful classroom teaching were widely known and acclaimed by his students and public at large. At the time of his death he was past president of the Social Studies Division of the Minnesota Education Association, a member of the American Association of University Professors, American Historical Association, National Education Association, Phi Alpha Theta, Pi Gamma Mu, Kappa Delta Pi and the St. Louis County Historical Society. He was also a past president of the Inter-Faculty Association of the state teachers colleges. The public relations work of the Teachers College and University Branch was ably served by Dr. Pieper's extensive public speaking. Averaging one speech a week on current affairs he carried the scholastic contributions of cap and gown society to groups whose support of education are important. He also wrote several abstracts and articles on the Fenian movement for the *Dictionary of American History*.

Dr. Pieper was married in 1931 to Donna Ruth Johnson of Chicago, Illinois, who with his daughter, Elaine Louise, survives him.

Dr. Pieper's years in the State Teachers College and the Duluth Branch were fruitful but too brief. Stricken with grief at his untimely and sudden death the entire student body and staff carry on knowing full well that a fine teacher and co-worker has gone. In the memories of the graduates, the students, his colleagues, his many friends, and the community at large, he will live on as a prominent educator whose duty was first, last, and always to youth.

WARREN C. WAITE

1896-1950

The sudden passing of Warren C. Waite in the early hours of November 11, 1950, came as a severe shock to his family, his friends, and the host of students who had known him through his years of teaching service. The loss of one of the outstanding agricultural economists in the full vigor of life is tragic. It is a loss that is felt far beyond the confines of the University he served and the state in which he lived and worked.

Dr. Waite was born in Seattle, Washington, May 11, 1896, and spent his boyhood in South Dakota. He entered the University of Minnesota in 1915, received his B.S. in Agriculture in 1919, his M.S. in 1921, and his Ph.D. in 1924. He was an Instructor from 1922 to 1924, an Assistant Professor from 1924 to 1927, and an Associate Professor from 1927 to 1930 when he was advanced to the rank of Professor. His lines of special interest were agricultural prices, statistics, and consumption economics.

His outstanding achievement in his chosen field was widely recognized and led to many demands for his service outside the University. He was given leave from 1928 to 1930 to serve with the Bureau of Agricultural Economics of the U.S.D.A. and since then has been called in frequently for shorter periods for consultation on economic problems by various governmental agencies. In 1936, he was appointed as one of the representatives of the

United States to the League of Nations on the Mixed Committee on Problems of Nutrition at Geneva, Switzerland. The next year, he was called upon to serve as an economic adviser to the Provincial Government of Alberta, Canada. He served as editor of the *Journal of Farm Economics* from 1944 to 1949. He had just completed a year's term as president of the American Farm Economic Association in August of last year. From 1947 to the time of his death, he was the association's representative on the Board of Directors of the National Bureau of Economic Research. In 1944, he was a member of the Regional Committee on Coordinating Research in Poultry and Egg Marketing and in 1946 was a member of the Executive Committee of the Agricultural History Society. He also served on the Board of Editors of the *Journal of Marketing*. He was a member of Alpha Zeta, Gamma Sigma Delta, the American Economic Association, the American Statistical Association, the Econometric Society, the American Marketing Association, and the Institute of Mathematical Statistics in addition to the organizations already mentioned.

Dr. Waite was a productive writer. His books include *Economics of Consumption* (1918), *The Consumer and the Economic Order* (with Ralph Cassady, Jr., 1938) and *Agricultural Prices* (with H. C. Trelogan). The latter, first published in processed form, is being revised for publication. He had the last installment of galley proof on his desk when his summons came. His list of bulletins and journal articles was a long and impressive one.

He was outstandingly effective as a teacher and a research worker. He was modest, patient, and unassuming. His office was always open to his students and to his associates, and his assistance and encouragement were generously offered. His colleagues depended on his judgment, training, and experience for the help and guidance which he gave without stint or thought of credit.

Dr. Waite is survived by his wife, Aurel Warner Waite; one son, William, of Marble, Minnesota; two daughters, Mrs. Richard F. Whiteman and Mrs. Wallace McBride of St. Paul; his mother, Mrs. Genevieve Waite of Minneapolis; and seven grandchildren.

DORA V. SMITH, 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 1950-51 was held in the Auditorium of Murphy Hall, Wednesday, June 6, 1951. One hundred sixty-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. MINUTES OF FEBRUARY 15, 1951

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1950-51

Reported for Action

The following Senate Committee appointment is recommended by the President:

Necrology—Replacing Ezra H. Pieper: Maude L. Lindquist.

Approved

**III. ADMINISTRATIVE COMMITTEE OF THE SENATE
FOR 1951-52**

Reported for Information

The President reports the membership of the Administrative Committee of the Senate for 1951-52 as follows:

President J. L. Morrill, Professor Ike J. Armstrong (Athletics), Dean Clyde H. Bailey (Department of Agriculture), Dean Theodore C. Blegen (Graduate School), Dr. Ruth E. Boynton (Health Service), Dean J. William Buchta (University College), Dean William H. Crawford (Dentistry), Dean Harold S. Diehl (Medical Sciences), Acting Provost John E. King (Duluth Branch), Professor Edwin L. Haislet (Alumni Relations), Dean Richard L. Kozelka (Business Administration), Mr. Laurence R. Lunden (Comptroller), Acting Dean J. W. Buchta (Science, Literature and the Arts), Professor Errett W. McDiarmid (Library), Vice President William T. Middlebrook (Business Administration), Dean Horace T. Morse (General College), Dean Julius M. Nolte (Extension), Mr. William L. Nunn (University Relations), Dean Wesley E. Peik (Education), Dean Maynard E. Pirsig (Law), Dean Charles H. Rogers (Pharmacy), Major Walter H. Grierson (ROTC Units), Dean Henry Schmitz (Agriculture), Dean Athelstan F. Spilhaus (Institute of Technology), Dean R. Edward Summers (Admissions and Records), Dean Thomas A. H. Teeter (Summer Session), Vice President Malcolm M. Willey (Academic Administration), Dean Edmund G. Williamson (Dean of Students).

IV. SENATE COMMITTEES FOR 1951-52

Reported for Action

The following Senate committees have been named by the President, subject to the approval of the University Senate, effective July 1, 1951:

Audio-Visual Aids: George H. McCune (chairman), H. Harvard Arnason, Winston A. Close, Helge Hansen, Venning P. Hollis, Fred L. Kildow, William J. Micheels, Dwight E. Minnich, Julius M. Nolte, Milo J. Peterson, Edward B. Stanford, Miles A. Tinker, Tracy F. Tyler.

Business and Rules: Henry Rottschaefer (chairman), Elio D. Monachesi, True E. Pettengill, George J. Schroepfer, Arthur J. Schwantes.

Debate and Oratory: E. William Ziebarth (chairman), Mark A. Graubard, William S. Howell, Arthur E. Naftalin, Ralph G. Nichols, John Weaver; students: John L. Chapman, A'53, Beatrice Holbeck, A'53, Allan Latham, IT'53, Stanley Leonard, A'52, Donald H. Long, A'53.

Education: Horace T. Morse (chairman), Robert H. Beck, Russell M. Cooper, Ruth E. Eckert, Richard K. Gaumnitz, Frank H. Kaufert, John E. King (Duluth), Stanley V. Kinyon, Paul Meehl, Alfred O. Nier, Thomas D. Speidel, Athelstan F. Spilhaus, George B. Vold.

Institutional Research: Russell M. Cooper (chairman), John G. Darley, Dale B. Harris, John E. King (Duluth), Wilbur L. Layton, Elio D. Monachesi, Carl Nelson, Milo J. Peterson, Lloyd H. Reversion, E. B. Stanford, R. E. Summers; ex-officio: Cyril Hoyt, Robert Keller, Malcolm M. Willey.

Intercollegiate Athletics: Willard L. Boyd (chairman), Ike J. Armstrong, Thomas F. Barnhart, Harold S. Diehl, J. Lewis Maynard, William T. Middlebrook, Henry Rottschaefer (Conference representative), J. Warren Stehman, John H. Williams, Chester Wood (Duluth); alumni: M. O. Gillett, Louis Gross; students: Allen Kaufmann, A'52, James Nielsen, L'53, James R. Riley, Jr., A'52 (president, All-University Congress, ex officio).

Judicial: William Anderson (chairman), William H. Alderman, Henry E. Hartig, Walter W. Heller, William B. Lockhart.

Library: Theodore C. Blegen (chairman), Gaylord W. Anderson, Richard T. Arnold, Russell M. Cooper, Ruth E. Eckert, Richard K. Gaumnitz, William F. Geddes, Errett W. McDiarmid, Henry N. Smith.

Necrology: Dora V. Smith (chairman), Edward A. Boyden, Raymond W. Brink, John O. Christianson, Maude L. Lindquist (Duluth), Hubert J. Sloan, M. Cannon Sneed.

Recreation: Gerald B. Fitzgerald (chairman), B. James Borreson, Dorothy L. Ericson, G. Ray Higgins, Keith N. McFarland; students: Elizabeth Hall, A'53, George Morrison, Ed'52, Patricia Nadolski, Ed'52, Gerald Peterson, A'51, Lee Petillon, B'52, Catherine Remington, A'53.

Relation of the University to Other Institutions of Learning: Robert J. Keller (chairman), Ralph F. Berdie, Charles W. Boardman, Elmer W. Johnson, Roger B. Page, Ella Rose, R. E. Summers, Gerhard E. von Glahn (Duluth).

Reserve Officer Training Corps: Henry Schmitz (chairman), Thomas F. Barnhart, Francis M. Boddy, B. J. Borreson, Elmer W. Johnson, John E. King (Duluth), Roger B. Page, M. E. Pirsig, Max O. Schultz; students: James R. Riley, Jr. (president, All-University Congress), Kathryn Leroy (vice president, All-University Congress), William Patty (Interfraternity Council); alumni: Robert L. Conn, Arthur O. Lampland.

Student Affairs: Edmund G. Williamson (chairman), Kenneth M. Anderson, Richard T. Arnold, Kenneth E. Clark, Marcia Edwards, Gerald B.

Fitzgerald, Joan Clark Gendreau, Theron A. Johnson, Henry Schmitz, Edwin B. Wenzel (Duluth), C. Gilbert Wrenn; alumni: Mrs. Harold S. Eberhardt, Mrs. E. A. Knudtson; students: Duane Addison, Lenore Cyphers, Marie Geist, Allen Kaufmann, Kathryn Leroy, Mark Listerud, Marilyn Miller, Paul Moe, Rex Nelson, Julie Paro, Gerald Peterson, Jay Rinzel, Jerome Shulkin.

Students' Work: Edmund G. Williamson (chairman), Ralph F. Berdie, John G. Darley, R. Edward Summers, chairmen of the students' work committees of the several schools and colleges.

University Functions: William L. Nunn (chairman), Francis S. Appel, Ike J. Armstrong, Wallace V. Blomquist, Edwin L. Haislet, Jane Leichsenring, James S. Lombard, Gerald R. McKay, Paul M. Oberg, David W. Thompson, Stanley J. Wenberg, Edmund G. Williamson.

University Printing: Mitchell V. Charnley (chairman), Walter W. Heller, William T. Middlebrook, William L. Nunn, True E. Pettengill, Harold B. Swanson.

Approved

V. SPECIAL ADMINISTRATIVE COMMITTEES FOR 1951-52

Reported for Information

The President reports special administrative committees and their membership for 1951-52 as follows:

Admissions, Board of: R. Edward Summers (chairman), Ralph F. Berdie, Charles W. Boardman, Russell M. Cooper, Ruth E. Eckert, Henry E. Hartig, Howard L. Horns, Horace T. Morse, Henry Schmitz, Chester W. Wood.

All-University Congress, Staff Advisers: B. James Borreson, Theda Hagenah, Henry Schmitz, Cornelia Williams, Edmund G. Williamson.

All-University Congress Social Service Council, Staff Advisers: Asher Christensen, Marcia Edwards, Arnold M. Rose.

Band Committee: Paul M. Oberg (chairman), Dean of the College of Science, Literature, and the Arts, Ike J. Armstrong, Edwin L. Haislet, William T. Middlebrook, William L. Nunn, Wesley E. Peik, Gerald R. Prescott, Clarence H. Schabacker, Malcolm M. Willey, Edmund G. Williamson.

Civil Service Committee: Lloyd M. Short (chairman), Ralph L. Dowdell, Theodore H. Fenske, Clinton T. Johnson, Dale Yoder, Hedwin C. Anderson (executive secretary).

Defense Mobilization, Committee on: J. M. Nolte, (chairman), Ray M. Amberg, Gaylord W. Anderson, W. D. Armstrong, Richard T. Arnold, T. C. Blegen, Ruth E. Boynton, Raymond W. Brink, Clinton B. Hanscom, Henry E. Hartig, Richard Jordan, John E. King, Roy V. Lund, L. R. Lunden, E. W. McDiarmid, W. T. Middlebrook, W. L. Nunn, Skuli Rutford, Henry Schmitz, R. E. Summers, Tracy F. Tyler, Malcolm M. Willey, E. G. Williamson, Joseph A. Wise, Dale Yoder, Leon Carr, Lenore Cyphers, James Marvin.

Department of State Intern Program, Advisers to: Lloyd M. Short (chairman), Harold C. Deutsch, Harold S. Quigley.

Dight Institute Advisory Committee: Theodore C. Blegen (chairman), Gaylord W. Anderson, John J. Bittner, F. Stuart Chapin, Harold S. Diehl, Dwight E. Minnich, Donald G. Paterson, John Pearson, Sheldon C. Reed.

Disciplinary Committee, All-University: Edmund G. Williamson (chairman), Ruth E. Boynton, Walter W. Cook, Stanley V. Kinyon, Keith N. McFarland, Elio D. Monachesi, Dora V. Smith.

Duluth Branch Advisory Committee: Malcolm M. Willey (chairman), Dean of the College of Science, Literature, and the Arts, Richard L. Kozelka, William T. Middlebrook, Wesley E. Peik.

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

Foreign Students, Committee on: Theodore C. Blegen (chairman), Gaylord W. Anderson, Clyde H. Bailey, Bernard Bowron, Jr., Asher N. Christensen, Robert F. Spencer, Elvin C. Stakman, R. E. Summers, Charles E. Swanson, Edmund G. Williamson.

Greater University Fund, Project Advisory Committee: Theodore C. Blegen (chairman), Clyde H. Bailey, Elmer E. Engelbert, Edwin L. Haislet, William T. Middlebrook, Stanley J. Wenberg (ex officio), Malcolm M. Willey.

Group Insurance Advisory Committee, University: Richard L. Kozelka (chairman), Raymond M. Amberg, Wallace V. Blomquist, Raymond W. Brink, Austin A. Dowell, Marcia Edwards, Elmer W. Johnson, Malcolm M. Willey.

Honors, Committee on University: William Anderson (chairman), Clyde H. Bailey, Theodore C. Blegen, Frank H. MacDougall, Errett W. McDiarmid, Irvine McQuarrie, Malcolm M. Willey.

Industrial Relations Center Faculty Committee: Richard L. Kozelka (chairman), F. Stuart Chapin, Austin A. Dowell, George Filipetti, William B. Lockhart, Donald G. Paterson, Lloyd M. Short, Lee S. Whitson, Dale Yoder.

Industrial Safety, All-University Committee on: Ray F. Archer (chairman), Richard G. Bond, Andrew Hustrulid, Philip D. Kernan, Lee S. Whitson, Joseph Woodman.

Military Service, Committee on: Harold S. Diehl (chairman), Theodore C. Blegen, J. W. Buchta, Elmer W. Johnson, Maynard E. Pirsig, Henry Schmitz, R. E. Summers, M. M. Willey, E. G. Williamson.

Patent Committee: William T. Middlebrook (chairman), Edward W. Davis, Harold Macy.

Public Administration, Center for Training in, Advisory Committee: William Anderson (chairman), Gaylord W. Anderson, Theodore C. Blegen, J. William Buchta, F. Stuart Chapin, Kenneth C. Davis, Richard L. Kozelka, Clarence C. Ludwig, Errett W. McDiarmid, Mervin G. Neale, Julius M. Nolte, Harold S. Quigley, Henry Schmitz, Lloyd M. Short, Lorenz G. Straub, George A. Warp.

Public Relations Advisory Committee: William L. Nunn (chairman), Francis S. Appel, Richard T. Arnold, Ike Armstrong, Ralph Casey, J. O. Christianson, Theodore Fenske, Richard K. Gaumnitz, Edwin L. Haislet, Ambert B. Hall, Howard L. Horns, John E. King, Stanley V. Kinyon, Errett W. McDiarmid, William J. Micheels, Julius M. Nolte, Robert E. Summers, Edmund G. Williamson.

Radio Policy Committee: Julius M. Nolte (chairman), Ike J. Armstrong, Mitchell V. Charnley, William T. Middlebrook, Paul E. Miller, William L. Nunn, Edmund G. Williamson, Malcolm M. Willey.

Research Organization, Committee on University: Malcolm M. Willey (chairman), Clyde H. Bailey, Theodore C. Blegen, Harold S. Diehl, William T. Middlebrook, Athelstan F. Spilhaus.

Residence Status, Board of Review on: R. Edward Summers (chairman), William H. Alderman, Robert C. McClure, Andrew T. Rasmussen, George J. Schroepfer.

Schedule Committee, University: True E. Pettengill (chairman), Vernon Asen (room scheduling supervisor), and chairmen of the schedule committees of the several schools and colleges.

Space Allocation and Use, Advisory Committee on: R. Edward Summers (chairman), A. Orville Dahl, William F. Holman, William T. Middlebrook, Horace T. Morse, Ralph G. Nichols, Stewart C. Thomson, Malcolm M. Willey.

SPAN Faculty-Student Coordinating Committee: Russell M. Cooper (chairman), Asher N. Christensen, Guy Desgranges, Marcia Edwards, Theron A. Johnson.

Student Publications, Board in Control of: Ralph D. Casey, James Gray, Henry Schmitz, Edmund G. Williamson, plus seven student members, Fred Kildow (non-member editorial adviser).

Summer Research Appointments, Committee on: Theodore C. Blegen (chairman), Richard T. Arnold, J. William Buchta, Marcia Edwards, Howard Horns, Richard L. Kozeika, Errett W. McDiarmid, Elvin C. Stakman.

Summer Session Advisory Committee: Thomas A. H. Teeter (chairman), Russell Cooper, Elmer W. Johnson, Lloyd H. Reyerson, Henry Schmitz, Homer J. Smith, Lawrence D. Steefel, C. Gilbert Wrenn.

Tenure Advisory Committee: Malcolm M. Willey (chairman), Jean H. Alexander, William Anderson, Paul D. Boyer, J. Lewis Maynard, James S. McCartney, Robert C. McClure, Norman W. Moen.

Union Board of Governors, Staff Representatives on: Sterling B. Garrison, Theron A. Johnson, Keith N. McFarland, Stewart C. Thomson.

Union Board of Governors, University Village, Staff Representative on: Martin Snoke.

University Art Collections, Advisory Committee on: H. Harvard Arnason (chairman), Richard M. Elliott, Ruth E. Lawrence, Dale Miller, Arthur E. Smith, Dimitri T. Tselos, Malcolm M. Willey.

University Film Society, Advisory Committee: H. Harvard Arnason, Emma Birkmaier, Asher N. Christensen, Jacques A. Fermaud, Mrs. Richard M. Elliott, Helge E. Hansen, Gerald Hill, Jerome Liebling, Robert E. Moore, Leon Reisman, Edward H. Sirich, David W. Thompson

University Press Committee: Malcolm M. Willey (chairman), George N. Aagaard, Theodore C. Blegen, Margaret S. Harding, Harold Macy, Errett W. McDiarmid, Julius M. Nolte.

University Scholarship Committee: Morris Bye (chairman), Ralph W. Bergstrom, T. J. Berning, James K. Michie, Horace T. Morse, George B. Risty, Clifford C. Sommer, R. Edward Summers, Edmund G. Williamson.

VI. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *University Budget.* In the February 21 meeting, President Morrill indicated the trend of University budgets through the next two years. Final budgeting was delayed pending legislative action, but since the University had usually considered probable adjustments before adjournment time, the President thought it wise to ask the Deans to develop plans for 1951-52 cutbacks and to make all possible savings at once.

At the next meeting, March 28, he discussed the background problems of University internal budgeting and gave general information on staff loads, faculty numbers, and course offerings as a preliminary to a later more detailed conference on management of the University budget. There were

certain cuts inevitable, and Deans were urged to plan carefully before actual budgeting in order to move effectively in a difficult situation. Conferences within colleges and departments were called for.

The status of University appropriations bills in the State Legislature was summarized April 18.

The Administrative Committee was then called to a special meeting, April 27, to discuss budgetary outcomes of the 1951 Legislative session and to plan the budget structure for the fiscal year 1951-52. President Morrill first spoke of the amount by which the support funds appropriated would fall short of the request. He suggested a method of budget making and asked for full understanding of the situation with criticism or agreement.

After all possible adjustments had been made in the planned budget, it was proposed that deficits should be made up by tuition increases, across-the-board reduction in funds allocated to all University units receiving support money, and reduction in both academic and civil service payrolls in relation to the anticipated decrease in weighted student credit hours of teaching. Once staff reductions were determined, certain salary rate increases could be provided for.

It was pointed out that in this budgeting the Duluth Branch would be completely integrated with the University, would have the same access to any special allotments as the other colleges, and enjoy a more rewarding association with the University group. Discussion followed.

It was moved, seconded, and voted that the President's office should proceed with the suggested plans in drawing up the University budget for 1951-52.

Though the University had been hurt by failure of the Legislature to provide funds requested, and though the people should know that essential work will consequently be curtailed, it was said that statements emanating from the campus were not to show animosity.

In continuing the conference on budgetary details, May 9, 1951, the President called for understanding, integrity, and good faith during a temporary crisis which would test the morale of all. He said that all deans would realize budget formulas alone would be insufficient, and that conferences would be the normal sequential step. The deans were reminded, however, that the judgmental latitude which they possessed increased their responsibilities and problems. They would need to exercise great care in making the cutbacks suggested a month or two earlier.

The President, making use of a list of unofficial A.A.U.P. questions on the budget, explained how all positions and all categories of University service were affected by retrenchment whether or not that was shown in support fund allocations. He said also that percentages of payroll decrease for non-academic departments would be greater than indicated, and since non-academic units received budgetary increments on the basis of validated representation of need rather than on weighted student credit hours, individual examination would precede cutbacks. The calculations, as applied to teaching departments, would essentially withhold money in the same way that funds for expansion were given when the enrollment rose. With ten thousand fewer students in prospect than at the peak enrollment, both the teaching and non-teaching staffs of academic divisions should surely be reduced, and the deans must have conferred with their faculties on proper action.

President Morrill stated that he greatly regretted that he had such a short time in which to bring a plan before the deans. He did confer with them, and expected that they would in turn confer with their departments and faculties.

2. A.C.E. Conference on Acceleration in Higher Education. The University administration was asked to answer certain questions about accelera-

tion in institutions of higher education during the national emergency. Acceleration seemed most possible at the junior college level but was not generally favored, for it was thought to be harmful to both students and faculty. Vice President Willey was asked to reply to the questions, drawing on the discussion for that purpose.

3. *Application for Two Advanced Units, Air Force ROTC.* The President reported that the Air Force ROTC has filed application for two advanced units, and he requested the concurrence of the Administrative Committee. This was given.

4. *Office of Education Material.* The President reported that the University had filed with the U. S. Office of Education a detailed statement, comprising 333 pages, concerning facilities that are available for federal agencies in the event that they wish to consider establishing training programs at the University. It was recommended by the Committee that a copy of this document be placed in the Reference Room of the University Library.

5. *University Bulletins and the Budget for Bulletin Printing.* The Senate Committee on Printing, which approves the bulletin publications, began as early as July, 1950, to study ways of operating within the existing budget. Librarian E. W. McDiarmid, Chairman of that Committee, submitted a report to the President January 23, 1951, stating the need for drastic action to reduce the cost of publications. Recommendations made by the Committee on Printing to effect economies were: (a) use of multilith methods, as feasible, for the production of the financial report, (b) restriction of all college bulletins to biennial publication, (c) reduction of bulletin size by approximately one-third through: condensation of general matter, limitation of course descriptions to an average of two lines, and avoidance of duplicate course descriptions in different bulletins.

President Morrill pointed out that a solution of the problem would require either drastic limitation of publication desired by the colleges or partial use of funds which would otherwise go to the colleges for ordinary educational expenses. It was moved, seconded, and voted that the recommendations of the Printing Committee be approved.

6. *Study of the Length of Summer Session.* The Administrative Committee had proposed that a factual study be made to determine the best length for the Summer Session. While the need for that study (presumably to be undertaken by the Bureau of Institutional Research) still exists, national and international developments of recent months make it a matter of lesser urgency. The study was therefore postponed with the understanding that it may be undertaken soon.

7. *Special Training Programs for the Armed Forces.* The Committee was reminded that the U. S. Office of Education is the designated point of contact with the federal government for mobilization and emergency training programs that utilize facilities of colleges and universities. We are nevertheless being approached by other agencies interested in establishing special programs, and the faculty is advised to attempt to hold to college and professional work in any such planning and before acceptance to clear programs through the President's office.

8. *Contacts with Students in the Military Service.* The Alumni Office had asked how military addresses could be obtained and kept active for University people, students and faculty, who go into military service. There is now at the University no central place where such current data are compiled. It seemed necessary to decide whether to obtain this information or not. By common consent, the President appointed a committee consisting of Librarian McDiarmid, Director Haislet, and Dean Summers to advise the Administrative Committee on the possibilities, techniques, particular responsi-

bilities, and costs of such address keeping. The subcommittee will meet on call of Dean Summers.

9. *Student Personnel Records for Use in Classification by Personnel Offices of the Armed Forces.* A proposal from Dean Williamson grew out of a suggestion that comprehensive information be voluntarily made available to students who receive induction notice or orders to active duty in the Armed Forces. This work will burden college offices to some degree, but it was moved, seconded, and voted to approve the procedure in principle.

10. *Review of the University Schedule.* Dean Morse stated that his faculty had asked for a study of the instructional day to discover whether or not it is feasible to convene the first hour classes at 8:30 rather than at 8:00. Since class scheduling is a complex matter, it was recommended that a complete study of schedule be made by the All-University Schedule Committee and that Dean Summers bring the findings to the Administrative Committee.

The Administrative Committee voted, June 6, 1951, to begin first hour classes at 8:30 a.m. in Minneapolis, and at 8:00 a.m. on the St. Paul Campus, effective fall 1951. Later classes will fall on the half hour or the hour, as consistent. The All-University Schedule Committee was authorized to approve special exceptions to the hour schedule for clinical medicine and dentistry, where rooms are available.

This action on a new class-hour schedule was at the request of various faculties and with the approval and recommendation of the Schedule Committee, the All-University Student Congress, and other agencies.

11. *Deposit of Textbook, Outline, or Syllabus Material in Archives Collection of Library.* Upon recommendation of the University Librarian and the Academic Vice President, President Morrill submitted the draft of a statement to be published once each quarter in the Official Daily Bulletin requesting departments to notify the University archivist whenever they start sorting and cleaning files. The Committee voted that this notice should be published regularly.

12. *Report on Lectures at University of Minnesota for 1949-50.* President Morrill summarized the report from the Academic Vice President on lectures and public meetings at the University of Minnesota, 1949-50.

13. *Tape Recording of Class Lectures for Sale.* A question was raised by a student who desired to make tape recordings of lectures (presumably with the instructor's approval) for playback on a rental basis. It was thought that if recording for such purposes is desirable, the University itself should perhaps control it centrally. It was moved, seconded, and voted that a special committee be appointed to study this matter and report to the Administrative Committee.

14. *A.A.U. Resolution on Rates of Pay for Staff Members on Government Contract Research.* The President presented the following draft of a resolution submitted by the American Association of Universities upon which he had been asked to make a reply. He explained that there had not been time to confer with the Administrative Committee, but that he had indicated strong endorsement of the policies embodied in the resolution. The Administrative Committee endorsed the President's reply. The A.A.U. resolution follows.

RESOLVED:

(1) That the A.A.U. go on record in opposition to the payment of extra compensation to faculty members engaged on government research at the university of which they are members, it being understood that in those institutions in which the faculty are considered to be on a nine-month basis, members of the staff working on a twelve-month basis on government work may have their salaries proportionately increased from government funds.

(2) That the A.A.U. recognize that in the national emergency some institutions will be operating under government contract large research programs requiring the institutions in question to draw on the staff of other universities for the temporary loan of faculty members, but register the opinion that the members of such programs should be kept to a minimum and only initiated when the need of the government is clearly of utmost importance to the defense of the nation.

(3) That in the temporary employment of faculty personnel under (2) the institution operating the government contract should not offer an increase in salary to a prospective employee from another university, though a reasonable allowance for moving expenses may be paid.

(4) That these resolutions be transmitted by the president of the A.A.U. to the appropriate official in Washington and given such publicity as he sees fit.

15. Policy Governing Vacation Allowance for Academic Staff on "A" Appointments. The following policy governing vacation leave for staff members on "A" appointments was approved by the Committee with the recommendation that it be transmitted to the Regents for Board consideration and approval:

Vacations are granted members of the staff for the purpose of rest and recuperation. The following general principles are set down for the guidance of departments:

Vacations are not cumulative.

No vacation leave is granted until the staff member has served for one academic year or, in the case of county and other agents, its equivalent. It is the expectation that vacation will be taken promptly at the conclusion of the year of service on which it is based. If for any reason, personal or involving the convenience of the department, it becomes advisable to postpone the taking of the vacation for more than the equivalent of one quarter into the subsequent year, this postponement should be made a matter of written understanding between the staff member and the department head, and a copy should be transmitted through channels to the office of the president. Dates of the postponed vacation should be specified.

If a staff member terminates his University position before he has completed a second year of service at the University, and he has not used any part or all of his vacation of the previous year, allowance for this unused vacation period should be made in fixing the date of termination. Likewise, following a year of service, termination should take into account earned vacation in any year, provided the staff member has served a minimum of six months in that year, for which two weeks of vacation are allowable. No further pro-rating is allowable. In no case can the staff member be allowed more than four weeks of vacation time upon termination.

16. Tuition Exemption Policy. The Committee on Tuition and Fees had the task of determining how at least \$300,000 a year could be obtained by raising student tuition and fees. Recommended was an increase in non-resident and other tuition and elimination of tuition exemptions enjoyed in the Graduate School by all academic appointees giving 25 per cent or more of full-time service and by all full-time civil service appointees. Chiefly affected would be teaching assistants, research assistants, and medical fellows. The President summed up the general opinion by saying that teaching assistants are thought to become more or less available according to the tuition exemp-

tion policy. It was asked that the Fee Committee convene at once to reconsider its recommendation, on the basis of this discussion.

17. *Cooperative Relationships with Students*. At the winter quarter 1951 meeting of administrative officers with the All-University Congress and the Senate Committee on Student Affairs, an unusual outburst of student grievances and dissatisfaction was heard. The President indicated in the May 9 meeting that he was attempting to improve and clarify the relationships between staff members and responsible student leaders, toward a goal of positive, responsible, student leadership and citizenship. The Committee therefore adopted a policy statement, a copy of which is filed in the minutes.

18. *Textbook Approvals*. Approval was given for text materials as follows:

Elements of Sociology, by Don Martindale and Elio D. Monachesi. Published by Harper and Brothers. Price \$5.00.

Measuring Educational Achievement, by W. J. Micheels and M. Ray Karnes. Published by McGraw-Hill Book Company, Inc. Price \$5.00.

Reason and Experience, by John Hospers, a section of a textbook on the problems of philosophy for use in Philosophy 1, 300 copies. To be sold by Nicholson Hall Bookstore. Price 35 cents.

The Self and the External World, by John Hospers, section of a textbook for use in Philosophy 1, 300 copies. To be sold by Nicholson Hall Bookstore. Price 35 cents.

The Meaning of "Good," by John Hospers, a mimeographed section of a textbook for use in Philosophy 1, 78 copies. To be sold by Nicholson Hall Bookstore. Price 35 cents.

The Elements of Ethics, by Bertrand Russell, mimeographed for use in Philosophy 3 (Ethics) and Philosophy 164 (Ethical Theory), 47 copies. To be sold by Nicholson Hall Bookstore. Price 40 cents.

The Good Life, by E. Jordan, mimeographed study questions for use in Philosophy courses, 100 copies. To be sold by Nicholson Hall Bookstore. Price 25 cents.

Outline for Graduate Students in Ophthalmology, by John P. Wendland, mimeographed, 50 copies. To be sold by Professional Colleges Bookstore. Price \$1.75.

Advanced Writing (selected themes from Composition 27-28-29), mimeographed, 500 copies. To be sold by Nicholson Hall Bookstore. Price 25 cents.

Adventuras en Centro America, by Jose Milla, edited by Thomas B. Irving, published by Houghton Mifflin Company. For use in intermediate classes in Spanish. Price \$1.80.

Student Personnel Work in College, by C. Gilbert Wrenn, published by the Ronald Press. Price \$4.75.

R. E. SUMMERS, Secretary

VII. CHANGE IN FEE STRUCTURE AS IT RELATES TO TEACHING AND RESEARCH ASSISTANTS

Dean Henry Schmitz, Chairman of the University Committee on Fees, explained the conditions that led to action by the Board of Regents raising tuition rates and eliminating tuition exemption.

VIII. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

Reported for Information

During the forensic season now drawing to a close approximately forty-five student members of the Varsity Debate and Discussion Squad and the

Freshman Debate Squad have participated in more than three hundred inter-collegiate speaking appearances.

Propositions debated:

Resolved: That the non-Communist nations of the world should form a new international organization.

Resolved: That the welfare state should be rejected.

Resolved: That a planned economy necessarily interferes with individual freedom.

Resolved: That the United Nations is a good international debating society but a poor pattern for world government.

Topics discussed:

Should controls over radio, television and movies be increased?

What should be the responsibility of the Federal Government for the welfare of the people of the United States?

What should be the foreign policy of the United States?

Should the United States support the substantial rearmament of Western Germany?

The University of Minnesota was again host to a major forensic event, a debating tournament in three divisions, one for Upper Midwest Junior Colleges, one for Freshman debaters from institutions in the Upper Midwest, and one for Minnesota Colleges. One hundred sixty-four debaters from six states participated in the two-day tournament, April 6 and 7.

Delegations of University debaters traveled to conferences, congresses, and debate tournaments at St. Olaf College, the State University of Iowa, Concordia College in Moorhead, the College of St. Thomas in St. Paul, Eau Claire State Teachers College in Wisconsin, River Falls State Teachers College in Wisconsin, the University of Wisconsin, and Hibbing Junior College, and two students attended the National Delta Sigma Rho Congress held this spring in Chicago.

Special Audience debates included the visit of the Combined British Universities team on November 2 and a University of California team on January 26. A Minnesota girl's team traveled to the University of Wisconsin for a combined radio-audience debate on December 7.

The Sixty-first Northern Oratorical League Contest was this year held on our campus in the Museum of Natural History Auditorium on May 4.

The one major event remaining is the Western Conference Student Congress at the State University of Iowa May 11, 12. We are sending the usual Western Conference delegation of four men and four women. The problem for consideration will be the rearmament of Western Germany.

This year the University of Minnesota teams under the direction of Professor William Howell discussed and debated more problems than at any time in the previous history of the University. This was possible because of the work of graduate students in Speech who were studying the coaching of debate and who, as part of their training, served as assistant coaches of both Freshman and Varsity debaters. The plan has been singularly successful.

E. W. ZIEBARTH, Chairman

IX. REPORT OF THE COMMITTEE ON EDUCATION

1. Reported for Action

PARTICIPATION BY STUDENTS IN THE MAKING OF PLANS AND POLICIES OF THE UNIVERSITY

For many decades colleges and departments of the University have actively sought and encouraged wide explorations in the development of

effective means of enlisting students' support and participation in the formulation of plans and policies governing students. Not only has this policy and practice been applied in the field of students' activities, organized affairs and programs, but the University's departments have also sought to apply the principle and policy with respect to academic and administrative affairs when possible and feasible. The channels through which these efforts were directed are well known. In addition to a strong, University-wide student governing council, each college has at one time or another supported and encouraged a college council or board. To this latter board or council the college administration and faculty has taken problems of student morale, curriculum content, prerequisite requirements, teaching methods, grading methods, examining methods, and other educational matters. In some colleges, attempts have been made to enlist active students in the work of the standing college faculty committees that deal with scholarship, curriculum, discipline, and other affairs. But at the University level, no such active student participation in educational matters has been experienced.

Some years ago the Senate Committee on Education became interested in the general problem of student participation in the formulation of policies and plans as a part of its general post-war planning, investigations, and reports. In 1948, a subcommittee was appointed,* consisting of faculty and students, to explore the machinery for effective channeling of students' suggestions and criticisms with respect to educational policies and programs. This present report constitutes a review of the present machinery and practices found in the separate colleges. The method of collecting these data may well serve to heighten interest in student participation and to encourage further extensions of participation. The method was as follows: The committee met in sessions with the dean of each college, or his representative, and with the student president of the college council or intermediary board in a total of five three-hour sessions. By means of an informal presentation by question and answer, the attitudes, dispositions, practices, and machinery in use now were described and analyzed. Each such session was recorded and a transcription of the recording was analyzed and reported to the dean of the college for correction and changes. These transcriptions served as a basis of the present report. It is expected that additional studies of student participation will be made, especially at the University-wide level, of factors and offices involved in other than strictly educational matters.

The subcommittee approached the study of student participation in the formulations of policies and plans without prejudice as to the most desirable form of this participation. That is, it did not assume that full voting membership of students on college and University committees was necessarily the best or the only effective form of participation. The committee was, rather, concerned to learn how the colleges had met this problem through a variety of means. It was more concerned to learn of the many forms of communication among faculty, students, and administration of the colleges with respect to students' wishes, desires, criticisms, reactions and suggestions. That is, the members wanted to know just how the consumer of the educational program of the University voiced his satisfaction or dissatisfaction with his educational experiences. The committee, moreover, did not necessarily assume that it would be able to formulate any recommendations for any radical changes nor did it assume that the present machinery was inadequate and ineffective. Rather was it trying to find out the present status of communications.

* Faculty members: Dean E. G. Williamson, Chairman; Dean Henry Schmitz; Dean Marcia Edwards; Mr. B. J. Borreson. Student members: Mr. Leon Carr; Mr. Allen Kaufmann; Mr. James L. Marvin. Students, now graduated, who participated in the investigation as members of the committee were: Mr. George Arneson; Mr. Gerald L. Michaelson; Mr. Robert Provost; Mr. Sewall L. Glinternick; and Mr. Donald Simon. Miss Dorothy Snyder gave great assistance in collecting information and writing this report.

The committee did have a positive assumption concerning the desirability of students' participation in the formulation of plans and policies governing them. Experiences of the committee members, and of others consulted, indicated that students are able to give constructive and valuable suggestions in the final formulation and adoption of policies and plans by faculties of the colleges. Students can also report on the reactions they have heard and observed in conversations with other students, and thereby indicate to the faculty and administration the manner in which plans and policies have been accepted. In like manner, anticipated reactions may be given before final plans and policies are firmly adopted, thereby sometimes preventing the occasion for negative reactions or reactions negative to a particular plan. Moreover, the committee learned that there were some experiences to indicate that students often gain a desirable feeling of partnership in the University and an increased loyalty to institutional practices toward the making of which they contribute to the extent of their capacity.

The University's machinery for communication among students, faculty, and administration has evolved from decades of trial and error experience. At the University-wide level, official policy formulations are, when possible, reviewed with the All-University Congress as the most representative student group. This is not to say that all University policies and plans are routinely reviewed by this agency of student government, but rather that when it seems appropriate and desirable, matters are taken to this Congress for a sampling of student sentiment and reaction. This procedure has been practiced for some years but has been recently formally written into the basic policy adopted by the Senate on October 31, 1946. (See "Basic University Policy Concerning Student Organizations and Their Activities.") A similar formal basis for this present procedure was inserted in the revision of the All-University Student Congress constitution as adopted in 1949.

At the level of day-to-day operation, the staff of the Student Activities Bureau in the Office of the Dean of Students and the Senate Committee on Student Affairs have constituted the principal channels of communication on University-wide policy, working closely with the All-University Congress and with other special student organizations, such as the Interfraternity Council, Panhellenic Council, Inter-Residence Student Council, and similar special interest groups. Also, three times each year the All-University Congress, the Senate Committee on Student Affairs, and the staff of the Student Activities Bureau meet jointly with the President and the two Vice Presidents for a general review of matters of interest to students. These informal reviews constitute a most important way of sampling students' reactions to established and contemplated policies and plans. Still another channel of communication at the all-University level is found in the full voting membership of students on Senate committees as follows:

Senate Committee on Student Affairs—9 students; 14 of faculty and administration

Senate Committee on Recreation—6 students; 5 of faculty and administration

Senate Committee on Debate and Oratory—5 students; 6 of faculty and administration

Senate Committee on Intercollegiate Athletics—2 students; 12 of faculty and administration

In the colleges of the University, there are formally organized student organizations and activities known as college councils or intermediary boards. For the most part, these boards deal with strictly educational matters of concern within the college, their work being coordinated loosely at the University-wide level by the All-University Congress referred to above. That is, while the Congress deals primarily with non-educational matters, such as student morale, parking problems, relationships with Service Enter-

prises, convocations, and similar matters, the college councils have concentrated on problems of educational policies and plans. It is for this reason that few educational problems are discussed in the University at a University-wide student level. This practice has some advantages and some disadvantages. But such a segregation of types of problems discussed through different channels of communication does indicate why it is that educational matters appear with less frequency in discussions with students at the University-wide level. And, in effect, this practice is a reflection of the established autonomy of the separate colleges of the University with regard to educational policies. The work of these college councils in dealing with matters of common concern with faculty and administration will be described in the following paragraphs. Other reports will be presented to the Senate with regard to other phases of the general problem of participation by students.

Membership on College Councils. In most of the colleges of the University, the chief agency for student participation is an intermediary board, student council, or a similar group. In most cases, the membership of the intermediary board includes both students and faculty. The Law School Council, for example, is composed of two student members elected by each of the four classes and two faculty members. Members of the Nurses' Student Government Association include class presidents and representatives from the residence halls with advisers from the School of Nursing and the University Hospitals. The intermediary board in the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine is also composed of both faculty and student members. There is one staff member for each of the major areas in the college, with half of the student members elected and half appointed by the Student Council. On the other hand, the Institute of Technology Technical Commission consists entirely of students who are presidents of the technical society of each division of the Institute supplemented by three members elected at large.

Council Responsibilities. The responsibilities of the various student governing boards differ from college to college, and it would be difficult to compile a list of functions which would apply equally to all groups. For example, some of the boards make recommendations regarding curricular matters; others take no part in this type of planning. The Science, Literature, and the Arts College Intermediary Board and the General College Student Council have both considered the feasibility of establishing new classes which would meet existing student needs. On matters of curriculum, the student groups investigate the need for new courses and advise the administrative officers of the college regarding possible changes, with the final decision being left in the hands of the college administration.

Representativeness of Students' Reactions. The effectiveness of such recommendations from student groups depends largely upon the adequacy of communication between the total student body and its representatives on the student governing boards. One of the methods is, of course, informal discussion; but there is some doubt as to whether or not the representative is able to secure an adequate sample of student opinion. One method of dealing with this problem is illustrated by the practice of the School of Business Administration's Intermediary Board, which maintains a suggestion box for the use of all students. Replies are made to all serious suggestions, and the possibilities of acting on them are investigated by the board. The suggestion box method, which is also used by some other colleges, does have the advantage of allowing the students to make their wishes known, but there appears to be no evidence as to whether the students who use this method are typical of the general student body and whether the most important suggestions ever reach the boxes.

The student surveys conducted by the Science, Literature, and the Arts College Intermediary Board and the Law School Council provide another example of ways in which student opinion is tapped. In the College of Science, Literature, and the Arts, an evaluation was made by the board of teaching methods in the courses which were taken by the greatest number of Science, Literature, and the Arts students. A similar study was made under the auspices of the Law School Council. After collecting the opinions of interested juniors and seniors, the latter council determined the general trends running through the comments and presented a report to the dean, who then gave the report to some of the faculty members. The effectiveness of such surveys seems to depend largely upon the use which is made of the results. One encouraging note is that some faculty members continue the process of evaluation after the main study has been completed. While it is generally accepted that students' participation practices do not extend to the point of making decisions as to which instructor shall be retained or dismissed, student opinion regarding instructors can be of value to the faculty and administrative officers who do make such decisions, and also to the faculty members who are thus enabled to gain understanding of their effect upon their students.

Relationship with College Administrators. It appears that the channels of communication between intermediary boards and college administrative officers and faculty members are more clear cut than those leading from the students to their representatives on intermediary boards. In Science, Literature, and the Arts, for instance, coordination of the activities of the intermediary board and the advisory committee is arranged through three annual conferences between these groups. The standing committees of the intermediary board make reports at the meetings which are then discussed by both groups. It was pointed out that communication between the intermediary and advisory boards is somewhat one sided with few referrals from the latter to the former.

In the College of Education Intermediary Board, communication with the faculty is facilitated by the attendance of the board president at all general faculty meetings and by the presentation to the faculty of an annual Education Intermediary Board report.

Relationships with Students at Large. As far as communication with the total student body of a college is concerned, there appear to be few clear-cut channels. One means by which the students are kept informed of the activities of their representatives is illustrated by the Medical Technology Student Council. Most of the subjects discussed by the council are those which are suggested by the students, but such suggestions are also received from faculty members. Council decisions are usually reported to the students in the regular lecture periods which all medical technology students attend. While this is an effective method of keeping the students informed, it is feasible only for those schools and colleges in which there are courses which are taken by all of the students. In the College of Education, the Education Intermediary Board sponsors the "Gopher Teacher," a news sheet giving information about changes in curriculum, faculty, student events, and other matters of general interest.

Problems Studied. There are certain fields of activity into which some but not all of the intermediary boards enter. One of these is the area of scholastic discipline. One instance of intermediary board participation in this area is found in the School of Business Administration. At one time, certain students were suspected of attempting to improve their scores on machine-scored examinations by making extra marks on the answer sheets. The students involved were interviewed by School of Business Administration Intermediary

Board members and the story was published in the college newspaper describing the investigation. In the Law School, whenever a breach of the examination honor code is observed, the case is referred to the Law School Council, which may recommend a course of action to the faculty.

Other miscellaneous duties and responsibilities of student boards include the registration aid provided by the Board of Associated Students of Business Administration, whose members maintain a desk during registration periods to provide help in the routine matters of registration. One board activity in the College of Education which is not found in any of the other colleges is that of setting up a council of special interest groups in the college with both student and faculty members. In the Medical Technology program, the student council sponsors social activities and aids in the orientation of freshman and sophomore students to the program. The chief single function of the Institute of Technology Technical Commission is that of planning Engineers' Day. Its main purpose is to coordinate the separate professional societies, and its representatives contact faculty members when problems arise. One responsibility of the Law School Council is that of acting as an advisory board for the law bookstore. The student manager is chosen by the council members and is responsible to them.

Influence and Effectiveness. Generally speaking, it might be said that the intermediary boards do exert influence and do provide a means for the voice of the student body to be heard, but that the amount and kinds of influence vary greatly from college to college. The decisions of these boards are almost always subject to review by faculty or administrative officers and, therefore, the actual authority of the board is limited, with the emphasis being upon the recommendations rather than final actions. One means of strengthening the boards might be found in periodic reviews by each of the boards or the channels of communication from the boards to the students whom the members represent. The *Minnesota Daily* has recently stated that it will undertake a survey of student representation at the policy-making level, which survey may throw more light on the attitudes of the students toward the work being done by their representatives on the college boards.

The second area of student participation which was cited was that of unstructured, informal faculty-student consultation. Very little information regarding this means of participation came out of the meetings, and the effect and scope of such consultation would be difficult to measure. It is quite possible that the students who take advantage of the possibilities of such conferences may be the very ones who are representatives on governing boards.

Membership on Committees. Several of the colleges which were studied have student members on college faculty committees. In the School of Nursing, each faculty committee except the Students' Work Committee has student representatives who are full voting members. The students are encouraged to attend committee meetings, and measures have been taken to insure student representation at all faculty committee meetings. In the College of Education, student representatives have been named to each committee in the college. It has been stated that these committees are not of an advisory nature but are actually concerned with policy decisions. At present, students in the College of Education are serving on ten committees which include such areas as curriculum, students' work, general education, and student personnel. In the Medical School, the Faculty Curriculum Committee has requested student attendance at its meetings, a development which may lead to greater student participation in policy-making activities.

Furthering Communication. In some of the colleges, special classroom projects are used to foster student-faculty communication. In the College of Education, for example, junior sequence discussion sections are used for

evaluation of curricula, and quarterly revisions are made on the basis of the resulting recommendations. In the Institute of Technology, freshman English themes are sent to the Curriculum Committee for discussion and possible action. A special effort is made in the General College to foster communication in the classrooms. Two examples of General College classes which are used in this way are Current History and Home Life Orientation.

Additional Avenues of Communication with Students. It has been mentioned that college counseling offices provide an additional channel of communication. The effectiveness of these channels would seem to depend upon the support of the counseling staff. Assuming that the counselors do make a special effort to keep faculty members and administrative officers informed regarding student opinion, this channel appears to be an area of communication which, though somewhat neglected in the past, could be useful if expanded in practice.

Recent studies in the activities of faculty advisers indicate wide differences in the types of problems dealt with by different advisers. Inquiries made in the Institute of Technology and the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine indicate that individual faculty members are largely concerned with educational and vocational problems, with consideration of personal problems dependent on the faculty member himself. Faculty advisers do, however, have opportunity to discover how the students really feel about college and University policies and to transmit this information to their colleagues. In addition, they are in a position to interpret a good deal of this policy to the students whom they advise. The chief drawback would seem to be that of available time, which is often so limited that the adviser is not able to sit down and discuss with the student anything except a student's program of studies for the next quarter. Although it is possible that faculty advisers could be of greater aid, it is possible that the college counselors have a better opportunity of performing this function.

Professional societies associated with some colleges provide another means of student participation. One example is the Campus Nurses' Club, a professional organization of graduate nurses which serves as a channel of communication between its members and the faculty and administrative officers of the School of Nursing. The Medical Interfraternity Council serves as an agency through which medical students may participate in the planning within the Medical School. The professional fraternities connected with the School of Business Administration have, in addition to their other activities, conducted studies for the administrative officers of the school. As an example, one fraternity studied the core group courses and evaluated them both from the point of view of their own membership and of the other students. The interfraternity council of the School of Dentistry functions in much the same way as do the student councils of the other colleges. Since almost all of the School of Dentistry students belong to professional fraternities, it is felt that the council provides adequate student representation. The dean of Dentistry attends all council meetings and through these contacts keeps informed of student opinion.

The College Days which are planned and organized by students were cited as additional examples of special college programs in which students participated. In addition to these Days, the regional conference sponsored by the College of Education for its students and their advisers provide a good example of student-planned programs. The students and their advisers come to the University and discuss those matters which are of general interest in the field of education.

Student committees and clubs also provide for participation. For example, each Medical School class has a student curriculum committee whose chief responsibility is that of making suggestions and criticisms which are re-

ferred to the faculty curriculum committee. The Graduate School's Student-Faculty Club, primarily a social organization, has approximately four hundred student and forty faculty members and could easily serve as a means of communication if its members considered this to be one of their functions. In some cases, attempts have been made to form student clubs, but lack of interest on the part of the students has made progress difficult. For example, an unsuccessful attempt was made to form student clubs for students enrolled for the pre-nursing curriculum in order that these students might learn more about the program of studies and to meet members of the faculty and administration.

Summary. In summarizing the observations reported in our meetings, it appears that college administrators and student leaders definitely favor continuation and expansion of opportunities for student participation.

It was agreed that such participation is of benefit to the colleges and their students as well as to the University as a whole. Communication between administrative officers and the elected or appointed representatives of the student body appears to be satisfactory in nearly all colleges. There is, however, some doubt as to the adequacy of the lines of communication to the general student body and to the faculties. In most cases there appear to be no organized methods by which many students are informed of the work being done by their leaders, nor is there a clear-cut route through which student leaders are enabled to gain understanding of the thoughts and attitudes of the student body of a college. These two facts raise the question of how many students benefit from student participation? Is it only those who are selected to represent their fellows, or do adequate benefits to all students result?

Certain advantages of student participation were mentioned during the meetings with students and deans. The conclusion was voiced by many deans that students can give constructive, valuable suggestions to aid in establishing policy on the college level. It would seem that this suggestion-giving function is of greatest importance in the matter of student participation. The students do not and perhaps are not able to make policy, but rather do they perform valuable services in aiding those faculty committees that actually make decisions. It was also pointed out that students can give advance information into student reaction to the policies to be established. Concerning this point, however, it is necessary to establish the representativeness of those who speak for the student body. A still unanswered question remains: Do the student leaders give administrators insight into the attitudes of all students or only into the attitudes of the student leaders themselves? The same point could be raised with regard to another cited advantage of student participation, that of enabling administrators to discover the current tone of students' attitudes. It is generally agreed that even those students who do not actively participate in discussions of college and University policy may perhaps gain one important benefit from the fact that other students take part in these matters. That benefit is a feeling of partnership with faculty, administration, and other students in the affairs of the University and a feeling of belonging to the University community. Through those channels of communication which do function efficiently, students can gain a better understanding of the problems and procedures involved in policy making, and can, to some extent at least, make their voices heard.

During the reports of ways in which students participate in policy making, several factors were reported which influence the need for and usefulness of those methods. First, there must be a sincere belief on the part of faculty, students, and administration in the need for student participation, and a correlative willingness of all of these groups to work toward making such participation as effective as possible. Judging from the discussions held

by this committee, it seems likely that both the students and the college administrators who spoke before the committee are not only convinced of the need for such student activity but are determined to work toward its improvement. In other words, there is not only a belief in student participation but a willingness to put this belief into practice. Another factor influencing student participation is that of the size and homogeneity of the population of the college concerned. In a large college, such as Education or Science, Literature, and the Arts, the tendency of students to identify themselves closely with major departments or other smaller units instead of with the college itself does create a handicap to widespread participation. In the College of Pharmacy, on the other hand, it is probably easier to establish good faculty-student relationships because of the size and homogeneity of the student body, and for this reason student participation is facilitated. In the Law School there are certain conditions which affect the question of student participation. One of these is the curriculum, which is identical for all students during the first two years, with about half of the courses being required during the last two years. These requirements result in the common body of knowledge being studied by all law students. The fact that the Law School gives all of its courses in the same building also contributes to a feeling of cohesiveness and of belonging to the college—a feeling which is sometimes difficult to establish in a larger, more heterogeneous group. Similarly, the fact that students in the basic nursing curriculum live in one dormitory serves to facilitate communication between the total student body and their representatives on the Nurses' Student Government Association.

If a one-sentence conclusion were to be drawn from this series of meetings, it might read as follows: Student participation is reported beneficial to all who participate, and the next step in development seems to be that of extending these benefits to more students.

Recommended for Action by the Senate. The committee recommends the following for endorsement by the Senate and for action by the appropriate offices, colleges, and staff members:

1. That the Senate endorse the principle of student participation in the making of educational policies and plans within the separate colleges and with respect to University-wide matters
2. That the President explore with each of the standing committees of the Senate the desirability of adding student members or increasing the number of student members on each committee and in other ways establishing a greater degree of communication with student organizations
3. That departments and divisions not directly concerned with educational matters but which provide services to students endeavor to develop effective relationships with student organizations, including the All-University Congress
4. That instructional divisions and colleges continue and extend their programs of consultation with student organizations
5. That the college student councils and intermediary boards explore the possibility of increasing effective communication with their student constituents

Approved

2. Reported for Information

PROGRESS REPORTS OF SUBCOMMITTEES

1. *Subcommittee on the Relation of Research to Instructional and Other Staff Responsibilities.* During the past year, the Subcommittee on the Relation of Research to Instructional and Other Staff Responsibilities has

worked with the Senate Committee on Institutional Research in devising a form for the faculty load survey conducted during the fall quarter, 1950-51. It has met with Dr. Robert J. Keller from this latter committee to offer suggestions concerning analyses of the data which would highlight problems of concern to both committees. At the present time further analyses of the fall study are being made. DALE B. HARRIS, Chairman

2. *Subcommittee on Admission Standards and Practices.* Your Subcommittee on Admission Standards and Practices has not met during the present academic year. At the final meeting last year, it was evident that various colleges would defend a diversity of policies, and it seemed that in this year of uncertainty it would not be possible and might not be wise to set up new standards or to make recommendations on them to various colleges. J. W. BUCHTA, Chairman

3. *Subcommittee on Curriculum.* This group met several times during the year to explore certain broad educational issues involved in the development of the University's program of studies. Recognizing that some retrenchment measures might be necessary because of the national emergency, the committee hoped that a fundamental re-examination of our curriculum practices might promote a wise use of resources during this critical period. It has also tried to keep the University's long-term growth clearly in sight, realizing that a program of studies must be continuously adjusted to new and enlarged concepts of a state university's services.

Throughout its discussions the committee has recognized that any important changes in course offerings must be projected by persons thoroughly versed in each field, rather than by a central committee. Hence it has conceived its function as primarily that of aiding faculty study of these questions by identifying problems arising from the rapid growth of our course offerings and by providing each departmental and college staff with information that would enable it to view its own offerings in a somewhat broader context. Findings from several earlier curriculum studies here at the University and from investigations elsewhere have been drawn upon in devising suitable approaches.

Since departmental groups exercise considerable initiative and responsibility for the development of the program of studies in their own particular field, the committee decided to launch its inquiry by finding out how individual departments operate in this area. An eight-page inventory, the initial form of which was criticized by many persons outside the committee, was circulated two months ago to chairmen of departments and other individuals with correlate responsibilities for curriculum development. Specific questions related to the policies followed in adding, deleting, or modifying courses, the directions in which the departmental program has been expanding recently, and the nature of any efforts made to consolidate offerings and to relate them to the work done in allied fields. Each respondent was also asked to identify any gaps or weaknesses in his present departmental program, suggesting types of changes or expansions he would recommend, were staff and other resources available for this purpose.

Practically all departmental chairmen responded promptly and generously to this request, so that reports are now on file for 95 per cent of all instructional divisions, and others are expected soon. Keen interest in these questions was shown by the generally high quality of the reports submitted and by many additional comments and illustrations given of departmental practices. These materials are now being summarized and a report of the committee's findings should be ready soon. A list of questions, growing out of these findings, is also being prepared, which the committee hopes may help to stimulate discussion of some of these problems in departmental and college staff meetings.

A second study, modeled along lines similar to the departmental survey, is aimed at clarifying the responsibilities of colleges as a whole with respect to curriculum development. The particular focus will be on the purposes, activities, and accomplishments of curriculum committees and other agencies which attempt to coordinate course offerings at the college level. Still another study, which is already underway, is exploring the operation of all-university curriculum committees on certain other campuses, to find out what functions they serve and how effective they have been in correlating the total educational endeavor.

As the committee progresses in its work next year it hopes to confer with college representatives concerning these preliminary findings and probably to look more closely into problems of apparent overlapping or duplication of effort. Some inventory of student opinion on these matters may also be attempted. Through these several means the committee hopes to gain sufficient insight into present policies and practices and the directions in which our program should be developing to formulate a defensible set of proposals, explicitly suited to our own University needs. RUTH E. ECKERT, Chairman

4. *Subcommittee on Faculty Welfare.* During the past year the Subcommittee on Faculty Welfare has reviewed the various projects that it had considered; all but a few of them are dormant. The projects on faculty housing, travel to professional meetings, faculty parking, and outside work have been discontinued. There remain the projects on the faculty handbook, payroll savings, and medical insurance.

The faculty handbook has been completed and is in the hands of the printer. It awaits only the preparation of a preface by President Morrill and the allocation of funds by the president to pay for its printing. The handbook, if the project goes ahead, should be ready for distribution this fall.

The payroll savings plan is still under consideration. A questionnaire to determine the extent to which staff members would probably make use of the plan has been prepared. It is awaiting the approval of Vice President Middlebrook for its distribution.

The medical insurance plan is also still under consideration. The responses of insurance companies to the plan have not been favorable, but the committee will continue to work on the project in the hope that insurance companies will come in time to accept it. R. C. McCLURE, Acting Chairman

HORACE T. MORSE, Chairman

X. REPORT OF THE COMMITTEE ON INSTITUTIONAL RESEARCH

Reported for Information

A PRELIMINARY REPORT ON THE 1950-51 SURVEY OF FACULTY ACTIVITIES

(Prepared by Robert J. Keller, Director, Bureau of Institutional Research)

Initiated upon request of President Morrill at the fall, 1950 meeting of the University Senate, the 1950-51 faculty load study has made rapid progress. Within a period of less than five months, survey forms were developed and distributed to all members of the University faculty with rank of instructor and above; detailed responses were received from almost all of the staff; this mass of detail was sifted and translated into meaningful tabular form; preliminary data were prepared for use with the Legislature; further analyses were completed and made available to the several colleges for use in budget planning. (For details on the early stages of the study, see the "Progress Report" in the February 15, 1951 Minutes of the Senate, page 33.) These steps

could only have taken place with the helpful cooperation of many persons each step of the way. This help the Committee on Institutional Research frankly acknowledges and for it expresses hearty appreciation.

The fall quarter survey, too, has been and still is being supplemented on a sampling basis to secure information about changes in faculty responsibilities throughout the year. Though the purpose of this report is to summarize findings on faculty load during fall quarter, it should be noted here that the winter and spring quarter surveys tend to corroborate the earlier findings particularly with respect to time devoted to University responsibilities. Fluctuations appear in the specific kinds of activities undertaken during a given two-week period but tend to reinforce the findings for fall quarter when summarized over a comparable period of time. A complete report of these supplementary findings is being prepared.

The present summary is based on the responses of 1,299 full-time University faculty members with rank of instructor and above for fall quarter, 1950. This sample represents 96.1 per cent of the full-time faculty and varies only from 96 to 98 per cent in terms of rank. Ten of the thirteen major divisions of the University were each represented by more than 95 per cent of their full-time staff; the range is from 89 per cent in Physical Education to 100 per cent in five of the thirteen major divisions.

It should be observed that exclusion of part-time staff members and those employed on outside funds neglects the contribution made by certain important University faculty groups. Thus excluded are staff members in the Agricultural Extension Division—all of whom receive the majority but not all of their salary through the University, the Military Science and Tactics departments, fellows from the Mayo Foundation and other medical research groups which receive outside support. Later reports will include many of these faculty members.

In analyzing the information provided by this study a serious effort has been made to balance the nature of faculty activities with time devoted to them. Hours spent in a given activity can hardly be expected to measure the professional contribution of any given faculty member. No attempt was or can be made to prove that a professor who works fifty hours per week is more effective than the one who works forty hours per week. Time in hours per week simply provides one estimate of faculty load which, outside academic circles at least, has fairly widespread acceptance.

The Findings

The present summary emphasizes only the highlights of this study, almost entirely stated, in terms of *average or typical* activities and time schedules—mean hours per week, the median number of major advisees, the percentage of faculty who engage in specific activities, etc. Though these typical measures are important and greatly aid in the summarization of data, they tend to conceal great individual variation which also will be described later in more detail. *Much variation exists* among staff members of a given rank, college, department, or other bases for subgrouping. This point is very significant and should be kept in mind throughout the report. Only a few faculty members, if any, will carry these so-called "average" loads—loads which, by the very nature of faculty activities, become hypothetical though useful concepts. Most faculty members will devote more or fewer hours per week to their professional responsibilities, will stress certain kinds of activities and omit others; they will conform to the general pattern for a given rank and college or have more in common with persons in another rank and college.

Only two intensive analyses have been completed thus far—analysis by rank and major college. With these and the other reservations previously outlined, the following summary statements are made:

1. *Length of the University Faculty Work Week.* The total work week of the typical University staff member is generally longer than that associated with industry and government. The mean of 48.1 hours per week devoted to University activities is almost identical with the 47.9 hours recently reported for a nation-wide study of elementary and secondary school teachers.* This average, however, is considerably less than the 59 hours per week reported in an earlier University-wide study for six major divisions of the University during fall quarter, 1941.** Reasons for this decrease in load are not immediately apparent from the studies themselves, though the 1941-42 study indicated a decrease to 53.2 hours per week for winter quarter and 53.4 hours for spring quarter. No such overall decrease is apparent in the 1950-51 study—rather, there is some likelihood of a slight increase in load over the three quarters.

A general and consistent pattern of increase in hours per week is noted by rank with instructors devoting 47 hours per week on the average as contrasted with 50 hours per week for full professors. Similar variation from college to college reflects differences in function and emphasis. The range in mean hours per week is from 45 hours in the Institute of Technology to 51 hours in the Medical Sciences, with 50 hours each in S.L.A. and the General College, and 48 hours each in Education, Duluth Branch, Business, and Agriculture.

2. *The Work Load.* A faculty member's professional activities can usually be classified rather easily under three general headings: teaching, research, and service. Or, as shown in Table 1, they can be made somewhat more specific with categories such as teaching and advising (contacts with students); research, writing, and general professional development (scholarly productivity); and campus and non-campus service activities (administration, general office responsibilities, committee work, and consultative assistance). These three combinations involve approximately one half, one third, and one sixth respectively of the typical work load carried by University of Minnesota faculty.

In general the service load tends to increase directly with rank as the teaching and counseling load decreases with rank. Time devoted to the research and writing category tends to remain fairly constant with rank due largely to the heavier graduate study programs carried by instructors as compared with professorial ranks. Many variations appear too in the nature of activities carried by faculty members in the several colleges. Teaching responsibilities are heaviest at Duluth Branch, General College and S.L.A.; lightest in Agriculture and Education. Yet Agriculture leads in the amount and proportion of time devoted to research, to consultative activities, and to other non-campus service activities. Education spends most time in writing, administrative and office responsibilities, and in committee work. The School of Business faculty leads in work for professional organizations and special independent professional reading or study. Few colleges are similar in the pattern of the work load; closest are the Duluth Branch and General College.

3. *Teaching Responsibilities.* More than nine-tenths of the full-time faculty have teaching responsibilities. Of those who teach regular classes,

* "Teaching Load in 1950," *Research Bulletin*, Research Division, National Education Association, Vol. 29, No. 1, February, 1951 (p. 51).

** Ruth E. Eckert, "The University Faculty Load Study." *Studies in Higher Education*, Biennial Report of the Committee on Educational Research, University of Minnesota, 1940-42 (pp. 1-31).

TABLE I

Summary Distribution of Time Devoted to Professional Activities by Full-Time Faculty Members at the University of Minnesota in Mean Hours per Week and Per Cent (by Rank for Fall Quarter, 1950)*

Type of Activity	Professors N = 246		Associate Professors N = 182		Assistant Professors and Research Associates N = 327		Instructors and Research Fellows N = 430		Total Instructional Staff N = 1185	
	Mean Hours	Per Cent	Mean Hours	Per Cent	Mean Hours	Per Cent	Mean Hours	Per Cent	Mean Hours	Per Cent
1. <i>Teaching and Advising</i> (Including scheduled classes, non-scheduled individualized instruction, preparation for teaching, counseling and advising of students).	21.5	43.0	23.6	47.8	25.6	54.1	25.9	54.9	24.5	51.0
2. <i>Research, Writing, and General Professional Development</i> (Including research work, writing, graduate courses taken, general professional reading and study, and work for professional organizations).	16.6	33.2	16.0	32.4	14.8	31.2	15.7	33.3	15.7	32.6
3. <i>Service Activities</i> (Including administrative and general office responsibilities, committee and staff work, consultative activities, and other non-campus service).	11.8	23.8	9.8	19.8	6.9	14.7	5.6	11.8	7.9	16.4
Total	49.9	100.0	49.4	100.0	47.3	100.0	47.2	100.0	48.1	100.0

* Averages (means) have been computed on the basis of a thirteen-week period extending from September 15 to December 15 for full-time members of the instructional staff with rank of instructor or higher. (Excluding general administrative departments, deans, assistant deans, and directors of independent bureaus.)

the average faculty member teaches 2.9 *different* courses or carries a credit load of 8.2 credits. Comparable figures from the 1941 survey were 2.4 different courses and 8.4 quarter credit hours. In student credit hours (the number of students in each class multiplied by the number of quarter credits), the average weekly load is 211 and the average weekly student contact hours, 213. (Student contact hour load is the number of hours per week the faculty member actually meets with students in the classroom multiplied by the number of students.)

Great variations appear in some of these measures of teaching load from rank to rank and from college to college. The typical full professor, for example, teaches 3.1 different courses or 7.5 quarter credit hours, and carries a student credit hour load of 226 or a student contact hour load of 184. The typical instructor, on the other hand, teaches 2.8 different courses or 8.6 quarter credit hours and carries a student credit load of 189 and a student contact hour load of 222. In like manner, variations appear in the teaching loads carried by faculty members of several colleges. In mean number of *different* courses taught the College of Education leads with 3.7 and is closely followed by the Duluth Branch which in turn leads with an average of 10.4 credits taught per faculty member. General College carries heaviest loads in student credit hours (336) and student contact hours (304). Student credit hours for the six colleges in the 1941 survey ranged from 83.2 in the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine to 488.0 for General College. Comparable means for fall 1950 are 171 student credit hours for Agriculture and 336 for General College.

Teaching loads also differ in terms of the level of instruction offered. While 67 per cent of the courses taught by full professors are senior college and graduate courses (numbered 100 and above), 77 per cent of the courses taught by instructors are definitely undergraduate with numbers less than 100. The majority of courses taught by instructors are of junior college level, numbered below 50. As might be expected, the instructors carry the heaviest load of laboratory, studio or field work, half of their time being devoted to this kind of instruction. In terms of actual course hours taught, full professors devote 51 per cent of their time to graduate courses (200 and over), while associate and assistant professors devote only 18 per cent of their time to graduate instruction. In like manner among the colleges, the following proportions of time spent in teaching at senior college and graduate levels are obtained: Medical Sciences, 77 per cent; Institute, 48 per cent; Agriculture and Education, each 47 per cent; the Arts College, 40 per cent; Business, 32 per cent; General College, 7 per cent; the Duluth Branch, none; and the total University, 37 per cent.

All teaching is not confined to the classroom, however. Almost four hours per week (3.8) for the instructional staff is spent on the average in individualized instructional activities including oral examinations, supervision of individual reports, theses, etc., and in other individual or group conferences for instructional purposes. The amount of this individualized teaching tends to increase with rank as indicated by means of 4.4 hours per week for professors, and 3.2 hours for instructors. In similar fashion the amount of such individualized instruction varies with college from a mean of 2.5 hours per week for Duluth Branch to 5.2 hours for the Medical Sciences. During fall quarter, 1950, for example, 47 per cent of the Education faculty participated in one or more oral examinations at the Ph.D. level and almost as many (44 per cent) advised Ph.D. candidates on their theses. Non-scheduled instructional activities cause a serious drain on the time of many faculty members as shown by these means.

4. *Counseling and Advising.* Whereas the typical faculty member during fall quarter, 1941 advised approximately 17 undergraduates and one graduate

student on educational, vocational, or personal problems, he advised 15 undergraduates and six graduate or unclassified students in 1950. This change reveals the great increase in advisory load at the graduate level between 1941 and 1950. In general the counseling and advising load increased in rank both with respect to the number of advisees and the mean number of hours devoted to these activities. For the total faculty, 4.0 hours per week were spent in all types of counseling and advising activities, the majority being spent with undergraduates. In 1941, a mean of 4.6 hours per week was devoted to these activities, a larger amount of time for fewer advisees. Among the eight colleges for which separate tabulations have thus far been completed, still wider variations appear. Members of the College of Education faculty reported a median number of 47 undergraduate advisees and 20 graduate and unclassified advisees while the amount of time increased only slightly more than 50 per cent—to a mean of 6.2 hours per week. Concealed in these typical counseling and advising loads is the fact that certain colleges have counseling offices with staff members who devote full time to this kind of activity. This situation, however, contributes little toward handling the graduate advisory loads. Only in Agriculture and the Medical Sciences does the mean amount of time devoted to counseling and advising of individual graduate and unclassified students exceed that of undergraduates.

5. *Research and Writing.* Three fifths of the full-time University faculty reported some research activity during fall quarter and almost half of them did some writing. The proportion of persons engaged in each activity increased directly with rank until more than three fourths of the full professors reported both research and writing. Slightly over one regular working day per week (8.4 hours) was spent in research and writing by the average faculty member. In the College of Agriculture this typical load was increased by more than 50 per cent (13.3 hours), thus reflecting the heavy research emphasis on the St. Paul Campus. The typical faculty member reported 2.8 active research projects which required an average of 6.3 hours per week of his time.

Studies were supported from a variety of sources, the most common being the personal interest and funds of the individual doing the research. Governmental funds were most frequently involved in research performed by staff members in the College of Agriculture, Forestry, Home Economics and Veterinary Medicine, in the Medical Sciences, and in the Institute. The Graduate School research fund was most often cited as a source of support for projects in the Medical Sciences. Research bureaus in Education and Business provided much of the sponsorship for these two units. Except in the Medical Sciences, relatively few research projects were supported by research foundations.

Among writing activities the most frequently mentioned types were journal articles, research reports, book reviews, textbooks, and special editorial work, in that order. Among the colleges, the largest proportion of staff members reporting writing activities was found in Education where two thirds of the faculty reported some kind of writing activities. Other colleges had smaller proportions of staff thus engaged. When similar comparisons are made by rank, one notes direct relationships both for extent of writing activities and time devoted to writing.

6. *Professional Meetings and Societies.* Both the extent of faculty participation in professional meetings and the amount of time devoted to them tend to increase with rank. University of Minnesota faculty members contribute much time and energy to the work of these professional societies. Only one sixth of them reported no professional meetings attended and most of these persons were at the lower instructor rank. In contrast, deans and other academic administrators generally reported heaviest involvement in

professional meetings. Approximately one fifth of the faculty of all ranks planned at least one program and presented one or more papers or formal speeches. More than one fourth held some office in a professional organization, many holding several positions. In terms of colleges, the lead in national, state, or regional organizations was taken by the College of Education where 12 per cent of the faculty were reported as holding the presidency or vice presidency of a national organization.

7. *Administrative and General Office Responsibilities.* Though participation in administrative responsibilities tends mainly to involve persons of higher rank or administrative position, the work of administering the University devolves upon some persons of all ranks. For example, though practically all administrative officers in academic units reported conferences on staff improvement activities, 23 per cent of the instructors and research fellows also reported similar responsibilities. Again, though 54 per cent of these administrative officers were involved in student placement of some sort, 7 per cent of the instructors and research fellows also indicated like activities. Together, approximately a half day per week (4.2 hours) was devoted to administrative and general office responsibilities by the total instructional staff. When administrative officers are added this amount of time increases to 5.4 hours. Full professors alone devote 6.8 hours per week to these responsibilities. Certain colleges such as Education (7.0 hours) and the Medical Sciences (6.7 hours) devote this much time per week on the average for all ranks. Emphasis on this kind of responsibility can hardly be expected to have anything but a limiting effect on other types of activities.

8. *Committee Work and Staff Meetings.* In like manner the majority of the University faculty report some committee assignments and staff meetings which, on the average, involve approximately two hours of time per week for all ranks but which include more committees, committee and staff meetings as rank increases. The average administrator attended six to eight committee meetings as contrasted with not quite three for instructors and research fellows. This would seem to imply much longer meetings for the instructors simply to balance the amount of time devoted to these activities. Only slightly more than 5 per cent of the *eligible* staff members attended the fall meeting of the University Senate. More than seven tenths of the faculty attended one or more departmental meetings while two fifths were present at one or more all-college meetings.

Committee loads vary greatly from college to college. While 61 per cent of the Institute of Technology staff reported *no* committee assignments, only one person in General College was in a similar position. Among all-University committees, almost nine members of the General College staff out of ten was a member or officer of this kind of committee while less than one person in seven from the Institute held such an appointment. The typical member of the College of Education staff attended nine committee meetings fall quarter. The average for the entire full-time University faculty was four.

9. *Off-Campus Service Activities.* Faculty members of the University also spend much of their time in service activities. Average time spent in these activities would undoubtedly have been greatly increased if the Agricultural Extension Division had been included in these analyses. Even without this group more than half of the faculty rendered some non-campus service activity during fall quarter. Slightly more than two hours per week were devoted to these activities by all faculty members combined. A general increase in number and type of such activities was noted with increase in rank. Services rendered ranged from membership on advisory committees for private or governmental agencies to speeches before a civic organization. In general, governmental organizations were more likely to receive consultant services than were private organizations. Though two thirds of the faculty

reported no outside speaking engagements during fall quarter, the remaining third reported several apiece largely to professional and educational organizations or agencies, or to civic, political, or service societies. The impact of these services, consultative or speaking, cannot help but have a great influence upon social, civic, and educational affairs.

Implications

This faculty load study has revealed much more about the nature and extent of services rendered by the staff at the University of Minnesota. Differences have been noted in terms of rank and college. Still more variations will appear as these reports are subjected to further scrutiny and evaluation.

But what is done with this information will be of much greater importance than the findings themselves. In some cases research and writing activities tend to be crowded out by administrative responsibilities and committee work. In other instances the teaching load seems to overbalance all other forms of activity. Doubtless these relationships are often appropriate and accurately reflect the functions and purposes of a given unit. However, these findings may reveal certain areas in which the volume of requests for services rendered, the size of the teaching load, or increasing graduate responsibilities indicate pressures which affect the efficient use of University faculties. Serious study of the findings reported here, as well as those which will be reported later, is recommended to identify such problems and to seek their solutions.

RUSSELL M. COOPER, Chairman

XI. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

Eligibility

The one-year residence for eligibility has been removed. "That for the academic year 1951-52 the one-year residence rule be suspended for the following groups of students: (The Committee on Rules and Agenda was asked to draw up the exact wording of this minute. The groups to be covered are: (1) new freshmen entering conference schools in the summer or next fall, (2) students who have entered conference schools during the current academic year but who will not have completed one year of residence before the fall term opens, (3) transfer students from junior colleges. The final action will be approved at the May meeting.)"

This rule was inserted because of decreased enrollment due to a number of men being called into the armed services. It was felt it would be almost impossible for Conference schools to carry on a satisfactory athletic program without the eligibility of freshmen. Of course, this rule presents several problems but the Conference seems to be in full agreement with this rule.

Television

The Conference again went on record in not permitting the live televising of football games but to support the NCAA rule of permitting television on an experimental basis. The consensus of opinion is that we will have to live with television but we do not wish to adopt such a practice until a thorough study has been made.

Rose Bowl Game Proposal

The Rose Bowl contract with the Pacific Coast Conference will come up for renewal at the spring meeting, 1951. The University of Minnesota still

stands fast on its policy against postseason football games. The Faculty Representatives, at the March meeting, voted that the Rose Bowl games be continued and that no institution be permitted to participate more often than once in two years. There seems to be some question whether this action will be acceptable to the Pacific Coast Conference.

The Western Conference has again gone on record as standing firm on their position as far as subsidizing and recruiting of athletes is concerned. The Pacific Coast, the Ivy League and the Western Conference are about the only conferences in America that now stand on these principles. We are practically surrounded by schools that are promoting a large subsidizing and recruiting athletic program.

The committee wishes to report that the student Recreational Fee Plan, as outlined last year by Mr. Frank McCormick, is working out exceptionally well. The fee plan permits students to use the golf course, skating rink and tennis courts free of charge during the current school year. The skating rink was widely used during the winter quarter and play on the golf course is at an unusual high this year. We are all of the opinion that this plan is going to further participation in the three sports, namely, golf, skating and tennis, and will be helpful to the student body as a whole.

WILLARD L. BOYD, Chairman

XII. REPORT OF THE COMMITTEE ON THE RELATION OF THE UNIVERSITY TO OTHER INSTITUTIONS OF LEARNING

1. Reported for Action

Accreditation of Private High Schools. The following schools have been inspected this year and are recommended for the continued approval on the published list for the period indicated subject to the admission of satisfactory annual reports.

Three years

St. Boniface High School	Cold Spring
St. John's Preparatory School	Collegeville
Mt. St. Benedict Academy	Crookston
Cathedral High School	Duluth
Stanbrook Hall	Duluth
St. Mary's Academy	Graceville
Lourdes High School	Rochester
Cathedral High School	St. Cloud
St. Benedict's High School	St. Joseph
Cretin High School	St. Paul
Derham Hall	St. Paul
Nazareth Hall	St. Paul
St. Agnes High School	St. Paul
Sacred Heart High School	Waseca

One year

Summit School	St. Paul
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Approved

2. Reported for Information

Second Annual Conference on Problems of High School-University Transition. Eighty-nine high school principals, counselors, and teachers, seventy-five University staff members, and over one hundred University freshmen took part on April 17 in the second annual High School-University Conference on Problems of High School-University Transition, sponsored by the Senate Relations Committee, in cooperation with the Minnesota Association of Secondary School Principals, and the State Department of Educa-

tion. The thirty high schools represented were from the Twin Cities and commuting environs. University staff members were from all the divisions and departments which are concerned with entering students. Several representatives from each such college or unit made possible adequate coverage of the major areas of instruction in each college.

After a brief opening meeting, at which the chairman of the Senate Relations Committee outlined the objectives of the conference, the high school representatives moved to small rooms throughout the campus to meet in "secret session" with their graduates, now freshmen in the University. The enthusiastic response to this way of beginning the conference, received from those who participated last year, led to its repetition this year as the best way of getting practical, down-to-earth student problems, expressed in the students' own words and drawn directly from their personal experiences on campus. No University staff attended these small meetings. High school staff and University students in groups of ten to twenty recorded on cards the questions and suggestions which they identified as related to problems of transition from high school to college.

University faculty and staff joined in at lunch, which filled the Union's Junior Ballroom and most of the small lunch rooms on the third floor of the Union. Question cards were sorted and arranged during this lunch period for use in the afternoon.

Students dropped out of the program after lunch, and high school and University staff sat down together in four work sessions to seek answers to questions and suggestions originated by the students in the morning. The four discussion groups included Admissions, Registration, and Orientation, with discussion leaders Leonard Malo of North St. Paul High School and Roger Page of the University; Student Life, with leaders R. H. Classon of Southwest High School and Joan Gendreau of the University; Student Personnel Services and Student-Faculty Relations, with leaders Lucille Adkisson of St. Louis Park High School and E. G. Williamson of the University; and the Instructional Program, with leaders Lola Fay of Wilson High School and Russell M. Cooper of the University.

Many agreements were reached on many points and several new procedures, both in high school and in the University, will undoubtedly result from the discussions. Perhaps the most important single result, however, was the information gained by each person attending, about the problems and attitudes of others engaged in different types of activity. The closer collaboration between high school and University staffs on future problems, growing out of this opportunity to meet and know each other, will in the long run probably overshadow in importance the immediate outcomes of the conference.

Evaluation of the conference is still in process, but already it appears that those who took part found their participation well worth while. A summary of the conference will be available before the end of the spring quarter, and members of the University faculty can obtain a copy upon request to the Senate Relations Committee, care of 211 Burton Hall.

ROBERT J. KELLER, Chairman

XIII. NEW BUSINESS

On a motion by Professor Alfred O. Nier, it was voted to request the Committee on Business and Rules to place the following resolution on the docket for the next Senate meeting:

RESOLVED, That the President appoint a Committee of the Senate drawn mainly from the several professorial ranks to study the organization of the University with a view to making recommendations for increased

faculty participation in the formulation of major policy decisions affecting the faculty and the service of the University to the State of Minnesota; and to report its recommendations to the Senate.

XIV. REPORT OF THE COMMITTEE ON NECROLOGY

ALVIN S. CUTLER 1879-1951

Professor Emeritus Alvin S. Cutler, who retired in 1947 after forty years of service to civil engineering education in the University of Minnesota, Institute of Technology, passed away on January 7, 1951.

He was born in Pittsford, Michigan, on March 19, 1879. After completing his undergraduate work at Hillsdale College, Hillsdale, Michigan, in 1900, he engaged in railroad engineering practice for several years. In 1905 he received the degree of Civil Engineer from the University of Minnesota. After two years of professional practice he returned to the University as instructor in civil engineering. He served as head of the Civil Engineering Department from 1943 to 1945.

Mr. Cutler's field of specialty was railroad location and operation. In addition to his teaching duties, he served as consultant and expert witness on a number of railroad problems scattered throughout the United States.

He maintained membership and was active in a number of organizations. Among these were Sigma Xi, Chi Epsilon, Tau Beta Pi, Theta Xi, the American Railway Engineering Association, and the American Society of Civil Engineers.

Mr. Cutler was an esteemed teacher, friend, and counselor of the several thousand civil engineering students who received their professional education during the period of his service. Not content to drop his contacts with students at their graduation, he followed their professional careers with a sincere interest. He had a host of friends both in his professional and in the field of religious education, in which he served as superintendent of the First Baptist Church Sunday Schools for a number of years. To his associates he was known as a man of character and integrity, and his many fine qualities as a man will always be an inspiration to all who had the privilege of coming in contact with him.

ANNE DUDLEY BLITZ 1881-1951

Anne Dudley Blitz, Dean of Women Emeritus, passed away on February 18, 1951, two weeks after suffering a heart attack. She was 70 at the time of her death. During her 27 years as the Dean of Women, she became one of the most widely known members of the University community and entered intimately into the lives of six college generations.

During her undergraduate days at Minnesota, she was active in women's organizations and was a founder of the Women's League, now the Associated Women Students.

She was elected to Phi Beta Kappa and Mortar Board, honorary society for women, and was art editor of the 1902 Minnesota yearbook. She was graduated in 1904.

Soon after graduation from the University, Miss Blitz began to train for the position of Dean of Women. She became Dean of Women at the William Smith College, Geneva, New York, in 1915, and took a similar position at the University of Kansas in 1919.

She was a lecturer at Columbia University from 1919 to 1921. She returned to the University of Minnesota in 1923 to become Dean of Women, a position to which she devoted her energy until her retirement in 1949.

Dean Blitz enormously influenced the lives of thousands of women both as a counselor and as a friend. She was noted for her interest in understanding the student as a person. Her years of devoted service instilled personal qualities in her advisees that could not have been duplicated solely in the classroom. She was a very real spokeswoman for equality for women students and their campus activities. She was a defender of their interest in ideas, their basic intellectual capacity, and the need for recognizing their distinctive attitudes.

Nationally known in the field of education, Dean Blitz was a member of the American Association of University Women, the National Association of Deans of Women, the National Education Association, and the Lafayette Club.

Her hobbies were many and varied. She owned a large collection of antique lion glass, early American furniture, Chinese pictures, and art objects. Her primary spare-time activity was making silver jewelry. She had developed a proficiency in this field that bordered on a professional skill.

Dean Blitz is survived by four nieces and a nephew: Mrs. William Brackett, New York, New York; Mrs. R. A. O'Brien, St. Louis, Missouri; Mrs. Frank Kendall, Riverton, Wyoming; Barbara Blitz, Denver, Colorado; and Baxter Blitz, St. Mary's, West Virginia.

DORA V. SMITH, 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 1951-52 was held in the Auditorium of Murphy Hall, Thursday, November 8, 1951. One hundred fifty-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. REMARKS BY THE PRESIDENT

The President spoke generally about what might be called the state of the University in relation to the state of the Nation, the effect of inflation on individuals and on the University, the impact of international events, the defense program, assistance to foreign countries, taxation—how these factors, other needs, and sentiment for no new state taxes, entered into legislative consideration of appropriations, requiring retrenchment.

He said the present situation is much like that of 1940-41 with great uncertainty as to enrollment involving revenue, load, staff, space and facilities affecting the research and teaching pattern of the University and raising questions as to the nature of the program and policy, both short- and long-range.

President Morrill mentioned that we are beginning the new year still affected by, and concerned with, problems that plagued us last year, the "Weinberg case," and problems of retrenchment, both alluded to in the Judicial Committee report, and the latter giving rise to the request for a special committee on faculty participation in policy decisions. In respect to Professor Weinberg, he said that administratively this case is closed with decision finally made and no appeal taken. He discussed some procedural questions and ambiguities that need to be resolved on the basis of this first experience and stated that he proposes to refer these matters to the Tenure Advisory Committee for consideration and recommendation to the Senate and the Regents. The President mentioned especially, in this connection, the need of a redefinition of policy in respect to the publicizing of Judicial Committee "findings of fact."

On the resolution for appointment of a special committee on faculty participation he said that problems of University government are by no means solved, that he would be glad to see such a committee authorized and was ready to submit appointments for membership for senate approval.

As to finances and retrenchment in general, he reported that at the moment the University, happily, is fiscally safe and solvent under the budget adopted; that the budgeted estimates of enrollment, weighted credit hour load and tuition revenue made last April were remarkably and reassuringly accurate and adequate; that there has been an encouraging improvement of the salary situation with significant "across the board" increases for staff at every level, moving markedly toward a realistic relation between the cost of living index and average salaries, though still short of this goal. Actually in terms of positions and salaries, he said, the upper levels of teaching staff have been strengthened numerically and salary-wise with basic integrity and

leadership in teaching and research unimpaired, although presently handicapped for lack of lower rank assistance.

Despite retrenchment the maintenance appropriation is in excess of one million dollars above that of last year, having risen during the postwar period from four million to fourteen million annually. Comparatively the University is in an improved position among the important state universities of the country. He indicated that further retrenchment next year will be inevitable if enrollment declines to the estimated 16,000 students. The amount and pattern will depend upon an appraisal of the current year's experience and the best judgments that can be mustered, with revenue changes, operating costs, teaching load and enrollment necessarily controlling factors in budgeting allotments.

Present problems mentioned included the need for a better and closer study and evaluation of operational experiences in line with certain recommendations of the Little Hoover Commission; Regents' inquiries as to comparative cost and importance of various programs and activities; the need, under present consideration, for an operational statistician and analyst in the President's office; and the need to correct some legislative misunderstandings.

He discussed the need for unity and expressed appreciation to the staff for having kept its doubts and disagreements within the University family. He restated his faith and sincere conviction that "the people of Minnesota have pride and confidence in the proved accomplishments of the University and intend for it, long-range, an undiminished destiny; this I deeply believe and I am not discouraged by any temporary set-back if we can continue to work together in good will and mutual confidence for its realization."

II. MINUTES OF JUNE 6, 1951

Reported for Action

Approved

III. SENATE ROSTER FOR 1951-52

Reported for Information

Voting Members

Aagaard, George N.	Armstrong, W. D.
Abbe, Ernst C.	*Arnason, H. Harvard
Akerman, John D.	Arnold, Richard T.
*Albert, A. (Rochester)	Army, Clara Brown
Alderman, William H.	Bade, Edward S.
Algren, Axel B.	Baggenstoss, A. H. (Rochester)
Aliferis, James	Bailey, Clyde H.
Allen, Henry E.	Baker, A. B.
Allison, John H.	Baker, Annie L.
Allred, Evan R.	Baker, Gertrude M.
Alspach, Addison (Duluth)	Baldes, E. J. (Rochester)
Amberg, Ray M.	Barber, H. H.
Amundson, Neal R.	Barnhart, Thomas F.
Andersen, Paul	Barnum, Cyrus P., Jr.
Anderson, Gaylord W.	Bartelma, David C.
Anderson, John E.	Barton, Francis B.
Anderson, LeRoy T.	*Beatty, Donald
Anderson, Phillip A.	Berdie, Ralph F.
Anderson, William	Beck, Robert H.
Appel, F. S.	Bell, William C.
Archer, Clifford P.	Belthuis, Lyda (Duluth)
Armstrong, Ike J.	Bierman, B. W.

