

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

The first regular meeting of the University Senate for the year 1954-55 was held in the Mayo Memorial Auditorium, Wednesday, November 10, 1954. One hundred three elected or ex officio members and seven eligible non-members, total one hundred ten, 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 MAY 20, 1954

Reported for Action

Approved

II. REGENTS ACTION ON SENATE CONSTITUTION

Reported for Information

President Morrill reports that at their meeting on Saturday, June 12, 1954, the Regents took action that puts into effect the proposed Senate Constitution as adopted by the Senate on May 20, 1954.

III. SENATE ROSTER FOR 1954-55

Reported for Information

1. Elected Members

Name	Unit*	Group**	Name	Unit*	Group**
Frederick Abel	6	2	Henry B. Clark, Jr.....	4	1
Gaylord W. Anderson 10	1	1	—Kenneth E. Clark.....	14	1
John E. Anderson.....	3	1	S. R. B. Cooke.....	15	1
Kenneth M. Anderson 9	1	1	—Russell M. Cooper.....	14	1
Gertrude M. Baker.....	13	1	Bryce Crawford, Jr.....	15	1
Steve S. Barich.....	15	2	Alfred E. Cronk.....	15	1
Cyrus P. Barnum, Jr. 10	1	1	—A. Orville Dahl.....	14	1
Robert A. Bassham.....	3	2	Emmett Davidson	5	1
Robert H. Beck.....	6	1	James R. Dawson, Jr... 10	1	1
Francis M. Boddy.....	2	1	Katharine J. Densford 10	1	1
—John Bowditch.....	14	1	—Norman J. De Witt.....	14	1
Charles Carr	10	2	—Edward O. D. Downes 14	2	2
Paul Cartwright	15	2	Willis E. Dugan	6	1
—Ralph D. Casey.....	14	1	J. J. Dukeminier, Jr... 9	2	2
T. W. Chamberlin.....	5	1	Marcia Edwards	6	1
Jonas Christensen	1	1	Marie Eibner	13	2

* Unit code: (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.

** Group code (1) Professors and associate professors, (2) assistant professors (including research associates), and instructors (including research fellows).

Name	Unit*	Group**	Name	Unit*	Group**
Forrest Erlandson	4	2	Howard D. Myers.....	15	1
Theodore Fenske	1	1	Will Martin Myers.....	1	1
Albert M. Fulton	7	2	Ralph G. Nichols.....	1	1
William F. Geddes.....	1	1	Alfred O. C. Nier.....	14	1
George S. Hage	14	2	Theron O. Odlaug.....	5	1
Newman A. Hall	15	1	Donald G. Paterson.....	14	1
Otis F. Hall	1	2	Walter T. Pattison.....	14	1
Howard G. Hanson.....	5	2	Ralph A. Piper.....	12	1
Lester E. Hanson.....	1	1	Edgar L. Piret.....	15	1
Herbert Heaton	14	1	Raymond G. Price.....	6	1
Ernest A. Heilman.....	2	1	Merrill Rassweiler	8	1
Alexander C. Hodson	1	1	Leo G. Rigler.....	10	1
Theodore Hornberger	14	1	Henry Rottschaefer	9	1
Ruth F. Hovde.....	10	2	Skuli Rutford	1	1
William S. Howell.....	14	1	George Schroepfer	15	1
Andrew Hustrulid	1	1	Max Otto Schultze.....	1	1
Frank H. Kaufert.....	1	1	Wilfrid S. Sellars.....	14	1
Louis F. Keller.....	12	1	Mulford G. Sibley.....	14	1
E. Fred Koller.....	1	1	Hubert J. Sloan.....	1	1
William G. Kubicek.....	10	1	Robert Evan Sloan.....	14	2
Walter M. Lauer.....	15	1	Lee I. Smith.....	15	1
Reuel I. Lund.....	2	2	Taito Soine	11	1
William F. Maloney.....	10	2	Thomas D. Speidel.....	4	1
Harlan E. McClure.....	15	1	Wesley W. Spink.....	10	1
William A. McDonald	14	1	Louise A. Stedman.....	1	1
Gerald R. McKay.....	1	2	J. Warren Stehman.....	2	1
C. H. McLaughlin.....	14	1	H. Burr Steinbach.....	14	1
William J. Micheels.....	6	1	Martin Steinmann	14	2
Huntington Miller	7	1	Wilfred O. Stout.....	8	2
Robert H. Miller.....	11	2	Richard L. Varco.....	10	1
Dwight E. Minnich.....	14	1	Dennis W. Watson.....	10	1
Sterling Mitchell.....	6	2	Ward M. Wells.....	5	2
Elio D. Monachesi.....	14	1	John B. Wolf.....	14	1
Clarence E. Mueller.....	12	2	Raymond S. Wolf.....	1	2

2. Ex-Officio Members

Administrative Committee: 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), Assistant Dean William T. S. Thorp (Veterinary Medicine), Vice President Malcolm M. Willey (Academic Administration), Dean Edmund G. Williamson (Dean of Students), Dean E. W. Ziebarth (Summer Session).

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, Henry J. Ehlers, Duluth (appointed for 1954-55).

3. Graduate School Representatives

Dean Theodore C. Blegen reports that the Executive Committee of the Graduate School has designated the following elected members of the University Senate as concurrent representatives of the Graduate School: Jonas Christensen, A. Orville Dahl, Norman J. DeWitt, Marcia Edwards, Alfred O. C. Nier, Leo G. Rigler, J. Warren Stehman.

Accepted

IV. ELECTION OF VICE CHAIRMAN

Reported for Action

The constitution provides that 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.

Theodore Hornberger was nominated and elected Vice Chairman.

V. APPOINTMENT OF CLERK OF THE SENATE

Reported for Action

The constitution provides that 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.

The President recommends the appointment of True E. Pettengill as Clerk of the Senate.

Approved

VI. SENATE COMMITTEES FOR 1954-55

Reported for Action

The President reports additional appointments as follows:

Debate and Oratory: Harald Bakken, A'57, William F. Dean, A'55, Sidney Johnson, Ed'55, George C. Mohlke, A'55, Daniel E. Weiner, A'56, students.

Institutional Relationships: Ronald Klietsch, A'56, Don Mogen, Gr, students.

Institutional Research: Paul Gardner, A'56, Marlene Gesell, Ed'55, Phillip Parsons, Ag'56, students.

Intercollegiate Athletics: Francis (Pug) Lund, Clifford C. Sommer, alumni, Bob Allen, Gr, Don McGrath, IT'55, George C. Mohlke, A'55 (President, All-University Congress) ex officio, students.

Library: Thomas F. Barnhart, John C. Weaver to replace Lawrence D. Steefel.

Recreation: Marjorie J. Cohan, G'55, David Hodapp, Ed'55, Constance M. Hoyt, Ed'56, Gretchen Monson, Ed'55, Jane Whyte, B'55, Meta Wood, Ag'57, students.

Reserve Officer Training Corps: Al Elder, B'55, Hugh Greig, A'57, Bill Sorem, Ag'55, students. J. D. Holtzman, Fred Johnson, alumni.

Senate Committees: Charles H. McLaughlin (chairman), Robert H. Beck, Horace T. Morse, Wesley W. Spink, Gerhard E. von Glahn.

Student Affairs: Nickolitsa G. Chafos, A'56, John Estes, L'56, John French, A'55, J. Mike Leivestad, A'55, George C. Mohlke, A'55, Gerald Park, IT'55, R. Dale Peterson, IT'55, Paul Peyrat, A'55, James E. Roberts, B'54, Bill Sorem, Ag'55, Roy Talmo, B'54, Eloise Todd, A'55, Pat Vanstrum, Ag'54, Carl Zietlow, IT'55, students, Mrs. B. W. Bierman, Lee Whitson, alumni.

University Functions: Betty Barnhart, A'56, Patricia K. Johnson, A'56, and Senior Coordinator, All-University Congress, students.

University Printing and Publications: George E. Page, B'55, Pat Varner, B'55, students.

VII. NON-SENATE COMMITTEES AND BOARDS FOR 1954-55

Reported for Information

The President reports non-senate committees and boards and their membership for 1954-55 as follows:

Admissions, Board of: R. Edward Summers (chairman), Ralph F. Berdie, Russell M. Cooper, Austin A. Dowell, Ruth E. Eckert, Henry E. Hartig, Robert J. Keller, William F. Maloney, Horace T. Morse, Chester W. Wood.

Art Collections, Advisory Committee on University: H. Harvard Arna-son (chairman), Winston A. Close, Richard M. Elliott, Ruth E. Lawrence, R. Dale Miller, Arthur E. Smith, Dimitri T. Tselos, Malcolm M. Willey.

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, Mal-colm M. Willey, Edmund G. Williamson; students: Harald Bakken, Hinda Burnstein.

Camp, All-University: Gerald Fitzgerald (chairman), Mrs. Wright Brooks, Donald P. Duncan, W. T. Middlebrook, Robert P. Provost, Martin Snoke, Gordon Starr, Malcolm M. Willey; students: Mary E. Althoen, Anne Hillgren, Helen Morgan, Jerry Park, Paul Peyrat, Richard Tendencyke.

Civil Service Committee: Richard Arnold, Theodore H. Fenske, Clinton T. Johnson, James W. Stephan, John G. Turnbull, Hedwin C. Anderson (executive secretary).

Convocation Advisory Committee: James S. Lombard (chairman), Robert H. Beck, Mark A. Graubard, Gordon Starr, John B. Wolf; students: William C. Dietrich, Newell Griffith, Rodney Nelson, Pat Vanstrum.

Defense Mobilization Committee: Julius M. Nolte (chairman), Ray M. Amberg, Gaylord W. Anderson, Wallace D. Armstrong, Murray Bates, Theodore C. Blegen, Richard G. Bond, Ruth E. Boynton, Raymond W. Brink, Robert W. Carr, Sr., Alfred E. Cronk, Raymond W. Darland, Austin A. Dowell, Clinton B. Hanscom, Lee Hart, Henry E. Hartig, Ernest H. Henrikson, Warren E. Ibele, Richard Jordan, Thomas H. King, Leonard A. Leipus, Roy V. Lund, L. R. Lunden, Errett W. McDiarmid, Keith N. McFarland, William T. Middlebrook, Walter Mixer, William L. Nunn, Clarence Odell, Skuli Rutford, Max O. Schultze, Fernon Sherman, R. Edward Summers, Otto H. Swenson, Neils Thorp, Tracy F. Tyler, LaVerne Wegener, Malcolm M. Willey, Cedric Williams, Edmund G. Williamson, Joseph A. Wise, Dale Yoder.

Department of State Intern Program, Advisers to:

The purpose for which these advisers were named has been fulfilled and these advisers have been discharged from this assignment.

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 (chair- man), William F. Maloney, Keith N. McFarland, William J. Micheels, Elio D. Monachesi, Monrad G. Paulsen, Cornelia Williams; students: Bob Palistrant, Dave Wells, and one additional student.

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

Film Society, Advisory Committee to University: H. Harvard Arna-son (chairman), George Amberg, Marthe Blinoff, Emma Birkmaier, Edward Downes, Mrs. Richard M. Elliott, Helge E. Hansen, Gerald Hill, William S.

Howell, Jerome Liebling, Leon Reisman, Ralph G. Ross; students: John D. French, Clinton A. Schroeder.

Foreign Students, Committee on: Theodore C. Blegen (chairman), Gaylord W. Anderson, A. A. Dowell, Tremaine McDowell, Forrest G. Moore, William G. Shepherd, Robert F. Spenser, Louise Stedman, R. Edward Summers, George A. Warp, Edmund G. Williamson, Chester W. Wood; students: Alice Lee Inglis, Carl P. Zietlow.

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 Schroeffer.

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, Ben B. Sutton, John G. Turnbull, Malcolm M. Willey.

Honors, Committee on University: Harold Macy (chairman), Theodore C. Blegen, Helen Clapesattle, Raymond W. Darland, Ralph L. Dowdell, Edwin L. Haislet, Errett W. McDiarmid, Irvine McQuarrie, Dwight E. Minnich, Malcolm M. Willey.

Hormel Institute Board: Theodore 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, Donald G. Paterson, Lloyd M. Short, Dale Yoder.

Industrial Safety, All-University Committee on: Ray F. Archer (chairman), Stanley M. Block, Richard G. Bond, Edward J. Dvorak, Andrew Hustrulid, Philip D. Kernan, George S. Michaelsen, Joseph Woodman.

Itasca Forestry and Biological Station Advisory Committee: Theodore C. Blegen (chairman), Randolph M. Brown, Clyde M. Christensen, A. Orville Dahl, Raymond W. Darland, Richard Evans (University of Wisconsin), Theodore H. Fenske, Frank H. Kaufert, William Marshall, Clarence E. Mickel, Dwight E. Minnich, Thorvald Schantz-Hansen, 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. Gammnitz, 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 B. Stanford, Lorenz G. Straub, George A. Warp.

Public Relations Advisory Committee: William L. Nunn (chairman), Ike J. Armstrong, Ralph D. Casey, John O. Chirstianson, Raymond W. Darland, Theodore H. Fenske, Richard K. Gaumnitz, Edwin L. Haislet, Albert B. Hall, Stanley V. Kinyon, William F. Maloney, William J. Micheels, Julius M. Nolte, Roger B. Page, Skuli Rutford, R. Edward Summers, Cornelia Williams, Edmund G. Williamson.

Radiation Hazard Control Committee, All-University: Wallace Armstrong (chairman), Ruth E. Boynton, 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 Charnley, Harold C. Deutsch, Norman J. DeWitt, P. F. Dwan, Marcia Edwards, Henry E. Hartig, Walter W. Heller, Robert Howard, Werner Levi, Don A. Martindale, Leo Marx, Robert C. McClure, Errett W. McDiarmid, Paul E. Meehl, Huntington Miller, William L. Nunn, Paul M. Oberg, Chester R. Roan, Skuli Rutford, E. B. Stanford, Tracy F. Tyler, E. William Ziebarth.

Radio Policy Committee: Julius M. Nolte (chairman), Ike J. Armstrong, Dale B. Harris, William T. Middlebrook, Raymond B. Nixon, William L. Nunn, Skuli Rutford, Malcolm M. Willey, Edmund G. Williamson.

Residence Status, Board of Review on: R. Edward Summers (chairman), David R. Briggs, Walter T. Graves, Robert C. McClure, Lemen J. Wells.

Schedule Committee, University: True E. Pettengill (chairman), Vernon Ausen, Chet Roan, Kermit D. Stevens, chairmen of the schedule committees of the several schools and colleges; students: Wayne R. Bengtson, Guenter H. Schmidt, (representative) Educational Affairs, All-University Congress.

Scholarship Committee, University: Clifford C. Sommer (chairman), T. J. Berning, Curtis Johnson, Erling O. Johnson, Milton Kuhlman, George B. Risty (executive secretary), 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, Edward Adamson Hoebel, 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, Will M. Myers, Mervin G. Neale, Leo G. Rigler, Roland S. Vaile.

State Organization Service Advisory Committee: William Anderson, Theodore C. Blegen, J. W. Buchta, Ralph D. Casey, Walter W. Cook, Russell Cooper, Robert B. Howard, R. L. Kozelka, C. C. Ludwig, Harold Macy, Robert C. McClure, E. W. McDiarmid, C. H. McLaughlin, J. M. Nolte, W. C. Rogers, Arnold Rose, Skuli Rutford, Lloyd M. Short, J. W. Stehman, Malcolm M. Willey, E. G. Williamson.

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: E. W. Ziebarth (chairman), Richard T. Arnold, Russell M. Cooper, Raymond W. Darland, A. A.

Dowell, Richard K. Gaumnitz, Elmer W. Johnson, Lloyd H. Reyerson, Lawrence D. Steefel, C. Gilbert Wrenn.

Tenure Advisory Committee: Malcolm M. Willey (chairman), William Anderson, Paul D. Boyer, Ernest B. Brown, Alfred E. Cronk, Theda Hagenah, Robert C. McClure, Norman W. Moen.

University College Committee: Errett W. McDiarmid (acting 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.

Accepted

VIII. STUDENT ORGANIZATION STAFF REPRESENTATIVES OR ADVISERS FOR 1954-55

Reported for Information

The President reports student organization staff representatives or advisers for 1954-55 as follows:

All-University Congress, Social Service Council, Staff Advisers: Theodore Fenske, Mabel Powers, Ben B. Sutton.

All-University Congress, Staff Advisers: Robert Beck, Ralph Kitchell, Charles L. Lewis, Ralph Ross, Martin Snoke.

Board in Control of Student Publications, Staff Representatives on: Mitchell Charnley, John G. Darley, James Gray, Fred L. Kildow, Edwin O. Siggelkow, Martin Snoke.

Technology Board, Staff Representatives on: Paul Cartwright, Clifford Haga, Edwin O. Siggelkow.

Union Board of Governors, Staff Representatives on: Gordon Mork, Clifford S. Plank, Robert N. Shoffner, Martin Snoke, 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: John Huebner.

Staff representatives and advisers to other student organizations are listed in the Student Organization Roster, available at the Student Activities Bureau.

Accepted

IX. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. **Recommendations of the University Committee on Honors.** There was before the Committee a recommendation of the University Committee on Honors involving the nomination of several graduates, primarily in certain fields of engineering, for outstanding achievement awards. It was moved, seconded, and voted to approve the nominations for submission to the Regents.

2. **The University Self-Survey.** The President reported on material received in the University Self-Survey, early in the summer of 1954, and expressed general impressions which he had gained from preliminary examination of the more than 5,000 pages of documentation. He suggested a number of different ways in which University personnel might be organized for use of the proposals, emphasizing that not only should the requests for the 1955-57 biennium be taken into account speedily but that indeed the long range and more philosophic plans should be given effect as is proper and practicable.

After discussion of the possible role of certain faculty committees or survey experts in dealing with the results, or of groups to deal with

identifiable special problems, there was a proposal to set up working committees to consider results and suggestions in broad categories. There might be a general survey committee of rather limited membership which would be served by a very few working subcommittees to deal, for instance, with instruction, research, external services, and internal services of the University.

Much discussion was directed toward a pattern of organization which would provide for the fullest possible use of the facts and proposals. There should be development of understanding at all stages in consideration of plans and the avoidance of any implication of investigation of individual departments. Decisions should be made in an all-University setting and in terms of the major responsibilities of the University. Techniques of personnel selection for the working groups were discussed, since the breadth and usefulness of the analysis will depend on the vision and ability of the persons employed, regardless of the organizational pattern in which they are thought to work.

The President repeatedly emphasized his desire for prompt attention to the results of the Self-Survey and for use of those results by the administration. The University even now has before it the task of cooperating in the Big Ten-California Study of college and university costs. The organization used in analyzing our own Self-Survey results might be useful in dealing with this special study for which support is promised from the Fund for the Advancement of Education.

The President indicated that he would discuss this entire matter with the faculty consultative committee. On October 20, 1954, he reported the results of that discussion.

3. Physical Examinations for New Staff Members. The Academic Vice President reported that problems had arisen in obtaining the results of physical examinations for new employees, as required by a University regulation. These examinations may be facilitated in various ways, as through their authorization in the person's home community prior to his reporting to the University, or through employment of the facilities of the Health Service once he is here. The President's Office was authorized to set a reasonable time limit after which salary checks may be held pending completion of the examination. Administrative cooperation was requested in obtaining prompt and unflinching cooperation from new staff members.

4. University Legislative Request for the 1955-57 Biennium. The background of the general maintenance budget of the University for the next biennium was the principal matter dealt with in the October 20, 1954 meeting. The President reported general conversations with the Regents concerning the new budget and brought to the Committee the data for possible projections of tuition income, salary, supply, expense and equipment items through the years 1955-57. Self-study biennial requests of high priority had been used as a basis for forecasting new positions, necessary new services, how to cope with present deficiencies, and how to provide for the added work of projected greater student enrollments.

Discussion related principally to the salary status of the University and to the competition for faculty, even down to the level of the teaching assistant. There was reference to the many problems of obtaining adequate support for higher education and to the various institutional surveys and financing plans which are attracting attention throughout the nation.

No action was taken pending presentation of similar budgetary background to the Faculty Consultative Committee. The President was authorized to call a special meeting of the Administrative Committee for additional budgetary work, dealing chiefly with buildings, hospitals, and special items. This meeting was held October 29, 1954 at which time all budgetary proposals were examined and accorded general endorsement.

R. E. SUMMERS, Secretary

Approved

X. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

Your Senate Committee on Intercollegiate Athletics respectfully submits the following report for the year 1953-54:

The Committee was composed of the following members:

Faculty: Barnhart (chairman), Armstrong, Diehl, Louisell, Maynard, Middlebrook, Rottschaefter (Conference Representative), Schultze, Stehman, Williams, Wood (Duluth). **Alumni:** Louis Gross, LLB'25, Francis (Pug) Lund, 1935. **Students:** Don McGrath, Robert Allen, and alternates Ralph E. Peterson and Bob Summers.

Twelve meetings were held during the year for consideration of conference legislation, athletic schedules, eligibility, letter awards, special awards, ticket prices, ticket violations, and related matters.

Our report on conference activities and problems, for the period of May, 1953 to June, 1954, is as follows:

Report on Western Conference. The principal matter of business of the Western Conference during the past year was its consideration of changes in the rule governing institutional unearned financial aid to athletes and the regulation limiting the activities of employees and representatives of the athletic department and general field secretaries of alumni associations in the recruitment of athletes. These problems had been referred to three successive special committees by the Conference, and all committees have worked for several years. The Conference of Faculty Representatives, and the Conference Joint Group (composed of faculty representatives and athletic directors) have considered the reports of the three special committees at three meetings of the Conference during the past year. A special meeting was held in September to consider the report of the third committee that had struggled with these problems. The proposed changes in the regulation concerning recruitment of athletes was voted down. The principal reason was that the changes opened avenues of recruitment not permitted by the existing regulation, and the majority of the Conference (which included Minnesota) declined to relax existing limitations on recruitment.

Proposed changes in scholarship aids to athletes have not yet been disposed of by the Conference. In general, the proposed changes would permit greater aid than is now permitted. This matter is the first item on the agenda for the next regular meeting of the Conference, at Detroit, Michigan, in early December, 1954.

Conference Medal. The Conference Medal for the greatest proficiency in scholastic work as well as athletic activities for the year 1953-54 was awarded to Paul Giel.