Biester, Alice
 Bieter, Raymond N.
 Bird, Charles
 *Birkmaier, Emma M.
 Bittner, John J.
 Blegen, Theodore C.
 Boardman, C. W.
 Boddy, F. M.
 Bollman, J. L. (Rochester)
 Bond, Guy L.
 Borak, Arthur M.
 *Borchert, John
 *Borgeson, Carl
 Borow, Henry
 *Bossing, N. L.
 *Bowditch, John
 *Bowron, Bernard
 Boyd, Willard L.
 Boyden, Edward A.
 Boyer, Paul D.
 Boynton, Ruth E.
 Brackney, Emmert M.
 Breckenridge, Walter John
 Bridgford, Roy O. (Morris)
 Brierley, Wilfrid G.
 Briggs, David R.
 Brink, Raymond W.
 Broek, Jan O. M.
 Brown, Allan H.
 Brown, Huntington
 Brown, James I.
 Brown, Randolph M.
 Brownlee, Oswald H.
 Brozek, Josef
 Brueckner, Leo J.
 Bryngelson, Bryng
 Buchta, J. W.
 Burnham, Charles R.
 Burson, Paul M.
 Burt, Alfred L.
 Caldwell, Alfred C.
 Cameron, Robert H.
 Campbell, Berry
 Campbell, J. N.
 Canfield, Thomas H.
 Canoyer, Helen G.
 Caplow, Theodore
 Carlson, Elizabeth
 Cary, Miles E.
 Casey, Ralph D.
 Caverley, Loyst C.
 Ceagslske, Norman H.
 Cerny, Robert G.
 Chamberlin, T. W. (Duluth)
 Chapin, F. Stuart
 Chapman, Carleton B.
 Charnley, Mitchell
 Christensen, Asher N.
 Christensen, Clyde M.
 Christensen, Jonas J.
 Christianson, John O.
 Christopherson, Clarence H.
 Cieslak, Edwin S.
 Clark, Henry B., Jr.
 Clark, John W.
 Clark, Kenneth E.
 Clefton, Herbert E.
 Cleland, Spencer B.
 Close, Winston A.
 Cochrane, Willard
 Code, Charles F. (Rochester)
 *Cohen, Saul
 *Cole, Clarence (Grand Rapids)
 Combs, Willes B.
 Conger, George P.
 Cook, Walter W.
 Cooke, Strathmore R. B.
 Cooper, Russell M.
 Corbin, K. C. (Rochester)
 Cothran, J. C. (Duluth)
 Coulter, Samuel T.
 Cowan, Donald W.
 Cowles, Osborne B.
 Cox, Rex W.
 Crawford, Bryce L., Jr.
 Crawford, William H.
 Creevy, Charles D.
 Crim, Ralph F.
 Critchfield, Charles L.
 Cromartie, William J.
 Cummings, John M.
 Cuneo, James A.
 Currence, Troy M.
 Dahl, A. Orville
 Dankers, William H.
 Darland, R. W. (Duluth)
 Darley, John G.
 *Davis, E. W.
 Davis, Kenneth C.
 Dawson, James R.
 Densford, Katharine J.
 Deutsch, Harold C.
 DeWitt, Norman J.
 Diehl, Harold S.
 *DiGangi, Frank
 Doeringsfeld, Harry A.
 Donaldson, Ernestine C.
 Dorati, Antal
 Doseff, Ivan
 *Douglass, Robert M.
 Dowdell, R. L.
 Dowell, Austin
 Downs, Lynwood G.
 Dugan, Willis E.

Dunham, Raymond S.
 Dvoracek, Daniel C.
²Eckert, Ernst R. G.
 Eckert, Ruth E.
 Eddy, Samuel
 Edson, Allen W. (Morris)
²Edwards, J. E. (Rochester)
 Edwards, Marcia
 Eggers, Henry C. T.
 Ehlers, Henry J. (Duluth)
 Eide, Carl J.
 Elliott, Richard M.
 Emery, W. Edwin
 Engebretson, Arthur E.
 Engene, Selmer A.
 Essex, H. E. (Rochester)
²Esteros, Gertrude
 Evans, Gerald T.
 Feigl, Herbert
 Feldman, W. H. (Rochester)
 Fenske, Theodore H.
 Fenstermacher, Reuel
¹Fermaud, Jacques
 Ferrin, Evan F.
 Fesler, Wesley E.
²Festinger, Leon
 Filipetti, George
 Filson, Margaret
 Fischer, Earl B.
 Fitch, James B.
 Flink, Edmund B.
 Flock, E. V. (Rochester)
 Ford, Edwin H.
 Ford, Roxanna R.
²Frenkel, Albert W.
 Fuller, Elizabeth M.
 Gaumnitz, R. K.
 Gayne, Clifton
 Geddes, William F.
 Gellhorn, Ernst
 Gerald, James E.
 Glick, David
 Gibbens, Gladys
 Gilkinson, Howard
 Gisvold, Ole
 Goldich, Samuel
 Goossen, Carl V.
 Granovsky, Alexander A.
 Graubard, Mark A.
¹Gray, James
 Graybeal, Elizabeth (Duluth)
 Griffiths, Henry J.
 Grim, Paul R.
 Grismer, Raymond L.
 Grout, Ruth E.
 Gruner, John W.
¹Guilford, Richard G.
 Gullickson, Thor W.
 Gustafson, Alrik
 Hadley, Willard J.
 Haines, S. F. (Rochester)
 Haislet, Edwin L.
 Hall, Ambert B.
 Hall, Newman A.
 Hansen, Henry L.
 Hanson, Lester E.
 Harkness, Leonard L.
 Harrington, Ruth
 Harris, Dale B.
 Hart, Helen
 Hart, William L.
 Hartig, Henry E.
²Hartmann, Francis
 Harvey, Alfred L.
 Hastings, Donald W.
 Hathaway, Starke
 Hauser, George
 Hay, Lyle J.
 Haydak, Mykola H.
 Hayes, Herbert K.
 Hayner, C. Irene
 Heaton, Herbert
 Hebbel, Robert
 Heilig, L. S.
 Heilman, E. A.
 Heilman, Fordyce R. (Rochester)
 Heine, Albert C.
 Heisig, G. B.
 Heller, Walter W.
 Heneman, H. G.
 Henrikson, Ernest H.
 Heron, William T.
 Herrick, Julia F. (Rochester)
²Hermann, Rudolf
 Hervey, Marshall C.
 Higgins, G. M. (Rochester)
 Hill, Edward L.
²Hillhouse, James T.
 Hinckley, Robert G.
 Hodgson, Robert E. (Waseca)
 Hodson, A. C.
 Hoffbauer, Frederick W.
 Hollinshead, W. H. (Rochester)
²Holman, Ralph T.
²Holmer, Paul
 Holtby, Fulton
 Hornberger, Theodore
 Hossfeld, Ralph L.
 Howell, Roger W.
²Hoyt, Cyril J.
²Hoyt, Harvey H.
 Howell, William S.
 Hull, Gertrude
²Hurwicz, Leonid

Hustrulid, Andrew
 Hutchins, Arthur E.
¹Ige, Thomas H. (Duluth)
 Jackson, Elizabeth
 Jackson, Ione M.
 Jenness, Robert H.
 Jennings, Arthur B.
 Jensen, Reynold A.
²Jerabek, Henry S.
 Jesness, Oscar B.
²Jezeski, James J.
¹Johnson, Donovan
 Johnson, Elmer W.
 Johnson, H. C. (Duluth)
²Johnson, Otto H.
 Johnson, Palmer O.
 Johnson, V. (Rochester)
 Jones, Robert T.
 Jones, Roy C.
 Jones, Tom B.
 Jordan, Philip D.
 Jordan, Philip S. (Morris)
 Jordan, Richard C.
 Joseph, Thomas L.
²⁻⁴Kalisch, Gerhard
 Kaufert, Frank H.
 Keith, Mark M. (Duluth)
 Keller, Louis F.
 Keller, Robert J.
 Kelly, James D.
 Kemler, Emory N.
 Kendall, Blanche
 Kernkamp, H. C. H.
 Kernkamp, M. F.
 Kernohan, J. W. (Rochester)
 Kersten, Miles S.
 Keys, Ance
 Kidneigh, John C.
 Kildow, Fred L.
 King, John E. (Duluth)
 King, Joseph T.
¹King, Thomas H.
 Kinyon, Stanley V.
¹Kiser, Orville M. (Crookston)
¹Kitchell, Ralph L.
 Kitts, Harry D.
 Klingel, Thomas R.
 Knight, Ralph T.
¹Koehler, Fulton
 Koelsch, C. F.
 Koller, E. Fred
 Kolthoff, Izaak M.
 Konopka, Gisela
 Kottke, Frederic J.
 Kozelka, Richard L.
 Krantz, Fred A.
 Krey, August C.
 Kubicek, William
 Kuhlmann, John H.
 La Joy, Millard H.
 Lakela, Olga (Duluth)
 Lambert, Jean W.
 Larson, Sidney
 Lauer, Walter M.
 Lawrence, Donald B.
¹Lazan, Benjamin
 LeFort, Emilio
 Leichsenring, Jane
 Levi, Werner
 Lewis, Edwin H.
 Lichstein, Herman C.
²Liddell, Leon
 Lien, Marie
 Lifson, Nathan
²Lillehei, C. Walton
 Lindquist, C. B. (Duluth)
 Lindquist, Maude L. (Duluth)
 Lippincott, Benjamin E.
 Lipscomb, William N.
 Listiak, Daniel A.
 Livingston, Robert S.
 Lockhart, William B.
¹Loehr, Rodney B.
 Longstaff, Howard
 Louisell, David W.
 Loye, Edward S.
 Ludwig, C. C.
 Lund, Clarence E.
 Lundberg, Walter
 Lunden, Laurence R.
 Luyten, Willem J.
²MacCorquodale, Kenneth
 MacDougall, Frank H.
 MacGregor, John M.
 Macy, Harold
 Mann, F. C. (Rochester)
 Manson, Philip W.
 Marshall, Douglas G.
 Marshall, William H.
²Martindale, Don
 Mason, H. L. (Rochester)
 May, Charles D.
 Maynard, J. Lewis
 McCall, T. M. (Crookston)
 McCartney, James S.
²McClosky, Herbert
 McClure, Harlan E.
 McClure, Robert C.
 McCune, George H.
 McDiarmid, Errett W.
 McDonald, William A.
 McDowell, G. Tremaine
 McEwen, W. R. (Duluth)
 McKelvey, John L.

McLaughlin, Charles H.
 McMiller, Paul R.
 McQuarrie, Irvine
 Meehan, Edward J.
 Meehl, Paul
 Merrill, Robert A.
 Meyer, Warren G.
 Micheels, William J.
 Mickel, Clarence E.
 Middlebrook, William T.
 Miller, Forrest E.
²Miller, Huntington
 Miller, Paul E.
 Miller, Ralph E.
 Miller, R. Dale (Duluth)
 Mills, Lennox
 Minnich, Dwight E.
 Mitchell, David
 Monachesi, Elio D.
 Monk, Samuel Holt
 Montonna, Ralph E.
 Morrill, J. L.
¹Morris, Kyle
 Morris, William E.
 Morse, Horace T.
 Muckenhirn, O. William
 Mudgett, Bruce D.
 Mueller, Verval J.
²Murphy, Thomas
 Myers, Howard D.
²Naftalin, Arthur
 Neale, Mervin G.
²Nelson, Benjamin
 Nelson, Carl L.
 Nelson, Lowry
 Netz, C. V.
 Ney, Edward P.
 Nichols, Ralph G.
 Nier, Alfred O. C.
 Nightingale, Edmund A.
²Nissen, Elizabeth
 Noble, Isabel
 Nolte, Julius M.
 Nordly, Carl L.
 Nunn, William Lee
²Nylund, Robert E.
 Oberg, Paul
 O'Brien, Thomas D.
²O'Connor, Paul R.
²O'Connor, William Van
 Odlaug, T. O. (Duluth)
 Ogle, K. N. (Rochester)
 Olmsted, John M. H.
 Olson, Joseph C., Jr.
 Olson, Magnus
 Olson, Theodore A.
 Osell, Clarence R.
 Osgood, Ernest S.
 Ostlund, H. J.
 Otis, Charles K.
²Ownbey, Gerald B.
 Palmer, Ruth (Duluth)
³Papandreou, Andreas G.
 Parham, William E.
 Paterson G. Donald
⁶Pattison, Walter T.
³Paulsen, Monrad
 Peik, Wesley E.
 Pervier, Norville C.
 Petersen, William E.
 Peterson, Milo J.
 Peyton, W. T.
 Pfeider, Eugene P.
 Phelps, Ethel
 Piccard, J. F.
⁶Pieper, E. H. (Duluth)
 Pierce, George O.
 Piper, Ralph A.
 Piret, Edgar L.
 Pirsig, Maynard E.
²Plumb, Valworth R. (Duluth)
 Pomeroy, Benjamin S.
 Pond, George A.
 Potter, Orrin W.
 Power, Marschelle H. (Rochester)
 Prescott, Gerald R.
 Price, Raymond G.
 Prickett, Glenn I.
 Priestler, George C.
 Putman, Charles F.
 Quigley, Harold S.
 Rasmussen, Andrew T.
¹⁻²Rassweiler, Merrill P.
 Reed, Sheldon C.
 Rees, Louis W.
 Reighard, John J.
 Resch, Joseph A.
 Reyerson, Lloyd H.
 Richards, A. Glenn
 Riesenfeld, Stefan A.
 Rigler, Leo G.
 Rinke, Ernest
 Ripken, John F.
 Ritchey, Lloyd B.
 Roepke, Martin H.
 Roff, Merrill F.
 Rogers, Charles H.
⁷Rood, John
¹Rose, Arnold
 Rose, Ella J.
⁸Rosenbloom, Paul C.
⁹Ross, Ralph G.
 Rost, Clayton O.
 Rottschaefter, Henry

Russell, Harold G.
 Rufford, Skuli
 Ryan, Dennis M.
 Ryan, James J.
 Sandell, Ernest B.
 Sanderson, James C.
 Sautter, Jay H.
 Schantz-Hansen, Thorvald
 Schiele, Burtrum C.
 Schlotthauer, C. F. (Rochester)
 Schmid, Alois R.
 Schmitt, Otto H.
 Schmitz, Henry
 Schneider, Arthur E.
⁴Schofield, William
 Scholl, Miriam G.
 Schroepfer, George J.
 Schuck, Robert F.
 Schultze, Max O.
 Schwantes, Arthur J.
 Schwartz, G. M.
 Searles, Harold R.
 Sellars, Wilfrid S.
 Sellers, Alvin F.
 Shaw, Mary J.
 Shepherd, William G.
 Shoffner, Robert N.
 Short, Lloyd M.
 Shove, Raymond H.
 Sibley, Mulford
 Sielaff, Richard O. (Duluth)
⁴Silberman, Edward
 Simmons, Dorothy
 Simon, William J.
 Simonson, Ernst
 Sirich, E. H.
 Sloan, Hubert J.
 Smith, Dora V.
 Smith, Fred
 Smith, Henry Nash
 Smith, Homer J.
 Smith, Lee I.
 Smith, Lloyd Lyman, Jr.
 Sneed, M. Cannon
 Snyder, Leon C.
 Soine, Olaf C. (Crookston)
 Soine, Taito O.
 Speidel, T. D.
 Spilhaus, Athelstan F.
 Spink, Wesley W.
 Spratt, Nelson T.
 Spurr, Stephen H.
 Stakman, Elvin C.
 Stanford, E. B.
 State, David
⁴Stedman, Louise A.
 Steefel, Lawrence D.
 Stehman, J. W.
 Steinbach, H. Burr
 Stenstrom, Karl W.
 Stephan, James W.
 Stephens, Clyde
 Stephenson, George M.
 Stolarik, Eugene
 Stoppel, Arthur E.
 Stevens, K. D.
 Stout, Minard W.
 Strait, John
 Straub, Lorenz G.
 Summers, R. E.
 Swain, Frederick, Jr.
 Swanson, Charles E.
 Swanson, Harold B.
 Syverton, Jerome T.
⁴Tate, Allen
 Taylor, Henry L.
 Taylor, Margaret
 Teeter, Thomas A. H.
⁴Templin, Mildred C.
 Thiel, George A.
 Thomas, Gertrude
 Thomas, Horace L.
 Thomas, Lewis
 Thomas, Theodor W.
⁴Thompson, David W.
 Thompson, Faith
 Thompson, Mark J.
 (Experiment Station, Duluth)
 Thomson, Stewart C.
 Thorpe, Neils
 Thurston, Marjorie H.
 Tinker, Miles A.
⁴Todd, Ramona L.
 Top, Franklin H.
 Treloar, Alan E.
 Tselos, Dimitri T.
 Turnbull, John G.
⁴Turritin, Hugh L.
 Tyler, Alice F.
 Tyler, Tracy F.
⁴Unger, Leonard
 Upgren, Arthur R.
 Upson, Ralph H.
 Vaile, Roland S.
 Valasek, Joseph
 van der Ziel, Aldert
 Van Wagenen, M. J.
 Varco, Richard L.
 Vaughan, Alfred L.
 Visscher, Maurice B.
 Vold, George B.
 von Glahn, G. E. (Duluth)
¹⁰Waite, Warren C.
 Wakim, K. J. (Rochester)

Wall, C. N.
 Wallace, Franklin G.
 Wallis, Wilson D.
 Wangensteen, Owen H.
²Warp, George A.
 Warschawski, Stefan E.
 Watson, Cecil J.
 Watson, Dennis W.
 Weaver, John C.
 Webb, James S.
²Weber, Alvin F.
 Weir, Theodore S.
 Wells, Lemen J.
²Wheat, Leonard B. (Duluth)
 Wheeler, John T.
 White, Wallace F.
 White, Wendell
 Whiting, Frank
 Whitson, Lee S.
 Widdowson, H. T.
 Wilcox, Arthur N.
 Wilcox, Hugh B.
 Wilford, Lloyd A.
 Willey, Malcolm M.
 Williams, Cornelia D.
 Williams, John H.
 Williams, Marvin (Rochester)
 Williams, W. Lane
 Williamson, E. G.
 Willson, David H.
 Wilson, Marjorie U.
 Winslow, Robert W.
 Winter, James D.
 Winters, Laurence M.
 Wise, J. A.
 Wittich, Harold C.
¹Wolf, John B.
 Wood, C. W. (Duluth)
 Wood, E. H. (Rochester)
 Wood, Frank
 Wrenn, C. Gilbert
²Wright, Herbert
 Wright, Harold N. G.
 Yock, Douglas H.
 Yoder, Dale
⁴Young, Elmer E.
 Young, Dana
²Zander, Helmut A.
 Zavoral, Henry G.
 Ziebarth, E. William
 Ziegler, Newell P.

Non-Voting Members

Active

Adams, R. C. (Rochester)
 Adson, Alfred W. (Rochester)
 Allen, E. V. (Rochester)
 Anderson, E. Dyer
 Anderson, K. W.
 Ausemus, Elmer R.
 Austin, L. T. (Rochester)
 Bair, H. L. (Rochester)
 Bargaen, J. A. (Rochester)
 Barker, N. W. (Rochester)
 Barnes, A. R. (Rochester)
 Barron, Moses
 Beard, A. H.
 Berkman, J. M. (Rochester)
 Berkson, J. (Rochester)
 Black, B. M. (Rochester)
 Boies, L. R.
 Boehrer, John J.
 Boyd, D. A. (Rochester)
²Brecht, Lyle A.
 Briggs, John F.
 Brown, A. E. (Rochester)
 Brown, J. R. (Rochester)
 Brown, P. W. (Rochester)
 Brunsting, L. A. (Rochester)
 Buie, L. A. (Rochester)
 Burchell, H. B. (Rochester)
 Butler, A. B.
 Butt, H. R. (Rochester)
 Campbell, Norman A.
 Campbell, Orwood J.
 Carey, James B.
 Challman, S. Alan
 Chatterton, Carl C.
 Clagett, O. T. (Rochester)
 Clausen, Clarence A.
 Cole, Wallace H.
 Comfort, M. W. (Rochester)
 Connor, Charles E.
 Cook, E. N. (Rochester)
 Cooperman, Oscar
 Counsellor, V. S. (Rochester)
 Craig, W. McK. (Rochester)
 Culbertson, Joseph O.
²Culp, O. S. (Rochester)
 Delton, Rudolph W.
 Dixon, C. F. (Rochester)
 Dockerty, M. B. (Rochester)
 Drake, Carl B.
 Dry, T. J. (Rochester)
 Eaton, L. M. (Rochester)
 Ebert, Richard V.
 Emmett, J. L. (Rochester)
 Epstein, Stephan

Erich, J. B. (Rochester)
 Ericson, Dorothy L.
 Ernst, Max E.
 Evans, E. T.
 Fansler, Walter A.
 Fenger, E. P. K.
 Figi, F. A. (Rochester)
 Foley, Frederic E. B.
 Fowler, L. Haynes
 Fricke, R. E. (Rochester)
 Ghormley, R. K. (Rochester)
 Good, C. A. (Rochester)
 Gray, H. K. (Rochester)
 Gray, Royal C.
 Griffith, Charles A.
 Hall, B. E. (Rochester)
 Hammes, Ernest M.
 Hamre, Christopher J.
 Hansen, Erling W.
 Hanson, William A.
 Harrington, S. W. (Rochester)
 Hartman, H. R. (Rochester)
 Havens, F. Z. (Rochester)
 Hayes, James
 Heck, F. J. (Rochester)
 Hench, P. S. (Rochester)
 Herrell, W. E. (Rochester)
 Hill, Allan
 Hillmann, Harold C.
 Hines, E. A. (Rochester)
 Horton, B. T. (Rochester)
 Huenekens, Edgar J.
 Hunt, A. B. (Rochester)
 Ikeda, Kano
 Jernall, Roy M.
 Johnson, Adelaide M. (Rochester)
 Johnson, James A.
 Johnson, Reuben A.
 Jones, E. Mendelsohn
 Judd, E. S. (Rochester)
 Kafka, Hedda
 Kamman, Gordon R.
 Keating, F. R. (Rochester)
 Keith, H. M. (Rochester)
 Kennedy, R. L. J. (Rochester)
 Kierland, R. R. (Rochester)
 Kinsella, Thomas
 Kirklin, B. R. (Rochester)
 Knapp, Miland E.
 Knight, Ralph T.
 Kolb, L. C. (Rochester)
 Koontz, Sylvester
 Krusen, F. H. (Rochester)
 Kvale, W. F. (Rochester)
 Laymon, Carl W.
 Leddy, E. T. (Rochester)
 Leven, N. Logan
 Lillie, H. I. (Rochester)
 Lippman, Hyman S.
 Logan, G. B. (Rochester)
 Love, J. G. (Rochester)
 Lundberg, George W.
 Lundy, J. S. (Rochester)
 Lynch, Francis W.
 MacGibbon, Everett E.
 Madden, John F.
 Magath, T. B. (Rochester)
 Mayo, Charles W. (Rochester)
 Maytum, C. K. (Rochester)
 Maxeiner, Stanley R.
 McCarthy, Donald
 McCarthy, Lester C.
 McDonald, J. R. (Rochester)
 McKinlay, Chauncey A.
 Meller, Robert L.
 Michael, J. C.
 Michelson, Henry E.
 Moersch, F. P. (Rochester)
 Moersch, H. J. (Rochester)
 Montgomery, H. (Rochester)
 Morlock, C. G. (Rochester)
 Myers, J. A.
 Nelson, Earl A.
 Nelson, Herbert C.
 Nesbitt, Samuel
 Noble, John F.
 Noran, Harold H.
 Nordland, Martin
 O'Leary, Paul A. (Rochester)
 Olsen, A. M. (Rochester)
 Parker, H. L. (Rochester)
 Parker, R. L. (Rochester)
 Pattridge, Mark O.
 Pemberton, J. D. (Rochester)
 Peppard, Thomas A.
 Peterka, Charles
 Petersen, M. C. (Rochester)
 Pettengill, True E.
 Platou, Erling S.
 Pool, T. L. (Rochester)
 Prangen, A. D. (Rochester)
 Prickman, L. E. (Rochester)
 Priestley, J. T. (Rochester)
 Radusch, Dorothea
 Randall, L. M. (Rochester)
 Rea, Charles E.
 Regnier, Edward
 Reynolds, Maynard
 Rice, Carl O.
 Richard, Ernest T. F.
 Rome, H. P. (Rochester)
 Ross, Guy W. C.
 Roth, G. M. (Rochester)
 Rucker, C. W. (Rochester)

Rynewson, E. H. (Rochester)
 Schaaf, Frederick H.
 Schmidt, H. W. (Rochester)
 Seham, Max
 Seldon, T. H. (Rochester)
 Shapiro, Morse J.
 Simonton, K. M. (Rochester)
 Siperstein, David
 Slocumb, C. H. (Rochester)
 Smith, Frederick L.
 Smith, Harry L. (Rochester)
 Smith, N. D. (Rochester)
 Spock, B. N. (Rochester)
 Sprague, R. G. (Rochester)
 Stafne, E. C. (Rochester)
 State, David
 Steadman, Sherwood
 Stoesser, Albert V.
 Sukov, Marvin
 Sweitzer, Samuel E.
 Thiers, Fred C.
 Thompson, G. J. (Rochester)
 Tucker, William B.
 Ude, Walter H.

Wagener, H. P. (Rochester)
 Wahlquist, Harold F.
 Wakefield, E. G. (Rochester)
 Waldron, Carl W.
 Walters, W. (Rochester)
 Watkins, C. H. (Rochester)
 Waugh, J. M. (Rochester)
 Webb, Roscoe C.
 Weber, H. M. (Rochester)
 Weed, L. A. (Rochester)
 Weir, J. F. (Rochester)
 Wells, Herbert S.
 Wetherby, Macnider
 Whittaker, Harold A.
 Wilder, Robert L.
 Williams, H. L. (Rochester)
 Willius, F. A. (Rochester)
 Wolff, Herman J.
²Wollaeger, E. E. (Rochester)
 Woltman, H. W. (Rochester)
 Worman, Harold G.
 Wyatt, Oswald S.
 Zierold, Arthur A.
 Zimmerman, Harry

Emeriti

Alvarez, W. C., Professor
 (Rochester)
 Alway, Frederick J., Professor
 Amberg, S., Associate Professor
 (Rochester)
 Arnal, Leon, Professor
 Arny, Albert C., Associate Professor
 Balfour, D. C., Professor
 (Rochester)
 Bass, Frederic H., Professor
 Beach, Joseph, Professor
 Bell, Elexious T., Professor
 Benedict, W. L., Professor
 (Rochester)
 Blakey, Roy G., Professor
 Boothby, Walter M., Professor
 (Rochester)
 Boss, William, Professor
 Bowling, H. H. (Rochester)
 Braasch, W. F., Professor
 (Rochester)
¹²Brekhus, Peter J., Professor
 Broders, A. C., Professor
 (Rochester)
 Brooke, W. E., Professor
 Brown, Edgar D., Associate Professor
 Bryant, John M., Professor
 Burch, Frank E., Professor
 Burkhard, Oscar C., Professor

Bussey, William H., Professor
 Chesley, Albert J., Clinical Professor
 Clawson, Benjamin J., Professor
 Coffey, Walter C., President
 Comstock, E. H., Professor
 Cooper, William S., Professor
¹²Corbett, J. Frank, Professor
 Cox, Norman J., Associate Professor
 Crenshaw, J. L., Associate Professor
 (Rochester)
¹³Cutler, Alvin S., Professor
 Damon, George M., Clinical Professor
 Davis, Darrell H., Professor
 Desjardins, Arthur U., Professor
 (Rochester)
 Downey, Hal, Professor
 Drips, D. G., Associate Professor
 (Rochester)
 Dunn, William, Associate Professor
 DuPriest, John R., Professor
 Erickson, Theodore A., Associate Professor
 Erikson, Henry A., Professor
 Eusterman, G. B., Professor
 (Rochester)
 Fahr, George E., Professor
 Ferguson, Donald, Professor

Field, Albert M., Professor
 Ford, Guy S., President
 Fraser, Everett, Dean and Professor
 Freeman, Charles D., Professor
 Freeman, Edward M., Dean and Professor
 French, Robert W., Professor
 Giffin, H. Z., Professor (Rochester)
 Goldstein, Harriet, Professor
 Goodenough, Florence L., Professor
 Green, Robert O., Clinical Professor
 Grout, Frank F., Professor
 Helmholtz, H. F., Professor (Rochester)
 Hempstead, B. E., Associate Professor (Rochester)
 Henderson, M. S., Professor (Rochester)
 Herrick, Carl A., Professor
 Holman, William, Professor
 Irvine, Harry G., Associate Professor
 Jenks, Albert E., Professor
 Keith, N. M., Professor (Rochester)
 Kendall, E. C., Professor (Rochester)
 Kennedy, Cornelia, Associate Professor
 Kirchner, William H., Professor
 Kirkwood, William P., Professor
 Klæber, Frederick, Professor
 Knight, Ray R., Clinical Professor
 Lambert, Edwin H., Professor
 Lansing, Robert C., Associate Professor
 Lasby, William F., Dean and Professor
 LeCompte, Irville C., Professor
 Leland, Ora M., Dean
 Lemon, W. S., Professor (Rochester)
 Lind, Samuel C., Dean and Professor
 Lindsay, William, Professor
 Logan, A. H., Associate Professor (Rochester)
 MacCarty, W. C., Professor (Rochester)
 Macnie, John S., Associate Professor
 Mann, F. M., Professor
 Masson, J. C., Professor (Rochester)
 McClintock, Henry L., Professor
 McDaniel, Orianna, Clinical Associate Professor
 McNeal, Wylle B., Professor
 McNelly, Chester, Associate Professor
 Meyer, Warren, Associate Professor
 Meyerding, H. W., Professor (Rochester)
 Miller, Louallen F., Professor
 Miller, W. S., Professor
 Moore, Cecil A., Professor
 Mussey, R. D., Professor (Rochester)
 Myers, W. R., Associate Professor
 New, G. B., Professor (Rochester)
 Newton, Julia O., Associate Professor
 Norris, J. Anna, Professor
 Ogle, Marbury B., Professor
 Parker, Walter H., Professor
 Pease, Levi B., Professor
 Pierce, E. B., Director
 Price, Richard R., Professor
 Ramsey, Walter R., Clinical Associate Professor
 Rarig, Frank, Professor
 Raymond, Ruth, Professor
 Riley, William A., Professor
 Robertson, Burton J., Professor
 Rodda, Frederick C., Clinical Professor
 Roe, Harry B., Professor
 Rosendahl, Carl O., Professor
 Rotzel, C. L., Associate Professor
 Rowley, Frank B., Professor
 Saltus, Charles N., Professor
 Sandstrom, W. Martin, Professor
 Sanford, A. H., Professor (Rochester)
 Savage, Charles A., Professor
 Scammon, Richard E., Professor
¹⁴Schneider, John P., Associate Professor
¹⁵Scott, Frederick H., Professor
 Sheard, Charles, Professor (Rochester)
 Shoop, Charles F., Professor
 Shumway, R. R., Assistant Dean and Professor
 Siler, Roderick W., Assistant Professor
 Stauffer, Clinton R., Professor

Stoll, Elmer E., Professor
 Thomas, Joseph M., Assistant
 Dean and Professor
 Tilden, Josephine, Professor
 Ulrich, Henry L., Professor
 Vaile, Gertrude, Associate Pro-
 fessor
 Walls, James M., Professor
 Wells, Amos S., Professor

White, Albert B., Professor
 White, S. Marx, Professor
 Wilder, R. M., Professor (Roches-
 ter)
 Wilcox, Archa, Professor
 Woodsedalek, Jerry, Professor
 Zelner, Otto S., Associate Pro-
 fessor

¹ On leave.

² Promotion.

³ New appointment.

⁴ On leave spring quarter.

⁵ On sabbatical leave.

⁶ On leave winter and spring quarters.

⁷ On leave 50% time.

⁸ On leave 20% time.

⁹ Died December 21, 1950.

¹⁰ Died November 11, 1950.

¹¹ Died June 29, 1951.

¹² Died November 6, 1951.

¹³ Died January 6, 1951.

¹⁴ Died June 15, 1950.

¹⁵ Died July 21, 1951.

IV. SPECIAL ADMINISTRATIVE COMMITTEES FOR 1951-52

Reported for Information

The President reports additional appointments as follows:

All-University Congress Social Service Council, Staff Adviser:
 Theodore Caplow.

Public Relations Advisory Committee: Paul E. Miller.

V. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

Reported for Action

The following proposal for revision of the By-Law defining the functions of the Committee on Business and Rules is submitted for adoption:

BUSINESS AND RULES

There shall be a standing Committee on Business and Rules, which shall consist of four voting members of the Senate and the clerk of the Senate who shall serve as clerk of this committee. It shall be the duty of this committee to arrange the order of business for the Senate, and to recommend the disposition of business which appears in its judgment to be not germane to the purposes of the Senate. It shall prepare the agenda for each meeting of the Senate and cause copies thereof to be distributed to each voting member of the Senate prior to the opening of the meeting.

Items of new business presented at a Senate meeting by individual voting members of the Senate shall be referred to this committee for consideration and presentation at the next regular meeting of the Senate, but such business may be considered and voted on at the meeting at which it is introduced, by a majority vote of the voting members of the Senate present and voting on a proposal for immediate consideration.

The committee may recommend amendments of existing by-laws or standing rules, or the adoption of new by-laws or standing rules.

Nothing herein contained shall limit the right to immediate consideration of, and action upon, any matter for whose consideration a special meeting has been called in accordance with section 11 of the constitution.

HENRY ROTTSCHAEFER, Chairman

Adopted

VI. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Time of First Hour Class.* The members had received reports recommending that the time of first hour classes be changed. Action on a new class hour schedule was taken at request of various faculties and with the approval and recommendation of the Schedule Committee, the All-University Student Congress, and other agencies. It was voted to begin first hour classes at 8:30 a.m. in Minneapolis, and at 8:00 a.m. on the St. Paul Campus, effective fall term 1951. Later classes will fall on the half-hour or the hour, as consistent.

2. *Approval of Departmental Publications.* Since the Committee on Printing has been criticized for restricting official bulletin material while other rather elaborate and costly documents are prepared and circulated, this group was asked to consider the problem and to make recommendations. The President's Office favors diversity and enterprise in publication but asks whether there should not be some examination of publications which cost in excess of a particular sum.

3. *Communication and Public Relations.* In a general discussion, Committee members suggested ways to obtain better staff communication. A study of this problem is being made in a Senate Committee. At some future meeting there will be discussion of the scholar or professional person's responsibilities in writing and speaking.

4. *Work of Department Chairmen.* There was extensive reference to the service given by department chairmen during summer vacation. It was moved, seconded, and voted that a subcommittee of the Administrative Committee be appointed to look into this and to report back to the Administrative Committee.

5. *Confirmation of Teaching Assistant Appointments by the Regents.* Teaching assistant appointments are cleared by the Regents in the same way as appointments for instructors and higher ranking academic personnel. Deans were advised to remind departments of this.

6. *Addresses of Students, Staff, and Alumni in Military Service.* A special subcommittee appointed to study the keeping of addresses of University people in the armed services suggested that the University attempt to maintain a file of current military addresses of students, faculty, and alumni. The Alumni Office will periodically prepare news releases inviting assistance in this address-keeping and will inform our administrative officers on the procedures that are helpful. It was recommended that deans and department heads tell their associates of the methods to be followed.

7. *Awarding of Technical Aid Curriculum Certificates at Commencement Exercises.* Concerning participation in June commencement of persons completing work in the Technical Aid Curriculum of the Institute of Technology, the Senate Committee on University Functions recommended that students qualified by action of the Regents to receive a certificate or diploma in a program of two years or more (in regular attendance) be charged the graduation fee and be required to participate in commencement exercises.

8. *Textbook Approvals.* Approval was given for text materials as follows:

Instructions to Students in English A-B-C, 4-5-6, etc., mimeographed pamphlet, 2,000 copies. To be sold by Nicholson Hall Bookstore. Price 25 cents.

Human Histology, a mimeographed laboratory outline for Anat. 103, 300 copies. To be sold by Professional Colleges Bookstore. Price 80 cents.

Revised Laboratory Manual for Bot. 1f, mimeographed, 600 copies. To be sold by Nicholson Hall Bookstore. Price 70 cents.

Criminal Statistics Supplement, mimeographed material for use in Soc. 53, 100, 101, and 104, 400 copies. To be sold by Nicholson Hall Bookstore. Price 75 cents.

Achievement Tests, by Walter W. Cook, photographic and multilith reproduction of 44 pages, 1,000 copies. To be sold by Nicholson Hall Bookstore. Price 40 cents.

Consumer Education, by Ray Price, a mimeographed book of about 135 pages for FL 20, 75 copies. To be sold by University Bookstores. Price \$1.25.

Outlines of Course Work and Statistical Exercises for Sociology 182f, mimeographed, 40 copies. To be sold by Nicholson Hall Bookstore. Price 15 cents.

Syllabus for Political Science 51-52-53, 11 mimeographed pages, 75 copies. To be sold by Nicholson Hall Bookstore. Price 30 cents.

Experiments in Animal Physiology, a mimeographed outline for Vet. 135-136 prepared by A. Hemingway and A. F. Sellers, 60 sets a year. To be sold by the Agricultural Bookstore. Price \$2.00.

Grouping and Promotion in Elementary Schools, by Walter W. Cook, published by the University of Minnesota Press. Price \$1.00.

Laboratory Anatomy of the Fetal Pig by T. O. Odlaug, published by William C. Brown.

Economics of American Agriculture, by Walter W. Wilcox and Willard W. Cochrane, published by Prentice-Hall. Price \$5.50.

Farm Forestry Laboratory Manual, by Donald P. Duncan, published by the Burgess Publishing Company. Price \$1.50.

R. E. SUMMERS, Secretary

VII. REPORT OF THE JUDICIAL COMMITTEE

Reported for Information

This is the first time that the Judicial Committee has had occasion to make a report on its activities. During the academic year 1950-51, nineteen complaints were filed with the Judicial Committee. Of these, ten were from instructors in the School of Business Administration who had received notices of dismissal without the prior three or six months of notice called for by the tenure regulations. The Judicial Committee held a hearing on these cases with all interested parties present, and there was no dispute on the facts. The severances were explained by Dean Kozelka as having been necessitated by the budget cuts having to be made after the time for giving notice under the regulations had passed. The findings of the Judicial Committee were submitted to the President, the dean and the complainants, and the President authorized the dean to continue in employment as instructors those complainants who had not accepted employment elsewhere.

Five of the complaints came from instructors in the Department of Drawing and Descriptive Geometry and the Institute of Technology. These cases on their facts were practically identical with those of the Business School instructors. On the basis of this finding, and without formal hearings, the chairman of the Judicial Committee made substantially the same report on these cases to the President, to the dean and to the instructors concerned as had been made in the case of the Business School instructors. The outcome was the same. The President authorized the dean of the Institute of Technology to continue in employment for the next academic year those complaining instructors who did not accept other suitable employment. This was done.

The case of John B. Wolff, Jr., assistant professor in the Department of Mechanical Engineering in the Institute of Technology, who also had received notice of termination, without compliance with the notice period

of the tenure regulations, was resolved in the same way. The President provided the necessary funds for the dean of the Institute to continue Professor Wolff for another year.

The sixteen cases summarized above all involved persons who had not acquired indefinite tenure, and all were settled to the satisfaction of the complainants. Two other complaints presented to the Judicial Committee were dropped by the complainants before any action could be taken by the Judicial Committee. In one case, the man in question had already resigned before making his complaint. In the other, the complainant made a satisfactory adjustment with the President and the case was dropped.

The case of Mr. Joseph Weinberg, assistant professor in the Department of Physics, in the fourth year of his probationary appointment, took more time and thought than any other case or group of cases. The complaint of Mr. Weinberg arose out of his suspension from his position in the Department of Physics in May, for the balance of the academic year, following his refusal to give testimony before the grand jury in Washington, D. C. Although not deprived of his salary, Mr. Weinberg complained that his tenure rights had been violated by the President's action in suspending him and by the President's statement of the reasons for the suspension. The Committee's hearings on the case were devoted entirely to the issues thus narrowly defined. The Committee made its findings on the facts as it saw them, first in a preliminary form and then in a final statement. The President subsequently gave notice to Mr. Weinberg that he would not be permitted to gain indefinite tenure, and notified him that in any case his tenure at the University would end at the end of the academic year 1951-52. The Regents subsequently gave Mr. Weinberg a terminating appointment for one year, with full salary, but suspended him from all duties at the University. Mr. Weinberg did not make any appeal from this decision of the Regents, and his case is, therefore, presumably closed. The Regents also decided that the findings in such cases should be kept confidential.

In the course of the Committee's work in 1950-51, it became evident that the tenure regulations do not cover adequately situations in which the University must make drastic reductions in staff due to budget cuts. This matter is being taken up by a separate committee, the Tenure Administration Advisory Committee, of which Vice President Willey is chairman.

WILLIAM ANDERSON, Chairman

VIII. SPECIAL COMMITTEE ON FACULTY PARTICIPATION

Reported for Action

RESOLVED, That the President appoint a Committee of the Senate drawn mainly from the several professorial ranks to study the organization of the University with a view to making recommendations for increased faculty participation in the formulation of major policy decisions affecting the faculty and the service of the University to the State of Minnesota; and to report its recommendations to the Senate.

Adopted

Appointment

The President recommended the following members: Prof. Raymond W. Darland (Duluth Campus, Science and Mathematics), Asst. Prof. Donald P. Duncan (St. Paul Campus, Forestry), Prof. and Asst. Dean Marcia Edwards (Minneapolis Campus, Education), Prof. E. Fred Koller (St. Paul Campus, Agricultural Economics), Assoc. Prof. Arthur E. Naftalin (Minneapolis Campus, Political Science), Prof. Alfred O. C. Nier (Minneapolis Campus, Physics), Prof. Lee S. Whitson (Minneapolis Campus, Mechanical Engineering) with chairman to be elected by the committee.

The President said in making these appointments that he had aimed to take some account of campus-wide representation, include at least one woman, have two from the St. Paul Campus, have one from Duluth, and have all professional ranks represented.

Approved

IX. RESPONSES RECEIVED BY PRESIDENT MORRILL REGARDING STUDENT MEMBERSHIP ON SENATE COMMITTEES

Committee on Business and Rules

The Senate Committee on Business and Rules has considered the matter of altering its composition by including student representation thereon. The functions of this Committee are primarily formal in character and seldom, if ever, involve decisions on policy issues relating to student matters. It is the opinion of the Committee that no change in its membership is either necessary or desirable.

HENRY ROTTSCHAEFER, Chairman

Committee on Education

At its meeting on October 9, the Senate Committee on Education gave consideration to the inquiry which you directed to Senate committees, dated June 11, with regard to student participation on Senate committees.

It was the sense of the Senate Committee on Education that many of its deliberations revolve around questions that would not be significant to nor very interesting to students. Topics of this kind, with which the committee has concerned itself are, for example, faculty retirement policies, the preparation of a faculty information handbook, and possible faculty representation on the Administrative Committee of the Senate. There are other times, however, when topics which have a direct bearing on student interest, with regard to educational matters, may well be discussed and the committee agreed that it would be desirable to have some channel of direct communication with representative students at these times.

The Senate Committee on Education, therefore, decided against having students appointed as organic members of this committee but finally passed the motion, which is stated in our minutes as follows:

"It was moved, seconded, and passed that the committee try inviting two or three students, students named by the All-University Congress, when the Congress had been notified by this committee that a subject which might be interesting to students is to be reviewed by this committee. Conversely, students wishing consultation with this committee would ask the Congress to name two or three students to meet with this committee."

It was felt by the committee that this system might be tried out as an experiment, and that if it appeared thereafter that a greater degree of student participation might be desirable, we would at some later date reconsider the question of student membership.

HORACE T. MORSE, Chairman

Committee on Institutional Research

At a recent meeting of our Senate Committee on Institutional Research, I raised the question of whether we should attach student representatives to the committee. There was unanimous agreement that this would be desirable, particularly since most of the research projects discussed in the committee are on educational topics of serious concern to the students.

We are proposing to invite the intermediary boards of three colleges to name a student representative to our committee to serve for the remainder of the year. For the current year we would suggest representatives from the Institute of Technology, the College of Agriculture, Forestry, Home

Economics, and Veterinary Medicine, and the College of Science, Literature, and the Arts. In succeeding years the representation would presumably be passed around among other undergraduate colleges.

I hope that this action of our committee is in line with your letter of last spring communicating the action of the University Senate. If you have any suggestions concerning this matter of student representation on our committee we would be pleased to hear from you.

RUSSELL M. COOPER, Chairman

Committee on Printing

The Senate Committee on Printing, in its first meeting of the new academic year last week, asked me to convey to you its approval of the Senate Committee on Education suggestion that wider student participation in Senate Committee work is desirable.

The Printing Committee is in agreement that it would welcome the addition of one or two student members if it seems to you desirable to add them. This committee, it is true, considers relatively few matters that are as directly of student concern as the problems coming before many other Senate committees. But it is entirely possible that the presence of student representatives at Printing Committee meetings might bring to light areas of student interest in college bulletins and other University publications that the committee would otherwise miss.

The Committee will be happy to rest on your decision as to the appointment of student members.

MITCHELL V. CHARNLEY, Chairman

Committee on the Relation of the University to Other Institutions of Learning

In accordance with your request of June 11, 1951 the Senate Committee on the Relation of the University to Other Institutions of Learning has discussed the desirability of adding student members and increasing communication with students at its first two fall quarter meetings. Because certain activities of our committee involve the accreditation of Minnesota high schools and colleges and the various institutional relationships which this involves, we did not feel willing to extend voting privileges to student members. We did however agree that students ought to participate in discussion and all other committee activities and have defined this condition as "associate membership."

With this background of discussion I was requested to inform you that the Senate Committee on Relations is willing to extend associate membership to two students for two-year overlapping terms, the students to be chosen in such a way as to represent the student body. As in the past the Committee will endeavor to secure and increase student cooperation and aid in our high school-University conference on problems of transition and other activities of similar nature.

I assume that the All-University Congress will be the agency through which these appointments are made and, unless you have other suggestions to make, will shortly discuss this matter with the President of this student organization.

ROBERT J. KELLER, Chairman

President Morrill requested the committees, that have indicated willingness to add student members, to solicit recommendations from the respective student groups and submit the names selected to his office for report to the Senate.

X. DISTRIBUTION OF CONSTITUTION AND BY-LAWS

It was moved and voted that the Senate Constitution and By-Laws be published and distributed to all members of the Senate.

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 1951-52 was held in the Auditorium of Murphy Hall, Thursday, February 21, 1952. One hundred twenty-five members were present.

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

I. MINUTES OF NOVEMBER 8, 1951

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1951-52

Reported for Action

The following Senate Committee appointments are recommended by the President:

Institutional Research—Orvis Engelstad, Dan Haney, and Marilyn Pearson, students.

Recreation—Gordon Starr, Director of Student Unions to succeed G. Ray Higgins; Edwin O. Siggelkow, Student Personnel Worker to replace James Borreson who is on a leave of absence.

Student Affairs—Gerald A. Kelly to replace Marilyn Miller, student.

Approved

III. REPORT OF THE COMMITTEE ON BUSINESS
AND RULES

1. Reported for Information

At the last Senate meeting, it was voted to have the constitution and by-laws published and distributed to the membership.

The Committee on Business and Rules considered that it would be desirable, before publication, to request each committee to review its by-law and recommend any revision that may be necessary to bring the by-law up to date with respect to membership, duties, and other provisions.

No changes were proposed with respect to the following by-laws: Audio-Visual Aids, Business and Rules, Debate and Oratory, Library, Necrology, and Reserve Officer Training Corps.

2. Reported for Action

The following proposals for revision in by-laws received from the respective committees are submitted for action:

1. *Present By-law:*

EDUCATION

There shall be a standing Committee on Education. It shall consist of nine members. Its duties shall include a general survey of the University with a view to finding ways in which the educational work of the

University may be improved, as by the addition of new schools, or by the addition of new courses, or the modification of existing courses to meet new demands, it being understood that its findings are advisory only.

Proposed By-law:

EDUCATION

There shall be a standing Committee on Education composed of at least nine members. It shall seek ways in which the total educational work of the University may be improved, and make recommendations appropriate to this end.

2. *Present By-law:*

INSTITUTIONAL RESEARCH

There shall be a standing Committee on Institutional Research consisting of eleven members. It shall advise the Bureau of Institutional Research with respect to the studies to be undertaken by the Bureau, the studies to be given priority, and any basic questions of policy or procedure connected with the Bureau's activities.

Proposed By-law:

INSTITUTIONAL RESEARCH

There shall be a standing Committee on Institutional Research composed of at least ten members. It shall advise the Bureau of Institutional Research with respect to the studies to be undertaken by the Bureau, the studies to be given priority, and any basic questions of policy or procedure connected with the Bureau's activities.

3. *Present By-law, Sections 1 and 3:*

INTERCOLLEGIATE ATHLETICS

1. There shall be a standing Committee on Intercollegiate Athletics which shall be composed of eleven members: five faculty members to be appointed by the President of the University, subject to the approval of the University Senate, and the University Comptroller and the Director of Physical Education and Athletics, as *ex officio* members; two alumni members to be recommended by the Athletic Committee of the Alumni Association and appointed by the President, subject to the approval of the University Senate; two student members to be recommended by the student body and appointed by the President, subject to the approval of the University Senate.

3. The control and supervision of the sale of tickets, the depositing of funds, the care of funds, the financial reporting of games and the accounting of all athletic funds is transferred to the Comptroller's Office.

Proposed By-law, Sections 1 and 3:

INTERCOLLEGIATE ATHLETICS

1. There shall be a standing Committee on Intercollegiate Athletics which shall be composed of fourteen members: seven faculty members, of which one shall be the University Conference Representative, to be appointed by the President of the University, subject to the approval of the University Senate; and the Vice President, Business Administration and the Director of Physical Education and Athletics, and a member of the Athletic Committee of the Duluth Branch of the University as *ex officio* members; two alumni members to be recommended by the Athletic Committee of the Alumni Association and appointed by the President of

the University, subject to the approval of the University Senate; two student members to be recommended by the student body and appointed by the President, subject to the approval of the University Senate.

3. The control and supervision of the sale of tickets, the depositing of funds, the care of funds, the financial reporting of games and the accounting of all athletic funds is vested in the Office of the Vice President, Business Administration.

4. *Present By-law:*

JUDICIAL

There shall be a standing committee of five members to be known as the Judicial Committee. It shall have jurisdiction to hear and 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 re-appointment 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.

Proposed By-law:

JUDICIAL

There shall be a standing committee of five members to be known as the Judicial Committee. Its powers, duties, and procedures are set forth in the "Regulations Concerning Academic Tenure."

5. *Present By-law:*

RECREATION

There shall be a standing Committee on Recreation. It shall consist of five faculty members and six students. The chairman of this committee and one student member of the committee shall also be at the same time members of the Senate Committee on Student Affairs. To facilitate coordination of the respective committee programs, the Committee on Recreation shall hold at least one joint meeting annually with the Senate Committee on Student Affairs. It shall establish general policies concerned with the development of recreational facilities and programs for students, but such policies shall be administered and coordinated through the appropriate officers and agencies.

It shall be empowered to make recommendations regarding the operation of recreation programs to the Coordinator of Recreation, to the Recreation Coordinating Council, to the Senate Committee on Student Affairs, and to any other standing committee, department, or agency.

Proposed By-law:

RECREATION

There shall be a standing Committee on Recreation. It shall consist of five faculty members and six students. The chairman of this committee and one student member of the committee shall also be at the same time members of the Senate Committee on Student Affairs. To facilitate coordination of the respective committee programs, the Committee on Recreation shall hold at least one annual meeting with the Senate Committee on Student Affairs. It shall establish general policies concerned with the development of recreational facilities and programs for students, but such policies shall be administered and coordinated through the appropriate officers and agencies.

It shall be empowered to make recommendations regarding the operation of recreation programs to the Coordinator of Recreation, to the Recreation Coordinating Council, to the Senate Committee on Student Affairs, and to any other standing committee, department, or agency.

6. *Present By-law:*

RELATION OF THE UNIVERSITY TO OTHER INSTITUTIONS OF LEARNING

There shall be a standing Committee on Relations of the University to Other Institutions of Learning. It shall consist of seven members. Its duties shall be to consider the relations between the University and other educational institutions within the state of Minnesota; to promote a closer articulation of the work of such institutions with that of the University; to develop plans for making the University more helpful to them. It shall represent the University in determining the list of accredited schools whose certificates admit students to the University. It may represent the University in conferences with the State High School Board, the Minnesota Educational Association, committees of state high school superintendents, or other organizations of teachers.

Proposed By-law:

INSTITUTIONAL RELATIONSHIPS

There shall be a standing Committee on Institutional Relationships, to consist of at least seven members, whose chief concern shall be the relation of the University to other institutions of learning. This committee shall review all matters which affect these relations of the University. It shall also serve as an intra-university relations committee on admission requirements, graduation requirements, credit allowances, and other matters which affect relations among the several colleges or departments of the University. It shall determine and report to any college proposing changes in these areas, the probable effect of the change on other colleges or departments of the University, other Minnesota colleges, or Minnesota secondary schools. The committee shall also promote articulation between the University and other educational institutions of the state and develop plans for making the University more helpful to them. It shall represent the University in determining the accreditation accorded Minnesota schools and colleges. It may also represent the University in conferences with educational associations and agencies.

7. *Present By-law:*

STUDENT AFFAIRS

There shall be a standing Committee on Student Affairs. It shall consist of five members of the faculty and four students. It shall have supervision of all those students' affairs within the jurisdiction of the Senate not within the control or supervision of any other standing committee. It shall maintain an advisory supervision over the financial affairs of all student organizations over which the University has control. It shall have supervision of all publications issued by students or by faculty and students. When exercising supervision over a publication issued by students or by faculty and students of a single college or school, a member of that committee shall be added to the committee for the purpose only of such supervision.

Proposed By-law:

STUDENT AFFAIRS

There shall be a standing Committee on Student Affairs of at least twenty-six members consisting of faculty, students, alumni, and administrators; student members shall exceed by at least one the total of other members. It shall have supervision of all those students' affairs and student organizations within the jurisdiction of the Senate not within the control or supervision of any other standing committee. It shall maintain supervision over the financial affairs of all student organizations over which the University has control. It shall have supervision of all publications issued by students or by faculty and students.

8. *Present By-law:*

STUDENTS' WORK

There shall be a standing Committee on Students' Work. It shall consist of the Dean of Student Affairs, who shall be *ex officio* chairman, the Dean of Women, the chairmen of the students' work committees of the colleges and collegiate schools, and Clerk of the Senate, who shall be *ex officio* secretary. The duties of the committee shall be to correlate and harmonize, so far as may be consistent with the special needs and conditions of the various colleges, the administration of the students' work of these colleges with the administration of the University Senate rules and regulations dealing with students' work.

Proposed By-law:

STUDENT SCHOLASTIC STANDING

There shall be a standing Committee on Student Scholastic Standing. It shall consist of the chairman of the appropriate committee, or representative appointed by the administrator, of each of the separate colleges and collegiate schools. In addition, the Office of the Dean of Admissions and Records and the Office of the Dean of Students shall each have a representative on the committee. The duties of the committee shall be to study and to recommend to the University Senate such general rules and regulations concerning students' scholastic standing as may be needed on a University-wide basis; it shall also correlate and harmonize, so far as may be consistent with the special needs and conditions of the various colleges, the administration of the regulations of the colleges concerning student scholastic standing with the administration of the University Senate rules and regulations dealing therewith.

9. *Present By-law:*

UNIVERSITY FUNCTIONS

There shall be a standing Committee on University Functions. It shall consist of not less than three nor more than eleven members, at the discretion of the President. Its duties shall be to take charge of details of commencements and other University functions.

Proposed By-law:

UNIVERSITY FUNCTIONS

There shall be a standing Committee on University Functions. It shall consist of at least twelve members. Its duties shall be to plan and advise with respect to commencements and other all-University functions.

10. *Present By-law:*

UNIVERSITY PRINTING

There shall be a Senate Committee on University Printing. It shall consist of five members, the Registrar, the Comptroller, and three other members of the Senate. It shall be its duty to standardize the printing of all catalogs, bulletins, and other official publications, also the stationery of the University and of the various colleges, schools, and departments of the University; to make recommendations with regard to the admissibility of new publications or printing to the lists of official publications or printing of the University and its colleges, schools, and departments; to maintain a printing code for the University, subject to the approval of the Senate, and in general to supervise University printing with a view to encouraging and promoting economical and efficient practices.

Proposed By-law:

UNIVERSITY PRINTING AND PUBLICATIONS

There shall be a standing Committee on University Printing and Publications. It shall consist of eight members; the Vice President of Business Administration, the Recorder, the Director of University Relations, the Agricultural Extension Editor, three other members of the Senate, and a representative of the student body. It shall be its duty to set standards for all catalogs, bulletins, and other official publications, also the stationery of the University and of the various colleges, schools, and departments of the University; to advise with regard to the admissibility of new publications or printing to the lists of official publications or printing of the University and its colleges, schools, and departments; and in general to supervise University printing with a view to encouraging and promoting economical and efficient practices.

HENRY ROTTSCHAEFER, Chairman

Action

1. It was voted, on motion by Professor Haislet, to amend the proposed by-law on Intercollegiate Athletics, section 1, lines 8 and 9, to substitute the words "nominated by the Board of Directors of the Minnesota Alumni Association" for the words "recommended by the Athletic Committee of the Alumni Association."

2. It was voted, on motion by Dean Williamson, to amend the proposed by-laws to substitute the words "All-University Congress" for the words "student body."

3. It was voted, on motion by Professor William Anderson, to defer action on the proposed by-law entitled "Judicial" until the new code on tenure has been adopted.

4. It was voted, on motion by Professor Reyerson, that action on the proposed by-laws as amended be postponed to the May meeting.

IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

1. *University Calendar for 1952-53.* The Recorder had mailed to members of the committee a tentative draft of the 1952-53 University Calendar which was to be discussed with the staff. Copies had also been made available to student government representatives, and suggestions and criticisms had been elicited from many quarters. These were summarized for the committee, and the matter was opened for further discussion.

The discussion concerned principally a suggestion from Dean J. W. Buchta to the effect that classes be opened earlier in the fall than proposed, and that certain orientation-instruction work be carried on in the classes concurrent with that of Welcome Week. It was moved, seconded, and voted to ask the Senate Committees on Education and Student Affairs and the All-University Schedule Committee to consider the proposal of Dean Buchta and bring recommendations to the Administrative Committee in connection with the 1953-54 calendar. These groups should explore the possibility of including two days or more of classes in the week of the registration-orientation program for new students.

Since new students in the winter quarter of 1953 could not be oriented on Friday, January 2 and Monday, January 5, with classes opening on Monday, it was voted to amend the tentative 1952-53 calendar to provide for orientation on Friday and Saturday, January 2 and 3. It was believed that only about two hundred students would have to be dealt with and the need for Civil Service staff members in related Saturday work could be kept to a minimum.

A question was raised concerning the feasibility of giving separate final examinations, a week early, to students about to receive degrees. Discussion of early examinations for seniors and of graduation procedures ensued. Dean Summers commented on problems involved in any return to earlier practices, noting the part of colleges in checking and reporting candidates for graduation, the difficult time schedule now followed for this work, and the inevitable delays involved in current methods and procedures of preparing diplomas. Mr. Nunn, as Chairman of the University Committee on Functions, and Dean Summers were asked to bring to the committee background information on "graduation procedures." This is to be presented at a meeting in the near future.

It was voted to recommend adoption of the amended 1952-53 calendar.

Action

1. It was voted, subject to clearance by the All-University Congress, to amend the calendar to designate Thursday, April 16, 1953 as Parents Day.

2. It was voted to approve the calendar as amended. The approved calendar follows:

UNIVERSITY CALENDAR, 1952-53

Day Classes

1952			<i>Fall Quarter</i>
August 4-September 26			Fall registration. ¹ Orientation program for new students. Dates for the various colleges will be announced in the press and in mailed instructions. Students are urged to register early. It is expected that all students who can do so will register in August
September	1	Monday	Labor Day; holiday
September	18	Thursday	Fall quarter fees due for students registered through September 12
September	22-26		New Students' Week; program of orientation. Details will be announced in instructions issued at registration. All new students are expected to attend
September	26	Friday	Last day for registration ¹ and payment of fees for the undergraduate colleges
September	29	Monday	Fall quarter classes begin 8:30 a.m. ²
October	2	Thursday	Opening convocation, 11:30 a.m.; IV hour classes excused
October	3	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
October	13	Monday	(Sunday October 12, Columbus Day); holiday
November	1	Saturday	Homecoming Day
November	8	Saturday	Dads Football Game
November	11	Tuesday	Armistice Day; holiday
November	20	Thursday	Senate meeting, 3:30 p.m.
November	27	Thursday	Thanksgiving Day; holiday
November	28, 29	Friday, Saturday	Classes excused
December	12, 13 and 15-18		Final examination period
December	18	Thursday	Commencement, 8:00 p.m.
December	20	Saturday	Fall quarter closes
			<i>Winter Quarter</i>
December	25	Thursday	Christmas Day; holiday
December	26	Friday	Winter quarter fees due for students in residence fall quarter in undergraduate colleges
1953			
January	1	Thursday	New Year's Day; holiday
January	2	Friday	Orientation and registration for new students in undergraduate colleges

January	3	Saturday	Orientation continues
January	5	Monday	Registration resumes; last day for registration and payment of fees for new students in undergraduate colleges; winter quarter classes begin 8:30 a.m. ²
January	9	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
February	12	Thursday	Lincoln's Birthday; holiday
February	19	Thursday	Senate meeting, 3:30 p.m.
February	23	Monday	(Sunday February 22, Washington's Birthday); holiday
February	22-28		University of Minnesota Week
February	26	Thursday	Charter Day convocation, 11:30 a.m.; IV hour classes excused
March 13, 14 and 16-19			Final examination period
March	19	Thursday	Spring quarter fees due for students in residence winter quarter in undergraduate colleges. Commencement, 8:00 p.m.
March	21	Saturday	Winter quarter closes
			<i>Spring Quarter</i>
March	26, 27	Thursday, Friday	Orientation program; registration ¹ and payment of fees for new students in all undergraduate colleges
March	30	Monday	Spring quarter classes begin 8:30 a.m. ²
April	2	Thursday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
April	3	Friday	Good Friday; holiday
April	16	Thursday	Parents Day
May	21	Thursday	Cap and Gown Day Convocation, 11:30 a.m.; IV hour classes excused; Senate meeting, 3:30 p.m.
May	30	Saturday	Memorial Day; holiday
June 6 and 8-12			Final examination period
June	7	Sunday	Baccalaureate service, 3:00 p.m.
June	13	Saturday	Spring quarter closes. Commencement, 8:00 p.m.
			<i>Summer Session</i>
June	15, 16	Monday, Tuesday	Registration ¹ for new students not already registered. First term fees due for students in all colleges
June	17	Wednesday	First term Summer Session classes begin 8:30 a.m. ²
July	4	Saturday	Independence Day; holiday

July	23	Thursday	Commencement, 8:00 p.m.
July	25	Saturday	First term closes
July	27	Monday	Registration ¹ for new students not already registered. Second term fees due for students in all colleges
July	28	Tuesday	Second term classes begin 8:30 a.m. ²
August	27	Thursday	Commencement, 8:00 p.m.
August	29	Saturday	Second term closes

1952

General Extension Division

September	15	Monday	Registration, first semester, ⁴ begins
September	27	Saturday	Last day for registration, first semester
September	29	Monday	First semester classes begin ³
November	27	Thursday	Thanksgiving Day; holiday
December	20	Saturday	Christmas recess begins

1953

January	5	Monday	Classes resume ⁴
January	26	Monday	Second semester registration begins
February	6	Friday	First semester classes close
February	7	Saturday	Second semester registration closes
February	9	Monday	Second semester classes begin ³
June	5	Friday	Second semester classes close

¹ 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 in this bulletin, and in the *Summer Session Bulletin*.

² First hour classes begin at 8:00 a.m. on St. Paul Campus.

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

⁴ A few Extension classes are offered on the quarter basis on same schedule as day school with registration two weeks preceding opening.

2. Reported for Information

1. *Proposal for Bachelor's Degree Covering Pre dental and Dental Work.*

It was voted, November 28, 1951, subject to approval of the Regents, that the School of Dentistry be given the privilege of granting a designated Bachelor of Science degree in dentistry to students who have successfully completed two years of pre dental work and two years in dentistry. The degree would be optional on the part of the student. Dean Crawford and his faculty asked, December 12, 1951, that the matter be reconsidered and that the degree be a Bachelor of Science without designation. It was pointed out that there was ample precedent in professional colleges for the undesignated degree.

The committee concurred with the faculty of Dentistry in its recommendation that the Bachelor of Science degree be authorized and voted approval. The Senate Committee on Education is currently studying the degrees offered by the University and will review the programs leading to undesignated degrees offered in the various colleges. This degree will inevitably be considered.

2. *Requirement of Three and One-Half Years for Law Degree.* On the recommendation of Dean Pirsig, it was voted to approve the requirement that beginning with students entering the Law School in the fall of 1953, those with a B.A. or equivalent degree must attend Law School for three and one-half years before becoming qualified for the LL.B. degree.

3. *Summer Session Fees and Salaries.* President Morrill presented a report and recommendation from Dean Teeter on Summer Session fees and salaries, November 28, 1951. After full discussion of the many factors involved it was voted to concur in the recommendation of the Dean of the Summer Session regarding tuition and salary limits, but to allow opportunity for the Deans to talk to their faculties about Summer Session plans. At the December 12, 1951, meeting the President and certain deans reported conferences on this budget with representative faculty groups. The President was accorded common consent to present the Budget to the Regents.

4. *Loss of University Faculties to Other Institutions.* There was general discussion of the manner and degree to which governmental agencies and colleges and universities (particularly those with favorable research contracts) entice away faculty members. Both ethical and practical considerations are involved if staff is to be retained and recruited under the present conditions. Departments can aid in this situation by showing due regard for the motivations of individuals and groups rather than attempting only to interpret and combat action of the national government. Involvement of superior graduate students in government-sponsored research may be a disservice to graduate study as well as to research and scholarship in colleges and universities.

5. *Additional Compensation for Faculty Members Working on Research Programs.* The Association of American Universities has been giving attention to the whole problem of additional compensation for faculty members working on emergency research programs, especially government contracts. The committee had an A.A.U. resolution on this subject and a letter from Mr. Oliver E. Buckley, Chairman of the Science Advisory Committee in the Office of Defense Mobilization. It is contended that no judgments are available on the strategic importance of the projects with which college and university staff members may occupy themselves. The Science Advisory Committee would attempt to make priority decisions and be helpful otherwise to educational institutions. The University has an *ad hoc* committee on the research phases of its emergency program. That committee will be asked to assist in policy and procedure.

6. *Report of the Senate Committee on Education Concerning Faculty Representation on the Administrative Committee of the Senate.* After some discussion in the Administrative Committee, President Morrill wrote, May 21, 1951, to the Chairman of the Senate Committee on Education suggesting that the group study immediately the matter of faculty representation on the Administrative Committee as a means of improving communication between the faculty and the administration. The resultant report to the Administrative Committee follows:

REPORT OF THE SENATE COMMITTEE ON EDUCATION
CONCERNING
FACULTY REPRESENTATION ON THE ADMINISTRATIVE
COMMITTEE OF THE SENATE

The Basic Objective

For the University to operate effectively there must be a high degree of understanding, cooperation, and mutual confidence between the administration and the teaching and research faculty. This can be attained only with a fully effective means of communication in each direction by which the views, interests, and objectives of each group can be presented to the other. The President desires to improve the channels of communication between the administration and the faculty, and has suggested that the Senate Committee on Education "give new and definite consideration to some scheme for direct faculty representation on the Administrative Com-

mittee of the Senate." The members of the Senate Committee on Education are pleased that the President has asked for their views on this important matter.

The members of this committee are in unanimous agreement that there should be additional channels through which the faculty's interests, views, and position on all major questions of University policy can be communicated to the President through discussions between him and designated representatives of the faculty, while these policies are still in the formulative stage.

Faculty Representation on the Administrative Committee of the Senate

Although the Administrative Committee of the Senate is one channel of communication between the faculty and the central administration, it has other important purposes and functions. It is useful in giving reactions to policies tentatively formulated and particularly for discussing the operational implications and feasibility of such policies. Moreover, it is an excellent and indispensable channel for clarifying policy and providing essential inter-administrative communication.

It is, however, the opinion of the members of the Senate Committee on Education that the proposal to add representatives of the faculty to the present Administrative Committee would not materially improve communication. There are several reasons for this opinion.

1. Such representation would probably be inadequate. The Administrative Committee is already a large body and it would not be feasible to have more than one or two faculty representatives on it. So few could not represent faculty views adequately.

2. The Administrative Committee, as it now operates, functions primarily in determining the administrative workability and expediency of policies tentatively formulated rather than as a medium for presenting fundamental views, attitudes, and opinions as to the basis on which such policies should be formulated. In other words, the present practice seems to be for the President to formulate tentative policies and then submit to the Administrative Committee for suggestions as to whether such policies will work administratively. Because of its size and composition, however, the Administrative Committee probably cannot function effectively as a deliberative body in the initial formulation of policies.

3. It would be unnecessarily embarrassing for faculty representatives to present with frankness and candor faculty opinions on various divisions of the University in the presence of all other divisions.

Other Means for Achieving the Objective

Any scheme which is to fulfill the basic need must provide for direct contact of faculty representatives with the central administration. Several plans suggest themselves.

One scheme would be to have a committee of faculty representatives chosen to insure an adequate coverage of faculty opinion. The committee might be chosen by a secret ballot of the Senate from a list of names prepared by the President.

Such a committee, or its chairman, should meet regularly with the President for policy discussions and also on any other occasions when a meeting is desired either by the President or by the committee.

An alternate plan might be to have an advisory committee made up of representatives of the central administration, the academic administra-

tion, and the teaching (and research) faculty. The committee would include the President and two Vice Presidents, several deans selected by the President or Administrative Committee, and a number, perhaps four, faculty members chosen in some manner by the Senate. To avoid criticism of favoritism, a rotation system might be employed in selecting the deans. Faculty representatives would be chosen each year with no restriction being placed on reappointment if selection is by election of the Senate.

There are, of course, many problems involved in setting up either of the above proposals, to secure adequate representation and not to impose an undue burden of meetings and discussions upon the President, especially when the time for formulation and execution of policies is severely limited. The members of this committee are confident, however, that some adequate procedure could be set up, and are convinced of the desirability of careful consideration of various possibilities which might be proposed.

At the present time, therefore, the members of the Senate Committee on Education feel that it would be more expedient to await the outcome of pending deliberations before endorsing a specific proposal. This committee has itself been debating the advisability of recommending some changes in the composition and functions of the Senate. Furthermore, the President has just recently appointed an *ad hoc* committee of the Senate to present recommendations for faculty participation in the formulation of University policy. We feel, therefore, that it is the province of this latter committee to work out the details and make the specific recommendations as to the machinery for implementing the objective of improved and effective communication between the faculty and the administration.

Presentation of the foregoing report was by Dean Morse (on behalf of the Committee on Education) and Assistant Dean Stanley V. Kinyon, Chairman of the Special Committee on Education Subcommittee appointed for the study. Other members of the subcommittee were Professor A. O. C. Nier and Assistant Dean Richard K. Gaumnitz. Much discussion followed. It was indicated from all quarters that a primary concern is the possibility of improving channels of communication between the entire staff and the administration. Subsequent to the request for this study by the Committee on Education, there was authorized and appointed in the Senate a special new committee charged specifically with making recommendations for increased faculty participation in the formulation of major policy decisions affecting the faculty and the service of the University. That committee is now at its work. Results may encompass and go considerably beyond those of the assignment to the Committee on Education.

Dean Morse indicated that the Committee on Education (and its subcommittee) had addressed only the specific question in its report and not the broader organizational and communicational problems of the University. Particular attention had not been given to the intra-college relationships between faculties and their deans, involving exchange of views in advance of policy formulation and administrative action.

In discussion, further questions were raised about: the basic concerns of the faculty; the unity of faculty opinion and the possibility of crystallizing it in each college or division; the prospect of better faculty representation at every stage in policy formulation (with generally accepted responsibilities and means of selection); the representative capacity of the deans; and the functioning of the University as a living organization rather than a formal organizational pattern.

It was the consensus of discussion that further consideration of full and effective communication should take into account all of these factors and this report of the Senate Committee on Education.

7. *Status of Civil Service Staff Members in the University Senate.* A question had been raised about the status of certain University staff members who are Civil Service appointees serving on Senate committees. There was a suggestion that the Senate Committee on Business and Rules might consider proposing an amendment to the Senate Constitution which would provide that any member of the Civil Service group who serves as a member of a Senate committee may participate in Senate discussions, but not vote. This proposal, together with the possibility of invitational attendance at Senate meetings was discussed. The consensus was that no significant change in Senate membership should be made in advance of the forthcoming report of the Committee on Education which deals with the purposes and work of the Senate. It was voted to refer this suggestion to the Senate Committee on Education with the request that full account be taken of the broad aspects of membership and attendance in the Senate.

8. *Termination Notices to Instructors.* Budgetary limitations make it important (particularly in view of further retrenchment in prospect for 1952-53) to give early notice to instructors with more than one year of service where positions may have to be dispensed with at the end of this year. There was discussion of such notifications and of tenure regulations at two fall quarter, 1951, meetings.

9. *Completion and Filing of Request for Information Forms.* A Request for Information Form should be filed with each academic appointment, instructor and above. Deans and department heads should be meticulous in obtaining and recording the requested information at the time of employment of each such person and should promptly file reports and appointment documents with the President's office.

10. *Outstanding Achievement Awards.* The colleges were reminded that the University Committee on Honors wishes to have the faculties continue suggesting recipients for the several different honors and awards under its purview. Faculties should continue to examine their own areas of achievement, keep alert to possible new candidates, and correct any inadvertent omissions of the past.

11. *Proposed Discontinuance of the "Publications of the Faculties," as a Printed Bulletin.* The Senate Committee on Printing had recommended, as one of a number of retrenchment measures, that the *Publications of the Faculties* be no longer published as a printed bulletin and that the data it contains be gathered instead in such form that copies may be filed in the President's office, the offices of the college concerned, and the Library Archives. After presentation of the fiscal side of this recommendation, along with information on both the direct printing costs and the indirect costs of the bulletin, attention was given to the values of the publication. Aside from its value for reference and comparison, it is believed to have a good effect on the faculty morale and to be desired.

After discussion (November 7, 1951) of the size of the edition, of the possibilities of limiting entries by selective editing, and of recording the information, it was voted to ask the members of the committee to obtain the carefully considered suggestions of their respective staffs. In the meeting of January 23, 1952, the President reported for information the extent and nature of the replies received from the several different faculties concerning continuance or discontinuance of the bulletin. Action will be taken at a forthcoming meeting.

12. *Charter Day Ceremonies and Attendance.* The University will observe Charter Day, Thursday, February 28, 1952. This year a special burden will fall on the University staff to promote good attendance.

13. *Letter Regarding Parents Day.* The committee heard a very encouraging letter from a parent expressing appreciation of the parents' meeting in fall quarter Orientation-Registration Week. It was suggested to the deans that they pass on this rewarding message to their faculties and staff members who cooperated in the work.

14. *Textbook Approvals.* Approval was given for text materials as follows:

Minnesota in Maps, by Lyda C. Belthuis, mimeographed material for use in Geog. 47. To be sold by Duluth Branch Bookstore. Price \$1.70.

An Outline to the Introduction of the Scientific Analysis and Interpretation of Social Phenomenon, mimeographed material for use in Soc. 1, 550 copies. To be sold by Nicholson Bookstore. Price 70 cents.

Judicial Remedies I. Mimeographed, 150 copies. To be sold by Law School Bookstore. Price \$1.25.

Judicial Remedies III. Mimeographed, 100 copies. To be sold by Law School Bookstore. Price \$1.75.

Equity III and Damages. Mimeographed, 100 copies. To be sold by Law School Bookstore. Price \$1.00.

The Development of the Democratic Ideal, by Sidney Webb, mimeographed collateral reading for use in Philosophy 70 and 71, 100 copies. To be sold by Nicholson Bookstore. Price 20 cents.

A Collection of Freshman Themes, mimeographed, for classwork in English A-B-C and Composition 4-5-6, 1,450 copies. To be sold by Nicholson Bookstore. Price 45 cents.

General Botany 2w Laboratory Guide, mimeographed, 375 copies. To be sold by Nicholson Bookstore. Price 60 cents.

Cases and Materials on the Law of Agency, 250-300 pp., mimeographed, 150 copies. To be sold by Law School Bookstore. Price \$1.75.

Book Review Form: Non-Fiction, mimeographed, 20 copies in a package. To be sold by University Bookstore. Price 25 cents a package.

Algebra—College Course, by R. W. Brink, published by Appleton-Century-Crofts. Price \$3.25.

Cases in Administrative Law, by Kenneth M. Davis, published by Little, Brown and Company. Price \$8.50.

Davis on Administrative Law, by Kenneth M. Davis, published by West Publishing Company. Price \$8.50.

A Laboratory Manual for Elementary Human Physiology, by Theron O. Odlaug, published by Burgess Publishing Company. Price \$1.55.

Index Numbers, by Bruce D. Mudgett, published by John Wiley and Sons. Price \$3.00.

The Evolution of Latin American Government: A Book of Readings, by Asher N. Christensen, published by Henry Holt and Company. Price \$4.50.

R. E. SUMMERS, Secretary

V. INTERIM FACULTY ADVISORY COMMITTEE

President Morrill indicated that he has conferred with Professor Nier and others on the matter discussed in item 6 of the Report of the Administrative Committee and has decided to appoint an interim *ad hoc* faculty com-

mittee, members to be selected by himself, to advise with him on university matters until the Special Committee on Faculty Participation makes its report and recommendations.

Professor Nier indicated that his committee should be ready to report at the spring meeting.

VI. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

Reported for Information

Summary of Fall Quarter Activities of the Varsity and Freshman Debate Squads. Tryouts for Freshman and Varsity Intercollegiate Discussion and Debate Squads were held early in the fall quarter. Twenty-three Varsity Squad and twenty-eight Freshman Squad members were selected.

Each squad met as a group each week. Small group discussions and debate practice sessions supplemented the squad meetings.

Fall quarter activities are largely of a preparatory and practice nature. Winter quarter provides most of the intercollegiate speaking events.

A Varsity team visited the University of Nebraska on October 20 to debate a Nebraska team on this year's high school debate question, the universal conscription of manpower for essential services in wartime. The audience included approximately two hundred high school debaters from the state of Nebraska. The Minnesota representatives participated in the forensic clinic associated with the debate.

Varsity and Freshman speakers joined in presenting a demonstration discussion and a debate before a teacher's institute held on our campus, October 26. Over one hundred Minnesota high school speech teachers attended. Topics included the universal conscription questions and the role of student government in the high school.

On October 6, six Varsity debaters entered the preliminary tryouts for the annual Pillsbury Oratorical Contest. Four of the six finalists were debaters, and the first and third prizes in the final Pillsbury contest went to members of the Varsity squad.

One women's team represented the Varsity at the annual St. Olaf Women's Debate Tournament on November 9 and 10. A second Minnesota women's team could not attend because of illness.

Two Varsity men's teams attended the Annual Intercollegiate Conference on World Problems at the State University of Iowa, November 30 and December 1. They discussed: "How can we as a nation improve our ethical and moral conduct?" and debated: "Resolved: that the United States should adopt a permanent program of wage and price controls." Our teams won six of eight debates. Seventeen universities were present. Northwestern won top honors in debate, Minnesota was second, and Michigan State was third.

Staff consultation with individual debaters has increased over the past year. Mr. John Bystrom is assisted in coaching the Freshman group by four graduate students who are in the Debate Coaching course and who, as laboratory work, are assigned from four to six debaters for training activities. Professor Donald K. Smith coaches the women members of the Varsity Squad and Professor W. S. Howell is responsible for training given the men members, and for the general supervision of the entire program.

E. W. ZIEBARTH, Chairman

VII. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

Reported for Action

Extension of Student Activities Off Campus. The report of the Subcommittee of the Senate Committee on Student Affairs appointed to restudy the question of the extension of student activities off campus was presented to the Senate Committee on Student Affairs and was passed. The Senate Committee

recommended that the report, as follows, be presented to the Senate for adoption.

The following addition to the "Basic University Policy Concerning Student Organizations and Their Activities," approved by the University Senate on October 31, 1946, is recommended for insertion after the section of the Basic Policy entitled, "Types of Activities":

"The foregoing activities, affairs and programs shall be directed primarily to the University community and to its members, and may not be extended by student organizations, using any means including any medium of communication, beyond that community without the guidance and approval of the Student Activities Bureau. Any such extension of activities, affairs and programs beyond the University community shall be an incidental part of the organization's total program and shall be consistent with the furtherance of students' educational objectives as defined in the 'Basic University Policy Concerning Student Organizations and Their Activities' approved by the University Senate, October 31, 1946."

The committee wishes to point out the following features of the policy in order that it may be more adequately discussed by the Senate Committee on Student Affairs and other organizations who may wish to make comments:

1. This entire provision applies to recognized student organizations only, i.e., student controlled.
2. The "extension" referred to applies only to extension by student organizations. News coverage by established news organizations is not to be considered an extension by the student organization, since neither the Student Activities Bureau nor the Senate Committee on Student Affairs has any jurisdiction over any non-student news agency either within or without the University.
3. The committee wishes to point out that individual students who wish to reach non-University audiences primarily are free to affiliate as individuals with any non-University groups and reach their objective through this group, without reflection upon the University. By so limiting the audience to University community members, the committee hopes that there will be no objections to the presentation of any material to the students, thus broadening the exchange of ideas among students.
4. The Student Activities Bureau was designated as the approving and guiding body for activities extending beyond the University community because it has the facilities and provides an opportunity for appeal from decisions through established channels.
5. The recommended policy is designed to fit with the "Basic University Policy Concerning Student Organizations and Their Activities" in terms of parallel phrasing and supplementation.

E. G. WILLIAMSON, Chairman

Action

1. A motion by Professor Casey to substitute the words "Office of the Dean of Students" for the words "Student Activities Bureau" in line 5 of the recommended insertion lost by a majority vote.
2. A motion by Professor Short to substitute the words "Dean of Students subject to appeal to the Senate Committee on Student Affairs" for the words "Student Activities Bureau" in line 5 of the recommended insertion lost by a majority vote.
3. It was voted that the report be accepted and that the policy statement of October 31, 1946 be amended by inserting at the end of the section entitled "Types of Activities" the paragraph in quotation marks.

VIII. REPORT OF THE TENURE ADVISORY COMMITTEE

Reported for Information

Progress Report on Codification of the Tenure Code.

At the meeting of the Senate on November 8, 1951, President J. L. Morrill indicated that there were some procedural questions and ambiguities that had arisen in the administration of "Regulations Concerning Academic Tenure" as adopted by the Board of Regents on February 9, 1945.

The President told the Senate that he felt these should be resolved and that unless there were objection, he proposed to refer the problems involved to the Tenure Advisory Committee for consideration and recommendation to the Senate and, in due course, to the Regents.

The Tenure Advisory Committee was named by the President on May 15, 1945, for the purpose of advising him with respect to procedures and operation of the tenure code, but with the understanding that all of its recommendations, in so far as any policy matter is involved affecting the tenure status of the staff, would be reported by the President to the Senate for its consideration and approval.

Members of the Tenure Advisory Committee are:

Malcolm M. Willey, Vice President, Academic Administration (chairman)
William Anderson, Professor, Political Science
Paul D. Boyer, Associate Professor, Agricultural Biochemistry
Jean H. Alexander, Assistant Professor, General Education
J. Lewis Maynard, Associate Professor, Inorganic Chemistry
Robert C. McClure, Professor, Law
James S. McCartney, Professor, Pathology
Norman W. Moen, Instructor, General College
Tracy F. Tyler, Associate Professor, Education (secretary)

On November 28, 1951 the President sent to the chairman of the Tenure Advisory Committee a letter in which he outlined briefly his discussions with the Senate. He then went on to say:

"In this connection, I made special reference in my remarks to the need for a redefinition of policy in respect to the publicizing of 'Findings of Fact' from the Judicial Committee.

"To my suggestion that the matter be referred to the Tenure Advisory Committee, there was no objection voiced. This letter, then, constitutes the formal reference to you as chairman.

"I realize that this is an assignment that will involve considerable study and discussions by your committee. I am assuming that the committee members will also in this connection want to give further thought to the problem I earlier raised, namely, emergency retrenchment in relation to tenure. Undoubtedly other questions, ambiguities, and amplifications will occur to you and your associates as you study the problem. It would be my interpretation, in the light of my remarks to the Senate, that there is agreement that your assignment is broadly inclusive."

The Tenure Advisory Committee immediately began working on the broad assignment given to it by the President. The Committee wishes to report that except for the period of the Christmas holiday, it has held weekly meetings of a minimum of an hour and a half duration.

The Committee has analyzed the existing tenure code, sentence by sentence. It has now completed a first draft of a proposed codification. This codification introduces some new procedures and amplifies the existing code at points where uncertainties or ambiguities have been revealed by six years of operation. At no point has the Committee considered changes that in any way modify the original premises and understandings in terms of which the code was initially formulated.

Having completed its first draft of a codification, the Committee now proposes to reconsider its proposals again, sentence by sentence. In this process it will also seek advice and assistance, and has in mind to confer with the Administrative Committee of the Senate, the Judicial Committee of the Senate, and with the Committee on Tenure and Academic Freedom of the University of Minnesota Chapter of the American Association of University Professors. A final draft will then be prepared and it is the intention of the Committee to have this ready for presentation to and consideration by the Senate at the spring meeting.

MALCOLM M. WILLEY, Chairman

IX. REPORT OF THE COMMITTEE ON NECROLOGY

PETER J. BREKHUS
1874-1951

Professor Peter J. Brekhus, who retired in 1943 after thirty-three years of service to dentistry in the University of Minnesota, died on June 29, 1951. He was born in Bergen, Norway, August 3, 1874, and emigrated with his family to Minneapolis in 1895. Already intellectually inclined, he enrolled in the Academy of Augsburg College in 1896, and continued, despite hardship, to win his B.A. degree in 1902. He taught in high schools for several years to procure the funds with which to attend the College of Dentistry of the University of Minnesota, his chosen profession. He received his D.D.S. degree in 1910.

His work as a student so favorably impressed his teachers that he was appointed to a part-time instructorship in the College of Dentistry immediately upon graduation. Though embarked upon a successful career in general practice, he gave that up in 1920 to devote his full time to teaching. His practical experience had qualified him for the chairmanship of the Division of Oral Diagnosis, a position which he held until his retirement. A scholar by instinct and idealistically inclined, his observation of the patients led him to undertake studies which might help to improve both the practice and the teaching of dentistry. Research in dentistry was at that time virtually non-existent in the dental schools of the country.

Dr. Brekhus began his studies with a painstaking survey of dental health related to age. This enabled him to establish certain norms for different age groups. He inaugurated in 1929 a periodic statistical survey of the dental health status of all freshmen entering the University, which has been repeated at ten-year intervals since then. At the same time he turned his attention to the study of dental health in the past, as revealed by historical and anthropological evidence, reporting his findings in talks to his colleagues and in articles to professional publications. These earlier reports and further conclusions were re-edited and woven into his climaxing story, in book form, *Your Teeth, Their Past, Present, and Probable Future*, published by the University of Minnesota Press in 1941.

He early realized that remedial research in the wide areas for improvement which his studies were disclosing would require the help of advanced basic and medical science which his own training had not provided. The "old dean," Alfred Owre, had given him encouragement from the beginning. As his work progressed, he also gained the active support of Guy Stanton Ford, then Dean of the Graduate School and later as President. With their help he won the cordial cooperation of colleagues in science and medicine, and graduate training for research and teaching in dentistry became a reality in 1937.

Dr. Brekhus sought especially to encourage young scholars already advanced in science to turn to dental research, and he encouraged promising

young students in dentistry to acquire the additional scientific training necessary for research. In all of these efforts he was conspicuously successful, as the flow of significant articles by his younger fellow-workers has testified. He could, at the time of his retirement, rest happily in the thought that dental research had been firmly established at this University and that the whole profession would benefit from the contributions certain to be made by those whom he had started on this work.

His pioneer efforts in dental research gradually won recognition from his colleagues in dentistry. Dr. Brekhus was elected Fellow of the American College of Dentists in 1934. In 1940 he was voted the William J. Gies Award "for outstanding research in dentistry," the first time that the award was made, a distinction only once accorded since then. It was a happy circumstance that he lived long enough to receive in person the Outstanding Achievement Award which the Regents of the University voted him in connection with the Centennial celebration in 1951. This recognition was received with universal applause by his many friends within and outside his profession who remember him as a man of humble spirit, modest of his own achievements, and always most interested in encouraging and aiding his younger colleagues.

FREDERICK HUGHES SCOTT

1876-1951

Dr. Frederick H. Scott, Professor Emeritus of Physiology, died of a heart ailment at his summer home on Gull Lake, Minnesota, July 21, 1951.

Dr. Scott was born in Toronto, Canada, and there took the degrees of Ph.D. and M.B. From 1906 to 1908, he studied in London under the eminent physiologists, Professors Ernest Starling and Sir William Bayliss, obtaining the degree of doctor of science in physiology in 1908. From London, he came to the University of Minnesota as assistant professor in the Department of Physiology. Following President Vincent's reorganization of the Medical School, Dr. Scott conducted lectures in physiology and developed research in that field. Thus he became one of the pioneers in promoting fundamental science in this institution. His special field was the physiology of respiration and circulation. Throughout his thirty-six years as an active teacher—from 1918 to 1944 as full professor—he was greatly beloved by students for his kindly interest in them, for the clarity of his teaching and for his great personal integrity.

Dr. Scott was a member of the American Physiological Society, the Society of Biological Chemistry, the Society of Experimental Biology and Medicine (of which he was a councilor in 1930), the American Medical Association, the London Physiological Society and the Biochemical Society of Great Britain.

JAMES FRANK CORBETT

1872-1951

Dr. J. Frank Corbett, Clinical Professor Emeritus of Surgery and a leading Minneapolis physician and surgeon for more than fifty years, died suddenly from a heart attack on November 11, 1951.

He was born in Chippewa Falls, Wisconsin, and came to Minneapolis to enter the medical class of 1896. This was in the period when Dean Millard was consolidating the privately-owned medical schools of the state. Following his internship at the Minneapolis City Hospital, Dr. Corbett became city bacteriologist. In this capacity he was active in a campaign for a water filtration plant. As associate professor of experimental surgery in 1912, he organized the first laboratory of experimental surgery west of Chicago and Milwaukee. During World I he served as a lieutenant colonel in the

Medical Corps, becoming chief of neurological surgery in the General Hospital at Cape May, N.J., and later chief of surgery at Walter Reed Hospital in Washington. In 1920, soon after returning to Minneapolis, he was appointed an associate professor of surgery at the University and surgeon-in-chief at the Minneapolis General Hospital. In 1923 he served as president of the State Medical Association.

As a full-time teacher of surgery in the early years when laboratory methods were being introduced into the medical curriculum he was an inspiration to the student body. His approach to surgery was a scientific one. His chief contributions to medical literature dealt with the behavior of the adrenal glands in shock and with methods of suturing nerves and blood vessels.

ALFRED WASHINGTON ADSON

1887-1951

Dr. Alfred W. Adson, Professor of Neurosurgery in the Mayo Foundation, died in Minneapolis from a heart attack on November 12, 1951.

He was born at Terril, Iowa, on March 13, 1887. He received the bachelor of science degree in 1912 from the University of Nebraska, the M.D. degree in 1914 from the University of Pennsylvania and the Master's degree in Surgery (1918) from the University of Minnesota. During World War I he served as lieutenant in the Medical Reserve Corps of the United States Army. Later, he was a colonel in that corps. In 1917 he became a permanent staff member of the Mayo Clinic and thereafter rose through successive grades to become chief neuro-surgeon at the Mayo Clinic and professor of neurosurgery in the Mayo Foundation of the Graduate School (1931). Upon his retirement as chief of the section, in 1946, he became senior consultant in the Clinic. During this long period of service, seventy-three fellows received from him their training in neurosurgery.

As a surgeon he was the first to employ sympathectomy in the treatment of vascular diseases and hypertension, and the first to advocate the intracranial route for relief of glossopharyngeal neuralgia. Also he was a founder-member of the American Board of Psychiatry and Neurology. In his later years he was a member of the editorial boards of the *Journal of Neurosurgery* (1944), *Surgery, Gynecology and Obstetrics* (1943) and *Cancer* (1948).

His interests, however, were not restricted to his special field, so it was inevitable that he should participate widely in medical affairs. Thus he was president of the Minnesota State Medical Association (1937), of the Minnesota State Board of Medical Examiners (1938, 1943), of the Minnesota Neurological Society (1941), and of the North Central Medical Conference (1948). Since 1941, he had been a member of the House of Delegates of the American Medical Association. He also served from 1940 to 1944 as chairman of the Medical Advisory Committee of the Division of Social Welfare, Department of Social Security of the State of Minnesota. In 1948, he received the honorary degree of doctor of science from the University of Nebraska and from St. Olaf College in Northfield. During the Centennial Year of the State of Minnesota (1949), he was designated one of Minnesota's "One Hundred Living Distinguished Citizens."

It is of interest that Dr. Adson's surviving son, Lieutenant Martin Adson, was one of the outstanding members of a recently graduated medical class in the University.

DEAN WESLEY E. PEIK

1886-1951

In the death of Dean Wesley E. Peik on December 6, 1951, the University, the state, and the nation lost a warm-hearted friend, an outstanding educational statesman, and an inspiring leader. Born in Clearwater, Minne-

sota, October 5, 1886, Dean Peik was educated in the schools of the state, receiving his Bachelor's degree at the University of Minnesota in 1911 and his doctorate in 1928. During the interim, he received a Master's degree from Teachers College, Columbia University.

For forty-six years he served the state as a teacher in its rural schools (1905-1907) and as superintendent of schools in Black Duck (1911-17), in Tracy (1917-21), and in Faribault (1921-24). Coming to the University as a professorial lecturer in 1924, he achieved full professorial rank in 1934 and became dean of the College of Education in 1938. During these years he laid the foundation of intimate knowledge of the schools, personal friendship with the leaders of the state, and practical wisdom in the solution of educational problems which won him the devotion and confidence of his associates throughout Minnesota. At the same time, he developed those habits of painstaking scholarship which made it possible for him to speak definitively on educational matters, whether state or national in character.

During that period also he achieved national prominence through his work as director or associate in the surveys of teacher education in North Dakota, in the city of Boston, at Iowa State Teachers College, at the University of Chicago, and in the Regents' Inquiry in the state of New York. In addition he served as principal curriculum specialist in the National Survey of the Education of Teachers.

Great as was his service to the schools of the nation, he never failed to respond to the needs of his fellow-workers in Minnesota. As dean of the College of Education, he was a wise counselor in administrative affairs of the University and a friend and sympathetic adviser of students and faculty. No state organization but felt the keenness of his interest in the public schools. He helped to unify the efforts of state and local groups in the development of higher professional standards for teachers and administrators and a clearer vision of the function of the schools in the life of a democracy. He had the satisfaction finally of seeing those with whom he had worked faithfully and in generous spirit unite with him in securing funds for a new College of Education building on the campus, the first unit of which was under construction at the time of his death.

Because of the breadth of his educational vision, his first-hand knowledge of public education, and his courage and ability in welding diverse groups together in a concerted attack upon the problems of the schools, Dean Peik left his impress on all the great teacher-training organizations of his day. He was first vice president of the North Central Association of Colleges and Secondary Schools (1939), president of the American Association of Colleges for Teacher Education (1946), and first chairman of the National Commission on Teacher Education and Professional Standards of the National Education Association (1946-48). This cooperative body, which he was largely instrumental in founding, united classroom teachers and the major organizations for teacher education in the country for improved preparation of teachers and for higher standards of certification. Under his guidance it worked tirelessly to elevate the status and improve the welfare of all members of the teaching profession. In this movement, as in all his activities at the University, he proved himself a master in democratic leadership.

Few men who have exerted widespread influence in state and nation have maintained so personal and human a relationship with all their associates. Without jealousy, envy, or prejudice, humble and selfless in his devotion to education, by the contagion of his good will and his great kindness, he won the love and devotion of all who served with him. The teachers of both state and nation have lost a sincere friend and wise counselor.

RALPH EUGENE MONTONNA
1894-1952

Ralph Eugene Montonna, Professor of Chemical Engineering and Director of the Engineering Experiment Station, died suddenly in his laboratory on January 7, 1952. He was the son of Mr. and Mrs. William E. Montonna of Cape Vincent, New York and was born October 13, 1894. He received the degree of bachelor of science from Syracuse University in 1916 and the Ph.D. degree, with a major in chemistry, from Yale University in 1924. After receiving his Bachelor's degree, he entered the chemical industry and became assistant director of organic chemical research for the Semet-Solvay Company in Syracuse before going into the Graduate School at Yale in 1921.

Professor Montonna came to the University of Minnesota in 1924 as assistant professor of chemical engineering. He was promoted to associate professor in 1929 and to professor of chemical engineering in 1936, in which capacity he served until he was appointed assistant dean of the Graduate School in 1945. In November 1946 he resigned to become professor and director of the Institute of Industrial Research at Syracuse University. Four years later he returned to Minnesota as professor and director of the Engineering Experiment Station, a position he held at the time of his death. During his professorship he was granted a sabbatical leave for study under Nobel-laureate Haworth at Birmingham, England. Professor Montonna was an expert and an outstanding teacher in the field of cellulose chemistry and chemical engineering economics.

Ralph Montonna made many friends among students and faculty because of his genial personality and spirit of cooperation. His sound judgment led colleagues as well as students to seek his advice and counsel. He gave generously of his time to many student and professional organizations, and actively participated in the national scientific societies to which he belonged. He lived a full life—enjoyed the out of doors, many sports, and music.

By his death the state lost a scientist of vision who sought to improve the industrial lot of the entire community. The University has lost a great organizer, a sound investigator, an effective teacher and a true friend.

DORA V. SMITH, Chairman

Adopted by a rising vote

The Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

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UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

The third regular meeting of the University Senate for the year 1951-52 was held in the Auditorium of Murphy Hall, Thursday, May 15, 1952. One hundred forty-three members were present.

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

I. MINUTES OF FEBRUARY 21, 1952
Reported for Action

Approved

II. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

1. The University, ROTC, and Student Obligations.

(An action of the Administrative Committee of the Senate, April 16, 1952)

The University of Minnesota is a land-grant institution, and as such is firmly committed to the ROTC tradition which historically is deeply rooted in the land-grant colleges and universities of the United States.

The University of Minnesota cherishes its ROTC programs—Army, Navy, Air Force—for it believes they provide a unique opportunity for the young men who are its students to fit themselves for national service while at the same time preparing for their own life work and careers. Moreover, through these programs, the University makes a direct and indispensable contribution to the national defense.

Because of the significance of these programs and all that they represent in the heritage of this country, the University of Minnesota believes that any student who elects them, and through contract binds himself to training that leads to a commission, assumes a profound obligation. Accordingly, once freely assumed, the University expects the student to fulfill that obligation.

Accordingly, this action is taken:

“That all instances of alleged willful and unjustified violation by a student of his contract with the military departments of the University, and of his obligations to the University itself, be considered as disciplinary cases under the jurisdiction of the All-University Disciplinary Committee.

“The All-University Disciplinary Committee shall investigate the nature and cause of the withdrawal from the military program of any student whose case is referred to it by the military departments, and determine the existence or nonexistence of justification.

“In cases where justification is found lacking, the Committee shall determine the appropriate penalty. For flagrant violations, the maximum penalty shall be a recommendation to the President of the University for permanent expulsion of the student.”

It is further requested that each student at the time he signs a contract with the military departments be given a copy of this statement, as evidence

of the significance of the action he is taking, and of the University's expectation that he will fulfill faithfully his obligations in every respect.

Action

It was voted to amend the report to provide that:

Refusal of a student to sign a new contract differing in its terms from one first voluntarily assumed, shall not be regarded as a willful or unjustified violation of his contract with the Military Department of the University or of his obligations to the University itself.

It was voted that the report as amended be adopted.

2. Reported for Information

1. *Fiscal Outlook of the Next Few Years.* In the meeting of February 6, the President discussed procedures and principles that might be followed in budgetary planning for the next biennium indicating some of the work to be done and those to whom his office would turn for assistance and data. He stated his preference for a high degree of college autonomy in planning and said that he depends extensively and primarily on the colleges for documentation of University needs. Cooperation and assistance from the deans' offices will be necessary to the analysis of University operations.

2. *University Budget for 1952-53.* The techniques to be followed in the development of the 1952-53 budget were delineated by the President at the March 12 meeting and notice was taken of his plan to have an *ad hoc* interim committee of the faculty operate as a temporary consultative procedure.

In a very general discussion of retrenchment problems, and of possible savings and fiscal adjustments, it was shown how next year's budget will be correlated with the forthcoming biennial budget.

At the meeting of April 3, the President went over the entire background of the 1952-53 budget, speaking of the projections that would be necessary and the assumptions upon which they would have to be based. He asked for the fullest possible assistance in setting up and validating budgetary requests and pointed out the sharply fluctuating conditions under which all recent budgets had been adopted. Minor improvements were mentioned in the outlook for the second year of this biennium.

Documented possibilities for a 1952-53 budget were then presented with the understanding that reaction to them would be obtained the next day. Discussion in this meeting dealt primarily with factual data, with the arbitrary proposals which had been incorporated, and with departures from usual budgetary practices.

On April 4, discussion of the budget was resumed. The President asked the deans to give careful thought to certain long-range aspects of budgeting and to policies on cost of living and merit increases.

One aspect considered at length had to do with partial application of a portion of college reversions toward reductions in the 1952-53 budgets. Other matters were: the submerged load of graduate instruction, the priority order of University activities, the division of funds between academic and civil service salaries, and possible income from contract research.

No motions were made or called for. Materials were presented as an initial formulation of budgetary procedure, and the President announced that he would immediately give the same data to the *ad hoc* faculty consultative committee with the understanding that further meetings on this subject would be held after the deans had had time to confer with their senior staff members or executive groups.

The objections to budget patterns raised by the faculty consultative committee and the Administrative Committee were reported by the President at the April 12 meeting. He also took up questions of the University's

adjustment as a whole and expressed the desire that suggestions for means of retrenchment come from operational personnel.

Questions had been raised from various quarters on the proposed reduction of budgets by means of reverted funds and on the equality of cuts in academic and nonacademic provision. Several new budgetary studies and recalculations were therefore discussed. One pattern extensively considered required a basic reduction of one and one-half per cent on both academic and civil service budgets and further alteration based on a proportion of the reduction in weighted credit hours of teaching. It was related to the original plan but met, at least to a degree, the major objections.

Subjects of further discussion were: the legislative deficiency request, the credit-hour basis of teaching evaluation, the hidden load of graduate student advisement and research, and the effect of enrollments beyond those now predictable.

The question of retrenchment in times of even greater fiscal shortage was raised, and it was considered how a priority order for curtailment or elimination of important work might operate according to the stringency of the times. The consensus seemed to be that study of drastic retrenchment procedures might be undertaken to good advantage and that this could be initiated by serious work within each college and unit.

The conference was closed with a statement of the President's intention to confer with the faculty committee and to call the Administrative Committee in session again the following week. No action was taken on any specific budget plan.

The President's conference with the faculty committee was reported at the April 16 meeting. Objections and points of concurrence with regard to the budget were taken into account. There had been concurrence, for example, in the decision to drop college reversions as a principle in budgeting and to apply equal across-the-board cuts, percentagewise to academic and civil service units.

The President indicated his desire to provide more liberally, within the budget structure, for academic merit increases, and it was taken by common consent that this should be the provision in so far as possible. The problem of consistency among the colleges in distribution of money for merit increases was recognized. It was voted that beyond adjusting salaries to the floors, the money to be made available for academic salary increases should be used for merit increases with the understanding that individual increases may not exceed a stated amount without specific advance approval by the President.

It was moved, seconded, and voted without registered dissent, to approve this budget and to express thanks to the President for a remarkable series of conferences.

3. *Revision of Regulations on Academic Tenure.* The Administrative Committee had received from the Tenure Advisory Committee a draft of proposed revisions and additions for the Regulations Concerning Academic Tenure. This was considered in the presence of the Tenure Advisory Committee.

In presenting the report, chairman Vice President Willey, said that this constituted the 17th meeting of the Advisory Committee since its task was begun as an outgrowth of the President's discussion with the Senate November 8, 1951. He explained that no basic or substantive change in the original code of 1945 had been made in the draft but that it was simplified and sections pertinent to the transitional period since the original code was established had been omitted. It was remarked that the proposed revision contained no special section on the procedure to be followed in the event of extreme lack of support for the University. The committee apparently thought that such a formula could not be set down in advance.

After the Administrative Committee had examined in detail certain features of the proposed code and considered especially the notification to be given lower rank faculty members terminated within the probationary period, it was moved, seconded, and voted that the President transmit this document to the Senate with the recommendation it be adopted by that body subject to final approval by the Regents. The draft had previously been filed with the Judicial Committee of the Senate. Gratitude was expressed to the Tenure Advisory Committee for its work.

4. *Publications of the Faculties.* The President had received conflicting reports from the colleges on whether or not to print the bulletin, *Publications of the Faculties*. It was therefore voted February 6 to recommend publication of the issue then in manuscript but to discontinue publication of the bulletin until an *ad hoc* committee, to be appointed by the President, could study the matter further and report.

At the meeting of March 12, the *ad hoc* committee, under the chairmanship of Vice President Willey, reported and made the recommendation that the *Publications of the Faculties* be continued as an item in the bulletin series but that the responsibility for collecting the material be shifted from the office of the President to the offices of the deans. Further, it was specified that a deadline be established for the collection of material for each volume and that the deans carry out their part of the work with respect to it, being responsible for the content and style of entries originating with their respective faculties.

It was suggested that issues be circulated to every member of the Senate, to any non-Senate member who might desire them, and to certain off-campus libraries, foundations, and so forth, as designated by the subcommittee. The vote was to accept the report provided doubts as to the desirability of usefulness of the bulletin, if they arise from failure to meet the publication deadline, are reported to the Administrative Committee. It was implicit in conversation that funds for this bulletin, particularly for the 1949-50 issue and perhaps for 1950-51, will depend on the allocation of non-recurring funds from the Regents' Reserve.

5. *ROTC Contract Abrogation by Students.* Vice President Willey, in offering the All-University Discipline Committee's proposal for a policy on willful and unjust violation of ROTC contract on the part of students, told of the development since 1950 of complex and vexing problems involving improper draft deferment and avoidance of military reserve units. The proposal was made therefore that all instances of willful and unjust violation of contract be considered cases for action by the All-University Discipline Committee. The committee would determine and invoke the proper penalty—the most extreme action to be permanent expulsion from the University.

Extensive discussion followed in which statistics and specific cases were referred to. Dean Williamson, Dean Schmitz, Dean Pirsig, Colonel Stevens, and others were heard. It was moved, seconded, and voted to approve the proposal and to recommend the adoption of the policy to the Senate with the understanding that the University regards signing of a contract between a student and an ROTC unit on campus an action of grave importance, the significance of which should be made very clear to the student. The consensus indicated, further, that all instances of willful and unjustifiable violation of such a contract by the student are to be regarded by the University as a matter for disciplinary consideration and to be referred, according to the terms of the policy, to the All-University Discipline Committee.

Vice President Willey was authorized to set up a small subcommittee to rephrase the recommendations in such a way as to make very clear to the student the obligations he assumes in signing an ROTC contract. This rephrased statement was later approved and it was voted to report the matter to the Senate.

6. *Committee Reports on Freshman Week.* In its meeting of December 12, 1951, the Administrative Committee asked the Senate Committee on Education, the Senate Committee on Student Affairs, and the All-University Schedule Committee to consider and report on the possibility of including certain class work in the time normally set aside for New Students' Week of fall quarter. The proposal was not favored, but it was clear in discussion that other calendar matters, particularly an earlier opening date for the fall quarter, might be considered. It was voted to endorse the recommendations of the three committees reporting, since the University Calendar is to receive further consideration by the All-University Schedule Committee. There was agreement on the importance of giving some class time and emphasis to course orientation.

7. *Recommendations of Committee on University Honors.* It was voted March 12 and April 16 to accept the recommendations of the University Committee on Honors for outstanding achievement awards and to transmit those recommendations to the Regents.

8. *Use of Public Address Systems on Campus.* The President had heard the complaint that the use of portable public address apparatus to announce student meetings on campus interfered with instruction.

Discussion revealed that the Student Activities Bureau extends approval for the use of sound equipment under the regulations of the Senate Committee on Student Affairs. These regulations were described together with the action that has been taken under them and the instances in which violations have been referred to the Student Affairs Committee. It was thought that Audio-Visual Education might be informed of the particular problems that grow out of use of directional horns on equipment obtained from that source. No action was taken.

Later, it was reported that the Senate Committee on Student Affairs had counseled students on time limitations that apply to the use of sound systems on campus, problems created by excessive volume, and action which may be taken when rulings are violated.

9. *Distribution of the Booklet, "Good Citizen."* A publication and letter from the American Heritage Foundation was brought before the committee. It appeared that the booklet, dealing with the American point of view in governmental and social organization, might be given to new students. Since it was apparent that the committee favored some such use of the booklet, the deans were to be given opportunity to study it further. The Dean of Students was to explore with the appropriate student group the student attitudes toward use of the material.

On the basis of Dean Williamson's report, later, it was voted to approve distribution of the *Good Citizen* to all entering freshmen in the fall of 1952. Other proposals in the report were that the University consider preparation of a booklet better adapted to its own students and that the President's opening address in the fall be built on the theme of good citizenship. President Morrill approved these suggestions.

10. *Report on Public Lectures and Meetings at the University, 1950-51.* Vice President Willey presented a digest of the public meetings held on campus during the year 1950-51. In all, there were 1,708 open meetings and 1,212 different speakers. Almost one half of the speakers were members of our own staff. The range of subject matter, and the variety of sponsors seemed to prove worth while the entire program of public meetings.

11. *Textbook Approvals.* Approval was given for text materials as follows:

Botany 3s Laboratory Manual, 24 pp. plus diagrams, mimeographed, 150 copies. To be sold by Nicholson Hall Bookstore. Price 50 cents.

Cases and Materials on Procedure and Administration of the Criminal Law, 200 pp., mimeographed, 135 copies. To be sold by Law School Bookstore. Price \$2.00.

A selection of the best themes written in Composition 27-28-29 during the past year, mimeographed, 300 copies. To be sold by Nicholson Hall Bookstore. Price 25 cents.

Suggested Readings for Ph.D. Candidates in Anthropology, mimeographed, 50 copies. To be sold by Nicholson Hall Bookstore. Price 25 cents.

Secondary Report of Research in Embalming and Embalming Fluids, by Norville C. Pervier, printed at the University of Minnesota, 2,500 copies. To be sold by University Bookstores. Price 20 cents.

Economics of Income and Consumption, by Helen G. Canoyer and Roland S. Vaile, published by the Ronald Press Company. Price \$4.50.

Fundamentals of the Life Sciences, by Mark Graubard, published by the Burgess Publishing Company. Price \$5.00.

R. E. SUMMERS, Secretary

III. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

1. Reported for Information

Mimeographed copies of the Senate Constitution and By-laws, as of February 21, 1952, were sent to all members of the Senate with the minutes of the February meeting. Additional copies are available on request from the Clerk of the Senate.

2. Reported for Action

The following proposals for revision in by-laws, received from the respective committees and amended in accordance with motions adopted at the February Senate meeting, are submitted for action:

1. *Present By-law:*

EDUCATION

There shall be a standing Committee on Education. It shall consist of nine members. Its duties shall include a general survey of the University with a view to finding ways in which the educational work of the University may be improved, as by the addition of new schools, or by the addition of new courses, or the modification of existing courses to meet new demands, it being understood that its findings are advisory only.

Proposed By-law:

EDUCATION

There shall be a standing Committee on Education composed of at least nine members. It shall seek ways in which the total educational work of the University may be improved, and make recommendations appropriate to this end.

Adopted

2. *Present By-law:*

INSTITUTIONAL RESEARCH

There shall be a standing Committee on Institutional Research consisting of eleven members. It shall advise the Bureau of Institutional Research with respect to the studies to be undertaken by the Bureau, the studies to be given priority, and any basic questions of policy or procedure connected with the Bureau's activities.

Proposed By-law:

INSTITUTIONAL RESEARCH

There shall be a standing Committee on Institutional Research composed of at least ten members. It shall advise the Bureau of Institutional Research with respect to the studies to be undertaken by the Bureau, the studies to be given priority, and any basic questions of policy or procedure connected with the Bureau's activities.

Adopted

3. *Present By-law, Sections 1 and 3:*

INTERCOLLEGIATE ATHLETICS

1. There shall be a standing Committee on Intercollegiate Athletics which shall be composed of eleven members: five faculty members to be appointed by the President of the University, subject to the approval of the University Senate, and the University Comptroller and the Director of Physical Education and Athletics, as *ex officio* members; two alumni members to be recommended by the Athletic Committee of the Alumni Association and appointed by the President, subject to the approval of the University Senate; two student members to be recommended by the student body and appointed by the President, subject to the approval of the University Senate.

3. The control and supervision of the sale of tickets, the depositing of funds, the care of funds, the financial reporting of games and the accounting of all athletic funds is transferred to the Comptroller's Office.

Proposed By-law, Sections 1 and 3:

INTERCOLLEGIATE ATHLETICS

1. There shall be a standing Committee on Intercollegiate Athletics which shall be composed of fourteen members: seven faculty members, of which one shall be the University Conference Representative, to be appointed by the President of the University, subject to the approval of the University Senate; and the Vice President, Business Administration and the Director of Physical Education and Athletics, and a member of the Athletic Committee of the Duluth Branch of the University as *ex officio* members; two alumni members to be nominated by the Board of Directors of the Minnesota Alumni Association and appointed by the President of the University, subject to the approval of the University Senate; two student members to be recommended by the All-University Congress and appointed by the President, subject to the approval of the University Senate.

3. The control and supervision of the sale of tickets, the depositing of funds, the care of funds, the financial reporting of games and the accounting of all athletic funds is vested in the Office of the Vice President, Business Administration.

Adopted

4. *Present By-law:*

JUDICIAL

There shall be a standing committee of five members to be known as the Judicial Committee. It shall have jurisdiction to hear and 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 re-appointment 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 aca-

demie 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.

Proposed By-law:

JUDICIAL

There shall be a standing committee of five members to be known as the Judicial Committee. Its powers, duties, and procedures are set forth in the "Regulations Concerning Faculty Tenure."

Action deferred pending adoption of the new tenure code by the Senate and the Board of Regents.

5. *Present By-law:*

RECREATION

There shall be a standing Committee on Recreation. It shall consist of five faculty members and six students. The chairman of this committee and one student member of the committee shall also be at the same time members of the Senate Committee on Student Affairs. To facilitate coordination of the respective committee programs, the Committee on Recreation shall hold at least one joint meeting annually with the Senate Committee on Student Affairs. It shall establish general policies concerned with the development of recreational facilities and programs for students, but such policies shall be administered and coordinated through the appropriate officers and agencies.

It shall be empowered to make recommendations regarding the operation of recreation programs to the Coordinator of Recreation, to the Recreation Coordinating Council, to the Senate Committee on Student Affairs, and to any other standing committee, department, or agency.

Proposed By-law:

RECREATION

There shall be a standing Committee on Recreation. It shall consist of five faculty members and six students. The chairman of this committee and one student member of the committee shall also be at the same time members of the Senate Committee on Student Affairs. To facilitate coordination of the respective committee programs, the Committee on Recreation shall hold at least one annual meeting with the Senate Committee on Student Affairs. It shall establish general policies concerned with the development of recreational facilities and programs for students,

but such policies shall be administered and coordinated through the appropriate officers and agencies.

It shall be empowered to make recommendations regarding the operation of recreation programs to the Coordinator of Recreation, to the Recreation Coordinating Council, to the Senate Committee on Student Affairs, and to any other standing committee, department, or agency.

*Amended to omit the words "to the Coordinator of Recreation."
Adopted as amended*

6. *Present By-law:*

RELATION OF THE UNIVERSITY TO OTHER
INSTITUTIONS OF LEARNING

There shall be a standing Committee on Relations of the University to Other Institutions of Learning. It shall consist of seven members. Its duties shall be to consider the relations between the University and other educational institutions within the state of Minnesota; to promote a closer articulation of the work of such institutions with that of the University; to develop plans for making the University more helpful to them. It shall represent the University in determining the list of accredited schools whose certificates admit students to the University. It may represent the University in conferences with the State High School Board, the Minnesota Educational Association, committees of state high school superintendents, or other organizations of teachers.

Proposed By-law:

INSTITUTIONAL RELATIONSHIPS

There shall be a standing Committee on Institutional Relationships, to consist of at least seven members, whose chief concern shall be the relation of the University to other institutions of learning. This committee shall review all matters which affect these relations of the University. It shall also serve as an intra-university relations committee on admission requirements, graduation requirements, credit allowances, and other matters which affect relations among the several colleges or departments of the University. It shall determine and report to any college proposing changes in these areas, the probable effect of the change on other colleges or departments of the University, other Minnesota colleges, or Minnesota secondary schools. The committee shall also promote articulation between the University and other educational institutions of the state and develop plans for making the University more helpful to them. It shall represent the University in determining the accreditation accorded Minnesota schools and colleges. It may also represent the University in conferences with educational associations and agencies.

Amended to add the word "advisory" in line 5 preceding the word "intra-university."

Adopted as amended

7. *Present By-law:*

STUDENT AFFAIRS

There shall be a standing Committee on Student Affairs. It shall consist of five members of the faculty and four students. It shall have supervision of all those students' affairs within the jurisdiction of the Senate not within the control or supervision of any other standing committee. It shall maintain an advisory supervision over the financial affairs of all student organizations over which the University has control. It shall have supervision of all publications issued by students or by faculty

and students. When exercising supervision over a publication issued by students or by faculty and students of a single college or school, a member of that faculty shall be added to the committee for the purpose only of such supervision.

Proposed By-law:

STUDENT AFFAIRS

There shall be a standing Committee on Student Affairs of at least twenty-six members consisting of faculty, students, alumni, and administrators; student members shall exceed by at least one the total of other members. It shall have supervision of all those students' affairs and student organizations within the jurisdiction of the Senate not within the control or supervision of any other standing committee. It shall maintain supervision over the financial affairs of all student organizations over which the University has control. It shall have supervision of all publications issued by students or by faculty and students.

Amended to omit from the last sentence the words "or by faculty and students."

Adopted as amended

8. *Present By-law:*

STUDENTS' WORK

There shall be a standing Committee on Students' Work. It shall consist of the Dean of Student Affairs, who shall be *ex officio* chairman, the Dean of Women, the chairmen of the students' work committees of the colleges and collegiate schools, and the Clerk of the Senate, who shall be *ex officio* secretary. The duties of the committee shall be to correlate and harmonize, so far as may be consistent with the special needs and conditions of the various colleges, the administration of the students' work of these colleges with the administration of the University Senate rules and regulations dealing with students' work.

Proposed By-law:

STUDENT SCHOLASTIC STANDING

There shall be a standing Committee on Student Scholastic Standing. It shall consist of the chairman of the appropriate committee, or representative appointed by the administrator, of each of the separate colleges and collegiate schools. In addition, the Office of the Dean of Admissions and Records and the Office of the Dean of Students shall each have a representative on the committee. The duties of the committee shall be to study and to recommend to the University Senate such general rules and regulations concerning students' scholastic standing as may be needed on a University-wide basis; it shall also correlate and harmonize, so far as may be consistent with the special needs and conditions of the various colleges, the administration of the regulations of the colleges concerning student scholastic standing with the administration of the University Senate rules and regulations dealing therewith.

Adopted

9. *Present By-law:*

UNIVERSITY FUNCTIONS

There shall be a standing Committee on University Functions. It shall consist of not less than three nor more than eleven members, at the discretion of the President. Its duties shall be to take charge of details of commencements and other University functions.

Proposed By-law:

UNIVERSITY FUNCTIONS

There shall be a standing Committee on University Functions. It shall consist of at least twelve members. Its duties shall be to plan and advise with respect to commencements and other all-University functions.

Adopted

10. *Present By-law:*

UNIVERSITY PRINTING

There shall be a Senate Committee on University Printing. It shall consist of five members, the Registrar, the Comptroller, and three other members of the Senate. It shall be its duty to standardize the printing of all catalogs, bulletins, and other official publications, also the stationery of the University and of the various colleges, schools, and departments of the University; to make recommendations with regard to the admissibility of new publications or printing to the lists of official publications or printing of the University and its colleges, schools, and departments; to maintain a printing code for the University, subject to the approval of the Senate, and in general to supervise University printing with a view to encouraging and promoting economical and efficient practices.

Proposed By-law:

UNIVERSITY PRINTING AND PUBLICATIONS

There shall be a standing Committee on University Printing and Publications. It shall consist of eight members: the Vice President of Business Administration, the Recorder, the Director of University Relations, the Agricultural Extension Editor, three other members of the Senate, and a representative of the student body. It shall be its duty to set standards for all catalogs, bulletins, and other official publications, also the stationery of the University and of the various colleges, schools, and departments of the University; to advise with regard to the admissibility of new publications or printing to the lists of official publications or printing of the University and its colleges, schools, and departments; and in general to supervise University printing with a view to encouraging and promoting economical and efficient practices.

Adopted

11. The following motions were made but failed to carry:

Moved to amend the by-law on RECREATION to change the membership from 5 faculty and 6 students to 6 faculty and 5 students.

Motion lost

Moved to refer the amended by-law on STUDENT AFFAIRS to the Committee on Business and Rules to reduce the membership and provide faculty control.

Motion lost

HENRY ROTTSCHAEFER, Chairman

IV. SENATE COMMITTEES FOR 1952-53

Reported for Action

The following Senate committees have been named by the President, subject to the approval of the University Senate, effective July 1, 1952, with the understanding that any membership changes necessitated by the new by-laws will be reported at the fall meeting.

Audio-Visual Aids: William J. Micheels (chairman), Winston A. Close, Otis F. Hall, Helge E. Hansen, C. Irene Hayner, Head of Photographic Laboratory, Fred L. Kildow, George H. McCune, Dwight E. Minnich, Julius M. Nolte, Edward B. Stanford, Miles A. Tinker, Donald Torbert, Tracy F. Tyler.

Business and Rules: Henry Rottschaefer (chairman), Elio D. Monachesi, True E. Pettengill, George J. Schroepfer, Arthur J. Schwantes.

Debate and Oratory: E. William Ziebarth (chairman), Helen G. Canoyer, William S. Howell, Charles H. McLaughlin, Ralph G. Ross, John C. Weaver; students: Marlene J. Berkman, A'53, Michael L. Robins, A'52, Ramon I. Selleg, AS, and two yet to be named.

Education: Horace T. Morse (chairman), Robert H. Beck, John G. Darley, Richard K. Gaumnitz, Frank H. Kaufert, Robert J. Keller, Stanley V. Kinyon, Errett W. McDiarmid, Paul E. Meehl, Elio D. Monachesi, Wilfrid S. Sellars, Thomas D. Speidel, Athelstan F. Spilhaus, Gerhard E. von Glahn (Duluth).

Institutional Research: Elio D. Monachesi (chairman), Russell M. Cooper, Gerald T. Evans, Ruth Harrington, Dale B. Harris, Wilbur L. Layton, Ralph G. Nichols, Lloyd H. Reyerson, Henry Nash Smith, R. Edward Summers, Leonard B. Wheat (Duluth); ex-officio: Cyril J. Hoyt, Robert J. Keller, Malcolm M. Willey; students: Marilyn L. Pearson, A'53, and two yet to be named.

Intercollegiate Athletics: Thomas F. Barnhart (chairman), Ike J. Armstrong, Harold S. Diehl, John E. King (Duluth), David W. Louisell, J. Lewis Maynard, William T. Middlebrook, Henry Rottschaefer (Conference representative), Max O. Schultze, J. Warren Stehman, John H. Williams; alumni: two yet to be named; students: Robert H. Allen, A'54, Merrill K. Cragun, Jr., A'54 (*ex-officio*), Allen A. Kaufman, L'55.

Judicial: William Anderson (chairman), William H. Alderman, Henry E. Hartig, Walter W. Heller, William B. Lockhart.

Library: Theodore C. Blegen (chairman), Gaylord W. Anderson, Richard T. Arnold, Russell M. Cooper, Ruth E. Eckert, Richard K. Gaumnitz, Theodore Hornberger, E. Fred Koller, the Librarian.

Necrology: Bryng Bryngelson (chairman), Edward A. Boyden, Raymond W. Brink, John O. Christianson, Mabel L. Culkin (Duluth), Philip W. Manson, William L. Nunn, John J. Reighard.

Recreation: Gerald B. Fitzgerald (chairman), Gertrude M. Baker, Dorothy L. Ericson, Keith N. McFarland, Edwin O. Siggelkow, Gordon Starr; students: Jeanne E. Behonek, Ed'53, Robert J. Healy, A'53, Zona M. Hendrickson, Ag'54, Keith R. Johnson, IT'53, Joan B. Krause, Ed'54, Evelyn L. Searle, Ed'54.

Institutional Relationships: Robert J. Keller (chairman), Ralph F. Berdie, Elmer W. Johnson, Clarence B. Lindquist (Duluth), Roger B. Page, Ella J. Rose, R. Edward Summers, Alfred L. Vaughan; students: Ellen A. Beutler, Ed'53, Robert C. McCollum, A'54.

Reserve Officer Training Corps: Francis M. Boddy (chairman), Thomas F. Barnhart, B. James Borreson, Jan O. M. Broek, Elmer W. Johnson, John E. King (Duluth), Benjamin E. Lippincott, Roger B. Page, Maynard E. Pirsig; students: Walter T. Connett, A'52, Keith D. Johnson, B'53, Perry D. Smith, IT'53; alumni: two to be named.

Student Affairs: Kenneth E. Clark (chairman), Robert H. Beck, Norman J. DeWitt, Donald P. Duncan, Marcia Edwards, Gerald B. Fitzgerald, Howard L. Horns, John C. Kidneigh, Edwin B. Wenzel (Duluth), Lee S. Whitson, Cornelia Williams; alumni: two to be named; students: Burton D.

Cohen, A'52, James O. Comfort, IT'53, Merrill K. Cragun, Jr., A'54, Phyllis K. Dahl, Ag'53, Helen M. Duffy, Ed'53, Joseph S. Ehrman, B'53, John T. Estes, A'54, William R. Hilgedick, Md'55, John O. Kangas, A'54, Gerald A. Kelly, B'54, Thomas P. Lowe, A'54, Shirley A. Matzoll, A'53, Lawrence R. Smith, A'54.

Student Scholastic Standing: Willis E. Dugan (chairman), Ralph F. Berdie, Howard D. Myers, R. Edward Summers, chairmen of the student scholastic standing committees of the several schools and colleges.

University Functions: William L. Nunn (chairman), Francis S. Appel, Ike J. Armstrong, Wallace V. Blomquist, Edwin L. Haislet, James S. Lombard, Gerald R. McKay, Paul M. Oberg, Raymond G. Price, Louise A. Stedman, Stanley J. Wenberg, Edmund G. Williamson, E. William Ziebarth; students: Julie F. Bosshart, Gr., Irona M. Grimes, A'53, George C. Hanson, L'55.

University Printing and Publications: Harold B. Swanson (chairman), Margaret S. Harding, William T. Middlebrook, Edmund A. Nightingale, William L. Nunn, True E. Pettengill, Harold W. Wilson; student: one to be named.

Approved

V. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

Reported for Information

During the current forensic season approximately forty-three student members of the Varsity Debate and Discussion Squad and the Freshman Debate Squad have participated in more than two hundred fifty intercollegiate speaking experiences.

Propositions debated:

Resolved, That the United States should adopt a program of conscription of essential workers in time of war.

Resolved, That the federal government should adopt a permanent system of wage and price control.

Resolved, That intercollegiate athletics should be abolished.

Resolved, That modern society neglects the individual.

Topics discussed:

What should be the role of student government in the high school?

How can we as a nation improve our ethical and moral conduct?

How can intercollegiate athletics in the Western Conference be improved?

Delegations of University students traveled to conferences, congresses, and debate tournaments at St. Olaf College, the University of Nebraska, the State University of Iowa, Concordia College in Moorhead, Hibbing Junior College, the College of St. Thomas in St. Paul, Eau Claire State Teachers College in Wisconsin, Twin City Tournament at Augsburg College, Minneapolis, River Falls State Teachers College in Wisconsin, the University of Wisconsin and Ohio State University at Columbus, Ohio. An Australian debate team visited our campus for an audience debate on March 10.

The annual Minnesota invitational tournament was held on April 18, 19. The Minnesota Tournament includes activities for Upper Midwest junior colleges, for freshman debaters from the Upper Midwest, and a division for Minnesota colleges. Current figures are not yet available, but 164 debaters from six states participated in 1951.

On April 15 a Varsity team traveled to the University of Wisconsin for an audience-radio debate on the proposition: "*Resolved,* That intercollegiate athletics should be abolished." This was a split team debate so that neither university argued for or against abolition.

A contestant will be entered in the sixty-second Northern Oratorical League contest at the University of Michigan on May 9.

Four graduate students in Speech, all of whom were enrolled in the debate coaching course, did active coaching with groups of freshman debaters. This gave them practical experience and helped the debaters. This laboratory arrangement has been in effect for two years and seems to be a valuable addition to our forensic program.

E. W. ZIEBARTH, Chairman

VI. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Information

Although the Senate Committee on Education has no report at the present time to present for action by the Senate, the members of the committee have felt it desirable to inform the members of the Senate of the activities in which its Committee on Education is currently engaged.

During the current year, the committee has set up additional subcommittees and has received reports from subcommittees previously appointed. At the present time, there are nine subcommittees in various stages of activity with regard to projects assigned and approved by the parent committee. The names and areas of study of these subcommittees are indicated in the following list:

1. University degrees
2. Professors emeriti
3. Curriculum (course additions, modifications, and deletions)
4. Welfare (assistance for facilitation of professional development of academic staff)
5. Admission standards and practices
6. Courses enrolling both undergraduate and graduate students
7. Evaluation of outcomes of instruction at the University
8. Short curricula
9. Educational implications of centralized services

H. T. MORSE, Chairman

VII. REPORT OF THE SPECIAL COMMITTEE ON FACULTY PARTICIPATION

I. *The Background of the Committee's Work*

The *ad hoc* Senate Committee on Faculty Participation was appointed by President Morrill on November 8, 1951, pursuant to the following senate resolution, adopted on that day:

“Resolved, That the President appoint a Committee of the Senate drawn mainly from the several professorial ranks to study the organization of the University with a view to making recommendations for increased faculty participation in the formulation of major policy decisions affecting the faculty and the service of the University to the State of Minnesota; and to report its recommendations to the Senate.”

The Senate action was taken in response to the widespread expression of concern on the part of many faculty members that there has been insufficient communication between the administration and the faculty on matters of primary administrative policy vitally affecting the University's educational program. This concern, which has a long history, has become intensified by the complex expansion of the University in recent years and the attendant increased difficulty of maintaining clear lines of communication. The need for improved facilities for consultation between faculty and administration was highlighted in the spring of 1951, when the University entered the present retrenchment period.

II. *The Problem of Faculty Participation*

The problem of faculty participation in matters of major policy-making is extremely complex, particularly in a large land-grant institution, such as ours. It involves the entire question of the nature, purpose, and function of higher education, as well as the part the faculty should play in relation to policy decisions affecting not only instruction and research, but also the various specialized services designed for students and for the people of the state.

With the growth of the University in recent decades have come diversification and multiplication both of academic offerings and of supporting activities and specialized services, all competing for available resources. No single overriding point of view can dominate in so complex an enterprise as this University, whose essential character is derived, in part, from its very diversity. This diversity requires careful balancing of forces and ideas within the University. Of particular concern to the academic staff are questions of the relative emphases placed on the various phases of the University's program and the relative weights given to the different points of view represented in the University.

Many faculty members, deeply interested in the effective over-all development of the University, have become increasingly aware of the lack of adequate means for the expression of faculty ideas about University policies while they are still in the formative stage. Others, with primary interest in the advancement of their particular areas of instruction and research, have felt less and less responsibility for the development of general administrative policy. The role of the faculty, historically central in University planning, has tended to become shifted toward the periphery.

In a few of the colleges of the University, constitutions have been adopted and advisory committees elected, with specification of the rights and responsibilities of faculty members for policy formation at the departmental and college levels; but these provisions have not resulted uniformly in increased faculty participation. At the all-university level, the Senate has adopted, periodically, various policy statements relating to the University's educational program and services, on recommendation by the several Senate committees. Efforts to develop policy in this way, however, have been uneven and sporadic, and they have only infrequently been focused on the problem of the over-all relation between the faculty and the administration in basic policy formation.

It is recognized that a central administrative agent must be charged with responsibility for coordinating all phases of University operation and for allocating funds, space, and facilities among the various programs and activities. To be effective, this responsibility necessarily carries with it the authority to make decisions and establish policies. Sound decisions on broad policy questions, however, can be reached only by careful deliberation based on full knowledge and understanding of all pertinent factors and their implications. The primary function of the faculty in the formulation of University policies is to crystallize its views on vital issues and bring them to the attention of appropriate administrative officers. Proper perspective on the over-all function and activities of the University can be obtained only through free and unbiased consideration of the views of individuals directly concerned with each phase of the total program.

The need for consultation can be met only through recognition of a twofold obligation—for the exercise of faculty leadership—and for the provision of opportunities for such leadership. If this twofold obligation is to be met, there must be a variety of means, periodically re-examined, through which the cooperation of faculty members may be enlisted and applied in the formation of policies. These means must specifically include channels for direct communication between the faculty and the central administration.

The University of Minnesota is not alone in its awareness of an urgent need for the re-thinking of policy-making procedures and the role of the faculty in these procedures. In other universities, also, similar questions are being raised against a background of similar causes. Although in some institutions, plans are already in operation for improving faculty participation in central policy decisions, there is evidence, generally over the country, of the need for developing imaginative and effective administrative methods for solving the problem on a long-term basis.

III. *Procedures of the Committee*

The procedures of the *ad hoc* Committee on Faculty Participation included: (1) several meetings with the President; (2) consultation with faculty members, individuals and groups, who had previously given much attention to the problem of faculty participation; (3) study of previous reports on the subject; (4) investigation of plans in other selected universities; and (5) review of constitutions of departments and colleges of the University. In the work of the committee, the discussions with faculty and administrative officers have been carried on with mutual confidence. President Morrill has given his time freely and generously.

Members of the Committee on Faculty Participation are of the opinion that the question of providing for faculty participation requires fundamental, intensive study over a long period. They believe, however, that the committee could serve its purpose best by concentrating primarily on the development of a communication procedure which would be practicable to carry out immediately, within the framework of this University. Many faculty members have emphasized that the problem is basically one of faithful intercommunication, with continual and free discussion of views and objectives.

With planning for 1952-53 imminent, a preliminary recommendation was made for the appointment of a temporary consultative committee, to serve until the completion of the report of the Committee on Faculty Participation. This recommendation, supported by President Morrill, was announced to the Senate on February 21, 1952, and seven faculty members were appointed by President Morrill from nominations by the *ad hoc* committee.

The present report now recommends a more permanent consultative committee structure and makes suggestions for continued study of the problem of faculty participation.

IV. *Recommendations*

The *ad hoc* Senate Committee on Faculty Participation recommends:

- (1) That the Senate elect a consultative committee of seven members, charged with the responsibility for conferring with the central administration of the University, which committee shall:
 - a. Consider matters of University policy relating to instruction, research, personnel, service functions, and the budget with discussion initiated by either the committee or the President of the University.
 - b. Serve as a means of communication from the President to the faculty, and vice versa.
 - c. Be authorized to employ devices or techniques such as the appointment of subcommittees, the arrangement of discussions with faculty groups, the sampling of faculty opinion or other means which it may regard as appropriate in initiating and furthering communication between the faculty and the President.
 - d. Meet at regular times determined by the committee and at other times determined by the President of the University or the chairman.

- e. Report to the Senate in such detail as the committee deems desirable at least once each year in order to maximize communication with all Senate members.

The existence of the committee is not intended to preclude independent communications of members of the faculty with the President nor to circumvent regular administrative channels.

- (2) That during the second year of operation of the committee, the Senate Committee on Education review this method of communication to determine its effectiveness. The results of this study shall be reported to the Senate not later than its spring meeting together with recommendations for modifications if these appear desirable.
- (3) That the Senate officially request its Committee on Education to carry forward a study of the possible reorganization of the Senate, giving central consideration to the broad problem of faculty participation in policy formation.
- (4) That the Senate request all deans, directors and department heads to re-examine procedures within areas under their jurisdiction emphasizing faculty participation in policy planning at these levels.
- (5) That the committee recommended under (1) be selected and organized in the following manner:
 - a. All full members of the Senate, excepting members of the Administrative Committee, shall be eligible for consultative committee membership.
 - b. Seven members shall be elected, representing the faculty-at-large, for terms of three years. For the first year, three members shall be elected to serve for three years, two for two years and two for one year.
 - c. In the year of the first election, each member of the Senate shall be asked to nominate seven members by written (mail) ballot, the envelope, but not the ballot, to bear the signature of the voter. The fourteen receiving the highest nominating vote shall be placed on the election ballot. After the first year, each member of the Senate shall nominate in the same manner, a number of persons equal to the number of positions to be filled. The number placed on the election ballot shall be two times the number of positions to be filled and shall be those persons receiving the highest number of votes. In case of a tie for the last position all of the tied candidates for the position shall be considered nominated.
 - d. If, after notification of nomination, any candidate shall not be available, the person having the next highest nominating vote shall be considered nominated. Nominees shall not be announced until the requisite number has been found to be available.
 - e. Nominees shall be listed in alphabetical order on the election ballot.
 - f. Election shall be by written (mail) ballot, the envelope, but not the ballot, to bear the signature of the voter. The seven receiving the highest number of votes in the first election shall be declared elected. The highest three persons shall serve for three years, the next two for two years, and the next two for one year. In subsequent elections, two or three candidates, depending upon the number of positions to be filled, shall be declared elected. In case of ties, the Clerk of the Senate shall determine the winner by lot.
 - g. Nomination and election shall take place during the spring quarter and newly elected members shall take office on June 16. A minimum of two weeks shall be allowed for return of nomination ballots and also for the return of election ballots. In the

case of the 1952 nomination and election, the time may be reduced an appropriate amount to insure completion of the election by June 16.

- h. If none of the elected members is from the St. Paul Campus the committee shall add a member from that campus. If none of the elected members is from the Duluth Campus the committee shall add a member from that campus. Such person or persons shall serve for one year.
- i. Within two weeks after the results of the annual election are announced, the President shall select the chairman of the committee for the coming year from among the elected membership of the committee.
- j. Vacancies which may occur on the committee shall be filled for the remainder of the term by an available candidate selected in the order of the highest vote in the most recent election.
- k. No elected members shall serve more than two successive terms. Members appointed under provision (h) shall not serve more than six consecutive years. Service of a year or more under condition (j) shall count as a term in considering eligibility for re-election.

ALFRED O. C. NIER, Chairman

Note—The selection procedure proposed is contrary to the Senate Constitution which specifies:

“10. The President of the University is the presiding officer of the Senate and names its committees, subject to the approval of the Senate”

An amendment to the Senate Constitution would be required before this report, if adopted, could become effective. Amendments to the Constitution, after adoption by the Senate, require approval by the Board of Regents.

COMMITTEE ON BUSINESS AND RULES
HENRY ROTTSCHAEFER, Chairman

Action

It was voted:

1. That the Senate Constitution be amended as proposed.
2. That the Senate accept the Report of the Special Committee on Faculty Participation as submitted in the Senate Docket with the following changes:

a. In the second paragraph from the end of Section II the word “leadership” which appears in two places in the first sentence be changed to “participation.”

b. Section IV, Part 5a should read “all voting members of the Senate . . .” instead of “all full members of the Senate . . .”

c. Section IV, Part 5c should read “In the year of the first election, each voting member . . .” in place of “In the year of the first election, each member . . .”

d. In Section IV, Part 5g should be replaced completely by the following statement: “Nomination and election shall take place during the period between February 15 and April 15 and newly elected members shall take office on July 1. Two weeks shall be allowed for return of nomination ballots and also for the return of election ballots. Nominations and elections shall be administered by the Clerk of the Senate. The result of the election shall be announced through the Official Daily Bulletin as soon as it is available.

3. That the present Special Committee on Faculty Participation be instructed to formulate a by-law following the principles enunciated in the report of the committee, this by-law to be presented to the Senate at the first Senate meeting following the acceptance by the Regents of the amendment to the Constitution proposed in the first resolution above.

4. That the Senate nominate and elect seven individuals according to the procedure proposed in the report, that the Senate recommend that the President appoint these individuals as an *ad hoc* Consultative Committee for the year 1952-53 and that the committee function in the manner proposed in the report.

5. That it is understood that the first regular election will be held in the spring following the adoption of the by-law and that membership during the year 1952-53 will not count in determining eligibility for future terms.

VIII. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

Reported for Action

The following change in Senate Constitution proposed by the Special Committee on Faculty Participation is submitted for action, subject to approval by the Board of Regents:

FROM

10. The President of the University is the presiding officer of the Senate and names its committees, subject to the approval of the Senate. In the absence of the President, the Senate shall elect its chairman.

TO

10. The President of the University is the presiding officer of the Senate and names, subject to the approval of the Senate, its committees, *with the exception of the Faculty Consultative Committee, which shall be elected by the members of the Senate.* In the absence of the President, the Senate shall elect its chairman.

HENRY ROTTSCHAEFER, Chairman

Adopted

IX. REPORT OF THE COMMITTEE ON INSTITUTIONAL RESEARCH

Reported for Information

THE 1950-51 STUDIES OF FACULTY ACTIVITIES, A BRIEF STATEMENT OF MAJOR FINDINGS

by Robert J. Keller, Director, Bureau of Institutional Research

Requested by President J. L. Morrill at the fall (1950) meeting of the University Senate, the 1950-51 faculty load studies have been conducted by the Bureau of Institutional Research under sponsorship of the Senate Committee on Institutional Research. These studies have sought to identify the nature and extent of activities and services currently rendered by the academic faculties. Findings were expected to serve several purposes, among which were the following: (1) to furnish information useful in interpreting the University to the Legislature and the general public; and (2) to furnish the component colleges with information concerning faculty services which might be helpful in appraising the use of their own staffs' time in promoting their special objectives, as well as those purposes common to all University units.

A previous study of faculty load for 1941-42, directed by Professor Ruth E. Eckert, served as a model for the present study, suggesting both methods and instruments which could be adapted to the present survey. Activities for

the fall quarter of 1950 were reported by practically all resident faculty members with rank of instructor and above on specially prepared, four-page, printed forms. Excluded from the present survey were graduate assistants, other part-time faculty, civil service staff (even when rendering professional services) and certain groups of academic faculty such as agricultural extension workers and military personnel. These data were supplemented during winter and spring quarters by continuous, random samples, stratified by rank and college, of faculty who reported daily their professional activities for two-week periods on diary-type forms.

Major Findings

Any summary of major findings for a detailed University-wide study must be highly selective. Persons who desire detailed findings are referred to a previous summary report issued by the Bureau of Institutional Research in December, 1951, and the various tabular materials specific to the several colleges.* The following findings have been selected by a subcommittee of the Senate Committee on Institutional Research largely because they represent characteristics of faculty load which deserve further study by the individual colleges. At the request of President Morrill, special attention has also been given to the interpretation of findings and identification of problems which may have budgetary implications.

1. The total load of professional activities carried by University of Minnesota faculty members is generally very substantial. The activities reported by the typical faculty person had claimed 48 hours per week; the middle half of the staff worked from 40 to 56 hours per week. On the average, the work day of the University faculty member is heavy. When these hours of time spent are viewed in the light of the highly important kinds of activities involved, the contribution which the University faculty makes appears to be very large.
2. In addition, faculty members carry a great multiplicity of functions. Teaching, counseling, research, writing, work for professional organizations, administrative and office responsibilities, campus and non-campus service call for much diversity in daily work.
3. The pattern of activities reported by faculty members in a given college must be interpreted in terms of the role played by that college in the University and in the state.
4. Tenure (senior), and non-tenure (junior) ranks tend to be clearly differentiated on practically all types of professional activities. Professors and associate professors generally devote more time and participate in a wider range of professional activities than faculty holding junior ranks which are most clearly differentiated by their tendency to heavy concentration on graduate study and somewhat heavier teaching responsibilities.
5. Graduate teaching and advisory loads are carried almost entirely by faculty in senior ranks, though there are some variations from college to college. The graduate advisory load is carried by approximately one third of the academic staff and is sharply concentrated in a few colleges.
6. Comparisons between faculty members who ranked in the highest and lowest sixths with respect to the total amount of time devoted to University service were made for the total University and separate colleges. These comparisons involved the 198 faculty members who reported work weeks of 60 or more hours with the 196 faculty members

* Keller, Robert J. and Abernathy, Margaret G., "The 1950-51 Survey of Faculty Activities at the University of Minnesota," a multilithed report issued by the Bureau of Institutional Research, December, 1951. (41 pp.) Copies of this report and supplementary tables are available to faculty members upon request (211 Burton).

who reported work weeks of 36 or fewer hours during fall quarter, 1950. The following differences appeared:

- a. Proportionately more instructors and assistant professors were found in the lowest sixth and proportionately more professors and associate professors were found in the highest sixth.
- b. Those faculty members in the highest sixth tended to spread their time over practically every type of service investigated.
- c. Those faculty members in the lowest sixth consistently reported less participation in the entire range of professional activities.

Policies Relating to Faculty Load Studies

In the course of making these faculty load studies certain policies came to be established by the Senate Committee and its associated Bureau of Institutional Research. Chief among these were the following:

1. The implications of findings must in the first instance be drawn by the faculties of the separate colleges. These persons are best able to interpret findings and to place them in the perspective of the aims and goals of the college involved. For this reason detailed findings are being made available to individual colleges for study by their own faculties.
2. The confidence of the individual faculty member's report should be kept inviolate. Findings reported thus far have been for groups. Since copies of individual reports were also filed in college or departmental offices, each faculty must decide whether it wishes to continue this policy in interpreting its own findings.
3. The Committee on Institutional Research as a Senate Committee responsible to the faculty has interpreted its responsibility to make analyses of work loads for major college groups. Detailed analyses for departments or other groups within an individual college should be undertaken only at the request of the faculties concerned.

Main Assumptions of the Survey

No study of this kind would be complete without some statement of the assumptions or conditions under which the data have been collected and analyses made. In the present instance, the following assumptions were made:

1. Members of the University faculty were reasonably accurate in completing their reports and that the forms themselves and directions which accompanied them were reasonably specific and clear to members of different departments and colleges. On the average individual errors in over-reporting or under-reporting were assumed to balance one another without serious bias for groups such as departments or colleges. Intercollege comparisons, therefore, seemed warranted.
2. Time spent in professional activities when supplemented with a functional classification of these activities provides one reasonable measure of faculty load.
3. Variations in the pattern of activities is to be expected from college to college or within individual units. But deviations from University-wide practice should appear for individual colleges or departments in a manner which reflects the special functions or objectives of these units.

RUSSELL M. COOPER, Chairman

X. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

The most important recent event involving intercollegiate athletics was the series of recommendations for reforms adopted by the Executive Committee of the American Council of Education on February 16, 1952. These were thoroughly studied by the committee in deciding what position Minnesota should take when these recommendations came before the faculty representatives and directors of the Western Conference. A joint meeting of these groups was held on March 15 and 16, 1952, at which the A.C.E. proposals were considered.

The most important action adopted at the joint meeting was the amendment of that Conference Rule of Eligibility which requires a student participating in intercollegiate athletics to make progress toward the degree for which he is a candidate as a condition to continued eligibility for such competition. During 1949 the Conference introduced the principle of requiring such progress so far as measured by credit hours. The amendment adopted at the March 15, 1952, meeting adds the requirement for such progress as measured by the honor point ratio requisite for obtaining the degree for which the student is a candidate. The A.C.E. recommendations included a proposal that this principle be adopted. The Conference believed this a highly desirable reform and acted promptly in adopting it.

One other Conference action at the March 15, 16, meeting should be mentioned. This requires each Conference institution to file with the Conference Commissioner copies of an athlete's entrance credentials and of his college academic record. These must be filed in connection with the athlete's certification of eligibility for intercollegiate athletic competition. Such certification has long been required. The data required by the amendment will be open for inspection by any authorized representative of any Conference school. It is expected that the amendment will promote effective enforcement of all Conference Rules that condition eligibility for intercollegiate athletic competition upon academic achievement.

The waiver of the one-year Rule, made to permit freshmen to compete, will not be renewed for the next academic year.

WILLARD L. BOYD, Chairman

XI. REPORT OF THE COMMITTEE ON THE RELATION OF THE UNIVERSITY TO OTHER INSTITUTIONS OF LEARNING

1. Reported for Action

Accreditation of Private High Schools

On the basis of school visits or reports, the following schools are recommended for accreditation by the University of Minnesota subject to the submission of satisfactory annual reports for the time limits indicated:

One Year (1952-53)

Blake School	Minneapolis
Shattuck School	Faribault
St. Paul Academy	St. Paul
Summit School	St. Paul
Northrop Collegiate School	Minneapolis

Three Years (1952-55)

St. Augustine High School	Austin
St. Mary's High School	Bird Island

Bethlehem Academy	Faribault
St. Mary's Hall	Faribault
Villa Maria Academy	Frontenac
Maplewood Academy	Hutchinson
Mary E. McCahill Institute	Lake City
Minnehaha Academy	Minneapolis
St. Anthony High School	Minneapolis
St. Joseph's Academy	St. Paul
Visitation Convent	St. Paul

Action

It was voted to amend the report to provide that all of the schools listed be accredited for one year pending review of accrediting standards.

Adopted as amended

2. Reported for Information

Revised Policy on Relationships with Prospective Students

The Committee on the Relation of the University to Other Institutions of Learning in the spring of 1949 presented to the University Senate a statement of basic policy concerning recruitment of students, a policy which was adopted by that body on May 26, 1949. Since that time questions have arisen concerning the interpretation of this policy by various colleges or departments of the University including the School of Nursing, the Institute of Technology, the School of Home Economics, and the Alumni Office. These questions plus general concern about University enrollment led, in May, 1951, to the appointment by this Relations Committee of a subcommittee to review University policy on student recruitment. This subcommittee consisted of Ralph Berdie (chairman), Ike Armstrong, C. W. Boardman, Ellsworth Gerritz, E. L. Haislet, William Nunn, Ella Rose, and Chester Wood.

This subcommittee has engaged in much discussion and study of this problem. It agreed that the 1949 Senate policy on student recruitment was essentially sound and that the two general principles basic to this policy were well accepted, namely:

1. The University of Minnesota, being a state university, has a responsibility for seeing that every citizen in the state is aware of the activities of the University and of the opportunities available to him at this institution.
2. No college, department, or division of the University, and no member of the University staff should solicit students to come to the University by making promises of rewards or by bringing other various pressures upon students, their families or teachers.

Although these general principles were quite acceptable, they helped but little in developing a positive program of action. The statement also provided little help to those who were attempting to define recruiting, to distinguish the desirable from undesirable practices, and to determine the limits of acceptable standards in educating persons about the University. The subcommittee consequently decided that it needed to survey practices in this area if it were to distinguish between "student recruitment" and "efforts to educate people about the University." Broadly conceived, every such educational effort on the part of the University could be viewed as recruitment and similarly, recruiting might alternatively be conceived as an informational or educational program.

Individual interviews were arranged between members of this subcommittee and administrative heads of the several colleges, radio station KUOM, the Office of the Dean of Students, the Minnesota Alumni Association, the Office of Admissions and Records, and the Athletic Department. Information gathered in this manner was summarized in mimeographed form under the

following categories: publications, speeches, services provided to various groups and individuals, personal contacts, conferences, organizational activities, correspondence, placement activities, activities affecting student morale, public exhibits, radio and television communication, visitors to campus, direct aid to students and prospective students, Summer Session, and University news services. Copies of this 15-page report are available from the chairman (211 Burton Hall).

The subcommittee reported that many activities of a recruiting or educational nature were being conducted by the University, that these activities did not seem to violate either in spirit or in fact the principles stated in the Senate's recruitment policy, and that the effectiveness of these activities could undoubtedly be increased through greater coordination. Numerous specific suggestions were made concerning ways and means whereby contacts with prospective college students could be made more effective.

With this kind of background and in an effort to restate the Senate policy on student recruitment in terms of present conditions, this subcommittee prepared a tentative policy statement on relationships with prospective students for submission to the Senate Committee on the Relation of the University to Other Institutions of Learning. This Senate Committee subsequently reviewed this statement carefully with the subcommittee and with various other representatives of colleges or divisions concerned with this matter. In the course of this review, certain revisions were made. The following statement is presented to the Senate for information and discussion at the spring 1952 meeting with the recommendation that final action be postponed until fall 1952 to permit further review and criticism by members of the Senate or other University representatives. This policy statement is intended to replace the policy toward recruitment of students adopted by the University Senate on May 26, 1949.

Revised Policy on Relationships with Prospective Students

1. The University of Minnesota, because it is a state-supported institution, has the responsibility for providing to every citizen in the state information about the facilities available at the University and the means whereby these facilities can meet the needs of individual citizens. To fulfill this responsibility, the University is obligated to publicize, through appropriate and effective channels, the various educational programs and types of services offered by the University. Relevant information regarding the admission requirements, standards, and curricula of the various certificate and degree-granting schools and colleges which make up the University must likewise be made available to Minnesota high school students, their parents, teachers, and counselors. The fulfillment of this responsibility involves the dissemination of information both through media of mass communication and through effective contacts with individuals in the community.
2. Prospective college students should select primarily for educational reasons the institutions which they attend. Such choices can be properly made only if based upon complete and carefully considered information about possible educational alternatives. Organized cooperative efforts by Minnesota colleges, other agencies or groups to present this kind of program shall have the active support and endorsement of the University.
3. Opportunities to consider the advantages of attending their state University should always be made available to prospective college students. This kind of information should be furnished by colleges, departments, or divisions of the University, their faculties, students, and other persons identified with or representing the University. In presenting this information about the University, every effort shall be

made to stress positive educational values. No student should be solicited to enter the University through special pressures upon students, their families, or teachers, or through promises of reward other than those strictly educational in nature.

4. In the offices of the Dean of Admissions and Records, the Dean of Students, the Director of University Relations, and the Alumni Office, the University maintains special talents, resources, and facilities for accomplishing these objectives. Deans, directors, staff members, students, and other persons identified with or representing the University are encouraged to utilize the services of these offices in planning programs for prospective students.
5. Relationships with other educational institutions, including high schools and other colleges, are almost always involved in developing programs for prospective students. Desirable working relationships between the University and other education institutions have been fostered by the University and must be maintained in this kind of activity as well as others. To this end, the Committee on the Relation of the University to Other Institutions of Learning should examine the methods and objectives used in developing programs for prospective students in the light of their effect on relationships with other educational institutions or on the various colleges, schools, or divisions of the University.
6. There is need for clearance and coordination of the many different programs which have as their purpose that of informing prospective college students about the University and for leadership and stimulation of activities in this area. This responsibility shall be assigned to the Dean of Admissions and Records under policies developed by the Committee on the Relation of the University to Other Institutions of Learning. Assistance in this responsibility will be provided by an advisory committee, members of which will include representatives from colleges which admit freshmen.
7. This policy concerning relationships with prospective students can best be defined in terms of illustrative examples which are considered appropriate on the part of the employees or representatives of the University and those which are considered inappropriate.

A. Among the appropriate kinds of activities are the following:

- (1) Suggesting to alumni, friends, or acquaintances, that prospective students open correspondence or communicate with representatives of the University.
- (2) Answering promptly and accurately correspondence initiated by prospective students.
- (3) Appearing before and speaking to student groups, high school faculties, parents, and alumni, when invited, for purposes of informing them about the University.
- (4) Inviting various high school groups and professional and community organizations to visit the University campuses.
- (5) Participating in high school activities, such as Career Days, which have as their purpose the informing of students in high school regarding educational opportunities.
- (6) Publicizing to all qualified students the scholarships, fellowships, student loans and employment opportunities available at the University and offering assistance in securing these when prospective students request such help.
- (7) Disseminating literature about the University or any of its activities—bulletins, pamphlets, brochures, magazines, papers or books—to prospective students, parents, high school admin-

istrators, teachers, and counselors, or to other school-connected personnel or alumni.

B. *Among the inappropriate kinds of activities are the following:*

- (1) Encouraging a student to attend the University of Minnesota and directly or indirectly discouraging his careful consideration and evaluation of other educational alternatives.
- (2) Encouraging a prospective student to enter a particular program of the University without first ascertaining whether that student's abilities and interests give him at least a minimal chance of academic success in that program.
- (3) Persuading a prospective student to attend the University because of his expected participation in athletics, music, drama, or other activities, without first ascertaining that the primary educational purposes of the individual can be fulfilled by the student's attending the University. The student, with the help of his teachers, counselors, and parents should make this judgment upon the basis of objectively presented information.
- (4) Inducing students, through personal solicitation, to attend the University through promise of a special benefit, a particular job, a special scholarship, or a special service not available to all qualified students or not open to students on a competitive basis.
- (5) In any manner providing information concerning the University that is not soundly based on fact and that is not accurate in fact.
- (6) Presenting in any manner information not in good taste nor in keeping with the ideals and purposes of the University.

Third Annual Conference on Problems of High School-University Transition

This spring's conference was divided into two sectional meetings, a conference attended by representatives of small Minnesota high schools held at Coffman Memorial Union on Friday, April 18, and a conference for high schools located in Northeastern Minnesota held at Duluth Branch on Tuesday, April 29. Mornings were spent in small informal meetings between high school representatives and their former students now enrolled in the University. Faculty representatives from the University joined visitors at luncheon and remained for discussion of problems and issues identified during the morning by students and high school representatives. Participants divided into smaller groups for these discussions which continued most of the afternoon.

Summary reports of the 1950 and 1951 conferences are available upon request from the office of the chairman (211 Burton). The 1952 conference reports are currently being prepared and will be available by fall quarter, 1952. Dean Roger B. Page served as general chairman for the Minneapolis Campus conference; Professor Gerhard von Glahn acted in this capacity for the Duluth Branch conference. Other committee members were drawn from University faculty, the Minnesota Association of Secondary School Principals, the Council of School Executives, the Minnesota Personnel Association, and the State Department of Education.

Revision of University Standards and Policies for the Accreditation of Private Secondary Schools

During the past year a joint subcommittee was appointed to review current policies and standards for the accreditation of private secondary schools and to recommend any necessary revision. This subcommittee is currently active and plans to submit a progress report by fall, 1952. Members of this

subcommittee are as follows: R. Allan Clapp, Headmaster, Blake School (Chairman); Anna Fellroth, Associate Principal, Minnehaha Academy; Rev. John R. Roach, Director of Cadet Affairs, St. Thomas Military Academy; Sister Mary Alphonse, Principal, St. Agnes High School; Ellsworth Gerritz, Director of Admissions; and William Micheels, Professor, College of Education.

Evaluation of Credit for Military Service in the Post-World War II Period

In anticipation of increased numbers of returning veterans from military service, the committee has been reviewing the many actions taken by the Senate during and following World War II concerning the educational status of veterans. The subcommittee studying this problem consists of: Elmer Johnson (chairman), Ellsworth Gerritz, Roger Page, Gerhard von Glahn, and Dorolese Wardwell. Faculty members who discover problems in this area or wish to make suggestions concerning this problem are encouraged to contact members of this subcommittee.

Revision of University Standards and Policies for the Accreditation of Minnesota Junior Colleges

The dual accreditation of Minnesota junior colleges by the University and the State Department of Education indicates the need for reappraising these relationships. A joint subcommittee consisting of representatives of public and private junior colleges, the State Department of Education, and the University of Minnesota has been appointed to assist in this task. Members are: Robert J. Keller (chairman); John Challberg (Dean, Brainerd Junior College); R. M. Cooper; Elmer Johnson; Floyd Moe (Dean, Virginia Junior College); W. A. Poehler (President, Concordia Junior College); Alfred L. Vaughan; Elmer Weltzin (Director of Secondary Schools, State Department of Education); and Harold Wilson (*ex officio*, President, Minnesota Junior College Association). A report from this group should be made to the Senate during 1952-53.

ROBERT J. KELLER, Chairman

XII. REPORT OF THE TENURE ADVISORY COMMITTEE

In conformity with Section 13 of "Regulations Concerning Academic Tenure" governing amendments to the tenure code, the report of the committee, presented as an amendment to the present code, is herewith transmitted to all members of the Senate.

This report of the committee, also in conformity with Section 13, has been submitted by the President to the Judicial Committee of the Senate and to the Administrative Committee. Both of these committees have recommended by formal action that the report be transmitted to the Senate and approved.

1. LETTER OF TRANSMITTAL

To: President J. L. Morrill
From: The Tenure Advisory Committee

At the meeting of the Senate on November 8, 1951, you indicated that there were some procedural questions and ambiguities that had arisen in the administration of the "Regulations Concerning Academic Tenure" adopted by the Regents on February 9, 1945.

You stated to the Senate that you felt these questions and ambiguities should be resolved and that you proposed with the consent of the Senate to refer the matter for consideration and recommendation to the Tenure Ad-

visory Committee. This you did in a letter of November 28, 1951. Furthermore, in your letter to the committee, you said, "It would be my interpretation, in the light of the remarks to the Senate, that there is agreement that your assignment is broadly inclusive."

Immediately upon receipt of your letter, the Tenure Advisory Committee began the task of studying and recodifying the existing tenure code. It has held sixteen meetings in carrying out the assignment. When it had completed its proposed codification of the code, it held a joint session with the Committee of Academic Freedom and Tenure of the Minnesota Chapter of the A.A.U.P. and the Judicial Committee of the Senate. The president of the local chapter of the A.A.U.P. also attended.

The committee now presents to you its final proposed redraft of the tenure regulations. A few comments may be helpful:

Attached as a supplement to this report is a "key" that relates the sections of the present tenure code to the proposed revisions. Where new material has been added, this is clearly indicated. The only material dropped from the existing code in the process of revision related to "transitional" provisions that were necessary when the present code was originally adopted, but which no longer are necessary. The key shows these.

When the code was originally framed, it was a document that looked to the future, and this was reflected in the language used. Now, in 1952, the code has been in operation for some six years and is a document that represents present policy and practice. In revising, the language has been changed to reflect this. In general "shall" and "should" have been retained only where specified obligations are involved.

Every effort has been made by the committee to simplify the language of the code to achieve greater readability.

The committee has carefully avoided introducing what might be regarded as substantive changes that would in any way modify the basic premises and thinking that underlie the tenure code.

Section 13 of the present regulations sets forth the procedure for amendment. All proposed amendments must be submitted to the Senate for advice and recommendation. It is further provided that "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." Thirty days, except in case of emergency, is specified for Senate consideration before action.

This redraft or codification, if recommended by the Senate and then approved by the Regents, will supplant the present code adopted in 1945. The redraft, as a study of the key will show, includes not only the material of the existing code, but also embodies some of the material hitherto grouped under the heading "interpretations." One by-law of the present Senate constitution is now, in simplified form, embodied in the proposed redraft. There has, in fact, as you requested, been comprehensive codification. When and as adopted by the Regents, the proposed code, with remaining interpretations, and with the Resolution on Academic Freedom of the Regents (January 28, 1938), would be issued as a single document and constitute a new version of "Regulations Concerning Academic Tenure."

Respectfully submitted,

Jean H. Alexander
William Anderson
Paul D. Boyer
J. Lewis Maynard

James S. McCartney
Robert C. McClure
Norman W. Moen
Malcolm M. Willey, chairman

March 24, 1952

2. COMPARISONS OF PROPOSED TENURE CODE WITH PRESENT CODE

The following key has been prepared to assist in the study of the draft of *Regulations Concerning Faculty Tenure* as revised and codified by the Tenure Advisory Committee:

<i>Proposed Code</i>	<i>Source</i>
Sec. 1.	Part of 9 (b)
Sec. 2.	New section
Sec. 3. (a)	Sec. 1 (a)
Sec. 3. (b)	Part of Sec. 1 (b) and Interpretations 6 and 12
Sec. 3. (c)	Part of Sec. 1 (b)
Sec. 3. (d)	Interpretation 5
Sec. 3. (e)	Sec. 1 (c)
Sec. 4.	Sec. 2
Sec. 5.	Sec. 3 and Interpretations 10 and 11
Sec. 6.	Sec. 4, Interpretations 10 and 11, and part of Sec. 9 (b) as amended
Sec. 7.	Sec. 5
Sec. 8.	Sec. 9 (c)
Sec. 9.	Part of Sec. 6
Sec. 10.	Part of Sec. 6
Sec. 11. (a)	Senate Minutes on Judicial Committee
Sec. 11. (b)	Senate Minutes on Judicial Committee
Sec. 12. (a)	Part of Sec. 7
Sec. 12. (b)	Part of Sec. 7
Sec. 12. (c)	Part of Sec. 7
Sec. 12. (d)	New subsection
Sec. 13.	Sec. 8
Sec. 14.	New section
Sec. 15.	New section
Sec. 16. (a)	Sec. 9 (d)
Sec. 16. (b)	Sec. 9 (e)
Sec. 17.	Sec. 11
Sec. 18.	Sec. 12
Sec. 19.	Sec. 13

<i>Proposed Appendix</i>	<i>Source</i>
	Same as before but with the addition of an explanatory footnote

Proposed Interpretations and Procedures

<i>Proposed Interpretations and Procedures</i>	<i>Source</i>
Sec. 1.	Sec. 1
Sec. 2.	Sec. 2
Sec. 3.	Sec. 3
Sec. 4.	Sec. 4
Sec. 5.	Sec. 7
Sec. 6.	Sec. 8
Sec. 7.	New section
Sec. 8.	New section

3. PROPOSED REGULATIONS CONCERNING FACULTY TENURE

Reported for Action

Section 1. Application of regulations. These regulations apply to the faculty in all parts and branches of the University.

Sec. 2. Regents approval required. No appointment at this University, or special agreement or understanding involving conditions of appointment made by a dean or any other administrative officer, is effective until approved by the Board of Regents.

Sec. 3. Classes of faculty positions. (a) There are four classes of regular faculty positions: Professor, Associate Professor, Assistant Professor (including Research Associate), and Instructor (including Research Fellow).

(b) All other positions concerned with teaching, research, and other academic services are non-regular. These include (i) the position of lecturer, professorial lecturer, visiting lecturer, visiting or substitute professor, county extension agent in the Agricultural Extension Service, as well as any position coded "T" or "X" or denominated as "clinical," regardless of rank; (ii) the position of assistant, teaching assistant, research assistant, and others of a like nature, which are primarily for students.

Part-time positions are ordinarily non-regular, whatever the title may be; but a person does not lose any rights already acquired under these regulations if he goes on a part-time basis. No number of reappointments to any non-regular position creates any presumption of a right to reappointment or to indefinite tenure. The President shall give every person appointed to a non-regular faculty position a statement in writing, setting forth the conditions of his tenure.

(c) Nothing in these regulations impairs any rights, whatever they may be, heretofore acquired by a person who holds a non-regular position.

(d) When a person holds dual titles, the title first mentioned on his appointment form governs in determining what rights he has under these regulations.

(e) Deans, associate deans, and assistant deans of colleges, chairmen of departments, and other administrators of academic services, have such faculty rank as is accorded them. Their administrative functions and titles as deans and chairmen are distinct and severable from their faculty ranks. The removal of any person from an administrative position does not impair his rights to and in his faculty rank.

Sec. 4. Professors and Associate Professors on indefinite tenure. Except as provided in Sec. 16, appointments to the ranks of Professor and Associate Professor are for an indefinite period. Professors and Associate Professors on indefinite tenure are subject only to removal for cause, or to retirement in accordance with University regulations.

Sec. 5. Tenure of Assistant Professors. Except as provided in Sec. 16, Assistant Professors acquire indefinite tenure only after serving for a probationary period as hereinafter defined. Assistant Professors on indefinite tenure are subject only to removal for cause, or to retirement in accordance with University regulations.

The initial appointment of an Assistant Professor who has not already acquired indefinite tenure is for a period of two years. If an Assistant Professor is not to be reappointed following his initial appointment, the President shall give him written notice on or before the June 15 of the calendar year immediately preceding the year in which his initial appointment terminates. His service then terminates 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 of one year, which terminates his service at the end thereof, or he shall be reappointed for a second period of two years.

If he is not to be reappointed following the second period of appointment, the President shall give him written notice on or before the June 15 of the calendar year immediately preceding the year in which his second period of appointment terminates. His service then terminates at the end of his fourth

year. In the absence of such notice he shall, at the end of his fourth year, receive either a terminating appointment of one year, which terminates his service at the end of his fifth year of employment, or an appointment carrying indefinite tenure.

The entire probationary period of one who first serves as a full-time Instructor and is then promoted to Assistant Professor shall not ordinarily exceed a total of seven years. Credit toward completion of the probationary period shall be given in such proportion that three years as a full-time Instructor equals two years as an Assistant Professor.

In computing the number of years served, the academic year is taken as the basis. Full-time service for less than two quarters in any year is disregarded in the computation, but full-time service for two quarters or more is counted as one year of service.

Except as provided in Sec. 16, no person who has acquired the right to indefinite tenure by service as an Instructor loses it by promotion to Assistant Professor, by change of title, or otherwise.

Sec. 6. Tenure of Instructors. Except as provided in this Section, indefinite tenure is not acquired at the rank of Instructor. Instructors on indefinite tenure are subject only to removal for cause, or to retirement in accordance with University regulations.

The initial appointment of an Instructor is for one academic year unless a shorter period of appointment is agreed upon. If an Instructor is not to be reappointed following his first year of service, the President shall give him written notice on or before the March 15 immediately preceding the end of his initial appointment. Instructors may be reappointed for terms of one or two academic years. If an Instructor is not to be reappointed following his second or any subsequent period of appointment, the President shall give him written notice on or before the December 15 immediately preceding the termination of his appointment.

Except as provided in this Section and in Sec. 7, the total length of service at the rank of Instructor shall not exceed seven years. The existence of this regulation is sufficient notice to all Instructors that the maximum period of service at that rank is seven years, whether such years are consecutive or not, and that service as an Instructor terminates at that time.

The Dean of the Department of Agriculture, with the consent of the President, 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. Similarly, and under the same conditions, the Provost of the Duluth Branch, with the consent of the President, may continue in the future to permit Instructors on the staff of the Laboratory School there to acquire indefinite tenure.

Sec. 7. Completion of graduate studies by Instructors. An Instructor who is pursuing graduate studies either here or elsewhere is expected to make normal progress toward his degree or other objectives. It is the duty of each dean and department chairman or other appropriate administrative officer to keep themselves informed concerning the progress being made in graduate work by each Instructor under their supervision.

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 the committee agrees unanimously that the case is meritorious, they shall so report in writing to the President. Thereupon the dean of the college concerned

may, in his discretion, give the Instructor an appointment for the following year or part thereof at the non-regular rank of Instructor BT or Instructor AT. There shall be not more than three 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 extensions be construed to create any moral or other claim to indefinite tenure, nor are additional tenure credits acquired during this period of special service.

Sec. 8. Non-reappointment during probation. 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 person who holds a non-regular position at any time, carries no implication whatsoever as to the quality of his work or his conduct. For this reason it is not necessary for the Regents, the President, the dean, or the chairman to provide any person in these categories who is not reappointed with any statement of causes or reasons for his non-reappointment.

Each department chairman or other appropriate administrative officer is expected to discuss from time to time with each probationary faculty member in his department the progress and growth the faculty member is making.

Sec. 9. Protection of personal beliefs. No person shall be removed from or denied reappointment to any faculty position 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. Removals for cause. Every person who holds a faculty position is subject to removal for cause before the time set for the regular termination of his appointment. The causes for removal are only such as seriously interfere with the person's capacity competently to perform his duties, or with his usefulness to the University.

Sec. 11. Judicial Committee. (a) The Judicial Committee of the University Senate consists of five members, any three of whom constitute a quorum.

(b) The personnel of the committee hearing a given case shall not be changed during the proceedings therein. Except as provided in Sec. 14, no member who has not been present during each of the hearings of a case shall participate in its decision.

Sec. 12. Procedures in cases of proposed removal for cause. (a) *Initiation of proceedings.* In the case of a dean or director who also holds a regular faculty position, the President may initiate the proceedings for removing the incumbent from his faculty position or designate some other academic officer to initiate the proceedings. In all other cases of proposed removal for cause the dean or other officer who heads the academic unit concerned, or a person designated by the President, shall initiate the proceedings for removal. Removal proceedings are initiated by written notice of the proposed action and the reasons therefor to the person to be removed, with a copy to the President. The initiating officer may relieve him of his duties pending action by the President to suspend.

(b) *Suspension during proceedings.* Sole power to suspend rests with the President. The suspension may be with or without pay as the President determines to be in the best interests of the University. A person under suspension without pay pending proceedings for removal for cause continues to hold such rights as university insurance, retirement, hospitalization, and the like unimpaired until the Board of Regents has made final disposition of his case. A suspension without pay, in so far as such special rights are concerned, is regarded as a leave of absence without salary, unless the person suspended is subsequently reinstated.

(c) *Further proceedings.* A person against whom removal proceedings have been initiated is entitled to a hearing before the Judicial Committee if, within thirty days after receipt of the notice from the initiating officer, he makes written request to the chairman of the Judicial Committee.

If he requests an investigation, the Judicial Committee shall, as expeditiously as possible, make its investigation and report its findings of fact in writing to the President, with a copy to the appealing faculty member. After reaching his decision, the President shall notify the faculty member in writing concerning the general nature of his recommendations at least three weeks before the meeting of the Board of Regents at which he proposes to present his recommendations, unless the faculty member agrees in writing to a shorter period of notice. If the faculty member desires a hearing before the Board, he must make a request in writing to the President within five days after receipt of the notice from the President. The Board of Regents shall give him a full and open hearing unless he requests that those present be limited to individuals who are parties of interest, or are invited by parties of interest.

(d) *Right of resignation.* A person who has been removed or suspended from his faculty position may resign at any time before the final decision by the Board of Regents. His resignation automatically terminates the proceedings on his appeal.

Sec. 13. Hearings in other cases. Any person who holds a faculty position is entitled to a hearing before the Judicial Committee on any action which, without his written consent, affects his rights or status under these Regulations. To make this right effective, the individual concerned must, within thirty days after his receipt of written notice of the action or proposed action alleged to affect his rights or status, give written notice to the chairman of the Judicial Committee stating the manner in which he believes his rights or status is affected. The Judicial Committee shall hear such cases as promptly as possible and reports its findings of fact as in cases of removal.

Sec. 14. Place of hearings. The hearings of the Judicial Committee take place on the Minneapolis or St. Paul Campus of the University unless in the judgment of the committee a different location will best serve the interests of all concerned. Either party to a case arising on any other campus of the University may request the Judicial Committee in writing to hold the hearing on or near the campus concerned, and shall give reasons for his request. If on examining the request the Judicial Committee decides that a full and fair hearing is more likely to be had at the location requested, it shall notify both parties and shall arrange the place of the hearing accordingly. If the committee determines that the requirements of justice will be satisfied thereby, it may designate one or more of its members to hold the hearings and get statements from witnesses on or near the campus concerned and then hold a final hearing of the committee on the Minneapolis or St. Paul Campus.

Sec. 15. Release of Judicial Committee findings. The release or non-release of findings of fact to the Senate depends upon the agreement of the President and the appealing faculty member. If they disagree the President shall refer the question to the Judicial Committee. The Judicial Committee shall consider the arguments of both parties with respect to the release of the report. If agreement between the parties is not reached during the hearings, the Judicial Committee shall recommend to the Senate what it believes to be the appropriate action concerning release of its findings of fact to the Senate. The decision of the Senate on that question is final.

Sec. 16. Special contracts. (a) A major purpose of these regulations is to state the normal minimum tenure rights of persons appointed to the faculty of this University. These regulations do not prevent the granting

of indefinite tenure at an earlier date than is herein set forth, or the making of special contracts in writing with individual members of the faculty for appointments for periods of time different from those indicated. Any special contract shall be in writing, signed by the faculty member, the department head, and the dean or other officer who heads the unit concerned. It shall state that it does not conform to the ordinary regulations governing faculty appointments, and shall be effective only after approval by the Board of Regents.

(b) Nothing in these regulations prevents the establishment and later discontinuance of special departments, programs, or institutes of an experimental or temporary character. All appointments made in connection with such special projects are non-regular. The President shall give written notice to all persons who receive such appointments of the contingent, experimental, and probable temporary nature of the projects and of the probable termination of their employment when the projects are discontinued.

Sec. 17. Administration of tenure regulations. The effective administration of the "Regulations Concerning Faculty Tenure" is the responsibility of the President. He shall appoint an Advisory Committee on Faculty Tenure, representative of the various faculty ranks of the University.

The Advisory Committee on Faculty Tenure shall recommend interpretations and administrative procedures which affect the tenure rights of staff members only in so far as they conform to the "Regulations Concerning Faculty Tenure." Such interpretations and procedures require approval of the University Senate and of the Board of Regents. These interpretations and procedures may be modified as deemed necessary in the same manner. They shall be published with the *Regulations Concerning Faculty Tenure* as provided in Sec. 18. Publication may be postponed to convenient intervals if each faculty member who may be directly affected is informed in writing of the procedure or interpretation at the time of its adoption or at the time of his appointment or change of status.

Sec. 18. Publication. All regulations of the University with respect to the tenure rights of the faculty, and the provisions for insurance and retirement allowances, shall be published in pamphlet form. Each person who holds a faculty appointment, or to whom such a position is offered, shall be given a copy.

Sec. 19. Amendments. These regulations are 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 façade 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 record 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.*

Interpretations and Procedures

1. Periods covered by leaves of absence do not count in computing years of service if the leave involves absence that reduces the services of the faculty member below an average of two-thirds time during any academic year.

2. A faculty member who has acquired tenure rights as an Instructor (or Research Fellow) or Assistant Professor (or Research Associate) does not jeopardize his tenure rights if, subsequently, he takes up uncompleted studies in the Graduate School, or for any reason temporarily reduces his percentage of time.

3. In determining probationary credit and in the absence of an agreement to the contrary, one year's credit is granted for full-time service on a regular appointment during two quarters of any academic year or for part-time service on a regular appointment which averages at least two-thirds time during the three quarters of any academic year. Service of less than two-thirds time for any academic year does not count in establishing tenure.

4. All service on a regular appointment, even though not consecutive, if it meets the two-thirds requirement, is credited toward the completion of the probationary period.

* This section of the Resolution contains provisions that have been amplified and superseded by the present Tenure Code. However, because of its historic importance, the entire resolution has been reproduced as originally adopted by the Board of Regents.

5. For the purpose of administering the "Regulations Concerning Faculty Tenure," Army, Air Force, and Navy officers holding University appointments in the departments of Military Science, Air Science, and Naval Science are classified as non-regular members of the faculty.

6. When a faculty member transfers from a regular faculty position to the civil service staff or to an X or T position, the administrative officer involved shall prepare a written statement, with a copy to the President's Office, setting forth in full the understanding with reference to tenure rights and status that may be involved by this transfer. On the basis of this memorandum the President's Office shall prepare for the tenure files, the dean, the department head or other appropriate administrative officer, and the individual faculty member a written statement embodying the understandings.

7. A person who contends that he has been removed from or denied re-appointment to a faculty position in violation of Sec. 9 is entitled to a hearing before the Judicial Committee as provided in Sec. 13.

8. A person need not have received written notice before appealing to the Judicial Committee for a hearing under Sec. 13.

Action

It was voted to amend the "Regulations Concerning Academic Tenure," as adopted by the Board of Regents, February 9, 1945, by adoption of the "Proposed Regulations Concerning Faculty Tenure" as drafted by the Tenure Advisory Committee and transmitted to members of the Senate on April 14, 1952.

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 1952-53 was held in the Auditorium of Murphy Hall, Thursday, November 20, 1952. One hundred three members were present.