Western Intercollegiate Hockey League. In the interest of the welfare of both students and the University, the Committee has continued to work through the framework of the Western Intercollegiate Hockey League for policies that (a) would limit the total number of intercollegiate and extramural games which the University hockey team shall be permitted to play during a season, and (b) would distribute permissible games throughout the season in such a manner as to reduce the frequency and length of off-campus trips. This policy is now implemented by a League action at its meeting on March 13, 1954, limiting permissible competition of member schools to 24 games during term time, as well as by the schedule adopted by the Committee for the 1954-54 hockey season.

The following intercollegiate athletic schedules are reported:

CROSS COUNTRY—1954

Home Meet

Oct. 16 Marquette University

Meets Away

Oct. 23 State University of Iowa
Nov. 5 University of Wisconsin

Table I.
STATISTICS ON INTERCOLLEGIATE ATHLETICS FOR 1952-53 AND 1953-54

	Total Number Games		No. Conference Games		No. Non-Conference Games		Total No. Receiving Athletic Instruction Including Freshmen		No. Varsity Candidates		No. Varsity Candidates Eligible for Intercollegiate Competition		No. Having Competition		No. "M" Awards		No. Freshman Candidates		No. Freshman Numerals Awarded		No. Games Won		No. Games Lost		No. Games Tied			
	52	53	52	53	52	53	52	53	52	53	52	53	52	53	52	53	52	53	52	53	52	53	52	53	52	53	52	53
Baseball Siebert	28	31	12	15	16	16	100	138	43	41	27	29	23	22	14	15	57	97	19	19	19	17	9	14	0	0		
Basketball Cowles	22	22	18	14	4	8	100	120	18	26	16	19	16	18	13	11	82	94	24	20	14	17	8	5	0	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	9	6	7	3	2	131	125	58	49	55	50	46	40	40	26	73	76	50	54	4	4	3	4	2	1		
Golf Bolstad	9	10	3	5	6	5	35	44	21	24	16	12	10	9	8	7	14	20	8	13	9	9	0	1	0	0		
Gymnastics Piper	8	10	8	7	0	3	30	30	11	16	7	10	7	8	6	6	19	14	5	7	8	6	0	4	0	0		
Hockey Mariucci	27	28	8	20	19	8	69	72	26	46	17	22	16	18	11	16	43	26	15	18	22	22	5	5	0	1		
Swimming Thorpe	9	6	6	6	3	0	41	40	22	23	18	16	13	12	11	9	19	17	13	12	3	0	6	6	0	0		
Tennis Brain	5	6	3	4	2	2	39	44	19	23	9	12	6	6	6	6	20	21	8	6	1	2	4	4	0	0		
Track Kelly	7	7	5	5	2	2	70	38	32	23	22	22	14	18	10	12	38	15	18	12	1	2	6	5	0	0		
Wrestling Johnson	8	15	3	6	5	9	27	23	17	16	14	15	10	14	9	10	10	17	6	9	6	8	2	6	0	1		
TOTALS	141	144	78	89	63	55	678	674	295	287	219	207	179	165	141	118	383	397	172	170	88	87	51	54	2	3		

Note: No participation in Cross Country in 1953-54.
Boxing discontinued in 1953-54.

VARSITY FOOTBALL—1955

Home Games

Sept. 24 University of Washington
 Oct. 1 Purdue University
 Oct. 22 University of Michigan
 Oct. 29 University of Southern California
 Nov. 19 University of Wisconsin

Games Away

Oct. 8 Northwestern University
 Oct. 15 University of Illinois
 Nov. 5 State University of Iowa
 Nov. 12 Michigan State College

BASKETBALL—1954-55

Home Games

Dec. 11 De Paul University
 Dec. 21 Southern Methodist University
 Dec. 23 Notre Dame University
 Jan. 10 Indiana University
 Jan. 15 Purdue University
 Jan. 24 Northwestern University
 Feb. 7 Ohio State University
 Feb. 12 University of Illinois
 Feb. 28 State University of Iowa
 Mar. 5 University of Wisconsin

Games Away

Dec. 4 De Paul University
 Dec. 18 Oklahoma Agricultural and Mechanical College
 Dec. 28- Tournament, North Carolina State College
 Jan. 3 Northwestern University
 Jan. 8 State University of Iowa
 Jan. 22 Michigan State College
 Jan. 29 Purdue University
 Feb. 14 Indiana University
 Feb. 19 University of Michigan
 Feb. 21 University of Wisconsin

ICE HOCKEY—1954-55

Home Games

Dec. 3-4 St. Boniface of Canada
 Dec. 10 Winnipeg Barons of Canada
 Dec. 20 Rensselaer Polytechnic Institute
 Jan. 7-8 University of North Dakota
 Jan. 21-22 Denver University
 Jan. 28-29 Michigan College of Mining and Technology
 Feb. 4-5 Michigan State College
 Feb. 8-9 Colorado College
 Feb. 18-19 University of Michigan

Games Away

Dec. 11 Winnipeg Barons, at Hibbing
 Dec. 21 Rensselaer Polytechnic Institute, at St. Paul Auditorium
 Dec. 28-29 Colorado College
 Dec. 30, Jan. 1 Denver University
 Jan. 14-15 University of Michigan
 Feb. 11-12 Michigan College of Mining and Technology
 Feb. 25-26 Michigan State College
 Mar. 4-5 University of North Dakota

GYMNASTICS—1954-55

Home Meets

Jan. 29 Indiana University
 Feb. 19 Northwest Gymnastics Society
 Feb. 26 Michigan State College
 Mar. 4-5 Western Conference

Meets Away

Jan. 8 Invitational Meet, Lincoln Turners, Chicago
 Jan. 14 University of Nebraska
 Jan. 15 State University of Iowa
 Feb. 5 University of Wisconsin and University of Michigan at Madison
 Feb. 12 University of Illinois and Ohio State University at Urbana
 Mar. 19 University of Colorado
 Mar. 25-26 NCAA Meet, at University of California, Los Angeles

SWIMMING—1954-54

Home Meets

Jan. 22 State University of Iowa
 Jan. 29 Northwestern University
 Feb. 5 University of Wisconsin

Meets Away

Feb. 12 University of Illinois
 Feb. 19 Indiana University
 Feb. 21 Purdue University
 Mar. 3-4-5 Western Conference at Ohio State University
 Mar. 24-25-26 NCAA Meet at Miami, Ohio

WRESTLING—1954-55

Home Meets

Jan. 8 South Dakota State College
 Jan. 10 Iowa State Teachers College
 Jan. 15 University of Nebraska
 Feb. 5 University of Wisconsin
 Mar. 4-5 Western Conference

Meets Away

Jan. 22 Northwestern University, Michigan State College, and Purdue University, at Evanston
 Jan. 28 Cornell College
 Feb. 11 Michigan State College
 Feb. 12 University of Michigan
 Feb. 18 Indiana University
 Feb. 19 University of Illinois
 Mar. 25-26 NCAA Meet, Cornell College

THOMAS F. BARNHART, Chairman

Accepted

XI. REPORT OF THE LIBRARY COMMITTEE

Reported for Information

SOME DEVELOPMENTS AND PROBLEMS IN UNIVERSITY LIBRARY SERVICE

On June 30, 1954, the holdings of the University of Minnesota Libraries passed the 1,750,000 volume mark. This means an increase of more than one million volumes during the past twenty years and presents the Library Administration and the Senate Library Committee with many serious problems. These problems, involving space, personnel, and financial support, will become even more serious if the Library continues to grow on a scale comparable with that of the past two decades.

With expanding enrollment confidently predicted, and the program of the University ever broadening to include new curriculums and offerings, the need for careful, long-range planning is evident, if the Library is to continue to meet the service needs which these new developments properly demand.

Since World War II the Library has been able to introduce a number of changes, designed to serve its expanding clientele more effectively. New or improved Library facilities have been provided to serve Engineering, Mathematics-Physics, and Fine Arts, and professionally trained personnel have been engaged to administer a number of other departmental libraries formerly without full-time librarians. Through legislative appropriations of more than \$700,000, a long-needed new library building now provides the Institute of Agriculture with a truly adequate library facility for the first time.

In order to give beginning college students a more convenient and easily usable library facility, an attractive installation was provided on the ground floor of Johnston Hall for a separate Freshman-Sophomore Library. In the basement of Johnston Hall, space was provided to house the University's rapidly growing Map and Microfilm Collections, and the heavily-used United Nations document files.

In accordance with a policy of making books more quickly and easily available to students, several open-shelf collections have been established. Most of the Freshman-Sophomore Library resources are so housed that students may browse freely along the shelves, without restriction. In the Arthur Upson Room a sizable collection of popular books of fiction, biography, travel, and general literature has been made available not only for unrestricted browsing but also for home loans, if desired. This room now makes it possible for a student to consult new books more easily than ever before.

Even in the central book stack, regulations have been liberalized to permit students with a "B" average to browse among the shelves at will. The installation of a pneumatic-tube-book-conveyor system has served to speed the stack service and thus reduce the waiting period for material requested by call slip.

In the Periodical Room, a selection of a large number of the most frequently called-for magazines has been placed on open shelves, so that patrons may obtain them without filling out call slips or waiting for paging service. In the fall of 1953 most of the class-assigned materials in the general Reserve Room were similarly placed on open shelves to make them more directly accessible without restriction or red tape. Only selected titles in very heavy demand are still serviced from behind the Reserve Desk.

While these service improvements have been going forward, the problems centering in the Library's ever-increasing collections and in financing the entire Library program, in the face of mounting costs, have become increasingly critical. While the basic Library book budget has remained geared to the "\$1.00 per quarter-per student" formula established before

1930, many of the most important scholarly journals, which the Library must continue to receive regularly, have increased from 30% to 60% in annual subscription costs. Because of its responsibility for approving all periodical subscriptions, the Library Committee is particularly aware of the increase in new titles which the Library must acquire to support new departmental programs and development in research areas in which few publications existed until World War II.

In view of the increased demands upon a more or less stable Library budget, extensive duplication of scholarly journals for the use of individual departments cannot be managed from Library resources. Already, however, individual departments spend several thousand dollars annually, in the aggregate, for such duplicate subscriptions supplementing those provided by the General Library. Unless regular additions to the Library Book Budget can be made when new programs requiring Library materials are established, the Library will not be able to provide the publications needed by such programs, despite its desire to meet all demonstrable needs.

Since the rapid growth of Library collections must inevitably continue, if the needs of expanding University programs are to be met, space to house these growing resources, and personnel to service them must be provided. In the immediate future, steps must be taken to house effectively the resources which now crowd the shelves of the General Library. Similarly, many departmental libraries are full to capacity at present, and must find space for the new materials which their students and faculty members need.

The Library Committee has endorsed recommendations to finish off the roof house of the General Library, and to install additional stacks in the sub-basement. It has also gone on record in support of the erection of a storehouse for bulky, little-used files of materials which are basic to graduate research studies, but which need not be shelved within the Library building itself. These recommendations would require substantial sums of money for their fulfillment and obviously would need legislative support.

During the past year the Library has been notably active in stimulating the acquisition of special collections through gifts. With the opening of the James Ford Bell Room, a stimulus was given to many friends of the Library through which special gifts have been received in recent months. These gifts present the Library with a real problem in providing attractive facilities for their housing and servicing. If gifts of unusual collections, normally representing material the Library could not acquire with its present resources, are to continue, space and personnel will have to be provided to take adequate care of them and make them available for use. To clarify for prospective donors and University representatives alike the conditions under which the Library can arrange to accept and service such gifts, the Library Committee is working out a gift policy statement which it expects to recommend for University adoption.

The University of Minnesota has been an active member of the Midwest Inter-Library Center from its establishment and we are pleased to report that this central storage library, where large holdings of little used publications are assembled for shared use by midwestern colleges and universities, is now a going concern. The University of Minnesota Library has contributed many fragmentary files to build up the stronger resources of this Center and we are now able to draw upon this central pool for material contributed by other libraries. In such fields as foreign dissertations, elusive state documents, and foreign newspapers, the establishment of the Center has greatly increased the scope of material available on loan to our own scholars.

By various means the Library administration and the Library Committee have been re-examining both the existing services of the Library and its needs for the future. With the assistance of the Bureau of Institutional Research a study of "Undergraduate Library Needs and Use" has been made, and in the course of the University's "Self Survey" various specific recommendations were made as a basis for meeting the Library's most urgent

needs. Among the immediate needs mentioned was the provision of suitable quarters for the Bio-Medical Library in space more convenient to the specific departments it serves. We have also given thought to the need for a more effectively integrated pattern of well-housed departmental libraries and for additional study halls strategically located throughout the campus to relieve space problems now faced by existing library installations.

THEODORE C. BLEGEN, Chairman

Accepted

XII. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

Reported for Information

1. The Committee on Student Affairs held five regular meetings and two special meetings between May 1 and October 15, 1954. The Committee also met with the President's central committee and the All-University Congress in traditional joint session on May 19, 1954.

2. During the Spring Quarter, the Committee evolved through consultation with student organizations a clarification of the Basic Policy Concerning Student Organizations known as the Conduct Control Policy. This policy places with the officers of student organizations the responsibility for individual and collective conduct of members at all group-sponsored activities. Provision is made for each organization to establish policies governing conduct at its own activities and to secure compliance of its members with the purposes of the conduct control policy—"to bring the governing of student affairs as close to the governed as possible."

3. A special meeting was held May 25, 1954, to exchange ideas on the subject of human relations on the campus. Representatives of the major student governing boards discussed how the Committee could promote positive programs to better human relations thereby eliminating the narrow identification of the human relations program with the removal of discriminatory clauses. As a result of this discussion, a new sub-committee on human relations has been appointed and charged with these specific responsibilities:

- a. to organize a workshop,
- b. to survey human relations problems on the campus,
- c. to report back to the Committee with suggestions for positive programs.

4. At a special meeting, October 15, 1954, upon the recommendation of Dean E. G. Williamson, the Committee granted the request of the Students for Humphrey (a recognized University of Minnesota student organization) to have KSTP broadcast a speech by Senator Mike Mansfield addressed to their banquet held in Coffman Memorial Union. Committee action was necessary because funds for the broadcast were furnished by the Volunteers for Humphrey Committee, a non-University organization, and because Senator Mansfield's was a paid political address originating from the University Campus.

KENNETH E. CLARK, Chairman

Accepted

XIII. DISCUSSION OF THE PARKING SITUATION

This topic was placed on the agenda at the request of Theodore Hornberger on behalf of a group of Senate members who are of the conviction that parking has become so great a problem as to hamper the effectiveness of the teaching program. A petition on this subject signed by ninety faculty members was filed.

It was moved and seconded that the University provide, for every faculty member who needs it, free or nominally priced reserved parking space convenient to the building in which he has his office.

Extended discussion ensued during which Vice President Middlebrook pointed out the financial considerations involved.

A substitute motion was then made, seconded, and passed that the President appoint a representative committee of Senate members and others to consider the proposal and report back to the Senate.

XIV. REMARKS BY THE PRESIDENT

University Libraries. The President said that the problem of libraries—space, support, and staff is a large one for all universities. Several studies have been made of these problems, some by the Carnegie Foundation. On the recommendation of the Association of American Research Libraries, the American Association of Universities has voted to sponsor a survey of the whole problem of research libraries in American universities. They propose to establish a commission to include representation of research librarians, deans of graduate schools, interested trustees, qualified experts, and university presidents.

The University Self-Survey. The President called special attention to the University Self-Survey mentioned in the Report of the Administrative Committee and discussed extensively in two recent issues of *The Minnesotan*. He announced that a General Survey Committee has been appointed which will include Dean Blegen, chairman, and representative of the Administrative Committee, Professor William Anderson representing the Faculty Consultative Committee, Professor DeWitt, chairman, Sub-committee on Instruction, Professor Sloan, chairman, Sub-committee on Research, Professor Arnold, chairman, Sub-committee on Public Services, and Mr. Hedwin Anderson, chairman, Sub-committee on Internal Services. The last four named were jointly recommended by Professor Anderson, Dean Blegen and the President. Each sub-committee will have seven members including the chairman. The parent committee has been asked to suggest twelve names for each of these committees from which six will be selected.

University Legislative Request for 1955-57. The President discussed the proposed general maintenance budget for the next biennium in detail, cautioning members present that because the proposal has not yet been filed with the legislature the information must at this stage necessarily be considered confidential and not for publication.

XV. NEW BUSINESS

Propriety of Call for New Business. The President asked the chairman of the Committee on Business and Rules if it is proper under the new constitution to call for new business. Professor Rottschaefter replied that since the new constitution allows any elected member to submit items for the docket he would recommend continuance of the customary practice of calling for new business.

Reports to Constituents. Dean Morse said that as we now have a representative Senate it is important that there be systematic reporting back to constituencies by members present. If members do not do this we will fail to fully achieve one of the main purposes of the new constitution.

Faculty Consultative Committee. Professor Robert McClure said he had a report of the Faculty Consultative Committee to present but because of the late hour would postpone its submission to the docket of the next meeting.

XVI. REPORT OF THE COMMITTEE ON NECROLOGY

ARCHA EDWARD WILCOX

1875-1954

Archa Edward Wilcox, 78, Emeritus Associate Professor of Surgery, died after a short illness at his home, 2519 Lake Place, Minneapolis, Minne-

sota, April 6, 1954. He is survived by his widow, Mary, and one son, Archa E., Jr., and one daughter, Mary W. Gifford.

Archa E. Wilcox was born in Minneapolis, Minnesota on November 10, 1875 and graduated from East High School in 1893. He was a special student at the University of Buffalo in 1894 and graduated from the University of Pennsylvania Medical School in 1899. During 1900 he interned at the German Hospital, Philadelphia, Pennsylvania and the following year served upon the surgical service of John B. Deaver, M.D., of this same institution. The year 1901 was devoted to clinical work in Europe in preparation for the establishment of the practice of medicine in Minneapolis which was begun in June of 1902. During the succeeding years he passed through the clinical ranks from quiz master in surgery at the University of Minnesota, to instructor, then assistant professor and associate professor of surgery. His major interests gravitated to the field of industrial medicine. In this sphere he achieved the medical directorship of Washburn Crosby Company in Minneapolis, the first industrial medical department in the Northwest. Later he became, as well, medical directors for the Northwestern Bell Telephone Company, General Mills, Inc. (the mechanical division), and in addition he served as a consultant to the Northwest Industrial Clinic of Minneapolis. For many years he was chief of the surgical service and consulting surgeon at the Minneapolis General Hospital as well as chief of staff of Abbott, Eitel, and Hillcrest hospitals. His other interests consisted of membership on the Board of Charities and Corrections, the Board of Public Welfare. He served as superintendent of the Minneapolis General Hospital temporarily during an emergency. An additional function of his was as a member of the Medical Panel for Occupational Diseases and as chairman for the Minnesota State Industrial Committee for the Minnesota State Medical Society. He belonged to the Hennepin County Medical Society, the Minnesota State Medical Society, the American Medical Association, the American College of Surgeons, the Minneapolis Surgical Society, the Southern Minnesota Surgical Society, the Western Surgical Society, and the Minnesota Academy of Medicine where he officiated as president in 1934 and 1935.

Among his publications were papers on surgery of the spleen, esophagus, pancreas as well as others related to fractures and other types of bone and joint trauma. Dr. Wilcox retired from the active practice of surgery in 1940 to enjoy the full life enriched by his hobbies of music and photography. This venerable practitioner had countless friends in all segments of the medical profession together with others in many walks of life for he was a generous giver of his time on behalf of the public's welfare. He will be remembered surely by his students, associates, fellow doctors and many others for these significant contributions of time to medicine and on behalf of others.

CHARLES ALBERT SAVAGE

1867-1954

Dr. Charles Albert Savage died on May 7, 1954. He had been a familiar figure on the campus since the turn of the century, having seen the student body grow from one of 300 students to one of the largest in the country.

Dr. Savage was born in Stockbridge, Massachusetts. He was crippled by polio at the age of 6, and although this delayed his education, he came to Minnesota at the age of 20. He graduated from Saint Paul High School, and received his Ph.D. degree in 1903 from Johns Hopkins University, where he studied under the famous classical scholar, Basil Lanneau Gildersleeve. Dr. Savage's language mastery included Greek, Latin, Sanskrit, French, and German.

He became an instructor in Latin at the University of Minnesota in 1899 and was advanced to full professor of Greek in 1909. He was appointed chairman of the Greek Department in 1917 and served in that capacity until his retirement in 1936.

He was a charter member of Phi Epsilon chapter of Delta Kappa Epsilon fraternity, a founder of Lambda Alpha Psi, a leader of the Greek Club, and a member of the Episcopal Cathedral Church of St. Mark. He was listed in *Who's Who in America*. He was active in the Archeological Institute of America.

Professor Savage, in referring to one of his popular courses, took pride in the fact that over 10,000 students had passed through his classes. He will be remembered, as tributes from students indicate, as a gentleman and scholar, precise in diction and in manner, ever courteous, treating each member of his classes with the same kind and helpful consideration. Culture, as Professor Savage understood the word, was a personal attribute rather than a scientific term.

MELVIN S. HENDERSON

1883-1954

Melvin S. Henderson, emeritus member of the staff, died on June 17, 1954, in Rochester.

Dr. Henderson was born on February 18, 1883, at St. Paul. He received the degree of M.B. in 1906 and M.D. in 1914 from the University of Toronto and was an intern in the City and County Hospital, St. Paul, from 1906 to 1907. He entered the Mayo Clinic as clinical assistant in June, 1907; was appointed first surgical assistant in 1909; and became junior surgeon in 1911. He studied at the clinics of Sir Robert Jones at Liverpool and Sir Harold Stiles at Edinburgh for several months in 1911. In 1913 he was appointed attending surgeon at St. Mary's Hospital, Rochester, and in 1914 assumed charge of organizing and directing the Section of Orthopedic Surgery in the Clinic where he remained head of the Section of Orthopedic Surgery until January, 1947, at which time he became senior consultant of the section.

From 1915 to 1920 he was associate professor of orthopedic surgery in the Mayo Foundation, Graduate School, University of Minnesota. From 1920 to 1951 he was professor of orthopedic surgery. He was a member of the Board of Governors of the Mayo Clinic from 1924 to 1947, and from 1937 to 1946 he was vice chairman of the group. From 1937 to 1950 he served as a member of the board of the Mayo Association. In 1948 he became an emeritus member of the staff.