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

I. MINUTES OF MAY 15, 1952

Reported for Action

Approved

II. SENATE ROSTER FOR 1952-53

Reported for Information

Voting Members

Abbe, Ernst C.	Barnhart, Thomas F.
*Abraham, Roland	Barnum, Cyrus P., Jr.
Akerman, John D.	Baronofsky, Ivan D.
Albert, A. (Rochester)	Barton, Francis B.
Alderman, William H	Beatty, Donald
Aldrich, C. Knight	Beck, Robert H.
Algren, Axel B.	Berdie, Ralph F.
¹ Aliferis, James	Bell, William C.
Allen, Henry E.	Belthuis, Lyda (Duluth)
Allred, Evan R.	Bierman, B. W.
Alspach, Addison (Duluth)	Biester, Alice
Amberg, Ray M.	Bieter, Raymond N.
Amundson, Neal R.	*Billings, William A.
Andersen, Paul	Bird, Charles
Anderson, Gaylord W.	Birkmaier, Emma M.
*Anderson, George W.	Bittner, John J.
Anderson, John E.	Blegen, Theodore C.
*Anderson, Kenneth M.	Boardman, C. W.
Anderson, LeRoy T.	Boddy, F. M.
Anderson, Phillip A.	*Boehm, Werner
Anderson, William	Bollman, J. L. (Rochester)
Appel, F. S.	Bond, Guy L.
¹ Archer, Clifford P.	Borak, Arthur M.
Armstrong, Ike J.	Borchert, John
Armstrong, W. D.	Borgeson, Carl
*Arnason, H. Harvard	Borow, Henry
¹ Arnold, Richard T.	*Bosch, Herbert M.
Army, Clara Brown	Bossing, N. L.
Bade, Edward S.	Bowditch, John
Baggenstoss, A. H. (Rochester)	Bowron, Bernard
Bailey, Clyde H.	Boyden, Edward A.
Baker, A. B.	Boyer, Paul D.
Baker, Annie L.	Boynton, Ruth E.
Baker, Gertrude M.	Brackney, Emmert M.
Baldes, E. J. (Rochester)	*Brasted, Robert C.
Barber, H. H.	*Braun, Bladehard

Breckenridge, Walter John
 Bridgford, Roy O. (Morris)
 Brierley, Wilfrid G.
 Briggs, David R.
 Brink, Raymond W.
 Broek, Jan O. M.
 Brown, Allan H.
²Brown, Ernest B.
 Brown, Huntington
 Brown, James I.
 Brown, Randolph M.
 Brownlee, Oswald H.
 Brozek, Josef
⁵Brueckner, Leo J.
 Bryngelson, Bryng
 Buchta, J. W.
 Burnham, Charles R.
 Burson, Paul M.
 Burt, Alfred L.
 Caldwell, Alfred C.
 Cameron, Robert H.
 Campbell, Berry
 Campbell, J. N.
 Canfield, Thomas H.
 Canoyer, Helen G.
 Caplow, Theodore
 Carlson, Elizabeth
 Casey, Ralph D.
 Caverley, Loyst C.
 Ceaglske, Norman H.
 Cerny, Robert G.
 Chamberlin, T. W. (Duluth)
 Chapin, F. Stuart
 Chapman, Carleton B.
¹Charnley, Mitchell
 Christensen, Asher N.
 Christensen, Clyde M.
 Christensen, Jonas J.
 Christianson, John O.
 Christopherson, Clarence H.
 Cieslak, Edwin S.
 Clark, Henry B., Jr
 Clark, John W.
 Clark, Kenneth E.
 Cleifton, Herbert E.
 Cleland, Spencer B.
 Close, Winston A.
 Cochrane, Willard
 Code, Charles F. (Rochester)
 Cohen, Saul
 Cole, Clarence (Grand Rapids)
 Combs, Willes B.
 Connor, Robert T.
 Cook, Walter W.
 Cooke, Strathmore R. B.
 Cooper, Russell M.
 Corbin, K. C. (Rochester)
 Cothran, J. C. (Duluth)
 Coulter, Samuel T.
 Cowan, Donald W.
 Cowles, Osborne B.
 Cox, Rex W.
²Coxe, Louis
 Crawford, Bryce L., Jr.
 Crawford, William H.
 Creevy, Charles D.
 Crim, Ralph F.
 Critchfield, Charles L.
 Cummings, John M.
 Cuneo, James A.
 Currence, Troy M.
²Cutkomp, L. K.
 Dahl, A. Orville
 Dankers, William H.
 Darland, R. W. (Duluth)
 Darley, John G.
 Davidson, Emmett (Duluth)
 Davis, E. W.
 Davis, Kenneth C.
 Dawson, James R.
⁸Dekker, Adrianus J.
 Densford, Katharine
²Desgranges, Guy
 Deutsch, Harold C.
 DeWitt, Norman J.
 Diehl, Harold S.
 DiGangi, Frank
 Doeringsfeld, Harry A.
²Domian, Otto E.
 Donaldson, Ernestine C.
 Dorati, Antal
 Doseff, Ivan
¹Douglass, Robert M.
 Dowdell, R. L.
 Dowell, Austin
 Downs, Lynwood G.
 Dugan, Willis E.
 Dunham, Raymond S.
 Dvoracek, Daniel C.
 Eckert, Ernst R. G.
 Eckert, Ruth E.
 Eddy, Samuel
 Edson, Allen W. (Morris)
 Edwards, J. E. (Rochester)
 Edwards, Marcia
 Eggers, Henry C. T.
 Ehlers, Henry J. (Duluth)
 Eide, Carl J.
 Elliott, Richard M.
 Emery, W. Edwin
 Engebretson, Arthur E.
 Engene, Selmer A.
 Essex, H. E. (Rochester)
 Esteros, Gertrude
 Evans, Gerald T.
 Feigl, Herbert
 Feldman, W. H. (Rochester)
 Fenske, Theodore H.
 Fenstermacher, Reuel
 Ferrin, Evan F.
 Fesler, Wesley E.
 Festinger, Leon

Filipetti, George
 Filson, Margaret
 Fischer, Earl B.
 Fitch, James B.
 Flock, E. V. (Rochester)
 Ford, Edwin H.
 Ford, Roxana
¹Fowler, W. S. (Rochester)
²French, Lyle A.
 Frenkel, Albert W.
²Frogner, Ellen A. (Duluth)
 Fuller, Elizabeth M.
 Gaumnitz, R. K.
 Gayne, Clifton
 Geddes, William F.
 Gellhorn, Ernst
 Gerald, James E.
 Gibbens, Gladys
 Gilkinson, Howard
 Gisvold, Ole
 Glick, David
 Goldich, Samuel
 Goossen, Carl V.
²Graham, Kenneth L.
 Granovsky, Alexander A.
 Graubard, Mark A.
¹Gray, James
 Graybeal, Elizabeth (Duluth)
 Griffiths, Henry J.
 Grim, Paul R.
 Grismer, Raymond L.
²Groat, R. A. (Rochester)
 Grout, Ruth E.
 Gruner, John W.
 Guilford, Richard G.
 Gullickson, Thor W.
 Gustafson, Alrik
 Hadley, Willard J.
 Haines, S. F. (Rochester)
 Haislet, Edwin L.
 Hall, Ambert B.
 Hall, Newman A.
 Hansen, Henry L.
 Hanson, Lester E.
 Harkness, Leonard L.
 Harrington, Ruth
 Harris, Dale B.
²Harris, Lawrence A.
 Hart, Helen
 Hart, William L.
 Hartig, Henry E.
 Hartmann, Francis
 Harvey, Alfred L.
 Hastings, Donald W.
 Hathaway, Starke
 Hauser, George
 Hay, Lyle J.
 Haydak, Mykola H.
 Hayner, C. Irene
 Heaton, Herbert
 Hebbel, Robert
 Heilig, L. S.
 Heilman, E. A.
 Heilman, Fordyce R. (Rochester)
 Heine, Albert C.
 Heisig, G. B.
 Heller, Walter W.
 Heneman, H. G.
 Henrikson, Ernest H.
³Herbich, Henryk P.
 Heron, William T.
²Herr, Wesley N.
 Herrick, Julia F. (Rochester)
 Hermann, Rudolf
 Hervey, Marshall C.
 Higgins, G. M. (Rochester)
²Hilger, Jerome A.
 Hill, Edward L.
 Hillhouse, James T.
 Hinckley, Robert G.
 Hodgson, Robert E. (Waseca)
 Hodson, A. C.
 Hoffbauer, Frederick W.
²Hoffman, Walter L.
 Hollinshead, W. H. (Rochester)
 Holman, Ralph T.
 Holmer, Paul
 Holtby, Fulton
⁴Hornberger, Theodore
²Horns, Howard L.
 Hossfeld, Ralph L.
 Howell, William S.
 Hoyt, Cyril J.
 Hoyt, Harvey H.
 Hull, Gertrude
 Hurwicz, Leonid
 Hustrulid, Andrew
 Hutchins, Arthur E.
²Irving, Thomas B.
 Jackson, Elizabeth
 Jackson, Ione M.
 Jenness, Robert H.
 Jennings, Arthur B.
 Jensen, Reynold A.
 Jerabek, Henry S.
 Jesness, Oscar B.
 Jezeski, James J.
 Johnson, Donovan
 Johnson, Elmer W.
 Johnson, H. C. (Duluth)
 Johnson, Otto H.
 Johnson, Palmer O.
 Johnson, V. (Rochester)
²Jones, Harold E.
³Jones, Robert L.
 Jones, Robert T.
 Jones, Roy C.
 Jones, Tom B.
 Jordan, Philip D.
 Jordan, Philip S. (Morris)
 Jordan, Richard C.
 Joseph, Thomas L.

Kalisch, Gerhard
 Kaufert, Frank H.
 Keith, Mark M. (Duluth)
 Keller, Louis F.
 Keller, Robert J.
 Kelly, James D.
 Kemler, Emory N.
 Kendall, Blanche
 Kernkamp, H. C. H.
 Kernkamp, M. F.
 Kernohan, J. W. (Rochester)
 Kersten, Miles S.
 Keys, Ansel
 Kidneigh, John C.
 Kildow, Fred L.
 King, John E. (Duluth)
 King, Joseph T.
 King, Thomas H.
 Kinyon, Stanley V.
 Kitchell, Ralph L.
 Kitts, Harry D.
 Knight, Ralph T.
 Koehler, Fulton
 Koelsch, C. F.
 Koller, E. Fred
 Kolthoff, Izaak M.
 Konopka, Gisela
 Kottke, Frederic J.
 Kozelka, Richard L.
 Krantz, Fred A.
 Krey, August C.
 Kubicek, William
 Kuhlmann, John H.
 La Joy, Millard H.
 Lakela, Olga (Duluth)
²Lambert, E. H. (Rochester)
 Lambert, Jean W.
³Larsell, Olof
 Larson, Sidney
²Lassman, Frank M.
 Lauer, Walter M.
 Lawrence, Donald B.
 Lazan, Benjamin
⁷LeFort, Emilio
 Leichsenring, Jane
 Levi, Werner
 Lewis, Edwin H.
²Lewis, F. John
 Lichstein, Herman C.
 Liddell, Leon M.
 Lifson, Nathan
 Lillehei, C. Walton
 Lindquist, C. B. (Duluth)
 Lindquist, Maude L. (Duluth)
⁴Lippincott, Benjamin E.
 Lipscomb, William N.
 Listiak, Daniel A.
 Livingston, Robert S.
 Lockhart, William B.
¹Loehr, Rodney B.
 Longstaff, Howard
 Louisell, David W.
 Loye, Edward S.
 Ludwig, C. C.
 Lund, Clarence E.
 Lundberg, Walter
 Lunden, Laurence R.
 Luyten, Willem J.
 MacCorquodale, Kenneth
 MacGregor, John M.
 Macy, Harold
 Manson, Philip W.
 Marshall, William H.
²Martin, Allan E.
 Martindale, Don
²Marx, Leo
 Mason, H. L. (Rochester)
²Mather, G. W.
 Maynard, J. Lewis
 McCall, T. M. (Crookston)
 McCartney, James S.
 McClosky, Herbert
⁶McClure, Harlan E.
 McClure, Robert C.
 McCune, George H.
 McDiarmid, Errett W.
 McDonald, William A.
 McDowell, G. Tremaine
 McEwen, W. R. (Duluth)
 McKelvey, John L.
 McLaughlin, Charles H.
 McMiller, Paul R.
 McQuarrie, Irvine
 Meehan, Edward J.
 Meehl, Paul
 Merrill, Robert A.
⁶Meyer, Warren G.
 Micheels, William J.
 Mickel, Clarence E.
 Middlebrook, William T.
⁸Milgram, Arthur N.
 Miller, Forrest E.
 Miller, Huntington
 Miller, Paul E.
 Miller, Ralph E.
 Miller, R. Dale (Duluth)
 Mills, Lennox
 Minnich, Dwight E.
 Mitchell, David
 Monachesi, Elvio D.
 Monk, Samuel Holt
⁸Montonna, Ralph E.
²Moore, George E.
¹⁻²Moore, Robert E.
 Morrill, J. L.
 Morris, William E.
 Morse, Horace T.
 Muckenhirn, O. William
 Mueller, Verval J.
 Murphy, Thomas
 Myers, Howard D.
⁸Myers, W. M.

Naftalin, Arthur
 Neale, Mervin G.
 *Nelson, Benjamin
 Nelson, Carl L.
 Nelson, Lowry
 Netz, C. V.
 Ney, Edward P.
 Nichols, Ralph G.
 Nier, Alfred O. C.
 Nightingale, Edmund A.
 Nissen, Elizabeth
 *Nixon, Raymond B.
 Noble, Isabel
 Nolte, Julius M.
 Nordly, Carl L.
 Nunn, William L.
 Nylund, Robert E.
 Oberg, Paul
 O'Brien, Thomas D.
 O'Connor, Paul R.
 O'Connor, William Van
 Odlaug, T. O. (Duluth)
 Ogle, K. N. (Rochester)
 Olmsted, John M. H.
 Olson, Joseph C., Jr.
 Olson, Magnus
 Olson, Theodore A.
 Osell, Clarence R.
 Osgood, Ernest S.
 Ostlund, H. J.
 Otis, Charles K.
 Ownbey, Gerald B.
 *Page, Roger B.
 Palmer, Ruth (Duluth)
 Papandreou, Andreas G.
 Parham, William E.
 Paterson, G. Donald
 Pattison, Walter T.
 Paulsen, Monrad G.
 *Peik, Wesley E.
 Pervier, Norville C.
 Petersen, William E.
 Peterson, Milo J.
 Peyton, W. T.
 Pfeider, Eugene P.
 Phelps, Ethel
 Pierce, George O.
 *Pinnell, E. L.
 Piper, Ralph A.
 Piret, Edgar L.
 Pirsig, Maynard E.
 Plumb, Valworth R. (Duluth)
 Pomeroy, Benjamin S.
 Pond, George A.
 Potter, Orrin W.
 Power, Marschelle H. (Rochester)
 Prescott, Gerald R.
 Price, Raymond G.
 Prickett, Glenn I.
 Priestler, George C.
 Putman, Charles F.
 *Quigley, Harold S.
 Rassweiler, Merrill P.
 Reed, Sheldon C.
 Rees, Louis W.
 Reighard, John J.
 Resch, Joseph A.
 Reyerson, Lloyd H.
 Richards, A. Glenn
 Rigler, Leo G.
 Rinke, Ernest
 Ripken, John F.
 Roepke, Martin H.
 Roff, Merrill F.
 Rogers, Charles H.
 *Rood, John
 Rose, Arnold
 Rose, Ella J.
 Rosenbloom, Paul C.
 Ross, Ralph G.
 Rost, Clayton O.
 Rottschaefler, Henry
 Russell, Harold G.
 Rutford, Skuli
 Ryan, Dennis M.
 Ryan, James J.
 Sandell, Ernest B.
 Sautter, Jay H.
 Schantz-Hansen, Thorvald
 Schiele, Burtrum C.
 Schlotthauer, C. F. (Rochester)
 Schmid, Alois R.
 Schmitt, Otto H.
 Schneider, Arthur E.
 Schofield, William
 Scholl, Miriam G.
 Schroeppfer, George J.
 Schuck, Robert F.
 *Schuessler, Roy A.
 Schultze, Max O.
 Schwantes, Arthur J.
 Schwartz, G. M.
 *Schwartz, Samuel
 Searles, Harold R.
 Sellars, Wilfrid S.
 Sellers, Alvin F.
 Shaw, Mary J.
 Shepherd, William G.
 Shoffner, Robert N.
 Short, Lloyd M.
 Shove, Raymond H.
 Sibley, Mulford
 Sielaff, Richard O. (Duluth)
 Silberman, Edward
 Simmons, Dorothy
 Simon, William J.
 Simonson, Ernst
 Sloan, Hubert J.
 Smith, Arthur E. (Duluth)
 Smith, Dora V.
 Smith, Fred
 Smith, Henry Nash

Smith, Homer J.
 Smith, Lee I.
 Smith, Lloyd Lyman, Jr.
 Sneed, M. Cannon
 Snyder, Leon C.
 Soine, Olaf C. (Crookston)
 Soine, Taito O.
 Speidel, T. D.
 *Spencer, Robert F.
 Spilhaus, Athelstan F.
 Spink, Wesley W.
 Spratt, Nelson T.
 Spurr, Stephen H.
 Stakman, Elvin C.
 Stanford, E. B.
 State, David
 Stedman, Louise A.
 Steefel, Lawrence D.
 Stehman, J. W.
 Steinbach, H. Burr
 Stenstrom, Karl W.
 Stephan, James W.
 Stephens, Clyde
 *Stinson, Malcolm B.
 Stolarik, Eugene
 Stone, C. Harold
 Stoppel, Arthur E.
 Strait, John
 Straub, Lorenz G.
 Summers, R. E.
 Swain, Frederick, Jr.
 Swanson, Harold B.
 Syverton, Jerome T.
 Tate, Allen
 Taylor, Henry L.
 Teeter, Thomas A. H.
 Templin, Mildred C.
 Thiel, George A.
 Thomas, Gertrude
 Thomas, Horace L.
 Thomas, Lewis
 Thomas, Theodor W.
 Thompson, David W.
 Thompson, Faith
 Thompson, Mark J.
 (Experiment Station, Duluth)
 Thomson, Stewart C.
 Thorpe, Niels
 Thurston, Marjorie H.
 Tinker, Miles A.
 Todd, Ramona L.
 Treloar, Alan E.
 Tselos, Dimitri T.
 Turnbull, John G.
 *Turnquist, Orrin C.
 Turrittin, Hugh L.
 Tyler, Alice F.
 Tyler, Tracy F.
 *Ulman, Lloyd
 Unger, Leonard
 Upgren, Arthur R.
 Upton, Ralph H.
 Vaile, Roland S.
 Valasek, Joseph
 van der Ziel, Aldert
 Van Wagenen, M. J.
 Varco, Richard L.
 Vaughan, Alfred L.
 Visscher, Maurice B.
 *Vivrett, Walter K.
 Vold, George B.
 von Glahn, G. E. (Duluth)
 Wakim, K. G. (Rochester)
 Wall, C. N.
 Wallace, Franklin G.
 Wallis, Wilson D.
 Wangensteen, Owen H.
 Warp, George A.
 Warschawski, Stefan E.
 Watson, Cecil J.
 Watson, Dennis W.
 *Wayne, Ralph W.
 Weaver, John C.
 Webb, James S.
 Weber, Alvin F.
 Weir, Theodore S.
 Wells, Lemen J.
 Wheat, Leonard B. (Duluth)
 Wheeler, John T.
 White, Wallace F.
 White, Wendell
 Whiting, Frank
 Whitson, Lee S.
 Widdowson, H. T.
 Wilcox, Arthur N.
 Wilcox, Hugh B.
 Wilford, Lloyd A.
 Willey, Malcolm M.
 Williams, Cornelia D.
 Williams, John H.
 Williams, Marvin (Rochester)
 Williams W. Lane
 Williamson, E. G.
 Willson, David H.
 *Wilson, Harold W.
 Wilson, Marjorie U.
 *Winckler, John R.
 Winter, James D.
 Winters, Laurence M.
 Wise, J. A.
 Wittich, Harold C.
 Wolf, John B.
 *Wolff, Charlotte G.
 Wood, C. W. (Duluth)
 Wood, E. H. (Rochester)
 Wood, Frank
 Wrenn, C. Gilbert
 Wright, Harold N. G.
 Wright, Herbert
 Yock, Douglas H.
 Yoder, Dale
 Young, Dana

Young, Elmer E.
Zander, Helmut A.
Zavoral, Henry G.

Ziebarth, E. William
Ziegler, Newell P.

Non-Voting Members

Active

Adams, R. C. (Rochester)	Emmett, J. L. (Rochester)
¹⁰ Adson, Alfred W. (Rochester)	Epstein, Stephan
Allen, E. V. (Rochester)	Erich, J. B. (Rochester)
Anderson, E. Dyer	Ernst, Max E.
Anderson, K. W.	Evans, E. T.
Aurelius, J. Richards	Fansler, Walter A.
Ausemus, Elmer R.	Fenger, E. P. K.
Austin, L. T. (Rochester)	² Ferris, D. O. (Rochester)
Bair, H. L. (Rochester)	Figi, F. A. (Rochester)
Bargen, J. A. (Rochester)	Fink, Dan L.
Barker, N. W. (Rochester)	Foley, Frederic E. B.
Barnes, A. R. (Rochester)	Fowler, L. Haynes
¹¹ Beard, A. H.	Fricke, R. E. (Rochester)
Berkman, J. M. (Rochester)	Ghormley, R. K. (Rochester)
Berkson, J. (Rochester)	Good, C. A. (Rochester)
Black, B. M. (Rochester)	Gray, H. K. (Rochester)
Boehrer, John J.	Gray, Royal C.
Boies, L. R.	Griffith, Charles A.
Boyd, D. A. (Rochester)	Hamre, Christopher J.
¹² Braum, B. K.	Hansen, Erling W.
Brecht, Lyle A.	Hanson, Harold B.
Briggs, John F.	Hanson, William A.
Brown, A. E. (Rochester)	Harrington, S. W. (Rochester)
Brown, J. R. (Rochester)	Hartman, H. R. (Rochester)
Brown, P. W. (Rochester)	Havens, F. Z. (Rochester)
Brunsting, L. A. (Rochester)	Hayes, James
Buie, L. A. (Rochester)	Heck, F. J. (Rochester)
Burchell, H. B. (Rochester)	Hench, P. S. (Rochester)
Butler, A. B.	Herrell, W. E. (Rochester)
Butt, H. R. (Rochester)	Hill, Allan
Campbell, Norman A.	Hillmann, Harold C.
Campbell, Orwood J.	Hines, E. A. (Rochester)
Carey, James B.	Horton, B. T. (Rochester)
Challman, S. Alan	Huenekens, Edgar J.
Chatterton, Carl C.	Hunt, A. B. (Rochester)
Clagett, O. T. (Rochester)	Ikedo, Kano
Clausen, Clarence A.	Jernall, Roy M.
Cole, Wallace H.	Johnson, Adelaide M. (Rochester)
Comfort, M. W. (Rochester)	Johnson, Reuben A.
Connor, Charles E.	Judd, E. S. (Rochester)
Cook, E. N. (Rochester)	Kamman, Gordon R.
Cooperman, Oscar	Keating, F. R. (Rochester)
Counseller, V. S. (Rochester)	Keith, H. M. (Rochester)
Craig, W. McK. (Rochester)	Kennedy, R. L. J. (Rochester)
Culbertson, Joseph O.	Kierland, R. R. (Rochester)
Culp, O. S. (Rochester)	Kinsella, Thomas
Delton, Rudolph W.	Kirklín, B. R. (Rochester)
Dixon, C. F. (Rochester)	Knapp, Miland E.
Dockerty, M. B. (Rochester)	Knight, Ralph T.
Drake, Carl B.	Kolb, L. C. (Rochester)
Dry, T. J. (Rochester)	Koontz, Sylvester
Eaton, L. M. (Rochester)	Krusen, F. H. (Rochester)
Ebert, Richard V.	Kvale, W. F. (Rochester)

Laymon, Carl W.
 Leddy, E. T. (Rochester)
 Leven, N. Logan
 Lillie, H. I. (Rochester)
 Lippman, Hyman S.
 Logan, G. B. (Rochester)
 Love, J. G. (Rochester)
 Lundy, J. S. (Rochester)
 Lynch, Francis W.
 Madden, John F.
 Magath, T. B. (Rochester)
 Maxeiner, Stanley R.
 Mayo, Charles W. (Rochester)
 Maytum, C. K. (Rochester)
 McCarthy, Donald
 McCarthy, Lester C.
 McDonald, J. R. (Rochester)
 McKinlay, Chauncey A.
 Meller, Robert L.
 Michael, J. C.
 Michelson, Henry E.
 Moersch, F. P. (Rochester)
 Moersch, H. J. (Rochester)
 Montgomery, H. (Rochester)
 Morlock, C. G. (Rochester)
 Myers, J. A.
 Nelson, Earl A.
 Nelson, Herbert C.
 Nesbitt, Samuel
 Noble, John F.
 Noran, Harold H.
 Nordland, Martin
 *Odel, H. M. (Rochester)
 O'Leary, Paul A. (Rochester)
 O'Loughlin, Bernard J.
 Olsen, A. M. (Rochester)
 Parker, H. L. (Rochester)
 *Parker, P. S.
 Parker, R. L. (Rochester)
 Pattridge, Mark O.
 Peppard, Thomas A.
 Peterka, Charles
 Petersen, M. C. (Rochester)
 Pettengill, True E.
 Platou, Erling S.
 Pool, T. L. (Rochester)
 Prangen, A. D. (Rochester)
 Prickman, L. E. (Rochester)
 Priestley, J. T. (Rochester)
 *Pruitt, R. D. (Rochester)
 Rasmus, Dorothea
 Randall, L. M. (Rochester)
 Rea, Charles E.
 Regnier, Edward
 Rice, Carl O.
 Rome, H. P. (Rochester)
 Ross, Guy W. C.
 Roth, G. M. (Rochester)
 Rucker, C. W. (Rochester)
 Rynearson, E. H. (Rochester)
 Schaaf, Frederick H.
 Schmidt, H. W. (Rochester)
 Seham, Max
 Seldon, T. H. (Rochester)
 Simonton, K. M. (Rochester)
 Siperstein, David
 Slocumb, C. H. (Rochester)
 Smith, Frederick L.
 Smith, N. D. (Rochester)
 Sprague, R. G. (Rochester)
 Stafne, E. C. (Rochester)
 Steadman, Sherwood
 Stoesser, Albert V.
 Sukov, Marvin
 Sweetser, Horatio B.
 Sweitzer, Samuel E.
 Thiers, Fred C.
 Thompson, G. J. (Rochester)
 Tucker, William B.
 Ude, Walter H.
 Wagener, H. P. (Rochester)
 Wakefield, E. G. (Rochester)
 Waldron, Carl W.
 Walters, W. (Rochester)
 Watkins, C. H. (Rochester)
 Waugh, J. M. (Rochester)
 Webb, Roscoe C.
 Weber, H. M. (Rochester)
 Weed, L. A. (Rochester)
 Weir, J. F. (Rochester)
 Wells, Herbert S.
 Wetherby, Macnider
 Wilder, Robert L.
 Williams, H. L. (Rochester)
 Willius, F. A. (Rochester)
 Wolff, Herman J.
 Wollaeager, E. E. (Rochester)
 Woltman, H. W. (Rochester)
 Wyatt, Oswald S.
 Zierold, Arthur A.
 Zimmerman, Harry

Emeriti

Allison, J. H., Professor	Arnal, Leon, Professor
Alvarez, W. C., Professor (Rochester)	Arny, Albert C., Associate Professor
Alway, Frederick J., Professor	Balfour, D. C., Professor (Rochester)
Amberg, S., Associate Professor (Rochester)	Barron, Moses, Professor

Bass, Frederic H., Professor
 Beach, Joseph, Professor
 Bell, Elexious T., Professor
 Benedict, W. L., Professor
 (Rochester)
 Blakey, Roy G., Professor
 Boothby, Walter M., Professor
 (Rochester)
 Boss, William, Professor
 Bowing, H. H. (Rochester)
 Boyd, W. L., Professor
 Braasch, W. F., Professor
 (Rochester)
 Broders, A. C., Professor
 (Rochester)
 Brooke, W. E., Professor
 Brown, Edgar D., Associate Professor
 Bryant, John M., Professor
 Burch, Frank E., Professor
 Burkhard, Oscar C., Professor
 Bussey, William H., Professor
 Chesley, Albert J., Clinical Professor
 Christianson, Peter, Professor
 Clawson, Benjamin J., Professor
 Coffey, Walter C., President
 Comstock, E. H., Professor
 Conger, George P., Professor
 Cooper, William S., Professor
 Cox, Norman J., Associate Professor
 Crenshaw, J. L., Associate Professor
 (Rochester)
 Damon, George M., Clinical Professor
 Davis, Darrell H., Professor
 Desjardins, Arthur U., Professor
 (Rochester)
 Downey, Hal, Professor
 Drips, D. G., Associate Professor
 (Rochester)
 Dunn, William, Associate Professor
 DuPriest, John R., Professor
 Erickson, Theodore A., Associate Professor
 Erikson, Henry A., Professor
 Eusterman, G. B., Professor
 (Rochester)
 Fahr, George E., Professor
 Ferguson, Donald, Professor
 Field, Albert M., Professor
 Ford, Guy S., President
 Fraser, Everett, Dean and Professor
 Freeman, Charles D., Professor
 Freeman, Edward M., Dean and Professor
 French, Robert W., Professor
 Gardner, Boyd S., Professor
 (Rochester)
 Giffin, H. Z., Professor (Rochester)
 Godfrey, Henry S., Professor
 Goldstein, Harriet, Professor
 Goodenough, Florence L., Professor
 Green, Robert O., Clinical Professor
 Grout, Frank F., Professor
 Hammes, Ernest M., Clinical Professor
 Hayes, H. K., Professor
 Hayes, James, Clinical Associate Professor
 Helmholtz, H. F., Professor
 (Rochester)
 Hempstead, B. E., Associate Professor
 (Rochester)
 Henderson, M. S., Professor
 (Rochester)
 Herrick, Carl A., Professor
 Holman, William, Professor
 Irvine, Harry G., Associate Professor
 Jenks, Albert E., Professor
 Johnson, James, Clinical Professor
 Jones, E. Mendelssohn, Clinical Professor
 Keith, N. M., Professor (Rochester)
 Kendall, E. C., Professor (Rochester)
 Kennedy, Cornelia, Associate Professor
 Kirchner, William H., Professor
 Kirkwood, William P., Professor
 Kiser, O. M., Associate Professor
 (Crookston)
 Klaeber, Frederick, Professor
 Knight, Ray R., Clinical Professor
 Lambert, Edwin H., Professor
 Lansing, Robert C., Associate Professor
 Lasby, William F., Dean and Professor
 LeCompte, Irville C., Professor
 Leland, Ora M., Dean
 Lemon, W. S., Professor
 (Rochester)
 Lind, Samuel C., Dean and Professor
 Lindsay, William, Professor
 Logan, A. H., Associate Professor
 (Rochester)
 MacCarty, W. C., Professor
 (Rochester)
 MacDougall, Frank H., Professor
 Macnie, John S., Associate Professor

Mann, F. C., Professor (Rochester)
 Mann, F. M., Professor
 Masson, J. C., Professor (Rochester)
 McClintock, Henry L., Professor
 McDaniel, Orianna, Clinical Associate Professor
 McNeal, Wylie B., Professor
 McNelly, Chester, Associate Professor
 Meyerding, H. W., Professor (Rochester)
 Miller, Louallen F., Professor
 Miller, W. S., Professor
 Moore, Cecil A., Professor
 Mudgett, B. D., Professor
 Mussey, R. D., Professor (Rochester)
 Myers, W. R., Associate Professor
 New, G. B., Professor (Rochester)
 Newton, Julia O., Associate Professor
 Norris, J. Anna, Professor
 Ogle, Marbury B., Professor
 Parker, Walter H., Professor
 Pease, Levi B., Professor
 Pemberton, J. D., Professor (Rochester)
 Piccard, Jean F., Professor
 Pierce, E. B., Director
 Price, Richard R., Professor
 Ramsey, Walter R., Clinical Associate Professor
 Rarig, Frank, Professor
 Rasmussen, Andrew T., Professor
 Raymond, Ruth, Professor
 Richards, Ernest T. F., Clinical Associate Professor
 Riley, William A., Professor
 Robertson, Burton J., Professor
 Rodda, Frederick C., Clinical Professor
 Roe, Harry B., Professor

Rosendahl, Carl O., Professor
 Rosenow, E. C., Professor (Rochester)
 Rotzel, C. L., Associate Professor
 Rowley, Frank B., Professor
 Saltus, Charles N., Professor
 Sanderson, James C., Associate Professor
 Sandstrom, W. Martin, Professor
 Sanford, A. H., Professor (Rochester)
 Savage, Charles A., Professor
¹²Scammon, Richard E., Professor
 Sheard, Charles, Professor (Rochester)
 Shoop, Charles F., Professor
¹³Shumway, R. R., Assistant Dean and Professor
 Siler, Roderick W., Associate Professor
 Sirich, E. H., Professor
 Smith, H. L., Professor (Rochester)
 Stauffer, Clinton R., Professor
 Stephenson, George M., Professor
 Stoll, Elmer E., Professor
 Strachauer, Arthur C., Professor
 Sweitzer, Samuel, Professor
 Thomas, Joseph M., Assistant Dean and Professor
 Tilden, Josephine, Professor
 Ulrich, Henry L., Professor
 Vaile, Gertrude, Associate Professor
 Walls, James M., Professor
 Wells, Amos S., Professor
¹⁴White, Albert B., Professor
 White, S. Marx, Professor
 Whittaker, Harold A., Professor
 Wilcox, Archa, Professor
 Wilder, R. M., Professor (Rochester)
 Wodsedalek, Jerry, Professor
 Zelner, Otto S., Associate Professor

¹ On leave.

² Promotion.

³ New appointment.

⁴ On leave fall quarter.

⁵ On sabbatical leave.

⁶ On leave 20 per cent time.

⁷ Died March 31, 1952.

⁸ Died January 7, 1952.

⁹ Died December 6, 1951.

¹⁰ Died November 12, 1951.

¹¹ Died August 14, 1952.

¹² Died September 12, 1952.

¹³ Died April 19, 1952.

¹⁴ Died May 10, 1952.

III. SENATE COMMITTEES FOR 1952-53

The President reports additional appointments as follows:

Reported for Action

Debate and Oratory: Judy Rasmussen, Ed '55, Bud Sather, students.

Institutional Relationships: Bud Williamson, A '54, student.

Institutional Research: Barton C. Burns, B '54, Glen A. Reed, Ed '54, students.

Intercollegiate Athletics: M. O. Gillett, Louis Gross, alumni.

Library: Athelstan F. Spilhaus to replace Richard T. Arnold.

Reserve Officer Training Corps: Robert Conn, Jr., Leslie E. Westin, alumni.

Student Affairs: Mrs. E. A. Knudtson, Thomas Salmen, alumni.

University Printing and Publications: Charles Mohlke, A '55, student.

Approved

Reported for Information

Ad hoc Faculty Consultative Committee: William Anderson, Chairman, Raymond W. Darland, Ernest O. Heilman, Oscar B. Jesness, Lloyd H. Short, Roland S. Vaile, Maurice B. Visscher, John H. Williams.

IV. ADMINISTRATIVE COMMITTEE OF THE SENATE FOR 1952-53

Reported for Information

The President reports the membership of the Administrative Committee of the Senate for 1952-53 as follows:

President J. L. Morrill, Professor Ike J. Armstrong (Athletics), Dean Clyde H. Bailey (Department of Agriculture), Dean Theodore C. Blegen (Graduate School), Dr. Ruth E. Boynton (Health Service), Dean J. William Buchta (University College), Col. Robert T. Conner (ROTC Units), Dean Walter W. Cook (Education), Dean William H. Crawford (Dentistry), Dean Harold S. Diehl (Medical Sciences), Professor Edwin L. Haislet (Alumni Relations), Provost John E. King (Duluth Branch), Dean Richard L. Kozelka (Business Administration), Mr. Laurence R. Lunden (Comptroller), Professor Harold Macy, Dean Errett W. McDiarmid (Science, Literature and the Arts), Vice President William T. Middlebrook (Business Administration), Dean Horace T. Morse (General College), Dean Julius M. Nolte (Extension), Mr. William L. Nunn (University Relations), Dean Maynard E. Pirsig (Law), Dean Charles H. Rogers (Pharmacy), Dean Athelstan F. Spilhaus (Institute of Technology), Professor Edward B. Stanford (Library), Dean R. Edward Summers (Admissions and Records), Dean Thomas A. H. Teeter (Summer Session), Vice President Malcolm M. Willey (Academic Administration), Dean Edmund G. Williamson (Dean of Students).

V. NON-SENATE COMMITTEES AND BOARDS FOR 1952-53

Reported for Information

The President reports non-senate committees and boards and their membership for 1952-53 as follows:

Admissions, Board of: R. Edward Summers (chairman), Ralph F. Berdie, Charles W. Boardman, Russell M. Cooper, Ruth E. Eckert, Henry E. Hartig, Howard L. Horns, Horace T. Morse, Chester W. Wood, Dean of the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine.

All-University Congress, Staff Advisers: B. James Borreson, Marcia Edwards, Theda Hagenah, Errett W. McDiarmid, Keith N. McFarland.

All-University Congress, Social Service Council, Staff Advisers: Mabel Powers, Cornelia Williams, Ben Willerman.

Band Committee: Paul M. Oberg (chairman), Ike J. Armstrong, Marcia Edwards, Jerome Glass, Edwin L. Haislet, Errett W. McDiarmid, William T. Middlebrook, William L. Nunn, Gerald R. Prescott, Kermit D. Stevens, Malcolm M. Willey, Edmund G. Williamson.

Civil Service Committee: Theodore H. Fenske (chairman), Ralph L. Dowdell, Clinton T. Johnson, James W. Stephan, Dale Yoder, Hedwin C. Anderson (executive secretary).

Defense Mobilization, Committee on: Julius M. Nolte (chairman), Ray M. Amberg, Gaylord W. Anderson, Wallace D. Armstrong, Theodore C. Blegen, Ruth E. Boynton, Raymond W. Brink, Clinton B. Hanscom, Henry E. Hartig, Ernest H. Henrikson, Richard Jordan, John E. King, Thomas H. King, Roy V. Lund, L. R. Lunden, Errett W. McDiarmid, Keith N. McFarland, William T. Middlebrook, William L. Nunn, Skuli Rutford, R. Edward Summers, Otto H. Swenson, Tracy F. Tyler, LaVerne Wegener, Malcolm M. Willey, Cedric Williams, Edmund G. Williamson, Joseph A. Wise, Dale Yoder, David Burrington, Merrill Cragun, Paul Sandager, Dean of the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine.

Department of State Intern Program, Advisers to: Lloyd M. Short (chairman), Harold C. Deutsch, Harold S. Quigley.

Dight Institute Advisory Committee: Theodore C. Blegen (chairman), Gaylord W. Anderson, John J. Bittner, F. Stuart Chapin, Harold S. Diehl, Dwight E. Minnich, Donald G. Paterson, John Pearson, Sheldon C. Reed.

Disciplinary Committee, All-University: Edmund G. Williamson (chairman), Ruth E. Boynton, Helen G. Canoyer, Keith N. McFarland, Elio D. Monachesi, Monrad G. Paulsen.

Duluth Branch Advisory Committee: Malcolm M. Willey (chairman), Theodore C. Blegen, Walter W. Cook, John E. King, Richard L. Kozelka, Errett W. McDiarmid, William T. Middlebrook.

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

Foreign Students, Committee on: Theodore C. Blegen (chairman), Gaylord W. Anderson, Clyde H. Bailey, Bernard Bowron, Jr., Asher N. Christensen, Charles H. McLaughlin, Forrest G. Moore, Robert F. Spencer, Elvin C. Stakman, R. Edward Summers, Edmund G. Williamson.

Greater University Fund, Project Advisory Committee: Theodore C. Blegen (chairman), Clyde H. Bailey, Bryce Crawford, Jr., Edwin L. Haislet, Arthur R. Hustad, William T. Middlebrook, Stanley J. Wenberg (ex-officio), Malcolm M. Willey.

Group Insurance Committee (Advisory to Vice President, Business Administration): Richard L. Kozelka (chairman), Ray M. Amberg, Wallace V. Blomquist, Raymond W. Brink, Austin A. Dowell, Marcia Edwards, Elmer W. Johnson, John G. Turnbull, Malcolm M. Willey.

Honors, Committee on University: William Anderson (chairman), Clyde H. Bailey, Theodore C. Blegen, Helen Clapesattle, Ralph L. Dowdell, Errett W. McDiarmid, Irvine McQuarrie, Malcolm M. Willey.

Industrial Relations Center Faculty Committee: Richard L. Kozelka (chairman), F. Stuart Chapin, Austin A. Dowell, George Filipetti, William B. Lockhart, Donald G. Paterson, Lloyd M. Short, Lee S. Whitson, Dale Yoder.

Industrial Safety, All-University Committee on: Ray F. Archer (chairman), Richard G. Bond, Andrew Hustrulid, Philip D. Kernan, Lee S. Whitson, Joseph Woodman.

Itasca Park Biological Station Advisory Committee: Frank H. Kaufert, (chairman), Theodore C. Blegen, Randolph M. Brown, A. Orville Dahl, Raymond W. Darland, Theodore H. Fenske, William Marshall, Clarence E. Mickel, Dwight E. Minnich, Thorvald Schantz-Hansen, Elvin C. Stakman, Thomas A. H. Teeter.

Military Service, Committee on: Harold S. Diehl (chairman), Theodore C. Blegen, Elmer W. Johnson, Errett W. McDiarmid, Maynard E. Pirsig, R. Edward Summers, Malcolm M. Willey, Edmund G. Williamson, Dean of

the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine.

Patent Committee: William T. Middlebrook (chairman), Edward W. Davis, Harold Macy.

Public Administration Center, Advisory Committee: William Anderson (chairman), Gaylord W. Anderson, Theodore C. Blegen, Kenneth C. Davis, John C. Kidneigh, Richard L. Kozelka, Clarence C. Ludwig, Errett W. McDiarmid, Mervin G. Neale, Julius M. Nolte, Lloyd M. Short, Edward B. Stanford, Lorenz G. Straub, George A. Warp.

Public Relations Advisory Committee: William L. Nunn (chairman), Francis S. Appel, Ike J. Armstrong, Ralph D. Casey, John O. Christianson, Theodore H. Fenske, Richard K. Gaumnitz, Edwin L. Haislet, Ambert B. Hall, Howard L. Horns, John E. King, Stanley V. Kinyon, William J. Micheels, Paul E. Miller, Julius M. Nolte, Roger B. Page, R. Edward Summers, Edmund G. Williamson.

Radio Advisory Committee for KUOM: Julius M. Nolte (chairman), B. James Borreson, Marcia Edwards, Henry E. Hartig, Robert Howard, Errett W. McDiarmid, Huntington Miller, Paul E. Miller, William L. Nunn, Paul M. Oberg, Chester R. Roan, Raymond B. Nixon, Tracy F. Tyler, E. William Ziebarth.

Radio Policy Committee: Julius M. Nolte (chairman), Ike J. Armstrong, William T. Middlebrook, Raymond B. Nixon, Paul E. Miller, William L. Nunn, Edmund G. Williamson, Malcolm M. Willey.

Research Organization, Committee on University: Malcolm M. Willey (chairman), Clyde H. Bailey, Theodore C. Blegen, Harold S. Diehl, William T. Middlebrook, Athelstan F. Spilhaus.

Residence Status, Board of Review on: R. Edward Summers (chairman), William H. Alderman, Robert C. McClure, George J. Schroepfer, Lemen J. Wells.

Schedule Committee, University: True E. Pettengill (chairman), Vernon Ausen (room scheduling supervisor), and chairmen of the schedule committees of the several schools and colleges.

Space Allocation and Use, Advisory Committee on: R. Edward Summers (chairman), Winston A. Close, A. Orville Dahl, Roy V. Lund, William T. Middlebrook, Horace T. Morse, Ralph G. Nichols, Stewart C. Thomson, Malcolm M. Willey.

SPAN Faculty-Student Coordinating Committee: Russell M. Cooper (chairman), Werner W. Boehm, B. James Borreson, Asher N. Christensen, Marcia Edwards.

Student Publications, Board in Control of: Ralph D. Casey, Morgan Blum, E. William Ziebarth, Edmund G. Williamson, plus seven student members, Fred Kildow (non-member, editorial adviser), B. James Borreson (financial adviser).

Summer Research Appointments, Committee on: Theodore C. Blegen (chairman), Marcia Edwards, Henry E. Hartig, Oscar B. Jesness, Richard L. Kozelka, Errett W. McDiarmid, Maurice B. Visscher.

Summer Session Advisory Committee: Thomas A. H. Teeter (chairman), Russell M. Cooper, Richard K. Gaumnitz, Elmer W. Johnson, John E. King, Lloyd H. Reyerson, Homer J. Smith, Lawrence D. Steefel, C. Gilbert Wrenn, Dean of the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine.

Tenure Advisory Committee: Malcolm M. Willey (chairman), Jean H. Alexander, William Anderson, Paul D. Boyer, J. Lewis Maynard, James S. McCartney, Robert C. McClure, Norman W. Moen.

Union Board of Governors, Staff Representatives on: Clifford S. Plank, Dorothy F. Snyder, Stewart C. Thomson, Donald Z. Woods.

Union Board of Governors, University Village, Staff Representative on: Martin Snoke.

University Art Collections, Advisory Committee on: H. Harvard Arnason (chairman), Winston A. Close, Richard M. Elliott, Ruth E. Lawrence, Dale Miller, Arthur E. Smith, Dimitri T. Tselos, Malcolm M. Willey.

University College Committee: J. William Buchta (chairman), Wallace D. Armstrong, Thomas F. Barnhart, Theodore C. Blegen, Arthur M. Borak, Walter W. Cook, Bryce Crawford, Jr., Richard K. Gaumnitz, James J. Jenkins, Richard Jordan, Helen A. Ludwig, Keith M. McFarland, Maynard E. Pirsig, R. Edward Summers, Dimitri Tselos, Alfred L. Vaughan.

University Film Society, Advisory Committee: H. Harvard Arnason (chairman), Marthe Blinoff, Emma Birkmaier, Asher N. Christensen, Edward Downs, Mrs. Richard M. Elliott, Helge E. Hansen, Gerald Hill, Jerome Liebling, Leon Reisman, Ralph G. Ross; students: Mary Helen Riley, Ed '54, Margaret A. Tracy, Ed '53.

University Press Committee: Malcolm M. Willey (chairman), Theodore C. Blegen, Margaret S. Harding, Robert Howard, Harold Macy, Errett W. McDiarmid, Julius M. Nolte.

University Scholarship Committee: Morris Bye (chairman), B. L. Pehrson, T. J. Berning, Justin Swenson, Horace T. Morse, George B. Risty (executive secretary), Clifford C. Sommer, R. Edward Summers, Edmund G. Williamson.

VI. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

1. Reported for Information

1. *Senate Constitution, Article 10.* The Board of Regents at the meeting on June 14, 1952 took the following action:

Voted to approve the following change of Article 10 of the Senate Constitution:

FROM

10. The President of the University is the presiding officer of the Senate and names its committees, subject to the approval of the Senate. In the absence of the President, the Senate shall elect its chairman.

TO

10. The President of the University is the presiding officer of the Senate and names, subject to the approval of the Senate, its committees, with the exception of the Faculty Consultative Committee, which shall be elected by the members of the Senate. In the absence of the President, the Senate shall elect its chairman.

2. *Regulations Concerning Faculty Tenure.* The Board of Regents, at its meeting in Duluth on July 11, 1952, approved the revised *Regulations Concerning Faculty Tenure* (as recommended by the Tenure Advisory Committee, the Administrative and Judicial Committees of the Senate, and the Senate itself).

In approving these Regulations, the Regents adopted and recorded the following motion:

"Voted, that in adopting 'Regulations Concerning Faculty Tenure,' it is understood that the Board of Regents, if faced with the necessity of drastic reduction in the University budget, unquestionably has, and does reserve, the power to suspend or abolish positions, or even entire departments, divisions, or other administrative units.

"It is further understood that if confronted by such adverse contingency, the President will, before presenting his recommendations to the Board of Regents, consult with, and secure the advice of, the Administrative

Committee and the Consultative Committee of the University Senate on the educational policy involved and the financial necessity, and that the recommendations of both these committees will be presented by the President to the Regents, along with any independent recommendations of his own.

"It is further understood that in effecting retrenchment because of financial necessity, the Regents will make reductions in faculty positions only to the extent that, in their judgment, is necessary after exploring various alternative methods of achieving savings; and that the Regents fully intend that the tenure system as a whole and the tenure rights of each individual faculty member be protected in every feasible manner during periods of such retrenchment."

2. Reported for Action

1. The following proposal for revision in by-law, received from the Judicial Committee, is submitted for action:

Present By-law:

JUDICIAL

There shall be a standing committee of five members to be known as the Judicial Committee. It shall have jurisdiction to hear and 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 re-appointment 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.

Proposed By-law:

JUDICIAL

There shall be a standing committee of five members to be known as the Judicial Committee. Its powers, duties, and procedures are set forth in the *Regulations Concerning Faculty Tenure*.

Adopted

2. The following by-law, proposed by the Special Committee on Faculty Participation, is submitted for action:

FACULTY CONSULTATIVE COMMITTEE

There shall be a Faculty Consultative Committee composed of seven elective members, and, if no member is elected from either the St. Paul campus or the Duluth Branch, then the elected members shall appoint one for each of the foregoing not represented by an elected member. No person shall be either an elected or appointed member who is not a voting member of the Senate or who is a member of the Administrative Committee. Elected members shall serve for three years. Appointive members shall serve for one year. No non-voting member of the Senate shall participate in the nomination and election of members of the Committee. The Committee shall represent the faculty-at-large and not individual schools, colleges, or departments of the University.

The first elected members shall serve for the following terms: 2 for one year; 2 for two years; and 3 for three years. Members elected after the first year shall serve for three years. Elected members shall be chosen in the following manner. The Clerk of the Senate shall mail to each Senate member eligible to participate in the nomination and election of Committee members a call to nominate not more than twice the number of members to be elected. All nominations shall be returned to him. He shall then determine the availability of persons nominated until he has found twice the number to be chosen available for submission on the final election ballot. No person shall appear on that ballot who has received fewer votes on the nominating ballots than any person not appearing on the final election ballot for any reason other than non-availability; but, in case of a tie for the last position on the final election ballot all tied candidates shall be deemed nominated in which case the number of candidates shall be adjusted to reflect that fact. The Clerk shall distribute final election ballots to all eligible voters, who shall return their ballots to him. The election procedure herein set forth shall be held and completed during a period commencing February 15 and ending April 15. Two weeks shall be allowed for return of both nomination and final election ballots. In case of a tie in the final election the Clerk shall choose the successful candidate by lot. Persons elected to membership during one year shall commence their term of office on the first day of the succeeding fiscal year of the University. The President of the University shall appoint the Chairman of the Committee; only an elected member may serve in that capacity. In case of a vacancy the elected members shall fill it for the remainder of the term by a majority vote. Consecutive service by elected members shall not exceed two terms; service as an elected member filling a vacancy caused by withdrawal of an elected member shall constitute service for a term if such service was for a year or more. The consecutive service of an appointed member shall not exceed six years.

The Committee shall meet with the President at regular times to discuss matters of policy relating to instruction, research, personnel, service functions, and the budget. It shall be empowered to appoint sub-committees or employ other devices which it regards as appropriate in initiating and furthering communication between the faculty and the President. It shall report to the Senate at least once each year.

Adopted

3. **MOVED** that the terms of the seven members elected to the Faculty Consultative Committee in the first year shall be as follows: the three persons receiving the highest number of votes shall serve for three years, the next two for two years, and the next two for one year.

Adopted

HENRY ROTTSCHAEFER, Chairman

VII. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Budgetary Outcome for 1952-53.* July 2, 1952, the President discussed probable budgetary outcomes for 1952-53, indicating that he would report more fully later. Early in the fall, he will call conferences on the allocation of certain funds from contract research.

2. *Biennial Budget Request.* At the meeting of October 15, 1952, the President outlined the procedures involved in preparing and filing the 1953-55 biennial legislative request, reviewing the steps taken in obtaining items for inclusion, the extent to which faculty had been consulted, and the advance judgments made by the Regents. He described proposed legislative requests against the background of the representations and appropriations made in the 1951 session.

Attention was given to a summary which indicated where additional funds should be provided. There was emphasis on operation with adequate funds for the actual work of the University. Discussion related primarily to the needs for salary improvements in a time of rising living costs. New position and new work needs were considered.

There was a review of a preliminary list of "special items" and of the ways in which they may be presented to the legislature. The Committee also saw tentative proposals of a building request program based essentially on renewal of earlier requests in accord with the desires of the Regents.

Ensuing discussion covered all phases of the budgetary problem. There was reference to difficulties of the last two years and to the urgent need for salary improvement. Long range problems and the best over-all programs were explored. The Committee expressed its endorsement of the legislative requests essentially as outlined.

3. *Proposed Revision of University Policy Governing Evaluation of Armed Forces Educational Training and Experience.* There had been circulated a report of the Senate Committee on Institutional Relationships which suggested procedures to be followed in granting credit to veterans for educational training and experience gained in service. This report was approved by the Senate Committee on Institutional Relationships. Dr. Robert J. Keller, Chairman, said that the procedures suggested were based on the normal practices of the University colleges. He asked that the individual colleges and departments examine their policies and set up specifications by which advanced standing credit, applicable to veterans and non-veterans, can be given.

Prompt action was called for since large numbers of Korean veterans are expected to come to the University next fall. It was indicated that there will be need for credit schedules and ready means for referral of cases, either from the day school or from evening classes. The vote was to endorse and recommend use of the policies and procedures suggested. The Deans were asked to encourage activity in this matter among the faculties, clearing with the various committees on student scholastic standing and reporting decisions to the Office of Admissions and Records. The report follows.

Report

During and after World War II, from May, 1942 to February, 1951, the University Senate through recommendations of the Committee on Institutional Relationships and the Administrative Committee took action on the evaluation of educational experience for returning veterans. This University, like many others because of the large numbers of students involved, devised ways to determine advanced standing credit as quickly and as easily as possible. Methods included adoption of the nationally prepared manual, the American Council on Education's *Guide to the Evaluation of Educational Experiences in the Armed Services*, acceptance of transfer credit for specific A.S.T.P. courses, blanket credit for basic training, and officer

candidate school, and various recommendations concerning credit for General Educational Development Tests. Senate actions on these and other matters were modified by practices and policies of individual colleges.

The continuation of military service in the post World War II period and, more recently, the passage of the Veterans' Readjustment Assistance Act of 1952, has prompted review of University policy on evaluation of educational experience for veterans of the post World War II period. The interim period before Korean veterans started to return in large numbers also seemed an appropriate time to review more closely the knowledge and skills which veterans bring with them as they return to school.

In anticipation of this problem, the Committee on Institutional Relationships in January, 1952, appointed the following committee to review this policy in view of current developments: Elmer Johnson, chairman; Roger Page, Gerhard von Glahn, Ellsworth Gerritz, and Dorolose H. Wardwell. The recommendations of this committee, basically placing responsibility for review of each veteran's experience and training upon the individual departments in which credit is to be granted, were reviewed and approved by the Committee on Institutional Relationships. The recommendations follow.

REVISED POLICY ON THE EVALUATION OF EDUCATIONAL EXPERIENCES

1. When appropriate under the existing policies of the college involved, advanced standing credit should be granted to veterans for knowledge and skills acquired through military training programs, including courses taken while in service and other educational development of the persons concerned.

- a. Examinations to determine the amount and level of credit to be granted shall be the responsibility of the department concerned.
- b. Advanced standing credit shall be applied toward graduation under existing policies of individual colleges.
- c. Requests for advanced standing credit should be made by the student to the Office of Admissions and Records or to the department of the University concerned. Recommendation of advanced standing credit for an individual should be made by the department to the Office of Admissions and Records not later than the end of one quarter's residence or the completion of 12 quarter hours work. A charge of five dollars (\$5.00) is made for advanced standing examinations given after the first six weeks of a student's enrollment. (This is now the policy.)

2. Departments should use methods that are now available and develop new achievement examinations when needed to grant advanced standing credit to veterans.

- a. The methods and examinations employed for this purpose should be applicable to all students, veterans and non-veterans, alike.
- b. In some departments the General Educational Development Tests (G.E.D. tests) may be found appropriate for determining the student's level of proficiency. These tests may be used as a basis for recommending advanced standing by such departments.

3. This action rescinds all previous actions taken by the University Senate with reference to the granting of credit to veterans except that credit for courses completed through U.S.A.F.I. or the Marine Corps Institute will continue to be granted in accordance with American Council on Education recommendations.

4. *Summer Session Schedule.* The advisory committee on the Summer Session proposed that the Summer Session's present six-week first term and five-week second term be replaced by two five-week terms. Dean Teeter mentioned the problems of interesting faculty in work of the Summer Session, providing for the convenience of the greatest number of students, and making available a suitable budget. Some interest was shown in a single eight-week term. It was said that any scheduled plan would be necessarily a compromise to cover a variety of college situations and functions.

There was a desire to canvass the faculties to determine the best plan. Because of urgent need for a decision on the next session, it was voted to adopt the general pattern of two five-week terms for only the 1953 session, with the request that the dean of the Summer Session suggest an approach by which the different schedule patterns could be studied. Presumably, registration and examination time for the 1953 session would be determined by the Summer Session office acting in conference with the Office of Admissions and Records.

5. *Issuance of Certificates in the Name of the University.* There was discussion of the different certificates issued by the University which testify to achievement or attendance. General approval was given the use of such certificates, but there was concern about the record-keeping and the great variation in practices and requirements, since false impressions might be created. It was asked to what extent practices might be regularized, especially as regards certificates indicating qualitative performance or completion of published requirements. The need was shown for preliminary review of the entire subject to determine what is being done and the problems involved. This done, the Senate Committee on Education might be in a position to act. It was voted to ask the Dean of Admissions and Records to collect preliminary information on certificate usage and the needs in this area. He will report to the Committee on Education or to an especially constituted subcommittee of that committee.

The Committee on Education has appointed the following named staff members to serve as a Subcommittee on University Certificates: Assistant Dean Stanley V. Kinyon, Chairman; Professor John O. Christianson, Dean Julius M. Nolte, Director William L. Nunn, and Dean R. Edward Summers.

6. *Proposals Regarding University Diplomas.* Action taken on the form of diplomas by the Senate Committee on University Functions was reported. The Administrative Committee saw a sample in a proposed new design which was compared with the small diploma now in use. The questions were whether the diploma should identify the college awarding it and whether all of our diplomas could carry some *bona fide* signature. There was a question also about colors on the redesigned diploma. There was evident a desire for simplification. These points will be brought to the attention of the Committee on University Functions.

There ensued discussion of certain procedures followed in the June commencement. It was remarked that faculty representation was still not all it should be and that the deans should help to remedy the situation.

7. *Compulsory Attendance of Graduates at Commencements.* National surveys, as well as recent questions at the University, directed attention to the rule which requires graduating students to attend commencement. Some of the deans reported liberal excuses for graduates; others, few. Several members spoke against removal of the compulsory attendance requirement. Mr. Nunn indicated his desire to see the University deliver actual diplomas to graduates at their particular commencement.

It was voted to reaffirm the present policy on attendance at commencement.

8. *Work and Problems of the National Commission on Accrediting.* The President discussed the mission and work of the National Commission on Accrediting, of which he is a member, and some of the difficulties and diversified practices that have to be dealt with by the Commission. He mentioned that the approach of the Commission to coordination of accrediting activities is through the use of regional accrediting groups, rather than through consideration of the criteria of national and professional associations of accreditation. He spoke against too rapid or arbitrary resolution of the problems and counseled the deans on courses of action which might be followed by the University to solve accreditation problems.

9. *Revised Regulations Concerning Faculty Tenure.* Regulations on faculty tenure were revised and readopted as of July 11, 1952, and copies

of those have gone to all administrative officials. The deans were asked to aid in circulating the regulations and, particularly, to take note of their responsibilities (under Section 18) for making the regulations known to persons who hold faculty appointments and to prospective faculty members, in advance of appointment, where a position is offered. Some general discussion of faculty rights and responsibilities followed.

10. *Information Required with Recommended Appointments.* Earlier discussion in the committee dealt with the need for careful completion of the "Requests for Information" form required of new academic appointees. Materials accompanying recommendations of appointment are still not all that might be desired. Deans and department heads should document proposed appointments with continuous records of previous employment and responses from several references. In general, reference responses should be current, and among them should be some from individuals not necessarily named by the candidate. Colleges must act early and on their own account in preparing complete documentations inasmuch as action in the President's Office often comes a long while after some commitments may have been made. Regents' action is frequently required almost immediately after the appointment papers reach the President. It was agreed that the President's Office would return without action appointment requests which have not been sufficiently documented.

11. *Summer Responsibilities of Department Chairmen on "B" Appointments.* A subcommittee consisting of Dean Diehl (Chairman), Dean McDiarmid, and the late Dean Peik had been appointed to explore the summer duties of department chairmen on "B" appointments only. Dr. Diehl reported that his committee will proceed with its work in the fall but asked that the colleges examine their experience during the 1952 Summer Session so as to inform the subcommittee of the extent of this problem.

12. *Need for Cooperation Among Colleges in Service Course Offerings.* There came to the Committee criticisms and suggestions which indicated that the colleges should exercise care in negotiating and serving notice when course offerings are changed. It might be possible to publish more fully in the Official Daily Bulletin information on regular session courses which will be dropped. There was agreement that the colleges could be more scrupulous in advising one another of changes and reduced offerings.

13. *Recommendation of the Senate Committee on ROTC Enrollment.* Dean Schmitz recommended, on behalf of the Senate Committee on ROTC Affairs, a procedure for effecting distribution of new students in the Army and Air Force ROTC units. Beginning with the fall quarter of 1952, students enrolling as entering students in Army or Air Force units would register for ROTC without designation of the branch of service. Assignment to the particular unit would be made finally by local military authorities acting in accordance with approved and published military distribution figures. They would consider always the preference of the individual student and leave him free to withdraw from military training entirely if disappointed in the assignment. This might have adverse effects on morale, recruitment of reserve officer candidates, and the extension of priority to a unit not normally reaching its quota. The recommendation was approved over adverse vote. The President's Office will issue a statement on procedure which will be useful to staff members who advise and enroll students in their study programs.

14. *Obligations of Students in the ROTC Units.* From time to time, the Committee has discussed the importance of making explicit and clear to students about to receive benefits of the various ROTC programs that they incur obligations in which the University necessarily has an interest. There was brought to the Committee in draft form a statement on these obligations to be handed to the student at the appropriate time for his information. He would indicate by signature his awareness of the responsibilities he assumes. It was voted to approve the draft as amended.

15. *Questionnaire from the U. S. Office of Education.* The U. S. Office of Education is collecting information on the numbers and distribution of senior students majoring in the natural sciences, including mathematics. This information will be used by the National Research Council, the National Scientific Register, and the National Science Foundation. The University has a problem of identifying the scientific majors and of asking appropriate students to fill out and submit forms. The President's Office was authorized to call on the deans for assistance in this work.

16. *Use of Northrop Memorial Auditorium.* The Committee received, for its information, a document outlining the non-student use of Northrop Memorial Auditorium. This was as drafted under date of June 4, 1952, and pertained chiefly to joint sponsorship of non-campus groups. At a later date, Vice President Willey will bring in a supplemental statement which covers student use of the auditorium.

17. *Textbook Approvals.* Approval was given for text material as follows:

Collection of Readings and Cases on the Science and Art of Litigation, mimeographed, 75 copies. To be sold by Law School Bookstore. Price \$5.00.

Instructions to Students in English A-B-C, Freshman English and Composition 4-5-6; and Freshman Composition, 1952-53, mimeographed, 1,500 copies. To be sold by Nicholson Hall Bookstore. Price 25 cents.

Laboratory Guide in Elementary Anatomy, mimeographed, 500 copies. To be sold by Professional Colleges Bookstore. Price 85 cents.

Introduction to Medical Sciences (revision of 1947 edition), mimeographed, 300 copies. To be sold by Professional Colleges Bookstore. Price \$1.50.

Laboratory Manual for Crown and Bridge Technique, mimeographed, 450 copies. To be sold by Professional Colleges Bookstore. Price \$1.00.

Principles of Natural Resource Management, by Otis F. Hall, mimeographed, 85 copies. To be sold by Agricultural Bookstore. Price 40 cents.

A Family Life Guide to Child Development, mimeographed, 250 copies. To be sold by Nicholson Hall Bookstore. Price \$2.00 to \$2.25.

Fundamental Procedures of Financial Mathematics, by Merrill Rassweiler and Irene Rassweiler, published by Macmillan Company. Price \$3.25.

Problems in General Inorganic Chemistry, by Otto H. Johnson and Joel W. Broberg, published by William C. Brown Publishing Company. Price \$1.25.

Marketing in Our Economy, by Roland S. Vaile, E. T. Grether, and Reavis Cox, published by the Ronald Press Company. Price \$6.00.

Short Stories, Tradition and Direction, by William M. Sale Jr., James Hall, and Martin Steinmann Jr., published by New Directions Press. Price \$3.00.

Classics in Translation, by Paul MacKendrick and Herbert M. Howe, published by University of Wisconsin Press. Price about \$4.50 per volume.

Introduction to French, by Edward H. Sirich and Harry L. Butler, published by Henry Holt and Sons. Price between \$2.00 and \$5.00.

The Pageant of Spain, by Raymond L. Grismer and Doris King Arjona, published by Appleton-Century-Crofts. Price \$1.90.

Efficient Reading, by James I. Brown, published by D. C. Heath and Company. Price \$2.75.

R. E. SUMMERS, Secretary

VIII. REPORT OF THE AD HOC FACULTY CONSULTATIVE COMMITTEE

Reported for Information

First ad hoc Committee. During the year 1951 many faculty members engaged in intensive discussions of the role of the faculty in the determination of University policy. A special committee of the Senate on faculty participation made proposals on the subject to President Morrill, and he responded on March 12, 1952, by appointing "a special *ad hoc* faculty committee for faculty-administrative consultation." This group consisted of Professors William H. Alderman, Raymond W. Darland (Duluth), Ernest Heilman, Alfred O. C. Nier, William G. Shepherd, Cecil J. Watson, and William Anderson (chairman). Appointed in the trying period of the formulation of the second annual retrenchment budget of the 1951-53 biennium, this committee confined its work mainly to the budget problem. Other questions, considered more briefly, included the utilization by the University of revenues from charges for overhead expenses on research contracts, and the need of the President for a well-qualified adviser on the increasing burden of large-scale contractual research projects. Coming very late into the budget discussions for the year, and lacking adequate time and preparation for its work, the committee found itself somewhat handicapped. Nevertheless, its members established a basis for frank and confidential discussions with the administration, and had some influence on the final shape of the budget.

Second ad hoc committee. On May 15, 1952 the Senate adopted the report of its special committee on faculty participation, and provided for the election by the faculty of seven of its members to serve, upon appointment by the President, as "an *ad hoc* consultative committee for the year 1952-1953." The election was carried out during May and June by the Clerk of the Senate, and on July 7 President Morrill notified the following persons of their election and appointment to the *ad hoc* committee: Professors William Anderson, Ernest A. Heilman, Oscar B. Jesness, Lloyd M. Short, Roland S. Vaile, Maurice B. Visscher, and John H. Williams. Because no one had been elected from the Duluth Campus, the committee nominated and President Morrill subsequently appointed Professor Raymond W. Darland as an additional member.

This committee, which is now reporting, was intended to serve on an *ad hoc* basis during the year in which it was expected that the Regents would authorize and the Senate itself would establish a standing elective faculty consultative committee. The Regents having already given their approval, it remains only for the Senate itself to establish and organize the standing committee on a regular and permanent basis. The *ad hoc* committee will presumably pass out of existence when the regularly authorized standing committee has become a reality.

The functions of the present *ad hoc* committee are substantially the same as those proposed for the standing committee in a by-law to be submitted to the Senate on November 20, 1952. In brief these functions are: (1) to establish and keep open a direct line of communication between the teaching and research faculty and the President as the head of the University administration; (2) to elicit from the faculty and to relay to the President the thought of the faculty on University problems; (3) to give the President also the committee's own best judgment on the problems and policies of the University; and (4) to report to the faculty from time to time in such ways as are most likely to create an informed and responsible faculty opinion on the problems of the University.

The *ad hoc* committee has no staff; it has no budget; it has no power to decide any question of University policy or to interfere in any branch of University administration. Its functions are purely consultative. Its effectiveness, and the effectiveness of the standing committee that is to take its place, must depend almost entirely upon the knowledge and wisdom that lie behind its recommendations, and the ability with which it presents them.

Since its appointment in July, 1952, the committee has held eight meetings, three of them with President Morrill. Another meeting with him is scheduled for November 18, two days before the Senate meeting at which this report will be made.

The committee members have discussed at some length the functions that the committee may be expected to perform; the methods by which an informed and responsible faculty opinion on University problems may be developed and then communicated effectively to the President; and also the means by which the committee may report most effectively to the faculty. There is general agreement that the committee should not become responsible for the administration of any University activities, and that it should not even become a fact-gathering agency in any situation where an existing University committee or administrative unit is in position to gather facts for it. It has also been agreed that reports should be made in writing from time to time to the University Senate. In general the committee members have concluded that the committee's functions and its methods cannot be thought out fully in advance, but must be developed in practice. Without waiting for a more complete spelling-out of its role and its methods, therefore, the committee has entered into the discussion with the President of several major University problems and policies.

1. At an early meeting the President laid before the committee the report of a special committee under the chairmanship of Vice President Willey on the subject of University research organization. This study and report arose out of the rapid development in the University of large-scale contractual research, and the need felt by the President to have the assistance of a full-time competent adviser on University research policies and contracts, and on the overhead charges to be made for research. The consultative committee has carefully considered this report but has not yet had an opportunity to discuss with the President the important problems that it raises.

2. The biennial budget for 1953-55 has occupied the attention of the consultative committee more than any other problem. Some preliminary budget data, including a brief summary of the requests of colleges and departments for the support of new projects and positions, were ably presented to the committee by President Morrill on October 9, and a few days later the committee replied with a memorandum containing its own preliminary suggestions. The committee called special attention to the trend of the salaries for all three professorial ranks since 1939-40 to fall farther and farther behind the rise in the cost of living, behind the advances in general wage levels, and behind the increases in the average incomes of such professions as medicine and law. The ability of the universities to attract into their teaching and research services their fair proportion of the ablest graduates of professional and graduate schools has already been seriously impaired by the competitive advantages now held by private research organizations and industrial laboratories, by the private professions, and even by government service. What this situation portends for the future of the universities can easily be imagined.

In the light of this situation the consultative committee has recommended that in every way possible the President and the Regents put the rectification of the professorial salary scale ahead of new projects and the construction of more buildings, and that they endeavor to get legislative support for some arrangement whereby further increases in the cost of living will be met for the faculty as they are met annually for the civil service staff. The consultative committee is not opposed to any and all new projects, and neither is it against all new building. It believes, however, that the floor space available for University activities has increased substantially since the pre-war days when the enrolment was just about the same as now, that all new buildings add substantially to operating costs, and that new projects of all kinds should be scrutinized most carefully, at least until the University's financial situation is far more favorable than it is today.

3. A number of other budgetary questions have been considered, such as the procedure and the timing of the making of budget estimates, ways in

which standards might be established for putting first things first in budget-making, and the possibility of a survey of University activities and expenditures as a guide in the future formulation of budgets, but no consensus has been reached on any of these points.

In concluding this brief preliminary report the consultative committee wishes to make two points. *First*, it needs far more help than it has received to date from individual members of the faculty by way of suggestions as to the functions and procedures of the committee, and as to major University problems that the committee should consider.

Second, it wishes to thank President Morrill for the sincerity and candor with which he has dealt with the committee, and for the time, thought, and effort that he has put into our joint meetings. For a man as busy as he is and as harried by a multitude of complex problems, it was no light thing to take on the additional burden of regular and frequent meetings with another all-university committee. It has added to his burdens even more than it has added to those of the committee members. We sincerely believe, however, that the efforts have already been worth while, and that with continued good will and sincere endeavor on both sides the device of a faculty consultative committee may in time prove to be one of the most valuable institutional arrangements for the exploration of the major problems of the University.

WILLIAM ANDERSON, Chairman

IX. REPORT OF THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

Reported for Action

1. *Criteria for the Accreditation of Private Secondary Schools by the University of Minnesota.*

A. HISTORICAL DEVELOPMENT

The University of Minnesota early in its history established a system of admitting students on the basis of their graduation from certain secondary schools. This action was first taken by the College of Science, Literature, and the Arts which in its calendar for 1885-86 announced that graduates of St. Paul and Minneapolis high schools would be admitted to the freshman class without examination. Similarly the same publication stated that after 1866 "graduates of high schools of first rank" would be admitted directly without examination. The calendar of 1886-87 listed as high schools of first rank those of the Twin Cities, Duluth, Hastings, Lake City, Mankato, and Minneapolis Academy. The College of Science, Literature, and the Arts catalog for 1896-97 listed 42 accredited high schools, all of which were public except Stanley Hall (Minneapolis), Minneapolis Academy, and Pillsbury Academy (Owatonna).

In the fall of 1912 the University Senate was established with "general legislative and administrative authority over all matters concerning the University as a whole; but not the internal affairs of a single college or school of collegiate rank, except where the same effects the interests of the University as a whole or the interests of other colleges or schools." Under this interpretation of function the University Senate assumed responsibility for accreditation of secondary schools, delegating this responsibility to a standing committee. Senate by-laws for 1912 assigned this duty to the Senate Committee on Education which was "to represent the University in determining the list of accredited schools whose certificates admit students to the University." Reorganization of committee functions in 1916 created the Committee on the Relation of the University to Other Institutions of Learning: "Its duties shall be to consider relations between the University and other educational institutions within the state of Minnesota . . . It shall represent the University in determining the list of accredited schools whose certificates admit students to the University."

This function was continued in the revision of Senate by-laws on May 15, 1952, which changed the name of the latter committee to the Committee on Institutional Relationships and stated its role in accreditation thus: "It shall represent the University in determining the accreditation accorded Minnesota schools and colleges."

1. *Nature of Accreditation*—Leadership for the Relations Committee (the Committee on the Relation of the University to Other Institutions of Learning, or, more recently, the Committee on Institutional Relationships) from its inception in 1917 to 1948 was furnished by Dean Royal R. Shumway as chairman of this committee. During his chairmanship, standards for accreditation of high schools and many of the present procedures were developed. During this period, too, the State Department of Education became more active and assumed leadership for the supervision of public secondary schools. As this leadership grew, the function of accrediting public high schools gradually passed from the University to the State Department of Education. Graduates from public high schools listed in the Minnesota Educational Directory thus came to be admitted directly to the University without further examination.

2. *The Role of the University*—The North Central Association, Commission on Secondary Schools also attained much of its present stature during this period. Many Minnesota high schools were accepted for membership in that Association. Indeed, the question was raised several times, particularly during the 1940's, whether these other agencies would not suffice and whether the University ought to continue its accreditation function.

a. The 1946-47 Survey. The matter progressed in 1946-47 to the point of canvassing secondary schools accredited to the University and exploring possible affiliation with the State Department of Education. The findings indicated an insistent demand that the University continue to serve this function for several reasons, foremost among which were the following:

- (1) Private secondary schools were anxious to continue to receive educational leadership in the continued development of their schools from the University.
- (2) By law, the State Department of Education could supervise or accredit only public schools. Withdrawal of the University from this field would remove accreditation from private high schools.
- (3) Agencies such as the North Central Association frequently require that schools first be accredited by the highest accrediting agency in the state before they are admitted to membership. For private high schools of Minnesota, this agency was the University.
- (4) Since many private secondary schools emphasize the college preparatory function, it seemed desirable to continue present accreditation relationships with the University of Minnesota. Such recognition by the University provided assurance that graduates of private high schools would be admitted to practically all colleges in the country, provided, of course, that other admission requirements were fulfilled.
- (5) Recommendations of an outside agency such as the University often helped furnish support for desirable changes within the schools.

The 1946-47 survey also indicated that 84 per cent of the private secondary schools responded with an unqualified "Yes" to the question, "Is the published statement of policies a fair standard?" In like manner, the same percentage indicated that annual and special report blanks were adequate. Only 5 per cent recommended that inspection by the high school visitor be discontinued. On the basis of these findings the University, in 1947, agreed to continue the accreditation of private secondary schools in 1947. At the same time, the University found it necessary to increase inspection fees.

b. *Special Problems of Accreditation*. In terms of University interest, the historic need to accredit for purposes of admission has largely passed. Relatively few graduates from Minnesota private high schools enter the

University of Minnesota each year. Graduates from these schools could be admitted by examination without difficulty.

On the other hand, this function retains significance for the private schools themselves. An accredited school is able to assure parents that their sons and daughters will be admitted to college upon graduation with minimum confusion. The importance of this function to many private high schools of Minnesota cannot be denied.

Also of significance for many schools is the assistance rendered by the University through outside appraisal. Development or retention of reasonable standards helps these schools to maintain their status and to improve their educational programs and services. Accreditation as a form of supervision which leads to improvement of instruction in private high schools also becomes important to these schools.

Emphasis upon this function tends to relegate the inspectional concept of accreditation to a minor role. In Dean Shumway's words, "It is more than counting books in the library and test tubes in the laboratory. It means suggesting curriculum changes to meet the needs of the constituency or a change in methods of teaching." Professional assistance is needed and ought to be supplied.

At the same time, revision of standards is a complex task for much consideration must be given to the great variation which exists among private Minnesota schools and the need for safeguarding the independence of these high schools. The philosophy, student body, and objectives, though necessarily consistent with the democratic society of our times, will call for flexibility in standards. At the same time and almost in contradiction to this statement, considerable thought should be given to establish standards which are sufficiently specific that they can be interpreted and administered objectively.

In this sense, standards will specify the minimum essentials for all schools in matters of staff, physical plant, curriculum, library, instructional supplies, and equipment, but must, at the same time, constantly encourage schools to improve their course offerings, instruction, and services. The ceiling cannot be too high for independent schools.

3. *Policies and Standards*—Policies and standards for the accreditation of private high schools remained relatively unchanged over much of this period. Originally adopted in 1927, the present standards have been changed little in the intervening years. A statement on qualifications of the principal was adopted in 1943 and the change in fees in 1947.

In the years which followed, the composition of the Committee on Relations was completely changed in 1948 with the retirement of Dean Shumway. The present chairman was appointed in July, 1949. Since then, some questions have been raised both by the Committee and the accredited schools concerning the appropriateness of existing policies, procedures, and practices. Consequently, a joint committee was appointed in January, 1952, to survey this accreditation relationship between the University and private secondary schools and to make recommendations for revision of policies and standards. Members of this subcommittee consisted of both University and private high school representatives, as follows:

Reverend John R. Roach, Chairman, St. Thomas Military Academy
Sister Mary Alphonse, St. Agnes High School, St. Paul
Allen Clapp,* Blake School, Minneapolis
Anna L. Fellroth, Minnehaha Academy, Minneapolis
Ellsworth Gerritz, University of Minnesota
William J. Micheels, University of Minnesota
Edward M. Read, St. Paul Academy, St. Paul

The present report represents a cooperative effort but major credit should be given this joint committee which prepared a first draft and subsequent revisions. Criticism of existing standards was sought by the joint

* Resigned from Blake School and the Committee in June, 1952.

committee from administrators of Minnesota private high schools, accredited and non-accredited, alike, as background for its consideration. Additional information was supplied through a summary of various characteristics of these high schools, including size and qualifications of staff as revealed in current reports from these schools. Standards, criteria, and practices of accrediting private high schools in other states located in many sections of the country were also carefully reviewed. These included state and regional accrediting agencies such as Connecticut, Missouri, Pennsylvania, and the North Central Association.

A tentative report of this joint committee was presented to the Senate Committee on Institutional Relationships for criticism. The same report was discussed, criticized and endorsed, section by section, in a day-long meeting October 10, 1952, by representatives of practically all the private high schools which are currently accredited by the University of Minnesota. Recommendations of all these groups were carefully considered by the joint committee and, when appropriate, were incorporated into the following criteria and standards. The latter report has been again reviewed by the Senate Committee on Institutional Relationships and is presented to the University Senate for adoption.

B. AIMS

The object of accreditation of independent schools by the University of Minnesota shall include (1) the development and maintenance of high standards of excellence for independent secondary schools, (2) the establishment of minimum standards for accreditation of independent secondary schools for the protection of students in those schools, (3) the improvement in articulation between secondary schools and other educational institutions, and (4) the improvement of instruction on secondary and college levels through a scientific and professional approach to the solution of educational problems.

C. GUIDING PRINCIPLES

1. A school should be judged, as far as possible, in terms of its own philosophy and the worthwhile purpose which it serves in a democratic society. The fact should be recognized that individual differences exist among schools and among communities.

2. An institution should be judged upon the basis of the total pattern it represents as an institution of its type. While it seems necessary that institutions be judged in terms of particular characteristics, it should be recognized that wide variations will appear in the degree of success achieved.

3. Criteria, to be of maximum value, should be stimulating and conducive to educational growth; they should be instruments for continuous self-evaluation and should provide the incentive to strive constantly toward higher goals of achievement.

4. While it seems desirable to regard as basic criteria certain characteristics such as faculty preparation, the intellectual and moral tone of a school, the nature of the school plant, the adequacy of equipment and supplies, the quality of the school library and library service, the condition of the records, the policies of the board of education, the financial status, the teaching load, and the educational program, it should be recognized that considerable divergence from normal standards may occur in one of these characteristics without greatly detracting from the educational merits of an institution. Uniformity in every detail stifles educational experimentation, and thus is not only unnecessary but undesirable.

D. CRITERIA AND THEIR INTERPRETATION

1. *Agents of Communication*—The official agents of communication between the University of Minnesota and the schools seeking approval shall be the Chairman of the University Senate Committee on Institutional Rela-

tionships with the University, and the principal or headmaster of the school for the schools. The Chairman will be responsible for distributing, collecting, and filing all necessary reports and for the delegation of such other duties as may be required.

2. *Acceptance of Standards*—Schools applying for accreditation shall file a written statement from the governing body of the school indicating acceptance of the standards for accreditation and the desire to be accredited.

3. *Reports*—It shall be the responsibility of accredited schools to file, prior to November 1 of each year, such reports as may be required. Other reports may be called for from time to time.

The report of a school submitted on November 1 of each year and the report of the visiting committee shall form the bases for continued accreditation. Changes and corrections made by the school thereafter cannot be considered in determining its status for that year. Each school shall base its report on all grades included in its secondary school organization.

4. *Accreditation Procedures*—Within the next five years and within each five-year period thereafter, each accredited school and each school seeking accreditation shall be visited by a committee appointed by the Chairman of the University Committee on Institutional Relationships, such committee to consist of representatives of the University, of the independent schools, and, if possible, of the public schools. The size of the committee would vary with the size of the school visited.*

a. The names of accredited schools shall be listed by the University and made available upon request.

b. Schools shall be considered for removal from the accredited list of the University for failure to maintain adequate standards or to make annual reports. Before a school is removed from the accredited list, except for failure to report or if removed at its own request, the school shall be warned and then visited by a committee and a report made. Committee visits may also be requested by the school itself or at the desire of the University.

c. The costs for such visits, whether it be by an individual or by a committee, shall be borne by the school. Additionally, there shall be such annual fees as shall be established by the University Board of Regents to cover the cost of administering this program.

5. *Reasonable Deviations*—Individual schools will be permitted reasonable deviations from regulations and criteria provided substantial evidence is available to show that these deviations are justified. This evidence as presented by the school may consist of follow-up studies which demonstrate the performance or achievement of the school's graduates.

6. *Qualifications of Staff Members*—

a. General Requirements

(1) In choosing staff members, consideration should be given to each individual's health, character, and personality, and to his competence to meet his assignments.

(2) Accurate records of staff members' preparation should be kept on file in the school office. Official transcripts or certified copies of academic records are necessary.

b. Instructional Staff

(1) The professional preparation and growth of all teachers is a matter of utmost importance. This is understood to mean training in subject-matter fields as well as in teacher education.

* The recommendation is made that the composition of these committees be determined by the Chairman of the Senate Committee on Institutional Relationships. Each year a list of individuals who might serve on this committee will be prepared by the schools and presented to the Chairman, from which he will select members to serve on the various committees. Committee members will be furnished with school reports before visitation of a specific school is made. Such reports will be regarded as confidential by committee members.

- (a) A minimum requirement for all teachers shall be a Bachelor's degree from a four-year institution of higher education, whose accreditation is accepted by the University of Minnesota.
- (b) Teachers will ordinarily teach only in fields of their college major or minor. Minimum qualifications will include at least fifteen semester hours at the college level in each of the fields in which they teach and at least fifteen semester credits in courses in education. While certain exceptions may be allowed temporarily, the full requirement should be met without undue delay.

c. Library Staff

- (1) The Librarian—In schools with an enrollment of 500 or more pupils, the librarian should be a full-time librarian. In schools with an enrollment of 200-499 pupils, the librarian may be a full-time librarian, a study-hall librarian, or a teacher-librarian; at least half of the time of a teacher-librarian is devoted to the library. In schools with an enrollment of less than 200 pupils, at least one third of the teacher-librarian's time is devoted to the library.
- (2) The librarian should have a Bachelor's degree and at least 15 hours of library science. (If the enrollment of the school is less than 200, 6 semester hours of library science is a minimum requirement.)

d. Administrative Staff

- (1) The principal should have had at least two years of teaching experience.
- (2) The principal should ordinarily have earned 15 semester hours of graduate-level credit in education in addition to his undergraduate degree. Normally, these credits will include work in secondary administration, supervision, and curriculum. (Note: In smaller schools principals may prefer to qualify under certification standards for public schools established by the State Department of Education. For less than ten teachers, for example, those standards specify only 6 semester credits of graduate work in educational administration, supervision, and related fields.)
- (3) Administrative Assistants—All administrative assistants should have a background to equip them to fulfill satisfactorily the duties assigned to them, e.g., a supervisory assistant should have the same professional educational background as the principal.

e. Special Provisions for Staff

- (1) Staff members whose qualifications have previously been accepted by the Senate Committee shall be considered qualified under the present statement of standards provided they remain in the same teaching field or administrative position.
- (2) Reasons for temporary exceptions to professional qualifications of staff members may include: extensive residence in a foreign country for teachers of language, state department work for teachers of history or social studies, a Master's degree or candidacy for the doctorate in the field in which the teacher is instructing, school and non-school administrative experience, or some other unusual but pertinent and practical experience. In these cases, professional education (subject preparation and/or teacher education) should be undertaken without undue delay, i.e., ordinarily within a two-year period.

7. *Length of Program*—

- a. *School Year*—The minimum length of the school year is 36 weeks, 180 days, with a minimum of 172 days of classes actually in session.
- b. *School Day*—The normal class day is 6 hours.
- c. *Class Period*—Schools may conduct classes on a short period basis, a long period basis, or a combination of both. A short class period for one unit of credit is defined as one with a minimum of 40 minutes, exclusive of time used in changing classes or teachers, meeting five times a week for 36 weeks (a minimum of 172 days). Under the short period or the long period plan, a reasonable amount of outside or independent study by pupils in accordance with their abilities is encouraged.

A long class period for one unit of credit is defined as a minimum of 55 minutes, exclusive of time expended for change of classes or teachers. Laboratory periods may consist of two short periods or one long period. When the long period is employed for other than laboratory classes, it is recommended that 15 minutes of the period be spent in supervised study.

8. *Graduation Requirements*—A three-year senior high school requires a minimum of 12 units for graduation. Four-year senior high schools require a minimum of 16 units; a six-year, a minimum of 12 units earned in the upper three years.

The recommendation is made that tests be used to classify individuals entering school with educational experience for which regular transcripts of credit are not available. Each individual thus tested is placed in the educational courses best suited to his needs and level of attainment.

9. *Size of School*—The faculty shall be large enough to provide satisfactory instruction for the program offered. To be eligible for accreditation, a high school should conform to one of the following classifications:

- a. A four-year high school offering instruction in secondary school subjects in grades 9-12, inclusive, with a minimum faculty of five instructors, including the principal.
- b. A three-year senior high school offering instruction in secondary school subjects in grades 10-12, inclusive, with a minimum faculty of four instructors including the principal.
- c. A six-year high school offering instruction in secondary school subjects in grades 7-12, inclusive, with a minimum faculty of seven instructors including the principal.

10. *Teaching Load*—In determining the teaching load, consideration is given to the following: the number of periods of class teaching, the number of different preparations, study hall duty, class size, total number of pupils taught daily, demands made in the way of any special activities.

The daily teaching load of an instructor shall not exceed 250 minutes or five periods of classroom teaching per day and one study hall assignment, nor should a teacher have more than four different class preparations daily. Normally, each teacher will have at least one unassigned period each day. The size of classes should, in general, not exceed 30 pupils.

11. *Philosophy of the School*—Each school should be free to determine its philosophy so long as it promotes the principles and spirit of American democracy. The statement of philosophy should be written, implemented by a specific statement of objectives, and manifested in the educational program of the school.

12. *The Educational Program*—The educational program of the school is concerned with the accumulation of knowledge, development of skills, and improvement of understanding. But it must also be concerned with the development of those interests, tastes, appreciations, ideals, and attitudes which will help toward the realization of the objectives and philosophy of the school. Therefore, the evaluation of an educational program should be made in terms

of the contributing factors as found in the curriculum and courses of study, pupil activities, the library, guidance, and instruction.

- a. Curriculum—The curriculum should be chiefly concerned with the orientation, guidance, instruction, and participation of youth in those significant areas of living for which education should supplement the work of other social institutions. There should be evidence of constant adaptation and development of the curriculum with the above criteria in mind.
- b. Pupil Activity Program—The pupil activity program should aim to develop desirable traits and behavior patterns. Opportunities should be provided through these activities for discovering and developing leadership, special talents, abilities, and interests.

c. Library Service—

- (1) The high school shall maintain a library containing books and periodicals adequate and suitable for the curriculum offered by the school and adapted to the abilities, needs, and interests of the pupils enrolled.
- (2) The library should be easily accessible to pupils, adequate in size, and attractive in appearance.
- (3) Books and periodicals for the library shall be in general such as appear on standard lists of materials for high schools. Inactive and discarded books should be withdrawn from shelves. All books shall be kept in good repair.
- (4) Provision for keeping all materials cataloged, well organized, and readily accessible shall be made.
- (5) Provision should be made for instructing pupils in the use of the library. Cooperative planning on the part of teachers and librarian in the effective selection of books and other instructional material is advisable.
- (6) Library Expenditures. That part of the annual secondary school budget devoted to library expenditures varies according to the size of the school. A minimum amount of \$200.00 is to be expended annually in each secondary school for the purchase of library books, periodicals, etc. This budget is planned in accordance with the library needs and with the objectives of the school for library service. The following scale is recommended as a guide:

<i>Enrollment</i>	<i>Expenditure per Pupil</i>
1,000 or more	50 cents
500-999	75 cents
200-499	\$1.00
Less than 200	\$2.00

- (7) Adequate records shall be kept and statistical information compiled annually on the use of the library by students.
- d. Guidance Service—Guidance should be thought of as a service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet such as: educational, vocational, health, moral, social, civic, and personal. There should be evidence of a definite program organized to carry on such guidance. In-service training of teachers in guidance procedures should be part of the growth of the school.
- e. Instruction—The instructional program should give evidence of: (1) goals or objectives appropriate to the degree of development of pupils and in keeping with the purposes of the school; (2) the selection and use of varied types of teaching and learning materials and experiences; (3) the adjustment of method and organization to conditions and needs of pupils as a group and as individuals; (4) the use

of every legitimate means available in the evaluation of progress and quality of learning; (5) a personal relationship of confidence, respect, and helpfulness between teachers and pupils; (6) provision for all types of learnings; (7) definite and adequate learning by pupils as an outcome; (8) evidence for evaluating the effectiveness of the school program.

13. *Administration and Supervision—*

- a. In each school there shall be some responsible governing body (commonly, a board of trustees in private schools) to whom the administrative head of the school shall be responsible. The actual administration of the school shall be the duty of the administrative head, and the function of the governing body shall be to assist in better implementing the functions of the school. The first concern of the governing body shall be to assure and encourage a maximum of educational growth. The governing body should have a published statement of policy, and should leave the inner workings of school organization to the professional administrative head.
- b. The professional administrator of the school must have not only the technical preparation indicated in Section 6d, but, of even more importance, the ability to insure a well-organized and well-managed school which will meet the needs of its students. Such things as permanency of tenure of staff members and the attitude and support of the community are good indications of the success of the administrative effort.
- c. The professional administrator directly responsible for the improvement of the educational program should have ample time for supervision of every phase of school life.
- d. The division of administrative duties shall be clearly defined, and it is the obligation of the administrative head to provide for adequate preparation of his assistants.
- e. A school should maintain a type of personnel and record system of such nature that it can provide any of the data asked for in the criteria.

14. *School Plant and Equipment—*

- a. **Building and Site**—The school plant should be flexible, adequate in size for the school population, and so planned as to facilitate the offering of a program of secondary education that is suited to the needs and interests of the pupils as well as that of the community. When a new plant is being planned, or an existing building is to be enlarged or remodeled, plans should contemplate meeting future as well as present needs. The building should be attractive and appropriate in design and should assure the safety and health of its occupants. The site should be large enough to provide ample playground space and should be attractively landscaped.
- b. **Sanitation**—Janitorial service, lighting, heating, ventilation, water supply and drinking fountains, lavatories and toilets, wardrobes and lockers, school furniture, cafeteria, and location of the classrooms, shops, laboratories, and library should be such as to insure hygienic conditions for pupils and teachers.
- c. **Safety**—Proper steps for protecting pupils against injuries should be taken in laboratories, shops, gymnasiums, transportation facilities, and in all parts of the building or grounds where accidents are likely to occur. The school plant should be adequately protected against fire and should have adequate fire alarms and fire exits. Programs should make provision for fire drills in accordance with state fire regulations.

- d. **Instructional Equipment and Supplies**—Equipment and supplies should be adequate to meet the needs of instruction for all courses and activities offered.
- e. **Special Services**—Adequate provision should be made according to the individual needs of each school for such special services as rest rooms, cafeteria, dining rooms, kitchens, nurse's office, clinics, infirmary or first aid facilities, study and sleeping quarters.
- f. **Protection of Pupil Records; Care and Storage of Equipment and Supplies**—Ample provision should be made for the safekeeping, systematic arrangement and care of all materials, supplies, and apparatus used in the instructional and activity programs and for the storage of all financial and personnel records and reports.

An annual inventory is made of all equipment and supplies. A fireproof vault, a safe which meets underwriter's specifications, or a fireproof file should be provided.

E. INTERIM PROCEDURES

1. *Effective Date*—The present revised statement of criteria will replace the existing policies, standards, and interpretation of standards originally adopted in 1927 and slightly revised in 1943 and 1947. This revised statement will become effective upon its adoption by the University Senate. (Note: Copies of existing standards are available upon request from the Chairman, Committee on Institutional Relationships, 211 Burton Hall or Extension 6154 or 6524.)

2. *Transition Period*—Time and careful study will be required to implement the suggestions made in the above statement and to establish suitable procedures and personnel. The recommendation is consequently made that no secondary school now accredited to the University be disaccredited except on a voluntary basis during this transition period or prior to September 1, 1954.

Action by the Senate

1. A motion that the report be returned to the committee for further study failed to carry.

2. It was voted that the report be accepted and that the criteria outlined in the report be employed by the Committee on Institutional Relationships in recommending the accreditation of private high schools to the University of Minnesota.

2. Policy on Relationships with Prospective Students

A. INTRODUCTION

The following statement of policy on relationships with prospective students was presented to the Senate at the spring, 1952, meeting. Copies of this statement have, subsequently, been circulated to deans and department heads of the University for criticism and review. Suggestions received have been considered carefully by the Committee on Institutional Relationships and frequently incorporated in this report. The present revised statement, intended to replace the policy adopted by the University Senate on May 26, 1949, is now presented to the Senate for action.

B. REVISED POLICY ON RELATIONSHIPS WITH PROSPECTIVE STUDENTS

1. The University of Minnesota, because it is a state-supported institution, has responsibility for providing to every citizen in the state information about the facilities available at the University and the means whereby these facilities can meet the needs of individual citizens. To fulfill this responsibility, the University is obligated to publicize, through appropriate and effective channels, the various educational programs and types of services offered

by the University. Relevant information regarding the admission requirements, standards, and curricula of the various certificate and degree-granting schools and colleges which make up the University must likewise be made available to Minnesota high school students, their parents, teachers, and counselors. The fulfillment of this responsibility involves the dissemination of information both through media of mass communication and through effective contacts with individuals in the community.

2. Prospective college students should select primarily for educational reasons the institutions which they attend. Such choices can be properly made only if based upon complete and carefully considered information about possible educational alternatives. Organized cooperative efforts by Minnesota colleges, other agencies or groups to present this kind of program shall have the active support and endorsement of the University.

3. Opportunities to consider the advantages of attending their state University should always be made available to prospective college students. This kind of information should be furnished by colleges, departments, or divisions of the University, their faculties, students, and other persons identified with or representing the University. In presenting this information about the University, every effort shall be made to stress positive educational values. No students should be solicited to enter the University through special pressures upon students, their families, or teachers, or through promises of reward other than those strictly educational in nature.

4. In the offices of the Dean of Admissions and Records, the Dean of Students, the Director of University Relations, and the Alumni Office, the University maintains special talents, resources, and facilities for accomplishing these objectives. Deans, directors, staff members, students, and other persons identified with or representing the University are encouraged to utilize the services of these offices in planning programs for prospective students. Student participation in such programs should be conducted under policies established by the Senate Committee on Student Affairs.

5. Relationships with other educational institutions, including high schools and other colleges, are almost always involved in developing programs for prospective students. Desirable working relationships between the University and other educational institutions have been fostered by the University and must be maintained in this kind of activity as well as others. To this end, the Committee on Institutional Relationships should examine the methods and objectives used in developing programs for prospective students in the light of their effect on relationships with other educational institutions or on the various colleges, schools, or divisions of the University.

6. There is need for clearance and coordination of the many different programs which have as their primary purpose that of informing prospective college students about the University and for leadership and stimulation of activities in this area.

a. This responsibility shall be assigned to the Dean of Admissions and Records under policies developed by the Committee on Institutional Relationships. Assistance in this responsibility will be provided by an advisory committee to be appointed by the Chairman of the Committee on Institutional Relationships. Members will include representatives from various colleges, the Office of the Dean of Students, the Director of University Relations, and the Alumni Office.

b. Many other activities have possible implications for relationships with prospective students. Persons responsible for these activities and the Dean of Admissions and Records are encouraged to consult with one another on these matters.

7. This policy concerning relationships with prospective students can best be defined in terms of illustrative examples which are considered appropriate on the part of the employees or representatives of the University and those which are considered inappropriate.

- a. Among the appropriate kinds of activities are the following :
- (1) Suggesting to alumni, friends, or acquaintances, that prospective students open correspondence or communicate with representatives of the University.
 - (2) Answering promptly and accurately correspondence initiated by prospective students.
 - (3) Appearing before and speaking to student groups, high school faculties, parents, and alumni, when invited, for purposes of informing them about the University.
 - (4) Inviting various high school groups and professional and community organizations to visit the University campuses.
 - (5) Participating in high school activities, such as Career Days, which have as their purpose informing students in high school regarding educational opportunities.
 - (6) Publicizing to all qualified students the scholarships, fellowships, student loans and employment opportunities available at the University and offering assistance in securing these when prospective students request such help.
 - (7) Disseminating literature about the University or any of its activities—bulletins, pamphlets, brochures, magazines, papers or books—to prospective students, parents, high school administrators, teachers, and counselors, or to other school-connected personnel or alumni.
- b. Among the inappropriate kinds of activities are the following :
- (1) Encouraging a student to attend the University of Minnesota without his careful consideration and evaluation of other educational alternatives.
 - (2) Encouraging a prospective student to enter a particular program of the University without first ascertaining whether that student's abilities and interests give him at least a minimal chance of academic success in that program.
 - (3) Persuading a prospective student to attend the University because of his expected participation in athletics, or other special activities, without first ascertaining that the primary educational purposes of the individual can be fulfilled by the student's attending the University. The student, with the help of his teachers, counselors, and parents should make this judgment upon the basis of objectively presented information.
 - (4) Inducing students, through personal solicitation, to attend the University through promise of a special benefit, a particular job, a special scholarship, or a special service not available to all qualified students or not open to students on a competitive basis.
 - (5) In any manner providing information concerning the University that is not soundly based on fact and that is not accurate in fact.
 - (6) Presenting in any manner information not in good taste nor in keeping with the ideals and purposes of the University.

Adopted

ROBERT J. KELLER, Chairman

X. REPORT OF THE COMMITTEE ON UNIVERSITY PRINTING AND PUBLICATIONS

Reported for Information

1. *University Printing Study*—During the past summer, Associate Professor of Journalism Harold Wilson made a study of the publications activities of the University with emphasis on official bulletins. The purpose of the study was to improve present publications and effect economies in printing

wherever possible. Professor Wilson's study was divided into five sections. A brief summary of his recommendations and findings follows:

- a. *Bulletins from other schools and universities*—Although there are examples of better typographical design and format, University of Minnesota bulletins rank high among those of other universities and colleges.
- b. *Cutting costs of University bulletins*—
 - (1) *Paper*—Several publications including the class schedule, student and staff address books, Senate minutes, Board of Regents proceedings, and the budget use higher grade paper than necessary. A saving of about \$1,000 could be made by using less expensive but acceptable paper.
 - (2) *Bulletin cover design*—Adoption of a standard cover design for college informational bulletins would cut cover costs considerably, and give a fresh, clean, modern looking cover with adequate identification for each college or department. The cover design could be changed every two years.
 - (3) *Illustrations*—Elimination of halftone illustrations from inside pages of all regular bulletins except General Information and Preliminary Summer Session bulletins would bring about a distinct saving.
- c. *Better Editorial Practices*—Careless copy with combination of type pages, typewritten lines, and scribbling slows up the linotype operator and reduces his output. The cost of a typist per day is not much greater than the *hourly charge* for the linotype. Changes in the final page proofs are expensive and should be avoided. Copies of "Rules for Better Typography" by Otto Bauman can be obtained from the Printing Department. Following these rules will cut costs and avoid unnecessary delays.
- d. *Projects for the Future*—Several new type faces, some of which will be more economical to use and more in keeping with modern typography, are suggested. Increased facilities for offset printing are needed; in many cases offset printing would be cheaper and more effective.
It is also suggested that the departments and schools closely examine their distribution practices and evaluate more closely their needs, thus avoiding both over- and under-ordering.
- e. *University Editor*—Because of the huge volume of publications, centralizing responsibility for publications in a university editor may be desirable. Such a person would advise on the purchase of printing, plan printing jobs, maintain all-University editorial design and style, etc.

2. *Action Taken to Cut Costs*—As a result of Professor Wilson's recommendations, the Printing Committee has taken the following action to cut costs:

- a. This fall the printer will use experimentally 40-pound book paper for the staff and student address books and newsprint paper for the winter quarter class schedule. Regents and Senate meeting minutes will be printed on 20-pound sulphite.
- b. Letterheads will be printed on 25 per cent rag bond instead of 75 per cent rag bond as they now are. The difference in appearance will hardly be noticeable, but it will mean savings to individual schools and departments.
- c. Professor Wilson was asked to prepare several suggestions for a standard cover design.
- d. No action has been taken or recommendations made on the proposal to establish a University editor position.

3. The Committee has rejected for printing several proposed bulletins from units within colleges and schools. The bulletins would list course offerings and other information on curricula. It was felt that either this information had already been presented in other bulletins or that it would be unwise to break up the larger bulletins into smaller editions.

HAROLD SWANSON, Chairman

XI. REPORT OF THE COMMITTEE ON NECROLOGY

EMILIO CARLOS LEFORT

1896-1952

Emilio Carlos LeFort (Peña), Professor of Romance Languages, died of acute leukemia on March 31, 1952. He was born at Jujuy, Argentina, on February 8, 1896. He received the B.S. degree in 1923 from the National University of Buenos Aires, the M.S. from the University of Wisconsin in 1926, the M.A. from the University of Wisconsin in 1927, and the Ph.D. from the University of Minnesota in 1935. He was instructor at Washington State College in 1927-1928. He came to Minnesota as instructor in 1928, was promoted to assistant professor in 1936, to associate professor in 1944, and to professor in 1950. He held summer positions in Montana State University where he organized a program of Latin-American studies, and at the University of British Columbia. From March, 1943, to September, 1944, he was attached to the Office of Coordinator of Inter-American Affairs as head of the South American section, and in that capacity was sent on missions to all South American capitals. He continued to act as consultant to the Regional Section after his return to Minneapolis. Professor LeFort's publications include a paleographic edition of the *Comedia del Monte Sale* by Lope de Vega, a considerable amount of original verse published in this country, Spain, Costa Rica, and Argentina, and various articles and reviews dealing with Latin-American culture and Inter-American relations.

Mr. LeFort, more than any other individual, was responsible for the organization of a program of Latin-American studies at the University of Minnesota and for the development throughout the state of a real interest in Inter-American relations. An inspiring if exacting teacher, he brought for the first time to this campus a competent presentation of Latin-American culture, literature, and development. An apostle of Inter-American friendship, he gave unsparingly of himself to what he considered to be his life's work: a better understanding between the two Americas. He carried his enthusiasm for the best in Latin-American culture to high schools, business and social organizations, other schools and colleges, wherever he felt that he could make a significant contribution. He became a naturalized United States citizen as early as 1934 and during his several leaves of absence in South America devoted much of his time to an honest presentation of his adopted country to Spanish America.

Mr. LeFort will long be remembered by those who came in contact with him for his high ideals, his sound scholarship, his enthusiasm, his remarkable generosity, and his love for his adopted country. His work is being carried on by students trained in his classes, who are now on the faculties of other institutions or who occupy numerous positions in the State Department and in our consular service in Latin America.

ROYAL RUSS SHUMWAY

1880-1952

Royal R. Shumway, who served the University as teacher and administrative officer for forty-four years, spent practically his entire life, with the exception of one year of graduate study in the University of Chicago, in the public schools of Minneapolis and the University of Minnesota. The

story of his life might be used to justify the claim of Minneapolis as a great center of education.

He was born on August 24, 1880, in Robbinsdale, was graduated from the original East High School of Minneapolis, and received his B.A. degree from the University of Minnesota in 1903. He was appointed instructor in mathematics in 1904. In 1909-10 he was a graduate fellow in mathematics at the University of Chicago. On his return to the University he was in 1910 promoted to the rank of assistant professor and in 1917 to associate professor, and, belatedly, to professor in 1936.

In 1917 when Edward E. Nicholson, who had for many years been chairman of the Students' Work Committee of the College of Science, Literature, and the Arts, was appointed dean of men, Mr. Shumway was chosen to succeed him as chairman of that committee. In recognition of his services he was made assistant to the dean of the College of Science, Literature, and the Arts in 1918. On the reorganization of the college in 1920, with the creation of a Junior College and a Senior College, he became assistant dean in charge of Students' Work and a member of the Executive Faculty, consisting of the dean, the three assistant deans, and the secretary of the faculty.

After 1920 his work as chairman of the Students' Work Committee gradually increased not only because of the increase in number of students, but also because of his growing conception of the responsibilities of his office. He regarded himself not merely as a disciplinary officer but also as counselor and adviser of those who were summoned or came to his office. He set up a committee of counselors, chosen from experienced teachers who volunteered for this service. To him must be given credit for recognizing the responsibility of the college to attempt to prevent failure, and for putting counseling on an organized instead of a casual voluntary basis.

For the last thirty years of his career, he had to give up teaching and become exclusively an administrative officer. As a disciplinarian he believed in the old-fashioned doctrine that a college student's first duty is to study. He upheld high standards, but always tempered justice with mercy for those who were victims of misfortune. He was a most efficient administrator, conscientious, even-tempered, judicial, and rigorous when conditions demanded rigor. The thousands of students who consulted him, as well as the University, owe him an immense debt of gratitude for a difficult task conscientiously and efficiently performed.

He represented the University for many years in the North Central Association of Colleges and Secondary Schools. He was one of the founders of the American Association of Junior Colleges. He was also perennial chairman of the Senate Committee on Relation of the University to Other Institutions of Learning. He was not only diplomat at home but ambassador abroad.

He died April 19, 1952.

ALBERT BEEBE WHITE 1871-1952

Professor Albert Beebe White died at his home in Minneapolis, May 10, 1952. Born in Holbrook, Massachusetts, September 11, 1871, he graduated from the Boston Latin School in 1889, and received his B.A. from Yale in 1893, where he was elected to Phi Beta Kappa. After four years as an instructor in preparatory schools, he spent a year in the University of Leipzig, Germany, and completed his graduate study at Yale under George Burton Adams, receiving his Ph.D. degree in 1898.

He came to the University of Minnesota as an instructor in history in 1899, was made assistant professor in 1900, professor in 1907, and professor emeritus in 1940. His service at Minnesota was interrupted by an exchange professorship at the University of Michigan, 1921-22, and a visiting professorship at Yale in 1930-31. He also served in the summer sessions of the University of Chicago (1911) and Columbia University (1913 and 1940). During

World War I he was placed in charge of the course on War Aims for the S.A.T.C.

His special field of scholarship was English constitutional history to which he made significant contributions. *The Making of the English Constitution*, published in 1908 and revised in 1925, became a standard textbook in this field, widely used throughout the English speaking world. A supplementary volume, *Source Problems in English History* (with Wallace Notestein), appeared in 1915. His third book, a unique and stimulating work, bore the suggestive title of *Self-Government at the King's Command*. Throughout his active life, even to his last years, he contributed valuable articles and reviews to the scholarly periodicals.

Great as was his scholarly achievement, he always regarded his work as a teacher as his chief concern. Few teachers have so fully exemplified the ideal teacher, scholar, and gentleman. His integrity, his uncompromising standards of performance and personal dignity could not fail to make a deep impression on his students. His introductory course in English constitutional history, at first required of all who chose history as their major subject, and then of all who expected to enter the law school, early gained a distinctive reputation. Students entered upon it in awe and trepidation—there was only one way in which to earn its credits—diligent application. Salvation was by no means assured, but those who did succeed had not only learned the English constitution but also the English language, for he would not tolerate slovenly exposition. The thousands of lawyers who passed that course were reasonably certain of success in their later law studies. Few of them ever forgot that experience, and most of them expressed their gratitude for the training which it afforded.

The somewhat austere and solemn appearance which so awed his students thinly veiled a fine sense of humor and a warm heart. His colleagues, as well as his superior officers, turned to him for advice and counsel, trusting implicitly in his rare judgment and discretion. Those, whether students or colleagues, who won his friendship could count upon his unwavering loyalty. The University of Minnesota was indeed fortunate to have commanded his services for so many years.

ARCHIBALD HILDRETH BEARD 1890-1952

Dr. Archibald H. Beard, Assistant Professor of Medicine in the University Medical School, was born in Pueblo, Colorado, on May 13, 1890, and died in Minneapolis, August 14, 1952. His undergraduate work was taken at Kansas University, from which he graduated in 1910. Entering the Medical School at Kansas, he later transferred to the Harvard Medical School, from which he obtained the M.D. degree in 1914. The next two years were spent in Boston hospitals—the first year under the pathologist Mallory at the Boston City Hospital, and the second year in the medical service of the Massachusetts General Hospital under Dr. Richard Cabot. The next year he obtained a residency in medicine at the University Hospital in Minneapolis. Following the outbreak of World War I, he received a commission as major in the Medical Corps, serving with Base Hospital No. 26, from June, 1918 to May, 1919. That year he was appointed assistant professor of medicine in the University, and eventually was placed in charge of the diabetes clinic. As teacher and practitioner of internal medicine, he was sincerely respected. His publications dealt largely with the problems of diabetes.

RICHARD EVERINGHAM SCAMMON 1883-1952

Dr. Richard Scammon, Distinguished Service Professor Emeritus in the Graduate School, died in Branson, Missouri, on September 12, 1952. Born July 9, 1883, at Kansas City, Missouri, into a family of old New Hampshire

stock of Yorkshire origin that had moved into the Missouri Valley, he was brought up in Kansas City and graduated from the University of Kansas. There he came under the influence of Professor C. E. McClung of chromosome fame, and doubtless through him learned of the new plan for giving graduate degrees at the Harvard Medical School. Thus in 1909, he became the first in this country to obtain the degree of Ph.D. in medical sciences. In 1911, he succeeded Dr. E. T. Bell as assistant professor of anatomy at the University of Minnesota, and three years later, following the appointment of Dr. C. M. Jackson to headship of that department, he became a full professor. For sixteen years, these two men worked in the closest association, giving to the Department of Anatomy the pre-eminence which it attained among medical schools of the country. In 1930, he was called to the University of Chicago as dean of the Division of Biological Sciences. The following year, he returned to the University of Minnesota to fill the newly created deanship of medical sciences. In 1935, he was made the first distinguished service professor in the University—a position which he held until his retirement in 1949.

Unquestionably, he ranks among the greatest of scholars and teachers that the University has known. In his special field—physical growth—he was without a peer either in this country or abroad. As a teacher of medical and graduate students, he aroused the greatest enthusiasm, not merely because of the clarity and significance of technical presentations, but because of his mastery of many fields of learning. He was biologist, classicist, economist, mathematician, historian. This versatility was reflected in the many positions that he held, such as president of the Minnesota Board of Examiners in basic medical sciences (1927-30), chairman of the Minnesota State Planning Board (1934-35), and chairman of the Minnesota Resources Commission (1939-43). Nor should it be forgotten that as an actuary he was instrumental in establishing the Insurance and Pension System of the University. A stimulating friend and counselor, he will long be remembered by many generations of medical students and colleagues, and by a wide circle of friends within and without the medical profession.

BRYNG BRYNGELSON, Chairman
Adopted by a rising vote

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 1952-53 was held in the Auditorium of Murphy Hall, Thursday, February 19, 1953. Eighty members were present.

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

I. MINUTES OF NOVEMBER 20, 1952

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1952-53

Reported for Action

The President reports additional appointments as follows:

Administrative Committee: Assistant Dean Austin A. Dowell (Agriculture, Forestry, and Home Economics).

University Printing and Publications: John H. Cleland, A'53, student.

Approved

III. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

1. *University Calendar for 1953-54.* The Recorder's office had circulated a proposed calendar for 1953-54, inviting criticism and suggestions for changes, and a digest of responses was placed before the Committee. The principal difficulties seemed to center around the Christmas vacation period of 1953 and the opening of the winter quarter of 1954. Representatives of the Office of the Dean of Students and of the General College spoke of special problems.

It was moved, seconded, and voted to begin classes on Monday, January 4, 1954, with the understanding that the All-University Schedule Committee, considering the discussion, and in conference with the Office of the Dean of Students, the General College, and others, would attempt to suggest workable adjustments of the kind called for.

Going forward on the recommendation, the All-University Schedule Committee voted to hold winter quarter 1954 orientation-registration on Tuesday and Wednesday, December 29 and 30, 1953, during a week which would otherwise normally be in the Christmas holiday. Since a departure from customary practice was involved, Administrative Committee approval was requested.

The proposal appeared as the least objectionable of possible schedules for Winter Quarter 1953. It was therefore taken by common consent that the following 1953-54 Calendar should be presented to the Senate for adoption:

UNIVERSITY CALENDAR, 1953-54

Day Classes

1953			<i>Fall Quarter</i>
August 3-September 25			Fall registration. ¹ Orientation program for new students. Dates for the various colleges will be announced in mailed instructions. Students are urged to register early. It is expected that all students who can do so will register in August.
September 7	Monday		Labor Day; holiday
September 17	Thursday		Fall quarter fees due for students registered through September 11
September 18-26			New Students' Camps, September 18-20; New Students' Parents' Day, September 20; New Students' Week, September 20-26. Details announced in instructions issued at orientation
September 25	Friday		Last day for registration ¹ and payment of fees for the undergraduate colleges
September 28	Monday		Fall quarter classes begin 8:30 p.m. ²
October 1	Thursday		Opening convocation, 11:30 a.m.; IV hour classes excused
October 2	Friday		Last day for registration and payment of fees for the Graduate School, and for teachers in service
October 12	Monday		Columbus Day; holiday
October 31	Saturday		Dads Football Game
November 7	Saturday		Homecoming Day
November 11	Wednesday		Armistice Day; holiday
November 19	Thursday		Senate meeting 3:30 p.m.
November 26	Thursday		Thanksgiving Day; holiday
November 27, 28	Friday, Saturday		Classes excused (except Medical School)
December 11, 12 and 14-17			Final examination period
December 17	Thursday		Commencement 8:00 p.m.
December 19	Saturday		Fall quarter closes
			<i>Winter Quarter</i>
December 25	Friday		Christmas Day; holiday
December 28	Monday		Winter quarter fees due for students in residence fall quarter in undergraduate colleges
December 29, 30	Tuesday, Wednesday		Orientation and registration for new students in undergraduate colleges
1954			
January 1	Friday		New Year's Day; holiday
January 4	Monday		Registration resumes; winter quarter classes begin 8:30 a.m. ³
January 5	Tuesday		Last day for registration and payment of fees for new students in undergraduate colleges
January 8	Friday		Last day for registration and payment of fees for the Graduate School, and for teachers in service
February 12	Friday		Lincoln's Birthday; holiday
February 18	Thursday		Senate meeting, 3:30 p.m.
February 21-27			University of Minnesota Week
February 22	Monday		Washington's Birthday; holiday
February 25	Thursday		Charter Day convocation, 11:30 a.m.; IV hour classes excused

March 12, 13 and 15-18			Final examination period
March 18	Thursday		Spring quarter fees due for students in residence winter quarter in undergraduate colleges. Commencement 8:00 p.m.
March 20	Saturday		Winter quarter closes
<i>Spring Quarter</i>			
March 25, 26	Thursday, Friday		Orientation program; registration ¹ and pay- ment of fees for new students in all under- graduate colleges
March 29	Monday		Spring quarter classes begin at 8:30 a.m. ²
April 2	Friday		Last day for registration and payment of fees for the Graduate School, and for teachers in service
April 16	Friday		Good Friday; holiday
April	Thursday		Parents Day
May 13	Thursday		Cap and Gown Day Convocation, 11:30 a.m.; IV hour classes excused
May 20	Thursday		Senate meeting, 3:30 p.m.
May 31	Monday		(Sunday, May 30, Memorial Day); holiday
June 5 and 7-11			Final examination period
June 6	Sunday		Baccalaureate service, 3:00 p.m.
June 12	Saturday		Spring quarter closes. Commencement, 8:00 p.m.

First Term Summer Session

June 14	Monday		Orientation and registration
June 15	Tuesday		First term classes begin 8:00 a.m. ² ; fees due for students in all colleges
July 5	Monday		(Sunday, July 4, Independence Day); holiday
July 15	Thursday		Commencement, 8:00 p.m.
July 17	Saturday		First term closes

Second Term Summer Session

July 19	Monday		Registration and payment of fees
July 20	Tuesday		Second term classes begin 8:00 a.m. ²
August 19	Thursday		Commencement, 8:00 p.m.
August 21	Saturday		Second term closes

General Extension Division

First Semester

1953			
September 14	Monday		Registration, first semester, ⁴ begins
September 26	Saturday		Last day for registration, first semester
September 28	Monday		First semester classes begin ³
November 26	Thursday		Thanksgiving Day; holiday
December 19	Saturday		Christmas recess begins

1954			
January 4	Monday		Classes resume ⁴
January 25	Monday		Second semester registration begins
February 5	Friday		First semester classes close

Second Semester

February 6	Saturday		Second semester registration closes
February 8	Monday		Second semester classes begin ³
June 4	Friday		Second semester classes close

¹ 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* and *Summer Session Bulletin*.

² First hour classes on the St. Paul Campus begin at 8:00 a.m. fall, winter, and spring quarter and at 7:30 a.m. during the Summer Session.

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

⁴ A few Extension classes are offered on the quarter basis on same schedule as day school with registration beginning two weeks preceding the opening of classes.

Approved

2. Reported for Information

1. *The Legislative Outlook and Request.* President Morrill called for good understanding as the University went to the Legislature for new biennial appropriations. The belief was expressed that he should call on the deans and other administrative officers whenever and wherever they can be of assistance, although they may normally prefer to maintain reserve with respect to discussions in the Legislature. There was consideration of how to make our statements brief, cogent, and effective.

2. *Coordination of Research Activities at the University.* An *ad hoc* committee had been appointed by the President to consider how best to utilize all the research resources of the University. This Committee, in its recommendations of July 8, 1952, suggested that the President have badly needed assistance on research matters and proposed also that a new All-University Research Committee be set up to advise the administration, help the faculty, and improve communication in research areas. The subject was taken up in Administrative Committee meetings of November 26, December 3, 1952, and January 28, 1953.

It was clear in discussion that research should not be directed by any new agency or individual, but it was thought that approaches to more effective work and better administrative operation could perhaps be discovered and should be tried promptly. Vice President Willey and Dean Blegen were asked to redraft that portion of the recommendation which dealt with the composition of a proposed All-University Committee on Research in such a way as to provide for greater flexibility and representation from broad areas of interest rather than from specific administrative units.

At the meeting of January 28, 1953, Vice President Willey brought before the Committee the proposed revision. Under it, each of the seven Graduate School group committees would nominate a panel of three candidates, one of them to be necessarily appointed. Included among these nominees could be department heads or other administrative personnel not on the group committee. The Dean of the Graduate School would, as before, serve as chairman of the All-University Research Committee. Remaining members (beyond those nominated by the group committees and appointed) would represent over-all research interests and needs of the University. Presumably, all would be members of the graduate faculty. Discussion of the size of the Committee showed that it was thought desirable to have fourteen members as originally proposed. Four of these would be members at large if the two vice presidents were included in the initial group of ten members.

The President, in reviewing comment and discussion of the whole matter, reiterated that it is important not to direct research or inhibit the freedom of those approaching prospective donors. He asked that, considering all admonishments and precautions, the plan be conveyed to the Regents as conveying the essential approval of the Faculty Consultative Committee and the Administrative Committee.

In discussion, many members held the belief that all-University review of research could strengthen and liberalize the position of that work on the campus; that the alternative of further inaction would be worse than any conceivable bad outcomes from this proposal; that periodic reports from the Committee could be used in guiding it, and that the new Committee would have access to rather complete documentation of the admonitions and fears that surrounded its appointment.

It was moved, seconded, and voted that the President should go ahead as suggested, discussing with the Regents the provision of the assistance he has desired and the appointment of the proposed All-University Research Committee.

3. *Administrative Improvement of the University of Minnesota* after

Recommended by the Little Hoover Commission. The President's office had prepared a report in response to suggestions on administrative improvement of the University from the Minnesota Efficiency in Government Commission, the Little Hoover Commission. It was thought that this document would be of use to the Regents. President Morrill mentioned some legislative implications of the Commission's Report which might concern the University.

4. *Central University Memorial and Research Fund.* Growth in the use of memorial funds at the University has revealed the need for a facility of this kind to which people might respond. It was thought that significant research and scholarship aid might result if funds for memorial purposes could be merged in such a way as to provide for their effective and flexible application. The major problem in such a memorial would be for the University to recognize and do appropriate honor to the individual in whose name contributions were received. It was expected that the Committee might hear more at a later date.

5. *National Commission on Accrediting.* The Committee twice considered reports of the National Commission on Accrediting, including one which had been adopted in the recent meeting of the Land-Grant College Association. It appears that the North Central Association, our regional accrediting association, will participate in the program outlined.

No action on the matter was called for, but it was observed that the problems of the proposed new accrediting structure will be varied and complex. Some of the difficulties will be to finance the work of periodic examination of accredited schools, to deal satisfactorily with the professional schools and associations, to extend over-all acceptance to complex institutions, and to meet local statutory requirements. Professional groups are found to be already reacting definitely to the proposed new accrediting procedures. The President, a member of the National Commission, said he wished comment and advice on the Commission's activities and hoped for a fair consideration of the new plan.

6. *Counseling and Administrative Services during Summer Session.* Earlier discussion in the Committee (July 2, 1952) concerning the administrative load during the summer months, resulted in the appointment of a sub-committee to study the matter. This group, under Dr. Diehl as chairman, considered also the budgetary implications of student counseling in the colleges during Summer Session. A preliminary report was made.

It appears that the work load is heavy in a few places, particularly in departments where there are only "B" appointments and little Summer Session work. The student counseling work, it is thought, primarily relates to regular students or to those preparing to enter the fall term. The Summer Session budget has in recent years provided several thousand dollars for this administrative and counseling service in the colleges.

There was discussion of the means whereby colleges may best provide the service with funds as now made available. It was asked that the sub-committee take cognizance of the discussion and proceed in its work, planning to bring in recommendations in advance of the 1953-54 budget.

7. *Allocation of Funds Derived from Overhead on Research Contracts.* The budget of the current year contains expected income from overhead on research contracts which is listed as an item for support of research and for procurement of special research equipment. The President had had conferences with the temporary Faculty Consultative Committee, the Dean of the Graduate School, and others on the expenditure of this money. He reported for information (and will so report to the Faculty Consultative Committee) a procedure to be used in the current fiscal year for the authorization of these expenditures and asked for recommendations regarding the future budgeting and use of such money. He suggested that there be discussion of

the subject in appropriate faculty groups. Obviously, the research program of the Graduate School is involved and will be considered.

8. *College Representation in the Association of American Universities.* The President had been asked by an outside source to comment on the desirability of broadening representation in the Association of American Universities to include deans of our various colleges in addition to the presidents and graduate school deans.

The Committee did not favor generally bringing in representatives of other fields of work but appeared to believe that a broader outlook might result if various professional representatives were periodically invited, or if some place on the program were regularly given to certain professional fields of work.

9. *Eminent Staff Members in Who's Who in America.* A report was given which listed staff members named in the 1952-53 edition of *Who's Who in America*. These were summarized by campuses, age groups, and so forth. The consensus was that suggestions to the editor concerning additional persons to be listed have been acted upon in the publication.

10. *Nominations for the Nobel Peace Prize.* An invitation from Oslo called for nomination of individuals, institutions, or associations for the Nobel Peace Prize to be awarded December 10, 1953. This document was turned over to Dean Blegen to be circulated.

11. *Use of Northrop Auditorium by Student Groups.* Practices in the assignment of Northrop Auditorium to use by student groups were reported for information. This auditorium is usually not available to students for their meetings, since the ballroom in Coffman Memorial Union is normally adequate. Certain general conditions guide the Academic Vice President in approving use of Northrop Auditorium by any student group. No action was taken, and no objection to the statement was voiced in the Committee. Dean Spilhaus spoke of the acoustical difficulties in our large auditoriums, and especially of the difficulty with noise from ventilating equipment.

12. *Convocation Scheduling.* Some interference had been reported between convocations and classes, particularly in the new pattern of convocations involving a few major attractions each year. Where "big name" performances are booked, they cannot always be offered on the usual convocation day or hour. Students greatly prefer morning convocations, it is said, regardless of the day of the week on which they fall. The Committee indicated that this problem, together with the possibility that student attendance at convocation be given faculty encouragement, might be explored with the various faculties.

13. *Lectures and Meetings on the Campus.* Each year the Academic Vice President prepares and submits to the Committee a report on the lectures and meetings on the campus during the academic year and the Summer Session. Primarily included are those which are announced in the *Minnesota Daily*. The written summary of that report for 1951-52 was distributed.

14. *The Minnesota Technologist.* The Dean of Students had asked that certain matters pertaining to the *Minnesota Technologist* be reviewed in the Administrative Committee and, particularly, that consideration be given the February issue of the magazine. Dean Williamson outlined the recent action of his office, stating that last fall he had reported to the student editor his dissatisfaction with the humor content of the magazine. He recounted his requests relative to the long range editorial practices and emphasized the need for student responsibility and freedom from censorship of their publications.

Student editor Robert M. Bevenssee, who met with the committee, spoke

at length, as did William Watson, student member of the Technolog Board. The latter described steps which had recently been taken toward adoption of a new constitution to make possible the evaluation of material, especially the joke section, before publication. Professor Lee S. Whitson, a member of the Student Affairs Committee and chairman of its special subcommittee on the *Technolog*, briefly described earlier action on the February issue and emphasized that primary consideration had been given to improvement in future issues of the journal.

After several motions had been proposed and withdrawn, the following resolution was approved:

The Administrative Committee of the Senate concurs with the Dean of Students and the Senate Committee on Student Affairs in condemnation of the low standards of taste evidenced in recent issues of the *Minnesota Technolog*. It believes that the kind of humor published is not only a serious breach of standards of good taste and decency but also a disservice to the University as a whole.

The Administrative Committee trusts that the issue will be resolved by the Dean of Students and the Committee on Student Affairs. There is reluctance to advise a policy of censorship which involves the deletion of pages or destruction of the current issue. And furthermore it is not believed that the preparation of a statement to be attached at the last moment to the February number of the magazine would serve the purposes intended.

The Administrative Committee believes that the students concerned must work out procedures in editorial responsibility that will assure a publication of high standards, good taste, and decency. There seem to be new and promising suggestions for achieving this. Nothing less than a thorough and responsible plan carried into action in the future can justify the continuation of the publication under University sponsorship.

The Administrative Committee refers the *Technolog* matter to the President for consultation with the Dean of Students and the Chairman of the Senate Committee on Student Affairs.

15. *Textbook Approvals*. Approval was given for text materials as follows:

Cases and Materials on the Law of Domestic Relations in Minnesota, mimeographed, 50 copies. To be sold by Law School Bookstore. Price \$1.50.

Readings in Personnel Administration and Labor Relations, by Herbert G. Heneman, Jr., and John G. Turnbull, published by Prentice-Hall, Incorporated. Price \$3.95.

Personality, Work, Community: An Introduction to Social Science, by Arthur E. Naftalin, Lowry Nelson, Mulford Q. Sibley, Donald W. Calhoun, and A. G. Papandreou, published by J. B. Lippincott Company. Price \$6.50.

Education Research and Appraisal, by A. S. Barr, Robert A. Davis, and Palmer O. Johnson, published by J. B. Lippincott Company. Price \$5.00.

Accepted

R. E. SUMMERS, Secretary

IV. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

Reported for Information

Summary of the Fall Quarter Activities of Varsity and Freshman Debate Squads. Membership in Freshman and Varsity Debate Squads was deter-

mined by tryout early in the fall quarter. Twenty-two Varsity Squad and twenty-five Freshman Squad members were chosen and met for weekly work sessions. Group discussions and debate practice sessions were held throughout the second half of the quarter.

Universities and colleges in the Twin Cities have formed a debating league which holds practice tournaments every two weeks. The University took part in two of these during the fall quarter.

A women's team represented the University at the St. Olaf Women's Debate Tournament in November, two Varsity men's teams attended a State University of Iowa Conference the first weekend in December, and two other Varsity teams took part in a two-day tournament at Nebraska State Teachers' College, Wayne, Nebraska, during the first week in December.

Varsity debaters presented a demonstration debate on the high school question at a sectional meeting of the Minnesota Educational Association Convention.

Four Varsity debaters entered the preliminary Pillsbury Oratorical Contest, one participated in the final contest and was awarded second place.

Subjects discussed and debated fall quarter were:

Resolved, That the Congress of the United States should enact a compulsory Fair Employment Practices Law.

Resolved, That the Atlantic Pact Nations should form a federal union.

What have been the weaknesses of past plans for world organization?

How can we as a nation improve our ethical and moral conduct?

How can we most effectively combat the threat of Communism?

Fall quarter in the past has been used mainly for preparation of debaters for winter quarter intercollegiate competition. This year we provided more competition fall quarter with observable improvement in motivation and morale. At the end of fall quarter every Freshman and Varsity debater had experienced a minimum of three intercollegiate debates.

Freshman and Varsity Squads are made up of unusually capable, though young and inexperienced members. An extensive winter quarter schedule will provide them with experience from which they should benefit appreciably.

E. W. ZIEBARTH, Chairman

V. REPORT OF THE COMMITTEE ON RESERVE OFFICER TRAINING CORPS

Reported for Information

For the past few years the work of the Senate Committee on ROTC has been directed mainly to the problems arising out of the voluntary status of the ROTC programs at the University of Minnesota. The first problem has been that of encouraging maximum enrolment on the part of the entering male students by a widespread information program among the new students and their faculty advisers, and by encouraging the schools and colleges of the University to make program and scheduling adjustments to make possible wide participation in the ROTC programs. The results in the last two years are indicated by the following summary data:

	<u>1951</u>	<u>1952</u>
Number of new male students	1695	2072
Number entering ROTC programs (total)	1066	1096
Air	445	405
Army	508	588
Navy	113	103

A second problem arose in early 1952, that of obtaining an enrolment in the Air and Army ROTC programs in line with an allocation of students

agreement between the two forces at the Department of Defense level. To insure that the enrolment matched the assigned relative quotas, registration in the fall and winter quarters of 1952-53 for entering students in the Air and Army ROTC programs was without designation of service. By means of orientation talks and a preference questionnaire to the students, the allocation of students to the Air or Army programs was made in the first week of classes. While some students were finally placed in a service not of their first choice, only a few (less than one per cent) were lost to the programs because of unwillingness to accept the assignment made.

With changes being made, and others being discussed, in the organization and content of the ROTC programs at Minnesota, your committee is following the situation as one of direct interest to the faculty and will report at a later date should basic problems arise.

FRANCIS M. BODDY, Chairman

VI. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

1. Reported for Information

1. Following extensive consultation with the Dean of Students and his staff, the President's Committee on Discipline and the All-University Congress have jointly recommended the addition of student members to the Discipline Committee with the understanding that the faculty members of the Committee would decide when student members would participate in the initial stage and subsequently the decision would be made jointly. The proposal was referred to the Committee on Student Affairs for its recommendation and comment. This committee endorsed the proposal.

2. Since the Spring Quarter of 1952, the Committee has been engaged in an intensive re-examination of the University's policies of financial supervision for student organizations. The Committee has operated on the following premises:

- a. Some form of financial supervision of student organizations is needed.
- b. The quality of the service and the speed with which it is provided must be improved.
- c. Student groups in financial difficulty which need advice, assistance, and counsel should receive such help from the department without assessing the cost for such assistance against other more healthy student organizations.
- d. Advisory services in the area of finance cannot be distinguished from the assistance given to student organizations in the areas of membership problems, social affairs, leadership training, etc. Since the latter advisory services are underwritten by the University, assisting student organizations to maintain sound business practices should be similarly treated.

On December 10, 1952, the President appointed a special technical committee of three to study the present bookkeeping and advisory services connected with financial supervision to provide judgment as to whether we need to do more, to do less, or make no change at all in the pattern of services.

It is hoped that a long-time solution to the problem of financial supervision acceptable to faculty, student organizations, and advisers can be found. If such a solution calls for changes in Senate policy, these changes will be presented to the Senate for review.

3. In consultation with all departments and student groups affected, the Senate Committee on Student Affairs has reviewed and approved the new Student Orientation Programs for 1953-54.

2. Reported for Action

The present Senate policy sets a standard for student participation in extracurricular activities at 80 per cent of the quantity and 90 per cent of the quality required for graduation in college work. This standard calls for considerable computation to determine each student's eligibility. Further, under present policy, a student may be on probation within his college yet eligible to participate in activities calling for a major time commitment.

To provide for a single standard of scholastic eligibility, the Committee on Student Affairs recommends that the Senate policy be changed to provide that students must maintain a satisfactory scholastic standing within the college in which they are enrolled in order to participate in student activities, programs, and organizations. Exceptions to this policy may be granted by the Office of the Dean of Students with such exceptions reported to the Senate Committee on Student Affairs for review.

Approved

KENNETH E. CLARK, Chairman

VII. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Action

1. *Post-season Football.* The committee met on Tuesday, February 17, 1953, with respect to a new Rose Bowl agreement between the Big Ten and the Pacific Coast Conference to become effective after the existing one expires after the game to be played next New Year's Day. It voted to reaffirm what has been the University's policy with respect to post-season football competition in the Rose Bowl game ever since the issue first arose in 1946 and to commit Minnesota to vote against any arrangements involving the waiver of the Big Ten's regulation against post-season football games which is now being waived solely for the benefit of the Rose Bowl game.

Approved

2. *North Central Association Questionnaire.* In late January President Morrill relayed to me a letter and a questionnaire form from the North Central Association of Colleges and Secondary Schools Committee on Athletics, and asked me to take charge of the matter on behalf of the University.

The letter pointed out that at the annual meeting of the North Central Association of Colleges and Secondary Schools in April, 1952, revised athletic regulations for higher institutions were unanimously approved. One of these regulations provides that a higher institution should have a printed statement of the purposes of its athletic program. The regulation reads as follows:

"It is important that the purposes of the athletic program of an institution be clearly stated in printed form. These purposes should be determined by the faculty and should appear in the catalogue. They should make explicit the official position of the institution on such matters as the educational outcomes to be achieved through athletics and the relationship of athletics to the educational program as a whole."

The questionnaire referred to earlier seeks to find out which institutions now have written statements of purposes of athletics, where such statements may be found in printed form, and so on. One question asks: "If your institution does not have a statement of purposes of its athletic program, is one likely to be prepared in the next few months?"

After considering this matter at two meetings, your Senate Committee on Intercollegiate Athletics voted to prepare a statement of the purposes of athletics at the University of Minnesota, and has returned the filled-in questionnaire.

Inasmuch as this matter is important to the entire Senate, I move that the committee's action be approved by this body, with the understanding that after our committee's statement has been prepared and approved, that it will be brought to the Senate for further review.

Approved

THOMAS F. BARNHART, Chairman

VIII. REPORT OF THE COMMITTEE ON NECROLOGY

ARCHIE DELL WILSON
1875 - 1952

Archie Dell Wilson, first director of the University of Minnesota Agricultural Extension Service, died October 21, 1952.

Mr. Wilson was born at Hastings, Minnesota, December 3, 1875. He was graduated from the University of Minnesota School of Agriculture in 1899. Later he attended the College of Agriculture and received his degree in 1905.

Following graduation he taught in the School of Agriculture and at the Rosebud Indian School in South Dakota. At the University he served as an assistant in agriculture, 1905-1907; superintendent of Farmers' Institutes from 1907-1909; and first director of the Agricultural Extension Service, 1909-1921.

As director of the Agricultural Extension Service, Mr. Wilson's work was that of a pioneer. His enthusiasm and his ability to recognize the problems of the farmer were largely responsible for the building of the University's Agricultural Extension Service into an effective part of the University and of the state.

When Washington officials were seeking a war food administrator for Minnesota during World War I, they looked to Mr. Wilson. He carried this important job along with his other duties during those trying times.

In 1921, Mr. Wilson resigned from the University to farm on a piece of underdeveloped, cut-over land in Hubbard County. During the next 14 years, he built his farm into one of the outstanding farms in the county.

His service to the University continued, however, with his appointment to the University Board of Regents in 1922. He served as regent until 1925.

In 1934, recognizing his knowledge of the problems of northern Minnesota, officials of the Resettlement Administration placed him in charge of the Beltrami Island Resettlement Project. In 1939, Mr. Wilson returned to the staff of the Agricultural Extension Service as land use planning specialist working in northern Minnesota. In 1945 at the age of 70 he retired from the University staff.

In 1945 the national chapter of Epsilon Sigma Phi, extension fraternity, awarded Mr. Wilson a Certificate of Recognition for his outstanding contributions to agriculture. In 1951 the University again recognized Mr. Wilson by presenting him the University's coveted "Outstanding Achievement Award."

Mr. Wilson was joint author of the book, *Agriculture for Young Folks*, and co-author with C. W. Warburton of the book, *Field Crops*, a standard work that was used as a text by many schools and colleges. In addition, he was author of several bulletins published by the University of Minnesota Agricultural Extension Service and Agricultural Experiment Station.

Following retirement from the University, Mr. Wilson was named assessor for the city of Bemidji. Later he was named supervisor of assessors for Beltrami County.

Mr. Wilson is survived by his wife, Eva, of Bemidji, two daughters, Winifred, of Bemidji, and Marion (Mrs. Stephan Fulkerson), of Youngstown, Ohio, and a son, Dell, of Grosse Pointe, Michigan.

BRYNG BRYNGELSON, Chairman

Adopted by a rising vote

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 Morrill, was held in the Auditorium of Burton Hall, Tuesday, April 14, 1953. One hundred seventy-two members were present.

LEGISLATIVE REQUESTS AND RECOMMENDED APPROPRIATIONS

President Morrill said that he had called the meeting so that he might talk informally about the appropriations request and its progress in the Legislature. He read and commented on a statement by the Board of Regents and on a statement by himself, both of which had been recently released to the press. Copies of these statements were distributed at the close of the meeting. He also read and discussed a statement on Unobligated Allotments prepared by Vice President Middlebrook. The three statements are appended to the minutes.

T. E. PETTENGILL, Clerk of the Senate

APPENDIX

April 11, 1953

I. STATEMENT BY BOARD OF REGENTS**University of Minnesota**

It is not possible for the Board of Regents to believe that the appropriations recommended for general maintenance of the University of Minnesota by a majority of the House Appropriations Committee will represent the final and considered judgment of the whole House of Representatives and the Legislature.

The Regents urge earnestly a larger measure of support. We believe sincerely it is completely justified and gravely needed to maintain standards of effective service previously developed and supported by the Legislature. We believe that the House committee has not fully appreciated how a failure to support these standards will discourage and depress staff morale, and adversely affect our ability to hold staff. The failure to maintain adequately University buildings and facilities will mean postponed heavier expense. The inability to procure needed new equipment for teaching and research in Agriculture, Medicine, Technology and other areas will handicap the University's service to the state.

It must be remembered that even with an increased appropriation by the Legislature of 1951, serious retrenchment was necessary. Annual full-time student enrollment estimated two years ago at 17,000 has averaged more than

18,500. Actually, it was more than 19,000 last autumn and will probably exceed this number in the autumn of 1953 and 1954.

More than \$1,300,000 in staff positions were abolished and tuition had to be increased to meet higher staff salaries, academic and civil service, requested and mandated by the 1951 Legislature and to meet the inflated costs of everything the University must buy.

We recognize the difficult revenue and taxation problems which confront the Legislature. But there is no agency of the state more directly and productively useful than the University in the improvement of the wealth and welfare of Minnesota and its taxable resources. We believe this fact has not been sufficiently realized.

We view with concern certain restrictions and "riders" proposed by the House Appropriations Subcommittee which would seem to doubt and would definitely constrict our ability to perform our constitutional duties in the best interests of the state and the University. The provision of means to carry out our task is a responsibility of the Legislature. The determination of operating policies and management has been necessarily delegated to us. This requires constant attention which the Legislature meeting biennially, for a ninety-day period, cannot be in position to give.

As responsible Regents of the University, desiring to justify the confidence expressed by the Legislature in our appointments, we have felt it to be our duty to inform the Legislature and the people of the state as to the University situation as we view it. Respectfully and most urgently, we request the assistance of the Legislature in this crisis.

April 13, 1953

II. STATEMENT BY PRESIDENT J. L. MORRILL

University of Minnesota

On what the House Appropriations Subcommittee recommendations will mean to the University

The House Appropriations Subcommittee recommendations, unless reconsidered and revised by the Legislature, will mean these things at the University of Minnesota:

1. A rebuke to the Regents by a reversal of policies which have helped to develop one of the most distinguished and productive universities in America, and the hamstringing of their ability to manage the institution.
2. A required diversion of funds earned, collected, and earmarked for special purposes, intended to supplement state appropriations and thereby to save taxpayers' money.
3. The discouragement of staff incentive for economical and efficient management in many types of University activity in which over the years the principle of larger self-support, with less need of state appropriations, has been the aim and the accomplishment.
4. Immediate curtailment, or even abandonment, of agricultural research involving hundreds of thousands of dollars, unless appropriated funds long since provided by the state for the benefit of farmers, livestock growers, and other agricultural producers are matched hereafter by funds from private sources.
5. Cancellation of plans for a research and training center for the rehabilitation of those physically handicapped at birth by disease, by accident, and the training of doctors, nurses, physical and occupational therapists and other personnel for which there is such need in Minnesota.
6. The danger that much, if not most, of the new Mayo Memorial build-

ing must stand idle and unused for the present—with no return on the more than \$7,000,000 investment already made by the state for this critically needed medical and public health facility, not to mention the large sums contributed by thousands of Minnesotans, the federal government, groups such as the cancer societies of Minnesota and the nation, the Crippled Child Relief, and other public-spirited organizations.

7. In short, an inevitable setback in service and progress in teaching and research.

The 1951 Legislature based its allowances on an estimated student body of 17,000. The present House Appropriations Subcommittee recommends \$831,915 less for more than 19,000 students, with enrollments at Minnesota and throughout the nation on the increase.

The biennial appropriations recommended for the University in this subcommittee report are \$6,000,000 less than the carefully considered requests of the Regents; \$3,500,000 less than the Governor of Minnesota recommended; nearly \$4,500,000 below the amount found necessary by the Senate Finance Committee of this Legislature.

The House Subcommittee has only in theory provided for salary increases and for additional staff. It is true that the subcommittee included more than \$1,500,000 for these purposes, presumably to be financed by \$831,915 less than presently appropriated! It is proposed that the new positions and salary increases be financed by diversion of funds earned, collected, and earmarked over many years for various special purposes, and by a reduction in the supply, expense, and equipment account, already inadequate to meet needs. There is no explanation of how these inescapable supply, expense, and equipment needs are to be met.

Supplies and equipment, books, professional travel and similar expense are the tools of the teachers, researchers, and staff. More staff is surely needed—but there is no sense in adding staff without the tools to do their work.

Reported “riders” on the University appropriations bill which would require “matching money” from private sources for such activities as agricultural research and the operation of the new Rehabilitation Center are self-defeating. The diversion of safe-guarded balances for special purposes also defeats policies long established by the Regents, intended to provide services to the people of the state at less expense to the state.

The University has been built by the fidelity to their trust of the Regents, the resourceful and devoted commitment of the faculty and the staff, and the steadfast interest of the people of Minnesota through understanding and generous legislative support.

Surely the record of more than 100 years is justification for continued confidence and support.

April 14, 1953

III. STATEMENT BY VICE PRESIDENT

W. T. MIDDLEBROOK

University of Minnesota
On Unobligated Allotments

The House Appropriations Subcommittee has based its appropriations for the biennium 1953-55, in particular the first year of the biennium (1953-54), on the assumption that there will exist on June 30, 1953 unobligated allotments totaling \$1,012,000. There is no sound basis for this estimate nor

for this assumption. Neither the University nor the Committee can know what, if any, unobligated allotments will be available on June 30, 1953. The effect of the acceptance of this plan can be fully understood only if its results are examined on the assumption that it had been in effect in 1951-52, and its consequences related to the unobligated allotments which were actually reported to the Legislature and were included in the *Financial Report* for the fiscal year ended June 30, 1952. It is clear from an examination of the unobligated allotments as of June 30, 1952 that from the standpoint of management these would have been the effects of an acceptance of such a proposal:

I. Fees collected primarily from students for one specific purpose would be used for a different purpose, namely, for the general operation of the University.

These illustrations, referring again to the June 30, 1952 unobligated balances, illustrate this point:

Dean of Students

On June 30, 1952 there was an unobligated allotment of \$12,833. This represents a balance of student counseling fees and other student fees collected by that office for use for designated purposes.

Psycho-Educational Clinic

On the same date \$9,601.13 represented fees paid for services to be rendered by the Clinic.

General Extension

Under activities of the General Extension Division there were these unobligated allotments: Extension classes \$144,465.45, Correspondence Courses \$12,086.43, Center for Continuation Study \$141,307.35, and Continuation Center (Medical and Dental) \$35,107.40. The Extension Division receives a subsidy of \$7,000 a year. The balance of its operation, over \$200,000 per year, must be covered with fees. Correspondence has a subsidy of \$12,600, and the balance of its operations, approximately \$44,000, must be met from fees. The Center for Continuation Study receives a total subsidy of \$6,886 and must cover all of its operations beyond this figure from fee income.

To accept the Subcommittee point of view would be to divert these balances, some of which are *payments in advance* for services, to general University operation when they are needed to guarantee future and continued operation without increased subsidy from general University funds. In the case of the Center for Continuation Study a large portion of the balance will be needed for building repairs and refurbishing.

In 1951-52 the Summer Session costs amounted to \$544,627.77. The subsidy from general University funds was under \$60,000. Fees mainly supported it. On June 30, 1952 there was included among unobligated allotments \$60,415.10. This is for continued support of the Summer Session and if diverted to other purposes could well require replacement. Summer Session fees are already considerably higher than fees for the regular session.

There are other illustrations of a similar kind, such as Agricultural Short Courses \$7,038.51, School of Public Health \$3,203.93, and others of lesser amount.

II. The acceptance of this recommendation will discourage good earnings and good management of many departments and could eventually result in higher legislative appropriations as a result of lowered income.

These unobligated allotments on June 30, 1952 are illustrative of this point: Animal Husbandry \$2,451.58, Dairy Husbandry \$13,466.45, Poultry

Husbandry \$5,416.36, Forestry \$252.42, Crookston School and Experiment Station \$14,408.55, Morris School \$336.31, Grand Rapids \$2,361.12, Duluth Experiment Station \$6,954.72, Excelsior Fruit Breeding Farm \$2,376, Rosemount Agricultural Experiment Station \$9,052, Rosemount Research Center \$47,990.41, and Rosemount land reclamation \$3,122.35. In all of these departments fixed amounts are made available from general University support for part of their operations; the balance of the operations must be financed with earnings. The purpose here is to encourage efficient, economical management, which is largely assured when funds earned are kept available for the departments. If funds such as these are transferred to other purposes, then research and operations must be curtailed or legislative appropriations increased.

III. It will discourage the collection of debts due the State and the University for service rendered.

The best illustration of this fact is the item among unobligated allotments "Hospital remodeling, \$186,912.51." This represents collections made primarily through University efforts of old county accounts for the care of indigent patients from a number of counties during the period 1925 to 1947. These were transferred by the State Auditor to the University and earmarked by the Regents for Hospital remodeling, thus avoiding a specific request to the Legislature for this purpose.

IV. It will discourage orderly and sound management of University affairs.

Illustrative of this point are these unobligated allotments on June 30, 1952: University Airport \$16,500, Mayo Memorial Research Laboratory \$20,854, and purchase of land and real estate \$116,411.51. The Airport unobligated allotment represents the residue from reimbursement from the present Airport to be used for improvements on the new Anoka County Airport site granted by the Metropolitan Airports Commission. These improvements can and should be made only in an orderly, efficient manner. Incidentally, these improvements have already been accomplished. The Regents should not be forced by deadlines to purchase real estate. In many cases the allowance for this purpose in current budgets is so small that certain areas cannot be acquired until adequate funds are accumulated. Only recently the Regents indicated priorities, as they viewed them, of needed land areas involving hundreds of thousands of dollars. The Regents should be permitted to acquire real estate, equipment and other facilities in an orderly manner and in conformity with long-range planning.

V. It will discourage support of University departments on the part of the public and in some measure will violate the trust imposed upon the Regents by donors.

Although most gifts are handled under the heading of trust funds, in a few instances gifts are included and added to the operating budgets. In the list of June 30, 1952 unobligated allotments appear Museum of Natural History \$2,925 and Friends of the University Library \$86.10. Quite obviously, such funds as these cannot properly be diverted to general support of the University.

This proposal of the Subcommittee to divert these "unobligated allotments" or earmarked funds for general support of University operation is contrary to good practice and good management and will result in larger legislative appropriations or curtailment of, or reduced University services and operations. It could be viewed, quite properly, as an invasion of the right of the Regents to manage the University, which includes the management of income which it originates.

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

The third regular meeting of the University Senate for the year 1952-53 was held in the Auditorium of Murphy Hall, Thursday, May 21, 1953. One hundred twelve members were present.

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

I. MINUTES OF FEBRUARY 19, 1953

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1952-53

Reported for Action

The following Senate Committee appointment is recommended by the President:

Student Affairs: William Maloney to replace Howard Horns.

Approved

III. NON-SENATE COMMITTEES AND BOARDS FOR 1952-53

Reported for Information

The President reports additional appointments as follows:

All-University Disciplinary Committee: Joseph S. Ehrman, Robert Latz, Cecille Warshaw, students.

Accepted

IV. SENATE COMMITTEES FOR 1953-54

1. Reported for Action

The following Senate committees have been named by the President, subject to the approval of the University Senate, effective July 1, 1953:

Audio-Visual Aids: William J. Micheels (chairman), Warner Clapp, Winston A. Close, Otis F. Hall, Helge E. Hansen, C. Irene Hayner, Fred L. Kildow, George H. McCune, Dwight E. Minnich, Julius M. Nolte, Edward B. Stanford, Miles A. Tinker, Donald Torbert, Tracy F. Tyler.

Business and Rules: Henry Rottschaefer (chairman), J. Lewis Maynard, Elio D. Monachesi, True E. Pettengill, Arthur J. Schwantes.

Debate and Oratory: E. William Ziebarth (chairman), Helen G. Canoyer, Norman DeWitt, William S. Howell, Fred Kildow, Charles H. McLaughlin; students: William Dean, Sidney Johnson, Chuck Mohlke, Gerald Rosenzweig, Daniel Weiner.

Education: Horace T. Morse (chairman), Robert H. Beck, John G. Darley, Richard K. Gaumnitz, Frank H. Kaufert, Robert J. Keller, Stanley V. Kinyon, Errett W. McDiarmid, Paul E. Meehl, E. D. Monachesi, Wilfrid S. Sellars, Thomas D. Speidel, Athelstan F. Spilhaus, Gerhard von Glahn (Duluth).

Institutional Relationships: Robert J. Keller (chairman), Ralph F. Berdie, Elmer W. Johnson, Clarence B. Lindquist (Duluth), Gordon M. Mork, Roger B. Page, Ella J. Rose, R. Edward Summers, Leonard Unger, Alfred L. Vaughan; students: Marlene Gesell, Mike Martell, Don Mogen (alternate), Allen Sacks (alternate).

Institutional Research: Elio D. Monachesi (chairman), Russell M. Cooper, Gerald T. Evans, Ole Gisvold, Ruth Harrington, Dale B. Harris, Wilbur L. Layton, Ralph G. Nichols, Lloyd H. Reyerson, Henry Nash Smith, R. Edward Summers, Leonard B. Wheat (Duluth); ex-officio Cyril J. Hoyt, Robert J. Keller, Malcolm M. Willey; students: Calvin Gruver, Anne Reick, Bob Summers.

Intercollegiate Athletics: Thomas F. Barnhart (chairman), Ike J. Armstrong, Harold S. Diehl, John E. King (Duluth), David W. Louisell, J. Lewis Maynard, William T. Middlebrook, Henry Rottschaefer (Conference Representative), Max O. Schultze, J. Warren Stehman, John H. Williams, two alumni to be named; students: Don McGrath, the Athletic Commission Chairman, Ralph E. Peterson (alternate), Bob Summers (alternate).

Judicial: William Anderson (chairman), Henry E. Hartig, Walter W. Heller, Frank H. Kaufert, William B. Lockhart.

Library: Theodore C. Blegen (chairman), Gaylord W. Anderson, Ruth E. Eckert, Richard K. Gaumnitz, Theodore Hornberger, E. Fred Koller, Athelstan Spilhaus, Edward B. Stanford, Lawrence D. Steefel.

Necrology: John O. Christianson (chairman), Arthur Borak, Edward A. Boyden, Mabel L. Culkin (Duluth), William Hart, William L. Nunn, Paul O'Connor.

Recreation: Gerald B. Fitzgerald (chairman), Dorothy L. Ericson, Joseph Nowotny, Edwin O. Siggelkow, Gordon Starr; students: Sherman Kemmer, Joan Krause, Don Mogen, Sue Olmstead, Judy Rasmussen, Joyce Stephens.

Reserve Officer Training Corps: Francis M. Boddy (chairman), B. James Borreson, Jan O. M. Broek, Frank DiGangi, Austin Dowell, Elmer W. Johnson, John E. King (Duluth), Benjamin E. Lippincott, Roger B. Page, Maynard E. Pirsig, two alumni to be named; students: Calvin Gruver, John Hanley, Terry Klas, John French (alternate), Bob Janes (alternate).

Student Affairs: Kenneth E. Clark (chairman), Robert H. Beck, Norman J. DeWitt, Donald P. Duncan, Marcia Edwards, Gerald B. Fitzgerald, John C. Kidneigh, John M. MacKenzie, William Maloney, Edwin B. Wenzel (Duluth), Cornelia Williams, two alumni to be named; students: Burt Cohen, Jack Estes, Dale Epland, Richard Jaeger, Diana Kuske, Tom Lowe, Madge Micheels, Chuck Mohlke, Judy Rasmussen, Anne Reick, Lawrence Smith, Ralph Gordon Smith, Diane Tanner, James Trunk, Bob Allen (alternate), Bob Bardwell (alternate), Mike Martell (alternate), Barry Schuler (alternate), Bud Williamson (alternate), Carl Zeitlow (alternate).

Student Scholastic Standing: Willis Dugan (chairman), Ralph F. Berdie, R. Edward Summers, Chairmen of the student scholastic committees of the several schools and colleges.

University Functions: William L. Nunn (chairman), Francis S. Appel, Ike J. Armstrong, Wallace V. Blomquist, Edwin L. Haislet, James S. Lombard, Gerald R. McKay, Paul M. Oberg, Raymond G. Price, Robert Provost, Louise A. Stedman, Edmund G. Williamson, E. William Ziebarth; students: Ron Haskell, the Senior Coordinator.

University Printing and Publications: Harold B. Swanson (chairman), Helen Clapesattle, William T. Middlebrook, Edmund A. Nightingale, William L. Nunn, True E. Pettengill, Harold W. Wilson; student: Bill Beals.

Approved

2. Reported for Information

The Clerk of the Senate reports that the following have been duly nominated and elected by the University Senate to membership on the Faculty Consultative Committee for the terms of office indicated beginning July 1, 1953:

Faculty Consultative Committee: William Anderson, 3-year term, 1953-56; Lloyd M. Short, 3-year term, 1953-56; John H. Williams, 3-year term, 1953-56; Oscar B. Jesness, 2-year term, 1953-55; Maurice B. Visscher, 2-year term, 1953-55; Ernest Heilman, 1-year term, 1953-54; Robert C. McClure, 1-year term, 1953-54.

In accordance with the by-law which provides that "The President of the University shall appoint the chairman of the committee; only an elected member may serve in that capacity," President Morrill has designated Professor William Anderson as chairman.

Accepted

V. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Legislative Requests and Appropriations.* President Morrill commented on the progress of legislative requests at the meetings of March 4 and 25, and April 22.

Following adjournment of the Legislature, the President at the April 22 meeting gave a preliminary résumé of University maintenance appropriations for the 1953-55 biennium. He indicated that, in general, the relationships between the University and the Legislature had improved over 1951. Although the fiscal outcomes were very serious in view of lack of funds and certain legal commitments of money, the total outcome was good considering the institutional difficulties and the prevailing state economies. It was suggested that the University staff understood these things and appreciated what had been done. However, serious curtailment of University plans will be necessary, and internal budgeting will be very difficult.

Only a few of the buildings requested were provided for, and grants made available for those buildings were in most cases below the sums requested.

It was voted unanimously to extend thanks to President Morrill and those of his associates who do legislative work for their able representation of the University to the Legislature and the people of Minnesota. The recent legislative presentations had been perhaps the most difficult ever made by the University.

2. *University Budget for 1953-54.* This was discussed at the meetings of April 29 and 30. The first day, the President reviewed the work that had been done in preparation of background data for the 1953-54 budget, reporting also the budgetary conferences he had had with various University groups including the Faculty Consultative Committee. He spoke of the national situation as it reflected support of public colleges and universities and made special reference to the probable financial aid to the University. Emphasis was placed on the importance of our having administrative officers and faculty look critically at the functions and activities of the University of Minnesota. This should be done with the realization that even while all agree on the importance of maintaining or raising standards with a greater educational task impending, the best that the University can anticipate is support for level operation only.

A tabulation of anticipated resources and commitments for the year 1953-54 was offered for preliminary consideration in order to evoke suggestions of principle and procedure. Suggestions which had come from the

preliminary budgetary conference with the consultative group were then introduced.

Discussion concerned only the most general aspects of budgetary management and salary adjustment.

The President opened the second meeting by reporting on his most recent budgetary conferences and correspondence with the Faculty Consultative Committee. He stressed that committee's suggestion concerning long-range review and revision of the University's total program and, specifically, matters of staff and salary scales. Since there appeared to be excellent understanding and agreement between the Consultative Committee and the Administrative Committee, it was taken by common consent that work should go forward on the structural details of the 1953-54 budget.

After minor corrections had been made in the income and expenditure figures presented at the previous meeting, discussion turned to the possibility of maximum salary improvement and to the means by which the University might deal with its dilemma, i.e., how simultaneously to raise salaries and meet increasing teaching demands in virtually all existing departments. There were suggestions for using this or that saving in an effort to raise salaries and of procedures which might yield a maximum of funds for merit increases. Several members asked for flexibility in the budget, particularly in the first year of the biennium, and suggested a serious or mandated action on savings for the second year. Reductions in services and in course offerings were dealt with at length as affording real possibilities.

Supplemental discussion embraced such matters as probable income from overhead on government research contracts, difficulties posed by salary rates in the Institute of Agriculture, desirable changes in methods of collection, allocation, and reporting of course fee income, and the desirability of an early attack on budgetary problems of 1954-55.

It was moved, seconded, and voted to approve the proposed budgetary structure with incorporation of the minor suggestions from discussion. The committee observed a determined and heartening attempt from all quarters to meet the serious problems of the University.

3. *Possible Duplication of Research Data to Protect Against Fire Loss.* Since the fire in the Oak Street Laboratory, various suggestions have been received to the effect that duplicate research data might be filed in more than one place. The deans and several different faculty groups have considered this possibility, and committees are making studies in particular areas. Obviously, no general rule can be applied, but research workers may properly consider the problem, since insurance or replacement funds are not generally available to state enterprises.

4. *Report of the All-University Ad Hoc Committee on Curricula in Pharmacy.* April 22, President Morrill received a report and recommendation from his special *ad hoc* committee on curricula in pharmacy. The recommendations, in accord with the proposals of the faculty of that college, were that a "1-4 plan" be adopted. This would require the student to remain a total of five years and would expand the instruction which he must receive outside of his own college, particularly in the College of Science, Literature, and the Arts. The committee may discuss this at greater length.

5. *Report on Work of the National Commission on Accrediting.* The President reported further on the activities of the National Commission on Accrediting and asked for advice in view of the fact that he would be attending meetings of the commission. It appears that January 1, 1954, the date for full-scale operation of the proposed new program, may be unrealistic. Both the regional accrediting associations and the professional accrediting groups are proceeding in uneven fashion in their responses to demands of the commission. Much negotiation and many compromises lie ahead if the program is to become effective. The final outcome is not now clear.

6. *Course Inventory System.* The President's Office has from time to time received information on faculty loads, class contact hours, and course enrollments. It was planned to obtain certain information of this same kind for the spring quarter 1953. Requests were sent to all departments asking for return of the results through the offices of the college deans. The President asked Professor T. C. Caplow and the Office of Admissions and Records to assist in preparing and circulating the necessary forms. The President asked the deans to support and expedite the obtainance of this report from their departments in order to ensure the best information for college and central use.

7. *Request for Information on New Appointees.* The committee had considered earlier (October 23, 1952) the need for careful completion and supplementation of the "Request for Information" form which is required when requests for new academic appointments are filed with the President's Office. It was voted to approve a suggestion that all appointment requests for rank of instructor and above be accompanied by a properly completed information form and supplementary letters supporting the appointee. There should be one such letter from each institution or organization which has employed the person in the last decade and not less than three altogether. Department heads are urged to go beyond the references provided by the applicant and to file explanations for gaps in employment, or, at least, rather complete chronological information on the persons recommended. The understanding was that the President's Office would exercise discretion in special cases.

8. *Tenure Appointments for Instructors.* Some tenure reports on instructors recently sent to the President's Office recommended two-year commitments on tenure rather than the more normal year-to-year notification. This, it was reported, is within provisions of the tenure code and is clearly used to dispel uncertainty and to encourage retention of superior persons. Discussion revealed that delay of the two-year notices, necessitated by budgetary preparation, could defeat the good purposes intended. It was said, however, that some internal flexibility exists in certain colleges where these notices originate and that the dean is always free to encourage and reassure able people and to discuss his plans with them. Since additional facts were needed, Vice President Willey secured these and reported (April 22).

9. *Convocation Hour.* The President had a letter from certain members of the convocation committee which seemed to indicate a desire on the part of that group for elimination of all Thursday fourth-hour classes in the interest of convocation. It was moved, seconded, and voted to continue classes as at present.

10. *Request to Have the Law Library Open on Sunday.* Dean Pirsig said that student delegations had vigorously requested that the Law Library be kept open during certain Sunday hours and that there was apparently a real need for this. His faculty is aware that problems may arise.

Considerations against the action were: the cost (admittedly minor if only the Law Library were to be kept open) and the implications for other main and departmental libraries in cost, building supervision, and so forth. The request was heard sympathetically, and it was indicated that this use of the Law Library may solve a special problem for the law students. It was left to Vice President Willey and Librarian Stanford to consider experimentally, and in view of the discussion, what may be done for the Law School during spring quarter 1953 only.

11. *North Central Association Questionnaire.* The association's request for certain information on personnel—beginning with the teaching assistant—came before the committee. It indicated its willingness to assist in gathering the data and gave Vice President Willey responsibility for further details.

12. *Inclusion of Book Reviews and Abstracts in List of Faculty Publica-*

tions. Minutes of the Administrative Committee of the Medical School (June 8, 1952) suggested that book reviews and abstracts be excluded as the colleges prepare and edit material for the faculty publication list. Vice President Willey noted that book reviews at least have customarily been mentioned in *Publications of the Faculties* and that that list supposedly constitutes all publications. It was left to each faculty to judge the procedure to be followed in reporting such material.

13. *Textbook Approvals*. Approval was given for text materials as follows:

Poems for Study, edited by Leonard Unger and William V. O'Connor, published by Rinehart. Price \$4.00.

Making Arithmetic Meaningful, by Leo J. Brueckner and F. E. Grossnickle, published by Winston. Price \$4.00.

Syllabus in Political Science 138, American Political Campaigns and Elections, mimeographed, 100 copies. To be sold by Nicholson Hall Bookstore. Price 20 cents.

Laboratory Manual, mimeographed, 120 copies. To be sold by Professional Colleges Bookstore. Price \$1.00.

Tyro, A Collection of Freshman Writings, mimeographed, 2,820 copies. To be sold by Nicholson Bookstore. Price 45 cents.

Syllabus—Readings in Recent Political Thought, mimeographed, 100 copies. To be sold by Nicholson Hall Bookstore. Price 20 cents.

R. E. SUMMERS, Secretary
Accepted

VI. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

Reported for Information

During the current forensic season approximately forty-two undergraduate members of the Varsity Debate and Discussion Squad and the Freshman Debate Squad have participated in approximately two hundred intercollegiate debates and many other intercollegiate speaking experiences.

Propositions debated were: "Resolved: That the Congress of the United States should enact compulsory fair employment practices legislation," "Resolved: That television programs should be censored," "Resolved: That the Atlantic Pact nations should form a federal union," "Resolved: That a four-year liberal arts degree should be prerequisite to admission to professional schools in Western Conference Universities."

Topics discussed were: "How can we best combat the threat of communism?" "How can we as a nation improve our ethical and moral conduct?" "How can the undergraduate educational programs of the Western Conference Universities be improved?" "What have been the weaknesses of past plans for world organization?" "What should be done to control inflation?"

Delegations of student speakers traveled to conferences, congresses, and debate tournaments at St. Olaf College, the State University of Iowa, Nebraska State Teachers College at Wayne, Northwestern University in Evanston, Illinois, Wisconsin State Teachers College at Eau Claire, Wisconsin State Teachers College at River Falls, Augsburg College in Minneapolis, Macalester College in St. Paul, Hamline University in St. Paul, College of St. Thomas in St. Paul, the University of Wisconsin at Madison and Concordia College in St. Paul. The national Delta Sigma Rho Student Congress, held once in two years, was held in Chicago on April 9-11, and was attended by two Varsity debaters.

Remaining trips are to the Northern Oratorical League Contest at Northwestern University on May 8, and the Western Conference Debate League Parliament at Purdue University on May 14-16. A team will travel to Ohio State University for audience debates on May 13-14, and will then accompany the Ohio State delegation to Purdue for the Parliament.

The Pillsbury Oratorical Contest was held on December 9, 1952. The winners were first place (\$100)—Sverre Tinglum; second place (\$50)—Paul Zerby; third place (\$25)—Roger Challberg.

The Ludden Freshman Sophomore Oratorical Contest was held on April 29. The winners were first place (\$50)—Gerald Rosenzweig; second place (\$30)—Steven Rosing; and third place (\$20)—Otto Ravenholt.

The annual Minnesota Collegiate Debate Tournament and the Upper Midwest Freshman Debate Tournament were held on our campus April 17-18. Eighteen colleges and universities sent fifty debate teams, each of which participated in five rounds of debate, followed by semi-final and final rounds. The two Minnesota Freshman teams entered were selected for the semi-final debates, and since both teams won, there was no need for a final debate in the Freshman Tournament.

A team of exceptionally skillful debaters from Cambridge University, England, enlivened our season with a spring audience debate.

A "legislative hearing" involving Minnesota and the University of Michigan debaters is planned for our campus on May 7. The topic is "How can the undergraduate educational programs of the Western Conference schools be improved?" Minnesota faculty members will join the students in examining various proposals.

Debate training was aided this year by Twin City Practice Tournaments for beginning debaters, sponsored by colleges and universities in the Twin City area and held every two or three weeks. These are one-day affairs, set up to provide judging experience for senior debaters as well as practice for beginners.

E. W. ZIEBARTH, Chairman

Accepted

VII. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Information

A. *Reorganization of the University Senate.* The Administrative Committee of the Senate (minutes of July 3, 1951) and the Senate itself (minutes of May 15, 1952) have charged the Senate Committee on Education with responsibility of developing a plan for the reorganization of the Senate. The present constitution was drawn up about forty years ago, when conditions of University operation were very different. For some time the committee has therefore been gathering data and discussing various proposals for making the University Senate a more functional and effective element in the operation of the University.

A revised constitution is being evolved, and the committee plans to hold formal discussions concerning the provisions of this constitution with representatives of the central administration, the student body, the Administrative Committee, the Faculty Consultative Committee, and other interested Senate committees, and members of the Senate for further suggestions and criticisms. After the Committee on Education has given full consideration to the various proposals for modification, the revised constitution will be presented to the Senate for action. It is our hope that such presentation may be made no later than the spring meeting of 1954.

It has seemed desirable to the Committee on Education to present at

this time the salient features of the revised constitution as it is now emerging. In brief, therefore, the major changes are as follows:

1. Membership in the Senate itself is to be enlarged to include all instructors and assistant professors on regular appointment. The Senate will become a constituency to elect the Council.
2. A Council, as the legislative and deliberative body of the Senate, is to be elected on a basis of proportional representation of academic ranks. The various systems of representation that have been discussed would provide a Council of approximately one hundred members.
3. An Executive Committee of the Council, consisting of from seven to eleven members, will serve as the executive agency of the Senate through its elected Council. It is planned that this Executive Committee would preserve the functions of the present Faculty Consultative Committee of the Senate.
4. Specific provision is made to allow amendment to the constitution and to provide for implementing the actions of the Senate.

B. *Sub-Committees of the Committee on Education.* As in previous years, the chairman of your committee is reporting at the spring meeting of the Senate on the subcommittees of the Committee on Education which are still operating. During the past year a number of subcommittees have been discharged. The active subcommittees are as follows:

1. Committee on Redrafting of the Constitution of the Senate
Gerhard von Glahn, chairman
2. Committee on Professors Emeriti
George Vold, chairman
3. Committee on University of Minnesota Degrees
Russell M. Cooper, chairman
4. Committee on University Certificates
Stanley V. Kinyon, chairman
5. Committee on Short Curricula
Alfred L. Vaughan, chairman
6. Committee on Course Additions, Modifications, and Deletions
Ruth E. Eckert, chairman
7. Committee on Evaluation of Outcomes of Instruction
Henry Borow, chairman
8. Committee on Faculty Welfare
Richard K. Gaumnitz, chairman
9. Committee to Study Effectiveness of the Faculty Consultative Committee (as instructed by the Senate—minutes of May 15, 1952)
John G. Darley, chairman

H. T. MORSE, Chairman

Accepted

VIII. REPORT OF THE AD HOC FACULTY CONSULTATIVE COMMITTEE

Reported for Information

The first report of this committee was made to the Senate on November 20, 1952. This is the second report of the committee, and also its final one, since the committee will go out of existence at the end of this academic year, when it will be succeeded by the first regularly constituted Faculty Consultative Committee.

Because the committee has no power to make any binding decisions and has nothing to propose for action at this time, this report is offered for information only. Like other reports offered to the Senate for information,

this report is subject to questioning by the Senate, while the committee that makes it is subject to questioning, censure, and instructions from the same source.

On November 20, 1952, the committee reported to the Senate that it had held eight meetings, three of them with President Morrill. Since that report was prepared, the committee has held seventeen more meetings, six of them with President Morrill.

Among the subjects that have been discussed by the committee with the President since the report made on November 20 are the following :

1. University organization, and the recommendations of the Minnesota "Little Hoover" Commission.
2. University research organization.
3. The use of the net proceeds from "overhead" charges on research contracts.
4. Summer Session research appointments.
5. Faculty salaries for 1953-54.
6. The compensation of teaching and research assistants.
7. The amounts of retirement allowances.
8. The University budget for 1953-55, discussed both before and after the adjournment of the Legislature.
9. General budget-making procedures.
10. The possible investigation of alleged subversives in the University by committees of Congress, and the probable attitude of the University toward a possible refusal of any instructor to testify.

On most of these topics the committee made recommendations to the President.

A major objective of the establishment of a consultative committee was to create a more direct and adequate system of communications between the faculty and the administration. To be effective in this direction, the committee needs to have close and frequent communications both with the President and with members of the faculty. President Morrill has recognized the importance of this function of the committee and has treated the committee with both candor and respect. He has taken the members of the committee into his confidence on numerous questions of University policy, and has laid before the committee a number of specific questions of policy for discussion. He invited the members of the committee to attend the legislative committee hearings on the University budget, which the members did. In furtherance of the aim of better communications with the faculty, he called a special Senate meeting on April 14 to discuss the legislative situation on the University budget in a critical hour. He has devoted many extra hours of his time in meetings with the consultative committee. In short, there has been no lack of cooperation from him.

We regret that we cannot report as favorably with respect to communications from the faculty. We have emphasized the point in Senate meetings and have tried to spread the idea by word of mouth that we would like to hear more from the faculty as to the things they would like to have the consultative committee do. There must be many members of the University Senate who have ideas concerning the general welfare of the University, ideas that would be of enough importance to be worth communicating to the consultative committee. We have had a number of oral communications through the medium of individual members of the committee, but have had very few written communications addressed to the committee. We feel that this is one point on which the members of the Senate and other members of the faculty could do very much better. As we have said before, we do not wish to become a complaint bureau for handling individual grievances, but we do need the best thoughts of the members of the faculty on methods

of improving the organization and the work of the University as a whole. The present *ad hoc* consultative committee will go out of existence at the end of this year. All its records will be turned over to the first regular Senate consultative committee, the election of whose members has taken place in recent weeks. Any communications received from this date on will be directed to the new consultative committee.

WILLIAM ANDERSON, Chairman

Accepted

IX. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Action

Statement of Athletic Purposes. The University of Minnesota's concept of the purposes of sports and athletics developed early in the institution's history. From the beginning of recreational sports and athletics on the University campus the men and women responsible for these activities have sought to relate them to the ideals, principles, and purposes of the institution's broad educational policies. Thus, from the early days of class, intramural, and intercollegiate games there has existed an increasing awareness of the special contributions of sports and athletics to the educational programs and experiences of those students who participate voluntarily for the pleasures and values to be obtained from these activities and those preparing for professional courses as athletic coaches, recreational workers, and the like.

In this past is to be found the philosophy from which arise the many specific purposes of present-day programs, including the following:

1. To provide opportunities for students to engage voluntarily in physical activities and programs of physical fitness which will contribute to their personal health and the national welfare.

2. To encourage students to develop interest in a variety of physical activities and sports which are so pleasant and satisfying to them during residence at the University that many will continue their interest and activity after leaving the campus.

3. To provide adequate facilities for both men and women students to participate in physical fitness programs including recreational games, sports, contests, and athletics outside the regularly organized courses in physical education.

4. To provide qualified and competent staff to teach the values inherent in recreational sports and athletics within the environment of the University. Desirable outcomes included are a sound understanding of the athletic exercise or contest, the required skills, the rules of sportsmanship, and the spirit of clean competition and the will to win; and, also, to develop sportsmanlike, appreciative, and intelligent spectators.

5. To emphasize such corollary values of supervised sports and athletics as the experience of team play and working cooperatively with others; respect for rules; character development; group loyalty; leadership in group activity; and associations, friendships, and social relationships through sports.

6. To give recognition to the contribution of sports and athletic activities in developing the personality of the individual student, particularly with respect to the attainment of a balanced adjustment in social, intellectual, and emotional activities.

7. To advance esprit de corps in terms of loyalty, spirit, and institutional morale, and to acknowledge the important roles of sports and intercollegiate athletics as unifying factors among students, alumni, and friends of the University.

8. To provide a laboratory for professional courses in physical education which will assist in preparing prospective leaders, coaches, supervisors, and directors of recreation, athletics, and physical education in colleges, high schools, and recreation centers.

9. To encourage the attainment of sound standards in the conduct of sports and athletic activities among universities, colleges, and high schools.

The University accomplishes these objectives in part by a sports and athletic program which includes the following elements:

1. *Sports for Individuals and Small Groups*—Students, as individuals or as members of small groups, are invited and encouraged to engage in sports and games of their choice. A wide variety is offered: golf, swimming, handball, squash, tennis, archery, fencing, bowling, ice skating. Excellent facilities are close to both campuses.

2. *Intramural Sports*—Students are also invited and encouraged to participate in group or team sports. The intramural athletic program includes baseball, touchball, soft ball, basketball, golf, tennis, horseshoes, handball, ice hockey, squash, swimming, bowling, boxing, volleyball, archery, badminton, table tennis, wrestling, rifle shooting, fencing, and track and field events.

3. *Intercollegiate Athletics*—Men students who meet the rules of eligibility for competition in intercollegiate athletics, as set forth in the most recently revised *Handbook* of the Conference commonly known as the Big Ten or Western Conference, are invited and encouraged to report to the coach for a try-out in each intercollegiate sport in which they are interested.

The University of Minnesota was one of the founding members of the Conference now known as the Big Ten or Western Conference. Only institutions having full and complete faculty control of intercollegiate athletics may hold membership. This control relates to standards of eligibility, team schedules, ticket distribution, conference legislation, etc. In keeping with the basic principles of faculty control, the responsibility for intercollegiate athletic policies at Minnesota rests with the Senate Committee on Intercollegiate Athletics. This committee is made up of faculty, alumni, and students, with the faculty constituting a majority. Athletic department budgetmaking and control, and staff appointments, are handled directly upon recommendation to the President by the director of Physical Education and Athletics in precise accord with the procedure of budget and appointment recommendations made by the deans of the various colleges to the President.

THOMAS F. BARNHART, Chairman

Adopted

X. REPORT OF THE COMMITTEE ON STUDENT SCHOLASTIC STANDING

During the past three years a subcommittee headed by Mr. Roger Page and consisting of members representing the several colleges and departments has carefully reviewed past policy statements and present operating procedures concerning scholastic probation and related actions.

This report to the Senate has been approved by the Senate Committee on Student Scholastic Standing following review and clearance with the various colleges and departments and the Board of Admissions. Relevant sections have been cleared with the Senate Committee on Institutional Relationships.

1. Reported for Information

PRESENT UNIVERSITY POLICIES CONCERNING SCHOLASTIC PROBATION AND EXCLUSION FOR LOW SCHOLARSHIP

ITEM A is quoted from University Senate minutes of October 26, 1921:

1. Any student whose work is found unsatisfactory shall be either (a) put on probation; (b) transferred; (c) discontinued; or (d) dropped.
 - (a) *Probation.* A student on probation is in serious danger of being excluded from college if his work does not show immediate and rapid improvement. Subject to the regulations hereafter stated, the condition and length of the probation of each student shall be determined by the Students' Work Committee. The period of probation shall not be more than two quarters unless the committee is satisfied that a failure to show marked improvement has been due to causes, other than incapacity, over which the student has no control and which may reasonably be expected to disappear.
 - (b) *Transferred.* Students whose attitude toward their work is satisfactory, but who evidently are pursuing the wrong course, may be transferred to another college at the close of any quarter with the approval of the two colleges concerned and the Dean of Student Affairs.
 - (c) *Discontinued.* Students who are apparently pursuing the right courses, but have been handicapped by conditions over which they have no control (ill health, necessary outside work, etc.), may be required to discontinue their registration until the committee is satisfied that conditions under which they work are bettered. When such discontinuance takes place at any time other than the end of the quarter, a record of canceled without grade shall be made for the individual subjects.
 - (d) *Dropped.* Students whose records clearly show that they are irresponsible or who have failed to meet the terms of their probation shall be dropped and will not be recommended for transfer to another college. With the exception of students who refuse to take a serious interest in their work no student shall be dropped from the college who has not been placed on probation.
2. The work of a student of Junior College grade shall be considered unsatisfactory if at the close of any quarter or at the time of any mid-quarter report he is below passing in 50 per cent of his work.
3. The cancellation of a student's registration of his own accord shall not affect his status as a delinquent student or the conditions of his readmission.
4. When a student leaves college, he shall be notified by the Registrar's Office of his status under these regulations.
5. *Readmission.* A student classed as transferred, discontinued, or dropped from a college shall not be allowed to reregister without the permission of the Students' Work Committee of the college, nor, with the exception of transferred students, shall he be received into another college until such time as he could reenter the college from which he has been excluded.
 - (a) Dropped students must present satisfactory evidence that they have complied with the conditions imposed by the Students' Work Committee at the time of their dismissal.
 - (b) Students classified as discontinued must present evidence that the conditions which interfered with their work have been remedied.
6. Students who return to college under the provision of Section 5 shall be registered on probation. Such students may be dropped at any time that their work is unsatisfactory to the Students' Work Committee.

ITEM B, concerning non-resident students is quoted from University Senate minutes of May 19, 1927:

* * * * *

(c) Non-resident students who have been dropped from another institution shall not be admitted until at least one year of work has been satisfactorily completed subsequent to reinstatement.

(d) Any non-resident student who is dropped for low scholarship by any college of the University may not be readmitted.

ITEM C, an interpretation of the above rule, is quoted from University Senate minutes of December 19, 1929:

Reinstatement of dropped non-resident students Voted on the suggestion of Dean Leland to modify the action of the Committee with reference to the readmission of dropped non-resident students to read as follows: "Voted as the sense of the Committee that no exception to the Senate rule providing that dropped non-resident students may not be readmitted to the University may be made by any college, except by the approval of the Chairman of the Senate Committee on Students' Work and the Chairman of the Students' Work Committee of the college from which the student was dropped."

ITEM D, covering the readmission of non-resident students with less than a C average who interrupt their enrollment, is quoted from the Administrative Committee minutes of February 18, 1946, as proposed by President Morrill under general authority granted by the Board of Regents on February 15, 1946. The rule provides for the acceptance of former (non-resident) students as follows:

Students formerly enrolled at the collegiate level during any regular academic year and who have completed at least one quarter of work (interpreted as 12 or more credits) with a C average or better, and who are otherwise eligible for readmission, excepting those in War Training courses, correspondence courses, non-credit General Extension courses, and short courses.