Dr. Henderson was certified as a specialist in orthopedic surgery by the American Board of Orthopaedic Surgery, and he was president of that board in 1934. In 1934 he also served as president of the American Orthopaedic Association; in 1935 he was elected president of the American Academy of Orthopaedic Surgeons. He had previously served as president of the Minnesota State Medical Association (1932) and of the Southern Minnesota Medical Association (1918). He was a member of many national and international medical and surgical organizations.

J. LEWIS MAYNARD

1896-1954

Dr. J. Lewis Maynard, professor of inorganic chemistry of the University of Minnesota, died at his home, 1994 Portland Avenue, St. Paul, Thursday, July 29, 1954. He is survived by his wife, Margaret, and three daughters, Mary, Patricia, and Molly.

Dr. Maynard was born in Cincinnati, Ohio, April 9, 1896. He received his B.A. from the University of Cincinnati and his M.S. and Ph.D. in chemistry from the University of Minnesota. He served in the Chemical Warfare Service in World War I and after a year at Princeton as a research fellow, Dr. Maynard joined the staff of the Department of Chemistry at the University of Minnesota in 1923.

He was well known for his contributions to scientific journals, for his teaching, and as author of important textbooks in the field of inorganic and general chemistry. At the time of his death, Dr. Maynard was engaged in writing and editing a series entitled "Comprehensive Inorganic Chemistry."

Dr. Maynard was a member of the Senate Committee for Business and Rules and of the Committee for Intercollegiate Athletics. He was a member of the University Club of St. Paul and had been president of the Campus Club of the University.

DANIEL A. LISTIAK
1909-1954

The profession of dentistry suffered an irretrievable loss, and a brilliant career in dental education came to a close with the untimely passing of Daniel A. Listiak, 45, on August 16, 1954.

Dr. Listiak was born in Minneapolis, Minnesota, July 19, 1909. He attended South High School and took his pre-dental training at the University of Minnesota. He was graduated with a D.D.S. degree from the School of Dentistry of the University of Minnesota in 1932.

He entered the private practice of dentistry in Minneapolis and two years after graduation associated himself with the faculty of the School of Dentistry on a part-time basis as a clinical teacher and graduate student. In 1941 he received his M.S.D. degree from the University of Minnesota.

In 1941 he accepted a position as chairman of the division of prosthetic dentistry at Baylor University. He returned to the University of Minnesota School of Dentistry in 1943 and since 1950 was professor and chairman of the division of prosthetic dentistry.

An outstanding scholar and teacher, he was widely known for his inspiring and informative lectures in the field of prosthetic dentistry and for his frequent contributions to the dental literature.

He was a man of seemingly unlimited energy. His activities and accomplishments were not confined to the field of dentistry, and he was well known and revered by many people outside his chosen profession.

Dr. Listiak was a member of the University of Minnesota Graduate School faculty. He was a consultant in prosthetic dentistry to the Minneapolis and St. Cloud Veterans Hospitals. He was a Fellow, American College of Dentists; a member of Omicron Kappa Upsilon, honorary dental society; Delta Sigma Delta, dental fraternity; local and national dental societies. He was a member of University Masonic Lodge No. 316 A.F.&A.M.

Dr. Listiak is survived by his wife, Helene; a daughter, Barbara Ann; a son, Allen Michael of Minneapolis; his parents, Mr. and Mrs. Michael Listiak of Minneapolis; sisters, Mrs. Marie Halko and Mrs. Sue Herbon; and a brother, Michael.

J. O. CHRISTIANSON, Chairman

Adopted by a rising vote

The University 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 1954-55 was held in the Auditorium of Murphy Hall on Thursday, December 9, 1954. Eighty-seven elected or ex-officio members and six eligible non-members, total ninety-three, were present.

The meeting was called to order by Professor Hornberger, vice chairman, who reported that President Morrill could not be present because of a meeting at the State Capitol in connection with the University's biennial request.

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

I. MINUTES OF NOVEMBER 10, 1954

Reported for Action

Approved

II. SPECIAL COMMITTEE ON PARKING

At the last Senate meeting it was voted that the President appoint a representative committee of Senate members and others to consider the proposal that "the University provide, for every faculty member who needs it, free or nominally priced reserved parking space convenient to the building in which he has his office" and report back to the Senate.

Reported for Action

The President has appointed the following to constitute this committee: Elio D. Monachesi (chairman), Marcia Edwards, Donald W. Hastings, Theodore Hornberger, academic staff; C. Luverne Carlson, George B. Risty, Glen Taylor, civil service staff; Charles Mohlke, student.

Approved

III. NON-SENATE COMMITTEES AND BOARDS FOR 1954-55

Reported for Information

The President reports additional appointments as follows:

Disciplinary Committee, All-University: Shirley Young, A'57, student.

Selection Committee for Salaried Leaves, All-University: John C. Weaver (chairman), Theodore C. Blegen, Paul D. Boyer, Bryce Crawford, Jr., Marcia Edwards, Robert B. Howard, Malcolm M. Willey, Tracy F. Tyler, secretary (without vote).

Accepted

IV. UNIVERSITY CALENDAR, 1955-56

It was voted to adopt the University Calendar for 1955-56 recommended by the Administrative Committee amended to provide a week between the fall and spring semesters of the General Extension Division. The calendar as adopted follows:

UNIVERSITY CALENDAR, 1955-56

ACADEMIC YEAR

1955			<i>Fall Quarter</i>
August 1-September 23			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	5	Monday	Labor Day; holiday
September	15	Thursday	Fall quarter fees due for students registered through September 9
September	16-24		New Students' Camps, September 16-18; New Students' Parents' Day, September 18; New Students' Week, September 18-24. Details announced in instructions issued at orientation
September	23	Friday	Last day for registration ¹ and payment of fees for the undergraduate colleges
September	26	Monday	Fall quarter classes begin 8:30 a.m. ²
September	29	Thursday	Opening convocation, 11:30 a.m.; IV hour classes excused
September	30	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
October	12	Wednesday	Columbus Day; holiday
October	29	Saturday	Homecoming Day
November	11	Friday	Veterans' Day; holiday
November	17	Thursday	Senate meeting, 3:30 p.m.
November	19	Saturday	Dads Football Game
November	24	Thursday	Thanksgiving Day; holiday
November	25, 26	Friday, Saturday	Classes excused (except Medical School)
December	8	Thursday	Senate Meeting, 3:30 p.m.
December	9, 10 and 12-15		Final examination
December	15	Thursday	Commencement 8:00 p.m.
December	17	Saturday	Fall quarter closes
			<i>Winter Quarter</i>
December	22	Thursday	Winter quarter fees due for students in residence fall quarter in undergraduate colleges
December	26	Monday	(Sunday, December 25, Christmas Day); holiday
December	29, 30	Thursday, Friday	Orientation and registration for new students in undergraduate colleges
1956			
January	2	Monday	(Sunday, January 1, New Year's Day); holiday
January	3	Tuesday	Registration resumes; winter classes begin 8:30 a.m. ²
January	4	Wednesday	Last day for registration and payment of fees for new students in undergraduate colleges

January	6	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
February	2	Thursday	Senate meeting, 3:30 p.m.
February	13	Monday	(Sunday, February 12, Lincoln's Birthday); holiday
February	20-26		University of Minnesota Week
February	22	Wednesday	Washington's Birthday; holiday
February	23	Thursday	Charter Day convocation, 11:30 a.m.; IV hour classes excused.
March	8	Thursday	Senate meeting, 3:30 p.m.
March 9, 10 and	12-15		Final examination period
March	15	Thursday	Spring quarter fees due for students in residence winter quarter in undergraduate colleges. Commencement, 8:00 p.m.
March	17	Saturday	Winter quarter closes

Spring Quarter

March	22, 23	Thursday, Friday	Orientation program; registration ¹ and payment of fees for new students in all undergraduate colleges
March	26	Monday	Spring quarter classes begin 8:30 a.m. ²
March	30	Friday	Good Friday; holiday
April	2	Monday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
April	26	Thursday	Senate meeting, 3:30 p.m.
May	24	Thursday	Cap and Gown Day Convocation, 11:30 a.m. IV hour classes excused
May	30	Wednesday	Memorial Day; holiday
May	31	Thursday	Senate meeting, 3:30 p.m.
June	2 and 4-8		Final examination period
June	3	Sunday	Baccalaureate service, 3:00 p.m.
June	9	Saturday	Spring quarter closes, Commencement, 8:00 p.m.

SUMMER SESSION

1956

First Term

June	11	Monday	Orientation and registration for first term
June	12	Tuesday	First term classes begin 8:00 a.m. ² ; fees due for students in all colleges
July	4	Wednesday	Independence Day; holiday
July	12	Thursday	Commencement, 8:00 p.m.
July	14	Saturday	First term closes

Second Term

July	16	Monday	Registration and payment of fees for second term
July	17	Tuesday	Second term classes begin 8:00 a.m. ²
August	16	Thursday	Commencement, 8:00 p.m.
August	18	Saturday	Second term closes

GENERAL EXTENSION DIVISION

1955		<i>Fall Semester</i>	
September	12	Monday	Registration, fall semester, ⁴ begins
September	24	Saturday	Last day for registration, fall semester
September	26	Monday	Fall semester classes begin ³
November	24	Thursday	Thanksgiving Day; holiday
December	17	Saturday	Christmas recess begins
1956		<i>Spring Semester</i>	
January	3	Tuesday	Classes resume ⁴
January	30	Monday	Spring semester registration begins
February	4	Saturday	Fall semester classes close
February	11	Saturday	Spring semester registration closes
February	13	Monday	Spring semester classes begin ³
June	9	Saturday	Spring 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.

V. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE

Reported for Information

Since it last reported to the Senate in the spring of 1954, the Committee has met five times with President Morrill in addition to holding various conferences among the members. In its meetings with the President the committee has taken up principally the following questions:

The annual budget for 1954-55.

The plans for the biennial budget for 1955-57.

The survey of University needs for the next ten years, and how it might best be conducted.

The creation of an all-University advisory committee on research policy—a step that the committee members have favored.

The problem of bringing the University staff under Social Security, to provide a supplement to the University's retirement system for both academic and civil service staffs.

The problem of University policy toward staff members who may be charged with disloyalty or who may become involved in Congressional or other investigations into alleged subversive activities.

On the last-mentioned subject Professor Henry Ehlers, the Duluth Branch representative on the Consultative Committee, prepared for the Committee at its request an excellent general background statement concerning the protection of academic freedom. This statement was submitted to President Morrill without the specific endorsement of the committee, but with its approval in principle. Everyone recognizes, of course, the great importance of the subject, and many see the implicit threats to academic freedom and tenure that are latent in such investigations as have recently taken place. At the same time it is difficult to formulate any specific statement that is likely to cover all important situations, and the committee members feel that it would be unwise to attempt to bind the administrators of this or any other university to any-

thing more definite than the essentials of due process and the exercise of sincerity and good judgment when cases arise. After all, general principles do not decide cases. The manner in which certain charges affecting some teaching assistants were handled earlier in 1954 illustrates what is meant by due process applied in a sincere effort to get at the truth.

On the subject of Social Security the members of the Consultative Committee believe that they represent the feeling of the faculty in urging that it would be in the interest of the University to bring the academic and civil service staffs of the University under the Social Security system in 1955, to provide a supplement to the existing provisions for retirement. A recent act of Congress has made this possible, but local action is required to take advantage of the new law.

The proposed survey of the needs of the University for the next decade has already been set in motion. Each department, college, and other administrative unit has formulated its statement of prospective needs, and a survey committee to review and digest this material is being formed. The Consultative Committee has been favorable to this undertaking from the beginning, as being in the best interests of the University.

The practice of consultation between the President and the Consultative Committee has become accepted and is being followed up with sincerity and frankness on both sides. As this fact has become more widely appreciated throughout the University it has undoubtedly done much to improve the morale of the faculty.

Since the Consultative Committee was established a few years ago as a representative faculty group elected at large for consultations with the President about University policies, the Senate itself has been changed into an elective representative body to represent the faculty and staff in legislating on University policies. The members of the Consultative Committee are ex officio members of the reorganized Senate, but the committee continues to have also a separate status as a small representative faculty group for frequent consultations with the administration about policies but without any powers to take action.

There is nothing necessarily incompatible between the functions of the Consultative Committee and those of the reorganized Senate, but it will take time to work out their respective roles and their relationships. In the meantime there is a possible danger that the consultative mechanism and relationships that have been developed will be taken too much for granted, and that faculty members will rely too much upon the members of the Consultative Committee alone to sense the needs and the desires of the faculty with respect to University problems and policies. If the Consultative Committee is to be of maximum usefulness as a channel through which faculty members' ideas as to the best policies for the University can be communicated to the administration it is important that faculty members of every rank, individually and in groups, make it a regular practice to communicate their views on University policies and practices to the members of the committee. The members do not want instructions, because such instructions would destroy the consultative relationship, but they do solicit faculty ideas and views. They feel the need to be better informed so as to be on firmer ground when suggesting to the administration policies that they believe would be in the best interests of the University.

WILLIAM ANDERSON, Chairman

Accepted

VI. SEATING OF STUDENT MEMBERS OF SENATE COMMITTEES

Professor Kenneth Clark, chairman, Senate Committee on Student Affairs, moved that reports of Senate Committees that have student members

be grouped on the docket and that student members of all reporting committees be admitted to the Senate for the duration of discussion of all of these reports to minimize interruption of the meeting. *This motion carried.*

VII. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

Your Senate Committee on Intercollegiate Athletics respectfully reports on designated events to feature the at-home football schedule for Fall, 1955:

September 24, University of Washington, here, Editors' and Legislators' Day; High School Bands' Day

October 1, Purdue University, here, Alumni Band Day

October 8, Northwestern University, at Evanston

October 15, University of Illinois, at Urbana

October 22, University of Michigan, here

October 29, University of Southern California, here, Homecoming Day

November 5, State University of Iowa, at Iowa City

November 12, Michigan State College, at East Lansing

November 19, University of Wisconsin, here, Dads Day

The committee also reports an addition to the swimming schedule of a meet on December 4, 1954 with Carleton College at Northfield.

THOMAS F. BARNHART, Chairman

Accepted

VIII. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

Reported for Information

The Committee on Student Affairs has been concerned for some time with the problem posed by the existence of discriminatory clauses in the constitutions of some fraternities on this campus. In the spring of 1953 there were still thirteen fraternities and one sorority at Minnesota which retained membership provisions contrary to University policy on membership selection. On November 19, 1953 the Committee reported to the Senate that it had passed, in the preceding spring, a resolution which called for written reports from each of these fourteen organizations. These reports were to be presented annually as an indication of the local chapter's progress toward clause removal and of their organization's program for promoting better human relations. Failure to submit this report or to show satisfactory progress (as judged by the Committee) could lead to a denial of University recognition to that group.

Events subsequent to this resolution have been encouraging to the Committee. In the summer of 1953, one fraternity and one sorority removed restrictive membership clauses by action of their national conventions. This past summer two more fraternities took final action to eliminate the offending clauses. A third national fraternity passed a constitutional amendment which must be confirmed by its 1955 convention before the change goes into effect.

During the spring of 1954 the Senate Committee on Student Affairs heard appeals for exception from the 1949 policy by Phi Kappa, a Catholic fraternity, and Acacia, a fraternal group with a Masonic heritage. Both organizations were found by the Committee to be in conformance with the spirit of its policy on membership selection because membership was based upon present belief, not upon race, color or religious background.

Seven fraternities still retain membership clauses which are clearly contrary to University policy. The constitutional change effected this summer by an eighth fraternity is still being considered by the Committee. In all cases

the active members of the Minnesota chapters are in favor of clause removal and are taking the initiative to secure national action on the problem through the legal channels open to them.

The Committee on Student Affairs is thus pleased to report that the list of student organizations with membership clauses aimed to exclude individuals on the basis of race, color or religious heritage has been cut in half during the past eighteen months. At the same time the Committee recognizes that removal of written barriers to membership is only a small part of the battle against racial and religious bigotry. For this reason the Committee intends to continue its efforts toward encouraging programs within all student organizations aimed at promoting in their memberships a better understanding and appreciation of all peoples.

KENNETH E. CLARK, Chairman

Accepted

IX. REPORT OF THE COMMITTEE ON NECROLOGY

DANIEL C. DVORACEK

1887-1954

Daniel C. Dvoracek, associate professor and extension economist, passed away Thursday, October 21, 1954, at the University Variety Club Heart Hospital after a long illness.

Dvoracek was well known throughout the state for his work in agricultural marketing and with cooperatives. He was a pioneer in developing county cooperative councils in both the state and the nation. Recently he has been active in developing group discussion projects in rural areas and has gained national recognition for this work.

Dvoracek was born August 29, 1887, at Glencoe, Minnesota. He was graduated from the University of Minnesota in 1913 and later received his M.S. degree from the same institution. On June 30, 1913, he married Ella M. Stansfield, who survives him.

Following graduation he taught high school at Montgomery from 1913-18; was Douglas County agent at Alexandria from 1918-19; and taught agriculture at Dassel, Minnesota, from 1919-20.

In 1920 Dvoracek returned to county agent work as agent in Beltrami County (Bemidji) and remained there until 1926 when he joined the University of Minnesota state staff as extension economist. He has served with the University continuously since then except for a year and a half leave of absence for service with the U.S.D.A. in Washington, D. C., from October 1943 to January 1945.

He was a member of the American Farm Economics Association, Rural Sociology Society, Minnesota Academy of Science, American Country Life Association, the Masons, Scottish Rite, and Shrine. He was a member of the First Congregational Church, Minneapolis.

Dvoracek is survived by his wife Ella M., one son Frank, Great Falls, Montana, two daughters, Mrs. Clyde B. Roe (Katherine), Minneapolis, and Mrs. William E. Deason (Marion), Savannah, Georgia; two brothers, A. J. Dvoracek, Bellingham, Washington, and H. E. Dvoracek, Fayetteville, Arkansas, and a sister, Mrs. Mary Damrow, Glencoe.

PAUL E. MILLER

1888-1954

Paul E. Miller, former director of the University of Minnesota Agricultural Extension Service, passed away Thursday, October 21, 1954 at his Washington home. Miller had assumed his new duties as a Governor of the Federal Reserve Board only a few weeks before his death.

Miller was born near Cedar Rapids, Iowa, on October 30, 1888. He attended Iowa State College, Ames, earning his B.S. degree in 1911 and returning there for graduate work as time permitted until he received his M.S. degree in 1920.

Upon graduation he accepted a position as agronomist at the newly organized Morris sub-station of the University of Minnesota Agricultural Experiment Station. A year later he married his fellow teacher Margaret Jones. In 1917, he became superintendent of the West Central School and Station at Morris and continued in that capacity until his appointment as Extension Director on the St. Paul Campus of the University of Minnesota in 1938. He served as director until September 15, 1954 when he was named by President Eisenhower as a Governor of the Federal Reserve System.

At Morris he built up a rich variety of experience as community leader, public relations man, schoolmaster, manager of experimental projects, promoter of special farm events and adviser to hundreds of Minnesota boys and girls and their parents.

In 1931, Director Miller traveled widely throughout the British Isles and continental Europe, serving as a collaborator for the office of the secretary of the U. S. Department of Agriculture in a study of agricultural practices.

When drouth hit western Minnesota in 1934, he was named director of the state's drouth relief and cattle purchase program.

During World War II, while extension director, he was made state director of the farm labor and food production programs to co-ordinate the efforts of all federal and state agencies in coping with the problems of bringing about a record food output from Minnesota farms.

Again, in 1949, Director Miller was called upon to go abroad, as a member of an international agricultural committee to make a four-months survey of farming conditions in the Marshall Plan countries of Europe.

In July, 1950, he went to Dublin, Ireland to spend a year as chief of the Irish ECA mission. Before returning to Minnesota in July, 1951, Director Miller received the degree of Doctor of Economic Science, honoris causa, from the National University of Ireland.

In 1952 he was a member of a team of agricultural experts chosen by President Eisenhower to visit Europe and evaluate MSA programs.

Miller served as a member and Chairman of the Board of Directors of the Minneapolis Federal Reserve Bank; a member of the Board of Directors of the Farm Credit Administration of St. Paul; Chairman, Minnesota Soil Conservation Commission; Chairman, Sub-committee on Agricultural Employment, Governor's Post; War Planning Committee; Director, Land Grant College Association; and Chairman, Extension Organization and Policy of the Land Grant College Association.

He is survived by his wife, Margaret, and one son, Paul K. Miller, St. Paul.

J. O. CHRISTIANSON, Chairman

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

February 3, 1955

The third regular meeting of the University Senate for the year 1954-55 was held in the Auditorium of Murphy Hall on Thursday, February 3, 1955. Eighty-six elected or ex-officio members and two eligible non-members, total eighty-eight, 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 DECEMBER 9, 1954

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1954-55

Reported for Action

The President reports additional appointments as follows:

Education: Lloyd M. Short to replace Richard T. Arnold.

Intercollegiate Athletics: Designation of J. Warren Stehman as chairman to succeed Thomas F. Barnhart.

Approved

III. NON-SENATE COMMITTEES AND BOARDS FOR 1954-55

Reported for Information

The President reports additional appointments as follows:

Honors, Committee on University: Horace T. Morse to replace Theodore C. Blegen.

Accepted

IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

Interpretation or Revision of the Sabbatical Leave Rules. The subcommittee which originally dealt with single-quarter leaves had been asked by the President to consider certain questions arising from the interpretation of two or three of the sabbatical leave rules. This subcommittee now reported:

Your subcommittee, consisting of Vice Presidents Willey and Middlebrook and Deans Blegen, Macy, McDiarmid, and Morse, presents the following statement on the rules for sabbatical leaves, and their interpretation.

I

Revision of Rule No. 1

In the course of its deliberations, the subcommittee gave some attention to rule No. 1 as printed on the back of the regular form used in applying for sabbatical furloughs.

The subcommittee noted that applications may be made by members of the faculty who have served the University for six consecutive years, "of which at

least two years must have been with a rank not lower than that of Assistant Professor."

The subcommittee felt that either a modification of this rule or an interpretation should be made in the interest of Instructors who have achieved permanent tenure as Instructors.

This revision could be accomplished most easily merely by adding to the phrase quoted above, so that it will read "of which at least two years must have been with a rank not lower than that of Assistant Professor, except in those cases where Instructors have achieved permanent tenure as Instructors."

II

Flexible Interpretation of Rules

The subcommittee favored a flexible interpretation of present rules, with opportunity to faculty members to present reasons for exceptions and to make adjustments on an individual basis and in relation to departmental convenience.

The interpretation, "Paragraph 1," on the printed forms for sabbatical furloughs, reads as follows: "A leave of absence within six years, including military leave, will not be considered an interruption of consecutive employment, but the duration of the leave must be added to the six years of service in determining eligibility for sabbatical furlough."

The subcommittee discussion suggested several situations in which this interpretation might, from the viewpoint of the University's good, be modified. If, for example, it should be found desirable within a given department or college to set up an exchange of professors with another university, the committee felt that it would be well to make special arrangements in advance to protect the sabbatical time allowance for the Minnesota faculty member participating in such an approved relationship. It was noted also that in special situations there appears already to be some precedent for exceptions that involve what may be called a make-up of time after the actual period of sabbatical furlough. In other words, flexibility of interpretation aimed at achieving the central purposes of sabbatical furloughs seems desirable to the committee.

III

Clarification of Rule No. 4

Rule No. 4 reads as follows: "Service in another institution in which sabbatical furloughs are granted may be taken into account in granting the sabbatical furlough."

No contemporary record or evidence has been found from 1918, when the rule was adopted, to explain precisely what the intent of this rule was. The consensus of the subcommittee was that probably the rule was intended to relate to the validation of initial sabbatical furloughs, as an aid in the recruitment of staff people who already had established some period of service in sabbatical-granting institutions and who, on coming to Minnesota, would suffer a loss of eligibility time unless some allowance were made by the University of Minnesota.

Some have contended that this rule might have been intended to cover also other periods of leave without pay, by members of the academic staff. That is, it has been argued that a regular staff member who has spent an academic year (or part of such a year) teaching at another institution, on leave without salary from Minnesota, might count that time as part of the required six academic years of eligibility. The present subcommittee can find no documentation on this point.

In order to clarify the meaning of rule No. 4, a motion was made in the subcommittee that the rule should be revised to read as follows: "Service in another institution in which sabbatical furloughs are granted may be taken into account in granting a first sabbatical furlough."

A majority of the members of the subcommittee have indicated their support of this motion, but it is desirable to report the lines of difference of opinion. Some believed that the intent supposedly behind the original phrasing should be made explicit in order to avoid misunderstanding and possible confusion with respect to the actual amount of University service required as a basis for sabbatical furloughs. Others argued that the retention of the present phrasing left room for a flexible interpretation under which to deal with the few exceptional cases that might arise. Since the subcommittee met, one member has suggested that our motion might be clarified still further if its wording were along the following lines: "Service (prior to a staff member's joining the faculty of the University of Minnesota) in another

institution in which sabbatical furloughs are granted may be taken into account in granting a first sabbatical furlough."

THEODORE C. BLEGEN, Chairman

Approved

There was extensive discussion of application of sabbatical leaves in the face of other absences from the campus, as for government service or in Fulbright assignments, or when faculty members approach retirement. Leaves for administrative officers were discussed. It appeared that those members of staff acquire eligibility for sabbatical leaves and for single-quarter leaves, in terms of their academic rank. The Committee voted endorsement of the proposed minor rule changes with the understanding that this matter will be taken to the Senate in advance of action on it by the Regents.

2. Reported for Information

1. Travel and Absence of Faculty Members. Discussion of leaves of absence prompted reference to absence of the faculty from regular duties due to authorized out-of-state travel. The President's office has been approving numerous travel requests which often require key instructional staff members to be away from the campus for a number of days when classes are in session. These authorizations cover only official University travel out of state, not extensive additional travel, often by some of the same people, in connection with research or government service paid for from outside funds or personally. The growing burden of teaching makes absence from meeting classes or from graduate instruction more and more serious and causes departments, individually, to be confronted with a quantitative problem in accomplishing their work. This, the President remarked, they surely need to take into close account in approving avoidable faculty absences.

2. Physical Examinations Related to Staff Appointments. On several occasions there was discussion of delay and difficulty in effecting physical examinations for members of the staff at the time of their initial appointment or promotion to positions of permanent tenure. Vice President Willey stated that the regulation on required physical examinations is set down in the faculty handbook and elsewhere. The Deans' offices will, therefore, attempt to follow through on the cases of all necessary physical examinations and salary checks will be held when examinations are not completed, subsequent to due notice and suitable provision of time.

3. Commencement Procedures. Mr. Nunn spoke concerning University functions and the value of them in building good public relations. He mentioned problems that arise in connection with the June commencement and asked the Committee to look forward to possible rather extensive changes from the present large, central program, as our enrollments and graduations increase. The University Committee on Functions is studying this and hopes for procedures which will not only expedite the commencement but may, at the same time, personalize the treatment received by graduates and relate the activities more definitely to the plans of the Alumni Association. Ensuing discussion related to details on the Spring commencement ceremony.

4. Progress with the Report on the University Self-Survey. Dean Blegen, chairman of the general committee on the analysis of the Self-Survey report, indicated the extent to which his committee has begun to deal with the appraisal, perspective, and implication in the material. He stated that many members of the staff will be called on from time to time for supplemental information which may help in establishing the meanings and identifying the larger problems of the University in the documentation.

5. Location and Interchange of Personnel Records of Members of Staff. Certain personnel documents relating to members of the staff

may or may not be duplicated between the files of colleges or departments and the President's office. Both the college offices and the President's office often have need to refer to the same material during the period of service of the individual. Some consolidation of documents may be called for on termination or retirement of the employee. The President's office is exploring better handling of these files and has asked the Deans for suggestions.

6. The North Central Association "Generalist" Program of School Visitation. The President had from time to time discussed developments in the accreditation of colleges, and especially the work of the National Commission on Accrediting and the new responsibilities of the regional accrediting associations in dealing with the professional accrediting groups. Currently the North Central Association of Colleges and Secondary Schools, in reconsidering its program of school approvals, is proposing the use of a "generalist" in each inspection team to mitigate rigidities and to emphasize the broad educational responsibilities of the institution inspected. The President requested that when an inspection is first planned at the University our unit confer with his office regarding the possible use of a generalist with any visiting professional group, at least on an experimental basis.

7. Report on Regional Compact Activity in the Upper Midwest. The President reported having participated in a meeting, based on recommendations of the Council of State Governments, dealing with possibilities for a Midwestern Regional Compact among colleges and universities. Twelve states were involved, including Minnesota, and concerned instruction in medicine, dentistry, and veterinary medicine, with particular emphasis on the last-named specialty. Another conference will probably be called in the spring. Discussion indicated wherein our situation differs from that of the South, the difficulties of proceeding in a large area, and the problems of obtaining cooperation useful to Minnesota.

8. Financing of Article Reprints, Research Reports, and Prepublication Charges of Professional Journals. There are occasional requests for the official purchase of reprint copies of professional articles written by members of the staff, particularly where these report research results. Recently (in the November 19, 1954, meeting of the Association of Land-Grant Colleges and Universities) the financing of prepublication charges made by recognized professional journals in certain fields has created widespread concern. The financing of publication of research reports, even in contract research projects, is generally difficult. It was asked that the Committee offer some guidance in these matters.

It is apparently the practice of the University to permit official purchase of reprints on supply budgets, in limited numbers, when there is approval by the departmental faculty and the college, in view of the pertinence of the material to work of the college. Use of the supply budgets for such purposes is generally not desirable, but exceptions may be made. The practices of professional journals in making prepublication charges differ and there are great differences in the willingness of colleges and universities to assume these charges. Payment of such fees by the University appeared to be very limited, and then usually in relationship to important research or to journals published on campus. Certain special publication expenses are difficult to meet. The hope was expressed that it may soon become a more regular practice for publication funds to be obtained in advance from the sources which provide for research, although the various foundations and research agencies do not now generally favor this.

9. Class Schedules and Instructional Hours. The Dean of Admissions and Records had sent to heads of the academic units a brief analysis of the class scheduling for winter quarter 1955. Prevailing practices were indicated and questions were raised on an all-University basis concerning the

efficient use of instructional hours and physical facilities. Co-operation of the deans was requested in obtaining better use of afternoon class hours, to at least 4:30 p.m., and of Tuesday and Thursday hours. The President commented on the importance of good scheduling in meeting the enrollment problems ahead and in justifying physical plant expansion. Active co-operation of the deans and directors was called for in making immediate improvements.

10. Coverage of Faculty Under Old Age and Survivors Insurance.

There was a special joint meeting of the Administrative Committee and the Faculty Consultative Committee January 13, 1955, for the purpose of appraising the two groups of the University's new approach to retirement and insurance provisions and its legislative representations in view of the possibility of staff coverage under Old Age and Survivors Insurance (OASI). The 1954 OASI legislation had opened the way for this, as the President reported to both committees when the biennial budgetary request was formulated.

The President prefaced his remarks by commenting on the need for action and for a feasible plan. The University already has certain retirement provisions, costly to the state, and any modification of them may involve grave risks. The importance of OASI coverage is, however, of such far-reaching significance that it must receive the most serious attention.

A plan for the University had had careful study from Mr. R. F. Archer, Director of Insurance and Retirement, and the Advisory Committee on Retirement and Insurance, of which Dean Kozelka is chairman. Vice President Middlebrook therefore placed before the President an analysis and recommendation on OASI coverage of faculty, in relationship to the existing retirement program. This was read and discussed.

Discussion included the observation that the proposed plan would recognize length of service and would provide dependent and survivor's benefits, in addition to substantial increases in retirement allowances to most members. It was agreed that introduction of OASI into the University program should be with the possibility, and the hope, that inclusion of individuals can be broadened.

It was moved, seconded, and voted separately by the membership of each of the committees to give wholehearted endorsement to the plan proposed and to express appreciation for it to the President and to those who assisted him in working it out. The President indicated that he would proceed with the OASI matter before the Regents.

R. E. SUMMERS, Secretary

Accepted

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 fourteen members, directed by John Bystrom, held regularly weekly meetings and took part in informal practice debates. This was supplemented by an All-Squad Tournament and a Twin Cities Debate Workshop, sponsored by the Freshman Squad, at which representatives of the Twin Cities colleges debated.

The Varsity Squad was divided into two sections, continuing a practice started last year. One section of fifteen members met once a week under the direction of Paul Cashman. The second section of nine members met three times a week and were instructed in debating by John Bystrom. The two groups co-operated in practice activities and shared tournament experience.

The University declined to attend a debate tournament at Wayne State College, Nebraska, because that school refused to use the official national question dealing with diplomatic recognition of the Communist government of China, considering it too controversial. Varsity Squad members attended debate tournaments at St. Olaf College, State University of Iowa, and University of Illinois, Navy Pier, Chicago.

In addition a University Varsity Team debated the team from the University of Manitoba on the subject, Resolved: "Communist China should be admitted into the U.N." Preliminary preparations were made during the fall quarter for two events to occur later: the Upper Midwest Debate Tournaments and an All-University Debate Tournament. These, along with other special activities, will take place winter and spring quarters.

WILLIAM S. HOWELL, Chairman

Accepted

VI. REPORT OF THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

1. Reported for Action

As reported at the May 20, 1954 meeting of the University Senate (Minutes, pp. 34-35), the Committee on Institutional Relationships has devoted the past two years to reviewing the private high schools accredited by the University without recommendation for change in accreditation status, chiefly to gain experience in interpreting the *Criteria for the Accreditation of Private Secondary Schools* (Minutes, November 20, 1952, pp. 24-33). This two-year transition period was provided in the *Criteria* for this purpose. The present year, 1954-55, marks the initial use of these *Criteria* for action on accreditation status of schools accredited by the University.

Two schools are reported for action at this time, Cathedral High School and St. Joseph's Academy of Crookston, Minnesota. These and other private schools are being evaluated by visiting committees composed of representatives from public and private high schools and the University. All schools have submitted detailed annual reports which were developed for this purpose by a Subcommittee on Relationships with Private Secondary Schools under the chairmanship of Rev. John R. Roach (St. Thomas Military Academy).

The recommendation is made that Cathedral High School and St. Joseph's High School of Crookston, Minnesota be accredited by the University of Minnesota for the normal five-year period subject to the submission of annual reports which satisfy the *Criteria for the Accreditation of Private Secondary Schools*. This recommendation is made after review of the reports of the visiting committees, annual reports, and supplementary information submitted by each school. It is in accord with the recommendation of the visiting committees for each school.

Approved

2. Reported for Information

Evaluation of Armed Forces Educational Training and Experience: M-type Courses

During 1951-52, this Senate committee studied the problem of granting credit to veterans for educational experience and training gained in service, and prepared a policy statement on the evaluation of educational experience. This statement of policy, developed by a subcommittee under the chairmanship of Dean Elmer Johnson, was adopted by the Senate Committee on Institutional Relationships and by the Administrative Committee of the Senate, and was reported for information of the Senate at its first meeting for the

year 1952-53 on November 20, 1952. The policy has been in effect since that date and has been used as a basis for determining advanced standing credit for veterans.

Recently it has been called to the attention of the Committee on Institutional Relationships that M-type courses have been interpreted as being excluded from this policy. M-type courses, as offered by USAFI, are correspondence courses which are evaluated by end-of-course examinations only and for which submission of regular lessons is not a requirement. Earlier policy and practice had excluded the offering of advanced standing credit for such courses and this practice was continued as an exception under the policy statement which read:

"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 USAFI or the Marine Corps Institute will continue to be granted in accordance with American Council on Education recommendations." (Senate Minutes, Nov. 20, 1952, p. 18)

The Senate Committee on Institutional Relationships was asked to interpret this policy with respect to M-type courses by the General College which wished to take action to make no distinction in policy for M-type courses from any other correspondence course in accordance with American Council on Education recommendations.

A subcommittee was appointed to study this problem under the chairmanship of Dean A. L. Vaughan. Other membership consisted of F. Lloyd Hansen, William Edson, Elmer W. Johnson, Ted Kellogg, Keith McFarland, and Roger B. Page. This subcommittee considered the following aspects of the problem: (1) quality and level of the courses concerned, (2) end-of-course examinations and evaluation procedures followed by USAFI, (3) recommendations of the American Council on Education, (4) circumstances under which USAFI courses are taken, and (5) the need to encourage members of the armed forces to continue their educational pursuits. The subcommittee also conferred with members of the previous subcommittee which developed the basic statement of policy in 1951-52.

This subcommittee reported its findings and recommendations to the Committee on Institutional Relationships. The following interpretation of policy was agreed upon and adopted:

1. That advanced standing credit for veterans for completion of courses through USAFI or the Marine Corps Institute continue to be granted in accordance with the recommendations of the American Council on Education, and that these recommendations be modified only by the requirements of the individual colleges.

2. That credit for M-type USAFI courses be granted on the same basis as is presently done for college level correspondence courses, within the recommendations of the American Council on Education. (M-type courses are correspondence courses which are evaluated only by end-of-course examinations and for which the submission of regular lessons is not required.)

The Committee further agreed that this interpretation of policy should be reported to the University Senate for information or further consideration if the latter seemed necessary.

ROBERT J. KELLER, Chairman

Accepted

VII. NEW BUSINESS

1. *Senate Constitution.* It was voted to request that the Constitution and By Laws of the University Senate be printed for distribution to present and future members of the University faculty.

2. *University Legislative Request for 1955-57.* The President discussed some of the questions that have arisen in hearings on the University Legislative Request and particularly the legislative research committee (L.R.C.) report. He indicated that the charges and implications of this report were so serious that immediate and vigorous objection seemed imperative.

3. *Vote of confidence.* A motion for a vote of confidence in President Morrill for his handling of the L.R.C. questions was adopted by unanimous applause.

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

March 10, 1955

The fourth regular meeting of the University Senate for the year 1954-55 was held in the Auditorium of Murphy Hall on Thursday, March 10, 1955. Seventy-two elected or ex-officio members and two eligible non-members, total seventy-four, 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 3, 1955

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1954-55

Reported for Action

The President reports additional appointments as follows:

Intercollegiate Athletics: Raymond W. Darland to replace Chester W. Wood; Paul Hetland to replace Robert H. Allen, student.

Special Committee on Parking: Robert H. Palistrant, student.

Student Affairs: George Schroepfer to replace John McKenzie.

Approved

III. NON-SENATE COMMITTEES AND BOARDS FOR 1954-55

Reported for Information

Technology Board, Staff Representatives on: Paul A. Bloland to replace Edwin O. Siggelkow.

Accepted

IV. NOVEMBER 1955 SENATE MEETING

Reported for Action

It is recommended that the date of the November 1955 Senate meeting be changed from Thursday, November 17, as now scheduled, to Thursday, November 10 to avoid conflict with the fall meeting of the Association of Land-Grant Colleges and Universities.

Approved

**V. REPORT OF THE COMMITTEE ON
INTERCOLLEGIATE ATHLETICS**

Reported for Information

Your Senate Committee on Intercollegiate Athletics respectfully reports the schedules for the spring sports of 1955.

BASEBALL—1955

<i>At Home</i>	<i>Away</i>
April 15-16 Iowa State College	March 21-22 University of Texas
April 22 University of Illinois	March 23-24 Rice Institute
April 23 Purdue University	March 25-26 University of Houston
April 26 Augsburg College	March 28-29 University of Oklahoma
May 3 Carleton College	April 9 Luther College
May 13 Ohio State University	April 20-30 State University of Iowa
May 14 Indiana University	May 6 Michigan State College
May 17 College of St. Thomas	May 7 University of Michigan
	May 10 St. John's University
	May 20 University of Wisconsin
	May 21 Northwestern University
	May 25 Carleton College

GOLF—1955

<i>At Home</i>	<i>Away</i>
May 2 College of St. Thomas	May 10 Carleton College and St. Olaf College
May 3 Carleton College and St. Olaf College	May 14 State University of Iowa and University of Wisconsin, at Iowa City
May 7 Iowa State College	May 26 Northwestern University, at Lafayette, Indiana
May 9 College of St. Thomas	May 27-28 Western Conference, at Lafayette, Indiana
	June NCAA, at University of Tennessee

TENNIS—1955

<i>At Home</i>	<i>Away</i>
May 2 State University of Iowa	April 7-8-9 Washington University, at St. Louis (Quadrangular with Purdue University, State University of Iowa)—tentative
May 4 Carleton College	May 9 Indiana University
May 7 Iowa State College	May 19 University of Wisconsin
May 16 Luther College	May 20 Michigan State College, at Madison, Wisconsin
	May 25 Northwestern University
	May 26-27-28 Western Conference, at Evanston, Illinois

TRACK—1955

<i>At Home</i>	<i>Away</i>
February 5 Northwestern University	February 19 State University of Iowa
February 12 Iowa State College	March 4-5 Western Conference, at Michigan State College
February 26 University of Wisconsin	April 22 University of Nebraska
May 18 State University of Iowa	April 23 Kansas Relays
	April 29-30 Drake Relays
	May 7 Northwestern University
	May 14 Western Conference Relays, at Evanston
	May 21 University of Wisconsin
	May 27-28 Western Conference, at Ohio State University
	June 4 Central Intercollegiate, at Milwaukee
	June 17-18 NCAA, at Los Angeles
	June 21 Western and Pacific Coast Conferences, at Berkeley, California

J. WARREN STEHMAN, Chairman

Accepted

VI. REPORT OF THE COMMITTEE ON INSTITUTIONAL RESEARCH

Reported for Information

The activities and program of the Bureau of Institutional Research and its relationship to the Senate Committee were recently reviewed by a special advisory committee appointed by Vice President Malcolm M. Willey. Members of this committee were: Walter W. Cook, Chairman; Richard T. Arnold; John G. Darley; Elio D. Monachesi; Horace T. Morse; and Robert E. Summers. The findings and recommendations of this committee were of such general interest that they were transmitted to the Senate Committee for information and study. The latter group has prepared the following condensation of the advisory committee's report for the information of the Senate.

Condensation of Advisory Committee's Report on the Bureau of Institutional Research

The advisory committee was directed to study the functions of the Bureau of Institutional Research, its strengths and weaknesses, and its relationship with the Senate Committee on Institutional Research.

The committee felt that a major source of strength has been derived from the general reputation of the Bureau and its contributions in the past in making the University of Minnesota an institution noted for its self-study of educational problems and its willingness to submit its problems, programs, and ideas to objective scrutiny and analysis. Established by President Lotus D. Coffman as a Committee on Educational Research in January, 1924, the University has been fortunate in the leadership provided by Dean Melvin Haggerty, Dean T. R. McConnell, Dr. Ruth E. Eckert, and Dr. Robert J. Keller, who recently resigned as director. This tradition of research orientation has developed a climate favorable to educational inquiry on the part of all colleges of the University.

A second area of strength has been the close association which has existed between the Bureau and the faculty. Problems have been brought to the Bureau by individual members of the staff, by committees, and by departments or colleges as well as by the administration. The result has been consultation on educational problems, consultation on research activities involving these problems, and in some instances, joint research projects. This easy access to the Bureau for technical and professional services must be preserved.

The activities of the Bureau have been promoted too by the high quality of reports of studies which have been published by the University Press, reproduced in mimeographed or multilithed form, disseminated through speeches and conferences, and otherwise printed or distributed. Two major undertakings during Dr. Keller's directorship have been *Higher Education in Minnesota* and *A University Looks at Its Program*. An impressive amount of preliminary and summary reports have also been prepared and distributed by the Bureau. Some of these consist mainly of tabular findings which have been reported to committees or groups in the course of their consideration of educational problems.

The committee was favorably impressed with the general quality of the research output. The staff members of the Bureau have been competent in the technical aspects of research methodology and design. They have taken advantage of newer statistical techniques, the improved facilities available for use of punched cards and other related means for research activity, and have assisted others to improve their research efforts by utilizing similar techniques.

A major criticism is that the research activities of the Bureau have been so extensive that they have been carried only through the placing of excessively heavy burdens upon the Director and other members of the Bureau staff. A second area of criticism is the apparent lack of a clear-cut understanding concerning the role and functions of the Senate Committee on Institutional Research with respect to the operation of the Bureau. Inquiry into this relationship has resulted in the recommendations listed later in this report.

The advisory committee felt that the strengths of the Bureau far outweigh its deficiencies, however, and none of the criticisms is insoluble. Efforts of the Bureau to seek solutions to pressing problems in higher education will have to be intensified in the near future if we are to find sound methods for meeting the needs of increasing numbers of students who will be seeking higher education. The Bureau has an obligation to study, in order of priority, as established in the past, the problems of higher education (1) in the University, (2) in the state of Minnesota, and (3) in the United States generally.