ITEM E, concerning the *right* of a dropped student to be readmitted after a year has elapsed:

This has been the practice in several colleges for many years, but it has no basis in official University regulations.

Accepted

2. Reported for Action

PROPOSED UNIVERSITY POLICIES CONCERNING SCHOLASTIC PROBATION AND EXCLUSION FOR LOW SCHOLARSHIP

The admissions standards, the orientation programs, and the registration procedures of the University are to insure that students entering the University have a reasonable chance of success in the college which they enter. In spite of these precautions, however, some students do unsatisfactory work, and the college, therefore, has a responsibility to investigate the circumstances and to determine what action may be taken to assist these students. This responsibility of the college does not reduce the student's own basic responsibility for carrying out his college work to the extent of his ability.

Students fail in their academic work for a variety of reasons. Some fail because of the selection of inappropriate curricula or courses. Some fail because of limitations of interests, motivations, abilities, and previous training; some because of extraneous situational factors, often of a temporary

nature. In some cases, failure may be related to inadequate University policy, procedure, or instruction.

The program of assistance to students who are doing unsatisfactory work is called the scholastic probation program. This program assumes that for every student in academic difficulty, a thorough study of both the student and those aspects of the University related to him will be made in order to determine the reasons for his difficulty and to remedy those difficulties whenever possible. Those responsible for the administration of the scholastic probation program will work closely with individual instructors, college counseling offices, University personnel services, and the individual student. The University accepts the responsibility for attempting to assist those who experience academic failure.

The scholastic probation program is administered by the Committee on Student Scholastic Standing or other appropriate committee or official of the college. The use of this committee designation in this statement is to represent the appropriate college agency.

Scholastic probation: When a student's scholastic work indicates that he is in danger of failing in the curriculum which he is following, he may be placed on scholastic probation. This is to inform him that his work is unsatisfactory. He may be given special assistance in discovering the sources of his difficulties and ways of solving his problems. Each college should determine and publish the general conditions under which a student is placed on probation.

Admission on probation: Under conditions specified by the admitting college, a student may be placed on scholastic probation at the time of admission.

Continuation on probation: A student may be continued on probation as long as the Committee on Student Scholastic Standing believes there is still a reasonable expectation that the student will overcome his difficulties and continue successfully, though ordinarily he will not be continued on probation for more than two quarters.

Action when probation students do not improve: When the work of a student on probation does not show the required improvement, the Committee on Student Scholastic Standing may (1) discontinue him, (2) drop him for low scholarship, (3) advise him to apply for transfer to another college, or (4) require committee clearance for further registration.

(1) *Discontinuance:* A student who is handicapped by conditions with which he is unable to cope (ill health, outside work, etc.) may be discontinued until the committee is satisfied that the conditions have changed or the student can continue successfully. When discontinuation takes place during a quarter, the committee may direct that the grade record show "Canceled without grade" if conditions seem to justify this action.

A student may be discontinued even if he is not on probation.

(2) *Drop for low scholarship:* When the Committee on Student Scholastic Standing is convinced that a student will not succeed in the college, he shall be dropped from the college for low scholarship.

Normally a student shall not be dropped for low scholarship unless he has been on probation during the preceding quarter.

(3) *Advise to transfer:* A student who is doing unsatisfactory work but who seems capable of succeeding in another program, on the basis of counseling interviews, test scores, and other information, may be advised to apply for transfer to another college. (The college to which the student applies for transfer determines whether or not the transfer is to be approved, as indicated below.)

(4) *Hold for SSS clearance:* In some cases the Committee on Student Scholastic Standing may consider that further registration at the time is inadvisable but drop action does not seem to be warranted. In these instances, the Recorder may be requested by the committee to post the temporary notice "Hold for SSS clearance." This is to prevent re-registration in that college without committee approval.

Readmission or transfer of discontinued students: A discontinued student may be readmitted if and when the Committee on Student Scholastic Standing is satisfied that the conditions which limited achievement have been changed sufficiently to permit success. A discontinued student may transfer if the committee of the second college is likewise satisfied.

Readmission or transfer of dropped students: A dropped student may be readmitted if and when the Committee on Student Scholastic Standing is convinced that he has a reasonable chance of removing his deficiency and continuing successfully. A dropped student may be considered for transfer to another college immediately, and he shall be admissible to the second college, under such conditions as may be imposed by the committee of that college, if the committee of that college considers that he has a reasonable chance of success.

Student's right to have readmission considered: A student shall have the right to have his application for readmission considered at least yearly. This does not preclude earlier or more frequent consideration, at the discretion of the Committee on Student Scholastic Standing.

Status upon readmission: A dropped student or a student discontinued while on probation, if readmitted, will normally be readmitted on probation.

Credits earned while discontinued or dropped: When a student is discontinued or dropped, it is the responsibility of the scholastic standing committee of his college to inform him of the conditions, if any, under which any credits earned during the period of his suspension may be accepted by the college.

Notices concerning a student's status: The Committee on Student Scholastic Standing shall notify a student in writing with the least possible delay concerning any change in his status under these regulations. The committee shall also notify the Recorder as soon as practicable concerning any status change which should be posted on the official record. The Recorder shall confirm in writing to the student his status if he has been discontinued or dropped for low scholarship.

Posting status on the official record: The last notation of status posted on the record shall indicate the student's standing in the college until a notice to the contrary is posted.

Admission of students dropped for low scholarship at other schools: A student dropped for low scholarship at another school (a college other than one of the University of Minnesota) may be considered for admission to a college of the University only after special review of all relevant personnel and academic records by the Committee on Student Scholastic Standing of the college to which the student is applying. Admission of such a student would be granted only when it can be demonstrated that the best interest of the applicant would be served by such admission and after suitable consultation between the dean of Admissions and Records and the other college.

Earlier actions of the University Senate concerning these matters are hereby superseded.

Adopted

PROPOSED UNIVERSITY POLICIES ON PROCESSING STUDENT PETITIONS OF AN INTER-COLLEGE TYPE

Many student petitions to the Committee on Student Scholastic Standing, hereinafter noted as the committee, of the several colleges of the University, are of an inter-college type; they "cross college lines." For example, a student in the College of Education may wish to cancel without grade a course in the College of Science, Literature, and the Arts, even though the regulations of the latter college normally prohibit such cancellation under the general conditions obtaining in the instance considered. To whom should the student address his request for review of his special circumstances and who has final jurisdiction?

As a matter of policy, a student should always petition the committee of the college in which he pays his fees, since that college will have available the most extensive records on him and will be in the best position to understand him and his problems. When the petition is concerned with regulations and procedures which are the responsibility primarily of another college, however, the committee of the student's college is obligated to consult with the committee of the second college concerning the request. The general practices of the committee of the second college should be followed. In cases of differences of opinion between the two colleges, the petition shall be referred to the chairman of the Senate Committee on Student Scholastic Standing.

In general, regulations concerning the conduct of a class, grading, and awarding credit are the responsibility of the college offering the course. Regulations concerning curricular and graduation requirements, probation, and registration are the responsibility of the college of the student's basic registration. The college offering the course determines class attendance requirements, but the student's own college determines the procedures for establishing the validity of his absence excuse.

WILLIS E. DUGAN, Chairman

Adopted

XI. MINNESOTA TECHNOLOG APPEAL

The Editor-in-chief of the Minnesota Technolog and the President of the Technolog Board feel the Senate Committee on Student Affairs' action on the magazine punished them for stepping over an imaginary line the Committee could never define—a slap in the face of those earnestly trying to print a magazine the engineers liked, that at the same time wouldn't hurt the University.

We request you to let us appeal the following decisions of the Committee at the last meeting of the University Senate this spring:

"Effective September 16, 1953, the Technolog shall be limited to publication of (1) technical and professional articles, (2) bonafide editorial page, (3) announcements of official Institute of Technology activities, (4) bonafide paid advertisements.

"The 1952-53 editor (Bob Bevenssee) is disbarred from further participation in student activities for the duration of his enrollment at the University; the May issue joke editor (Dick Clarke), the humor editor (Chuck Bailey), and the chairman of the Technolog Board (Donald Trask) are barred from membership on the Tech Board or Technolog for the 1953-54 academic year.

"The senate committee on student affairs feels the Technolog board was grossly negligent in failing to carry out the responsibilities charged to it by the senate committee on student affairs."

BOB BEVENSEE, Editor

Action

1. MOVED that the Minnesota Technolog appeal be referred to an *ad hoc* appeal committee, appointed by the president, for review and report to the Administrative Committee; the Administrative Committee to have power of decision.

2. MOVED a substitute motion that the Minnesota Technolog editor and his associate be permitted to present their case to the Senate and withdraw.

The substitute motion (2) lost.

*The original motion (1) carried
by a vote of 79 for, 21 against,
12 not voting.*

XII. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

The By-Laws of the University Senate assign to the Senate Committee on Student Affairs the responsibility for supervision of all publications issued by students. One of these is the *Technolog*, a monthly publication subscribed to by all students in the Institute of Technology, who pay a quarterly fee of eighty-five cents for the magazine, as part of their incidental fee.

The nature of the jokes and humor in the *Technolog* first became a matter of discussion by the Senate Committee in the winter quarter, when Dean Williamson asked that the matter be placed on the agenda for the next meeting of the committee. Complaints had been made regarding the January issue. However, by the time of the next meeting, the February issue had already been printed, and was ready for distribution. Our winter quarter action was therefor based upon the contents of the January and February issues, and on discussions with members of the Technolog Board and the *Technolog* staff.

To provide some information concerning the sequence of events, the following chronological summary, based upon the minutes of the May 12 meeting of the Committee, is provided for the information of the Senate.

CHRONOLOGICAL SUMMARY

Professor Clark instructed the Committee that the first part of the meeting would be a fact-finding session with the members of the Technolog Board and staff present. The second part of the meeting would be spent deciding what action, if any, should be taken.

Professor Clark reviewed the history of the Minnesota *Technolog* for 1952-53.

October 28, 1952

Dean Williamson met with the *Technolog* Editor, Mr. Robert Bevenssee. Mr. Bevenssee was informed that the final 1951-52 issue of the *Technolog* contained "humor" which was objectionable. Mr. Bevenssee was asked to edit this year's magazine more carefully with a view to cleaning up the content. He was warned that, should he fail to do so, the magazine would be brought before the Senate Committee on Student Affairs for a review of its editorial policy and content.

February 9, 1953

Professor Clark appointed a special seven-man subcommittee consisting of three faculty members and four students to review standards of taste with particular reference to the future editorial policy of the Minnesota *Technolog*. The committee was given a threefold assignment:

1. To review the humor content of the February issue and determine the disposition of the matter.

2. To review the manner in which the humor content is prepared and edited.
3. To prepare long-range proposals for the approval of the Senate Committee on Student Affairs which would improve the standard of taste which has characterized the *Technolog* over the past several years.

February 11, 1953

The sub-committee presented its preliminary report. Professor Whitson gave a brief report of the sub-committee's meeting and expressed his own feelings on the importance of recognized student activities as an integral part of University life. He felt the faculty had perhaps been remiss in its attitude toward student activities in many instances—showing interest only when disciplinary action was necessary. He also thought students, particularly in publications, tended to seek freedom for freedom's sake, dissociating their activities from the University. When the lack of responsibility becomes evident steps must be taken to protect the general University from abuse.

The sub-committee heard the views of Dean Williamson, B. J. Borreson, Professor Guthrie, and Mr. Donald Trask on the February issue of the *Technolog*. After a review of the issue by the sub-committee, the general consensus was that a number of the items were objectionable. Four possible courses of action were proposed:

1. Banning the issue
2. Removing the four center pages and possibly page 52
3. Distributing with an insert
4. Distributing without any action.

The sub-committee was in favor of distribution with the insert and presented the following statement of their recommendation:

It was moved, seconded, and passed that this committee recommend to the Senate Committee on Student Affairs that the February issue of the *Technolog* be released as printed, provided that a conspicuous insert be included with the magazine, this insert to contain the following: (1) a statement of the Senate Committee on Student Affairs explaining its disapproval of the humor content and pointing out the necessity for establishment of an appropriate procedure for pre-publication review of future issues; (2) statements by the Editor and the Technolog Board expressing their willingness to cooperate in the establishment of an effective procedure for pre-publication review of the humor content.

As an explanation of the sub-committee's action, its report contained the following three points:

1. The action taken was prompted by a feeling that some of the humor in the *Technolog* is of questionable taste in a magazine emanating from the Institute of Technology of the University of Minnesota and representing the University in fact if not in intent.
2. More drastic action was not recommended by the committee only because the committee could find no concrete evidence that the Editor of the *Technolog* had understood that failure to maintain higher standards of humor would entail any specific disciplinary action.
3. Upon reading the January issue of *Technolog*, Dean Williamson asked to have the standard of taste of the humor in the magazine placed on the agenda of the Senate Committee on Student Affairs. The Senate Committee on Student Affairs met on February 9, 1953, and appointed a sub-committee empowered to recommend

action with regard to the February issue of *Technolog* and to suggest procedures for future review of the magazine prior to its publication. By February 9, the February issue of *Technolog* had been printed and was ready for distribution.

February 18, 1953

The Administrative Committee of the Senate reviewed the action of the Senate Committee on Student Affairs on appeal from Dean Williamson. The Administrative Committee found the content of the February issue to be of questionable taste and referred the matter of disposition of the issue to the President for action.

February 24, 1953

Mr. Bevenssee reported to the Committee that the February issue had been distributed with the objectionable material deleted.

The Editor presented the following statement to the Committee:

"The Editor-in-chief of the *Technolog*, together with a majority of the Technolog Board, felt that since the decision to remove certain too objectionable material from the February issue would eventually be made by someone, they should censor it themselves. This has now been done.

"The Editor-in-chief will work with the Board to improve future humor, not only for his engineering readers' enjoyment, but also for the benefit of the critical public."

At the request of Professor Whitson, Chairman of the sub-committee, the Committee on Student Affairs voted to hold the present Technolog Board fully responsible for the content of future issues of the magazine until the necessary changes in the Board's constitution could be made and approved.

April 17, 1953

The sub-committee reported that after innumerable meetings with members of the Technolog staff and Board, they were prepared to recommend a revised constitution for the Board. At the request of the Editor and the Board a provision for pre-publication review of content by the Editorial Committee of the Board was included in the constitution.

Professor Clark proposed three questions for the Committee's judgment:

(1) Are the procedures established by the new Technolog Board constitution being followed, (2) does the current issue of the *Technolog* meet the standards the Editor agreed to uphold, (3) is Committee action required?

Mr. Bevenssee reviewed the procedure for determining the humor which appeared in the May issue. He pointed out that Mr. Watson, Chairman of the Editorial Committee of the Technolog Board, reviewed the joke section with the joke editor and himself. He stated that agreement had been reached prior to the return of the galley proofs to the printers. Mr. Bevenssee cited the other two members of the Editorial Committee, Mr. Lucia and Mr. Dresser, have failed to cooperate in a pre-publication review. Mr. Watson told the Committee he had reviewed the humor content of the May issue. He had, however, disapproved of some of the jokes which had been included and several others that he had indicated were questionable had also been included by the Editor.

Mr. Bevenssee agreed that at least two jokes which did not receive Mr. Watson's approval were accidentally included in the May issue. He stated, however, that he did not feel that any of the content was objectionable. Further, he felt that though many of the jokes had double meanings, none of them contained obscene language.

Professor Guthrie, Faculty Adviser to the *Technolog*, stated there was a difference in perspective between the Technolog staff and the Committee. So long as this difference in perspective exists, editorial content similar to the May issue can be expected.

Mr. Ehrman asked whether the advertisers to whom the magazine was sent objected to the character of the humor content. Mr. Bevenssee replied that the national advertising representative had objected but that he had assumed the representative was merely stating a personal opinion.

Mr. Lowe asked Mr. Bevenssee whether he did or did not feel that he was risking the future of the magazine in printing some of the humor content in the May issue. Mr. Bevenssee replied that he knew there were definite risks involved but he did not feel that any of the humor the May issue contained would embarrass the University, parents or others who might pick up the magazine. He stated, "This is the type of material the engineers want." One of the editorial staff members told the Committee he found nothing objectionable about the jokes but that he felt the cover was objectionable. Mr. Bevenssee replied that the cover was artistically provocative.

Professor Clark thanked the members of the Technolog Board and staff for attending the meeting and asked that they leave.

Professor Whitson told the Committee that the defense submitted should not be taken seriously. He felt that in the innumerable sessions the sub-committee held with the Editor and the Board that an adequate definition of objectionable material from both the February and January issues had been given to them. He called for disciplinary action by the Committee.

After a lengthy discussion, it was moved and seconded:

Whereas the Technolog Board and Technolog staff have not adequately fulfilled the obligations charged to them by the Senate Committee on Student Affairs concerning the propriety of the magazine, be it resolved;

That effective September 16, 1953, the *Technolog* shall be limited to publication of (1) technical and professional articles, (2) a bona fide editorial page, (3) announcements of Institute of Technology activities, (4) bona fide paid advertisements. This restriction is subject to review May 1, 1954.

That the 1952-53 Editor is barred from further participation in student activities for the duration of his enrollment at the University; the May issue Joke Editor, the Humor Editor, and the Chairman of the Technolog Board are barred from membership on the Technolog Board or *Technolog* for the academic year 1953-54.

The Senate Committee on Student Affairs feels the Technolog Board was grossly negligent in failing to carry out the responsibilities charged to it by the Senate Committee on Student Affairs.

This action of the Senate Committee on Student Affairs was taken in the belief that the Technolog Staff and Board had not acted in good faith in its dealings with the Senate Committee. Our Sub-committee, under the chairmanship of Professor Whitson, spent many, many hours in discussing procedures and standards with these students, in the hope that the control of editorial content of the magazine might be exercised in a responsible manner within the Institute of Technology. As a reaction to this bad faith, this Committee has disciplined the 1952-53 Editor, Humor Editor, Joke Editor, and Technolog Board Chairman. In hopes of directing greater editorial efforts towards accentuating professional and technical content, and as a means of breaking the tradition of risqué humor in the *Technolog*, the Committee acted to restrict the content of the 1953-54 *Technolog*.

KENNETH E. CLARK, Chairman

*Filed in connection with
the Minnesota Technolog Appeal.*

XIII. REPORT OF THE COMMITTEE ON NECROLOGY

MARSHALL C. HERVEY

1913-1953

A fruitful career of teaching and research in dairy cattle breeding was brought to an untimely end by the passing of Marshall C. Hervey on January 25, 1953 at the University of Minnesota hospitals.

Dr. Hervey was born May 30, 1913, on a farm in Ashtabula County, Ohio. His professional training was obtained at Ohio State University where he received a bachelor of science degree in 1935, a master of science degree in 1936, and a doctor of philosophy degree in 1938. He was a brilliant student and maintained practically a straight "A" average through his undergraduate and graduate work.

From 1937 to 1942 Dr. Hervey was assistant and later associate professor of animal husbandry at the University of Tennessee. Soon after Pearl Harbor he joined the U. S. Navy and reached the rank of Lieutenant in 1945. In 1946 he returned to his former position at the University of Tennessee where he was advanced to the rank of professor.

Dr. Hervey joined the staff of the Dairy Department at the University of Minnesota in 1949 with the rank of associate professor. His teaching has been in the field of dairy cattle breeding and selections. His research work in the field of genetics involving a use of identical twins and triplets has attracted wide attention. Dr. Hervey was popular not only as a teacher on the campus but also as a speaker at meetings of farmers and livestock breeders.

Among the college honor organizations of which Dr. Hervey was a member are Alpha Zeta, Gamma Sigma Delta, Phi Eta Sigma, Phi Lambda Epsilon, and Phi Kappa Phi. He was also a member of the American Dairy Science Association, American Genetics Association, and American Society of Animal Production. In 1949-50 he was a member of the Technical Committee of the Regional Dairy Cattle Breeding Committee, and last year served as chairman of the Executive Committee, North Central Regional Cooperative Research Project on Improvement of Dairy Cattle through Breeding.

Surviving are his wife, Dorothy Bishop Hervey; his three children, John, David, and Martha; his parents, Mr. and Mrs. J. D. Hervey of Falls Church, Virginia; two sisters, Mrs. Mary Johnston of Fayetteville, New York, and Sarah Hervey of Philadelphia, Pennsylvania; and two brothers, Lawrence of Hertford, North Carolina, and Cameron of Chicago.

JOHN SILLIMAN MACNIE

1874-1953

Dr. John Silliman Macnie was born in 1874 in Newburgh, New York, and died January 30, 1953 in Minneapolis, Minnesota. He was graduated from the College of Physicians and Surgeons, Columbia University, in 1896, with graduate work in ophthalmology and otolaryngology in New York, London, and Vienna. After the turn of the century, he was first associated with Dr. Frank C. Todd, professor of ophthalmology and otolaryngology at the University of Minnesota and was himself actively connected with the department until his retirement in 1942. He was associate professor emeritus at the time of his death, having held the rank of associate professor for a number of years previously. Dr. Macnie was certified by the American Board of Otolaryngology in 1925 and by the Board of Ophthalmic Examinations in 1928. He held memberships in the American Medical Association, the American Academy of Ophthalmology and Otolaryngology, and was a Fellow of the American College of Surgeons.

Dr. Macnie was an unassuming, lovable man of great character, highly respected by his colleagues and his students. He was an able clinical teacher and a splendid surgeon, very much beloved by the graduate students whom he taught down through the years.

It is interesting to know that his son, Dr. John P. Macnie, is associate professor of ophthalmology at his father's alma mater, College of Physicians and Surgeons (Columbia), New York.

CHARLES K. MAYTUM

1895-1953

Charles K. Maytum died in his sleep on April 10, 1953, of coronary occlusion. He was born December 20, 1895, at Alexandria, South Dakota. He attended the University of South Dakota for two years; received the degree of M.D. in 1919 from the State University of Iowa; interned at the Cincinnati General Hospital in 1919 and 1920 and was resident physician the following year. He practiced at Alexandria, South Dakota, from 1921 to 1922. He entered the Mayo Foundation as a fellow in medicine in July, 1922. He was appointed to the staff in 1926 and later became head of a section in the Division of Medicine. In 1927 he became an instructor in medicine, Mayo Foundation, Graduate School, University of Minnesota, assistant professor in 1934, associate professor since 1945 and later became senior consultant, Division of Medicine. During World War II he entered the Medical Corps of the Army of the United States as Lieutenant Colonel and was promoted to Colonel; he served from January, 1943 to October, 1945.

Dr. Maytum was certified in internal medicine and allergy by the American Board of Internal Medicine in 1937. He was a member of the Minnesota State Medical Association, the Southern Minnesota Medical Association, the American Medical Association, the American Academy of Allergy, the Alumni Association of the Mayo Foundation, Phi Rho Sigma, and Sigma Xi.

Dr. Maytum was a man of wide interests and abilities and whatever he undertook was done with studied thoroughness. He maintained a very conservative attitude towards his medical specialty and as a result was highly regarded by all of his colleagues as well as by his patients. He was a stimulating and sincere friend.

WILLIAM FREDERICK LASBY

1876-1953

Dr. William Frederick Lasby was born in Castle Rock, Minnesota, on October 25, 1876. He died in Santa Ana, California, as a result of a stroke on April 12, 1953. He received the B.S. degree from Carleton College in 1900, where he was elected to the honorary society, Phi Beta Kappa. He was graduated from the University of Minnesota School of Dentistry in 1903, receiving the D.D.S. degree. He practiced dentistry in Fairmont, Minnesota, 1903-1907, at which time he joined the faculty of the School of Dentistry of the University of Minnesota, teaching mainly in the field of prosthetic dentistry. Dr. Lasby passed through the various steps of academic appointments which led finally to acting dean for the academic years 1927-28 and 1928-29, at which time he was appointed dean. He served the School of Dentistry as dean until the date of his retirement on July 1, 1945. The chief accomplishments of the school during the years of his administration were the erection of a new dental building, completed in 1932, and the development of the graduate program. It is through this program that many excellent dental teachers and research workers have been prepared. Dr. Lasby was made dean and professor emeritus of the University at the time of his retirement.

Dr. Lasby had been a Lieutenant Colonel in the United States Army Dental Reserves, a Fellow of the American College of Dentists, a member of the

American Dental Association, Minnesota State Dental Association, Minneapolis District Dental Society, International Association for Dental Research, American Association for the Advancement of Science and Academy of Sciences. He was a 32nd degree Mason, a member of the Shrine, Eastern Star, and Kiwanis. He served as president of the American Association of Dental Schools and was a member of Omicron Kappa Upsilon, honorary dental society.

Dr. Lasby will long be remembered by his many students as an excellent and a very patient, helpful person. His many friends and professional colleagues will long remember him for his geniality, good fellowship, and sterling qualities of citizenship.

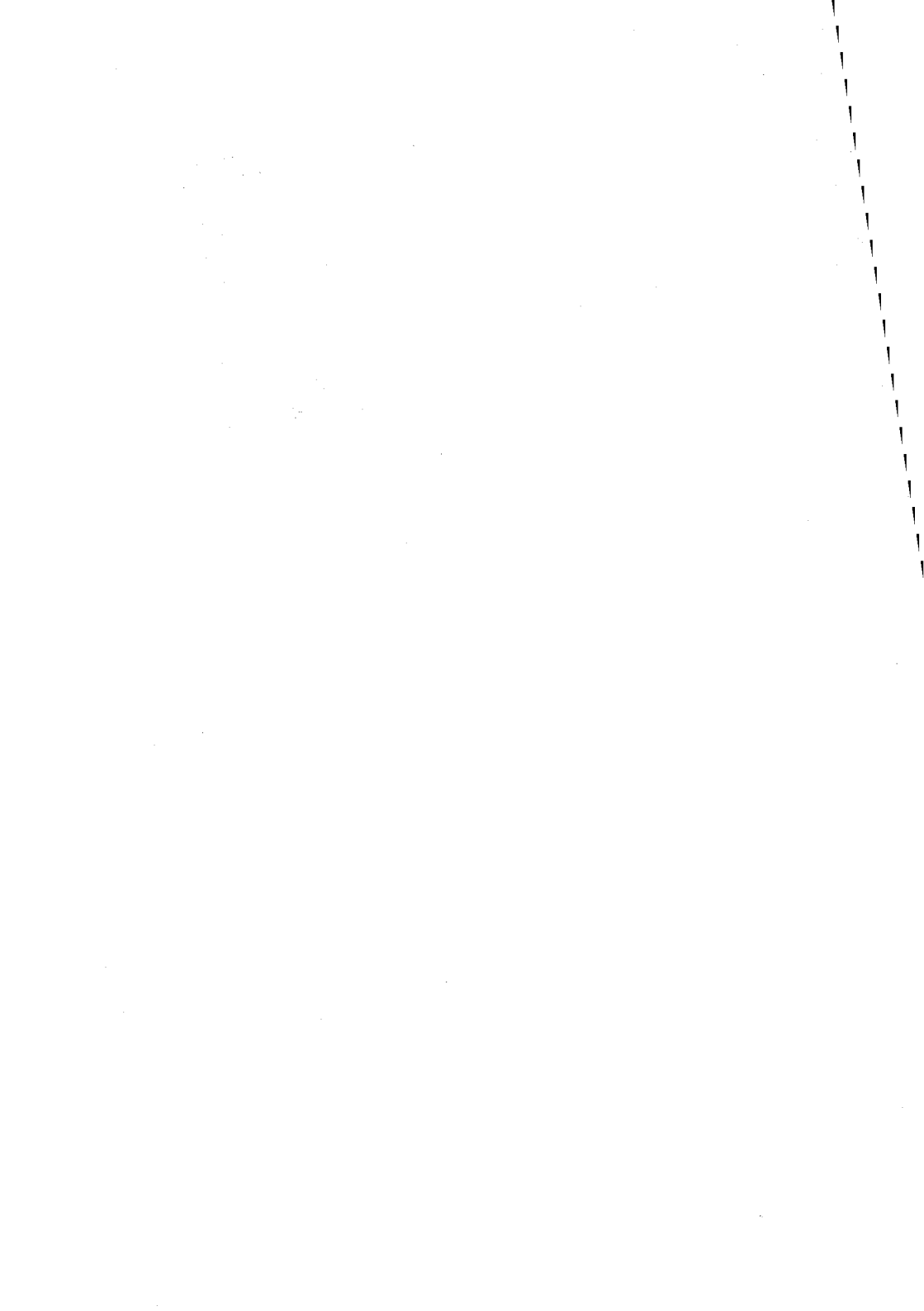
Dr. Lasby is survived by his wife, Irma, of Minneapolis, and his daughter, Helen Jeffrey, of Silver Spring, Maryland.

BRYNG BRYNGELSON, 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 1953-54 was held in the Auditorium of Murphy Hall, Thursday, November 19, 1953. One hundred twenty-two members were present.

The clerk called the Senate to order and announced that President Morrill would not be present. As provided in the Constitution, nominations for chairman of the meeting were then requested. Vice President Willey was nominated and elected chairman.

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

I. MINUTES OF APRIL 14 AND MAY 21, 1953

Reported for Action

Approved

II. SENATE ROSTER FOR 1953-54

Reported for Information

Voting Members

Abbe, Ernst C.	Archer, Clifford P.
Abraham, Roland	Armstrong, Ike J.
Akerman, John D.	Armstrong, W. D.
Albert, A. (Rochester)	*Arnason, H. Harvard
Aldrich, C. Knight	Arnold, Richard T.
Algren, Axel B.	Bade, Edward S.
Aliferis, James	Baggenstoss, A. H. (Rochester)
*Allen, Harold B.	Baker, A. B.
Allen, Henry E.	Baker, Annie L.
Allred, Evan R.	Baker, Gertrude M.
Alspach, Addison (Duluth)	Baldes, E. J. (Rochester)
*Amberg, George	Barnhart, Thomas F.
Amberg, Ray M.	Barnum, Cyrus P., Jr.
Amundson, Neal R.	Baronofsky, Ivan D.
Andersen, Paul	Barton, Francis B.
Anderson, Gaylord W.	*Bayley, Ned D.
Anderson, George W.	Beatty, Donald
Anderson, John E.	Beck, Robert H.
*Anderson, Joseph T.	Belthuis, Lyda (Duluth)
Anderson, Kenneth M.	Berdie, Ralph F.
Anderson, LeRoy T.	*Berninghausen, David K.
*Anderson, Parker O.	Bierman, B. W.
Anderson, Phillip A.	Biester, Alice
Anderson, William	Bieter, Raymond N.
Appel, F. S.	Billings, William A.

THE HISTORY OF THE

of the world, and the progress of the human mind, from the earliest times to the present day. The history of the world is a long and varied one, and it is one which has attracted the attention of many of the greatest minds of all ages. The progress of the human mind is a process which has been going on since the beginning of time, and it is one which has been marked by many of the most remarkable achievements of the human race. The history of the world and the progress of the human mind are two things which are closely connected, and they are both of them of the greatest importance to the human race.

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²Isbin, Herbert S.
²Ivory, Paul
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 Stephan, James W.
¹⁷Stephens, Clyde
¹⁰Stinson, Malcolm B.
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⁸Sutton, Ben B.
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 Thiel, George A.
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 Thomas, Lewis
 Thomas, Theodor W.
 Thompson, David W.
 Thompson, Faith
 Thomson, Stewart C.
 Thorpe, Niels
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³Unger, Leonard
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Professor
Davis, Darrell H., Professor
Desjardins, Arthur U., Professor
(Rochester)
Doseff, Ivan, Professor
Downey, Hal, Professor
Drips, D. G., Associate Professor
(Rochester)
Dunn, William, Associate Professor
DuPriest, John R., Professor
Erickson, Theodore A., Associate
Professor
Erikson, Henry A., Professor
Eusterman, G. B., Professor
(Rochester)
Fahr, George E., Professor
Ferguson, Donald, Professor
Field, Albert M., Professor
Ford, Guy S., President
Fraser, Everett, Dean and
Professor
Freeman, Charles D., Professor
Freeman, Edward M., Dean and
Professor
French, Robert W., Professor
Gardner, Boyd S., Professor
(Rochester)
Giffin, H. Z., Professor (Rochester)
Godfrey, Henry S., Professor
Goldstein, Harriet, Professor
Goodenough, Florence L.,
Professor
Green, Robert O., Clinical
Professor
Grout, Frank F., Professor
Hammes, Ernest M., Clinical
Professor
Hartman, Howard R., Associate
Professor (Rochester)
Hayes, H. K., Professor
Hayes, James, Clinical Associate
Professor
Helmholz, H. F., Professor
(Rochester)
Hempstead, B. E., Associate Pro-
fessor (Rochester)
Henderson, M. S., Professor
(Rochester)
Herrick, Carl A., Professor
Holman, William, Professor
Irvine, Harry G., Associate
Professor
¹⁵Jenks, Albert E., Professor

Johnson, James, Clinical Professor
 Jones, E. Mendelssohn, Clinical Professor
 Jones, Robert T., Professor
 Jones, Roy C., Professor
 Keith, N. M., Professor (Rochester)
 Kendall, E. C., Professor (Rochester)
 Kennedy, Cornelia, Associate Professor
 Kirchner, William H., Professor
 Kirklin, Byrl R., Professor (Rochester)
 Kirkwood, William P., Professor
 Kiser, O. M., Associate Professor (Crookston)
 Klaeber, Frederick, Professor
 Knight, Ray R., Clinical Professor
 Lambert, Edwin H., Professor
 Lansing, Robert C., Associate Professor
¹⁴Lasby, William F., Dean and Professor
 LeCompte, Irville C., Professor
 Leland, Ora M., Dean
 Lemon, W. S., Professor (Rochester)
 Lillie, Harold I., Professor (Rochester)
 Lind, Samuel C., Dean and Professor
 Lindsay, William, Professor
 Logan, A. H., Associate Professor (Rochester)
 MacCarty, W. C., Professor (Rochester)
 MacDougall, Frank H., Professor
¹⁵Macnie, John S., Associate Professor
 Mann, F. C., Professor (Rochester)
 Mann, F. M., Professor
 Masson, J. C., Professor (Rochester)
 Maxeiner, Stanley R., Clinical Professor
 McClintock, Henry L., Professor
 McDaniel, Orianna, Clinical Associate Professor
 McNeal, Wylle B., Professor
 McNelly, Chester, Associate Professor
 Meyerding, H. W., Professor (Rochester)
 Miller, Louallen F., Professor
 Miller, W. S., Professor
 Moore, Cecil A., Professor
 Mudgett, B. D., Professor
 Mussey, R. D., Professor (Rochester)
 Myers, W. R., Associate Professor
 New, G. B., Professor (Rochester)
 Newton, Julia O., Associate Professor
 Norris, J. Anna, Professor
 Ogle, Marbury B., Professor
 Ostlund, Harry J., Associate Professor
 Parker, Walter H., Professor
 Pease, Levi B., Professor
 Pemberton, J. D., Professor (Rochester)
 Piccard, Jean F., Professor
 Pierce, E. B., Director
 Price, Richard R., Professor
 Priester, George C., Professor
 Ramsey, Walter R., Clinical Associate Professor
 Rarig, Frank, Professor
 Rasmussen, Andrew T., Professor
 Raymond, Ruth, Professor
 Richards, Ernest T. F., Clinical Associate Professor
 Riley, William A., Professor
 Robertson, Burton J., Professor
 Rodda, Frederick C., Clinical Professor
 Roe, Harry B., Professor
 Rosendahl, Carl O., Professor
 Rosenow, E. C., Professor (Rochester)
 Rotzel, C. L., Associate Professor
 Rowley, Frank B., Professor
 Saltus, Charles N., Professor
 Sanderson, James C., Associate Professor
 Sandstrom, W. Martin, Professor
 Sanford, A. H., Professor (Rochester)
 Savage, Charles A., Professor
 Sheard, Charles, Professor (Rochester)
 Shoop, Charles F., Professor
 Siler, Roderick W., Associate Professor
 Sirich, E. H., Professor
 Smith, H. L., Professor (Rochester)
 Stakman, Elvin C., Professor
 Stauffer, Clinton R., Professor
 Stephenson, George M., Professor
 Stoll, Elmer E., Professor
 Strachauer, Arthur C., Professor
 Sweitzer, Samuel, Professor
 Thomas, Joseph M., Assistant Dean and Professor

Thompson, Mark J., Professor (Experiment Station, Duluth)	White, S. Marx, Professor
Tilden, Josephine, Professor	Whittaker, Harold A., Professor
Ulrich, Henry L., Professor	Wilcox, Archa, Professor
Vaile, Gertrude, Associate Professor	Wilder, R. M., Professor (Rochester)
Van Wagenen, Marvin J., Associate Professor	Woodsdalek, Jerry, Professor
¹⁸ Walls, James M., Professor	Zelner, Otto S., Associate Professor
Wells, Amos S., Professor	

¹ On leave	¹⁰ On leave 75 per cent time
² Promotion	¹¹ Died May 13, 1953
³ New appointment	¹² Died January 25, 1953
⁴ New appointment fall quarter only	¹³ Died June 6, 1953
⁵ On sabbatical leave	¹⁴ Died April 12, 1953
⁶ On sabbatical leave spring quarter	¹⁵ Died January 30, 1953
⁷ On sabbatical leave fall and winter quarters	¹⁶ Died April 10, 1953
⁸ On leave 20 per cent time	¹⁷ Died August 4, 1953
⁹ On leave 50 per cent time	¹⁸ Died June 4, 1953

Accepted

III. SENATE COMMITTEES FOR 1953-54

Reported for Action

The President reports additional appointments as follows:

Education: W. M. Meyers to replace Frank H. Kaufert.

Institutional Relationships: Leo Marx to replace Leonard H. Unger.

Intercollegiate Athletics: Chester W. Wood to replace John E. King; Louis Gross, Francis (Pug) Lund, alumni.

Reserve Officer Training Corps: R. Dale Miller to replace John E. King; J. D. Holtzermann, Leslie E. Westin, alumni.

Student Affairs: Thomas Salmen, Lee Whitson, alumni.

Approved

IV. ADMINISTRATIVE COMMITTEE OF THE SENATE FOR 1953-54

Reported for Information

The President reports the membership of the Administrative Committee of the Senate for 1953-54 as follows:

President J. L. Morrill, Professor Ike J. Armstrong (Athletics), Dean Theodore C. Blegen (Graduate School), Dr. Ruth E. Boynton (Health Service), Dean J. William Buchta (University College), Capt. Doyle M. Coffee (ROTC Units), Dean Walter W. Cook (Education), Dean William H. Crawford (Dentistry), Provost Raymond W. Darland (Duluth Branch), Dean Harold S. Diehl (Medical Sciences), Dean Austin A. Dowell (Agriculture, Forestry, Home Economics), Professor Edwin L. Haislet (Alumni Relations) Dean Richard L. Kozelka (Business Administration), Mr. Laurence R. Lunden (Comptroller), Dean Harold Macy (Institute of Agriculture), Dean Errett W. McDiarmid (Science, Literature, and the Arts), Vice President William T. Middlebrook (Business Administration), Dean Horace T. Morse (General College), Dean Julius M. Nolte (Extension), Mr. William L. Nunn (University Relations), Dean Maynard E. Pirsig (Law), Dean Charles H. Rogers (Pharmacy), Dean Athelstan F. Spilhaus (Institute of Technology), Professor Edward B. Stanford (Library), Dean R. Edward Summers (Admissions and Records), Dean Thomas A. H. Teeter (Summer Session), Vice President Malcolm M. Willey (Academic Administration), Dean Edmund G. Williamson (Dean of Students).

Accepted

V. REMARKS BY VICE PRESIDENT WILLEY

In presenting the Non-Senate Committee and Student Organization Representative appointments Vice President Willey mentioned that whereas it is commonly assumed that the President appoints all of these groups, as a matter of fact, that is not the case. He said for example that Dean Blegen appoints the General Research Fund Advisory Committee; Dean McDiarmid, the Minnesota Center for the Philosophy of Science Advisory Board; Mr. Middlebrook, the Patent Committee; Dr. Boynton, the All-University Radiation Hazard Control Committee; and that he appoints the Advisory Committee on University Art Collections. President Morrill initiated the practice of reporting these appointments for information to the Senate. Many of the committees are of long standing, and others are new. Two committees of last year were abolished and ten committees, not necessarily new, have been added. The list grows each year, reflecting the increasing complexity of the University.

Vice President Willey called attention to the addition to several committees of student members to be nominated by the All-University Congress. He asked that chairmen make a special effort to orient these students to the functions and background of their respective committees.

Other changes cited were the addition of Duluth Branch representatives to the Committee on Foreign Students and the Committee on Honors, a University of Wisconsin representative to the Itasca Forestry and Biological Station Committee, and a St. Paul Campus representative to the Public Administration Center Advisory Committee.

With reference to the Report of the Administrative Committee he reiterated what President Morrill has said on many occasions that the items listed for information are open for discussion and for any action the Senate may desire to take.

VI. NON-SENATE COMMITTEES AND BOARDS FOR 1953-54

Reported for Information

The President reports non-senate committees and boards and their membership for 1953-54 as follows:

Admissions, Board of: R. Edward Summers (chairman), Ralph F. Berdie, Charles W. Boardman, Russell M. Cooper, Austin A. Dowell, Ruth E. Eckert, Henry E. Hartig, William F. Maloney, Horace T. Morse, Chester W. Wood.

Band Committee: Paul M. Oberg (chairman), Ike Armstrong, Robert T. Connor, Walter Cook, Edwin L. Haislet, Errett W. McDiarmid, William T. Middlebrook, William L. Nunn, Gerald R. Prescott, Gale Sperry, Malcolm M. Willey, Edmund G. Williamson, two students.

Camp, All-University: Staff—Gerald Fitzgerald (chairman), B. James Borreson, Mrs. Wright Brooks, Donald P. Duncan, W. T. Middlebrook, Robert P. Provost, Gordon Starr, Malcolm M. Willey; Students—Eileen Dougherty, Diane Kuske, Herbert A. Stade, James J. Trunk, Thomas Wilson, Dennis Wood.

Civil Service Committee: Richard Arnold, Theodore H. Fenske, Clinton T. Johnson, James W. Stephan, Dale Yoder, Hedwin C. Anderson (executive secretary).

Convocation Advisory Committee: Robert H. Beck, Mark A. Graubard, Newell Griffith, James S. Lombard, Gerald Nelson, Gordon Starr, Peter Von Eschen, Vernon Weckwerth, John B. Wolf.

Defense Mobilization Committee: Julius M. Nolte (chairman), Ray M. Amberg, Gaylord W. Anderson, Wallace D. Armstrong, Theodore C. Blegen, Richard G. Bond, Ruth E. Boynton, Raymond W. Brink, Raymond W. Dar-

land, Clinton B. Hanscom, Henry E. Hartig, Ernest H. Henrikson, Richard Jordan, Thomas H. King, Roy V. Lund, L. R. Lunden, Errett W. McDiarmid, Keith N. McFarland, William T. Middlebrook, William L. Nunn, Skuli Rutford, R. Edward Summers, Otto H. Swenson, Tracy F. Tyler, LaVerne Wegener, Malcolm M. Willey, Cedric Williams, Edmund G. Williamson.

Department of State Intern Program, Advisers to: Lloyd M. Short (chairman), Harold C. Deutsch, Charles H. McLaughlin.

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

Disciplinary Committee, All-University: Edmund G. Williamson (chairman), Ruth E. Boynton, Keith N. McFarland, William J. Micheels, Elio D. Monachesi, Monrad G. Paulsen, Cornelia Williams, Joe Ehrman, Robert Latz, Cecille Warshaw.

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

Foreign Students, Committee on: Theodore C. Blegen (chairman), Gaylord W. Anderson, Bernard Bowron, Jr., Asher N. Christensen, A. A. Dowell, Charles H. McLaughlin, Forrest G. Moore, Robert F. Spenser, Louise Stedman, R. Edward Summers, Edmund G. Williamson, Chester W. Wood, two students.

General Research Fund Advisory Committee: John G. Darley (chairman), William Anderson, Bryce Crawford, Jr., A. O. Dahl, A. O. C. Nier, Walter Heller, W. G. Shepherd, H. J. Sloan.

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

Group Hospitalization Plan Advisory Committee: W. T. Middlebrook (chairman), Ray Amberg, J. O. Christianson, Roy V. Lund, George Schroepfer.

Group Insurance Committee (Advisory to Vice President, Business Administration): Richard L. Kozelka (chairman), Ray M. Amberg, Raymond W. Brink, Marcia Edwards, Elmer W. Johnson, E. Fred Koller, R. V. Lund, John G. Turnbull, Malcolm M. Willey.

Honors, Committee on University: William Anderson (chairman), Theodore C. Blegen, Helen Clapesattle, Raymond W. Darland, Ralph L. Dowdell, Harold Macy, Errett W. McDiarmid, Irvine McQuarrie, Malcolm M. Willey.

Hormel Institute Board: T. C. Blegen (chairman) H. E. Essex, J. G. Hunting, Walter Lauer, Walter Lundberg, Harold Macy.

Industrial Relations Center Faculty Committee: Richard L. Kozelka (chairman), George Filipetti, William B. Lockhart, Lowry Nelson, John McKenzie, Donald G. Paterson, Lloyd M. Short, Dale Yoder.

Industrial Safety, All-University Committee on: Ray F. Archer (chairman), Richard G. Bond, Andrew Hustrulid, Philip D. Kernan, John McKenzie, Joseph Woodman.

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

Military Service, Committee on: Harold S. Diehl (chairman), Theodore C. Blegen, Austin A. Dowell, Elmer W. Johnson, Errett W. McDiarmid, Maynard E. Pirsig, R. Edward Summers, Malcolm M. Willey, Edmund G. Williamson.

Minnesota Center for the Philosophy of Science-Advisory Board: Paul E. Meehl (chairman), Robert H. Beck, C. L. Critchfield, John G. Darley, Leonid Hurwicz, Don A. Martindale, Paul Rosenbloom, Wilfrid S. Sellars, H. B. Steinbach, M. B. Visscher.

Minnesota Institute of Research Advisory Committee: Athelstan F. Spilhaus (chairman), Bryce Crawford, Jr., John G. Darley, Richard K. Gaumnitz, T. L. Joseph, Harold Macy.

Patent Committee: William T. Middlebrook (chairman), Edward W. Davis, Harold Macy.

Placement Committee, All-University: Arnold Woestehoff (chairman), Clifford P. Archer, Henry Borow, Ralph D. Casey, Gerald T. Evans, John C. Kidneigh, R. L. Kozelka, Keith N. McFarland, O. W. Muckenhirn, Charles V. Netz, Roger B. Page, Lloyd M. Short, E. G. Williamson.

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

Public Administration Center Advisory Committee: William Anderson (chairman), Gaylord W. Anderson, Theodore C. Blegen, Kenneth C. David, A. A. Dowell, John C. Kidneigh, Richard L. Kozelka, Clarence C. Ludwig, Errett W. McDiarmid, Mervin G. Neale, Julius M. Nolte, Lloyd M. Short, Edward G. Stanford, Lorenz G. Straub, George A. Warp.

Public Relations Advisory Committee: William L. Nunn (chairman), Francis S. Appel, Ike J. Armstrong, Ralph D. Casey, John O. Christianson, Raymond W. Darland, Theodore H. Fenske, Richard K. Gaumnitz, Edwin L. Haislet, Ambert B. Hall, Stanley V. Kinyon, William F. Maloney, William J. Micheels, Paul E. Miller, Julius M. Nolte, Roger B. Page, R. Edward Summers, Edmund G. Williamson.

Radiation Hazard Control Committee, All-University: Wallace Armstrong (chairman), Herbert S. Isbin, Roy Lund, L. R. Lunden, Paul O'Connor, William E. Peterson, Max Schultze, Karl W. Stenstrom, C. J. Watson, John Williams.

Radio Advisory Committee for KUOM: Julius M. Nolte (chairman), B. James Borreson, Mitchell V. Charnley, Marcia Edwards, Henry E. Hartig, Robert Howard, Errett W. McDiarmid, Huntington Miller, Paul E. Miller, William L. Nunn, Paul M. Oberg, Chester R. Roan, Tracy F. Tyler, E. William Ziebarth.

Radio Policy Committee: Julius M. Nolte (chairman), Ike J. Armstrong, William T. Middlebrook, Paul E. Miller, Raymond B. Nixon, William L. Nunn, Malcolm M. Willey, Edmund G. Williamson.

Residence Status, Board of Review on: R. Edward Summers (chairman), David R. Briggs, Robert C. McClure, George J. Schroepfer, Lemen J. Wells.

Schedule Committee, University: True E. Pettengill (chairman), Vernon Ausen, chairmen of the schedule committees of the several schools and colleges, and three students.

Scholarship Committee, University: Morris Bye (chairman), T. J. Berning, Erling O. Johnson, Horace T. Morse, B. L. Pehrson, George B. Risty (executive secretary), Clifford C. Sommer, R. Edward Summers, Edmund G. Williamson.

Space Allocation and Use, Advisory Committee on: R. Edward Summers (chairman), Winston A. Close, A. Orville Dahl, Roy V. Lund, William T.

Middlebrook, Horace T. Morse, Ralph G. Nichols, Stewart C. Thomson, Malcolm M. Willey.

SPAN Committee, University: Russell M. Cooper (chairman), Paul A. Bloland, Werner W. Boehm, Asher N. Christensen, Walter Pattison.

Staff Welfare Fund Committee: Lee I. Smith (chairman), William Anderson, Ray Archer, A. A. Dowell, Marjorie Gerlich, Roy V. Lund, Helen L. MacDonald, W. T. Middlebrook, William M. Myers, Mervin G. Neale, Leo G. Rigler, Roland S. Vaile.

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

Summer Session Advisory Committee: Thomas A. H. Teeter (chairman), Russell M. Cooper, Raymond W. Darland, A. A. Dowell, Richard K. Gaumnitz, Elmer W. Johnson, Lloyd H. Reyerson, Homer J. Smith, Lawrence D. Steefel, C. Gilbert Wrenn, E. W. Ziebarth.

Tenure Advisory Committee: Malcolm M. Willey (chairman), William Anderson, Paul D. Boyer, Alfred E. Cronk, Theda Hagenah, James S. McCarty, Robert C. McClure, Norman W. Moen.

University Art Collections, Advisory Committee on: H. Harvard Arnason (chairman), Winston A. Close, Richard M. Elliott, Ruth E. Lawrence, R. Dale Miller, Arthur E. Smith, Dimitri T. Tselos, Malcolm M. Willey.

University College Committee: J. William Buchta (chairman), Wallace D. Armstrong, Thomas F. Barnhart, Theodore C. Blegen, Arthur M. Borak, Walter W. Cook, Bryce Crawford, Jr., Richard K. Gaumnitz, James J. Jenkins, Richard Jordan, Helen A. Ludwig, Keith M. McFarland, Maynard E. Pirsig, R. Edward Summers, Dimitri Tselos, Alfred L. Vaughan.

University Film Society, Advisory Committee: H. Harvard Arnason (chairman), George Amberg, Marthe Blinoff, Emma Birkmaier, Asher N. Christensen, Edward Downes, Mrs. Richard M. Elliott, Helge E. Hansen, Gerald Hill, Jerome Lieblich, Leon Reisman, Ralph G. Ross, two students.

Accepted

VII. STUDENT ORGANIZATION STAFF REPRESENTATIVES OR ADVISERS FOR 1953-54

Reported for Information

The President reports student organization staff representatives or advisers for 1953-54 as follows:

All-University Congress, Social Service Council, Staff Advisers: Mabel Powers, Ben Willerman, Cornelia Williams.

All-University Congress, Staff Advisers: Robert Beck, B. James Borreson, Marcia Edwards, Errett W. McDiarmid.

Board in Control of Student Publications, Staff Representatives on: Mitchell Charnley, John G. Darley, James Gray, Edmund G. Williamson, George S. Hage (non-member, editorial adviser), B. James Borreson (financial adviser).

Technology Board, Staff Representatives on: B. J. Borreson, Clifford Haga, John MacKenzie.

Union Board of Governors, Staff Representatives on: Mary Kelly, Clifford S. Plank, Robert N. Shoffner, Stewart C. Thomson, Robert Snow (alumni representative).

Union Board of Governors, St. Paul Campus, Staff Representatives on: A. A. Dowell, S. A. Engene, Helen A. Ludwig, Ralph Miller.

Union Board of Governors, University Village, Staff Representative on:
Martin Snoke.

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

Accepted

VIII. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

Reported for Action

The following proposal for revision in by-law, received from the Committee on Intercollegiate Athletics, is submitted for action:

Present By-Law:

INTERCOLLEGIATE ATHLETICS

Section 5: The Committee on Intercollegiate Athletics shall constitute the Eligibility Committee and shall decide upon all questions of student eligibility to participate in intercollegiate sports.

Section 9: The Director of Physical Education and Athletics shall be in general charge of and responsible for the detailed administration of intercollegiate athletics, subject to the supervision and approval of the Committee on Intercollegiate Athletics, which committee is given entire control of intercollegiate athletics, including all schedules of games, subject to the constant revision and ratification of the University Senate.

Proposed By-Law:

INTERCOLLEGIATE ATHLETICS

Section 5: The Committee shall appoint a Sub-Committee on Eligibility which shall determine the students eligible to represent the University in intercollegiate sports under the Rules and Regulations of the Western Conference. The Committee may revise any action of the Sub-Committee.

Section 9: The Director of Physical Education and Athletics shall be in general charge of and responsible for the detailed administration of intercollegiate athletics, subject to the supervision and approval of the Committee on Intercollegiate Athletics, which committee is given entire control of intercollegiate athletics, including all schedules of games, subject to the supervision of the University Senate.

Adopted

Henry Rottschaefter, Chairman

IX. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

UNIVERSITY CALENDAR, 1954-55

Day Classes

Fall Quarter

1954

August 2-September 24

Fall registration.¹ Orientation program for new students. Dates for the various colleges will be announced in mailed instructions. Students are urged to register early. It is expected that all students who can do so will register in August.

September	6	Monday	Labor Day; holiday
September	16	Thursday	Fall quarter fees due for students registered through September 10
September	17-25		New Students' Camps, September 17-19; New Students' Parents Day, September 19; New Students' Week, September 19-25. Details announced in instructions issued at orientation
September	24	Friday	Last day for registration ¹ and payment of fees for the undergraduate colleges
September	27	Monday	Fall quarter classes begin 8:30 a.m. ²
September	30	Thursday	Opening convocation, 11:30 a.m.; IV hour classes excused
October	1	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
October	12	Tuesday	Columbus Day; holiday
		Saturday	Dads Football Game
		Saturday	Homecoming Day
November	11	Thursday	Armistice Day; holiday
November	18	Thursday	Senate meeting, 3:30 p.m.
November	25	Thursday	Thanksgiving Day; holiday
November	26, 27	Friday, Saturday	Classes excused (except Medical School)
December	10, 11 and 13-16		Final examination period
December	16	Thursday	Commencement, 8:00 p.m.
December	18	Saturday	Fall quarter closes
<i>Winter Quarter</i>			
December	23	Thursday	Winter quarter fees due for students in residence fall quarter in undergraduate colleges
December	25	Saturday	Christmas Day; holiday
December	29-30	Wednesday, Thursday	Orientation and registration for new students in undergraduate colleges
1955			
January	1	Saturday	New Year's Day; holiday
January	3	Monday	Registration resumes; winter classes begin 8:30 a.m. ²
January	4	Tuesday	Last day for registration and payment of fees for new students in undergraduate colleges
January	7	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
February	12	Saturday	Lincoln's Birthday; holiday
February	17	Thursday	Senate meeting, 3:30 p.m.
February	21-27		University of Minnesota Week
February	22	Tuesday	Washington's Birthday; holiday
February	24	Thursday	Charter Day convocation, 11:30 a.m.; IV hour classes excused
March	11, 12 and 14-17		Final examination period
March	17	Thursday	Spring quarter fees due for students in residence winter quarter in undergraduate colleges. Commencement, 8:00 p.m.
March	19	Saturday	Winter quarter closes
<i>Spring Quarter</i>			
March	24, 25	Thursday, Friday	Orientation program; registration ¹ and payment of fees for new students in all undergraduate colleges
March	28	Monday	Spring quarter classes begin 8:30 a.m. ²

April	1	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
April	8	Friday	Good Friday; holiday Parents Day
May	12	Thursday	Cap and Gown Day Convocation, 11:30 a.m.; IV hour classes excused
May	19	Thursday	Senate meeting, 3:30 p.m.
May	30	Monday	Memorial Day; holiday
June 4 and 6-10			Final examination period
June	5	Sunday	Baccalaureate service, 3:00 p.m.
June	11	Saturday	Spring quarter closes. Commencement, 8:00 p.m.

1955

First Term Summer Session

June	13	Monday	Orientation and registration for first term
June	14	Tuesday	First term classes begin 8:00 a.m. ² ; fees due for students in all colleges
July	4	Monday	Independence Day; holiday
July	14	Thursday	Commencement, 8:00 p.m.
July	16	Saturday	First term closes

Second Term Summer Session

July	18	Monday	Registration and payment of fees for second term
July	19	Tuesday	Second term classes begin 8:00 a.m. ²
August	18	Thursday	Commencement, 8:00 p.m.
August	20	Saturday	Second term closes

General Extension Division

1954

First Semester

September	13	Monday	Registration, first semester, ⁴ begins
September	25	Saturday	Last day for registration, first semester
September	27	Monday	First semester classes begin ³
November	25	Thursday	Thanksgiving Day; holiday
December	18	Saturday	Christmas recess begins

1955

January	3	Monday	Classes resume ⁴
January	24	Monday	Second semester registration begins
February	4	Friday	First semester classes close

Second Semester

February	5	Saturday	Second semester registration closes
February	7	Monday	Second semester classes begin ³
June	3	Friday	Second semester classes close

¹ 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* and *Summer Session Bulletin*.

² First hour classes on the St. Paul Campus begin at 8:00 a.m. fall, winter, and spring quarter and at 7:30 a.m. during the Summer Session.

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

⁴ A few Extension classes are offered on the quarter basis on same schedule as day school with registration beginning two weeks preceding the opening of classes.

Action: A motion to amend the calendar to begin the Summer Session 1955 on June 20 to provide a week interval between the close of spring quarter and the beginning of the first summer term failed to carry. The calendar as presented was approved.

2. Reported for Information

1. *Codification of Laws and Regulations of the University.* Vice President Willey reported on the compilation and revision of University regulations. The work, undertaken with the assistance of persons from the Law School, has been under way for some time. Manuscript may emerge within the next academic year. It was pointed out, however, that even when completed, the book will only be a compilation of formal actions which will necessarily omit reference to many well established procedures or to the "common law" of the University or of its separate units.

2. *University Self Survey.* It was planned at the time the 1953-54 budget was drawn that during this year the Administrative Committee would interest itself in University economy and philosophy of work trends in a retrenchment situation. Careful and efficient planning for the second year of the biennium will indeed make this necessary, as perhaps will proposed interim legislative studies and problems of increasing enrollments in a period of rather static financial allowances. The Faculty Consultative Committee has been invited to consider such problems and to make suggestions. The Regents have also interested themselves. Recently a project of some national scope has been developed between the University of California and certain large institutions in the Western Conference. There was a brief report to the Committee on the objectives and planning of the national study. It will touch on three areas of concern: administration, physical plant, and instruction.

All agreed that great care needs to be exercised in any work of this kind, that institutional comparisons are perhaps not possible, that the outcomes are more likely to reflect differences and patterns of organization than similarities, and that when the fact-finding work is done there will remain the major problem of establishing consonance of ideas. In the answering of questions requiring judgmental resolution, educational philosophies have a part.

At a later meeting, subsequent to a report from the Faculty Consultative Committee, the discussion will be continued.

3. *AAUP Recommendations on Faculty-Administration Relations.* The American Association of University Professors had transmitted to the President an account of actions taken at the annual spring meeting of the local group. These had come as a result of a study made by the AAUP concerning the sharing of responsibility at departmental and college levels, in the spirit of the University and under its rules. Many questions were raised in the Committee since the request appeared to assume a kind of uniformity of organization that does not exist. The authority of central administration to do as suggested was questioned, in view of our college autonomies. Some thought that there was implicit in the requested control a kind of rigidity and restriction which would impose handicaps on the educational ongoing of the primary units of the University. No action was taken.

4. *Approval of Sale of Textbooks and Mimeographed Materials to University Students.* Questions were raised concerning involvement of the Administrative Committee in the detailed work of approving staff-written textbooks for use by University students or mimeographed materials for sale to our classes. Since the work of reporting all items to the Committee is appreciable and because the Committee can seldom give close attention to the many noncontroversial proposals, it was suggested that there should be a review of the reasons for the current practice. Several members expressed the belief that the clearance was desirable. The President, therefore, appointed a subcommittee to study procedures and recommend a course of action. Vice President Willey was named chairman of the group; Vice President Middlebrook and Dean Summers are to serve with him.

5. *National Commission on Accrediting.* Continuing his practice of reporting to the Administrative Committee on work of the National Commis-

sion on Accrediting, President Morrill reviewed developments in that Commission since March of this year. He referred to a new approach to regional (and particularly to professional) associations advocated in the March meeting of the Committee. The President called for any advice which might be given him on this matter and for views of the deans and the faculty on the Commission's work and possibilities.

6. *The Name of the University on University Publications.* University publications, announcements, and forms, even those sent off campus in large numbers, sometimes omit the name of the University where it would seem most appropriate and useful to have it. While indiscriminate use of the name of the University on publications is not permitted, suitable credit for University activities is expected. It was the opinion that Vice President Willey should inform the Printing Department and the Mimeograph Department of this and that deans should be watchful in advising all concerned.

7. *Report on the Proposed Curricula in Pharmacy.* The Committee, having seen the written report of an *ad hoc* group appointed to study ways in which the Pharmacy curricula might be improved, heard from Dean Rogers concerning the objectives to be attained and the plan suggested. Although questions were raised concerning the propriety of consideration of this matter in the Administrative Committee, and the kind of action which the Committee might properly take, it was moved, seconded, and voted to indicate that the Committee concurred in spirit with the objectives set forth for Pharmacy by its dean and the special committee which had studied its curricular needs.

8. *The Classification and Salary Rates for Research Fellows.* The Committee had heard discussion of the salary rates for research fellows and various reports and arguments relative to that academic classification. There are a few instances in which desirable appointees may not be carrying forward with the graduate programs as required by the classification. It was suggested that these requirements may be deterring desirable appointments, that employment of this kind may actually be reducing the number of instructors available, and that the philosophy of the position may have been departed from undesirably. Exceptions are obviously possible and are being made in unusual cases. Because various departments seem to have a deep concern in this classification, it was thought that the deans might bring back the suggestions of their faculties on the relationship of this position to the entire research and graduate study program of the University.

9. *Information on Appointment Forms Submitted to the President's Office.* On several recent occasions (March 25, 1953; October 23, 1952; November 7, 1951) the Committee had concerned itself with the need for complete information to accompany recommendations on appointments. There should be thorough identification, complete chronological reports, and independently obtained reference material. Department heads should prepare more thorough documentation. On resignations, it is valuable to have estimates of salaries to be received by persons going to other employment as well as descriptions of the positions.

10. *Representation of the University Committee on Functions in Planning for Building Dedications.* There was a suggestion from the Academic Vice President that in all phases of planning for the dedication of University buildings the Committee on Functions should be represented by Mr. Nunn. Discussion indicated that this representation would be advantageous to all the special committees concerned with such events and that the deans and directors could be helpful in bringing the fact to the attention of their people, when appropriate.

11. *The Use of Electrical Recorders in University Classes.* In October 1952, the Committee discussed the recording of University lectures for purposes of sale. At that time a committee was appointed under the chairmanship of Dean Buchta to look into the matter. Questions arise as the subject assumes

a double aspect: (a) normal use of recorders (presumed to facilitate student learning) and (b) possible secret use of them. It seems that many problems arise in the electrical recording of classroom lectures and discussions, particularly if surreptitious motives of individuals have to be dealt with or if responsibility for the recording is not retained by the teacher.

It was moved, seconded, and voted that the President should appoint a committee to consider all problems of electrical recording of University class work. Named were Dean Buchta, chairman, and Deans Kozelka, Pirsig, and Williamson.

12. *Report of the Ad Hoc Committee on the Technolog Appeal.* The University Senate, in its meeting of May 21, 1953, had received an appeal from the student editor and the president of the *Technolog* board asking for reconsideration of a decision made by the Senate Committee on Student Affairs. The Senate ordered at that meeting the appointment of an *ad hoc* committee to review the appeal and to report, through the President, to the Administrative Committee, since the Senate would not be meeting when the report might be made.

At its meeting of May 27, 1953, the Administrative Committee heard the President report briefly on appointment of this committee which consisted of: Professor Stanley V. Kinyon, Dr. John L. McKelvey, Professor Louise A. Stedman, and Professor C. Gilbert Wrenn, chairman.

This group on June 15 reported to the President that it had held two meetings in the course of which several persons were heard, including: *Technolog* Editor Robert Bevenssee and certain of his associates, Professor Kenneth E. Clark, chairman of the Committee on Student Affairs, and both student and faculty members of that Committee. The final decision was that the *ad hoc* committee supported all points of the Student Affairs Committee's decision and recommended: (a) better general faculty support of action in such cases and (b) avoidance of appeals without prior screening which consume staff time.

The report in full, as given to the President, is as follows:

Dear President Morrill:

In response to your letter of May 29, the committee that you appointed on the appeal made by Mr. Robert Bevenssee to the action taken by the Senate Committee on Student Affairs met in the Regents' room the afternoon of June 2. Mr. Bevenssee had been told of this meeting, and was asked to attend with anyone he wished to bring. He attended together with Mr. Donald Trask, Chairman of the *Technolog* Board. Dr. Kenneth Clark, Chairman of the Senate Committee on Student Affairs, was also told of the time of meeting and asked to attend together with anyone he wished to bring. He attended together with three faculty and one student member of his committee. It was thought that it would be a straightforward procedure to ask the person making the appeal to attend and to ask the chairman of the initiating committee to attend at the same time.

At the outset of the session Mr. Bevenssee changed the basis of his appeal. He had earlier appealed all three points made by the Senate Committee, but in the appeal session he changed his appeal to one point only, namely, that the penalty assigned to the Humor Editor and the Joke Editor be dropped. He stated that he was solely responsible and not they. The testimony from this point on wandered a bit from a strict interpretation of the appeal but Mr. Bevenssee, upon several occasions, repeated that this was the only appeal that he was now making.

Mr. Trask indicated that he would appeal one point only: that the penalty assigned to him be dropped. Mr. Trask believed that he had discharged his duty by the appointment of the editorial committee on the *Technolog* Board. It will be recalled that the appeal from the total report of the committee had been made in a joint letter from Mr. Bevenssee and Mr. Trask, and so each was given an opportunity to state his own appeal. Neither explained why he had changed his appeal to a much more restricted point.

The Committee concludes that in this hearing nothing new in the way of defense was added to the evidence already made available. After careful consideration of all that was said, in the light of previous testimony, your Committee believes that the procedures used by the Senate Committee on Student Affairs, both in its long series of discussions with the *Technolog* Board, and in its hearing of the defense of the May issue, were adequate and just procedures. The general tone of the University requirements as stated by the Senate Committee on Student Affairs was understood by all those responsible for the publication of the *Technolog*. The Humor Editor and the Joke Editor submitted all of the copy used in the May issue and are to that extent fully responsible. Mr. Trask appointed an editorial committee but

failed to check its operations and the resulting copy, although the *Technology* Board was charged with full responsibility for all copy. The Committee does not therefore feel that the revised appeals of Mr. Bevenssee and Mr. Trask can be supported.

The Committee further concludes, after hearing from both Mr. Bevenssee and Mr. Trask, that neither has accepted the University attitude with respect to matters of taste and judgment for a publication emanating from the University. They were completely aware that the May issue was different in quality of humor from the March and April issues. As a matter of fact, this was so stated by both men upon several occasions during the course of the hearing. For this reason the Committee believes that suspension of these men from further association with the *Technology* is a necessary procedure. We are convinced that Mr. Bevenssee is the person most responsible for the poor judgment involved in connection with the May issue and that he has not accepted either the letter or the spirit of the regulations established by the Senate Committee on Student Affairs. For this reason we believe that the penalty imposed upon Mr. Bevenssee is a minimum penalty. The action taken by him with regard to the May issue was deliberate and intentional and this he admitted on questioning. If it lay within our committee's power to recommend a more severe penalty we should doubtless do so.

There appears to be little feeling of responsibility upon the part of the present *Technology* Board for the attitude and welfare of the University as a whole in distinction to what some believe to be the wishes of a particular segment of the student body. Because of this your committee believes that the University has continued responsibility for maintaining a watchful supervision of this publication for at least the next year or until there is evidence of an honest intention to accept and support general University policy.

Your Appeals Committee therefore has not only considered the specific and restricted appeals made by Mr. Bevenssee and Mr. Trask, but we have also considered the three points of action taken by the Senate Committee on Student Affairs. The Appeals Committee supports all points of the Senate Committee's report. It believes that the Senate Committee on Student Affairs performed a valuable and necessary service in attempting to develop in a student group an awareness of and an acceptance of general University concerns and policies. It seems apparent, however, that this process needs support and some attention from the faculty of the college in which the student activity resides. Perhaps in the present instance the faculty might have shown more concern and exerted its influence early to correct a situation in which a few students, led by one individual who mistook liberty for license, stirred up what might have become a University scandal. This general question of the manner in which a faculty cooperates with the work of a Senate Committee, such as the Committee on Student Affairs, needs clarification and emphasis.

A second point to be noted is that perhaps an appeal of this nature should not occupy the attention of the Senate or of the senior administrative officers of the University without some showing that an appeal is justified. New evidence or some indication of arbitrary or unreasonable action might well be required as the basis for an appeal of this sort.

Respectfully submitted,

Stanley V. Kinyon
John L. McKelvey
Louise A. Stedman
C. Gilbert Wrenn

The Administrative Committee (June 17, 1953) moved, seconded, and voted its approval of the *ad hoc* committee's report. It was understood that Vice President Willey would transmit notification of this action and that the docket for the Senate should carry the report in full and a record of the action taken.

13. *Textbook Approvals.* Approval was given for the text material as follows:

Introduction to Statistical Methods, by Palmer O. Johnson and Robert W. B. Jackson, published by Prentice-Hall Inc. Price \$5.00.

Statically Indeterminate Structures, Their Analysis and Design, by Paul Andersen, published by the Ronald Press Company. Price \$7.50.

The Student Teacher in the Elementary School, by John U. Michaelis and Paul R. Grim, published by Prentice-Hall Inc. Price \$4.50.

The Student Teacher in the Secondary School, by Paul R. Grim and John U. Michaelis, published by Prentice-Hall Inc. Price \$4.50.

Criminal Law, mimeographed, 190 copies. To be sold by Law School Bookstore. Price \$10.00.

Family Law, mimeographed, 50 copies. To be sold by Law School Bookstore. Price \$2.75.

Instructions to Students in English A-B-C, Freshman English, and Composition 4-5-6. Freshman Composition 1953-54, 1850 copies. To be sold by Nicholson Hall Bookstore. Price 25 cents.

Judicial Remedies III, mimeographed, 80 copies. To be sold by Law School Bookstore. Price \$3.25.

Laboratory Outlines for Insect Physiology, mimeographed, 100 copies. To be sold by Agricultural Bookstore. Price \$2.00.

Legation, Science and Art, mimeographed, 50 copies. To be sold by Law School Bookstore. Price \$9.00.

Macro-Economics, mimeographed, 200 copies. To be sold by University Bookstores. Price 65 cents.

Outline of Toxicology, mimeographed, 200 copies. To be sold by Professional Colleges Bookstore. Price \$1.75.

Public Law, mimeographed, 190 copies. To be sold by Law School Bookstore. Price \$2.50.

Readings for Humanities in the Modern World, mimeographed, 1000 copies. To be sold by University Bookstores. Price 75 cents.

Syllabus for European Government, mimeographed, 100 copies. To be sold by Nicholson Hall Bookstore. Price 30 cents.

Syllabus for Scope and Methods of Political Science, mimeographed, 100 copies. To be sold by Nicholson Hall Bookstore. Price 40 cents.

Veterinary Medicine 111f, 112w, 113s Veterinary Microscopic Anatomy and Embryology, mimeographed, 70 copies of each. To be sold by Agricultural Bookstore. Price VET 111f—\$3.00, VET 112w and 113s—\$2.00.

Accepted

R. E. SUMMERS, Secretary

X. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE

Reported for Information

Following its policy of keeping the Senate currently informed about its activities, the Committee reports as follows:

1. *Membership.* Due to the appointment of Professor Raymond W. Darland to the administrative position of Provost of the Duluth Branch, there is a temporary vacancy in the Committee's membership from the Duluth campus. The Committee is taking steps toward the appointment of a successor. The names of the other members were printed in the docket for the Senate meeting of May 21, 1953.

2. *Meetings.* Since the annual report of May 21 the Committee has held three meetings with President Morrill and nine other meetings. Among the subjects that have been discussed with the President the following are worthy of mention: The University's budget-making procedures; University research organization and the need for an administrative assistant on research in his office; problems related to the proposed USAFI contract with the University; the Committee's trip to Duluth and its preliminary views on relations with the Duluth faculty and administration; and a proposal for a general survey of the University by a committee representing the faculty and the administration.

The Committee has also summarized various suggestions received from members of the faculty since the May Senate meeting, and is prepared to present some of the principal suggestions to President Morrill for further exploration.

3. *The Duluth Meeting.* The Committee went to Duluth on June 10 and spent the day touring the campus and buildings, having lunch and discussions with leading members of the faculty, and learning something about campus problems from Provost King, Dr. Darland, and other members of the staff. The trip was planned partly as a preliminary "get-acquainted" move, and the Committee members are convinced that for better understanding other all-University committees should also visit the Duluth Branch from time to time.

4. *Research Organization.* The tremendous growth of research activities in the University, and the potentialities for further growth despite a recent recession in research contracts, point up the need for a comprehensive, well-considered University policy on research, and a University-wide organization in close touch with the President's office to consider research policy. A special committee of the Administrative Committee developed a plan for action over a year ago and this plan has been considered and has received approval in principle in the Administrative Committee, the Consultative Committee, and the President's office. The plan calls in brief for a University-wide Committee on Research Policy, and an administrative assistant to the President to work closely with the Research Policy Committee and also to assist the President in various matters concerning research that come to his office for decision. The pressure of other work and the difficulties inherent in the attempt to find just the right person for the research administrative assistant post are still delaying the effective implementation of the plan.

5. *University Budgeting Procedure.* The Committee has made definite recommendations to the President concerning possible improvements in the preparation and presentation of the University's biennial budget. These recommendations cover such points as an earlier start on the budget-making process within the University each biennium; the imposing of greater responsibility on departmental and college administrators and committees for working out their respective budgets; better preparation, documentation, and presentation in certain respects of the University's case in support of its requests to the Legislature; and a possibly enlarged role for members of the Board of Regents in presenting the requests. All informed observers recognize, of course, that other factors than budget making procedures are highly important in determining what the Legislature will do about the University appropriations. Economic conditions and outlooks, the level of total taxes, the political temper of the times, the general esteem in which the University is currently held—these and other factors sometimes assume controlling importance. Nevertheless, to get the best results possible, the University needs to make the best and fullest presentation of its case in budget making, so that budget procedures and preparation are also important.

6. *Survey of the University.* The Committee has also written President Morrill in support of a suggestion that a survey of the entire University enterprise be made if possible in the near future. This is a proposal that has been discussed from time to time by various persons and committees on the campus. The Committee members believe that such a survey should not require and might be bogged down by an attempt to make a complete statistical and cost-accounting study of every aspect of the University's work. What is needed is a comprehensive over-view of the University as a whole in relation to its responsibilities to the state and to the nation. The Committee members recognize that any such survey will consume both time and energy, and may be somewhat disturbing to the regular routine of the University's work. Nevertheless the Committee members believe that the potential gains from a successful survey would far outweigh the cost in time, energy, and

money. The public might gain a better understanding of and greater confidence in the University, while all who participate in the University's work might gain a better perspective of their several functions and roles, and new assurance and pride in the University as a whole. To know what the University has done, what it is doing, and what directions its development is taking, cannot help but increase the capacity of all staff members to carry out their duties and to make their maximum contribution to the present usefulness and future development of the institution.

Accepted

WILLIAM ANDERSON, Chairman

XI. REPORT OF THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

Reported for Information

Progress Report from the Subcommittee on Relationships with Prospective Students. Following the Senate action of November 20, 1952, on a revised policy of relationships with prospective students, the Senate Committee on Institutional Relationships appointed a Subcommittee on Relationships with Prospective Students. Members of the Subcommittee, under the chairmanship of Dean R. E. Summers, were chosen to represent broad areas of University education (liberal and general education, preprofessional training, adult education, short courses and terminal training, women's education, etc.) rather than specific colleges or administrative units. The Subcommittee was charged with the responsibility of not only assisting the Dean of Admissions and Records in the clearance, coordination, and stimulation of the various programs that inform prospective students about the University but also with viewing the whole problem of relationships between the University and prospective college students in this state.

The Subcommittee, which began meeting in January 1953, has held nine meetings to date. At some of these, high school principals or counselors and representatives of the State Office of Education have been present by invitation.

Major interest during the first year of operation centered on personal meetings between prospective students and members of the University staff and on the publications which go from the University to students in the high schools. Materials ranging from college bulletins and recruitment leaflets to motion pictures dealing with the advantages and opportunities in university attendance were reviewed.

Agreement was reached on a new type of publication, a short brochure intended to present the educational opportunities at the University. These brochures would supplement rather than duplicate or replace catalogues and would not necessarily adhere to college or curricular lines. They would not be occupational bulletins but would explain what the University offers in the way of special opportunities for the high school graduates in some forty or more subject matter areas. Since a start had already been made in the preparation of copy dealing with home economics, it was decided to proceed with that as an initial publication and to bring the decisions of the Subcommittee, by example, to the general attention of the University after initial leaflets had been prepared.

As to the meetings between staff and high school students, the Subcommittee early established in the Office of Admissions and Records a point of contact at the University for staff visits to high schools and interested itself in the broadest possible faculty participation in this work. Limited University resources were carefully husbanded.

One suggestion on which further action will be taken is that regional conferences of the smaller out-state high schools can possibly be the means of

our establishing better contact with those schools which are requesting it and which, being remote, are now seldom visited.

There was considerable discussion of aids to those staff personnel who may make school visits and a start was made at gathering data on the extent of such visits and on the ways in which improvements can be made in the presentations.

The Subcommittee has set as its program for 1953-54: a continuance of the school visitation work begun; a consistent and gradual promotion of the informational bulletin program; and further consideration of various differing kinds of contacts between the University and high school students.—R. E. SUMMERS, Chairman.

Accepted

ROBERT J. KELLER, Chairman

XII. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

1. Reported for Information

Your Senate Committee on Intercollegiate Athletics respectfully submits the following report for the year 1952-53:

The committee was composed of the following members:

Faculty: Barnhart (chairman), Armstrong, Diehl, King (Duluth), Louisell, Maynard, Middlebrook, Rottschaefer (Conference representative), Schultz, Stehman, Williams; alumni: M. O. Gillett, '33, Louis Gross, LLB '25; students: Robert H. Allen, A'54, Merrill K. Cragun, Jr., A'54 (ex-officio), Allen A. Kaufman, L'55.

Fourteen meetings were held during the year for the consideration of conference legislation, schedules, eligibility, awards, ticket prices, and related matters.

Our report on conference activities and problems, for the period of May 1, 1952 to June, 1953, contains four parts, as follows:

1. *Changes in Conference Organization.* The organization of the Conference was changed during 1952 by the addition of a new group. It is known as the Council of Ten and consists of the Presidents of the member institutions. It elects the Commissioner of the Conference on the recommendation of the Faculty Representatives. Prior to this the Commissioner was elected by the Joint Group (consisting of the Faculty Representatives and Athletic Directors of member institutions). The Council meets annually with the Faculty Representatives or Joint Group to review the athletic policies of the Conference. To enable it to perform its functions effectively the Commissioner is required to report to it twice a year on his performance of his enforcement duties. It is believed that the change will make the Conference a more effective means for realizing the educational objectives of the intercollegiate athletic program.

2. *Changes in Eligibility Rules.* The University of Minnesota was the first Conference member to propose a rule limiting competition to students making satisfactory progress toward the degree for which they were candidates. This was made as long ago as 1936. The war stopped all efforts to achieve that end. The view that something along that line should be enacted was accepted by all members by 1949 and resulted in legislation providing for quantitative progress in March, 1950. Legislation requiring qualitative progress was enacted in March, 1952. At the same meeting there was adopted a rule rendering a student ineligible after having been in residence at any institution of college grade for ten semesters or fifteen quarters. None of these rules was given retroactive operation so as to affect the eligibility of students

STATISTICAL TABLE ON INTERCOLLEGIATE ATHLETICS FOR 1952-53

	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. Freshman Candidates	No. Freshman Numerals Awarded	No. Games Won	No. Games Lost	No. Games Tied
Baseball Siebert	28	12	16	100	43	27	23	14	57	19	19	9	0
Basketball Cowles	22	18	4	100	18	16	16	13	82	24	14	8	0
Boxing Wolinski	5	4	1	27	19	13	13	10	8	6	1	4	0
Cross Country Kelly	4	2	2	9	9	5	5	3	0	0	0	4	0
Football Fesler	9	6	3	131	58	55	46	40	73	50	4	3	2
Golf Bolstad	9	3	6	35	21	16	10	8	14	8	9	0	0
Gymnastics Piper	8	0	8	30	11	7	7	6	19	5	8	0	0
Hockey Mariucci	27	8	19	69	26	17	16	11	43	15	22	5	0
Swimming Thorpe	9	6	3	41	22	18	13	11	19	13	3	6	0
Tennis Brain	5	3	2	39	19	9	6	6	20	8	1	4	0
Track Kelly	7	5	2	70	32	22	14	10	38	18	1	6	0
Wrestling Johnson	9	4	5	27	17	14	10	9	10	6	7	2	0
Totals	142	71	71	678	295	219	179	141	383	172	89	51	2

who had already attained eligibility prior to the fall of 1950. The quantitative progress requirement applies to all whose eligibility commenced in that fall or thereafter. The qualitative rule and the "10-15" rule apply to all students matriculating after May 15, 1952.

3. *Recruitment and Subsidization.* The Conference has had the problems of recruiting and subsidizing athletes under constant discussion and experimentation for years. The May 1953 meeting was almost wholly devoted to them. No actions were taken beyond appointment of another committee to study those problems. A proposal to grant athletic scholarships was rejected last January.

4. *Rose Bowl.* The Conference renewed its Rose Bowl agreement with the Pacific Coast Conference at its May 1953 meeting. The vote was 6 to 4. The negative votes were cast by Michigan State, Minnesota, Northwestern and Wisconsin.

Statement of Athletic Purposes. The request from the North Central Association of Colleges and Secondary Schools Committee on Athletics for a statement of athletic purposes, as determined by the faculty, has been met. The North Central Association committee chairman has acknowledged receipt of printed copies of the statement prepared by our committee and approved by this body at its May 1953 meeting.

Vote to Discontinue Intercollegiate Boxing. Following an extensive review of boxing, the committee voted 9 to 1 to discontinue this sport at the intercollegiate level. This action resulted largely from difficulties in schedule-making, excessive time required of participants for long trips, and a general lack of student interest and attendance in view of the heavy winter sports program offered by the University.

Conference Medal. The Conference Medal for the greatest proficiency in scholastic work as well as athletics for the year 1952-53 was awarded to Robert Gelle.

Western Intercollegiate Hockey League. Faculty representatives and ice hockey coaches of the University of Michigan, Michigan State College, Michigan College of Mining and Technology, University of Minnesota, University of North Dakota, University of Denver, and Colorado College met in Chicago, Illinois, on May 1, 1953, on which date they prepared and adopted a constitution and by-laws for the Western Intercollegiate Hockey League. Thus, the unofficial league that existed with a slight degree of faculty control up to May 1, 1953, is now official for the above-named institutions, and becomes subject to increased measures of faculty control. (This important action was preceded by meetings of ice hockey coaches on March 23, 1950, March 21, 1952, and March 19, 1953; and also by a meeting, suggested by Ike Armstrong, of athletic directors and ice hockey coaches, at the University of Minnesota on November 10, 1952.)

Accepted

2. Reported for Action

The following intercollegiate athletic schedules are reported for approval:

VARSITY FOOTBALL—1954

<i>Home Games</i>		<i>Games Away</i>	
Sept. 25	University of Nebraska	Oct. 2	University of Pittsburgh
Oct. 9	Northwestern University	Oct. 23	University of Michigan
Oct. 16	University of Illinois	Oct. 30	Michigan State College
Nov. 6	Oregon State College	Nov. 20	University of Wisconsin
Nov. 13	University of Iowa		

BASKETBALL—1953-54

<i>Home Games</i>		<i>Games Away</i>	
Dec. 7	University of Tulsa	Dec. 5	University of Nebraska
Dec. 10	Oklahoma A & M	Dec. 21	University of Tulsa
Dec. 19	University of Colorado	Dec. 26	Xavier University
Dec. 23	Marquette University	Dec. 28	University of Kentucky
Jan. 9	University of Indiana	Jan. 2	University of Illinois
Jan. 25	Purdue University	Jan. 16	University of Iowa
Jan. 30	Michigan State College	Jan. 23	Northwestern University
Feb. 13	University of Iowa	Feb. 6	Purdue University
Feb. 22	University of Michigan	Feb. 8	University of Indiana
Feb. 27	Northwestern University	Feb. 15	University of Wisconsin
Mar. 6	University of Wisconsin	Feb. 20	Ohio State University

ICE HOCKEY—1953-54

<i>Home Games</i>		<i>Games Away</i>	
Dec. 4-5	St. Boniface	Dec. 23	Harvard, at Hibbing
Dec. 11-12	Fort William	Jan. 8-9	University of North Dakota
Dec. 22	Harvard	Jan. 29-30	Michigan State College
Dec. 29-30	Dartmouth	Feb. 12-13	Michigan College of Mining and Technology
Jan. 1-2	Colorado College	Feb. 22-23	University of Denver
Jan. 15-16	University of Michigan	Feb. 26-27	University of Michigan
Jan. 22-23	Michigan State College		
Feb. 5-6	University of North Dakota		
Feb. 19-20	Michigan College of Mining and Technology		

GYMNASTICS—1953-54

<i>Home Meets</i>		<i>Meets Away</i>	
Feb. 6	University of Illinois	Dec. 12	Midwest Open Meet, Navy Pier
Feb. 26	University of Iowa and University of Nebraska	Jan. 2	Florida State University
Feb. 27	Northwest Gymnastic Meet	Jan. 16	University of Iowa and University of Indiana, at Indiana
Mar. 6	University of Wisconsin	Feb. 12	Michigan State College
		Feb. 13	University of Michigan
		Mar. 12-13	Conference Meet, at Columbus
		Apr. 2-3	NCAA Meet, at Illinois

SWIMMING—1953-54

<i>Home Meets</i>		<i>Meets Away</i>	
Dec. 12	Carleton College	Dec. 5	Carleton College
Jan. 30	Purdue University	Feb. 13	Northwestern University
Feb. 2	University of Indiana	Feb. 22	University of Iowa
Feb. 6	University of Illinois	Feb. 26	University of Wisconsin
		Mar. 4-5-6	Conference Meet, at Ann Arbor

WRESTLING—1953-54

<i>Home Meets</i>		<i>Meets Away</i>	
Jan. 9	Carleton College, South Dakota State College, Mankato State Teachers College	Dec. 12	University of Wisconsin
Jan. 15	University of Illinois	Jan. 23	Michigan State College, Purdue University, Northwestern Uni- versity, at Evanston
Jan. 30	Cornell College	Feb. 8	Iowa State College
Feb. 13	University of Indiana	Feb. 19	Coe College
Feb. 25	University of Wyoming	Feb. 20	Iowa State Teachers College
Feb. 27	University of Nebraska	Mar. 5-6	Conference Meet, at East Lansing
		Mar. 26-27	NCAA Meet, at Norman, Okla- homa

Approved

THOMAS F. BARNHART, Chairman

XIII. REPORT OF THE SENATE COMMITTEE ON STUDENT AFFAIRS

Reported for Information

1. The Committee on Student Affairs has been interested in the human relations problems posed by membership selection practices of some student organizations since 1947. In 1949 this interest crystallized in a statement of

policy, approved by the Senate, formulated to guide student organization in the selection of new members in a manner consistent with freedom of association and a spirit of tolerance. The 1949 policy developed out of extensive consultation with students and faculty and fraternal, religious, and student government groups.

Since the adoption of the policy, University fraternal organizations have made considerable progress in removing discriminatory clauses from their constitutions. Progress during the past two years, however, has been slow. On May 7, 1953 the Committee invited the student presidents of the thirteen fraternities and one sorority to meet and review the problems these organizations faced in eliminating the discriminatory membership provisions from their constitutions. On June 4 a special meeting was held to allow representatives of the national offices to present their view of these problems. On June 12 the following resolution was adopted by the Committee:

WHEREAS, The 1949 policy on student organizations at the University clearly indicates that discriminatory membership clauses in the constitutions of fraternities and sororities are not consistent with the aims and ideals of the University as a public institution; and

WHEREAS, There still exist as recognized student organizations on the campus thirteen fraternities and one sorority with such discriminatory clauses after four years of operation under the 1949 policy; and

WHEREAS, It is the intent of the 1949 policy and of this Committee not to eliminate from the campus those organizations who have been unable to influence their national organizations to remove such discriminatory clauses despite the most sincere attempts, but rather to give support to those groups putting forth such effort, and to identify those failing to make such efforts; therefore

Be It Resolved

1. That all groups which continue to have discriminatory clauses (as defined by the policy of the University Senate of 1949) in their constitutions shall be required to make, prior to November 1 of each year, a written and documented report to the Senate Committee on Student Affairs on what concrete steps have been undertaken by the group and what progress has been made in having such clauses removed;
2. That the November 1 written report shall contain not only materials pertaining to activities initiated by the local group to increase the likelihood of national action in the removal of the objectionable clauses, but also information indicating the degree of support this program has among the local membership of the organization, and the nature of local activities aimed towards achieving the more general objectives of a human relations program;
3. That failure to submit such an annual report, or the submission of a report which in the Committee's judgment does not indicate the existence of an adequate and honest effort on the part of the local chapter to conform to the University's 1949 policy will lead to denial of University recognition of that group, provided, however, that sufficient time will be allowed to permit an organization, against which action is contemplated, to present its unique problems to the Senate Committee on Student Affairs, and to appeal such action, if desired, under regular University procedures.

2. After a year long re-examination of the University's policy of financial supervision of student organizations, the Committee authorized the establishment of a cooperative auditing service within the Fraternity Purchasing Association. It further removed the requirement that all student organizations operating residences must audit with the Finance Division of the Student Activities Bureau. As a substitute for this service the Committee authorized

each residential organization to contract for accounting and auditing services with the Fraternity Purchasing Association or with a recognized public accounting firm or with an individual Certified Public Accountant. Seventy-five per cent of the residential groups selected the services provided by their own student organization, the Fraternity Purchasing Association.