Relationship with the Senate Committee

Concern was expressed that the Senate Committee might easily dominate the activities and program of the Bureau to the extent that the Director might feel handicapped in his research activities and the administrative responsibilities which he carries. At the same time, it would be equally unfortunate if the Committee delegated all responsibility to the Director to the extent that it would provide no real assistance in the development, planning, and conduct of research activities. The consensus was that the role of the Senate Committee should be adjusted to the needs of the Bureau and those of the Director; such flexibility would provide the most efficient operation.

The Senate By-laws for Institutional Research read as follows:

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.

The advisory committee concluded that a more detailed statement of the functions of the Senate Committee would clarify the relative responsibilities of the Director and the Senate Committee. Recommendations were based upon discussions with previous directors and other persons whose experience would be helpful in specifying these functions. No changes were made in the By-laws; the functions were merely spelled out more precisely, as shown by the following statements:

1. The Senate Committee on Institutional Research should serve primarily as an advisory committee to the Bureau of Institutional Research; it should be concerned primarily with general policy.
2. Assistance of this Senate Committee might best be rendered by
 - a. assisting the Director to secure needed resources to carry on suitable research studies.
 - b. aiding the Director in determining proper research projects, applying resources, and establishing priorities for work on a long-range basis, without assuming the administrative function.
 - c. supporting the Director in maintaining optimum working relationships with staff members of the University. (For example, they

might help him to refuse unreasonable requests, or elicit professional service or co-operation.)

- d. identifying and initiating important areas of needed research.
3. The membership of the Senate Committee on Institutional Research should be reasonably small and should involve members who have an on-going interest in research.
4. The Senate Committee on Institutional Research should avoid duplication of effort with the Senate Committee on Education. It should co-ordinate its functions with the Senate Committee on Education on major problems of the University. Some overlap in membership on the two committees seems desirable to facilitate this co-ordination.

Since the major function of the Bureau of Institutional Research is to provide assistance to any department or college in the University concerning the experimental design and statistical analysis of research projects in higher education, the above report should be of interest to all academic staff members. The coming years are fraught with problems involving increased enrollments; good, systematic research may help to solve some of these problems. John B. Morris, the new Director, and John E. Stecklein, Assistant Director, will welcome inquiries from any University department or college concerning potential educational research projects.

ELIO D. MONACHESI, Chairman

Accepted

VII. NEW BUSINESS

1. *University Legislative Request for 1955-57.* The President discussed the progress of the University Legislative Request in the various hearings that have been held since the last Senate meeting.

2. *Mayo Foundation Representation.* It was moved by Professor Visscher and seconded that the Senate instruct the Committee on Business and Rules to prepare a recommendation for change in the Constitution and By-Laws to provide for representation of the Mayo Foundation in the Senate.

In the discussion that ensued, the point was made that such a motion would be a directive that this be done and that it might be better at this stage to change the motion to provide merely for review of the problem and recommendation. This suggestion was accepted by the parties who made and seconded the original motion.

The motion was then restated to read as follows: Moved that the Senate instruct the Committee on Business and Rules to study the problem of Mayo Foundation representation in the Senate and recommend whether, and in what manner, such representation should be provided for. *Motion carried.*

VIII. REPORT OF THE COMMITTEE ON NECROLOGY

THOMAS F. BARNHART

1902-1955

The death of Thomas F. Barnhart, professor of journalism, on January 7, 1955, at Las Vegas, Nevada, deprived the University of the competence and warm personality of a devoted teacher and staff member; and the state and Upper Midwest of the services of a nationally recognized authority in the fields of weekly newspaper management, typography, and advertising.

Nationwide appreciation of his work in aiding publishers of non-metropolitan newspapers to solve editorial and business problems had won

for him the title, "Mr. Weekly Newspaper." His books, "Weekly Newspaper Management," "Weekly Newspaper Writing and Editing," "Weekly Newspaper Makeup and Typography," and "Newspaper Sales Promotion" presented the precepts and techniques which for more than twenty years he had been perfecting as teacher and as friend and adviser of newspapermen. The close connection he maintained between teaching and professional achievement in the field of newspaper publishing is evidenced by the fact that more than fifty of his former Minnesota journalism students now own weekly newspapers throughout the United States.

In the field of newspaper typography and design, he was consultant in the redesigning of more than fifty newspapers, one of which, the Rochester (Minnesota) *Post-Bulletin*, won the N. W. Ayer Cup for typographical excellence. He was a member of the board of judges for the N. W. Ayer Typography Contest in 1944.

Professor Barnhart was active in the field of advertising, particularly in the Newspaper Advertising Executives Association, and in newspaper promotion and circulation groups. He was a consultant to the Northwest Daily Press Association, in which he was awarded a life membership, and the Minnesota Editorial Association. For a number of years he served as program chairman of the Editors' Short Course, sponsored by the School of Journalism and the Institute of Agriculture. He was president in 1947-48 of the Advertising Club of Minneapolis.

He was a member also of the American Association of University Professors, Association for Education in Journalism, American Academy of Political and Social Science, Minnesota Statistical Association, and Sigma Delta Chi. He was a former president of the Campus Club. At the time of his death he was chairman of the Senate Committee on Intercollegiate Athletics and a member of the Senate Library Committee.

Born in Snohomish, Washington, October 26, 1902, Professor Barnhart has served on the staff of the *Snohomish Tribune* from 1920 to 1925 before entering the University of Washington. He received his B.A. degree in journalism in 1930, followed by an M.A. degree from the University of Minnesota in 1937. He served for two years as assistant to the field manager of the Washington Press Association.

He became an assistant professor of journalism at the University in 1931, and was advanced to an associate professorship in 1935 and to a professorship in 1937.

Of all the host of warmly appreciative comments written in recognition of Professor Barnhart's service in a wide range of activities, perhaps the most moving was that which appeared in the Ivory Tower edition of the *Minnesota Daily* on January 10, 1955. Recalling Mr. Barnhart's practice of closing his advertising courses with the friendly phrase, "Adios, amigos," the student writer concluded her article with these words, "All of us who loved him as a friend and adviser as well as a teacher send out a warm tribute. We would like to say, as he has said to us so many times, 'Adios, amigo.'"

Professor Barnhart is survived by his wife, the former Annice Mars, whom he married December 22, 1926; by two sons, Thomas F. Jr. and Robert; and by two daughters, Laurane and Barbara.

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

April 28, 1955

The fifth regular meeting of the University Senate for the year 1954-55 was held in the Auditorium of Murphy Hall on Thursday, April 28, 1955. Eighty elected or ex-officio members and five eligible non-members, total eighty-five, were present.

President Morrill introduced Dean Baik Hyun Cho, a University guest from Seoul National University of Korea under the cooperative program of technical assistance in agriculture, medicine, and engineering provided by the University of Minnesota under a contract with the Foreign Operations Administration.

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

I. MINUTES OF MARCH 10, 1955

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1954-55

Reported for Action

The President reports additional appointments as follows:

Student Affairs: Alfred O. Elder to replace James Roberts, Robert H. Palistrant to replace Paul Peyrat, students.

Approved

III. FACULTY CONSULTATIVE COMMITTEE

Reported for Information

The Clerk of the Senate reported that the following have been duly nominated and elected to membership on the Faculty Consultative Committee for the three-year term of office 1955-58, beginning July 1, 1955: Oscar B. Jesness, Maurice B. Visscher.

Accepted

**IV. REPORT OF THE COMMITTEE ON
INSTITUTIONAL RELATIONSHIPS**

Reported for Action

1. *Renewal of Accredited Status.* In accordance with the procedures and standards for reviewing private high schools outlined in the *Criteria for the Accreditation of Private High Schools* (Senate Minutes, November 20, 1952, pp. 24-33), the following schools are recommended for accredita-

tion by the University of Minnesota for the normal five-year period subject to the submission of annual reports which satisfy the above *Criteria*:

St. Francis High School, Little Falls
Holy Trinity High School, Winsted
St. Thomas Military Academy, St. Paul
Concordia College High School, St. Paul
Holy Angels High School, Minneapolis
Breck School, St. Paul
Shattuck School, Faribault
De La Salle High School, Minneapolis
Bethany Lutheran Academy, Mankato
Holy Trinity High School, Rollingstone

The above schools have been recommended for accredited status after review of reports by visiting committees, annual reports and other supplementary information submitted by each school. In each case the recommendation favoring continued accreditation has the concurrence of visiting committees comprised of University, public school, and private school representatives. fifty-six persons have spent at least one full day in this visitation program, a total of sixty-nine days being spent by all.

2. *Accreditation of a New School.* Established four years ago this fall, Our Lady of Peace High School (Portland Avenue, St. Paul) has properly applied for accreditation in terms of the *Criteria for the Accreditation of Private Secondary Schools*. Simultaneously application is being made for membership in the North Central Association. A nineteen-member examining committee was jointly appointed by the two committees to review the self-study of the school. The Cooperative Study of Secondary School Standard's manual, *Evaluative Criteria* was used in the self-study and the later review, by the visiting committee on March 28-30, 1955. Membership on the Visiting Committee under the chairmanship of Professor Robert J. Keller again included representatives of the University, public schools, and private schools but included also a representative of the State Department of Education and members of the State Committee for the North Central Association.

On the basis of its intensive review of the school, the visiting committee unanimously recommended the accreditation of Our Lady of Peace High School both by the University of Minnesota and the North Central Association.

This Senate Committee concurs in this recommendation and recommends that Our Lady of Peace High School be added to the list of private high schools accredited by the University of Minnesota for the normal five year period subject to the submission of annual reports which satisfy the University *Criteria for the Accreditation of Private High Schools*.

Approved

ROBERT J. KELLER, Chairman

V. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

The Senate Committee on Student Affairs in close co-operation with the All-University Congress has been working throughout this academic year to develop a student judiciary program and to clarify the procedures for exercising the right of appeal as granted by the Basic University Policy Concerning Student Organizations and Their Activities.

As a result of lengthy deliberations the Committee on Student Affairs has prepared the following documents, and its presenting them to the Senate for action.

Reported for Action

1. CHARTER OF ALL-UNIVERSITY JUDICIARY COUNCIL

Preamble

A judiciary system operating under the policies and regulations of the University of Minnesota is established in order to:

Provide a more comprehensive judiciary structure for the protection of the interests of the individual, the group, and the University;

Bring the responsibility of judicial action as close to the governed as possible;

Serve to strengthen and expand organizational judiciaries;

Provide for increasing joint student-faculty participation in decisions relative to student conduct;

Contribute to the education of students through development of individual and group responsibility to the University-wide community and

Adjudicate disputes in accordance with such policies of the University of Minnesota as the Basic University Policy Concerning Student Organizations and Their Activities, the Consultation Policy, the Conduct Control Policy, the rehabilitation policy governing disciplinary action, and other fundamental policies of the Senate Committee on Student Affairs and cases of non-compliance of student organizations with University policies and regulations established by other agencies than the Senate Committee on Student Affairs.

Article I. Authority and Jurisdiction

Section 1. The All-University Judiciary Council shall have jurisdiction in conflicts arising out of the operations and activities of student organizations. All student organizations at the University of Minnesota shall be subject to the rulings of the Judiciary Council in instances properly within jurisdiction of the Judiciary Council. The Judiciary Council, however, shall respect the integrity of lower judiciary bodies within the limits of their established authority and shall act in cooperation with these bodies and with the Office of the Dean of Students, the All-University Student Disciplinary Committee, the college offices, and any other related agencies to provide an inclusive judiciary structure.

Sec. 2. Judicial powers of the Senate Committee on Student Affairs shall be delegated to the All-University Judiciary Council, the decisions of which shall have the same binding authority as those of the Senate Committee on Student Affairs.

Sec. 3. The jurisdiction of the Judiciary Council shall extend to cases arising from:

1. behavior of individual members in connection with the functions of student organizations, and
2. non-compliance of student organizations with policies of the Senate Committee on Student Affairs or with organizational regulations.

Sec. 4. The Judiciary Council shall serve two functions as follows:

1. It will exercise original jurisdiction in cases which are, in the first instance, of All-University significance; cases which are not properly subject to the jurisdiction of boards existing at the time

of their occurrence; and cases in which lower judiciary boards or student organizations do not assume jurisdiction or take action. At all times, however, cases shall be heard in the first instance on the lowest possible level, consistent with the principle that the responsibility for judicial action be as close to the governed as possible.

2. It will exercise appellate jurisdiction when one of the parties to a controversy, or the Dean of Students, submits a request through the Secretariat of the Judiciary Council, in accordance with the policy of appeals as defined in Article V of this Charter.
- Sec. 5. Within one to three years after the ratification of the Charter of the Judiciary Council, study shall be initiated by the Senate Committee on Student Affairs, or an organization which it designates, as to the possibility of integrating the jurisdiction over infractions arising out of the operation and activities of student organizations with the jurisdiction over individual conduct now exercised by the All-University Student Disciplinary Committee.

Article II. Authority for Review and Recommendation

- Sec. 1. Non-compliance of a student organization with policies or regulations of the University of Minnesota established by committees, departments, or agents other than the Senate Committee on Student Affairs, or with decisions by University administrative officers based on other than Senate Committee on Student Affairs regulations or policies shall be heard by the Judiciary at the request of either party concerned.
- Sec. 2. The All-University Judiciary Council shall have the power to make recommendations to either or both parties for resolution of the problem.
- Sec. 3. Recommendations of the All-University Judiciary Council in these cases will be reviewed by the Senate Committee on Student Affairs before being forwarded to the parties concerned.

Article III. Composition

- Sec. 1. The All-University Judiciary Council shall be composed of four students and three faculty members, the latter ranking as instructor or above, and a non-voting Secretary. Of the voting membership, one must be a faculty member from the Law School and one must be either a student or faculty person from the St. Paul Campus. Graduate students shall be eligible to serve as student members.
- Sec. 2. The members of the Judiciary Council shall be selected as follows:
 1. The President of the University shall appoint the student members of the Judiciary Council upon recommendation of the All-University Congress. This recommendation shall be made at the same time as, and by procedures similar to those used for, the selection of students to be recommended by the Congress to the President for Senate and Administrative Committees. The recommendations by the Congress must be made in accordance with the specifications of this Charter and consideration for attaining the broadest possible composition of the Council in terms of college, living area, organizational contact, and experience.
 2. The President of the University shall appoint the faculty members of the Judiciary Council at the same time that he appoints the

student members. Selection of faculty members must be in accordance with the specifications of Article III, section 1, and should represent a broad coverage of the various colleges.

3. The Secretary shall be a professional person appointed by the President of the University from the staff of the Dean of Students.
4. In the event of a vacancy in the membership of the Judiciary Council in midterm, the Judiciary Council shall inform the proper authority (the All-University Congress or the President of the University). Such vacancies shall then be filled in accordance with the appropriate procedures for selection.

Sec. 3. To be eligible for membership on the Judiciary Council a student must:

1. Be regularly enrolled as a student of the University of Minnesota;
2. Meet the All-University eligibility requirements; and
3. Certify that it is his present intention to be in residence at the University as a student for the length of the term for which he is applying.

Sec. 4. The term of office for members of the Judiciary Council shall be governed as follows:

1. Three faculty members and two student members shall be appointed to serve a term of two years. Two student members shall be appointed to serve a term of one year. In the initial selection of members, however, two faculty members shall be appointed to serve a term of two years and one faculty member shall be appointed to serve a term of one year, and the All-University Congress shall recommend to the President one student to serve a term of two years and three students to serve a term of one year in order that the terms may subsequently be alternated so as to insure continuity of membership. The term of office of members of the Judiciary Council in succeeding years shall be subject to the previously mentioned specifications.
2. The term of office of each member shall begin on the first Monday following the announcement by the President of his appointment, and shall be terminated when the appointment of his successor becomes effective.
3. The term of office of the Secretary shall be indeterminate, the Secretary remaining in office at the discretion of the President of the University.
4. During the term of office, any member may disqualify himself from sitting on a particular case on the grounds of close association with or involvement in the case to be considered.
5. A member shall be allowed to serve his term during good behavior; however, he may be removed from office by the President of the University upon recommendation by a majority vote of the All-University Congress and the Senate Committee on Student Affairs.

Sec. 5. The Judiciary Council shall elect its own chairman from among its student members to serve a term of one year. The Chairman shall preside over the meetings, voting only in case of a tie.

Sec. 6. Five voting members of the Judiciary Council shall constitute a quorum.

Sec. 7. The first official meeting of the Judiciary Council shall be called by the Secretary within two weeks subsequent to the date at which the appointments of members become effective. After the election of a Chairman, meetings may be called by him or by the Secretary.

Article IV. Secretariat

Sec. 1. The Secretary of the All-University Judiciary Council shall set up a permanent agency known as the Secretariat of the Judiciary Council.

Sec. 2. The duties of the Secretary shall include the following :

1. To provide assistance and make recommendations to the All-University Judiciary Council and its chairman in the determination of correct jurisdiction for a disciplinary situation, preparation of agendas or dockets, preparation of relevant materials, and arrangements for meetings.
2. To maintain necessary centralized records of disciplinary incidents and actions occurring on the campus.
3. To assist in preparation and presentation of cases.
4. To consult with individuals and groups referred to, or asking for a hearing by, the Judiciary Council; and to consult with appropriate University officials concerning disciplinary cases occurring in the areas of their responsibility.
5. To advise the Judiciary Council as to alternative types of action consistent with University regulations, organization, and experience with student discipline and rehabilitation.
6. To follow up the actions of the Judiciary Council.

Sec. 3. The Secretary shall have the right to attend all meetings of the Judiciary Council with the privilege of participation in its deliberations in accordance with the duties of the Secretary as outlined in Section 2. This privilege shall not include the rights of the vote and the original motion.

Sec. 4. The duties of the Secretary shall be executed in the name of the Judiciary Council, and shall be subject to review by the Judiciary Council.

Article V. Procedures

Sec. 1. In accordance with the Conduct Control Policy, organization officers and staff members of the Student Activities Bureau will endeavor to secure compliance with policies, regulations, and administrative rulings. Instances of non-compliance shall be reported by student officers, faculty advisers, and staff members of the Student Activities Bureau to the judiciary body having jurisdiction. Appeals from organizational and intermediate judiciaries may be made by either students or staff members, and must be presented in writing to the Secretary of the Judiciary Council. Here a determination will be made, subject to the consultation and reviewability clauses previously set forth in Article IV of this charter, concerning the appropriateness of requesting a rehearing before the judiciary whose decision is being appealed, or placing the case on the docket of the Judiciary Council, or of refusing to grant the appeal.

Sec. 2. Any appeals from the decision of the All-University Judiciary Council shall be made to the Senate Committee on Student Affairs in accordance with the appeal procedures of that body.

Sec. 3. The following shall be the recognized grounds for appeal to the All-University Judiciary Council:

1. the decision violates an over-riding University policy or regulation;
2. the decision was based on a policy or regulation which does not apply;
3. evidence not available at the time of the decision, but now available, would effect the decision itself;
4. the case was initiated or conducted according to improper procedure;
5. the decision embodies an inappropriate penalty; or
6. the decision is contrary to the weight of evidence.

Sec. 4. Appeals based only on (3) above, "Evidence not available at the time of the decision, but now available, would affect the decision itself," shall be brought for review before the body whose decision is being appealed.

Sec. 5. Appeals must be requested within ten class days after the hearing in a lower court, and, if granted, must be heard by the Judiciary Council within thirty class days after receipt of the written request.

Sec. 6. In order that procedures may be developed for regularizing the operation of the Judiciary Council, the Judiciary Council shall be required to draw up and submit to the Senate Committee on Student Affairs a set of by-laws before commencing its judicial activities. No cases may be heard by the Judiciary Council prior to approval of these by-laws by the Senate Committee on Student Affairs.

Sec. 7. The Judiciary Council shall submit a yearly report of its operations to the All-University Congress and the Senate Committee on Student Affairs at least two weeks before the expiration of the regular terms of its members.

Sec. 8. The operation in theory and in practice of the All-University Judiciary Council shall be reviewed at least every two years by the All-University Congress and the Senate Committee on Student Affairs separately.

Article VI. Amendments

Sec. 1. Amendments to this Charter may be proposed to the Senate Committee on Student Affairs by any student organization on the campus upon a vote of a majority of its membership.

Sec. 2. Such amendments shall become effective when approved by the Senate Committee on Student Affairs.

Article VII. Ratification

This Charter shall become effective immediately upon approval by the Senate Committee on Student Affairs.

2. APPEAL PROCEDURES FOR STUDENT ORGANIZATIONS

Preamble

By constitutional provision the Board of Regents delegates to the Senate and to the Senate Committee on Student Affairs broad powers to establish policies governing the operation and supervision of student organizations and student affairs. The Central Administration of the University has as-

signed to the Office of the Dean of Students responsibility for helping student organizations develop programs and conduct activities within the framework of the University policies including those of the Senate and of the Senate Committee on Student Affairs. The Office of the Dean of Students assists committees and administrative agencies of the University to gain compliance with University policies on the part of student organizations.

The Basic Policy Concerning Student Organizations and Their Activities, approved by the Senate, grants to student organizations the right of appeal from decisions and actions affecting their operations. Appeals may also be made on the substance of a policy. In exercising these rights, the student organization shall observe the following procedures established by the Senate Committee on Student Affairs.

This document shall not be interpreted to be in conflict with the Basic University Policy Concerning Student Organizations and Their Activities.

Classification of Appeals

Appeals fall into two major classifications:

- I. Appeals on the substance of a policy.
- II. Appeals on the applications or interpretations of policy and from administrative decisions involved in enforcement of policies and regulations of the University.

The appellants shall declare in advance and in written form, according to the procedures outlined below, on which basis they wish their appeal to rest. Once such selection is made, the procedural course appropriate to it shall be followed.

I. Appeals on the Substance of a Policy

A. *Definition*

Appeals on the substance of a policy may challenge the merits of any established policy, rule, or regulation of the Senate or Senate Committee on Student Affairs and other University legislative bodies. The appellant may (a) propose a specific revision in the policy or (b) recommend the elimination of the policy or (c) propose the establishment of an entirely new policy.

B. *Procedure*

1. Appeals on the substance of a policy shall be made in the first instance to the Senate Committee on Student Affairs.
2. The appeal must be presented in writing to the Chairman of the Senate Committee on Student Affairs.
3. The Secretary of the Senate Committee on Student Affairs shall notify the appellants of the time and place for the hearing. Appellants may be represented by counsel and shall have full opportunity to present oral arguments in addition to their written brief.
4. The Senate Committee on Student Affairs may approve the proposed changes or reaffirm its own policy.
5. Appeals beyond the Senate Committee on Student Affairs on the substance of its own policy may be taken to the University Senate, according to the established procedures of that body. The right to appeal on the substance of a policy may be exercised both by recognized student organizations and by administrative officers whose activities and programs may be affected by the policy. In hearing appeals on the substance of a policy, the Committee shall consult with both student organization representatives and administrative officers.

6. After hearing appeals based on the substance of policies established by bodies other than the Senate or the Senate Committee on Student Affairs, the Senate Committee on Student Affairs shall make recommendations to the proper legislating body.

C. *Time Limits*

The initial hearings of the appeal of the Senate Committee on Student Affairs must be held within ten (10) class days of the receipt of the request for such a hearing. Action upon the appeal must be taken by the Committee within thirty (30) class days following the submission of the written request. Appeals received less than ten (10) class days before the final examinations of Spring quarter shall be heard during the first thirty (30) class days of Fall Quarter.

II. Appeals on the Applications or Interpretations of Policy and from Other Administrative Decisions

A. *Appellate Bodies*

1. The Senate Committee on Student Affairs has jurisdiction over matters of policy and regulations relating to student organizations and student activities including broad judicial powers. Through the establishment of the Conduct Control Policy and by endorsement of the charters and constitutions of specific organizations, the Committee on Student Affairs delegates judicial powers to student organizations, intermediate judiciaries, and to the All-University Judiciary Council.
2. Appeals on the application or interpretation of policy and appeals from administrative decisions may be made in ascending order to the following bodies which have judicial and appellate powers as delegated:
 - (1) Judiciary body of a student organization
 - (2) Intermediate governing board or co-ordinating council judiciary body (e.g. Dormitory Judiciary Board, I.F.C. Judiciary, etc.)
 - (3) All-University Judiciary Council
 - (4) Senate Committee on Student Affairs

B. *Definition and Grounds for Appeal*

1. Appeals from decisions affecting student organizations may be made by organizational officers, administrative officers of the University, or individual students. Any one or all of the following grounds may be alleged by the appellant(s) as the basis for an appeal:
 - a. The decision violates an overriding University policy, regulation or ruling.
 - b. The decision is based upon a policy which does not apply.
 - c. The decision embodies an inappropriate penalty.
 - d. Evidence not available at the time of the decision, but now available, would affect the decision itself. (Appeals based solely on this ground shall be brought for review before the body whose decision is being appealed.)
 - e. The decision is contrary to the weight of evidence.
 - f. The case was initiated or conducted according to improper procedures.

C. *Procedures and Time Limits*

(These procedures and time limits apply to all appellate bodies as defined in II-A. Additional or more specific procedures may be

adopted by appellate bodies provided these broad procedures and time limits are not violated.)

1. All appeals must be submitted in writing to the chairman or secretary of the appropriate appellate body and to the appellee within ten (10) class days after the decision in question. The written statement must include all grounds for the appeal which is being presented. The appellee then has 10 (class) days after receipt of such notice of appeal to submit to the Secretary or Chairman of the appropriate judiciary body all the reasons why the appeal should not be granted with a duplicate copy to the appellant.
2. Appeals initiated by administrative officers of the University shall be reported through the channels indicated in the preamble to this document.
3. Appeals from decisions made by administrative officers, but not based on a Senate or Senate Committee on Student Affairs policy shall be referred only to the All-University Judiciary Council and not to lower judiciary bodies.
4. The appellate body shall operate under general judicial procedures wherein the appellants have the right to counsel and full presentation of their case. The judiciary body shall also hear all other parties to the dispute. Neither the appellants nor counsel shall participate in the subsequent deliberations of the appellate body except at the request of the chairman.
5. If an appeal is denied, the appellants may submit an appeal to the next highest appellate body as defined in II-A of this document. In such instances, the chairman of the judicial body receiving the appeal shall notify the chairman or secretary of the judicial body whose decision is being appealed. This latter judicial body shall then submit to the higher judiciary body a summary of its proceedings and findings on the case in question.
6. Appeals must be heard within thirty (30) class days after receipt of the written request except that appeals received less than ten (10) class days before the final examinations of Spring Quarter shall be heard during the first thirty (30) class days of Fall Quarter.
7. No appellate body, except the Senate Committee on Student Affairs, will reopen and reconsider any judicial action taken or will rehear a case once a decision has been made unless:
 - (1) such a rehearing is ordered by a higher judiciary or by the Senate Committee on Student Affairs, or
 - (2) the appeal is based upon the single ground that evidence not available at the time of the decision, but now available, would affect the decision itself.

KENNETH E. CLARK, Chairman

Discussion and Action

Professor Beck presented the report and *moved that the Senate concur in the first part, namely, Charter of the All-University Judiciary Council.* The motion was seconded and the matter opened for discussion.

John D. French, student member of the Committee on Student Affairs and chairman of the student sub-committee that worked on the project indicated that 22 meetings were held before the report evolved in its present

form and that it has been approved by the All-University Congress, the Senate Committee on Student Affairs, and by the general student body in the last election.

In reply to a question on what was meant by the motion to concur, Professor Beck said that concurrence would merely indicate general approval of what the committee has done in accordance with its by-law duties and responsibilities.

Professor Rottschaefer suggested that concurrence as described would have no more meaning than mere acceptance and that it would possibly be more proper to merely accept the report.

Dean Pirsig asked what effect the proposal would have on student organizations like the Law School Student Council which has responsibility for the honor system conferred upon it by the faculty, and the Law Review Board that has unusual status with and under the faculty.

Professor Beck indicated that since the function of the Senate Committee on Student Affairs is limited to extracurricular as opposed to academic affairs these disciplinary provisions would not apply to organizations with faculty assigned academic responsibilities.

The point was then made that the report is not sufficiently specific with respect to organizations covered and should be revised to clarify this issue.

It was moved, seconded, and carried to amend the motion to provide that the jurisdiction of the Judiciary Council shall not extend to any student organization acting pursuant to authority given by the faculty of a college.

Dean McDiarmid suggested that the committee reconsider the provision for removal of members of the Judicial Council since the groups mentioned also have the responsibility for selecting members.

A vote was then taken on the motion as amended. The motion as amended carried.

Attention was then given to part two of the report, Appeal Procedures for Student Organizations. The question of the meaning of review of administrative decisions was discussed. Professor Beck suggested by use of an example that the Judicial Council could not overrule an administrative decision on appeal by a student organization but is limited to serving as a mediator. It was then suggested that this point be made explicit in the report.

Discussion evolved regarding need for revision of language to avoid necessity for interpretation from the standpoint of intent particularly with respect to classifications of appeals. It was suggested that the phrase "within the area of the Committee on Student Affairs" should be added. The same language criticism was then directed at part one of the report.

It was then moved, seconded, and carried to reconsider the motion on the first part of the report.

A second vote was taken on the original motion. The original motion for concurrence in part one of the report as amended lost by a nearly unanimous vote.

It was then voted to refer the entire report (both parts) back to the committee for study and revision.

Professor Beck asked that anyone having suggestions should make them in writing to the committee so that they may be considered in the revision of the report.

VI. NEW BUSINESS

Legislative Appropriations for 1955-57. President Morrill gave a résumé of the maintenance appropriations which underwrite the basic integrity and service of the University but will require stringent budgeting for the next two years. Although the appropriation was a net increase of \$1,981,000 over

the previous biennium there are certain encumbrances the extent of which at present are not fully known. Hoped for faculty salary adjustments were limited by rider to \$400,000 as against the \$700,000 requested. Building appropriations were \$6,000,000 as against \$9,000,000 requested.

He characterized the session as much more difficult, strenuous, and disturbing with many more hearings than in previous years. The acute problem of taxation and income transcended the issue of University support. The final taxation compromise, so difficult to work out, helped to rescue the University from critical retrenchment and downgrading.

The legislature has again granted generous millions for our University ongoing and has provided appropriations for some new buildings, a start toward meeting the space needs for the larger teaching and research job ahead. He indicated that he feels the legislature did the best it could in a very tight fiscal situation, and that we have great reason to be heartened and grateful for the final outcome.

It was voted unanimously that the Senate express its appreciation and thanks for the excellent effort made in presenting the University request.

The Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

June 2, 1955

The sixth regular meeting of the University Senate for the year 1954-55 was held in the Auditorium of Murphy Hall on Thursday, June 2, 1955. Eight-two elected or ex-officio members and two eligible non-members, total eighty-four, 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 APRIL 28, 1955

It was voted to correct the minutes of April 28, 1955, page 52, to delete the first sentence and to change the second sentence to read "Building appropriations were \$6,595,000 as against \$9,810,000 requested."

The minutes of April 28, 1955, as corrected, were then approved.

II. SENATE COMMITTEES FOR 1955-56

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, 1955:

Audio-Visual Aids: Donald Torbert, *chairman*, John D. Akerman, John Borchert, Henry Clark, Otis F. Hall, Helge E. Hansen, Ralph H. Hopp, Clinton T. Johnson, George H. McCune, William J. Micheels, Carl Nelson, Julius M. Nolte, Ray G. Price, Tracy F. Tyler, Alfred L. Vaughan.

Business and Rules: Henry Rottschaefer, *chairman*, Elio D. Monachesi, Charles V. Netz, True E. Pettengill, Arthur J. Schwantes.

Debate and Oratory: No recommendations are being made pending Senate action on the Committee on Senate Committees' recommendation with respect to this Committee.

Education: C. Gilbert Wrenn, *chairman*, Edward A. Hoebel, Stanley V. Kinyon, Errett W. McDiarmid, Elio D. Monachesi, John Morris, W. M. Myers, Merrill P. Rassweiler, Leo Rigler, Wilfrid Sellars, Lloyd Short, Gerhard E. von Glahn (Duluth).

Institutional Relationships: Robert J. Keller, *chairman*, Theda Hagenah, Elmer W. Johnson, Clarence B. Lindquist (Duluth), Leo Marx, Keith McFarland, Gordon M. Mork, Roger B. Page, R. E. Summers, Alfred L. Vaughan, Stanley J. Wenberg; students: Nancy Adams, Ronald George Klietsch.

Institutional Research: Elio D. Monachesi, *chairman*, Wallace Armstrong, Thomas W. Chamberlin (Duluth), 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. E. Summers, Malcolm M. Willey; students: Wilmar Beals, Patricia Ann Berg, Marlene Gesell.

Intercollegiate Athletics: J. Warren Stehman, *chairman*, Ike J. Armstrong, Raymond W. Darland (Duluth), Harold S. Diehl, Stanley V. Kinyon, William T. Middlebrook, Henry Rottschafer, Max O. Schultze, R. E. Summers, John H. Williams; two alumni to be named; students: George Charles Mohlke, Jr., Chairman of All-U Congress Athletic Commission, Rodney E. Nelson, ex-officio.

Judicial: George B. Vold, *chairman*, Henry E. Hartig, Walter W. Heller, Frank H. Kaufert, William B. Lockhart.

Library: Gaylord W. Anderson, *chairman*, Mitchell Charnley, Asher Christensen, Ruth E. Eckert, Richard K. Gaumnitz, Robert J. Holloway, E. Fred Koller, Dora V. Smith, Athelstan Spilhaus, Edward B. Stanford, Lawrence D. Steefel.

Necrology: No recommendations are being made pending Senate action on the Committee on Senate Committees' recommendation with respect to this Committee.

Recreation: No recommendations are being made pending Senate action on the Committee on Senate Committees' recommendation with respect to this Committee.

Reserve Officer Training Corps: Francis M. Boddy, *chairman*, Kenneth Anderson, Jan O. M. Broek, Austin A. Dowell, William T. Harris, Elmer W. Johnson, Benjamin E. Lippincott, R. Dale Miller (Duluth), Roger B. Page, Donald Zander; two alumni to be named; students: Roland Faricy, Hugh S. Greig, Wayne Lee Plut.

Senate Committees: Horace T. Morse, *chairman*, Kenneth M. Anderson, Arnold Rose, Wesley W. Spink, Gerhard E. von Glahn (Duluth).

Student Affairs: Kenneth E. Clark, *chairman*, John Borchert, Donald P. Duncan, Marcia Edwards, Robert Falk, Gerald B. Fitzgerald, William S. Howell, John C. Kidneigh, William Maloney, Monrad Paulsen, G. J. Schroeffer; two alumni to be named; students: Harald Bakken, David R. Cadwell, Jack Estes, James G. Greeno, Paul Hetland, Thomas Litman, Rodney E. Nelson, James L. Osterhus, Phillip M. Parsons, Robert D. Peterson, Barbara Schwandt, Jackie Silker, Yvonne Wilson, one to be added.

Student Scholastic Standing: Chairman of S.L.A. Scholastic Committee, chairman, Ralph F. Berdie, R. E. Summers, 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, Stewart Thomson, Edmund G. Williamson, E. W. Ziebarth; students: Lea Likarish, Carol B. Mattson.

University Printing and Publications: Harold B. Swanson, *chairman*, David Berninghausen, Helen Clapesattle, William T. Middlebrook, William L. Nunn, True E. Pettengill, Harold W. Wilson; students: Alan Ominsky, Dexter Pehle.

Approved

2. Reported for Information

The President reports the membership of the Administrative Committee of the Senate for 1955-56 as follows:

Administrative Committee: 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), Col. Robert T. Connor (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 J. 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. E. 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 William T. S. Thorp (Veterinary Medicine).

Accepted

III. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *All-University Judiciary Council and Appeal Procedures.* There were before the Senate, on recommendation of the Committee on Student Affairs, documents designed to develop a student judiciary program and to clarify the procedures for exercising the right of appeal by student organizations. Prior to action in the Senate, the Administrative Committee wished to consider the matter and to be informed. Various questions were asked and answered.

2. *University Budget for 1955-56.* On April 27, 1955, the President and Mr. Middlebrook reviewed their experience in the legislative sessions just closed. Reference was made to some of the special problems that arose, such as those of riders on University bills, limitations on certain income, asserted underestimation of resources, ratios of students to staff, etc. There was comment on the friendship displayed toward the University and the very substantial support which the institution received in the face of a most difficult State financial situation and of heavily documented attack. It was emphasized by all who had observed the legislature in action that this is no occasion for loss of heart, that the University will undoubtedly continue to win support and to go forward.

Many budgetary requests obviously cannot be met to any great degree, considering the fast rising student attendance at the University which will require application of funds even greater than at first envisioned. This prospect elicited discussion of the course which the University should pursue in the future. Should it advance by growth from its present form or should it undergo a change of character, a new emphasis, with expansion in only certain activities and sharp cutbacks in others? Tuition increases at the University were implicit in the discussion.

The University did not receive the requested \$95,000 deficiency appropriation to provide for cost-of-living adjustments in civil service salaries beginning July 1, 1954. Allotments for buildings, while below the requests in most instances, were substantial.

President Morrill indicated on May 11 the steps that had been taken in appraisal of the resources available to the University for 1955-56 and made preliminary suggestions or budgeting principles for discussion and recommendation to the Regents. He mentioned limitations and deficiencies under which budgeting must be carried out. Increases received amounted to only about 41 per cent of the requested additional amounts, hence the Uni-

versity must budget for maximum use of funds, reducing flexibility in its budget and taking some risks.

Tables were distributed to indicate the new funds expected to be available for 1955-56, the required commitments against those funds, and possible allocations of them. Income expected was based, among other things, on an anticipated increase in tuition rates and on the latest estimate of the maximum enrollment which could be budgeted. These tables were given detailed attention in regard to amounts available for salary and rate increases, new positions, costs of operating new buildings, and the like. The point was made that supply and equipment budgets are in many cases inadequate. Whatever new funds are available to the colleges must provide not only for new staff (academic and civil service), but also for additions to the supply budgets. Deans must recognize any misalignments which now exist in these budgets and make provision to overcome them. In view of the rapid increase in attendance, and the necessity of developing able staff, every effort should perhaps be made to keep up the numbers of teaching assistants, now that proposed higher pay rates may improve our competitive position for assistants.

The President asked for general advice of the deans and indicated his plan to make a similar presentation of resources to the Faculty Consultative Committee later the same day. General discussion ensued. It was moved, seconded, and voted to approve, in principle, the budgetary pattern which emerged from the documentation and recommendations.

R. E. SUMMERS, Secretary

Accepted

IV. REPORT OF THE COMMITTEE ON SENATE COMMITTEES

1. Reported for Information

The Senate Committee on Senate Committees, organized for the first time this year in accordance with Article V, Section 4 of the Constitution of 1954, is making its first report to the Senate. In entering upon its function to "... review the number and scope of standing committees of the Senate and . . . make appropriate recommendations thereon to the Senate . . ." it has had to consider the effectiveness of the committee structure in terms of the functions assigned to the Senate by its Constitution. Several criteria have been utilized:

1. Since the Senate possesses, subject to the suspensory veto of the President, "general legislative authority over educational matters concerning the University as a whole," the Committee on Senate Committees has thought it proper to inquire: (a) whether existing Senate Committees have significant functions related to all-University educational policy, as distinct from departmental or administrative duties; (b) whether there are existing non-Senate Committees possessing functions related to all-University educational policy which might be more appropriately reconstituted as Senate committees; (c) whether there are significant areas of all-University educational policy which have not been assigned to any committee, for which additional committee structure is desirable. The phrase "all-University educational policy," lacks precision but has some utility as a general guide.

2. In considering the effectiveness of committee organization the criteria applied have included the following: (a) whether reduction in the number of Senate committees by elimination or consolidation can be effected without sacrifice of significant functions or impairment of efficiency; (b) whether redefinition of committee functions might eliminate duplication or

overlapping; (c) whether the comprehensiveness of certain committee assignments imposes so heavy a burden that some duties should be separated out and assigned to a new committee.

3. The Committee on Senate Committees has felt that its eventual function should be to serve as a standing agency to examine specific problems of committee organization which may from time to time arise. It does not conceive that it has a mandate for immediate wholesale reorganization. Perhaps the initial reaction of most persons would be to assume that sixty-two committees (Senate and non-Senate) should not be required to deal just with problems affecting the University as a whole and that a large reduction should be effected, but a more careful examination of the committee structure quickly demonstrates the very great complexity of the functions to be served. A careful review of the status of each committee in turn has seemed the only proper approach. However, the Committee on Senate Committees has attempted to make an initial survey of all Senate and non-Senate committees in order to discover problems requiring continuing consideration and also to improve its own perspective.

The first step taken was to invite the chairman of the nineteen Senate and forty-three non-Senate committees to submit any facts or comments concerning the structure of functions of their committees which might be relevant to the objects of the Committee on Senate Committees. The response to this invitation proved extremely gratifying. To date the chairmen of twelve Senate and thirty-four non-Senate committees have replied, and in many cases have supplied very informative accounts of the organization and functions of their committees, with conclusions as to the desirability or undesirability of making changes. As it has not been possible to make individual acknowledgement of all these helpful communications, the Committee on Senate Committees wishes to record here its appreciation of the courteous co-operation given it. The Committee has also instituted a number of specific inquiries to particular committees upon points of special interest to it. It has also received a proposal to create a new Senate committee, a suggestion of an inquiry to be referred to an existing committee or vested in a new one, a proposal to change the method of committee appointments, and a request to evaluate the effectiveness of student participation in committees. To some of these questions it has not yet been able to turn its attention.

From the materials before it the Committee has selected a number of situations which seemed to offer some prospect of useful amendment and has proceeded to examine them in consultation with the committees and administrative officers concerned. The action proposals which follow are the first inquiries which it has been able to bring to completion. A number of other inquiries are in progress.

2. Reported for Action

1. The Committee on Senate Committees proposes the elimination of the Senate Committee on Debate and Oratory and the Senate Committee on Recreation, and the transfer of the functions of these two committees to the Senate Committee on Student Affairs.

The Committee on Debate and Oratory only occasionally finds it necessary to consider policy issues, since its functions relate to activities which move in well established patterns or fall within departmental discretion. It characteristically meets twice a year, primarily to examine the proposed schedule of intercollegiate debates and oratorical contests and to review these events when completed. It is desirable that a channel be retained for reports to the Senate upon these subjects and that a committee be charged with consideration of any policy questions which may arise, but the continuation of a separate committee for this purpose is unnecessary. The Committee

on Debate and Oratory acquiesces in this proposal. The Committee on Student Affairs is willing to assume these functions and can readily relate them to other student activities within its jurisdiction.

The Committee on Recreation was formed at the peak of post-war enrollment in large part because of concern about recreational opportunities for student veterans and their families. It was part of a larger plan which included a Recreation Co-ordinating Council composed of representatives of University departments which provide recreational opportunities for students, a Recreation Co-ordinating Committee composed of representatives of student organizations which provide such opportunities, and a salaried Co-ordinator of Recreation who would be a member of the staff of the Dean of Students. The Recreation Coordinating Council functioned for several years but in recent years has not functioned. The Recreation Co-ordinating Committee was never formed although several efforts were made by the Committee on Recreation to stimulate interest in the plan. The professional Co-ordinator of Recreation has not yet been appointed, but the proposal to create this post has been approved and a budget request for that purpose has been made. In recent years the Committee on Recreation has been meeting about once a quarter. Its work load appears not too heavy for transfer to the Committee on Student Affairs. This would be a logical arrangement because the Co-ordinator of Recreation, if appointed, would be in the Office of Student Affairs and because this committee already has related interests. It may be assumed that a Co-ordinator of Recreation would undertake the burden of administrative and coordinating functions, which in any case the Committee now finds it impracticable to attempt, and that the committee function would then become principally advisory. The Committee on Recreation acquiesces in this proposal. The Committee on Student Affairs is willing to assume the additional functions. A question was raised by the former committee whether a standing subcommittee on recreation ought to be created by the Committee on Student Affairs, but it seems sufficient to commend this question to the attention of the latter committee, to be resolved as experience suggests.

In order to accomplish these changes the Committee on Senate Committees moves the adoption of the following amendments of the Senate By-Laws:

- a. Article III, Section 3, of the By-Laws is hereby repealed.
- b. Article III, Section 12, of the By-Laws is hereby repealed.
- c. Article III, Section 15, of the By-Laws is hereby amended to read as follows:

“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. It shall have charge of all local and intercollegiate contests in debate and oratory over which the Senate has jurisdiction. It shall establish general policies concerning the development of recreational facilities and programs for students, but such policies shall be administered and co-ordinated through the appropriate officers and agencies. It shall be empowered to make recommenda-

tions regarding the operation of recreation programs to the Recreation Co-ordinating Council and to any standing committee, department, or agency concerned with such programs."