3. On June 12 the Committee appointed a sub-committee to study and recommend appropriate changes in procedures for appeal outlined in the Basic Policy Governing Student Organizations approved by the Senate in October, 1946.

Accepted

KENNETH E. CLARK, Chairman

XIV. REPORT OF THE COMMITTEE ON NECROLOGY

FREDERICK HERBERT BASS

1875-1953

The death of Frederick Herbert Bass, professor emeritus, May 13, 1953, closed a career which was associated with some of the early events in the history of civil engineering at the University, in the city of Minneapolis, and the state of Minnesota. He came to the University in 1901 as an instructor of civil engineering shortly after receiving the S.B. degree from Massachusetts Institute of Technology. The community to which he came was still relatively new and he was soon able to make an important contribution in his chosen professional field of municipal sanitary engineering. During the Minneapolis typhoid outbreak of 1904, after the fact of water contamination had been established, he was successful against opposition in persuading the city authorities to move the city water intake upstream relative to the sewage discharge outlet. Thus began a career of teaching linked to an active professional practice which continued for many years and which won the respect and admiration of two generations of students. A partial measure of his success is that some of his students themselves in time attained positions of great responsibility. Professor Bass became nationally known as an authority on municipal sanitation. From 1906 to 1952 he was associated with the Minnesota State Department of Health, as consulting engineer, as director of its Division of Engineering, and in 1936 to 1938 as president of the Board of Health. The establishment of the Metropolitan Drainage Commission is a lasting memorial to his professional ability.

He was an early advocate in engineering education of broadening the curriculum to include a greater proportion of non-technical studies. For several years he was chairman of the University Senate Committee on Education. He possessed tact, philosophic calmness, excellent judgment, sincerity, and steadfast integrity. Excerpts from his 1909 article published in *The Minnesota Engineer* (the forerunner of *The Technologist*) reveal some of the principles on which his professional character were grounded:

"The fundamentals of engineering rest upon truth and the right appreciation of it . . . a dishonest man cannot make the highest type of engineer . . . To succeed in the greatest measure men must adapt their energies to the requirements of others . . . intelligent self-interest means cooperation and unselfishness."

From 1919 until his retirement Professor Bass was head of the Civil Engineering Department. He served the University for 42 years. Upon retirement he acted for two years as Executive Director of the American Public Works Association with headquarters in Chicago.

JAMES M. WALLS

1871-1953

James M. Walls, professor emeritus of dentistry at the University of Minnesota died June 4, 1953, at his residence in Prescott, Wisconsin, at the age of 82. He was born in St. Paul, Minnesota on September 7, 1871.

Dr. Walls received his D.D.S. degree at this University in 1894. He was a student instructor during his senior year and became a part-time assistant instructor upon graduation. He served the University five half days a week from 1901 until his retirement in 1939. He was promoted to professor of operative dentistry in 1911, and was made chairman of that division in 1913, a position he held until his retirement.

To a large degree, the excellent reputation the University of Minnesota School of Dentistry enjoys is due to the excellence of quality and the sincerity of professional service rendered by Dr. Walls in the field of operative dentistry. He was a soft-spoken, sincere man, an inspiration to every student who came under his instruction.

His ability as a leader was recognized early in his professional career. He was made president of the Minnesota State Dental Association in 1904 and was also a past-president of the St. Paul District Dental Association. In 1951 Dr. Walls received the Centennial Outstanding Achievement Award from this University. He was a fellow of the American College of Dentists, a life member of the Minnesota Dental Foundation, and the Honored Guest of the 1946 convention of the Minnesota State Dental Association.

He is survived by his wife, Anna G., his son, Milton G. Walls, and a daughter, Mrs. R. W. Wilson.

ALBERT ERNEST JENKS

1869-1953

Dr. Albert Ernest Jenks died of coronary occlusion at Minneapolis, Minnesota, June 6, 1953. He was born in Ionia, Michigan, November 28, 1869, and received the B.S. degree from Kalamazoo College in 1896 and from the University of Chicago in 1897. In 1899 he received the degree of Ph.D. in economics from the University of Wisconsin. His doctoral dissertation, based on field research among the Chippewa Indians, was an excellent monograph, published in 1901 as "The Wild Rice Gatherers of the Upper Lakes." His field experiences aroused his interest in primitive peoples and in 1901 he entered the Bureau of American Ethnology at Washington, D. C., as ethnologist. The years 1902 to 1905 were spent among the primitive peoples of the Philippine Islands, where he served as assistant chief and as chief of the Ethnological Survey of the Philippine Islands under the insular government, publishing the results of his own research in "The Bontoc Igorot" in 1905.

In 1906 he came to the University of Minnesota as assistant professor of sociology, was made professor of anthropology in 1907, and in 1915 became chairman of the Department of Sociology and Anthropology. In 1918 he became the first chairman of the newly-created Department of Anthropology, a position which he held until his retirement in 1938. In the earlier years of his chairmanship his chief interest lay in the Americanization training course, of which he was the director from 1918 to 1923. In 1928 he inaugurated a program of archeological research, and in the ensuing ten years directed annual expeditions in New Mexico, Algeria, and Minnesota. The high point of this period was his study of a human skeleton found in a deposit of glacial age, which was published in 1936 under the title, "Pleistocene Man in Minnesota."

Professor Jenks served as chairman of the Division of Anthropology and Psychology of the National Research Council in 1923-24; as associate editor

of the American Journal of Physical Anthropology from 1918 to 1930; and as chairman of Section H of the American Association for the Advancement of Science from 1919 to 1921. He will best be remembered by two generations of students for his interesting and inspiring ideas, and by his contemporaries for his genial dignity.

HARRY WALTER CHRISTIANSON

1893-1953

Harry Walter Christianson was born in Belgrade, Minnesota on August 5, 1893. He graduated from the University of Minnesota Medical School in 1921. Previous to his studying medicine he had been active in the drug business for a number of years. At the time of his death he was a clinical assistant professor of surgery in the Division of Proctology at the University of Minnesota. He was certified in proctology by the American Board of Surgery. He was a fellow of the American Proctologic Society, Minneapolis Clinical Club, the Alumni Association of the Mayo Foundation where he had his training in proctology. He was also a member of Phi Delta Chi pharmaceutical fraternity and Phi Beta Pi medical fraternity. He was a fellow of the American College of Surgeons. He completed his three years residency in proctology at the Mayo Clinic, Rochester, in 1932, and since that time has practiced continuously in Minneapolis.

At the time of his death he was a member of the staff at the Minnesota General, the Minneapolis General, St. Barnabas, St. Andrew, Norwegian Deaconess, Fairview and Swedish hospitals. He also was a consulting proctologist at the Maternity Hospital and the University Health Service. He was a member of the Scottish Rite, Shrine and American Legion. He has made numerous contributions to the proctologic literature.

His death occurred on June 8, 1953, at the age of 59, due to coronary sclerosis and diabetes. He is survived by his wife, Bessie D., two sons, Harry and George, and a daughter, Betty Lou. Dr. Christianson was an able physician and had the friendship and respect of the best in our profession. His death will be a great loss not only to his many friends but the entire community.

CLYDE WILBERNE STEPHENS

1886-1953

Clyde Wilberne Stephens, since 1923 one of the staff of the Music Department of the University, died suddenly on August 4, 1953. The shock to his friends and colleagues was great, for in his many years of association with them his genial personality and his professional integrity had made him one of the pillars upon which the activities of the Music Department were supported.

He was born at Fennimore, Wisconsin, on November 9, 1886. His first professional studies in piano were at the American Conservatory of Music in Chicago, from which institution he received a diploma in Piano, Counterpoint and Composition in 1907. The following year, 1908, he was granted the Post Graduate Diploma in Piano by the same institution. Thereafter he was for ten years professor of music at Coe College, Cedar Rapids, Iowa, during which time he had a profitable summer of study with Harold Bauer in Paris.

He came to Minneapolis in 1920, and was first associated with the University in 1923. He advanced from the rank of instructor (1925) to that of associate professor (1948), which status he held at his death.

His musical activity was varied and extensive. He was soloist with the Minneapolis Symphony Orchestra on spring tours; he participated in chamber music with woodwind players from the Orchestra and in violin recitals with Otto Frohn, giving the first local performance of many modern works. As

student adviser his attitude was cordial and helpful; his association with the Sixth Church of Christ Scientist, as organist, lasted from 1921 until his death; and his connection with many local and national musical organizations was equally long and fruitful. His reading was extensive, yielding a keen and unprejudiced critical judgment in many fields of art; and his conversation, spiced with a quiet and unusual sense of humor, will remain a treasured memory to all his friends.

HARLOW C. RICHARDSON

1876-1953

Harlow C. Richardson died almost at once from injuries received in an automobile collision as he rode toward Anoka on the night of September 10, 1953.

He was born in Anamosa, Iowa, September 24, 1876. After graduation from Grinnell College in 1898, he taught English and Latin in Cedar Rapids, where he had gone to school himself. From 1905 to 1912, he was assistant principal of Central High School, Minneapolis. The next several years he spent in business, but resumed teaching during World War I as head of civilian instruction in the Aviation Mechanics Training School, St. Paul.

In 1921 he joined the faculty of the University of Minnesota, where for 24 years he taught as instructor in English, as assistant professor of English and assistant director of the Summer Session (1928-1930), and as director of engineering English. After retirement at age 68, he became a visiting professor at the University of Hawaii, and for another two years taught at Rollins College.

Harlow Richardson was a member of the Minneapolis Athletic Club and of the Campus Club, where he lived while at the University and served for many years as chairman of the house committee. In 1939 he was national chairman of Engineering College Magazines Associated. First honorary member of the Minnesota Chapter of the American Society of Mechanical Engineers and an honorary member of Theta Xi, he also belonged to Alpha Rho Chi (architecture) and to Lambda Alpha Psi (honorary language and literature).

J. O. CHRISTIANSON, Chairman

Adopted by a rising vote

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 1953-54 was held in the Auditorium of Murphy Hall Thursday, February 18, 1954. Sixty-five members were present.

The clerk called the Senate to order and announced that President Morrill would not be present. As provided in the Constitution, nominations for chairman of the meeting were then requested. Vice President Willey was nominated and elected chairman.

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

I. MINUTES OF NOVEMBER 19, 1953

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1953-54

1. Reported for Action

The President reports additional appointments as follows:

University Functions: Pat Johnston, A'56, student.

University Printing and Publications: George E. Page, B'55, student.

Approved

2. Reported for Information

Professor William Anderson reports the following appointment to fill the vacancy caused by the appointment of Dr. Darland as Provost of the Duluth Branch:

Faculty Consultative Committee: Henry H. Ehlers to replace Raymond W. Darland.

Accepted

III. NON-SENATE COMMITTEES AND BOARDS FOR 1953-54

Reported for Information

The President reports additional appointments as follows:

Band Committee: Hinda Burnstein, G'55, Don McGrath, IT'55, students.

Camp, All-University: Mary E. Althoen, Ed'55, Anne Hillgren, Ed'55, Helen Morgan, A'55, Paul Peyrat, A'55, students.

Disciplinary Committee, All-University: Burt Cohen, AS, student.

Foreign Students, Committee on: Alice Lee Inglis, A'56, Carl B. Zietlow, IT'55, students.

Schedule Committee, University: Wayne R. Bengtson, A'56, Guenter H. Schmidt, IT'55, Betty A. Wojahn, Ed'54, students.

University Film Society: John French, A'55, Clinton Schroeder, L'55, students.

Accepted

IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

Report of Committee Appointed to Recommend a Policy on Recording of Classroom Lectures by Staff Members

Technological developments make possible the use in the classroom of methods and techniques not available a few years ago. The audio-visual aids are illustrations of these.

The use of wire or tape recordings is now common in the home and for business purposes. Their advantages as instructional instruments in the classroom (except for teaching languages) have not been demonstrated. Recently a few students have inquired about the possibility of operating a recording device in a classroom and later using this recording for themselves, or for a group, or even selling or renting the recordings as a commercial venture. A particular situation in which a recording may be advantageous is that of students handicapped by partial deafness or blindness.

It is recognized that improper use and consequences are possible, but only through experience will it be known if this occurs. Two considerations are involved in determining a course of action: (1) recordings may have some instructional values, and (2) the instructor and the University may have property and other rights. The Committee therefore recommends that the following policy be adopted by the Senate:

1. The decision on recording in class shall be placed in the jurisdiction of the department or college or proper academic unit which, along with the instructor, ordinarily determines the techniques and methods of instruction.
2. Any distribution by sale or rental in which the instructor receives no compensation must be first approved by the instructional group mentioned above.
3. Any distribution by sale or rental in which the instructor is involved financially must first be approved by the Administrative Committee of the Senate.

J. W. Buchta, Chairman
E. C. Williamson
M. E. Pirsig
Richard L. Kozelka

Action by the Senate

- A. **MOVED** to amend the report to add a fourth point as follows:
4. No distribution by sale or rental shall be made without the approval of the instructor.

Motion failed to carry

B. **It was voted to refer the report back to the committee for further study.**

2. Reported for Information

1. *Consideration of the Revised University Senate Constitution.* At the meetings of December 9 and December 15, 1953 a proposed new University Senate Constitution, drafted by the Senate Committee on Education, was considered by members of the Administrative Committee. Copies of the present Senate constitution and by-laws were circulated for comparison.

At the first meeting, the size and membership of both the proposed Council of Faculty and of a theoretically reconstituted and enlarged University Senate were considered. What this constitution might do for improvement of communication, and the degree to which it might promote faculty action and participation, were matters of concern. The thought was put forward that

possibly the Senate itself might be, or could become, a representative body. Members who are normally absent from Senate meetings may value the right of attendance when controversial matters arise. This opportunity may not be open to them in the Council of the new constitution.

There appeared to be confusion as to whether, under the new constitution, the Senate or Council would have committees; and whether the Administrative Committee, for example, would act for one or both of the primary bodies.

Before turning the second meeting to Dean Horace T. Morse, Chairman of the Senate Committee on Education, the President made a few introductory comments and observations on the proposed constitution. He pointed out first that such documents tend to slip into a "dormant" stage until revision is proposed. Regarding Article I, Section 1, pertaining to "all matters relating to the educational and administrative affairs of the University . . ." and similar phraseology in Article IV, Section 2, he commented that the proposed constitution clearly recognized the authority of the Regents, and the authority of the President, since, with respect to the latter, veto provisions of Senate or Council action were included. He thought, however, that there might be further consideration of the definition and incidence of administrative authority.

The difficulty appeared to arise in the repeated use of the word "administration." The President thought the point and the usage might well be reviewed, not only by Dean Morse's committee, but by the members of the Administrative Committee who are centrally involved in any definition of administrative responsibility.

After Dean Morse had distributed a re-draft of by-laws of the proposed constitution, he requested a discussion of the role of the Administrative Committee and its relationship to the Senate or the proposed Council. One member stated his conviction that the place and function of the Administrative Committee were more soundly and more clearly defined in the present constitution than in the proposed revision. Another introduced the idea that in its functioning the proposed Council would seem to need direct contact with the administrative experience that is available in the membership of the Administrative Committee. No formal expression of opinion was taken, but the discussion suggested that there would be value for the Council in the contact with administrative experience. The question of student interest in the proposed constitution was raised.

2. *University Self-Study.* The President told of progress on the "Big Ten, California" project which concerns the work of large and complex universities. He described his preliminary discussions concerning a University Self-Study and the approach that ought to be used and suggested campus groups he believed should be consulted in initiation of any such project. Emphasis was placed on the need for some preliminary statement of the nature and the purposes of the survey.

The place of the Regents and of other groups in the execution or interpretation of a University Self-Study was discussed, as well as the kind of timetable that ought to be envisioned.

3. *Report on Improvement of the University Calendar.* At the meeting of November 10, 1953, there was a report from the All-University Schedule Committee on the semestral versus the quarterly system of term scheduling. The report, prepared by a special sub-committee under the chairmanship of Assistant Dean Russell M. Cooper, had been circulated to the Administrative Committee and been incorporated in the Committee minutes. It recommended that the quarterly system be retained essentially as now and that the Administrative Committee consider and discuss a number of ideas for improvement in the general calendar which grew out of the study.

It was moved, seconded, and voted to approve the report, with the understanding that the President would refer to appropriate campus agencies the suggested improvements. President Morrill designated Vice President Willey

to work with Assistant Dean Russell M. Cooper and Recorder True E. Pettingill in determining who should act on the suggestions for more effective operation of the present quarterly calendar.

December 9, 1953, Vice President Willey reported that his group had dealt with various proposals among which were: (a) development of more five-credit courses; (b) annual registration for some students; (c) earlier termination of the fall quarter; (d) semestral scheduling of graduate seminars; and (e) definition of the University's academic work week.

The matter of five-credit courses will be passed on to the Senate Committee on Education and be brought to the attention of the Committee on Institutional Research. Information concerning annual registration may be secured from the Dean of the Senior College of S.L.A.; the All-University Schedule Committee should continue to consider the problem of earlier termination of the fall quarter; the Graduate School will be consulted on semestral graduate seminars; and the Committee on Education will concern itself with the ideal class schedule week.

4. *Report of the Committee on Fees.* As of December 29, 1953, the President had circulated a report of the Committee on Fees. Its chief recommendations were: (1) a proposal for elimination of course fees within schools and colleges (through inclusion of these in tuition); and (2) suggested division of incidental fee charges between tuition and a reduced, less inclusive, incidental charge. The President outlined with care numerous problems that have recently grown out of our fee structure and presented arguments for and against the proposal of the Fee Committee. Dean Kozelka, chairman of the University Committee on Fees, then described the pattern of course fees at the University, the procedure of the Fee Committee in dealing with requests for them, and the extent to which our practice of assessing course fees differs from that of other comparable universities. He indicated that the recommendations were made in anticipation of the stronger and larger University for which we must be planning. He said also that he believed the plan for elimination of most course fees would leave departments and colleges as well provided for as they are at present, considering the current allocation of University income. Thus, while introducing no inequities, it should allow for the dynamic growth of the University in a period of increasing enrollments.

Although there would be no appreciable increase in the total of tuition and fees paid by the individual student, the parent, student, and general public reaction to the distribution of the incidental fee items between tuition funds and special fee funds was discussed at length.

It was thought that the President was warranted in presenting the report of the Fee Committee as a recommendation to the Regents. He will consider it in the Faculty Consultative Committee. Student participation in its application will be worked out.

5. *Report of Special Committee on Recording of Classroom Lectures.* On March 28, 1951 and again on October 14, 1953, the Committee discussed the recording of University lectures for purposes of sale. A subcommittee under the chairmanship of Associate Dean J. W. Buchta was appointed to recommend policy. It proposed (January 6, 1954): (1) that the decision on recording in class be within the jurisdiction of the academic unit which ordinarily determines the techniques and methods of the particular instruction; (2) that distribution of any recording for sale or rent, without payment of compensation to the instructor, have prior approval by the same authority; and (3) that any distribution by sale or rent in which the instructor is involved financially have prior approval of the Administrative Committee of the Senate.

After discussion, during which the report was praised, it was decided to circulate the complete document to the Administrative Committee prior to action. At the next meeting (February 3, 1954) it was voted to recommend the report to the Senate for action.

6. *Report of the Sub-Committee on Sale of Textbooks and Mimeographed Materials.* The Committee had the report of a special sub-committee whose purpose was to consider procedures used to obtain approval of textbooks and mimeographed materials. The report follows:

A search of the records shows that on January 20, 1916 a special committee of the Regents presented the following report on the use of textbooks written by members of the staff:

"It is customary throughout the institutions of higher education in the United States to use text-books written by instructors when such text-books are recognized by the profession concerned and are in use in institutions of standing. Your Committee believes that to forbid the use of text-books written by members of the staff would discourage a form of activity which is of value to individual members of the faculty and has a direct bearing upon their teaching efficiency.

"It is important, however, to protect students against the possible abuse of having text-books prescribed which are not of recognized standing in institutions of the best class. It is recommended, therefore, that no text-book written by an instructor in the University be prescribed for the use of students unless such book has been approved by the faculty of which the instructor concerned is a member. It is furthermore recommended that the actions of faculties with regard to text-books be transmitted for confirmation to the Administrative Committee of the University Senate.

"It is believed that by this procedure the interests of both faculty and students will be adequately protected."

On December 20, 1928 the minutes of the University Senate contain the report of a special committee on mimeographed manuscripts that had been authorized by the Administrative Committee on January 25, 1928. This report, which had been adopted by the Administrative Committee and was reported for the information of the Senate, interpreted and broadened the original action of the Regents to include mimeographed materials as well as textbooks. This action of the Administrative Committee and the Senate is as follows:

Voted October 10, 1928 to approve the report of the committee including the following recommendations:

(a) That the following rule of the Regents "No textbook written by a member of the academic staff shall be prescribed as a textbook for use of students unless such book has been approved by the faculty of the School or College concerned and by the Administrative Committee of the University Senate" be interpreted to include all material, either mimeographed or printed, sold for required use in a course.

(b) That all mimeographed material paid for from departmental funds and sold to students be sold by the department, preferably through the departmental clerk, unless sold through authorized sales agencies such as the General Cash Store and the Book Store.*

(c) That in accounting for mimeographed material sold by the department,* the department be required to file with the Bursar at the time of delivery of cash receipts a statement showing the number of copies printed, the number of copies sold, and the number of copies on hand.

(d) That the sale price of all mimeographed material paid for from departmental funds estimated to cost in excess of \$1.00 per copy, be set by the Comptroller's office with the understanding that the sale price to the student be the approximate cost—all factors considered.

* The sale of such materials is now, by subsequent regulation, only through the University bookstores.

A form was devised for use in requesting approval of sale of mimeographed materials (Comptroller Form 215). Requests for the use of staff-written textbooks have always, apparently, been handled by letter.

The special sub-committee believes that there are justifiable reasons to continue the approval of textbooks and mimeographed materials offered for sale to our students. In connection with the latter, particularly, the approval serves as a control on price and thus protects the student. More than that, it prevents the indiscriminate use by any staff member of mimeographed materials, thus imposing upon the student the requirement for their purchase.

A third purpose presently served by the form is that it gives clearance to the mimeograph office for the mimeographing of specific materials.

Your sub-committee recommends the following :

1. That requests for the use of faculty-written textbooks be continued and handled as at present by letter.

2. That the present practice and form with respect to mimeographed materials be continued in conformity with the original Regents' regulation and the Administrative Committee's interpretation and broadening of that regulation.

3. That the Administrative Committee hereafter delegate to its secretary the responsibility for approval of staff-written textbooks for use by University students or mimeographed materials for sale to students. The understanding is that the secretary will bring uncertain cases to the attention of the Administrative Committee.

It is the thought of the special sub-committee that this new proposed procedure of approval by delegation will do away with the necessity of listing all requests on the Administrative Committee docket, and of reporting these items to the Senate. There will be no essential change in procedure, but time and printing costs will be saved. It is understood that the secretary will maintain in his office a list of all materials upon which he passes, which will be available to any member of the faculty who wishes to consult it.

Malcolm M. Willey, Chairman
William T. Middlebrook
Robert Edward Summers

It was suggested, in discussion, that information about such approvals could be advantageously and properly brought to the notice of the faculty before submission of the approval request to the Secretary of this Committee. It was therefore voted to accept the report of the sub-committee with an amendment to the effect that Administrative Committee approval may be given following college approval.

7. *Summary of Lectures and Public Meetings, 1952-53.* The Academic Vice President presented a list of campus lectures and public meetings for the academic year 1952-53 and the Summer Session of 1953.

Accepted

R. E. SUMMERS, Secretary

V. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

Reported for Information

Summary of the Fall Quarter Activities of the Freshman and Varsity Debate Squads. The Freshman Debate Squad of eighteen members, directed by John Bystrom, held regular weekly meetings during the fall quarter. Informal practice activities were supplemented by an intrasquad tournament

and a two-day debate tournament with the Varsity Squad. The Freshman Squad sponsored a Twin Cities Debate Workshop attended by representatives of Twin Cities colleges and of Mankato State Teachers College. Professors Franz Gehrels and Charles McLaughlin contributed analyses of the current debate topic, and a series of student discussions followed. Members of the Varsity Squad acted as chairmen and critics.

The Varsity Squad was divided into two sections for the fall quarter. One section of eight members met once each week and engaged in regular practice activities under the direction of Paul Cashman. The second section of twelve members had a more intensive program of three meetings a week plus practice, and were instructed by W. S. Howell.

All members of both sections of the Varsity Squad attended at least one major intercollegiate debate and discussion tournament during the fall quarter. These were held at St. Olaf College; the State University of Iowa; the University of Illinois at Navy Pier, Chicago; Wayne State College, Nebraska; and Iowa State Teachers College at Cedar Falls.

An Oxford University team debated a Varsity team in a public debate here on our campus on the subject "In the opinion of this House, the British have mishandled the Middle East."

In the fall quarter tournaments there was great interest in the discussion event which dealt with this year's national intercollegiate discussion "How can present practices and procedures of congressional investigation be improved?"

The more intensive training given one section of the Varsity Squad seemed to produce better prepared debaters than we have had before. This program will be continued throughout winter quarter and an attempt to evaluate its success will be made.

E. W. ZIEBARTH, Chairman

VI. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

The following intercollegiate athletic schedules are reported for information:

Varsity Football—1954

Change in Schedule
 October 30—Michigan State College
 From *Games Away*, as previously announced
 To *Home Games* (Homecoming)

Baseball—1954

	<i>At Home</i>		<i>Away</i>
Apr. 30	State University of Iowa	Mar. 22-23	University of Texas
		Mar. 24-25	Texas A and M
May 1	State University of Iowa (two games)	Mar. 26-27	University of Houston
		Mar. 29-30	University of Oklahoma
May 7	University of Michigan	Apr. 9	Upper Iowa University
		Apr. 10	Luther College
May 8	Michigan State College (two games)	Apr. 16-17	Iowa State College
		Apr. 23	Purdue University
May 21	Northwestern University	Apr. 24	University of Illinois (two games)
May 22	University of Wisconsin (two games)	May 14	Indiana University
		May 15	Ohio State College (two games)

GOLF—1954

<i>At Home</i>		<i>Away</i>	
May 22	University of Wisconsin and State University of Iowa	May 1	State University of Iowa and Northwestern University, at Iowa City
May 27	Northwestern University and University of Wisconsin		
May 28-29	Western Conference		

TENNIS—1954

<i>At Home</i>		<i>Away</i>	
May 10	University of Wisconsin	May 7	State University of Iowa
May 15	Indiana University	May 8	Iowa State College
May 22	Northwestern University	May 27, 28, 29	Western Conference, at Illinois

TRACK—1954

<i>At Home</i>		<i>Away</i>	
Feb. 6	University of Nebraska and Northwestern University	Feb. 27	University of Wisconsin
Feb. 20	State University of Iowa	Mar. 5-6	Western Conference, at Illinois
May 22	University of Wisconsin	Apr. 17	Kansas Relays
		Apr. 23-24	Drake Relays
		May 1	Iowa State College
		May 8	Western Conference Relays, at Illinois
		May 15	State University of Iowa
		May 29-30	Western Conference, at Purdue
		June 11-12	NCAA, at Michigan
		June 15	Western and Pacific Coast Conferences, at Northwestern

Accepted

THOMAS F. BARNHART, Chairman

VII. REPORT OF THE COMMITTEE ON RESERVE OFFICERS TRAINING CORPS

Reported for Information

Last fall the University was requested by the Army to consider adoption of the General Military Science program by the Army R.O.T.C. unit at Minnesota as a replacement for the present specialized programs in various branches of the Army. The administration referred the request to the Senate Committee on R.O.T.C. Affairs for their consideration and recommendation. The committee met in November with Col. Connor and representatives of some of the departments most interested in the possible elimination of some of the specialized programs. Information concerning this new program had been circulated earlier by the committee. The discussions of the committee resulted in a general agreement that (1) the General Military Science program of the Army R.O.T.C. is an advance over the present specialized programs in terms of its content and objectives, (2) the new program is being pushed by the Army and accepted by the educational institutions on a broad scale, (3) it is in line with the present similar program of the Air Force R.O.T.C., and (4) that the replacement of the specialized army programs

might reduce somewhat the enrollment from some of the technical departments and colleges. In order to judge this effect the committee asked that the entering students in Army R.O.T.C. be queried as to their reaction to such a change in the program. Their response to this indicated that no great loss in enrollment might result for this reason. The committee, therefore, recommended to the administration that the University reply to the Army request by expressing our willingness to accept the new program. Such a reply was sent, including a summary of the committee's discussions and recommendation.

In January, a reply from the Army announced that the General Military Science program will become effective at the University of Minnesota beginning with the fall quarter of 1954-55.

This change will eventually eliminate the Branch Materiel programs of the Army R.O.T.C. now in effect.

The committee will continue its interest in the conversion to the new program and review the administrative procedures necessary to accomplish it.

Accepted

F. M. BODDY, Chairman

VIII. NEW BUSINESS

Vice President Willey announced that there will be a special meeting of the University Senate on Thursday, April 22, 1954 to consider a proposed revision of the constitution of the Senate which will be presented by the Senate Committee on Education. The meeting will be at 3:30 p.m. in the Museum of Natural History Auditorium.

On a motion by Dean Morse, it was voted that the Senate approve distribution of materials relevant to the proposed revised constitution for the Senate to all members of the University faculty.

IX. REPORT OF THE COMMITTEE ON NECROLOGY

WILLIAM A. PETERS

1884-1953

A lifelong career devoted to agricultural extension work and to the betterment of living in rural Minnesota came to a close with the unexpected passing of William A. Peters on May 3, 1953 at his home in St. Paul.

Mr. Peters was born at LaCrosse, Wisconsin, on August 31, 1884, and attended high school at Charles City, Iowa. He was graduated with a B.S. degree from the College of Agriculture of the University of Minnesota in 1917. Following graduation from the University, he taught vocational agriculture at Hector, Minnesota, before returning to the University as McLeod county agent in 1918.

He was county agricultural agent in Wadena County from 1919 to September 1927 and in Lyon County from October 1927 to August 1933. As Wadena county agent he was a pioneer in promoting the growing of alfalfa in the county and the state.

From 1933 to 1942 he served on the University Agricultural Extension Service staff as agronomy and conservation specialist. In 1942 he was named district county agent supervisor for the northeast district of Minnesota which includes the counties in the Twin Cities area and counties north to the Canadian border.

As county agent supervisor, he helped build a strong staff of agents in northern Minnesota with the resulting strengthening of agricultural welfare in the area.

He was a member of Alpha Zeta fraternity and Epsilon Sigma Phi, national honorary extension society.

Mr. Peters is survived by his wife, Tressa of St. Paul; two daughters, Mrs. Robert (Lucile) Sontag, Houston, Texas, and Mrs. Kenneth (Norma) Kvien of Chicago; one son, William J. Peters, Fort Worth, Texas; and his mother, Mrs. Adeline Peters, LaCrosse, Wisconsin.

J. O. CHRISTIANSON, Chairman

Adopted by a rising vote

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 on Thursday, April 22, 1954 in the Museum of Natural History Auditorium. One hundred and 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. FACULTY CONSULTATIVE COMMITTEE

Reported for Information

The Clerk of the Senate reported that the following have been duly nominated and elected by the University Senate to membership on the Faculty Consultative Committee for the three-year term of office, 1954-57, beginning July 1, 1954: Richard T. Arnold, Robert C. McClure.

II. REPORT OF THE COMMITTEE ON EDUCATION

(See appendix for text of report)

President Morrill called on Dean Morse for presentation of the report and turned the meeting over to him to conduct the discussion.

After review of the general statement on revision of the Senate Constitution Dean Morse suggested that it be agreed that points of view expressed be considered in the nature of proposals to the Senate Committee on Education for possible revision of the proposed constitution preliminary to its presentation for action at the May meeting. With this understanding he then called for discussion of the Proposed Constitution for the University Senate considering each article separately. The discussion and action on each article follows:

Article I. A question was raised regarding the need for the use of the words "of detail" in the first sentence of Article I indicating preference for their elimination unless there is some real need for their inclusion. In the discussion that ensued it was suggested that since the words "consistent with the actions or policies of the Regents" also are used it is not important whether or not the words "in detail" appear. **ACTION:** It was voted to recommend to the Senate Committee on Education that the words "of detail" be omitted from the first sentence of Article I.

Article II. Discussed. No action.

Article III. The question was raised about the status of a member who is both an elected member and an ex-officio member; would he have two votes? Dean Morse said the answer to this question would be no—such contingency would be most unlikely to arise, and explained why.

It was pointed out that in the election of Senate members in the College of Science, Literature, and the Arts which includes certain schools it is quite possible that none of them might be represented on either the Consultative

Committee or the Senate. It was also indicated that it would make a difference in the distribution of elected faculty in the Institute of Technology if the election is conducted for the Institute as a whole or on the basis of its separate schools. In reply to these comments, Dean Morse said that decision as to how the elections will be conducted in any particular unit would be left to the colleges and schools involved. It was also suggested that consideration be given to the possibility of combining units so that units represented will be more uniform in size. Dean Morse pointed out that it should be kept in mind that elected representatives will consider themselves as representing the University as a whole rather than the unit by which they are elected so that minor differences in election procedure would not be important.

The question was asked—may we assume that, when the Senate meets, anyone who wishes may attend even though he has not been elected? Dean Morse replied—no, this assumption is quite wrong; it was the intent that the Senate meeting would be limited to elected members only. This precipitated a lengthy discussion which culminated in the following ACTION: A proposal to keep meetings of the Senate closed to all except elected members lost by an almost unanimous vote. A proposal to have the meetings open to professors and associate professors with the right to attend and participate in discussion carried by almost unanimous consent. A proposal to allow such professors and associate professors also the right to vote lost almost unanimously.

The thought was then expressed that anyone eligible to vote for representatives should be allowed the same privilege. The discussion of this point resulted in the following ACTION: It was voted to extend equal privileges (right to attend and participate in discussion) to other classes of faculty (instructors and assistant professors). The vote on this motion was 76 for and 74 against.

Discussion then turned to the question of proxy votes in the context of making provision for attendance of an alternate in case the elected member is unable to attend. ACTION: It was voted that provision be made to permit election and attendance of alternates.

The matter of how the balloting should be conducted in the colleges was explored. ACTION: It was voted that such elections should be by secret ballot.

The concept of maintaining the present Senate and considering the elected body as its executive council was discussed. ACTION: A proposal to have this type of organization failed to carry.

Attention was then directed to the broad question, does this group want a representative Senate? After extended discussion in which many members of the Senate and of the Committee on Education participated, the matter was put to a vote. ACTION: It was voted to approve the presentation, through the Committee on Education, of a Senate Constitution providing for a representative body.

Article IV. No comment.

Article V. No comment.

Article VI. It was suggested that item 3 is not necessarily needed in the constitution of the Senate. The committee indicated that they had considered this aspect but had decided that even though not necessary it might be helpful and would certainly do no harm. The suggestion was also made that the use of the word "representative" in section 3 of Article VI be reviewed.

Article VII. No comment.

Article VIII. A question was raised regarding how controversies between units of the University other than those named in Article VIII would be resolved, for example, between two noninstructional units. President

Morrill replied to this question indicating that such controversies would presumably be resolved administratively.

Article IX. The wisdom of having the power of amendment rest solely in the Senate was discussed. It was suggested that some arrangement be made so that amendments might be initiated by the faculty bodies. In reply to these matters Dean Morse indicated that the provision that 40 members may place a matter on the agenda would make such initiatory actions possible at the faculty level. The thought was also expressed that present Senate members should consider retaining the right to review the constitution after a period of time since they would be giving up rights if the constitution is adopted. The discussion of amendment provisions lead to the following ACTION: It was voted to favor a referendum procedure for amendments to the constitution.

Article X. No comment.

Article XI. No comment.

Proposed By-Laws. The discussion was directed to the by-laws as a whole rather than to specific by-laws since the proposed by-laws are essentially the same as in the present constitution. The suggestion was made that it should be explicitly stated that membership on Senate committees does not require membership in the Senate to avoid confusion on this issue. Attention was then given to whether Senate committees should be elected by the Senate or continue to be appointed by the President and confirmed by the Senate. ACTION: A proposal to have Senate committees elected by the Senate failed to carry by an almost unanimous vote.

Further proposals. ACTION: It was moved, seconded, and carried that any further proposals, other than those considered here, be submitted to the Committee on Education in writing by one week from today.

Limited participation of students. ACTION: It was voted to approve the limited participation of students as provided in the constitution.

Vote of appreciation. A motion to go on record to express appreciation of the work of the Committee and to hope that they will revise and resubmit the proposed constitution at the next meeting carried by a unanimous vote.

The Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

Appendix

TEXT OF THE REPORT OF THE COMMITTEE ON EDUCATION

Reported for Discussion and Consideration

I. REVISION OF THE SENATE CONSTITUTION

General Statement

The constitution under which the University Senate currently operates was adopted in 1912. At that time the structure and operation of the University were naturally far more simple than they are today.

In the intervening forty years comments have been frequently made about the desirability of revising the constitution, to bring it up to date, and to clarify the status and working relationships of the Senate. Actions have been taken at various times to modify aspects of Senate structure or operation, but no full-scale reorganization involving the necessary revision of the constitution has previously been presented. The present proposed revised constitution is an outgrowth of proposals for reorganization of the Senate made in previous years, and is the execution of an assignment made by the Senate to its Committee on Education. As far as is known, this is the only time since 1912 that the Senate has been given the opportunity to consider the adoption of a new constitution drawn up at its request by members of the Senate.

Two formal proposals for reorganization of the Senate have been drawn up in fairly recent years. In 1939 the Minnesota chapter of the AAUP recommended that the Senate be replaced by a University Council, consisting of 80 members. Twenty of the members of this Council were "to be appointed by the President from administration personnel," and the remaining 60 were to be elected "by and from the faculty." It was specifically stated that all ranks, instructor to professor, were to be represented, and that "every college and school of collegiate standing would have at least one elected member on the Council." Meetings of the Council were to be held once a month throughout the academic year. No further action was taken on these proposals beyond their adoption by the chapter with a memorandum to the Regents.

In 1945 a document prepared by the Senate Committee on Education, under the chairmanship of Dean T. R. McConnell, gave detailed consideration to the "weaknesses" of the University Senate, and drew up an extended summary of the advantages and disadvantages of a representative Council. The final recommendations of the committee embodied three principles: (1) That six faculty members "engaged principally in teaching and research" be added to the Administrative Committee of the Senate, (2) That the membership of the Senate be enlarged by adding to its roster all assistant professors who have attained tenure, "and 10 instructors elected at large by the instructors," and (3) "That a special committee be authorized to make proposals to the Senate for a reorganization of the committee system of the

University." These recommendations were not reported to the Senate, and therefore no further action was taken at that time.

The present revised constitution for the Senate is presented by the Committee on Education at the specific request of the Senate itself (Minutes May 15, 1952, in which it was voted "That the Senate officially request its Committee on Education to carry forward a study of the possible reorganization of the Senate, giving central consideration to the broad problem of faculty participation in policy formation.") The Administrative Committee (Minutes July 3, 1951) had also asked the Committee on Education to give attention to this matter.

In its initial undertaking of this assignment the Committee on Education considered the possibility of proposing a reorganization of the Senate within the framework of the present constitution. But after a series of discussions within the committee and some conferences with outside groups, it became increasingly apparent that such an approach would result in a patchwork job only. In the interest of consistency and of conformity with prevailing practice, what started out to be a modification of parts of the constitution only has grown necessarily into a full-scale revision of it.

The Committee on Education has taken its commission seriously and has now completed two years of continuous study and work to prepare the document which is under consideration today. It has held extended discussions on aspects of a proposed revised constitution with various individuals and groups, including President Morrill, the Faculty Consultative Committee, the Administrative Committee, the Committee on Student Affairs, the Executive Committee of the All-University Congress, and numerous informal conferences. In addition to various minor changes, about four major revisions of the constitution have been gone through in developing the version which is now presented for consideration. The members of the Committee on Education feel that they have benefited considerably from these many discussions and consultations, and it is their belief that the present document represents a harmonious and workable blending of the many constructive proposals which have been advanced to improve the revised constitution.

It might be useful for members of the Senate who are reading the proposed revised constitution for the first time to have a few major features of the revision highlighted. The present (1912 version) of the constitution is printed in this docket along with the revised version so that readers who wish to make a detailed comparison of the two documents may do so. The following general observations may be made about the proposed revised constitution:

1. The revised constitution changes the Senate to a smaller representative body (about 132 members) in contrast to the current membership of 727.
2. In this smaller body, and on the basis of faculty distribution during the current academic year, a majority of the Senate would come from the Professor and Associate Professor ranks. Distribution of the major elements within the Senate would be as follows: Teaching faculty, Professor and Associate Professor ranks, 71 (plus a minimum of seven members of the Faculty Consultative Committee); Assistant Professor and Instructor rank, 27; members of the Administrative Committee, 28. Two tables are provided in this docket to show (1) the distribution of the senior and junior ranks among the various administrative units of the University, and (2) estimates of

Senate representation for each such unit under the proposed election formula.

3. The revised constitution brings into a single body, the Senate, those groups with which the President of the University may confer on matters of general policy (the faculty members elected to the Senate, the Administrative Committee, and the Faculty Consultative Committee).
4. The Faculty Consultative Committee is left unchanged in the revised constitution in the qualifications for voting for members or eligibility for service on the committee, terms of office, etc.
5. The revised constitution and by-laws blanket in all present standing committees of the Senate, using in most instances the exact wording of the current by-laws in the definition of the membership, duties, etc., of these committees.
6. The revised constitution provides for a new standing Committee on Senate Committees to review the scope of standing committees of the Senate.
7. The revised constitution provides for a meeting of the Senate at least twice each quarter.
8. The revised constitution provides that each of the major instructional units of the University shall have direct representation in the Senate.

The members of the Senate Committee on Education believe that they have carried out their assignment of preparing a revised constitution conscientiously and effectively. By action of the Senate at its meeting on February 18, 1954, copies of the materials which are relevant to the proposed revision of the constitution are to be distributed to all members of the University faculty, although only members of the present Senate may attend the special meeting of April 22 or may vote on the proposed revised constitution. Members of the Senate who wish to raise questions or discuss any aspects of the revised constitution will have the opportunity to do so at the April 22 meeting. Meanwhile the members of the Committee on Education would be glad to discuss any aspect of the proposed revised constitution with any members of the University faculty.

H. T. MORSE, Chairman

Members of the Senate Committee on Education:

Robert H. Beck
John G. Darley
Richard K. Gaumnitz
Robert J. Keller
Stanley V. Kinyon
E. W. McDiarmid
Paul E. Mechl
E. D. Monachesi
W. M. Myers
Wilfrid S. Sellars
Thomas D. Speidel
A. F. Spilhaus
G. E. von Glahn

Table 1. Distribution of Academic Faculty at the University of Minnesota by College and Rank (January 31, 1954)^a

College	Distribution by Rank ^b				Total
	Group I		Group II		
	Prof.	Assoc. Prof.	Asst. Prof. Res. Assoc.	Inst. and Res. Fellow	
Agriculture	69	56	55	61	241
Business	15	13	6	10	44
Child Welfare	3	2	4	5	14
Dentistry	8	4	2	4	18
Duluth Branch	13	12	40	20	85
Education	23	19	7	51	100
Extension	2	2	9	4	17
General College	4	4	8	16	32
Institute of Technology	60	32	44	54	190
Law	9	4	2	0	15
Medical Sciences	46	29	31	54	160
Pharmacy	6	2	1	0	9
Physical Education (Men)	6	4	7	4	21
Physical Education (Women) ..	1	0	5	4	10
S.L.A.	99	83	68	76	326
Total	364	266	289	363	1282

^a Includes academic faculty members serving two-thirds appointments or higher as of the January 31, 1954 payroll. This tabulation excludes faculty members on temporary appointments or in temporary positions. Also excluded are 30 lecturers and staff members whose support comes primarily from outside sources (e.g., county agents and research workers on special grants).

^b Assistant professor rank includes 3 full-time and 1 part-time research associate; the instructor rank includes 6 full-time and 24 part-time research fellows. Among the 289 assistant professors are 124 assistant professors on permanent tenure appointments distributed as follows: Ag.—29, Bus.—1, C.W.—2, Dul.—21, Ed.—1, Ext.—6, G.C.—4, I.T.—27, Med.—6, Phy. Ed.(M)—5, Phy. Ed.(W)—2, and S.L.A.—20. Among the 363 instructors are a number on permanent tenure appointments from among the following units: Ag., Dul., Phy. Ed.(W), and S.L.A.

**Table II. Estimates of Senate Representation Based on
Distribution of Academic Faculty at the University of
Minnesota by College and Rank and the Proposed
Revision of the Constitution of the University Senate**

College	Number of Faculty		Representatives*		
	Group I	Group II	I	II	Total
	Prof. and Assoc. Prof.	Asst. Prof. and Inst. Res. Assoc. and Res. Fellow			
Agriculture	125	116	13	3	16
Business	28	16	3	1	4
Child Welfare	5	9	1	1	2
Dentistry	12	6	2	1	3
Duluth Branch	25	60	3	2	5
Education	42	58	5	2	7
Extension	4	13	1	1	2
General College	8	24	1	1	2
Institute of Technology	92	98	10	3	13
Law	13	2	2	1	3
Medical Sciences	75	85	8	3	11
Pharmacy	8	1	1	1	2
Physical Education (Men)	10	11	1	1	2
Physical Education (Women)	1	9	1	1	2
S.L.A.	182	144	19	4	23
Total	630	652	71	26	97

* Based on one representative for each ten members of the faculty with rank of professor and associate professor and each 40 members of the faculty with rank of assistant professor, research associate, instructor and research fellow.

II. PROPOSED CONSTITUTION FOR THE UNIVERSITY SENATE

Article I. General Powers

1. Distribution of Powers Delegated by Regents

All matters of detail relating to the educational and administrative affairs of the University, consistent with actions or policies of the Regents of the University of Minnesota heretofore or hereafter taken or established and including those incident to the management of the student body, are, for the purpose of effectuating the government of the University under and by the Regents, committed to the President, the University Senate, and the several college faculties, as herein provided.

Article II. President of the University

1. Position and Authority

The President of the University is the representative of the Regents, the Senate, and the Faculties and is the chief executive officer of the

University. He shall have general administrative authority over University affairs. He may suspend action taken by the Senate or by college faculties and ask for a reconsideration of such action. If the President and the Senate or college faculty do not reach agreement on the action, the question may be appealed to the Regents by the President, or by the Senate, or by the college faculty.

2. Consultation on Budget

The President, as chief executive officer of the University, has final authority for budgetary recommendations to the Regents; however, in view of the necessary weighing of educational policies and objectives, the President shall consult with and ask for the recommendations of the University Administrative Committee and the Faculty Consultative Committee concerning such budgetary recommendations as materially affect the University as a whole.

Article III. University Senate

1. Composition

The University Senate is composed of elected representatives of the faculties of the various institutes, colleges, and schools of collegiate rank, plus the members of the University Administrative Committee and the Faculty Consultative Committee, who shall serve *ex officio* as regular members of the Senate.

2. Powers in General

Subject to the final authority of the Regents and the power of the President to suspend action, the Senate has general legislative authority over educational matters concerning the University as a whole, but not over the internal affairs of a single institute, college, or school of collegiate rank, except where the same materially affect the interests of the University as a whole or the interests of other institutes, colleges, or schools.

3. Student Relations with the University

The Senate shall have the power to enact statutes for the government of the students in those relations with the University which affect the University as a whole.

4. Election of Senate Members

(a) The elected members of the Senate shall be chosen by the faculties of the several institutes, colleges, or schools of collegiate rank as follows: The regular members of each faculty who are professors or associate professors shall jointly elect from their ranks (professors and associate professors) one Senate member for each *ten* of their regular members or fraction of that number holding such rank. The regular members of each faculty who are assistant professors (including research associates) or instructors (including research fellows) shall jointly elect from their ranks one Senate member for each *forty* of their regular members or fraction of that number holding such rank.

(b) For the purpose of electing representatives to the Senate, the members of each faculty holding the rank of instructor (including research fellow) and above shall be deemed regular members and be eligible to vote, providing that they hold *regular appointment* as defined in the *Regulations Concerning Academic Tenure* (as revised and re-adopted by the Regents July 11, 1952).

(c) The Committee on Business and Rules shall determine the status and faculty membership of any academic staff member not regularly attached to an existing faculty for purposes of voting for members of and representation on the Senate, under the provisions of Article I, Section 5, of the by-laws.

(d) Annual elections to the Senate shall be held no later than the 20th day of October. Faculty members elected to the Senate shall serve for one year and/or until their successors shall be elected and qualified. They shall be eligible for re-election.

5. Senate Officers

The President of the University shall be chairman of the Senate. A vice-chairman shall be elected by the Senate at its first meeting of the academic year from among its members for a term of one year. He shall be eligible for re-election. The President, with the consent of the Senate, shall appoint a Clerk of the Senate, whose duties shall be prescribed in the by-laws; membership in the Senate shall not be prerequisite to such appointment.

6. Effect of Senate Action

University rules, regulations, and policies duly adopted by the Senate on matters within its jurisdiction and not inconsistent with Regent action shall remain effective (unless suspended by the President in accordance with Article II, Section 1, of this constitution) until superceded by subsequent action of the Senate or of the Regents.

7. Senate Agenda and Minutes

The agenda of each Senate meeting shall be distributed in advance to all Senate members and to all faculty members entitled to vote for Senate members. The minutes of Senate meetings shall also be distributed to all such Senate and faculty members. Matters under Senate jurisdiction may be submitted, by any Senate committee or Senate member or by petition signed by any forty voting members of the faculties, to the Committee on Business and Rules for placing on the agenda of the Senate.

8. Senate Meetings—Call—Quorum

The Senate shall hold regular meetings, at least twice in each quarter of the academic year, at a time and place determined by the President. Special meetings of the Senate may be held upon the call of the President or upon the written request of ten members of the Senate or of forty voting members of the faculties. At any regular or special meeting of the Senate, a majority of the membership of the Senate shall constitute a quorum.

Article IV. Composition of Senate Committees

1. Appointment of Committee Members

All members of standing or special committees of the Senate shall be appointed by the President and confirmed by the Senate, except as provided for in Article V, Section 2, of this constitution.

2. Creation of Standing Committees

Subject to the provisions of Article V of this constitution, the Senate by appropriate by-laws shall create standing committees, clothed with such responsibilities as the Senate may confer. Members of such

committees who are not members of the Senate, including student members, may be present at a meeting of the Senate during such time as a report of their committee is under discussion, and may participate in such discussion, but shall not have the privilege of making motions or of voting.

3. Creation of Special Committees

The Senate shall create such special committees as it deems necessary for the execution of its responsibilities; such special committees shall be discharged upon the completion of their assigned duties.

4. Student Membership on Committees

Any special or standing committee of the Senate may propose appointment by the President of representatives of the student body to serve with the committee. Voting privileges in the committee and other rights of such student representatives shall be determined by each committee in question, except as provided for in such by-laws as specify the status of student members.

5. Increase of Committee Membership

The President shall have the power to increase the number of members that shall constitute any standing or special committee of the Senate, whenever he deems such action to be desirable, except as provided for in Article V, Section 2, of this constitution.

Article V. Special Standing Committees of the Senate

1. University Administrative Committee

There shall be a University Administrative Committee as a standing committee of the Senate. It shall be composed of the President, the Vice Presidents, the deans, and such other members of the University staff as may be added thereto by the President and approved by the Senate. The Administrative Committee shall advise the President concerning the general educational, administrative, and fiscal policies of the University and aid the President in effectuating the policies of the University. It shall have such further administrative and advisory functions as may be delegated to it by the President or the Senate. It shall report regularly to the Senate.

2. Faculty Consultative Committee—Composition

There shall be a Faculty Consultative Committee as a standing committee of the Senate. This committee shall be composed of seven elected members, and, if no member is elected from either the St. Paul Campus or the Duluth Branch, the elected members shall appoint one for each of the foregoing not represented by an elected member. No person shall be either an elected or appointed member who is *not* a qualified voter for Senate members at the time of his election or appointment or who is a member of the University Administrative Committee. Elected members shall serve for terms of three years. Appointed members shall serve for terms of one year. Only those faculty members who hold regular appointment at the rank of professor or associate professor may be nominated for membership on or may vote for members of the Faculty Consultative Committee. The Committee shall represent the faculty at large and not individual institutes, colleges, schools, or departments of the University.

3. Faculty Consultative Committee—Functions

The Faculty Consultative Committee shall meet with the President at regular times to discuss matters of policy relating to instruction, research, personnel, service functions, and the budget. It shall be empowered to appoint subcommittees or employ other devices which it regards as appropriate in initiating and furthering communication between the faculty and the President. It shall report to the Senate at least once in each academic year.

4. Committee on Senate Committees

There shall be a standing committee on Senate Committees consisting of five members. It shall review the number and scope of standing committees of the Senate and shall make appropriate recommendations thereon to the Senate but shall not have the power to appoint or recommend appointments to committees.

Article VI. Faculties of the Institutes, Colleges, and Schools

1. Composition of the Several Faculties

The faculty of each institute, college, or school of collegiate rank is composed of the President, provost, deans, professors, associate professors, assistant professors (including research associates), and instructors (including research fellows). Each department or division giving instruction in another institute, college, or school may be represented on the faculty of that institute, college, or school by one or more members.

2. Powers of the Several Faculties

Each faculty, or executive faculty if so organized, controls the internal affairs and policies of its own institute, college, or school, including entrance requirements, curricula, instruction, examinations, grading, degrees, and disciplinary matters not within the jurisdiction of the All-University Disciplinary Committee.

3. Deans and Provosts—Duties and Responsibilities

The dean or provost is the administrative head of the branch, institute, college, or school he represents, and is the representative of his unit with the President, or the Senate, or other units of the University, or the students. His duties and responsibilities shall include assisting in formulating policies for the consideration of the faculty, and he shall preside at its meetings. He shall report to the President as the President may require and shall advise the President concerning policies relating to his unit.

Article VII. Relations with Other Institutions

Relations between the University of Minnesota and other educational institutions shall be subject to the control of the Senate, either directly or through appropriate committees.

Article VIII. Jurisdictional Questions

1. Inter-College Controversies

Controversies arising between institutes, colleges, and/or schools of collegiate rank may be presented, after mutual conference, to a special

committee appointed by the President and confirmed by the Senate. If such committee shall be unable to arrange a mutually agreeable solution to the problem in question, the matter shall be placed on the agenda of the next regular or special meeting of the Senate for decision. Such decision may be appealed to the President.

2. Controversies between Senate and Individual Faculties

Controversies arising between the Senate or its committees and an institute, college, school faculty, or other division of the University shall be resolved by the President, after conference with representatives of the Senate and of the unit in question.

Article IX. Amending Procedure

1. Adoption of Amendments

This constitution may be amended by a two-thirds majority vote of all members of the Senate, at a regular or special meeting, provided the proposed amendment has been presented, in writing, to each member of the Senate and to each faculty member entitled to vote for members of the Senate at least ten days prior to the date of the vote on the adoption of the proposed amendment.

2. Regents Approval

Amendments to this constitution, having been adopted by the Senate, require the approval of the Regents.

3. Effective Date

Amendments to this constitution shall be effective as of the day following the date of their approval by the Regents.

Article X. Effective Date of Constitution

This constitution, having been adopted by the Senate, shall be in effect as of the day following the date of its approval by the Regents.

Article XI. Adoption of By-Laws

By-laws of this constitution shall be enacted, amended, or repealed by majority vote of all members of the Senate.

III. PROPOSED BY-LAWS

Article I. Senate Membership, Elections, and Officers

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

ate School shall designate each year from among the faculty members elected to the Senate as provided in Article III, Section 4, of the Constitution of the Senate, seven such members to serve as representatives of the Graduate School in the Senate, concurrently with their representation of the unit from which they have been elected.

3. (a) Each fall, on the basis of the September 30 payroll, and before October 10, the Clerk of the Senate shall prepare for each unit listed in Article I, Section 1, of these by-laws a list of all faculty members in that unit entitled to vote for Senate members and shall send the appropriate number of copies of this list to the administrative head of each unit. This list shall contain the name and indicate the rank of each professor, associate professor, assistant professor (including research associate), and instructor (including research fellow) on regular appointment as defined in Article III, Section 4 (b), of the Constitution of the Senate.
(b) Between October 10 and October 20, each unit of the University designated in Article I, Section 1, of these by-laws shall conduct elections for Senate members. In each unit one group consisting of professors and associate professors on regular appointment shall choose the representatives to which it is entitled under Article III, Section 4, of the Constitution of the Senate. The other group, consisting of assistant professors (including research associates) and instructors (including research fellows) on regular appointment, shall choose the representatives to which it is entitled under Article III, Section 4, of the Constitution of the Senate. Each unit shall establish its own procedures for conducting these elections. The results of the elections shall be mailed to the Clerk of the Senate not later than October 23.
(c) The names of all Senate members shall then be listed in the agenda of the first Senate meeting of the fall quarter and shall be distributed, as provided in Article III, Section 7, of the Constitution of the Senate, not later than November 5.
4. Vacancies in the Senate caused by death, resignation, or separation from the University may or may not be filled, at the option of the faculty of the administrative unit, by special election on the part of the relevant group within the faculty concerned, or by designation on the part of the members of the Senate currently representing that faculty.
5. Any person holding regular appointment and eligible to vote for members of the Senate as specified in Article III, Section 4(b), of the Constitution of the Senate, but not attached to any voting unit as designated in Article I, Section 1, of these by-laws, may apply in writing to the Committee on Business and Rules for a determination of his status for voting for members of and election to the Senate. It shall be the duty of the Committee on Business and Rules to classify such a staff member with one of the voting units specified in Articles I, Section 1, of these by-laws in view of factors which the Committee on Business and Rules considers to be relevant to such classification.
6. The Senate shall review the provisions of Article III, Section 4(a), of the Constitution of the Senate at the end of five years following the effective date of the Constitution, in order to determine whether changes should be made in the formula utilized in the election of members of the Senate.
7. The Clerk of the Senate shall be the custodian of its records, shall circulate the agenda and minutes of Senate meetings as directed by the Committee on Business and Rules, and shall perform such additional functions as shall be assigned to him in the by-laws or by the President.

Article II. General Rules for All Senate Committees

1. All committees of the Senate shall keep records of their meetings and proceedings. Copies of these records shall be placed on file with the Clerk of the Senate and shall be available for inspection by all members of the University faculty eligible to vote for members of the Senate.
2. All committees of the Senate shall report on their activities once in each academic year by submitting a progress report to the Senate through the Clerk of the Senate, to be placed on the agenda of the last meeting of the Senate for the academic year in question.
3. Any committee of the Senate shall be required, upon majority vote of the Senate, to report to that body at its next meeting, whether regular or special, on matters placed in the charge of such committee.

Article III. Creation, Composition, and Functions of Standing Committees

1. Audio-Visual Aids

There shall be a standing Committee on Audio-Visual Aids. It shall consist of not less than seven members and shall include the head of the University department charged with the responsibility for coordination of the various audio-visual services. Its duties shall include the formulation of University policies concerning the production, supply, use, and distribution of audio-visual aids.

2. Business and Rules

(a) There shall be a standing Committee on Business and Rules, which shall consist of four members of the Senate and the Clerk of the Senate who shall serve as clerk of this committee. It shall be the duty of this committee to arrange the order of business for the Senate, and to recommend the disposition of business which appears in its judgment to be not germane to the purposes of the Senate. It shall prepare the agenda for each meeting of the Senate and cause copies thereof to be distributed under the provisions of Article III, Section 7, of the Constitution of the Senate.

(b) Items of new business presented at a Senate meeting by individual members shall be referred to this committee for consideration and presentation at the next regular meeting of the Senate, but such business may be considered and voted on at the meeting at which it is introduced, by a majority vote of the members of the Senate, present and voting on a proposal for immediate consideration.

(c) The committee may recommend amendments of existing by-laws or standing rules, or the adoption of new by-laws or standing rules.

(d) Nothing herein contained shall limit the right of immediate consideration of, and action upon, any matter for whose consideration a special meeting has been called in accordance with Article III, Section 8 of the Constitution of the Senate.

3. Debate and Oratory

There shall be a standing Committee on Debate and Oratory. It shall have charge of all local and intercollegiate contests in debate and oratory over which the Senate has jurisdiction. It shall consist of five faculty and five student members.

4. Education

There shall be a standing Committee on Education composed of at least nine members. It shall seek ways in which the total educational work of the University may be improved, and make recommendations appropriate to this end.

5. Faculty Consultative Committee

There shall be a standing committee to be known as the Faculty Consultative Committee composed as specified in Article V, Section 2, of the Constitution of the Senate. Elected members of this Committee shall serve for three years and shall be chosen in the following manner. The Clerk of the Senate shall mail to each faculty member on regular appointment who holds the rank of professor or associate professor a call to nominate not more than twice the number of members to be elected to the Faculty Consultative Committee. All nominations shall be returned to him. He shall then determine the availability of persons nominated until he has found twice the number to be chosen available for submission on the final election ballot. No person shall appear on that ballot who has received fewer votes on the nominating ballots than any person not appearing on the final election ballot for any reason other than non-availability; but, in case of a tie for the last position on the final election ballot, all tied candidates shall be deemed nominated, in which case the number of candidates shall be adjusted to reflect that fact. The Clerk shall distribute final election ballots to all eligible voters, who shall return their ballots to him. The election procedure herein set forth shall be held and completed during a period commencing February 15 and ending April 15. Two weeks shall be allowed for return of both nomination and final ballots. In case of a tie in the final election the Clerk shall choose the successful candidate by lot. Persons elected to membership during one year shall commence their term of office on the first day of the succeeding fiscal year of the University. The President of the University shall appoint the chairman of the Committee; only an elected member may serve in that capacity. In case of a vacancy the elected members shall fill it for the remainder of the term by a majority vote. Consecutive service by elected members shall not exceed two terms; service as an elected member filling a vacancy caused by withdrawal of an elected member shall constitute service for a term if such service was for a year or more. The consecutive service of an appointed member shall not exceed six years.

6. Institutional Relationships

There shall be a standing Committee on Institutional Relationships, to consist of at least seven members, whose chief concern shall be the relation of the University to other institutions of learning. This committee shall review all matters which affect these relations of the University. It shall also serve as an advisory intra-university relations committee on admission requirements, graduation requirements, credit allowances, and other matters which affect relations among the several colleges or departments of the University. It shall determine and report to any college proposing changes in these areas, the probable effect of the change on other colleges or departments of the University, other Minnesota colleges, or Minnesota secondary schools. The committee shall also promote articulation between the University and other educational institutions of the state and develop plans for making the University more helpful to them. It shall represent the University in determining the accreditation accorded Min-

nesota schools and colleges. It may also represent the University in conferences with educational associations and agencies.

7. Institutional Research

There shall be a standing Committee on Institutional Research composed of at least ten members. It shall advise the Bureau of Institutional Research with respect to the studies to be undertaken by the Bureau, the studies to be given priority, and any basic questions of policy or procedure connected with the Bureau's activities.

8. Intercollegiate Athletics

(a) There shall be a standing Committee on Intercollegiate Athletics which shall be composed of fourteen members: seven faculty members, of which one shall be the University Conference Representative, to be appointed by the President of the University, subject to the approval of the Senate; and the Vice President, Business Administration, and the Director of Physical Education and Athletics, and a member of the Athletic Committee of the Duluth Branch of the University as *ex officio members*; two alumni members to be nominated by the Board of Directors of the Minnesota Alumni Association and appointed by the President of the University, subject to the approval of the Senate; two student members to be recommended by the All-University Congress and appointed by the President, subject to the approval of the Senate.

(b) The Committee shall appoint a sub-committee of three members of which one shall be the Director of Physical Education and Athletics, and of which a faculty member other than the Director of Physical Education and Athletics shall be chairman, to fix the price of tickets to intercollegiate contests, prepare complimentary lists, make seating arrangements and have general supervision of tickets to inter-collegiate contests.

(c) The control and supervision of the sale of tickets, the depositing of funds, the care of funds, the financial reporting of games and the accounting of all athletic funds is vested in the office of the Vice-President, Business Administration.

(d) The physical care of Northrop Field, Memorial Stadium, the Field House, and all campus space devoted to athletics is transferred to the Physical Plant Office.

(e) The Committee shall appoint a sub-committee on eligibility which shall determine the students eligible to represent the University in intercollegiate sports under the *Rules and Regulations of the Western Conference*. The Committee may revise any action of the sub-committee.

(f) The Director of Physical Education and Athletics shall act as the executive secretary of the Committee and be entitled to vote on all matters excepting questions of eligibility.

(g) The Director of Physical Education and Athletics shall be appointed by the Regents upon nomination of the President.

(h) All coaches, managers, and assistant managers shall be nominated by the director and upon the approval of the President shall be appointed by the Regents.

(i) The Director of Physical Education and Athletics shall be in general charge of and responsible for the detailed administration of inter-collegiate athletics, subject to the supervision and approval of the Committee on Intecollegiate Athletics, which committee is given

entire control of intercollegiate athletics, including all schedules of games, subject to the supervision of the University Senate.

(j) The President at his discretion may appoint the University Conference Representative. In the absence of such appointment the Chairman of this committee shall act as such representative.

(k) All matters pertaining to physical education and athletics not intercollegiate in character are placed entirely under the supervision of the Department of Physical Education and Athletics. It is understood that this will include all intramural athletics.

9. Judicial

There shall be a standing committee of five members to be known as the Judicial Committee. Its powers, duties, and procedures are set forth in the *Regulations Concerning Faculty Tenure* (as revised and re-adopted by the Regents July 11, 1952).

10. Library

There shall be a standing Committee on Library consisting of nine members. Its duties shall be to consider and recommend to the Senate any resolutions in connection with library policy and administration that may be deemed advisable, and, on request of the Senate, to inform it as to any matters affecting library policy and administration.

11. Necrology

There shall be a standing Committee on Necrology consisting of seven members. It shall prepare and present to the Senate suitable memorials of deceased faculty members and former faculty members.

12. Recreation

(a) There shall be a standing Committee on Recreation. It shall consist of five faculty members and six students. The chairman of this committee and one student member of the committee shall also be at the same time members of the Senate Committee on Student Affairs. To facilitate coordination of the respective committee programs, the Committee on Recreation shall hold at least one annual meeting with the Senate Committee on Student Affairs. It shall establish general policies concerned with the development of recreational facilities and programs for students, but such policies shall be administered and coordinated through the appropriate offices and agencies.

(b) It shall be empowered to make recommendations regarding the operation of recreation programs to the Recreation Coordinating Council, to the Senate Committee on Student Affairs, and to any other standing committee, department, or agency.

13. Reserve Officer Training Corps

There shall be a standing Committee on ROTC consisting of nine staff members, two students (representing the All-University Congress and the Interfraternity Council), and the alumni. Its functions shall be to maintain liaison between the Departments of Military Science and Tactics, Naval Science, and Air Science and Tactics, and the University Senate, and to give continuing consideration to the problems confronting these departments.

14. Senate Committees

There shall be a standing committee of the Senate which shall be known as the Committee on Senate Committees, with such member-

ship and responsibilities as are set forth in Article V, Section 4, of the Constitution of the Senate.

15. Student Affairs

There shall be a standing Committee on Student Affairs of at least twenty-six members, consisting of faculty, students, alumni, and administrators; student members shall exceed by at least one the total of other members. It shall have supervision of all those students' affairs and student organizations within the jurisdiction of the Senate not within the control or supervision of any other standing committee. It shall maintain supervision over the financial affairs of all student organizations over which the University has control. It shall have supervision of all publications issued by students.

16. Student Scholastic Standing

There shall be a standing Committee on Student Scholastic Standing. It shall consist of the chairman of the appropriate committee, or representative appointed by the administrator, of each of the separate institutes, colleges, and schools of collegiate rank. In addition, the Office of the Dean of Admissions and Records and the Office of the Dean of Students shall each have a representative on the committee. The duties of the committee shall be to study and to recommend to the University Senate such general rules and regulations concerning students' scholastic standing as may be needed on a University-wide basis; it shall also correlate and harmonize, so far as may be consistent with the special needs and conditions of the various colleges, the administration of the regulations of the colleges concerning student scholastic standing with the administration of the University Senate rules and regulations dealing therewith.

17. University Functions

There shall be a standing Committee on University Functions. It shall consist of at least twelve members. Its duties shall be to plan and advise with respect to commencements and other all-University functions.

18. University Printing and Publications

There shall be a standing Committee on University Printing and Publications. It shall consist of eight members, the Vice President of Business Administration, the Recorder, the Director of University Relations, the Agricultural Extension Editor, three other members of the Senate, and a representative of the student body. It shall be its duty to set standards for all catalogs, bulletins, and other official publications, also the stationery of the University and of the various institutes, colleges, schools, departments and administrative units of the University; to advise with regard to the admissibility of new publications or printing to the lists of official publications or printing of the University and its institutes, colleges, schools, departments and administrative units; and in general to supervise University printing with a view to encouraging and promoting economical and efficient practices.

19. University Administrative Committee

There shall be a standing committee of the Senate which shall be known as the University Administrative Committee, with such membership and responsibilities as are set forth in Article V, Section 1, of the Constitution of the Senate.

IV. PRESENT CONSTITUTION AND BY-LAWS OF THE UNIVERSITY SENATE

(As of February 18, 1954; changes from last printing, 1939, indicated)

Historical note: The Senate Constitution, in its original form, was adopted by the Board of Regents on May 6, 1912. The first meeting of the University Senate was held on October 3, 1912.

Meetings: The University Senate meets regularly on the third Thursday in November, February, and May. (Minutes 2-19-1948.) Special meetings may be called by the President. The Committee on Business and Rules is authorized to withhold or cancel notice of a Senate meeting when in its judgment there is not sufficient business to warrant such meeting.

Constitution

1. All matters of detail, including those incident to the management of the student body, relating to the educational and administrative affairs of the University, except insofar as the board may think proper to act directly, are, for the purposes of effectuating the government and educational management of the University under and by the Board of Regents, committed to the President, the University Senate, and the several college faculties.

2. The President of the University is the representative of the Board of Regents and chief executive officer of the University, as well as the intermediary between the Board of Regents and the Senate and faculties. Actions taken by any of the governing bodies are subject to his suspensive veto. The deans shall act as advisers to the President.

3. The University Senate is composed of the President, the deans, all professors (including acting professors), associate professors, the University librarian, and any members of the University faculty holding executive positions, carrying, by authority of the Board of Regents, the rank of professor or associate professor. The Senate shall also have authority to add from time to time to its roster such other members of the faculty of the University or administrative officers thereof as the Senate, upon report of the Committee on Business and Rules, with or without its recommendation, may elect.

The Presidents emeriti, professors emeriti, and professors who devote less than half time* to the work of the University are entitled to participate in the discussions of the Senate, but not to vote. A Membership Committee shall decide each year upon the official roster of the Senate. The Recorder (Minutes 5-15-1941) is the Clerk of the Senate and custodian of its records, authorized to participate in discussions, but without vote.

4. The University Senate has general legislative and administrative authority over all matters concerning the University as a whole; but not the internal affairs of a single college or school of collegiate rank, except where the same affect the interests of the University as a whole or the interests of other colleges or schools.

5. There shall be an Administrative Committee of the Senate, composed of the President, the deans, the University Librarian, and such other administrative officers as may be added thereto by the Senate.

6. The Senate shall create standing committees clothed with special administrative authority; to these committees are referred all such matters as the Senate may think proper with such power as the Senate may confer,

* The interpretation of the Committee on Business and Rules is that half time means twenty-two hours of actual time per week per term spent in University work; that is to say, a person giving all his time to the University is expected to devote forty-four hours a week to University work.

and which are not appropriately referable to the Administrative Committee. Assistant professors and instructors may be members of these committees, and during their terms of service, may participate in the Senate's discussion, but not vote.

7. The Administrative Committee of the Senate shall carry into effect rules and regulations of the Board of Regents and of the Senate, and act in emergencies in which it would be inadvisable to await the authorization of the Senate—action of this kind to be in force only until the Senate meets.

8. The general faculty of each college or collegiate school is composed of the President, the dean, professors, associate professors, assistant professors, and instructors. Each department (or division) giving instruction in another college or school, shall be represented on the faculty of that college or school by one member.

9. Each faculty (or executive faculty if so organized) controls the internal affairs of its own college or school, including entrance requirements, curricula, instruction, examinations, grading, degrees, discipline, and the selection and conditions of use of its college and departmental libraries. When the action of any faculty affects the interests and welfare of the University as a whole or another college or school, such action may, after mutual conference, be appealed to the Senate, and after a full hearing of the faculties, be negatived by a two-thirds vote of all the members of the Senate present, provided such vote is equal in number to one half of the members of the Senate in residence.

10. The President of the University is the presiding officer of the Senate and names, subject to the approval of the Senate, its committees, with the exception of the Faculty Consultative Committee, which shall be elected by the members of the Senate. (Minutes 5-15-1952; Minutes B. R. 6-14-1952.) In the absence of the President, the Senate shall elect its chairman.

11. The Senate shall hold regular quarterly meetings at a time and place fixed by the President. Special meetings may be held upon the call of the President or upon the written request of ten members.

12. The title to all funds raised through the means of student organizations and activities is vested in the Board of Regents in trust for the purposes for which such funds were raised; but in the event an organization raising any such fund should cease to exist while such fund or any part thereof shall remain unexpended, or the specific purpose for which the fund was raised should fail, the Board of Regents will make such disposal of the fund as seems to it to be most equitable and just under the circumstances. Unless intended for investment the custody and expenditure of such funds are entrusted by the Board of Regents to the Senate and the Senate may establish committees to administer these funds with such participation by the students or alumni as members thereof as the Senate may determine. At the discretion of the Senate, or its committee if so authorized, the custody and expenditure of such funds may be left to the students, subject to the general supervision of the Senate or its committee. Any action taken by the Senate or by its committee with reference to any such fund or funds shall be reported to the Board of Regents and shall at all times be subject to its approval.

13. The Senate shall have the power to enact statutes, for the government of the students in those relations with the University which affect the University as a whole. Questions of jurisdiction as between the Senate and a college faculty shall be determined by the President.

14. Relations between the University and other universities and colleges, excepting such as are regulated by Article 9, shall be subject to the control of the Senate either directly or through its appropriate committee. Where such relations involve athletics or other student activities, the committee

may include such a representation of students or alumni as the Senate determines; or the committee may act in conjunction with student and alumni organizations if the Senate thinks best.

15. Nothing herein shall be construed as applying to any school below collegiate rank established under the authority of the Board of Regents.

By-Laws

I. Audio-Visual Aids

(Minutes 2-19-1948)

There shall be a standing Committee on Audio-Visual Aids. It shall consist of not less than seven members and shall include the head of the university department charged with the responsibility for coordinating the various audio-visual services. Its duties shall include the formulation of university policies concerning the production, supply, use, and distribution of audio-visual aids.

II. Business and Rules

(Minutes 11-8-1951)

There shall be a standing Committee on Business and Rules, which shall consist of four voting members of the Senate and the Clerk of the Senate who shall serve as clerk of this committee. It shall be the duty of this committee to arrange the order of business for the Senate, and to recommend the disposition of business which appears in its judgment to be not germane to the purposes of the Senate. It shall prepare the agenda for each meeting of the Senate and cause copies thereof to be distributed to each voting member of the Senate prior to the opening of the meeting.

Items of new business presented at a Senate meeting by individual voting members of the Senate shall be referred to this committee for consideration and presentation at the next regular meeting of the Senate, but such business may be considered and voted on at the meeting at which it is introduced, by a majority vote of the voting members of the Senate present and voting on a proposal for immediate consideration.

The committee may recommend amendments of existing by-laws or standing rules, or the adoption of new by-laws or standing rules.

Nothing herein contained shall limit the right to immediate consideration of, and action upon, any matter for whose consideration a special meeting has been called in accordance with section 11 of the constitution.

III. Debate and Oratory

There shall be a standing Committee on Debate and Oratory. It shall have charge of all local and intercollegiate contests in debate and oratory over which the Senate has jurisdiction. It shall consist of five faculty and five student members.

IV. Education

(Minutes 5-15-1952)

There shall be a standing Committee on Education composed of at least nine members. It shall seek ways in which the total educational work of the University may be improved, and make recommendation appropriate to this end.

V. Faculty Consultative Committee

(Minutes 11-20-1952)

There shall be a Faculty Consultative Committee composed of seven elective members, and if no member is elected from either the St. Paul campus or the Duluth Branch, then the elected members shall appoint one for

each of the foregoing not represented by an elected member. No person shall be either an elected or appointed member who is not a voting member of the Senate or who is a member of the Administrative Committee. Elected members shall serve for three years. Appointive members shall serve for one year. No non-voting member of the Senate shall participate in the nomination and election of members of the Committee. The Committee shall represent the faculty-at-large and not individual schools, colleges, or departments of the University.

The first elected members shall serve for the following terms: 2 for one year; 2 for two years; and 3 for three years. Members elected after the first year shall serve for three years. Elected members shall be chosen in the following manner. The Clerk of the Senate shall mail to each Senate member eligible to participate in the nomination and election of Committee members a call to nominate not more than twice the number of members to be elected. All nominations shall be returned to him. He shall then determine the availability of persons nominated until he has found twice the number to be chosen available for submission on the final election ballot. No person shall appear on the ballot who has received fewer votes on the nomination ballots than any person not appearing on the final election ballot for any reason other than non-availability; but, in case of a tie for the last position on the final election ballot all tied candidates shall be deemed nominated in which case the number of candidates shall be adjusted to reflect that fact. The Clerk shall distribute final election ballots to all eligible voters, who shall return their ballots to him. The election procedure herein set forth shall be held and completed during a period commencing February 15 and ending April 15. Two weeks shall be allowed for return of both nomination and final election ballots. In case of a tie in the final election the Clerk shall choose the successful candidate by lot. Persons elected to membership during one year shall commence their term of office on the first day of the succeeding fiscal year of the University. The President of the University shall appoint the Chairman of the Committee; only an elected member may serve in that capacity. In case of a vacancy the elected members shall fill it for the remainder of the term by a majority vote. Consecutive service by elected members shall not exceed two terms; service as an elected member filling a vacancy caused by withdrawal of an elected member shall constitute service for a term if such service was for a year or more. The consecutive service of an appointed member shall not exceed six years.

The Committee shall meet with the President at regular times to discuss matters of policy relating to instruction, research, personnel, service functions, and the budget. It shall be empowered to appoint subcommittees or employ other devices which it regards as appropriate in initiating and furthering communication between the faculty and the President. It shall report to the Senate at least once each year.

VI. Institutional Relationships (Minutes 5-15-1952, 11-19-1953)

There shall be a standing Committee on Institutional Relationships, to consist of at least seven members, whose chief concern shall be the relation of the University to other institutions of learning. This committee shall review all matters which affect these relations of the University. It shall also serve as an advisory intra-university relations committee on admission requirements, graduation requirements, credit allowances, and other matters which affect relations among the several colleges or departments of the University. It shall determine and report to any college proposing changes in these areas, the probable effect of the change on other colleges or departments of the University, other Minnesota colleges, or Minnesota secondary schools. The committee shall also promote articulation between the University and other educational institutions of the state and develop plans for

making the University more helpful to them. It shall represent the University in determining the accreditation accorded Minnesota schools and colleges. It may also represent the University in conferences with educational associations and agencies.

VII. Institutional Research (Minutes 5-25-1950, 5-15-1953)

There shall be a standing Committee on Institutional Research composed of at least ten members. It shall advise the Bureau of Institutional Research with respect to the studies to be undertaken by the Bureau, the studies to be given priority, and any basic questions of policy or procedure connected with the Bureau's activities.

VIII. Intercollegiate Athletics (Minutes 5-15-1952, 11-19-1953)

Section 1: There shall be a standing Committee on Intercollegiate Athletics which shall be composed of fourteen members: seven faculty members, of which one shall be the University Conference Representative, to be appointed by the President of the University, subject to the approval of the University Senate; and the Vice President, Business Administration, and the Director of Physical Education and Athletics, and a member of the Athletic Committee of the Duluth Branch of the University as ex-officio members; two alumni members to be nominated by the Board of Directors of the Minnesota Alumni Association and appointed by the President of the University, subject to the approval of the University Senate; two student members to be recommended by the All-University Congress and appointed by the President, subject to the approval of the University Senate.

Section 2: The committee shall appoint a sub-committee of three members of which one shall be the Director of Physical Education and Athletics, and of which a faculty member, other than the Director of Physical Education and Athletics, shall be chairman, to fix the price of tickets to intercollegiate contests, prepare complimentary lists, make seating arrangements and have general supervision of tickets to intercollegiate contests.

Section 3: The control and supervision of the sale of tickets, the depositing of funds, the care of funds, the financial reporting of games and the accounting of all athletic funds is vested in the Office of the Vice President, Business Administration.

Section 4: The physical care of Northrop Field, Memorial Stadium, the Field House and all campus space devoted to athletics is transferred to the Buildings and Grounds Office.

Section 5: The Committee shall appoint a Sub-Committee on Eligibility which shall determine the students eligible to represent the University in intercollegiate sports under the *Rules and Regulations of the Western Conference*. The Committee may revise any action of the Sub-Committee.

Section 6: The Director of Physical Education and Athletics shall act as the executive secretary of the committee and be entitled to vote on all matters excepting questions of eligibility.

Section 7: The Director of Physical Education and Athletics shall be appointed by the Board of Regents upon nomination of the President.

Section 8: All coaches, managers, and assistant managers shall be nominated by the director and upon the approval of the President shall be appointed by the Board of Regents.

Section 9: The Director of Physical Education and Athletics shall be in general charge of and responsible for the detailed administration of intercollegiate athletics, subject to the supervision and approval of the Committee

on Intercollegiate Athletics, which committee is given entire control of intercollegiate athletics, including all schedules of games, subject to the supervision of the University Senate.

Section 10: The President at his discretion may appoint the University Conference Representative. In the absence of such appointment the Chairman of this committee shall act as such representative.

All matters pertaining to physical education and athletics not intercollegiate in character are placed entirely under the supervision of the Department of Physical Education and Athletics. It is understood that this will include all intramural athletics.

IX. Judicial

(Minutes 10-16-1941, 11-20-1952)

There shall be a standing committee of five members to be known as the Judicial Committee. Its powers, duties, and procedures are set forth in the *Regulations Concerning Faculty Tenure*.

X. Library

There shall be a standing Committee on Library consisting of nine members. Its duties shall be to consider and recommend to the Senate any resolutions in connection with library policy and administration that may be deemed advisable, and, on request of the Senate, to inform it as to any matters affecting library policy and administration.

XI. Necrology

(Minutes 11-9-1950, 10-28-1926)

There shall be a standing Committee on Necrology consisting of seven members. It shall prepare and present to the Senate suitable memorials of deceased faculty members and former faculty members.

XII. Recreation

(Minutes 5-27-1948, 5-15-1952)

There shall be a standing Committee on Recreation. It shall consist of five faculty members and six students. The chairman of this committee and one student member of the committee shall also be at the same time members of the Senate Committee on Student Affairs. To facilitate coordination of the respective committee programs, the Committee on Recreation shall hold at least one annual meeting with the Senate Committee on Student Affairs. It shall establish general policies concerned with the development of recreational facilities and programs for students, but such policies shall be administered and coordinated through the appropriate officers and agencies.

It shall be empowered to make recommendations regarding the operation of recreation programs to the Recreation Coordinating Council, to the Senate Committee on Student Affairs, and to any other standing committee, department, or agency.

XIII. Reserve Officers Training Corps

(Minutes 11-9-1950)

There shall be a standing Committee on ROTC consisting of nine staff members, two students (representing the All-University Congress and the Interfraternity Council), and two alumni. Its functions shall be to maintain liaison between the Departments of Military Science and Tactics, Naval Science, and Air Science and Tactics and the University Senate and to give continuing consideration to the problems confronting these departments.

XIV. Student Affairs
(Minutes 5-15-1952)

There shall be a standing Committee on Student Affairs of at least twenty-six members consisting of faculty, students, alumni, and administrators; student members shall exceed by at least one the total of other members. It shall have supervision of all those students' affairs and student organizations within the jurisdiction of the Senate not within the control or supervision of any other standing committee. It shall maintain supervision over the financial affairs of all student organizations over which the University has control. It shall have supervision of all publications issued by students.

XV. Student Scholastic Standing
(Minutes 5-15-1952)

There shall be a standing Committee on Student Scholastic Standing. It shall consist of the chairman of the appropriate committee, or representative appointed by the administrator, of each of the separate colleges and collegiate schools. In addition, the Office of the Dean of Admissions and Records and the Office of the Dean of Students shall each have a representative on the committee. The duties of the committee shall be to study and to recommend to the University Senate such general rules and regulations concerning students' scholastic standing as may be needed on a University-wide basis. It shall also correlate and harmonize, so far as may be consistent with the special needs and conditions of the various colleges, the administration of the regulations of the colleges concerning student scholastic standing with the administration of the University Senate rules and regulations dealing therewith.

XVI. University Functions
(Minutes 5-15-1952)

There shall be a standing Committee on University Functions. It shall consist of at least twelve members. Its duties shall be to plan and advise with respect to commencements and other all-University functions.

XVII. University Printing and Publications
(Minutes 5-15-1952)

There shall be a standing Committee on University Printing and Publications. It shall consist of eight members: the Vice President of Business Administration, the Recorder, the Director of University Relations, the Agricultural Extension Editor, three other members of the Senate, and a representative of the student body. It shall be its duty to set standards for all catalogs, bulletins, and other official publications, also the stationery of the University and of the various colleges, schools and departments of the University; to advise with regard to the admissibility of new publications or printing to the lists of official publications or printing of the University and its colleges, schools, and departments; and in general to supervise University printing with a view of encouraging and promoting economical and efficient practices.

XVIII.

The President shall have the power to increase the number of members that shall constitute the committees for any year whenever he deems it for the best interests of the University to do so.

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

The third regular meeting of the University Senate for the year 1953-54 was held in the Auditorium of Nicholson Hall, Thursday, May 20, 1954. One hundred and ten members signed the roll as present.

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

I. MINUTES OF FEBRUARY 18 AND APRIL 22, 1954

It was voted to correct the minutes of April 22, 1954, page 2, last sentence of paragraph 4, to read "It was voted *unanimously* that such elections should be by secret ballot."

The minutes of February 18, 1954, and of April 22, 1954, as corrected, were then approved.

II. SENATE COMMITTEES FOR 1954-55

1. Reported for Action

The following Senate committees have been named by the President, subject to the approval of the University Senate, effective July 1, 1954:

Audio-Visual Aids: Dwight E. Minnich (chairman), Warner Clapp, Henry Clark, Winston A. Close, Otis F. Hall, Helge E. Hansen, Ralph H. Hopp, George H. McCune, John MacKenzie, William J. Micheels, Carl Nelson, Julius M. Nolte, Donald Torbert, Tracy F. Tyler.

Business and Rules: Henry Rottschaefer (chairman), J. Lewis Maynard, Elio D. Monachesi, True E. Pettengill, Arthur J. Schwantes.

Debate and Oratory: William S. Howell (chairman), Harold B. Allen, John Borchert, Norman DeWitt, Edwin Emery, E. W. Ziebarth; five students.

Education: C. Gilbert Wrenn (chairman), Richard T. Arnold, John G. Darley, Stanley V. Kinyon, Errett W. McDiarmid, Elio D. Monachesi, W. M. Myers, Merrill P. Rassweiler, Leo Rigler, Wilfrid S. Sellars, Gerhard E. von Glahn, and Director of Bureau of Institutional Research.

Institutional Relationships: Robert J. Keller (chairman), Theda Hagenah, Elmer W. Johnson, Clarence B. Lindquist (Duluth), Leo Marx, Gordon M. Mork, Roger B. Page, Ella J. Rose, R. Edward Summers, Alfred L. Vaughan; two students.

Institutional Research: Elio D. Monachesi (chairman), Wallace Armstrong, T. W. Chamberlin, Russell M. Cooper, Ole Gisvold, Ruth Harrington, Dale B. Harris, Cyril J. Hoyt (ex-officio), Robert J. Keller, Wilbur L. Layton, Ralph G. Nichols, Lloyd H. Reyerson, R. Edward Summers, Malcolm M. Willey; three students.

Intercollegiate Athletics: Thomas F. Barnhart (chairman), Ike J. Armstrong, Harold S. Diehl, David W. Louisell, J. Lewis Maynard, William T. Middlebrook, Henry Rottschaefer (Conference Representative), Max O. Schultze, J. Warren Stehman, R. Edward Summers, John H. Williams, Chester W. Wood; two alumni; two students.

Judicial: George B. Vold (chairman), Henry E. Hartig, Walter W. Heller, Frank H. Kaufert, William B. Lockhart.

Library: Theodore C. Blegen (chairman), Gaylord W. Anderson, Asher Christensen, Ruth E. Eckert, Richard K. Gaumnitz, E. Fred Koller, Athelstan Spilhaus, Edward B. Stanford, Lawrence D. Steefel.

Necrology: John O. Christianson (chairman), Clifford P. Archer, Mabel L. Culkin (Duluth), William Hart, E. A. Nightingale, William L. Nunn, Paul O'Connor.

Recreation: Gerald B. Fitzgerald (chairman), Fred M. Chapman, Clifton E. French, Joseph Nowotny, Edwin O. Siggelkow, Helen M. Slocum; six students.

Reserve Officer Training Corps: Francis M. Boddy (chairman), Kenneth Anderson, Jan O. M. Broek, Austin Dowell, William T. Harris, Elmer W. Johnson, Benjamin E. Lippincott, R. Dale Miller, Roger B. Page, Donald Zander; two alumni; three students.

Student Affairs: Kenneth E. Clark (chairman), Robert H. Beck, Norman J. DeWitt, Donald P. Duncan, Marcia Edwards, Robert Falk, Gerald B. Fitzgerald, John C. Kidneigh, John M. MacKenzie, William Maloney, Cornelia Williams; two alumni; fourteen students.

Student Scholastic Standing: Willis Dugan (chairman), Ralph F. Berdie, R. Edward Summers, and Chairmen of the student scholastic committees of the several schools and colleges.

University Functions: William L. Nunn (chairman), Ike J. Armstrong, Edwin L. Haislet, Joseph Leverone, James S. Lombard, Gerald R. McKay, Paul M. Oberg, Raymond G. Price, Robert Provost, Louise A. Stedman, Stuart Thomson, Edmund G. Williamson, E. W. Ziebarth; three students.

University Printing and Publications: Harold B. Swanson (chairman), Helen Clapesattle, William T. Middlebrook, Edmund A. Nightingale, William L. Nunn, True E. Pettengill, Harold W. Wilson; one student.

Approved

2. Reported for Information

The Clerk of the Senate reports elected membership on the Faculty Consultative Committee as follows:

Faculty Consultative Committee: William Anderson, 3-year term, 1953-56, Lloyd M. Short, 3-year term, 1953-56, John H. Williams, 3-year term, 1953-56, Oscar B. Jesness, 2-year term, 1953-55, Maurice B. Visscher, 2-year term, 1953-55; Richard T. Arnold, 3-year term, 1954-57, Robert C. McClure, 3-year term, 1954-57 (new terms beginning July 1, 1954).

In accordance with the by-law which provides that "The President of the University shall appoint the chairman of the committee; only an elected member may serve in that capacity," President Morrill has designated Professor William Anderson as chairman.

Professor Anderson reported that as no member was elected from the Duluth Branch the committee has reappointed Professor Henry J. Ehlers to serve for the coming year.

Accepted

III. ADMINISTRATIVE COMMITTEE OF THE SENATE FOR 1954-55

Reported for Information

The President reports the membership of the Administrative Committee of the Senate for 1954-55 as follows:

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

Accepted

IV. UNIVERSITY COLLEGE COMMITTEE

Reported for Information

The President reports the appointment of Dean E. W. McDiarmid to serve as Acting Chairman of the University College Committee during Associate Dean J. W. Buchta's absence.

Accepted

V. CAP AND GOWN DAY 1955

Reported for Action

It is recommended by William L. Nunn and James S. Lombard that the date of Cap and Gown Day for 1955 be changed from Thursday, May 12, as now scheduled, to Thursday, May 19 to allow departments and organizations additional time for preparation of copy for the Cap and Gown Day Program.

Approved

VI. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Proposed Constitution for the University Senate.* The Committee, at the meetings of February 17 and March 17, 1954, continued discussion of the proposed revision of the University Senate Constitution (as reported in the Senate Meeting of February 18, 1954). Dean Morse commented at the February meeting of the Committee that his group had attempted to take account of all suggestions received from the Administrative Committee, from the Faculty Consultative Committee, from the President, and from various other

sources. He called attention to the new revision of the proposed constitution and by-laws which had been circulated to the members February 11, 1954 and commented on the latest major changes which primarily concerned: (a) the composition and work of the proposed new Senate, (b) the place of the Administrative Committee as a standing body in an elected Senate, and (c) the place of the Faculty Consultative Committee in the proposed organization.

Discussion dealt primarily with the following aspects of the proposed Senate Constitution: its consistency, as a Senate document, with the general University laws, regulations, and procedures; its incorporation of present by-laws; its statement on the power of the Regents; the provision which it makes for student participation in Senate Committees; the provision for voting by academic staff members not attached to faculty units or by representatives of the Graduate School; and the status it accords deans and the Administrative Committee. It was voted to name a sub-committee consisting of Dean Pirsig, chairman; Dean Blegen, and Vice President Middlebrook to assist by preparing a draft of a section for the proposed constitution which would delineate the powers, functions, and duties of the Administrative Committee and its members.

At the meeting of March 17, this sub-committee reported. It favored adding a statement on the administrative and advisory functions of the Administrative Committee, suggestions concerning the functions and responsibilities of the dean of a college, and a clause allowing for the retention by the faculty of all duties and powers delegated by the Regents under the old constitution and hereafter to be delegated under any new constitution. After discussion, endorsement was voted to each general recommendation.

The laws and regulations of the University were discussed and various compilations of them were referred to, including the one recently undertaken by Dean Fraser, Professor H. L. McClintock, and others. It was reported that much of the material for a new codification is now in the hands of Vice President Willey and that he will soon confer regarding procedure with Dean Pirsig.

2. Budget for 1954-55. The President brought background data and preliminary plans for a 1954-55 University budget to the Committee. Extensive sets of figures were exhibited in the meeting which showed essentially the expected changes in University resources in 1954-55 as against those of the current year. A list was also given of the anticipated savings or supplemental commitments of the impending year as compared with those of 1953-54. It appeared that there would be an inappreciable amount of new money available to the University next year. Although there may be a small increase in the number of students, the consequent increase in tuition from this source will be almost nullified by diminishing (World War II) veteran tuitions. Also, tuition income for the present year will probably not quite come up to the figure anticipated at budget time last spring.

There was discussion of a variety of items including: all-University salary scales, the competitive position of the University in holding staff, changes in living costs, the opportunity the deans have to make internal readjustments in individual colleges, the necessary tightness of college budgets, and the non-recurring funds derived from certain research contracts. It was moved, seconded, and voted to approve the plan of the budget as outlined. The President reported an appointment with the Faculty Consultative Committee for a similar presentation to them.

3. Statement on University Purchasing Procedures. The problem of University purchasing procedures was called to the attention of the Administrative Committee through the reading of a statement by the Faculty Consultative Committee. The Administrative Committee unanimously voted to urge

the Administration not to initiate any changes in procedures that would further delay the acquisition of equipment and supplies, since this would adversely affect efficiency in the forwarding of research and would result in uneconomical use of personnel. The Committee favored possible revision of procedures now in use so as to shorten the acquisition period.

4. *Attendance at Commencement.* The President emphasized the importance of attendance by Deans at the several different University commencements each year. The faculty is seldom sufficiently represented. The public generally expects the highest officers of the colleges presenting graduates to be present on the platform. Some of the details of the commencement ceremony were discussed.

5. *Report of Subcommittee on Faculty Leaves for Short-time Special Appointments.* At the meetings of March 17 and April 7, 1954 the Committee discussed the report of a sub-committee under chairmanship of Dean Blegen on the subject of faculty leaves. The report of March 17 suggested certain modifications or additions in the procedures for leaves, and dealt at length with the possibility of short-time leaves. It presented a concrete, though limited, plan for such short leaves in the interest of flexibility, workability, and University need. The Committee saw some problems of administration involving equity, selection, provision for loads in small departments, repetition of leaves, and the like.

A few of the Deans spoke at length of the difficulties posed in small faculties by short-time leaves but reported April 7 that nevertheless their faculties favored the plan. It was indicated in the discussion that the old sabbatical leave program had not necessarily provided adequately for staff members who should be taking leaves, that there was a new need for short leaves on the basis of privilege rather than right, and that in many instances teaching loads vary so from term to term that a leave for a faculty member might be possible for a single term but not a longer period. The short-term leave, it was said, would many times provide for concentration of effort on creative writing or research. It was specified, however, that these leaves should not be granted primarily for the writing of textbooks for sale. It was agreed that full salary leaves for a single quarter should normally not be extended in any way. There was much discussion of the tenure requirement, after which it was moved, seconded, and voted to modify the report to make clear the limitation of these new leaves to staff members with tenure.

It was moved, seconded, and voted to approve the recommendations on short-time special appointments as amended, with instructions to the President to present this plan to the Regents for approval.

6. *Proposed Form for Filing of Requests for Noncampus Service.* The University has a liberal policy with respect to consultantships or similar noncampus services by members of its staff. It appears that without proposing any new regulations, or invoking new policies, there is need for systematization and prompt, complete recording of information on these matters. The President relies heavily on department heads and deans to make sure that the University interest will not be sacrificed in our acceptance of such appointments. He is often in need of more complete background data. A form had been drafted which would facilitate the gathering of the usual information and the consolidation of it. This was introduced for suggestions and criticism. No action was called for.

7. *Recommendations of the Committee on Honors.* The Committee considered lists of recommendations from the University Committee on Honors at two meetings, February 17 and March 10, 1954. At both meetings it was voted to recommend to the Regents that awards be given as specified. At the meeting of February 17, there was discussion of the processes used to screen the names of candidates presented to the Administrative Committee

and of the large numbers which receive primary consideration. The Deans were reminded that the Committee on Honors welcomes recommendations from the colleges at any time.

8. *The St. Paul Campus Union.* Dean Emeritus Clyde H. Bailey spoke regarding the fund drive for a new student union building at the St. Paul Campus and asked that each dean or director of a unit give his office the name of a person to represent that unit in the general planning of staff solicitation. It was understood that the person designated would name additional workers to canvass the academic and non-academic staff. Details were discussed.

R. E. SUMMERS, Secretary

Accepted

VII. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE

This committee was established as an elective representative group of faculty members for direct consultation with the President about general University policies. The committee takes no actions that are in any way binding on the University or on any part thereof. It reports to the Senate in order to inform the members thereof concerning matters that have been discussed, with the view, among other things, to promoting a freer inter-communication and a better understanding between the faculty and the administration.

In its own meetings the committee formulates various proposals for discussion and action. These are then submitted to the President in the form of letters or memoranda which become the basis for discussion when the committee meets with him. These proposals may or may not be reflected in later actions taken by the administration. The committee is, therefore, unable to report any specific accomplishments. Its effectiveness as a channel of communications will depend on a number of factors, not the least of which will be the alertness of faculty members generally in apprising the committee's members of problems affecting the welfare of the University that have come to their attention.

Since its report to the Senate of six months ago (November 19, 1953), the committee members have held seven of their own meetings and two meetings with President Morrill.

There has been one change of membership. When Dr. Raymond W. Darland became Provost of the Duluth Branch, the remaining members of the committee elected Dr. Henry J. Ehlers to fill the vacancy thus created.

University Research Organization. The committee continues to stand for the creation of an all-University committee on University research policy and for such administrative changes as may be necessary to aid the President in his dealings with research policy questions.

University Budgeting Procedure. On this subject the committee made some suggestions last year, and it continues to believe that this is one of the important areas in which improvements can be made in University procedures.

In the 1953 legislature there was considerable discussion and some criticism of the University's handling of fund surpluses, including accumulations in the earnings of enterprises. On the latter point the committee has raised some questions to be discussed with the President in the near future.

On March 11 the committee discussed with Mr. Morrill the proposed budget for 1954-55. Because of automatic cost-of-living and merit increases for the civil service and other items this budget is an unusually tight one. In view of this difficult financial situation the committee members felt that

the proposed budget made a reasonable disposition of the funds available, although it is obvious that these can be no provision in it for general faculty salary increases to close the widening gap between salaries and the cost of living.

Purchasing Procedures. Recent public criticisms of University purchasing procedures raised issues that are of great concern to all units of the University and of especial interest to those that are engaged in large-scale research. The committee formulated and sent to the President some suggestions designed to prevent undesirable restrictions that would impede the efficient operation of research projects.

Survey of the University. As reported earlier the committee submitted some months ago its suggestions concerning the need for, the objectives, and the organization and conduct of a comprehensive survey of the University. Since those suggestions were made a University Self-Survey has begun on a two-year-ten year basis. Questionnaires designed to elicit the desired information were sent out to Deans, Directors, and Department Heads in February, 1954. The committee has taken the position that this effort is a good beginning on the fact-gathering phase of a survey, but that a faculty and staff committee will still be desirable, if not, indeed, necessary, for drawing up a comprehensive, unified, and rationally constructive interpretation of what the University is and what it should be in the future.

Revision of Senate Constitution. Members of the Consultative Committee took part, by invitation, in a meeting of the Senate Committee on Education to discuss the proposed revision of the Senate Constitution and By-Laws that is being prepared by the latter committee. Various members of the Consultative Committee made suggestions for improvements in the draft, and in general approved what was being proposed, but the committee as a whole did not presume to pass upon the work of another Senate Committee which has given long and close attention to the problem. On April 22 the draft was subjected to an intensive examination by the Senate as a whole.

Consultation with Other Committees. The Consultative Committee receives the minutes of the Administrative Committee of the Senate. Other committees, both special and regular, like the Senate Committee on Education, have also submitted some of their problems to the Consultative Committee and have asked for its suggestions. An important recent case was that of the *ad hoc* committee on sabbatical leaves. This new development in inter-committee consultation may suggest an important service that the Consultative Committee may render, namely that of giving a faculty reaction to the proposals of other committees, whether Senate committees, administration committees, or *ad hoc* committees. How far this development is likely to go does not yet appear. It has the advantage of creating a certain amount of cross-communication among University committees. The members of the Consultative Committee hope, however, that it will not lead to a by-passing of the Senate under the mistaken impression that the Consultative Committee by itself adequately represents the Senate. There is no substitute for a direct approach to the entire Senate on any matter of general concern to the faculty.

University Policy Concerning Possible Subversives on the Faculty. This question continues to occupy the attention of both the faculty and the administration. The Consultative Committee has already discussed it several times with President Morrill and it hopes to be able to do so again soon. When two teaching assistants were recently accused of being or of having been Communists, the committee approved of President Morrill's appointment of a special faculty committee to investigate the charges before taking any action. It approves also of his decision to accept the judgment of the faculty committee and to act accordingly. The committee has been giving careful study to a statement on the subject recently prepared at its request by Professor

Henry Ehlers. Whether this or any other general statement on the subject will meet with the approval of the committee, or be such as to be of practical value to the University administration, remains to be seen.

WILLIAM ANDERSON, Chairman
ERNEST A. HEILMAN, Secretary

Accepted

VIII. REPORT OF THE COMMITTEE ON EDUCATION REVISION OF THE SENATE CONSTITUTION

Dean Morse reviewed the general statement concerning the proposed constitution of the University Senate and discussed the changes made as the result of the discussion at the special meeting of the Senate on April 22, 1954, and subsequent conference with President Morrill. (See Appendix for text of changes and general statement.) He reported the following substitutions and correction to the Proposed Constitution for the University Senate as presented in the May 20, 1954 docket:

Article I. General Powers

Substitute section 1 as follows (section 1, with words "of detail" omitted, Senate Minutes, April 22, 1954, page 8):

1. Distribution of Powers Delegated by Regents

All matters relating to the educational and administrative affairs of the University, consistent with actions or policies of the Regents of the University of Minnesota heretofore or hereafter taken or established and including those incident to the management of the student body, are, for the purpose of effectuating the government of the University under and by the Regents, committed to the President, the University Senate, and the several faculties, as herein provided.

For sections 1 and 2 as follows:

1. Scope of Powers Delegated by Regents

The power to regulate and execute all matters relating to the educational and administrative affairs of the University, including those incident to the management of the student body, shall be exercised by the President, the University Senate, and the faculties of the several colleges, in the manner provided in this Constitution.

2. Limitation on Powers

The powers conferred by Section 1 shall not include the power to do any act or thing inconsistent with such actions and policies taken or established by the Regents of the University of Minnesota as shall be in force at the time any such act or thing is done. An exercise of any power within the scope of Section 1 may at any time be superceded, suspended, or have its scope limited, by action of said Regents.

Article III. University Senate

The last sentence of section 4 (a) should be corrected to read as follows:

4. Election of Senate Members

(a) . . . The regular members of each faculty who are assistant professors (including research associates) or instructors (including research fellows) shall jointly elect from their ranks one Senate member for each *forty* of their regular members or fraction of that number holding such rank.

Article VI. Faculties of the Institutes, Colleges, and Schools

Add the following (section 3, Senate Minutes, April 22, 1954, page 12) :

3. Deans and Provosts—Duties and Responsibilities

The dean or provost is the administrative head of the branch, institute, college, or school he represents, and is the representative of his unit with the President, or the Senate, or other units of the University, or the students. His duties and responsibilities shall include assisting in formulating policies for the consideration of the faculty, and he shall preside at its meetings. He shall report to the President as the President may require and shall advise the President concerning policies relating to his unit.

Prior to presenting the proposed constitution for action, Dean Morse indicated that the Committee on Education recommends that the matter be considered as a whole and believes that it would be undesirable and unwise for the proposal to be referred back to the committee for further study because it has been the subject of such intense consideration that further review by the committee would not be fruitful.

At this juncture, President Morrill, speaking for the members of the Senate and himself expressed appreciation of the excellent job done by the committee in its work on the constitution.

Dean Morse then moved the adoption of the Proposed Constitution and By-Laws. This motion was promptly seconded.

A motion was then made that the vote on the constitution be conducted by mail ballot with a simple majority required to pass. The status and constitutionality of this motion was discussed at length. The president, on the recommendation of the chairman of the Committee on Business and Rules, ruled that the motion for a mail ballot was out of order.

The discussion then turned to whether or not it would be proper for the Senate to consider what majority would be required for passage of the motion for adoption of the constitution. After full discussion of the status and constitutionality of this proposal, the President, on the recommendation of the chairman of the Committee on Business and Rules, ruled that a motion on this subject would likewise be out of order.

Attention was then directed to a consideration of the constitution article by article.

A motion to amend the proposed constitution to substitute the following for Article I failed for lack of a second :

The powers herein defined of the President, the University Senate and the faculties of the several colleges, including matters incident to the management of the student body, are hereby conferred for the purpose of effectuating, and are subject to, the general powers and responsibility of the Regents under the University Charter to govern the University and such actions and policies heretofore or hereafter taken or established by the Regents as may be in force.

A motion to amend Article III, Section 7, to strike out the last sentence and add the words "and may speak" after "Senate meetings" in the next to the last sentence of the section, after considerable discussion, failed to carry.

It was moved, seconded, and carried that Article VI, Section 3, be deleted from the constitution.

Call was then made for a vote on the original motion as amended. The motion to adopt the Proposed Constitution and By-Laws for the University Senate amended to delete Article VI, Section 3, carried by an almost unanimous vote.

The Constitution and By-Laws as adopted follow :

THE UNIVERSITY SENATE CONSTITUTION

Article I. General Powers

1. Distribution of Powers Delegated by Regents
All matters relating to the educational and administrative affairs of the University, consistent with actions or policies of the Regents of the University of Minnesota heretofore or hereafter taken or established and including those incident to the management of the student body, are, for the purpose of effectuating the government of the University under and by the Regents, committed to the President, the University Senate, and the several faculties, as herein provided.

Article II. President of the University

1. Position and Authority
The President of the University shall be the representative of the Regents, the Senate, and the Faculties, and the chief executive officer of the University. He shall have general administrative authority over University affairs. He may suspend action taken by the Senate or by any college faculty and ask for a reconsideration of such action. If the President and the Senate or college faculty do not reach agreement on the action, the question may be appealed to the Regents, by the President, or by the Senate, or by the college faculty.
2. Consultation on Budget
The President, as chief executive officer of the University shall have final authority to make budgetary recommendations to the Regents. However, in view of the necessary weighing of educational policies and objectives involved, he shall consult with and ask for the recommendations of the University Administrative Committee and the Faculty Consultative Committee concerning such budgetary recommendations as materially affect the University as a whole.

Article III. University Senate

1. Composition
The University Senate shall be composed of elected representatives of the faculties of the various institutes, colleges, and schools of collegiate rank, plus the members of the University Administrative Committee and the Faculty Consultative Committee, who shall serve *ex officio* as regular members of the Senate. Each member of the Senate shall represent the faculty and the University as a whole, as well as his own unit.
2. Powers in General
The Senate shall have general legislative authority over educational matters concerning the University as a whole, but not over the internal affairs of a single institute, college, or school of collegiate rank, except where these materially affect the interests of the University as a whole or the interests of other institutes, colleges, or schools.

3. Student Relations with the University

The Senate shall have the power to enact statutes for the government of the students in those relations with the University which affect the University as a whole.

4. Election of Senate Members

(a) The elected members of the Senate shall be chosen by secret ballot by the faculties of the several institutes, colleges, or schools of collegiate rank as follows: The regular members of each faculty who are professors or associate professors shall jointly elect from their ranks (professors and associate professors) one Senate member for each *ten* of their regular members or fraction of that number holding such rank. The regular members of each faculty who are assistant professors (including research associates) or instructors (including research fellows) shall jointly elect from their ranks one Senate member for each *forty* of their regular members or fraction of that number holding such rank.

(b) For the purpose of electing representatives to the Senate, the members of each faculty holding the rank of instructor (including research fellow) and above shall be eligible to vote, providing that they hold *regular appointment* as defined in the *Regulations Concerning Academic Tenure* (as revised and re-adopted by the Regents July 11, 1952).

(c) The Committee on Business and Rules shall determine the status and faculty membership of any academic staff member not regularly attached to an existing faculty for purposes of voting for members of and serving as a representative in the Senate, under the provisions of Article I, Section 5, of the by-laws.

(d) Annual elections to the Senate shall be held no later than the 20th day of October. Faculty members elected to the Senate shall serve for one year and/or until their successors shall be elected and qualified. They shall be eligible for re-election.

5. Senate Officers

The President of the University shall be chairman of the Senate. A vice-chairman shall be elected by the Senate at its first meeting of the academic year from among its members for a term of one year. He shall be eligible for re-election. The President, with the consent of the Senate, shall appoint a Clerk of the Senate, who need not be a member of the Senate, and whose duties shall be prescribed in the by-laws.

6. Senate Agenda and Minutes

The agenda of each Senate meeting shall be distributed in advance to all Senate members and to all faculty members entitled to vote for Senate members. The minutes of Senate meetings shall also be distributed to all such Senate and faculty members. Matters under Senate jurisdiction, including proposed amendments to this constitution or by-laws, may be submitted by any Senate committee or Senate member or petition signed by any twenty voting members of the faculties, to the Committee on Business and Rules for placing on the agenda of the Senate.

7. Senate Meetings—Call—Quorum

The Senate shall hold regular meetings, at least twice in each quarter of the academic year, at a time and place determined by the President. Special meetings of the Senate may be held upon the call of the Presi-

dent or upon the written request of ten members of the Senate or of twenty voting members of the faculties. At any regular or special meeting of the Senate, a majority of the membership of the Senate shall constitute a quorum. Faculty members entitled to vote for Senate members may be present at Senate meetings but shall not be entitled to vote or make motions. Such faculty may, at their request and with the approval of the Senate, be given the privilege to speak on matters under consideration in which they have an interest.

Article IV. Composition of Senate Committees

1. Appointment of Committee Members

All members of standing or special committees of the Senate shall be appointed by the President and confirmed by the Senate, except as provided for in Article V, Section 2, of this constitution. Membership in the Senate shall not be prerequisite to such appointment.

2. Creation of Standing Committees

Subject to the provisions of Article V of this constitution, the Senate by appropriate by-laws may create standing committees, clothed with such responsibilities as the Senate has the power to confer. Members of such committees who are not members of the Senate, including student members, may be present at a meeting of the Senate during such time as a report of their committee is under discussion and may participate in such discussion, but shall not have the privilege of making motions or of voting.

3. Creation of Special Committees

The Senate may create such special committees as it deems necessary for the execution of its responsibilities; such special committees shall be discharged upon the completion of their assigned duties.

4. Student Membership on Committees

Except as provided in Article V, Section 2, of this constitution, any special or standing committee of the Senate may propose appointment by the President of representatives of the student body to serve with the committee. Voting privileges in the committee and other rights of such student representatives shall be determined by each committee in question, except as provided for in such by-laws as specify the status of student members.

5. Increase of Committee Membership

The President shall have the power to increase the number of members that shall constitute any standing or special committee of the Senate, whenever he deems such action to be desirable, except as provided for in Article V, Section 2, of this constitution.

Article V. Special Standing Committees of the Senate

1. University Administrative Committee

There shall be a University Administrative Committee as a standing committee of the Senate. It shall be composed of the President, the Vice Presidents, the deans, and such other members of the University staff as may be added thereto by the President and approved by the Senate. The Administrative Committee shall advise the President concerning the general educational, administrative, and fiscal policies

of the University and aid the President in effectuating the policies of the University. It shall have such further administrative and advisory functions as may be delegated to it by the President or the Senate. It shall report regularly to the Senate.

2. Faculty Consultative Committee—Composition

There shall be a Faculty Consultative Committee as a standing committee of the Senate. This committee shall be composed of seven elected members, and, if no member is elected from either the St. Paul Campus or the Duluth Branch, the elected members shall appoint one for each of the foregoing not represented by an elected member. No person shall be either an elected or appointed member who *is not* a qualified voter for Senate members at the time of his election or appointment or who *is* a member of the University Administrative Committee. Elected members shall serve for terms of three years. Appointed members shall serve for terms of one year. Only those faculty members who hold regular appointment at the rank of professor or associate professor may be nominated for membership or may vote for members of the Faculty Consultative Committee. The Committee shall represent the faculty at large and not individual institutes, colleges, schools, or departments of the University.

3. Faculty Consultative Committee—Functions

The Faculty Consultative Committee shall meet with the President at regular times to discuss matters of policy relating to instruction, research, personnel, service functions, and the budget. It shall be empowered to appoint subcommittees or employ other devices which it regards as appropriate in initiating and furthering communication between the faculty and the President. It shall report to the Senate at least once in each academic year.

4. Committee on Senate Committees

There shall be a standing Committee on Senate Committees consisting of five members. It shall review the number and scope of standing committees of the Senate and shall make appropriate recommendations thereon to the Senate but shall not have the power to appoint or recommend appointments to committees.

Article VI. Faculties of the Institutes, Colleges, and Schools

1. Composition of the Several Faculties

The faculty of each institute, college, or school of collegiate rank shall consist of the President, provost, deans, professors, associate professors, assistant professors (including research associates), and instructors (including research fellows). Each department or division giving instruction in another institute, college, or school may be represented on the faculty of that institute, college, or school by one or more members.

2. Powers of the Several Faculties

Each faculty, or executive faculty if so organized, shall control the internal affairs and policies of its own institute, college, or school, including entrance requirements, curricula, instruction, examinations, grading, degrees, and disciplinary matters not within the jurisdiction of the All-University Disciplinary Committee.

Article VII. Relations with Other Institutions

Relations between the University of Minnesota and other educational institutions shall be subject to the control of the Senate, either directly or through appropriate committees.

Article VIII. Jurisdictional Questions

1. Inter-College Controversies

Controversies arising between institutes, colleges, and/or schools of collegiate rank may be presented, after mutual conference, to a special committee appointed by the President and confirmed by the Senate. If such committee shall be unable to arrange a mutually agreeable solution to the problem in question, the matter shall be placed on the agenda of the next regular or special meeting of the Senate for decision. Such decision may be appealed to the President.

2. Controversies between Senate and Individual Faculties

Controversies arising between the Senate or its committees and an institute, college, school faculty, or other division of the University shall be resolved by the President, after conference with representatives of the Senate and of the unit in question.

Article IX. Amending Procedure

1. Adoption of Amendments

Amendments to this constitution shall be approved by a two-thirds majority vote of all members of the Senate, at a regular or special meeting, provided the proposed amendment has been submitted, in writing, to each member of the Senate and to each faculty member entitled to vote for members of the Senate at least ten days prior to the date of the vote on the approval of the proposed amendment. Such amendments shall then be submitted in writing to those entitled to vote for members of the Senate and unless disapproved by at least one third of such members within thirty days by written vote, shall be submitted to the Regents for approval.

2. Effective Date

Amendments to this constitution shall be effective only after approval by the Regents and as of the day following the date of such approval.

Article X. Effective Date of Constitution

This constitution, having been adopted by the Senate, shall be in effect as of the day following the date of its approval by the Regents.

Article XI. Adoption of By-Laws

The Senate may enact, amend, or repeal by-laws by majority vote of all members of the Senate.

BY-LAWS

Article I. Senate Membership, Elections, and Officers

1. For the purpose of electing members to the Senate, qualified faculty members shall vote as members within each of the following units of the University: (1) Agriculture, (2) Business Administration, (3) Child Welfare, (4) Dentistry, (5) Duluth Branch, (6) Education, (7) Extension Division, (8) General College, (9) Law, (10) Medical Sciences, (11) Pharmacy, (12) Physical Education for Men, (13) Physical Education for Women, (14) Science, Literature, and the Arts, (15) Technology.
2. For the purpose of direct representation of the instructional and research interests of the Graduate School, the Executive Committee of the Graduate School shall designate each year from among the faculty members elected to the Senate as provided in Article III, Section 4, of the Constitution of the Senate, seven such members to serve as representatives of the Graduate School in the Senate, concurrently with their representation of the unit from which they have been elected.
3. (a) Each fall, on the basis of the September 30 payroll, and before October 10, the Clerk of the Senate shall prepare for each unit listed in Article I, Section 1, of these by-laws a list of all faculty members in that unit entitled to vote for Senate members and shall send the appropriate number of copies of this list to the administrative head of each unit. This list shall contain the name and indicate the rank of each professor, associate professor, assistant professor (including research associate), and instructor (including research fellow) on regular appointment as defined in Article III, Section 4 (b), of the Constitution of the Senate.
(b) Between October 10 and October 20, each unit of the University designated in Article I, Section 1, of these by-laws shall conduct elections for Senate members. In each unit one group consisting of professors and associate professors on regular appointment shall choose the representatives to which it is entitled under Article III, Section 4, of the Constitution of the Senate. The other group, consisting of assistant professors (including research associates) and instructors (including research fellows) on regular appointment, shall choose the representatives to which it is entitled under Article III, Section 4, of the Constitution of the Senate. Each unit shall establish its own procedures for conducting these elections. The results of the elections shall be mailed to the Clerk of the Senate not later than October 23.
(c) The names of all Senate members shall then be listed in the agenda of the first Senate meeting of the fall quarter and shall be distributed, as provided in Article III, Section 6, of the Constitution of the Senate, not later than November 5.
4. Vacancies in the Senate caused by death, resignation, or separation from the University may be filled, at the option of the faculty of the administrative unit, by special election on the part of the relevant group within the faculty concerned, or by designation on the part of the members of the Senate currently representing that faculty.
5. Any person holding regular appointment and eligible to vote for members of the Senate as specified in Article III, Section 4(b), of the Constitution of the Senate, but not attached to any voting unit as designated in Article I, Section 1, of these by-laws, may apply in writing to the Committee on Business and Rules for a determination of his status for voting for members of and election to the Senate. It shall be the duty

of the Committee on Business and Rules to classify such a staff member with one of the voting units specified in Article I, Section 1, of these by-laws in view of factors which the Committee on Business and Rules considers to be relevant to such classification.

6. The Senate shall review the provisions of Article III, Section 4(a), of the Constitution of the Senate at the end of five years following the effective date of the Constitution, in order to determine whether changes should be made in the formula utilized in the election of members of the Senate.
7. The Clerk of the Senate shall be the custodian of its records, shall circulate the agenda and minutes of Senate meetings as directed by the Committee on Business and Rules, and shall perform such additional functions as shall be assigned to him in the by-laws or by the President.

Article II. General Rules for All Senate Committees

1. All committees of the Senate shall keep records of their meetings and proceedings. Copies of these records shall be placed on file with the Clerk of the Senate and shall be available for inspection by all members of the University faculty eligible to vote for members of the Senate.
2. Any committee of the Senate may be required, upon majority vote of the Senate, to report to that body at its next meeting, whether regular or special, on matters placed in the charge of such committee.

Article III. Creation, Composition, and Functions of Standing Committees

1. Audio-Visual Aids

There shall be a standing Committee on Audio-Visual Aids. It shall consist of not less than seven members and shall include the head of the University department charged with the responsibility for coordination of the various audio-visual services. Its duties shall include the formulation of University policies concerning the production, supply, use, and distribution of audio-visual aids.

2. Business and Rules

(a) There shall be a standing Committee on Business and Rules, which shall consist of four members of the Senate and the Clerk of the Senate who shall serve as clerk of this committee. It shall be the duty of this committee to arrange the order of business for the Senate, and to recommend the disposition of business which appears in its judgment to be not germane to the purposes of the Senate. It shall prepare the agenda for each meeting of the Senate and cause copies thereof to be distributed under the provisions of Article III, Section 6, of the Constitution of the Senate.

(b) Items of new business presented at a Senate meeting by individual members shall be referred to this committee for consideration and presentation at the next regular meeting of the Senate, but such business may be considered and voted on at the meeting at which it is introduced, by a majority vote of the members of the Senate, present and voting on a proposal for immediate consideration.

(c) The committee may recommend amendments of existing by-laws or standing rules, or the adoption of new by-laws or standing rules.

(d) Nothing herein contained shall limit the right of immediate con-

sideration of, and action upon, any matter for whose consideration a special meeting has been called in accordance with Article III, Section 7 of the Constitution of the Senate.

3. Debate and Oratory

There shall be a standing Committee on Debate and Oratory. It shall have charge of all local and intercollegiate contests in debate and oratory over which the Senate has jurisdiction. It shall consist of five faculty and five student members.

4. Education

There shall be a standing Committee on Education composed of at least nine members. It shall seek ways in which the total educational work of the University may be improved, and make recommendations appropriate to this end.

5. Faculty Consultative Committee

There shall be a standing committee to be known as the Faculty Consultative Committee composed as specified in Article V, Section 2, of the Constitution of the Senate. Elected members of this Committee shall serve for three years and shall be chosen in the following manner. The Clerk of the Senate shall mail to each faculty member on regular appointment who holds the rank of professor or associate professor a call to nominate not more than twice the number of members to be elected to the Faculty Consultative Committee. All nominations shall be returned to him. He shall then determine the availability of persons nominated until he has found twice the number to be chosen available for submission on the final election ballot. No person shall appear on that ballot who has received fewer votes on the nominating ballots than any person not appearing on the final election ballot for any reason other than non-availability; but, in case of a tie for the last position on the final election ballot, all tied candidates shall be deemed nominated, in which case the number of candidates shall be adjusted to reflect that fact. The Clerk shall distribute final election ballots to all eligible voters, who shall return their ballots to him. The election procedure herein set forth shall be held and completed during a period commencing February 15 and ending April 15. Two weeks shall be allowed for return of both nomination and final ballots. In case of a tie in the final election the Clerk shall choose the successful candidate by lot. Persons elected to membership during one year shall commence their term of office on the first day of the succeeding fiscal year of the University. The President of the University shall appoint the chairman of the Committee; only an elected member may serve in that capacity. In case of a vacancy the elected members shall fill it for the remainder of the term by a majority vote. Consecutive service by elected members shall not exceed two terms; service as an elected member filling a vacancy caused by withdrawal of an elected member shall constitute service for a term if such service was for a year or more. The consecutive service of an appointed member shall not exceed six years.

6. Institutional Relationships

There shall be a standing Committee on Institutional Relationships, to consist of at least seven members, whose chief concern shall be the relation of the University to other institutions of learning. This committee shall review all matters which affect these relations of the University. It shall also serve as an advisory intra-university relations committee on admission requirements, graduation requirements,

credit allowances, and other matters which affect relations among the several colleges or departments of the University. It shall determine and report to any college proposing changes in these areas, the probable effect of the change on other colleges or departments of the University, other Minnesota colleges, or Minnesota secondary schools. The committee shall also promote articulation between the University and other educational institutions of the state and develop plans for making the University more helpful to them. It shall represent the University in determining the accreditation accorded Minnesota schools and colleges. It may also represent the University in conferences with educational associations and agencies.

7. Institutional Research

There shall be a standing Committee on Institutional Research composed of at least ten members. It shall advise the Bureau of Institutional Research with respect to the studies to be undertaken by the Bureau, the studies to be given priority, and any basic questions of policy or procedure connected with the Bureau's activities.

8. Intercollegiate Athletics

(a) There shall be a standing Committee on Intercollegiate Athletics which shall be composed of fourteen members: seven faculty members, of which one shall be the University Conference Representative, to be appointed by the President of the University, subject to the approval of the Senate; and the Vice President, Business Administration, and the Director of Physical Education and Athletics, and a member of the Athletic Committee of the Duluth Branch of the University as *ex officio members*; two alumni members to be nominated by the Board of Directors of the Minnesota Alumni Association and appointed by the President of the University, subject to the approval of the Senate; two student members to be recommended by the All-University Congress and appointed by the President, subject to the approval of the Senate.

(b) The Committee shall appoint a sub-committee of three members of which one shall be the Director of Physical Education and Athletics, and of which a faculty member other than the Director of Physical Education and Athletics shall be chairman, to fix the price of tickets to intercollegiate contests, prepare complimentary lists, make seating arrangements and have general supervision of tickets to inter-collegiate contests.

(c) The control and supervision of the sale of tickets, the depositing of funds, the care of funds, the financial reporting of games and the accounting of all athletic funds shall be vested in the office of the Vice-President, Business Administration.

(d) The physical care of Northrop Field, Memorial Stadium, the Field House, and all campus space devoted to athletics shall be the responsibility of the Physical Plant Department.

(e) The Committee shall appoint a sub-committee on eligibility which shall determine the students eligible to represent the University in intercollegiate sports under the *Rules and Regulations of the Western Conference*. The Committee may revise any action of the sub-committee.

(f) The Director of Physical Education and Athletics shall act as the executive secretary of the Committee and be entitled to vote on all matters excepting questions of eligibility.

(g) The Director of Physical Education and Athletics shall be appointed by the Regents upon nomination of the President.

(h) All coaches, managers, and assistant managers shall be nominated by the director and upon the approval of the President shall be appointed by the Regents.

(i) The Director of Physical Education and Athletics shall be in general charge of and responsible for the detailed administration of inter-collegiate athletics, subject to the supervision and approval of the Committee on Intecollegiate Athletics, which committee is given entire control of intercollegiate athletics, including all schedules of games, subject to the supervision of the University Senate.

(j) The President at his discretion may appoint the University Conference Representative. In the absence of such appointment the Chairman of this committee shall act as such representative.

(k) All matters pertaining to physical education and athletics not intercollegiate in character are placed entirely under the supervision of the Department of Physical Education and Athletics. It is understood that this shall include all intramural athletics.

9. Judicial

There shall be a standing committee of five members to be known as the Judicial Committee. Its powers, duties, and procedures are set forth in the *Regulations Concerning Faculty Tenure* (as revised and re-adopted by the Regents July 11, 1952).

10. Library

There shall be a standing Committee on Library consisting of nine members. Its duties shall be to consider and recommend to the Senate any resolutions in connection with library policy and administration that may be deemed advisable, and, on request of the Senate, to inform it as to any matters affecting library policy and administration.

11. Necrology

There shall be a standing Committee on Necrology consisting of seven members. It shall prepare and present to the Senate suitable memorials of deceased faculty members and former faculty members.

12. Recreation

(a) There shall be a standing Committee on Recreation. It shall consist of five faculty members and six students. The chairman of this committee and one student member of the committee shall also be at the same time members of the Senate Committee on Student Affairs. To facilitate coordination of the respective committee programs, the Committee on Recreation shall hold at least one annual meeting with the Senate Committee on Student Affairs. It shall establish general policies concerned with the development of recreational facilities and programs for students, but such policies shall be administered and coordinated through the appropriate offices and agencies.

(b) It shall be empowered to make recommendations regarding the operation of recreation programs to the Recreation Coordinating Council, to the Senate Committee on Student Affairs, and to any other standing committee, department, or agency.

13. Reserve Officer Training Corps

There shall be a standing Committee on ROTC consisting of nine staff members, two students (representing the All-University Congress and the Interfraternity Council), and two alumni. Its functions shall be to maintain liaison between the Departments of Military Science and Tactics, Naval Science, and Air Science and Tactics, and the University Senate, and to give continuing consideration to the problems confronting these departments.

14. Senate Committees

There shall be a standing committee of the Senate which shall be known as the Committee on Senate Committees, with such membership and responsibilities as are set forth in Article V, Section 4, of the Constitution of the Senate.

15. Student Affairs

There shall be a standing Committee on Student Affairs of at least twenty-six members, consisting of faculty, students, alumni, and administrators; student members shall exceed by at least one the total of other members. It shall have supervision of all those students' affairs and student organizations within the jurisdiction of the Senate and not within the control or supervision of any other standing committee. It shall maintain supervision over the financial affairs of all student organizations over which the University has control. It shall have supervision of all publications issued by students.

16. Student Scholastic Standing

There shall be a standing Committee on Student Scholastic Standing. It shall consist of the chairman of the appropriate committee, or representative appointed by the administrator, of each of the separate institutes, colleges, and schools of collegiate rank. In addition, the Office of the Dean of Admissions and Records and the Office of the Dean of Students shall each have a representative on the committee. The duties of the committee shall be to study and to recommend to the University Senate such general rules and regulations concerning students' scholastic standing as may be needed on a University-wide basis; it shall also correlate and harmonize, so far as may be consistent with the special needs and conditions of the various colleges, the administration of the regulations of the colleges concerning student scholastic standing with the administration of the University Senate rules and regulations dealing therewith.

17. University Functions

There shall be a standing Committee on University Functions. It shall consist of at least twelve members. Its duties shall be to plan and advise with respect to commencements and other all-University functions.

18. University Printing and Publications

There shall be a standing Committee on University Printing and Publications. It shall consist of eight members, the Vice President of Business Administration, the Recorder, the Director of University Relations, the Agricultural Extension Editor, three other members of the faculty, and a representative of the student body. It shall be its duty to set standards for all catalogs, bulletins, and other official publications, also the stationery of the University and of the various institutes, colleges, schools, departments and administrative units of the University; to advise with regard to the admissibility of new publications or printing to the lists of official publications or printing of the University and its institutes, colleges, schools, departments and administrative units; and in general to supervise University printing with a view to encouraging and promoting economical and efficient practices.

19. University Administrative Committee

There shall be a standing committee of the Senate which shall be known as the University Administrative Committee, with such membership and responsibilities as are set forth in Article V, Section 1, of the Constitution of the Senate.

IX. REPORT OF THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

1. Reported for Action

Two private high schools, Central Catholic High School at Marshall, and Sacred Heart High School at East Grand Forks, have been appropriately appraised in accordance with the provisions of the *Criteria for the Accreditation of Private Secondary Schools* which were adopted by the University Senate in November, 1952. A faculty self-study in each instance has been followed by a critical review by a visiting committee appointed by the chairman of this Senate Committee. The Cooperative Study of Secondary School Standards report, *Evaluative Criteria, 1950 Edition*, has been used in each school both as a basis for the self-study and for the later review. In the case of each school the visiting committees have unanimously recommended accreditation. This recommendation has been endorsed by the Senate Committee on Institutional Relationships.

The recommendation is consequently made that the following two private high schools be accredited by the University of Minnesota for the normal five-year period pending submission of satisfactory annual reports:

Central Catholic High School, Marshall, Minnesota
Sacred Heart High School, East Grand Forks, Minnesota

Approved

2. Reported for Information

A. *Accreditation of Private Secondary Schools by the University of Minnesota, a Progress Report*

In accordance with the policies of the University Senate as adopted in the *Criteria for the Accreditation of Private Secondary Schools* (reprinted from *Minutes*, November 20, 1952, pp. 24-33), the Committee on Institutional Relationships has been reviewing the private high schools accredited by the University of Minnesota without recommendations for change in accreditation status. The present academic year marks the close of a two-year transition period specified in the *Criteria* to provide needed time to implement and establish the standards and to develop suitable procedures and personnel. During this period, the *Criteria* provided that no secondary school accredited to the University would be discredited except on a voluntary basis. This was interpreted by the Senate Committee to apply to all private high schools on the approved list for 1951-52.

During the interim period since November 1952, the chairman has appointed 54 visiting committees for as many private high schools. Each committee, under the chairmanship of a University faculty member, has consisted of representatives of private schools or colleges, the public schools, and the University of Minnesota. For the smallest schools, these committees have rather uniformly consisted of one person from each of the three groups, although in larger high schools as many as nine persons, again drawn quite consistently from the three groups, have served on a single committee. These committees have spent a minimum of one day in each school with at least two full days being utilized for schools seeking accreditation for the first time.

The procedure of committee visitation has developed into a fairly uniform pattern. The committee assembles with the high school principal during the first hour of the day to discuss the peculiar philosophy, objectives, and history of that school. This usually takes a full hour and is followed by classroom observation, conferences with teachers, pupils, and others concerned with the school for most of the balance of the day. Each committee assembles by itself

during the last period to compare observations and reactions and to plan an oral report to the school staff. This oral report, usually made by the chairman, is followed by a written report to the school staff through the Senate Committee. The written report is prepared by the chairman on the basis of the previous committee discussion, written suggestions from individual committee members, and his own observations and judgment.

This pattern has been observed in all 51 of the private secondary schools now accredited by the University. Three new schools have also applied for accreditation for the first time and have been similarly appraised by visiting committees. Two of these schools are recommended for accredited status in another section of this report. In the case of new schools a thorough self-survey based on the Cooperative Study of Secondary School Standards, *Evaluative Criteria (1950 Edition)*, precedes the review by the visiting committee.

Included on these 54 visiting committees of the past two-year period have been 130 University representatives, 119 representatives of private schools, and 45 public school representatives, a total of 295 persons. Heaviest University responsibility has been carried by the chairman of this Senate Committee, and the high school visitor appointed on a part-time basis (instructor level) for that committee. Theodore Olson served in this capacity during 1952-53 and Earl Ringo is furnishing leadership during the present year in this position. Eight other colleges or departments of the University were also represented on these visiting committees. These included the Office of Admissions and Records, Duluth Branch, the College of Education, General College, the Institute of Agriculture (both the Schools of Agriculture and the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine), the Institute of Technology, the College of Science, Literature, and the Arts, and the Student Counseling Bureau.

Both the accreditation policies and the procedures outlined in the *Criteria* have been most favorably received by the private high schools. Invitations to serve on reviewing committees have been accepted in practically all instances by both the public and private school personnel. As shown by the above enumeration, faculty members from the University have also cooperated on a wide scale in this endeavor. The reactions of University representatives have also been generally favorable. The list of persons willing to serve in this capacity is being extended and will be expanded to include other University faculty members who have interest in this type of activity.

The Senate Committee on Institutional Relationships in convinced that the *Criteria for the Accreditation of Private Secondary Schools* adopted in November 1952 by the University Senate has brought about improved relationships between the University and the private high schools on the matter of accreditation policy and procedure. We expect that these revised standards will operate effectively beginning in 1954-55 when the accredited status of these schools will be carefully appraised at least once every five years. Such review should lead to the improvement of private secondary school education in Minnesota with responsibility shared by the University and the private schools themselves.

B. *Sub-Committee on Relationships with Private High Schools*

During the interim period in which accreditation procedures and personnel were being developed the Senate Committee has consulted frequently with the Sub-committee on the Relationships with Private High Schools. This committee, largely a continuation of the group which had developed the *Criteria for the Accreditation of Private Secondary Schools*, has current membership as follows:

Reverend John R. Roach, Director of Cadet Affairs, St. Thomas Military Academy, Chairman

Sister Mary Alphonse, Principal, Saint Agnes High School, Saint Paul
Norman De Witt, Professor of Classics, SLA College, University of
Minnesota

Anna L. Fellroth, Associate Principal, Minnehaha Academy, Minneapolis
Ellsworth Gerritz, Director of Admissions, University of Minnesota

Gordon M. A. Mork, Associate Professor of Education, University of
Minnesota

Edward M. Reed, Headmaster, Saint Paul Academy

This sub-committee has assisted the Senate Committee in working out procedures for the appointment of visiting committees, the development of suitable report forms, and the development of plans for accreditation activities beyond the interim period.

This sub-committee is recommending to the Senate Committee that all private high schools be scheduled for committee visitation within the next four years and that each visitation period be at least a day and a half and preferably two days in length. This sub-committee further recommends that each private secondary school engage in self-study prior to its review by a visiting committee and that any reports developed therefrom be circulated in advance to members of the visiting committee.

C. High School-University Transition Conferences

Two High School-University Transition Conferences have been sponsored by this Committee during the current academic year. The first on January 19, 1954 was held on the Minneapolis Campus. All of the public and private high schools in the Twin Cities were invited to participate. Thirty-one of the schools accepted the invitation and 98 representatives of these schools attended this conference. In addition, approximately 75 University staff members and 200 University students took part in the various sessions. On April 8 a similar conference was held at the Duluth Branch for the high schools in that area. Representatives from 22 high schools and 105 Duluth Branch students participated.

For both of these conferences, planning committees were appointed to make necessary arrangements. Different representatives from the high schools, the University faculty and students, and the State Department of Education assisted Dr. Ellsworth Gerritz as chairman for the Twin Cities conference and Dr. Chester Wood as chairman of the Duluth conference to develop successful meetings. Reactions from conference participants seemed to indicate that these are extremely worthwhile enterprises of the Senate Committee.

D. Junior College Conference

The Senate Committee on Institutional Relationships has joined the Minnesota Association of Junior Colleges, the Minnesota Education Association, and the State Department of Education in planning a second workshop on community college problems for next fall. Held at the University of Minnesota and at Concordia College (St. Paul) this meeting will focus attention upon the teaching problems of faculty members in Minnesota public and private junior colleges. The workshop, held prior to and concurrently with the annual meetings of the Minnesota Educational Association, is planned by a faculty committee. Charles Singley from Rochester Junior College is chairman. Plans are developed in cooperation with the above organizations and are coordinated by this Senate Committee.

A report of the first such workshop (1952) is available from the chairman of this Senate Committee upon request.

E. Elementary Education Programs of Less than Four Years

After considerable study of the problems which confront students who transfer from programs in elementary education of less than four years in the State Teachers College and Macalester College, a sub-committee under the chairmanship of Dr. William Edson submitted a series of recommendations which were endorsed by the Senate Committee on Institutional Relationships and forwarded to appropriate colleges of the University. In chief one of these recommendations follows:

For those students who have received the provisional elementary certificate on the basis of more than two years and less than four years of work taken in a Minnesota college accredited to the University of Minnesota, it is recommended that upon application for transfer the Office of Admissions and Records evaluate all credits, including those in education. Freshman and sophomore education courses should be listed by title without course number and held for approval of the major adviser before being included in the degree program. Upon admission to the college the student would be required to plan with his major adviser the program that he should follow in his work toward a degree.

Students transferring to the University with the two year provisional elementary education program, which was in effect prior to 1952, would continue to receive 90 blanket credits as in the past.

This recommendation has been found to be acceptable by the College of Education, Duluth Branch, and the Institute of Child Welfare. Its acceptance has helped to eliminate certain problems in this field.

ROBERT J. KELLER, Chairman

Accepted

X. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

Reported for Information

1. The Committee on Student Affairs held eleven regular meetings between October 1, 1953 and May 1, 1954. In addition, the Committee met with the President's Office and the All-University Congress in a traditional joint session on January 28, 1954.

2. In accordance with the amendment to the "Basic University Policy Concerning Student Organizations and Their Activities," approved by the Senate on October 31, 1946, the Committee on Student Affairs reviewed the plans of fifteen student organizations for off-campus programs. All of these programs are directed toward high school students and involve either a visit by University students to individual high schools or a special program at the University to which high school students are invited. Two considerations dominated the Committee's review of the proposed programs: keeping them free from any taint of active recruiting and coordinating off-campus programs so that high school principals have some basis on which to judge their worth and interest. The dates and a brief description of the approved programs were then presented to the High School Principals Association.

Representatives of the Committee on Relations with Other Institutions of Learning met with the Committee on Student Affairs for a joint discussion of the off-campus programs sponsored by student organizations.

3. The Committee on Student Affairs approved the formation by the All-University Congress of permanent liaison committees to the Health

Service, the Bookstores, Service Enterprises, the Student Address Book and the Parking Lots. In chartering Congress as the principal student liaison group to work with University departments on matters of all-University concern, the Committee charged the Congress with the responsibility of cooperating closely with other student organizations and with the Committee on Student Affairs.

4. The 1954-55 Orientation program as approved by the Committee on Student Affairs contains two new emphases: 1) a concerted effort to involve parents of new students to a greater degree and 2) a broadened set of goals for the new student camps. The 1954 camp program intends to help the student acquire a better concept of how four years of University education can affect his development in the areas of personal values, intellectual understanding, social relationships, loyalty to the University, vocational development, and esthetic values. In addition, plans are included for expanded programs demonstrating the manner in which college classes and lectures are conducted in several academic fields.

5. In an interpretation of the policy on discrimination adopted by the Committee and approved by the Senate in 1949, the Committee on Student Affairs ruled that Phi Kappa, a Catholic fraternity, conforms to the policy in the membership selection provision of its constitution.

6. After consultation with the Committee on Education and the All-University Congress, the Committee on Student Affairs endorsed the extension of student participation in University government to include attendance at Senate meetings of student members of Senate Committees on occasions when these Committees report to the parent body. The resolution, addressed to the Committee on Education, proposed that students attending Senate meetings under the above circumstances should have the privileges of the floor except those of the vote and the original motion.

7. The restrictions on the editorial content of the TECHNOLOG imposed by the Committee on May 12, 1953 were removed after the Technolog Board presented a proposal for supervising editorial content and accepted the responsibilities for conducting the affairs of the magazine in the best interests of the college and the University.

8. The Committee heard six appeals for exception from Committee policies governing student organizations. Four of these appeals were denied, one was granted, and one is pending.

KENNETH E. CLARK, Chairman

Accepted

XI. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

Reported for Information

Report on the 1953-54 Forensic Season. During the current forensic season approximately forty undergraduate members of the Varsity and Freshman Debate and Discussion Squads have participated in approximately two hundred intercollegiate debates and many other intercollegiate speaking experiences.

Propositions debated were:

In the opinion of this House, the British have mishandled the Middle East.

Resolved: That the United States should adopt a policy of free trade.

Resolved: That the President of the United States should be elected by a direct vote of the people.

Resolved: That this House opposes United States support of European colonialism in the Far East.

Topics discussed were:

How can present procedures and practices of congressional investigations be improved?

What purposes and procedures should govern U.S. policy in the Far East?

How can we most effectively combat the threat of communism?

Delegations of student speakers traveled to conferences, congresses, and debate tournaments at St. Olaf College, Northfield, Minnesota; the State University of Iowa; the University of Illinois at Navy Pier, Chicago; Wayne State College, Nebraska; Iowa State Teachers College, Cedar Falls; River Falls State College, Wisconsin; Wisconsin State College at Eau Claire; St. Thomas College, St. Paul; the University of Wisconsin, Madison; and Marquette University, Milwaukee. This year three trips were made to the University of Wisconsin, which sponsored both the Delta Sigma Rho Discussion and Debate Conference and the Western Conference Debating League Student Congress and entertained the Northern Oratorical League Contest. Several local debate tournaments were attended at Augsburg and Macalester Colleges and Hamline University.

The annual Minnesota Collegiate Tournament and the Upper Midwest Freshman Debate Tournament were held on our campus April 9 and 10. Nineteen colleges and universities sent student speakers. A new event, the Team Discussion Tournament, proved to be popular and successful. This annual tournament is directed by John Bystrom, freshman debate coach, and is staffed by freshman debaters.

Western Conference exchange debates included one at Purdue University and involved entertaining a team from the State University of Iowa in a legislative hearing on our campus. The legislative hearing, which makes use of subject matter experts in addition to the student speakers, is proving to be a successful adaptation of the traditional debating procedures. During the fall quarter Minnesota debated a competent British team from Oxford University.

Results of decisions and ratings were satisfactory. In the Minnesota Collegiate Tournament Minnesota won first place in discussion and second place in debate. In the Western Conference Debating League Student Congress the Minnesota delegation had the highest aggregate score, the highest average speaker rating, and the two individual speakers with the highest ranking.

This year an experimental program of giving special training to twelve Varsity Debaters was initiated. This group met as a class three times a week. The more intensive training resulted in significant improvement in late season activities.

The entire program was under the direction of Professor William Howell.

E. W. ZIEBARTH, Chairman
Accepted

XII. REPORT OF THE COMMITTEE ON NECROLOGY

EDWARD M. FREEMAN

1875-1954

Edward M. Freeman, 78, Dean Emeritus of the University of Minnesota College of Agriculture, Forestry, and Home Economics passed away at his home 2196 Carter, St. Paul, Friday, February 5, 1954.

He had been associated with the University of Minnesota as student, teacher and administrator for nearly half a century, and had retired June 30, 1943 after one of the most versatile careers in the history of the University. He was graduated from the University arts course in 1898 and immediately joined the faculty to teach botany in the college of pharmacy. With the exception of 3 years he served the University continuously to 1943. During that time he pioneered in research to establish control measures for wheat rust, founded and directed the country's first plant pathology department, wrote one of the first standard textbooks on plant diseases, and gave counsel and guidance to thousands of Minnesota men and women during his 26 years of service as dean of the College of Agriculture, Forestry, and Home Economics.

He was the first recipient of the "Little Red Oil Can" award which is made annually to a student, teacher, or organization for outstanding service to the College. This trophy came to represent one of the highest honors that can come to a person on the St. Paul Campus. Also bearing his name is the Dean E. M. Freeman medal for student leadership, established by a student organization and awarded to the senior making the greatest contribution to student life on the St. Paul Campus.

Dean Freeman was a native of St. Paul, born February 12, 1875. He received three degrees from the University of Minnesota, having completed his work for the doctorate in 1905. He spent a year studying at Cambridge in England and two years in Washington with W. M. Hays, Minnesota professor who became assistant to the Secretary of Agriculture, in developing control for the destructive wheat rust.

Dean Freeman's work in plant diseases resulted in his being called back to Minnesota in 1907 to become head of a new department of vegetable pathology, forerunner of the present plant pathology department. He continued as head until Dr. E. C. Stakman took over in 1940. Under Freeman the department continued its leadership in wheat rust researches and carried out many a campaign against many other destructive plant diseases which have threatened crops in America's breadbasket. While the Dean published scores of articles in magazines and scientific journals, his first important scientific writing, "Minnesota Plant Diseases," published in 1905, still stands out as one of the pioneer publications in that field.

Dr. Freeman made another contribution in the field of plant improvement in helping to frame Minnesota's first law requiring proper labeling of seeds for sale. He also helped originate the potato seed certification rules that have made possible the state potato certification work.

The Dean's genius for organization and leadership resulted in his being called to one important post after another. He served as assistant to Dean A. F. Woods of the Department of Agriculture from 1913 to 1917 and was acting dean during several months that elapsed between the administrations of Dr. Woods and Dean R. W. Thatcher. During these years Freeman contributed substantially to the organization of the University Department of Agriculture.

In 1917 Dr. Freeman became dean of the newly formed College of Agriculture, Forestry, and Home Economics, which is now a unit in the University Institute of Agriculture along with the Experiment Station, the Extension Service, the Schools of Agriculture, and the Short Courses.

While continuing his interest in plant pathology, the Dean expanded his leadership in the general phases of agricultural education, helping to guide the changing curricula, stimulating the students to greater efforts, and advising graduates in the field and in advanced study. One of his greatest interests was the development of student citizenship through a student council, honor system and other student self-government activities. He established and maintained a lively interest in the student union on the St. Paul Campus. During the years he served as Dean the college grew rapidly in size and influence.

He was a civic leader in the St. Anthony Park Improvement League and was active in boy scout leadership for over 20 years, once serving as member at large, National Council of Boy Scouts of America. He was a member of Gamma Sigma Delta, Phi Beta Kappa, Alpha Zeta, Sigma Xi, and Gamma Alpha.

He is survived by his wife, Grace, and one son, Monroe H., who is in active military service, serving at the Pentagon, Washington, D.C. Interment was at Oak Lawn, St. Paul.

IVER JOHN NYGARD

1901-1953

Dr. Iver John Nygard, an associate professor of soils of the University of Minnesota and senior soil scientist of Soil Survey, Soil Conservation Service U. S. Department of Agriculture, died of acute leukemia October 1, 1953. He is survived by his widow, Ruth, and three brothers, Carl, Leonard, and Sigfried.

Iver Nygard was born in Iron Belt, Wisconsin, July 24, 1901. He was graduated from high school at Crosby-Ironton, Minnesota and received his B.S. in 1924, his B.S. in 1926, and his Ph.D. degree in soils in 1933 from the University of Minnesota.

From 1924 to 1929 Dr. Nygard was assistant in soils at the Minnesota Agricultural Experiment Station and from 1930 to 1933 assistant chemist at the Montana Agricultural Experiment Station. Shortly thereafter, he joined the staff of the Soil Conservation Service as a soil surveyor and subsequently served as survey supervisor. For the last several years he served with distinction as senior soil correlator for the Lake States and Alaska, with headquarters on the St. Paul Campus of the University.

In 1946 he investigated the soils and agricultural potentialities of Alaska with Mr. Charles E. Kellogg of the U. S. Department of Agriculture. The results of these researches and subsequent investigations were published in a monograph on the soils of Alaska. During the summer of 1951, under the auspices of the Mutual Security Agency, Dr. Nygard helped the Ministry of Agriculture of Iceland to initiate a soil survey program in that country.

Several of his papers, bulletins, and articles have appeared in scientific journals.

Among the societies that honored Dr. Nygard with membership were Alpha Zeta, Gamma Sigma Delta, Sigma Xi, American Society of Agronomy, Soil Science Society of America, and International Society of Soil Science.

Dr. Nygard made many friends among soil scientists and others because of his genial personality and spirit of cooperation. His advice and counsel were cherished by his colleagues. He gave generously of his time to professional organizations and to the national societies to which he belonged. In the untimely passing of Iver John Nygard the University of Minnesota and the U. S. Department of Agriculture in particular have lost a distinguished scholar and a loveable fellow-worker.

J. O. CHRISTIANSON, Chairman

Adopted by a rising vote

The Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

Appendix

TEXT OF THE REPORT OF THE COMMITTEE ON EDUCATION

REVISION OF THE SENATE CONSTITUTION

A. Changes made as a result of discussion at the special meeting of the Senate, April 22, 1954.

At the special meeting of the Senate called on April 22, 1954, a number of proposals were made to the Committee on Education for modification in and additions to the version of the revised constitution which was the subject of discussion at that meeting. The proposals made at that meeting are indicated in the minutes of the meeting which have been distributed. Subsequent to the meeting a number of comments and proposals were made in writing to the chairman of the Committee on Education, and other comments were made orally to various members of the committee.

The Committee on Education has given careful consideration to all of these proposals in drawing up the further revision of the proposed constitution which is being presented for action today. In addition, conference has been held with the Chairman of the Committee on Business and Rules, who has made helpful suggestions with regard to refining the terminology of the proposed constitution to bring it into conformity with prevailing practice, and also to remove redundancies and clarify points of possible doubtful interpretation.

The *major changes* in the document presented today from the one presented on April 22, which have been made as a result of the April 22 meeting, may be listed as follows:

1. Article I, on the distribution of powers delegated by the Regents, has been redrafted and clarified.
2. Elections to the Senate are to be by secret ballot (Art. III, Sec. 4, [a]).
3. Professors and Associate Professors on regular appointment who are not members of the Senate may attend Senate meetings and may request permission to participate in discussion but may not have the privilege of making motions or voting. (Art. III, Sec. 7)
4. Assistant Professors (including Research Associates) and Instructors (including Research Fellows) on regular appointment have been granted the same privilege. (This point was carried in the April 22 meeting by a vote of 76 in favor of it and 74 against it.)
5. It has been explicitly stated that each member of the Senate shall represent the faculty and the University as a whole, as well as his own unit. (Art. III, Sec. 1)
6. The number of faculty members required to sign a petition placing matters on the agenda of the Senate or to call a special meeting of the Senate has been reduced from forty to twenty. (Art. III, Secs. 6 and 7)
7. The nature of membership in Senate committees has been made explicit in stating that membership in the Senate is not prerequisite to membership on such committees. (Art. IV, Sec. 1)
8. The description of the duties of deans and provosts has been omitted. (Art. VI, Sec. 3)

9. A referendum procedure is provided as a condition of approval of proposed amendments to the constitution. (Art. IX, Sec. 1)

Considerable comment was made at the April 22 meeting and subsequently with regard to the formula presented for election of faculty members to the Senate. These comments appear to group themselves into two major categories and proposals.

The first of these is to change the formula by combining certain administrative units into larger groups and holding elections at large within such groups. Thus, for instance, Dentistry, Medical Sciences, and Pharmacy might be combined into a single electorate. Such a new grouping would be entitled to 10 memberships in the Senate representing the Professor and Associate Professor ranks, and 3 members representing the Assistant Professor and Instructor ranks. This would contrast with 11 memberships for the senior ranks for these units separately under the formula as proposed, and 5 for the junior ranks. Such a plan might also mean that the largest unit within a combination would control the election to the Senate unless rather elaborate safeguards were established.

The second proposal is to revise the formula so that every department of every institute, college, or school would be guaranteed membership in the Senate by at least one member. In its consideration of this proposal the Committee on Education felt that there were at least two difficulties. The first was that since there are many departments within the University (and some areas which might be considered as departments although not administratively designated as such), the size of a Senate elected on this basis would make it much too large to conduct business effectively. The second difficulty would arise from the fact that there are a number of small and even "one-man" departments (in the College of Science, Literature, and the Arts, for example). Thus the problem of lack of proportionate representation would be grossly magnified under a scheme in which each department would receive representation in the Senate.

The members of the Committee on Education recognize fully the possibility that some departments, professional schools, and even colleges which are within institute organization might not be individually represented on the Senate every year under the formula proposed in the revised constitution. It is their belief, however, that there are at least two aspects to the situation which would make individual departmental representation unnecessary. In the first place, Senate members are to be considered as representing the faculty and the University as a whole, as well as the *entire unit* from which they are elected. This is of course the essence of representative government. (It might be said parenthetically that since ordinarily fewer than one-sixth of the members of the present Senate ever attend a Senate meeting, there must have been many such meetings where individual departments have not had representation.)

In the second place, it would be quite possible for an election procedure to be worked out within the larger units which would assure minimum representation in the Senate membership allotted to that unit to certain segments within the unit. In the Institute of Agriculture, for example, some procedure could be worked out which would specify that one or more of the 16 Senate memberships allotted to the Institute must come from each of the four major divisions of Agriculture, Forestry, Home Economics, and Veterinary Medicine. The establishment of such an arrangement would be entirely within the province of the faculty of the unit in question. It seemed to the Committee on Education that it would be far more satisfactory, and surely wiser, for each administrative unit wishing to do so to work out its plan of internal balance and representation rather than to have the committee attempt such a hazardous task.

The committee also gave consideration to changing the election formula from "any fraction of" the 10 members of the senior ranks and 40 of the junior ranks necessary to elect one Senate member, to "any major fraction of" such numbers. It was the opinion of the committee that, while certain inequities will result from any formula, it would be better to assure minimal representation for only a few faculty members who would be part of such a fraction of the required number than to deny representation to a substantial number by changing to the major fraction principle. That is to say, under the present proposal, if there were up to 4 members of the upper ranks and up to 19 members of the junior ranks, they could elect a representative. Under a "major fraction" rule they would be denied such representation. It must be borne in mind also that the proportions within units would change somewhat from year to year, since elections to the Senate are on an annual basis, and that it is mandated that the formula be formally reviewed no later than five years after the adoption of the new constitution.

In view of the fact that of the more than 700 members eligible to attend the meeting of the Senate on April 22, only 167 (and that is almost a record) were in attendance to discuss the proposed revised constitution, it seems desirable to the Committee on Education to reprint in the present docket the explanatory information and the tables which were part of the docket for the April 22 meeting. Thus all of the information relevant to the present version of the proposed revised constitution for the Senate may be available in a single document.

B. General statement concerning the proposed revised constitution of the University Senate as submitted at the meeting on April 22, 1954.

The constitution under which the University Senate currently operates was adopted in 1912. At that time the structure and operation of the University were naturally far more simple than they are today.

In the intervening forty years comments have been frequently made about the desirability of revising the constitution, to bring it up to date, and to clarify the status and working relationships of the Senate. Actions have been taken at various times to modify aspects of Senate structure or operation, but no full-scale reorganization involving the necessary revision of the constitution has previously been presented. The present proposed revised constitution is an outgrowth of proposals for reorganization of the Senate made in previous years, and is the execution of an assignment made by the Senate to its Committee on Education. As far as is known, this is the only time since 1912 that the Senate has been given the opportunity to consider the adoption of a new constitution drawn up at its request by members of the Senate.

Two formal proposals for reorganization of the Senate have been drawn up in fairly recent years. In 1939 the Minnesota chapter of the AAUP recommended that the Senate be replaced by a University Council, consisting of 80 members. Twenty of the members of this Council were "to be appointed by the President from administration personnel," and the remaining 60 were to be elected "by and from the faculty." It was specifically stated that all ranks, instructor to professor, were to be represented, and that "every college and school of collegiate standing would have at least one elected member on the Council." Meetings of the Council were to be held once a month throughout the academic year. No further action was taken on these proposals beyond their adoption by the chapter with a memorandum to the Regents.

In 1945 a document prepared by the Senate Committee on Education, under the chairmanship of Dean T. R. McConnell, gave detailed consideration to the "weaknesses" of the University Senate, and drew up an extended summary of the advantages and disadvantages of a representative Council. The final recommendations of the committee embodied three principles:

(1) That six faculty members "engaged principally in teaching and research" be added to the Administrative Committee of the Senate, (2) That the membership of the Senate be enlarged by adding to its roster all assistant professors who have attained tenure, "and 10 instructors elected at large by the instructors," and (3) "That a special committee be authorized to make proposals to the Senate for a reorganization of the committee system of the University." These recommendations were not reported to the Senate, and therefore no further action was taken at that time.

The present revised constitution for the Senate is presented by the Committee on Education at the specific request of the Senate itself (Minutes May 15, 1952, in which it was voted "That the Senate officially request its Committee on Education to carry forward a study of the possible reorganization of the Senate, giving central consideration to the broad problem of faculty participation in policy formation.") The Administrative Committee (Minutes July 3, 1951) had also asked the Committee on Education to give attention to this matter.

In its initial undertaking of this assignment the Committee on Education considered the possibility of proposing a reorganization of the Senate within the framework of the present constitution. But after a series of discussions within the committee and some conferences with outside groups, it became increasingly apparent that such an approach would result in a patchwork job only. In the interest of consistency and of conformity with prevailing practice, what started out to be a modification of parts of the constitution only has grown necessarily into a full-scale revision of it.

The Committee on Education has taken its commission seriously and has now completed two years of continuous study and work to prepare the document which is under consideration today. It has held extended discussions on aspects of a proposed revised constitution with various individuals and groups, including President Morrill, the Faculty Consultative Committee, the Administrative Committee, the Committee on Student Affairs, the Executive Committee of the All-University Congress, and numerous informal conferences. In addition to various minor changes, about four major revisions of the constitution have been gone through in developing the version which is now presented for consideration. The members of the Committee on Education feel that they have benefited considerably from these many discussions and consultations, and it is their belief that the present document represents a harmonious and workable blending of the many constructive proposals which have been advanced to improve the revised constitution.

It might be useful for members of the Senate who are reading the proposed revised constitution for the first time to have a few major features of the revision highlighted. The present (1912 version) of the constitution is printed in this docket along with the revised version so that readers who wish to make a detailed comparison of the two documents may do so. The following general observations may be made about the proposed revised constitution:

1. The revised constitution changes the Senate to a smaller representative body (about 132 members) in contrast to the current membership of 727.
2. In this smaller body, and on the basis of faculty distribution during the current academic year, a majority of the Senate would come from the Professor and Associate Professor ranks. Distribution of the major elements within the Senate would be as follows: Teaching faculty, Professor and Associate Professor ranks, 71 (plus a minimum of seven members of the Faculty Consultative Committee); Assistant Professor and Instructor rank, 27; members of the Administrative Committee, 28. Two tables are provided in this docket to

show (1) the distribution of the senior and junior ranks among the various administrative units of the University, and (2) estimates of Senate representation for each such unit under the proposed election formula.

3. The revised constitution brings into a single body, the Senate, those groups with which the President of the University may confer on matters of general policy (the faculty members elected to the Senate, the Administrative Committee, and the Faculty Consultative Committee).
4. The Faculty Consultative Committee is left unchanged in the revised constitution in the qualifications for voting for members or eligibility for service on the committee, terms of office, etc.
5. The revised constitution and by-laws blanket in all present standing committees of the Senate, using in most instances the exact wording of the current by-laws in the definition of the membership, duties, etc., of these committees.
6. The revised constitution provides for a new standing Committee on Senate Committees to review the scope of standing committees of the Senate.
7. The revised constitution provides for a meeting of the Senate at least twice each quarter.
8. The revised constitution provides that each of the major instructional units of the University shall have direct representation in the Senate.

The members of the Senate Committee on Education believe that they have carried out their assignment of preparing a revised constitution conscientiously and effectively. By action of the Senate at its meeting on February 18, 1954, copies of the materials which are relevant to the proposed revision of the constitution are to be distributed to all members of the University faculty, although only members of the present Senate may attend the special meeting of April 22 or may vote on the proposed revised constitution. Members of the Senate who wish to raise questions or discuss any aspects of the revised constitution will have the opportunity to do so at the April 22 meeting. Meanwhile the members of the Committee on Education would be glad to discuss any aspect of the proposed revised constitution with any members of the University faculty.

H. T. MORSE, Chairman

Members of the Senate Committee on Education:

Robert H. Beck	E. W. McDiarmid	Wilfrid S. Sellars
John G. Darley	Paul E. Meehl	Thomas D. Speidel
Richard K. Gaumnitz	E. D. Monachesi	A. F. Spilhaus
Robert J. Keller	W. M. Myers	G. E. von Glahn
Stanley V. Kinyon		

Table 1. Distribution of Academic Faculty at the University of Minnesota by College and Rank (January 31, 1954)^a

College	Distribution by Rank ^b				Total
	Group I		Group II		
	Prof.	Assoc. Prof.	Asst. Prof. Res. Assoc.	Inst. and Res. Fellow	
Agriculture	69	56	55	61	241
Business	15	13	6	10	44
Child Welfare	3	2	4	5	14
Dentistry	8	4	2	4	18
Duluth Branch	13	12	40	20	85
Education	23	19	7	51	100
Extension	2	2	9	4	17
General College	4	4	8	16	32
Institute of Technology	60	32	44	54	190
Law	9	4	2	0	15
Medical Sciences	46	29	31	54	160
Pharmacy	6	2	1	0	9
Physical Education (Men)	6	4	7	4	21
Physical Education (Women)	1	0	5	4	10
S.L.A.	99	83	68	76	326
Total	364	266	289	363	1282

^a Includes academic faculty members serving two-thirds appointments or higher as of the January 31, 1954 payroll. This tabulation excludes faculty members on temporary appointments or in temporary positions. Also excluded are 30 lecturers and staff members whose support comes primarily from outside sources (e.g., county agents and research workers on special grants).

^b Assistant professor rank includes 3 full-time and 1 part-time research associate; the instructor rank includes 6 full-time and 24 part-time research fellows. Among the 289 assistant professors are 124 assistant professors on permanent tenure appointments distributed as follows: Ag.—29, Bus.—1, C.W.—2, Dul.—21, Ed.—1, Ext.—6, G.C.—4, I.T.—27, Med.—6, Phy. Ed.(M)—5, Phy. Ed.(W)—2, and S.L.A.—20. Among the 363 instructors are a number on permanent tenure appointments from among the following units: Ag., Dul., Phy. Ed.(W), and S.L.A.

Table 2. Estimates of Senate Representation Based on Distribution of Academic Faculty at the University of Minnesota by College and Rank and the Proposed Revision of the Constitution of the University Senate

College	Number of Faculty		Representatives*		
	Group I	Group II	I	II	Total
	Prof. and Assoc. Prof.	Asst. Prof. and Inst. Res. Assoc. and Res. Fellow			
Agriculture	125	116	13	3	16
Business	28	16	3	1	4
Child Welfare	5	9	1	1	2
Dentistry	12	6	2	1	3
Duluth Branch	25	60	3	2	5
Education	42	58	5	2	7
Extension	4	13	1	1	2
General College	8	24	1	1	2
Institute of Technology	92	98	10	3	13
Law	13	2	2	1	3
Medical Sciences	75	85	8	3	11
Pharmacy	8	1	1	1	2
Physical Education (Men)	10	11	1	1	2
Physical Education (Women)	1	9	1	1	2
S.L.A.	182	144	19	4	23
Total	630	652	71	26	97

* Based on one representative for each ten members of the faculty with rank of professor and associate professor and each 40 members of the faculty with rank of assistant professor, research associate, instructor and research fellow.

PRESENT CONSTITUTION AND BY-LAWS OF THE UNIVERSITY SENATE*

(As of February 18, 1954; changes from last printing, 1939, indicated)

Historical note: The Senate Constitution, in its original form, was adopted by the Board of Regents on May 6, 1912. The first meeting of the University Senate was held on October 3, 1912.

Meetings: The University Senate meets regularly on the third Thursday in November, February, and May. (Minutes 2-19-1948.) Special meetings may be called by the President. The Committee on Business and Rules is authorized to withhold or cancel notice of a Senate meeting when in its judgment there is not sufficient business to warrant such meeting.

Constitution

1. All matters of detail, including those incident to the management of the student body, relating to the educational and administrative affairs of

* The Constitution adopted at the May 20, 1954 meeting will supplant this and the By-Laws following it, as soon as the proposed Constitution is approved by the Board of Regents.

the University, except insofar as the board may think proper to act directly, are, for the purposes of effectuating the government and educational management of the University under and by the Board of Regents, committed to the President, the University Senate, and the several college faculties.

2. The President of the University is the representative of the Board of Regents and chief executive officer of the University, as well as the intermediary between the Board of Regents and the Senate and faculties. Actions taken by any of the governing bodies are subject to his suspensive veto. The deans shall act as advisers to the President.

3. The University Senate is composed of the President, the deans, all professors (including acting professors), associate professors, the University librarian, and any members of the University faculty holding executive positions, carrying, by authority of the Board of Regents, the rank of professor or associate professor. The Senate shall also have authority to add from time to time to its roster such other members of the faculty of the University or administrative officers thereof as the Senate, upon report of the Committee on Business and Rules, with or without its recommendation, may elect.

The Presidents emeriti, professors emeriti, and professors who devote less than half time* to the work of the University are entitled to participate in the discussions of the Senate, but not to vote. A Membership Committee shall decide each year upon the official roster of the Senate. The Recorder (Minutes 5-15-1941) is the Clerk of the Senate and custodian of its records, authorized to participate in discussions, but without vote.

4. The University Senate has general legislative and administrative authority over all matters concerning the University as a whole; but not the internal affairs of a single college or school of collegiate rank, except where the same affect the interests of the University as a whole or the interests of other colleges or schools.

5. There shall be an Administrative Committee of the Senate, composed of the President, the deans, the University Librarian, and such other administrative officers as may be added thereto by the Senate.

6. The Senate shall create standing committees clothed with special administrative authority; to these committees are referred all such matters as the Senate may think proper with such power as the Senate may confer, and which are not appropriately referable to the Administrative Committee. Assistant professors and instructors may be members of these committees, and during their terms of service, may participate in the Senate's discussion, but not vote.

7. The Administrative Committee of the Senate shall carry into effect rules and regulations of the Board of Regents and of the Senate, and act in emergencies in which it would be inadvisable to await the authorization of the Senate—action of this kind to be in force only until the Senate meets.

8. The general faculty of each college or collegiate school is composed of the President, the dean, professors, associate professors, assistant professors, and instructors. Each department (or division) giving instruction in another college or school, shall be represented on the faculty of that college or school by one member.

9. Each faculty (or executive faculty if so organized) controls the internal affairs of its own college or school, including entrance requirements, curricula, instruction, examinations, grading, degrees, discipline, and the selection and conditions of use of its college and departmental libraries. When the action of any faculty affects the interests and welfare of the Uni-

* The interpretation of the Committee on Business and Rules is that half time means twenty-two hours of actual time per week per term spent in University work; that is to say, a person giving all his time to the University is expected to devote forty-four hours a week to University work.

versity as a whole or another college or school, such action may, after mutual conference, be appealed to the Senate, and after a full hearing of the faculties, be negatived by a two-thirds vote of all the members of the Senate present, provided such vote is equal in number to one half of the members of the Senate in residence.

10. The President of the University is the presiding officer of the Senate and names, subject to the approval of the Senate, its committees, with the exception of the Faculty Consultative Committee, which shall be elected by the members of the Senate. (Minutes 5-15-1952; Minutes B. R. 6-14-1952.) In the absence of the President, the Senate shall elect its chairman.

11. The Senate shall hold regular quarterly meetings at a time and place fixed by the President. Special meetings may be held upon the call of the President or upon the written request of ten members.

12. The title to all funds raised through the means of student organizations and activities is vested in the Board of Regents in trust for the purposes for which such funds were raised; but in the event an organization raising any such fund should cease to exist while such fund or any part thereof shall remain unexpended, or the specific purpose for which the fund was raised should fail, the Board of Regents will make such disposal of the fund as seems to it to be most equitable and just under the circumstances. Unless intended for investment the custody and expenditure of such funds are entrusted by the Board of Regents to the Senate and the Senate may establish committees to administer these funds with such participation by the students or alumni as members thereof as the Senate may determine. At the discretion of the Senate, or its committee if so authorized, the custody and expenditure of such funds may be left to the students, subject to the general supervision of the Senate or its committee. Any action taken by the Senate or by its committee with reference to any such fund or funds shall be reported to the Board of Regents and shall at all times be subject to its approval.

13. The Senate shall have the power to enact statutes, for the government of the students in those relations with the University which affect the University as a whole. Questions of jurisdiction as between the Senate and a college faculty shall be determined by the President.

14. Relations between the University and other universities and colleges, excepting such as are regulated by Article 9, shall be subject to the control of the Senate either directly or through its appropriate committee. Where such relations involve athletics or other student activities, the committee may include such a representation of students or alumni as the Senate determines; or the committee may act in conjunction with student and alumni organizations if the Senate thinks best.

15. Nothing herein shall be construed as applying to any school below collegiate rank established under the authority of the Board of Regents.

By-Laws

I. Audio-Visual Aids (Minutes 2-19-1948)

There shall be a standing Committee on Audio-Visual Aids. It shall consist of not less than seven members and shall include the head of the university department charged with the responsibility for coordinating the various audio-visual services. Its duties shall include the formulation of university policies concerning the production, supply, use, and distribution of audio-visual aids.

II. Business and Rules (Minutes 11-8-1951)

There shall be a standing Committee on Business and Rules, which shall consist of four voting members of the Senate and the Clerk of the Senate who shall serve as clerk of this committee. It shall be the duty of this committee to arrange the order of business for the Senate, and to recommend the disposition of business which appears in its judgment to be not germane to the purposes of the Senate. It shall prepare the agenda for each meeting of the Senate and cause copies thereof to be distributed to each voting member of the Senate prior to the opening of the meeting.

Items of new business presented at a Senate meeting by individual voting members of the Senate shall be referred to this committee for consideration and presentation at the next regular meeting of the Senate, but such business may be considered and voted on at the meeting at which it is introduced, by a majority vote of the voting members of the Senate present and voting on a proposal for immediate consideration.

The committee may recommend amendments of existing by-laws or standing rules, or the adoption of new by-laws or standing rules.

Nothing herein contained shall limit the right to immediate consideration of, and action upon, any matter for whose consideration a special meeting has been called in accordance with section 11 of the constitution.

III. Debate and Oratory

There shall be a standing Committee on Debate and Oratory. It shall have charge of all local and intercollegiate contests in debate and oratory over which the Senate has jurisdiction. It shall consist of five faculty and five student members.

IV. Education (Minutes 5-15-1952)

There shall be a standing Committee on Education composed of at least nine members. It shall seek ways in which the total educational work of the University may be improved, and make recommendation appropriate to this end.

V. Faculty Consultative Committee (Minutes 11-20-1952)

There shall be a Faculty Consultative Committee composed of seven elective members, and if no member is elected from either the St. Paul campus or the Duluth Branch, then the elected members shall appoint one for each of the foregoing not represented by an elected member. No person shall be either an elected or appointed member who is not a voting member of the Senate or who is a member of the Administrative Committee. Elected members shall serve for three years. Appointive members shall serve for one year. No non-voting member of the Senate shall participate in the nomination and election of members of the Committee. The Committee shall represent the faculty-at-large and not individual schools, colleges, or departments of the University.

The first elected members shall serve for the following terms: 2 for one year; 2 for two years; and 3 for three years. Members elected after the first year shall serve for three years. Elected members shall be chosen in the following manner. The Clerk of the Senate shall mail to each Senate member eligible to participate in the nomination and election of Committee members a call to nominate not more than twice the number of members to be elected. All nominations shall be returned to him. He shall then determine the availability of persons nominated until he has found twice the number to be

chosen available for submission on the final election ballot. No person shall appear on the ballot who has received fewer votes on the nomination ballots than any person not appearing on the final election ballot for any reason other than non-availability; but, in case of a tie for the last position on the final election ballot all tied candidates shall be deemed nominated in which case the number of candidates shall be adjusted to reflect that fact. The Clerk shall distribute final election ballots to all eligible voters, who shall return their ballots to him. The election procedure herein set forth shall be held and completed during a period commencing February 15 and ending April 15. Two weeks shall be allowed for return of both nomination and final election ballots. In case of a tie in the final election the Clerk shall choose the successful candidate by lot. Persons elected to membership during one year shall commence their term of office on the first day of the succeeding fiscal year of the University. The President of the University shall appoint the Chairman of the Committee; only an elected member may serve in that capacity. In case of a vacancy the elected members shall fill it for the remainder of the term by a majority vote. Consecutive service by elected members shall not exceed two terms; service as an elected member filling a vacancy caused by withdrawal of an elected member shall constitute service for a term if such service was for a year or more. The consecutive service of an appointed member shall not exceed six years.

The Committee shall meet with the President at regular times to discuss matters of policy relating to instruction, research, personnel, service functions, and the budget. It shall be empowered to appoint subcommittees or employ other devices which it regards as appropriate in initiating and furthering communication between the faculty and the President. It shall report to the Senate at least once each year.

VI. Institutional Relationships (Minutes 5-15-1952, 11-19-1953)

There shall be a standing Committee on Institutional Relationships, to consist of at least seven members, whose chief concern shall be the relation of the University to other institutions of learning. This committee shall review all matters which affect these relations of the University. It shall also serve as an advisory intra-university relations committee on admission requirements, graduation requirements, credit allowances, and other matters which affect relations among the several colleges or departments of the University. It shall determine and report to any college proposing changes in these areas, the probable effect of the change on other colleges or departments of the University, other Minnesota colleges, or Minnesota secondary schools. The committee shall also promote articulation between the University and other educational institutions of the state and develop plans for making the University more helpful to them. It shall represent the University in determining the accreditation accorded Minnesota schools and colleges. It may also represent the University in conferences with educational associations and agencies.

VII. Institutional Research (Minutes 5-25-1950, 5-15-1953)

There shall be a standing Committee on Institutional Research composed of at least ten members. It shall advise the Bureau of Institutional Research with respect to the studies to be undertaken by the Bureau, the studies to be given priority, and any basic questions of policy or procedure connected with the Bureau's activities.

VIII. Intercollegiate Athletics
(Minutes 5-15-1952, 11-19-1953)

Section 1: There shall be a standing Committee on Intercollegiate Athletics which shall be composed of fourteen members: seven faculty members, of which one shall be the University Conference Representative, to be appointed by the President of the University, subject to the approval of the University Senate; and the Vice President, Business Administration, and the Director of Physical Education and Athletics, and a member of the Athletic Committee of the Duluth Branch of the University as ex-officio members; two alumni members to be nominated by the Board of Directors of the Minnesota Alumni Association and appointed by the President of the University, subject to the approval of the University Senate; two student members to be recommended by the All-University Congress and appointed by the President, subject to the approval of the University Senate.

Section 2: The committee shall appoint a sub-committee of three members of which one shall be the Director of Physical Education and Athletics, and of which a faculty member, other than the Director of Physical Education and Athletics, shall be chairman, to fix the price of tickets to intercollegiate contests, prepare complimentary lists, make seating arrangements and have general supervision of tickets to intercollegiate contests.

Section 3: The control and supervision of the sale of tickets, the depositing of funds, the care of funds, the financial reporting of games and the accounting of all athletic funds is vested in the Office of the Vice President, Business Administration.

Section 4: The physical care of Northrop Field, Memorial Stadium, the Field House and all campus space devoted to athletics is transferred to the Buildings and Grounds Office.

Section 5: The Committee shall appoint a Sub-Committee on Eligibility which shall determine the students eligible to represent the University in intercollegiate sports under the *Rules and Regulations of the Western Conference*. The Committee may revise any action of the Sub-Committee.

Section 6: The Director of Physical Education and Athletics shall act as the executive secretary of the committee and be entitled to vote on all matters excepting questions of eligibility.

Section 7: The Director of Physical Education and Athletics shall be appointed by the Board of Regents upon nomination of the President.

Section 8: All coaches, managers, and assistant managers shall be nominated by the director and upon the approval of the President shall be appointed by the Board of Regents.

Section 9: The Director of Physical Education and Athletics shall be in general charge of and responsible for the detailed administration of intercollegiate athletics, subject to the supervision and approval of the Committee on Intercollegiate Athletics, which committee is given entire control of intercollegiate athletics, including all schedules of games, subject to the supervision of the University Senate.

Section 10: The President at his discretion may appoint the University Conference Representative. In the absence of such appointment the Chairman of this committee shall act as such representative.

All matters pertaining to physical education and athletics not intercollegiate in character are placed entirely under the supervision of the Department of Physical Education and Athletics. It is understood that this will include all intramural athletics.

IX. Judicial

(Minutes 10-16-1941, 11-20-1952)

There shall be a standing committee of five members to be known as the Judicial Committee. Its powers, duties, and procedures are set forth in the *Regulations Concerning Faculty Tenure*.

X. Library

There shall be a standing Committee on Library consisting of nine members. Its duties shall be to consider and recommend to the Senate any resolutions in connection with library policy and administration that may be deemed advisable, and, on request of the Senate, to inform it as to any matters affecting library policy and administration.

XI. Necrology

(Minutes 11-9-1950, 10-28-1926)

There shall be a standing Committee on Necrology consisting of seven members. It shall prepare and present to the Senate suitable memorials of deceased faculty members and former faculty members.

XII. Recreation

(Minutes 5-27-1948, 5-15-1952)

There shall be a standing Committee on Recreation. It shall consist of five faculty members and six students. The chairman of this committee and one student member of the committee shall also be at the same time members of the Senate Committee on Student Affairs. To facilitate coordination of the respective committee programs, the Committee on Recreation shall hold at least one annual meeting with the Senate Committee on Student Affairs. It shall establish general policies concerned with the development of recreational facilities and programs for students, but such policies shall be administered and coordinated through the appropriate officers and agencies.

It shall be empowered to make recommendations regarding the operation of recreation programs to the Recreation Coordinating Council, to the Senate Committee on Student Affairs, and to any other standing committee, department, or agency.

XIII. Reserve Officers Training Corps

(Minutes 11-9-1950)

There shall be a standing Committee on ROTC consisting of nine staff members, two students (representing the All-University Congress and the Interfraternity Council), and two alumni. Its functions shall be to maintain liaison between the Departments of Military Science and Tactics, Naval Science, and Air Science and Tactics and the University Senate and to give continuing consideration to the problems confronting these departments.

XIV. Student Affairs

(Minutes 5-15-1952)

There shall be a standing Committee on Student Affairs of at least twenty-six members consisting of faculty, students, alumni, and administrators; student members shall exceed by at least one the total of other members. It shall have supervision of all those students' affairs and student organizations within the jurisdiction of the Senate not within the control or supervision of any other standing committee. It shall maintain supervision over the financial affairs of all student organizations over which the University has control. It shall have supervision of all publications issued by students.

XV. Student Scholastic Standing
(Minutes 5-15-1952)

There shall be a standing Committee on Student Scholastic Standing. It shall consist of the chairman of the appropriate committee, or representative appointed by the administrator, of each of the separate colleges and collegiate schools. In addition, the Office of the Dean of Admissions and Records and the Office of the Dean of Students shall each have a representative on the committee. The duties of the committee shall be to study and to recommend to the University Senate such general rules and regulations concerning students' scholastic standing as may be needed on a University-wide basis. It shall also correlate and harmonize, so far as may be consistent with the special needs and conditions of the various colleges, the administration of the regulations of the colleges concerning student scholastic standing with the administration of the University Senate rules and regulations dealing therewith.

XVI. University Functions
(Minutes 5-15-1952)

There shall be a standing Committee on University Functions. It shall consist of at least twelve members. Its duties shall be to plan and advise with respect to commencements and other all-University functions.

XVII. University Printing and Publications
(Minutes 5-15-1952)

There shall be a standing Committee on University Printing and Publications. It shall consist of eight members: the Vice President of Business Administration, the Recorder, the Director of University Relations, the Agricultural Extension Editor, three other members of the Senate, and a representative of the student body. It shall be its duty to set standards for all catalogs, bulletins, and other official publications, also the stationery of the University and of the various colleges, schools, and departments of the University; to advise with regard to the admissibility of new publications or printing to the lists of official publications or printing of the University and its colleges, schools, and departments; and in general to supervise University printing with a view of encouraging and promoting economical and efficient practices.

XVIII.

The President shall have the power to increase the number of members that shall constitute the committees for any year whenever he deems it for the best interests of the University to do so.