Adopted

2. The Committee on Senate Committees concurs in a recommendation received from the Chairman of the Senate Committee on Necrology that the latter committee be abolished and that its functions be transferred to administrative channels. At present the Committee on Necrology meets once every year or two. Any policy questions connected with the committee's functions can be readily resolved by the enactment of a By-law. The chairman of the committee has received, assembled, and transmitted to the Clerk of the Senate the memorials prepared by departments or other units in which deceased faculty members served. It seems probable that an administrative officer acting under a clear directive would accomplish these functions more effectively and uniformly than a committee.

To carry out this recommendation the Committee on Senate Committees moves the adoption of the following changes in the Senate By-Laws:

a. Article III, Section 11, of the By-Laws is hereby repealed.

b. Article I, of the By-Laws is hereby amended by the addition of the following section:

"8. It shall be a function of the Clerk of the Senate to obtain after convenient intervals but at least once annually from the University Office of Insurance and Retirement or other official sources a complete list of those faculty members of any professorial rank who held tenure, whether they were active or retired, who have died during the preceding interval. The Clerk of the Senate shall request the departments or units of the University in which the deceased faculty members served to prepare suitable memorial statements and send them to their respective deans to be forwarded by the deans to the Clerk of the Senate. At convenient intervals the Clerk shall include such memorials in the agenda of the Senate for adoption by it, and shall supply copies of the same to the President."

Adopted

3. In the event that the motions proposed in Paragraphs 1 and 2 shall have been adopted, the Committee on Committees offers the following motion:

"In view of the repeal of Sections 3, 11, and 12 of Article III of the Senate By-Laws, the remaining sections of that Article shall be renumbered consecutively."

CHARLES H. McLAUGHLIN, Chairman

Adopted

V. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

Your Senate Committee on Intercollegiate Athletics respectfully reports the following schedules for basketball and hockey for the 1955-56 season.

BASKETBALL—1955-56

Home Games

Dec. 3 DePaul University
Dec. 10 Southern Methodist University
Dec. 16 Notre Dame University
Jan. 7 University of Michigan
Jan. 9 Indiana University
Jan. 28 Northwestern University
Jan. 30 University of Illinois
Feb. 13 Michigan State College
Feb. 25 State University of Iowa
Mar. 5 Ohio State University

Games Away

Dec. 20-21 Kentucky Tournament at Lexington
Dec. 29-30-31 Dixie Classic at University of North Carolina, Raleigh
Jan. 14 State University of Iowa at Iowa City
Jan. 21 Michigan State College at East Lansing
Feb. 4 Purdue University at Lafayette
Feb. 11 University of Wisconsin at Madison
Feb. 18 Ohio State University at Columbus
Feb. 27 University of Illinois at Urbana
Mar. 3 University of Michigan at Ann Arbor

ICE HOCKEY—1955-56

Home Games

Dec. 1-2 St. Boniface of Canada
Dec. 17 Colorado College
Dec. 22-23 Michigan State College
Jan. 6 U. S. Olympic Team
Jan. 20-21 Michigan College of Mining and Technology
Feb. 3-4 Denver University
Feb. 17-18 University of Michigan
Mar. 2-3 University of North Dakota

Games Away

Dec. 16 Colorado College at St. Paul Auditorium
Dec. 29-Jan. 2 Invitational Tournament at Rensselaer Polytechnic Institute at Troy, N. Y. (3 games)
Jan. 7 U. S. Olympic Team at St. Paul Auditorium
Jan. 13-14 University of Michigan at Ann Arbor
Jan. 27-28 University of North Dakota at Grand Forks
Feb. 10-11 Michigan College of Mining and Technology at Houghton
Feb. 13-14 Michigan State College at East Lansing
Feb. 24-25 Colorado College at Colorado Springs

J. WARREN STEHMAN, Chairman

Accepted

VI. REPORT OF THE SPECIAL COMMITTEE ON PARKING

Reported for Action

At the meeting of the University Senate on November 10, 1954, it was moved and seconded that the University "provide, for every faculty member who needs it, free or nominally priced parking space convenient to the building in which he has his office." In the course of the discussion which followed, a substitute motion was made, seconded, and passed, providing that the President "appoint a representative committee of Senate members and others to consider the proposal and report back to the Senate."

In a letter dated November 24, President Morrill named as members of the representative committee five members of the academic staff (Richard T. Arnold, Marcia Edwards, Donald W. Hastings, Theodore Hornberger, and Elio D. Monachesi, the last-named to be Chairman), three members of the civil service staff (C. Luverne Carlson, Northrop Dawson, Jr., and Glen Taylor), and one student, (Chuck Mohlke). Mr. Dawson left the employment of the University before the first meeting of the committee, and was

replaced by George B. Risty. An additional student member, Robert Palistrant, was added after the first meeting. These changes have already been reported to the Senate.

The committee met on the following dates: December 9, 15, 21, January 17, February 14, 21, March 21, April 4, 11, 18, 28, May 5. It assumed from the first that it should inform itself thoroughly about the parking situation, and it was immediately bombarded with complaints and suggestions. The Director of Protection and Investigation, under whose supervision the Traffic Department operates, was asked to describe the problems and plans relating to parking; questionnaires were distributed to the entire academic and civil service staff; a sampling of the student body was similarly questioned; and the committee considered specific complaints from a number of individuals and several groups. For example, one meeting was devoted to the problem of the resident physicians and medical fellows of the University Hospitals. They were later given the opportunity to obtain contract parking in Lot 10, on the river flats, but most of them felt that this space was too inconvenient. President Morrill supplied the funds necessary for the tabulation of the results of the staff questionnaire, and the All-University Congress underwrote the effort to explore student needs and opinions.

From this study, to which many persons have given generously of their time and counsel, the committee has come to certain general conclusions and to a number of specific recommendations, as follows:

General Conclusions

1. *Free Parking.*

Free parking does not seem to the committee to be feasible. It seems clear that further acquisition of land for parking purposes will be necessary throughout the foreseeable future, and that, therefore, aside from the problem of upkeep, some charge for parking should be continued.

2. *Pricing.*

The committee finds no evidence, however, that anxiety for income has been a factor in pricing the various parking facilities. Whatever inequities have been reported appear to be attributable to the laudable desire to make the transient public contribute to the upkeep and expansion of these facilities.

3. *Planning.*

The committee is satisfied that the Traffic Department and administrators responsible for planning must be commended for the policy of land-acquisition which has been followed, and for the long-term vision of parking ramps at convenient places around the Minneapolis Campus. Obviously, however, the parking problem will grow steadily, barring catastrophe, and will need continuous and close study to minimize so far as possible the irritations and bad feeling which in the light of the available space seem to be unavoidable. In this study it is believed that the academic and civil service staff should take an active part, in order that full information about plans and policies will be widely disseminated.

4. *The Basic Problem.*

The committee has found as expected that in general the parking problem grows out of the fact that not enough inexpensive and conveniently located parking space is available to care for the number of persons who want it. The existing facilities on the Minneapolis Campus can accommodate 4,943 vehicles, when the intramural lot (Lot 1B), between 17th and 18th Avenues on Fourth Street, is available. This lot, which provides parking space for 500 cars, is available only during the winter months, when out-

door intramural events cannot be scheduled. During the other months of the year the total capacity of all garages and outdoor parking lots is only 4,443 cars. This is not enough space to satisfy the demand between eight and eleven o'clock on Monday, Wednesday, and Friday mornings. The concentration of demand in these hours is a major factor in the problem, and will be considered in the recommendations below.

5. *Night Parking.*

The committee has heard numerous complaints about the disruption of the work of the staff by the difficulty and expense of night parking. It finds that these complaints are probably the result of lack of information. The Traffic Department states without equivocation that on all evenings except those upon which athletic events, concerts, and a very few special events are scheduled Lots 11A, 11B, 2, 7, and 10 are available for free parking. These are the so-called "peripheral" lots north of the railroad, north of Williams Arena, on the corner of Oak and Washington, and on the river flats. Lot 13, by Cooke Hall, is usually open without cost after 3 p.m.

6. *Street Parking.*

The committee discussed at some length the use of city and campus streets for parking, but saw no effective way of dealing with the conflicting interests and strong convictions of (a) residents of Southeast Minneapolis, (b) students living in the vicinity of the campus, who occasionally use the streets for dead storage of cars, and (c) persons wishing to park on the streets for brief periods. A city law forbids parking for more than four hours on unposted streets, but this law is apparently unenforceable.

7. *Over-all Policies.*

The committee finds that the "first come, first served," policy is only partially followed, that there is in fact reserved parking space for some staff and some students at several places on the Minneapolis Campus. In the underground garages, in the contract lots, and in a considerable number of special circumstances, another policy or principle is followed: namely, provision of space for individuals and groups whose time is valuable to the University and whose service is demonstrably more efficient if they have regular parking arrangements. The committee believes that this principle is a sound one, and that contract parking should be extended when (a) there is a demonstrable need for it and (b) a department or division is willing to arrange the schedules of its staff so as to assure reasonably full utilization of reserved space.

The best example of what the committee has in mind is the space reserved for the Health Service behind the Union. The keys for the padlocks on these twelve spaces are issued by the Business Manager of the Health Service, in accordance with a carefully worked-out schedule, so that physicians and dentists giving part of their time to Health Service work can be assured a parking space so long as they are in and out of it when they say they will be. Such a system, if combined with an earnest effort to re-schedule class meetings and laboratory periods at times other than Monday, Wednesday, and Friday mornings, and with the gradual acquisition of additional peripheral lots for student parking, seems to this committee the most logical long-term prospect of improving the staff parking situation. It involves responsibility at the departmental or divisional level for the removal of privileges if they are abused, and responsibility at the all-University level, preferably that of a representative committee, for helping to decide upon priorities among departmental requests, and for removal of departmental privileges if they are in turn abused.

8. *The Extent of Individual Distress*

The committee, in the light of the returns from its questionnaire, inclines toward the view that the parking problem is less pressing than it seemed to many to be last autumn. Of the 8,071 questionnaires sent out, only 1,772 or 22 per cent were returned. Of those persons who responded (the committee has no way of knowing how fully representative of the staff this group is) to the request for information, 1,041, or 58.8 per cent, used their own car for transportation to and from the campus. Asked if they had any special parking problems they replied as follows:

Inability to find parking space.....	65
Parking too expensive.....	54
Free parking wanted.....	45
Wants parking near building.....	30
Night parking problem.....	49
Others and Multiple (including loading or stopping zones, hospital parking, etc.).....	81

Of those returning the questionnaire, 798 were members of the academic staff, 912 were members of the civil service staff and 62 were unclassified. Although 20.1 per cent of those responding complain of inability to find parking space, sixty-five persons constitute only 3.7 per cent of the total academic and civil service staff members returning questionnaires. The committee wishes to point out, however, that it has no certainty that it reached all those who should have expressed their opinions on parking.

Recommendations

In order to ease the parking situation the committee suggests that the following recommendations be immediately implemented:

1. That appropriate University officials confer with the Athletic Department to the end that the intramural lot (Lot 1B) be made permanently available for parking. If this lot could be made available the parking problem in both Fall and Spring quarters would be greatly eased.

2. That every effort be made to schedule classes so as to prevent the concentration of offerings at certain days and certain hours of the day.

3. That a permanent representative committee composed of faculty members, civil service staff members, and students be immediately established. The duties of this committee would be:

- To advise appropriate University officials in the formulation of policies applicable to the use of University parking facilities.
- To study continuously the University parking problem and to advise appropriate University officials in the formulation of long-range plans for the orderly expansion of parking facilities.
- To advise appropriate University officials in the assignment of contract parking facilities on demonstration of need to various departments and divisions of the University.
- To keep the faculty, the civil service staff, and the student body continuously and fully informed concerning the parking policies and facilities of the University. (This is a function of the committee which is especially important at the opening of the Fall Quarter.)
- To act in an advisory capacity to the Department of Protection and Investigation on University parking and traffic matters.

4. That space in Lots IA (on Fourth Street west of Seventeenth Avenue) and 8 (on Church Street next to the Armory Field) be made available for contract parking to faculty members. The assignment of stalls is to be made by the Department of Protection and Investigation on the advice of the

committee proposed in the preceding recommendation (No. 3), and on the basis of demonstrated departmental needs.

5. That some machinery or means be created to plan for and to coordinate systematically the scheduling of night and week-end events, so that the scheduling of too many events on any one night or week-end can be avoided.

6. That every effort be made to secure for parking purposes the lot on the corner of 13th Avenue and University Avenue now utilized in part by the College of Pharmacy.

7. That the two upper levels of the parking ramp to be constructed on Washington Avenue between Union and Harvard Streets be made available for contract parking.

8. That provision be made so that the departments and units of the University may be issued parking permit cards to accommodate persons who visit the University in an official capacity or who come to the campus on University business. The cost of such parking space is to be borne by the department or unit concerned.

To further ease the parking situation and to aid in planning for expansion of parking facilities the committee believes that the following recommendations should be given serious consideration:

1. That every effort be made to construct more vertical parking facilities (i.e., ramps).

2. That steps be taken to alleviate the parking "bottleneck" adjacent to the buildings of the Institute of Child Welfare. It seems reasonable to believe that proper planning could relieve the dangerous congestion characteristic of this area in the morning and afternoon when parents deliver and pick up their children attending the schools of the Institute.

3. That an effort be made to increase the utilization of attendant parking in order to maximize the use of available parking space at certain periods of the year when there exists an unusual demand for parking space (i.e., at the opening of the Fall Quarter).

4. That study be given to the feasibility of selling quarterly parking permits or coupon books to expedite the parking of cars on lots.

5. That study be given to the feasibility of issuing departmental permits to be used by the staff members greatly inconvenienced by the necessity of loading and unloading their cars while on University business. To make such a plan operate effectively and to prevent the abuse of the privilege will probably necessitate additional traffic control personnel.

6. On the assumption that the University will obtain title to the river flats area, plans should be made to construct an enclosed moving staircase to make parking on the river flats more convenient and desirable. Further, every effort should be made immediately to provide adequate lighting of the river flats parking lots.

The committee recommends that it be discharged.

RICHARD T. ARNOLD
C. LUVERNE CARLSON
MARCIA EDWARDS
DONALD W. HASTINGS
THEODORE HORNBERGER
CHUCK MOHLKE
ROBERT H. PALISTRANT
GEORGE B. RISTY
GLEN TAYLOR
E. D. MONACHESE,
Chairman

Adopted

VII. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

The Charter of the All-University Judiciary Council was presented to the University Senate for its concurrence on April 28, 1955. On the basis of discussion of the meaning of concurrence, and of the details of the charter itself, your Committee has made some changes in the charter and presents the revised form, with additions in bold-faced type, for approval. Sections 1 and 2 (Article 1) have been reversed to emphasize the new opening sentence limiting the power of the Judiciary Council.

Reported for Action

1. CHARTER OF ALL-UNIVERSITY JUDICIARY COUNCIL

Preamble

A judiciary system operating under the policies and regulations of the University of Minnesota is established in order to:

Provide a more comprehensive judiciary structure for the protection of the interests of the individual, the group, and the University;

Bring the responsibility of judicial action as close to the governed as possible;

Serve to strengthen and expand organizational judiciaries;

Provide for increasing joint student-faculty participation in decisions relative to student conduct;

Contribute to the education of students through development of individual and group responsibility to the University-wide community; and

Adjudicate disputes in accordance with such policies of the University of Minnesota as the Basic University Policy Concerning Student Organizations and Their Activities, the Consultation Policy, the Conduct Control Policy, the rehabilitation policy governing disciplinary action, and other fundamental policies of the Senate Committee on Student Affairs and cases of non-compliance of student organizations with University policies and regulations established by other agencies than the Senate Committee on Student Affairs.

Article I. Authority and Jurisdiction

Section 1. **Nothing in this Charter shall be construed as a grant of powers beyond the limits of authority delegated to the Senate Committee on Student Affairs in the Constitution, By-laws, and enactments of the University Senate.** Judicial powers of the Senate Committee on Student Affairs shall be delegated to the All-University Judiciary Council, the decisions of which shall have the same binding authority as those of the Senate Committee on Student Affairs.

Sec. 2. The All-University Judiciary Council shall have jurisdiction in conflicts arising out of the operations and activities of student organizations. All student organizations at the University of Minnesota shall be subject to the rulings of the Judiciary Council in instances properly within jurisdiction of the Judiciary Council. **It shall not have jurisdiction in academic affairs.** The Judiciary Council, however, shall respect the integrity of lower judiciary bodies within the limits of their established authority and shall act in co-operation with these bodies and with the Office of the Dean of Students, the All-University Student Disciplinary Committee, the college offices, and any other related agencies to provide an inclusive judiciary structure.

- Sec. 3. The jurisdiction of the Judiciary Council shall extend to cases arising from:
1. behavior of individual members in connection with the functions of student organizations, and
 2. non-compliance of student organizations with policies of the Senate Committee on Student Affairs or with organizational regulations.
- Sec. 4. The Judiciary Council shall serve two functions as follows:
1. It will exercise original jurisdiction in cases which are, in the first instance, of All-University significance; cases which are not properly subject to the jurisdiction of boards existing at the time of their occurrence; and cases in which lower judiciary boards or student organizations do not assume jurisdiction or take action. At all times, however, cases shall be heard in the first instance on the lowest possible level, consistent with the principle that the responsibility for judicial action be as close to the governed as possible.
 2. It will exercise appellate jurisdiction when one of the parties to a controversy, or the Dean of Students, submits a request through the Secretariat of the Judiciary Council, in accordance with the policy of appeals as defined in Article V of this Charter.
- Sec. 5. Within one to three years after the ratification of the Charter of the Judiciary Council, study shall be initiated by the Senate Committee on Student Affairs, or an organization which it designates, as to the possibility of integrating the jurisdiction over infractions arising out of the operation and activities of student organizations with the jurisdiction over individual conduct now exercised by the All-University Student Disciplinary Committee.

Article II. Authority for Review and Recommendation

- Sec. 1. Non-compliance of a student organization with policies or regulations of the University of Minnesota established by committees, departments, or agents other than the Senate Committee on Student Affairs, or with decisions by University administrative officers based on other than Senate Committee on Student Affairs regulations or policies shall be heard by the Judiciary at the request of either party concerned.
- Sec. 2. The All-University Judiciary Council shall have the power to make recommendations to either or both parties for resolution of the problem.
- Sec. 3. Recommendations of the All-University Judiciary Council in these cases will be reviewed by the Senate Committee on Student Affairs before being forwarded to the parties concerned.

Article III. Composition

- Sec. 1. The All-University Judiciary Council shall be composed of four students and three faculty members, the latter ranking as instructor or above, and a non-voting Secretary. Of the voting membership, one must be a faculty member from the Law School and one must be either a student or faculty person from the St. Paul Campus. Graduate students shall be eligible to serve as student members.
- Sec. 2. The members of the Judiciary Council shall be selected as follows:
1. The President of the University shall appoint the student members

of the Judiciary Council upon recommendation of the All-University Congress. This recommendation shall be made at the same time as, and by procedures similar to those used for, the selection of students to be recommended by the Congress to the President for Senate and Administrative Committees. The recommendations by the Congress must be made in accordance with the specifications of this Charter and consideration for attaining the broadest possible composition of the Council in terms of college, living area, organizational contact, and experience.

2. The President of the University shall appoint the faculty members of the Judiciary Council at the same time that he appoints the student members. Selection of faculty members must be in accordance with the specifications of Article III, section 1, and should represent a broad coverage of the various colleges.
3. The Secretary shall be a professional person appointed by the President of the University from the staff of the Dean of Students.
4. In the event of a vacancy in the membership of the Judiciary Council in midterm, the Judiciary Council shall inform the proper authority (the All-University Congress or the President of the University). Such vacancies shall then be filled in accordance with the appropriate procedures for selection.

Sec. 3. To be eligible for membership on the Judiciary Council a student must:

1. Be regularly enrolled as a student of the University of Minnesota;
2. Meet the All-University eligibility requirements; and
3. Certify that it is his present intention to be in residence at the University as a student for the length of the term for which he is applying.

Sec. 4. The term of office for members of the Judiciary Council shall be governed as follows:

1. Three faculty members and two student members shall be appointed to serve a term of two years. Two student members shall be appointed to serve a term of one year. In the initial selection of members, however, two faculty members shall be appointed to serve a term of two years and one faculty member shall be appointed to serve a term of one year, and the All-University Congress shall recommend to the President one student to serve a term of two years and three students to serve a term of one year in order that the terms may subsequently be alternated so as to insure continuity of membership. The term of office of members of the Judiciary Council in succeeding years shall be subject to the previously mentioned specifications.
2. The term of office of each member shall begin on the first Monday following the announcement by the President of his appointment, and shall be terminated when the appointment of his successor becomes effective.
3. The term of office of the Secretary shall be indeterminate, the Secretary remaining in office at the discretion of the President of the University.
4. During the term of office, any member may disqualify himself from sitting on a particular case on the grounds of close association with or involvement in the case to be considered.
5. A member shall be allowed to serve his term during good behavior; however, he may be removed from office by the President

of the University upon recommendation by a **two-thirds** vote of the All-University Congress and the Senate Committee on Student Affairs.

- Sec. 5. The Judiciary Council shall elect its own chairman from among its student members to serve a term of one year. The Chairman shall preside over the meetings, voting only in case of a tie.
- Sec. 6. Five voting members of the Judiciary Council shall constitute a quorum.
- Sec. 7. The first official meeting of the Judiciary Council shall be called by the Secretary within two weeks subsequent to the date at which the appointments of members become effective. After the election of a Chairman, meetings may be called by him or by the Secretary.

Article IV. Secretariat

- Sec. 1. The Secretary of the All-University Judiciary Council shall set up a permanent agency known as the Secretariat of the Judiciary Council.
- Sec. 2. The duties of the Secretary shall include the following:
 - 1. To provide assistance and make recommendations to the All-University Judiciary Council and its chairman in the determination of correct jurisdiction for a disciplinary situation, preparation of agendas or dockets, preparation of relevant materials, and arrangements for meetings.
 - 2. To maintain necessary centralized records of disciplinary incidents and actions occurring on the campus.
 - 3. To assist in preparation and presentation of cases.
 - 4. To consult with individuals and groups referred to, or asking for a hearing by, the Judiciary Council; and to consult with appropriate University officials concerning disciplinary cases occurring in the areas of their responsibility.
 - 5. To advise the Judiciary Council as to alternative types of action consistent with University regulations, organization, and experience with student discipline and rehabilitation.
 - 6. To follow up the actions of the Judiciary Council.
- Sec. 3. The Secretary shall have the right to attend all meetings of the Judiciary Council with the privilege of participation in its deliberations in accordance with the duties of the Secretary as outlined in Section 2. This privilege shall not include the rights of the vote and the original motion.
- Sec. 4. The duties of the Secretary shall be executed in the name of the Judiciary Council, and shall be subject to review by the Judiciary Council.

Article V. Procedures

- Sec. 1. In accordance with the Conduct Control Policy, organization officers and staff members of the Student Activities Bureau will endeavor to secure compliance with policies, regulations, and administrative rulings. Instances of non-compliance shall be reported by student officers, faculty advisers, and staff members of the Student Activities Bureau to the judiciary body having jurisdiction. Appeals from organizational and intermediate judiciaries may be made by either students or staff members, and must be presented in writing to the Secretary of the Judiciary Council. Here a determination will be made, subject to the consultation and reviewability clauses previously

set forth in Article IV of this charter, concerning the appropriateness of requesting a rehearing before the judiciary whose decision is being appealed, or placing the case on the docket of the Judiciary Council, or of refusing to grant the appeal.

- Sec. 2. Any appeals from the decision of the All-University Judiciary Council shall be made to the Senate Committee on Student Affairs in accordance with the appeal procedures of that body.
- Sec. 3. The following shall be the recognized grounds for appeal to the All-University Judiciary Council:
1. the decision violates an over-riding University policy or regulation;
 2. the decision was based on a policy or regulation which does not apply;
 3. evidence not available at the time of the decision, but now available, would effect the decision itself;
 4. the case was initiated or conducted according to improper procedure;
 5. the decision embodies an inappropriate penalty; or
 6. the decision is contrary to the weight of evidence.
- Sec. 4. Appeals based only on (3) above, "Evidence not available at the time of the decision, but now available, would affect the decision itself," shall be brought for review before the body whose decision is being appealed.
- Sec. 5. Appeals must be requested within ten class days after the hearing in a lower court, and, if granted, must be heard by the Judiciary Council within thirty class days after receipt of the written request.
- Sec. 6. In order that procedures may be developed for regularizing the operation of the Judiciary Council, the Judiciary Council shall be required to draw up and submit to the Senate Committee on Student Affairs a set of by-laws before commencing its judicial activities. No cases may be heard by the Judiciary Council prior to approval of these by-laws by the Senate Committee on Student Affairs.
- Sec. 7. The Judiciary Council shall submit a yearly report of its operations to the All-University Congress and the Senate Committee on Student Affairs at least two weeks before the expiration of the regular terms of its members.
- Sec. 8. The operation in theory and in practice of the All-University Judiciary Council shall be reviewed at least every two years by the All-University Congress and the Senate Committee on Student Affairs separately.

Article VI. Amendments

- Sec. 1. Amendments to this Charter may be proposed to the Senate Committee on Student Affairs by any student organization on the campus upon a vote of a majority of its membership.
- Sec. 2. Such amendments shall become effective when approved by the Senate Committee on Student Affairs.

Article VII. Ratification

This Charter shall become effective immediately upon approval by the Senate Committee on Student Affairs.

KENNETH E. CLARK, Chairman

Action: *It was voted to approve the report with the understanding that the Senate Committee on Student Affairs, during the coming year, will prepare a report on their activities for the information of the Senate.*

VIII. REPORT OF THE LIBRARY COMMITTEE

Reported for Action

A STATEMENT OF GENERAL PRINCIPLES GOVERNING GIFTS TO THE UNIVERSITY LIBRARY

Over the years, since the University of Minnesota was founded, many thoughtful donors have contributed significantly to the stature of the University Library. The University is deeply grateful for their gifts.

In the future the University will undoubtedly be offered additional collections of books and other library materials, and it feels a high sense of responsibility in accepting such gifts. This responsibility carries with it the obligation to inform potential benefactors of some of the principles that have emerged from its experience in receiving Library gifts. The following comments, therefore, are presented for the guidance of persons who may be considering gifts to the Library.

Monetary Gifts

Many persons have materially aided in developing the resources of the University Library by giving money for the purchase of books. Such contributions, usually made as donations through the Friends of the University Library, are tax-deductible. Money received in this manner often makes it possible for the Library to purchase unusual, fine, or especially significant publications beyond the scope of its regular budget. A donor may ask that the funds be used for specific titles which the Library especially wishes to acquire, and titles thus purchased will be identified with the name of the giver.

Monetary bequests may also be arranged by naming the University Library as beneficiary in a properly executed will. The Director of Libraries will help, if desired, to phrase an appropriate statement for the bequest, to make certain that it will fulfill the donor's wishes, and at the same time result in permanent values and benefits.

Gifts of Books

Donations of books sometimes raise problems which require mutual understanding to assure maximum usefulness of such gifts. The University welcomes gifts of books that enrich its Library resources, but because the Library already has strong, basic holdings in most subject fields, a gift of books is most effectively administered if the librarian can be empowered to dispose of volumes such as duplicates for which the Library has no foreseeable need. The cataloging, storing, and servicing of library books require an expenditure of several dollars per volume, and the Library cannot undertake substantial commitments to process and maintain items it does not need. It is hoped that donors will appreciate this fact since any given collection is likely to contain items of which the Library already has sufficient copies at hand. When it has this discretion, the Library can then offer such duplicates to smaller libraries, or sell them and apply the proceeds to the purchase of other needed titles.

The University Library applies the same principles of selection in considering gifts as it does to books it buys. It is particularly glad to receive by donation out-of-print publications it cannot readily acquire by purchase. All gifts accepted by the Library should contribute either directly or indirectly to the program of teaching, research, and service of the University.

Gifts With "Conditions"

Sometimes, out of a natural desire to make sure that his gift will permanently fulfill the purposes he intended for it, a donor offers the University funds or a collection of books subject to certain specific limitations or conditions. Because of changing circumstances, necessitating library adjustments in emphasis, types of service, and space use, which can rarely be foreseen far ahead, such restrictions sometimes prevent the maximum utilization of a collection or monetary bequest. For this reason, faith in the University's pledge to administer all library gifts toward the end of providing the best possible library for the people it serves, is generally preferable to the establishment of rigid conditions over any given collection or contribution. The University offers such a pledge with no reservation.

The Administration of Gifts

Whether a Library gift consists of money or books, the donor may have confidence that it will be administered according to the following principles: (1) conscientious effort to assure good physical care to all library materials thus secured; (2) physical arrangements that will make the gift available to faculty, students, or visiting scholars under conditions of responsible use; (3) maintenance of catalogs and other records prepared according to the best practices of librarianship; (4) proper identification of each item included as part of a gift; and (5) future acquisition of materials supplementary to those obtained by gift, as funds permit.

The University cannot ordinarily commit itself to keep a gift collection physically together as a separate entity, though occasionally this may be done for a strong collection that is focused upon a special subject field. Normally, books on any subject are much more readily accessible and useful if they are shelved along with the Library's basic holdings in the same field of subject matter.

The Director of Libraries is vested with full authority for the maintenance, development, administration, and use of Library materials. This authority provides a guarantee of the responsible management of gifts to the benefit of generations to come. The Director, who is always willing and ready to advise with prospective donors, functions under the general administration of the President and the control of the Board of Regents, who also serve as trustees for the future.

THEODORE C. BLEGEN, Chairman

Approved for recommendation to the Board of Regents.

The Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

November 10, 1955

The first regular meeting of the University Senate for the year 1955-56 was held in the Auditorium of Murphy Hall on Thursday, November 10, 1955. One hundred and two elected or ex-officio members and seven eligible nonmembers, total one hundred and nine 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 JUNE 2, 1955

Reported for Action

Approved

II. SENATE ROSTER FOR 1955-56

Reported for Information

1. Elected Members

Name	Unit*	Group**	Name	Unit*	Group**
Neal R. Amundson	15	1	Mary I. Elwell	5	2
John E. Anderson	3	1	Forrest Erlandson	4	2
Kenneth M. Anderson	9	1	Theodore Fenske	1	1
Gertrude M. Baker	13	1	Richard K. Gaumnitz	2	1
Cyrus P. Barnum, Jr.	10	1	William F. Geddes	1	1
Wendell Bartholdi	4	1	Eugene S. Gollin	3	2
-D. K. Berninghausen	14	1	Glenn Gullickson	10	2
Else Bockstruck	13	2	Lester E. Hanson	1	1
Lawrence R. Boies	10	1	-Herbert Heaton	14	1
-Raymond W. Brink	14	1	Robert Hebbel	10	1
Ernest B. Brown	10	1	-Theo. Hornberger	14	1
Ian A. Brown	10	1	Ruth F. Hovde	10	2
Paul Cartwright	15	2	Robert B. Howard	10	1
-Ralph D. Casey	14	1	-William S. Howell	14	1
T. W. Chamberlin	5	1	Andrew Hustrulid	1	1
-Asher Christensen	14	1	Warren E. Ibele	15	2
Jonas Christensen	1	1	John Jarolimek	6	2
-Kenneth E. Clark	14	1	Frank H. Kaufert	1	1
S. R. B. Cooke	15	1	Louis F. Keller	12	1
-Russell M. Cooper	14	1	Robert J. Keller	6	1
Bryce Crawford, Jr.	15	1	Miles S. Kersten	15	1
Alfred E. Cronk	15	1	E. Fred Koller	1	1
-A. Orville Dahl	14	1	John H. Kuhlmann	15	1
Emmett Davidson	5	1	Benjamin J. Lazan	15	1
-Norman J. DeWitt	14	1	Arnold Lazarow	10	1
Frank E. DiGangi	11	1	-Willem J. Luyten	14	1
Nina E. Draxten	8	2	Osgood Magnuson	1	2
Willis E. Dugan	6	1	William F. Maloney	10	2
Marcia Edwards	6	1	William P. Martin	1	1

Name	Unit*	Group**	Name	Unit*	Group**
- Leo Marx	14	1	Lloyd H. Reyerson	15	1
-William A. McDonald	14	1	Henry Rottschaefer	9	1
Keith N. McFarland	1	1	Skuli Rufford	1	1
Irvine McQuarrie	10	1	Eleanor Salisbury	7	2
-David J. Merrell	14	2	George Schroepfer	15	1
William J. Micheels	6	1	Max Otto Schultze	1	1
Huntington Miller	7	1	-Mulford Q. Sibley	14	1
-Dwight E. Minnich	14	1	Hubert J. Sloan	1	1
Sterling Mitchell	6	2	Michael I. Sovern	9	2
-Franz Montgomery	14	1	Thomas D. Speidel	4	1
Clarence E. Mueller	12	2	Louise A. Stedman	1	1
Will Martin Myers	1	1	J. Warren Stehman	2	1
Ralph G. Nichols	1	1	-Martin Steinmann	14	2
Alfred O. C. Nier	14	1	Karl W. Stenstrom	10	1
Truman Nodland	1	2	James W. Stephan	10	1
Theron O. Odlaug	5	1	D. Burnham Terrell	14	2
Clarence Osell	12	1	Albert Tezla	5	2
Harald Ostvold	1	2	John E. Turner	14	2
-Donald G. Paterson	14	1	Lloyd Ulman	2	1
-Walter T. Pattison	14	1	Ward M. Wells	5	1
Ralph E. Rapson	15	1	Albert Wickesberg	2	2
Merrill Rassweiler	8	1	John B. Wolf	14	1

* Unit code: (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.

** Group code: (1) Professors and associate professors, (2) assistant professors (including research associates), and instructors (including research fellows).

2. Ex-Officio Members

Administrative Committee: 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), Col. Robert T. Connor (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 J. Haislet (Alumni Relations), Dean Richard L. Kozelka (Business Administration), Acting Dean David W. Louisell (Law), 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 Charles H. Rogers (Pharmacy), Dean Athelstan F. Spilhaus (Institute of Technology), Professor Edward B. Stanford (Library), Dean R. E. 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 William T. S. Thorp (Veterinary Medicine).

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, Robert C. McClure, 3-year term, 1954-57, Oscar B. Jesness, 3-year term, 1955-58, Maurice B. Visscher, 3-year term, 1955-58, Francis M. Boddy, 2-year term, 1955-57 (committee elected), Henry Ehlers, 1-year term, 1955-56 (committee elected).

3. Graduate School Representatives

Dean Theodore C. Blegen reports that the Executive Committee of the Graduate School has designated the following elected members of the University Senate as concurrent representatives of the Graduate School: A. O. Dahl, N. J. DeWitt, Marcia Edwards, Irvine McQuarrie, W. M. Myers, A. O. C. Nier, and J. W. Stehman.

Accepted

III. ELECTION OF VICE CHAIRMAN

Reported for Action

The constitution provides that 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.

Dwight E. Minnich was nominated and elected vice chairman.

IV. SENATE COMMITTEES FOR 1955-56

Reported for Action

The President reports additional appointments as follows:

Audio-Visual Aids: Wayne Shelton, student.

Education: John E. Stecklein to replace John Morris.

Intercollegiate Athletics: Ray W. King, Clifford C. Sommer, alumni.

Reserve Officer Training Corps: J. D. Holtzermann, Fred Johnson, alumni.

Student Affairs: Mrs. B. W. Bierman, Mrs. Robert S. Brand, alumni; Ronald Klietsch, student.

Approved

V. NON-SENATE COMMITTEES AND BOARDS FOR 1955-56

Reported for Information

The President reports non-senate committees and boards and their membership for 1955-56 as follows:

Admissions, Board of: Robert Edward Summers (chairman), Ralph Berdie, T. W. Chamberlin, Russell M. Cooper, Austin A. Dowell, Ruth E. Eckert, Henry E. Hartig, Robert J. Keller, William F. Maloney, Horace T. Morse.

Art Collections, Advisory Committee on University: Malcolm M. Willey, (chairman), Winston A. Close, Lorenz E. A. Eitner, Richard M. Elliott, Ruth E. Lawrence, R. Dale Miller, Ralph E. Rapson, Arthur E. Smith, Donald Torbert.

Atomic Energy Development Coordinating Committee: A. F. Spilhaus (chairman), W. D. Armstrong, John G. Darley, Herbert S. Isbin, Harold Macy, Hubert J. Sloan, Karl W. Stenstrom, John H. Williams.

Band Committee: Paul M. Oberg (chairman), Ike Armstrong, Captain Frunk Bruner, Walter W. Cook, Edwin L. Haislet, Errett W. McDiarmid, William T. Middlebrook, William L. Nunn, Gerald Prescott, Gale L. Sperry, Malcolm M. Willey, Edmund G. Williamson. Students: Warren G. Kinzey, Mary E. Swenson.

Camp, All-University: Gerald Fitzgerald (chairman), Donald P. Duncan, William T. Middlebrook, Robert P. Provost, Martin Snoke, Gordon Starr, Malcolm M. Willey. Students: Harald C. Bakken, Robert T. Gustafson, James Hancock, Ronald E. Mattson, Richard P. Ten Dyke, Betty Wilson. Alumni: Russell Johnson.

Civil Service Committee: Theodore H. Fenske, Henry Hartig, Herbert Heneman, Jr., Clinton T. Johnson, James W. Stephan, Hedwin C. Anderson (executive secretary).

Convocation Advisory Committee: James S. Lombard (chairman), D. K. Berninghausen, William S. Howell, Gordon Starr, John B. Wolf. Students: Nancy R. Adams, Newell C. Griffith, William R. Reilly, Stephen C. Schodde.

Defense Mobilization Committee: Julius M. Nolte (chairman), Ray M. Amberg, Gaylord W. Anderson, W. D. Armstrong, Murray Bates, Theodore C. Blegen, Richard G. Bond, Ruth E. Boynton, Raymond W. Brink, Robert Carr, Alfred E. Cronk, Raymond W. Darland, Austin A. Dowell, Clinton B. Hanscom, Lee Hart, Henry E. Hartig, Warren E. Ibele, Richard Jordan, Thomas H. King, Leonard A. Leipus, Roy V. Lund, Laurence R. Lunden, Errett W. McDiarmid, Keith N. McFarland, William T. Middlebrook, Walter R. Mixer, John Morris, William L. Nunn, Clarence Odell, Skuli Rufford, Max O. Schultze, Fernon S. Sherman, Robert Edward Summers, Otto W. Swenson, Neils Thorp, Tracy F. Tyler, LaVerne Wegener, Malcolm M. Willey, Cedric Williams, Edmund G. Williamson, Joseph A. Wise, Dale Yoder.

Dight Institute Advisory Committee: Theodore C. Blegen (chairman), Gaylord W. Anderson, John J. Bittner, Harold S. Diehl, Dwight E. Minnich, Elio D. Monachesi, Donald G. Paterson, Sheldon C. Reed, Mildred Thomson.

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

Film Society, Advisory Committee to University: George Amberg (chairman), Emma Birkmaier, Guy Desgranges, Allen Downs, Mrs. Richard M. Elliott, Kenneth L. Graham, Helge E. Hansen, Jerome Liebling, Kenneth MacCorquodale, Donald E. McCoy, Robert E. Moore, Ralph G. Ross. Students: Erich Germelmann, Donald Hansen.

Foreign Students, Committee on: Theodore C. Blegen (chairman), Gaylord W. Anderson, Clarke A. Chambers, Donald W. Cowan, Austin A. Dowell, Robert Falk, Forrest G. Moore, William G. Shepherd, Robert F. Spencer, Barbara J. Stuhler, Robert Edward Summers, Edmund G. Williamson. Students: Donald J. Rezab, Per Staubo.

General Research Fund Advisory Committee: Bryce Crawford, Jr. (chairman), Francis M. Boddy, A. Orville Dahl, Elio D. Monachesi, Alfred O. C. Nier, William G. Shepherd, Hubert J. Sloan, John G. Darley (secretary).

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 P. Provost (ex-officio), Stanley J. Wenberg, Malcolm M. Willey.

Group Hospitalization Plan Advisory Committee: William T. Middlebrook (chairman), Ray M. 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, Kenneth M. Anderson, Raymond W. Brink, Marcia Edwards, Elmer W. Johnson, E. Fred Koller, Roy V. Lund, Ben B. Sutton, Malcolm M. Willey.

Honors, Committee on University: Harold Macy (chairman), Helen Clapesattle, Raymond W. Darland, Edwin L. Haislet, Walter M. Lauer, Errett W. McDiarmid, Irvine McQuarrie, Dwight E. Minnich, Horace T. Morse, Malcolm M. Willey.

Hormel Institute Board: Theodore C. Blegen (chairman), Hiram E. Essex, J. G. Hunting, Walter M. Lauer, Harold Macy.

Industrial Relations Center Faculty Committee: Richard L. Kozelka (chairman), George Filipetti, William B. Lockhart, Lowry Nelson, Donald G. Paterson, Lloyd M. Short, Dale Yoder.

Industrial Safety, All-University Committee on: R. F. Archer (chairman), Stanley M. Block, Richard G. Bond, Edward J. Dvorak, Andrew Hustrulid, Philip D. Kernan, George Michaelsen, John Morris, Joseph C. Woodman.

Itasca Forestry and Biological Station Advisory Committee: E. W. Ziebarth (chairman), Randolph M. Brown, Clyde Christensen, A. Orville Dahl, Raymond W. Darland, Richard L. Evans (University of Wisconsin), Theodore H. Fenske, Frank H. Kaufert, William H. Marshall, Clarence E. Mickel, Dwight E. Minnich, Thorvald Schantz-Hansen.

Judiciary Council, All-University: William B. Lockhart, Louise A. Stedman, Stewart C. Thomson, Leverne F. Snoxell (secretary). Students: Harald C. Bakken, Richard J. Rose, Allen I. Saeks, Eloise Todd.

Memorial Fund Committee, University of Minnesota: William Anderson, Theodore C. Blegen, Mrs. Irvine McQuarrie, Clarence E. Mickel, Mrs. Edmund G. Williamson.

Military Service, Committee on: Harold S. Diehl (chairman), Theodore C. Blegen, Austin A. Dowell, Elmer W. Johnson, Errett W. McDiarmid, Robert Edward Summers, Malcolm M. Willey, Edmund G. Williamson.

Minnesota Center for the Philosophy of Science—Advisory Board: Paul E. Meehl (chairman), John G. Darley, Edward L. Hill, Edward A. Hoebel, Harold H. Kelley, William N. Lipscomb, Don A. Martindale, Paul C. Rosenbloom, Wilfrid S. Sellars, Maurice B. Visscher.

Minnesota Institute of Research Advisory Committee: A. F. Spilhaus, (chairman), Bryce Crawford, Jr., John G. Darley, Thomas L. Joseph, Richard L. Kozelka, Harold Macy.

Parking Advisory Committee: Elio D. Monachesi (chairman), C. Laverne Carlson, Marcia Edwards, Theodore H. Fenske, Theodore Hornberger, Glen Taylor. Students: James G. Greeno, Rod Nelson.

Patent Committee: William T. Middlebrook (chairman), Harold Macy, Lee I. Smith.

Placement Committee, All-University: Arnold Woestehoff (chairman), Clifford P. Archer, Francis M. Boddy, Henry Borow, Ralph D. Casey, Gerald T. Evans, John C. Kidneigh, Keith N. McFarland, O. William Muckenhirn, Charles V. Netz, Roger B. Page, Lloyd M. Short, Stanley J. Wenberg, Edmund G. Williamson.

Press Committee, University: Malcolm M. Willey (chairman), Theodore C. Blegen, Helen Clapesattle, Robert B. 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. Davis, Otto Domian, Austin A. Dowell, John C. Kidneigh, Richard L. Kozelka, Clarence C. Ludwig, Errett W. McDiarmid, Julius M. Nolte, George Schroepfer, Lloyd M. Short, Edward B. Stanford, George A. Warp.

Public Relations Advisory Committee: William L. Nunn (chairman), Ike Armstrong, Francis M. Boddy, Ralph D. Casey, J. O. Christianson, Edwin S. Cieslak, Raymond W. Darland, Theodore H. Fenske, Edwin L. Haislet, Ambert B. Hall, Stanley V. Kinyon, William F. Maloney, William J. Micheels, Julius M. Nolte, Roger B. Page, Skuli Rutford, Robert Edward Summers, Edmund G. Williamson.

Radiation Hazard Control Committee, All-University: W. D. Armstrong, (chairman), Ruth E. Boynton, Herbert S. Isbin, Roy V. Lund, Laurence R. Lunden, Paul R. O'Connor, William Peterson, Max O. Schultze, Karl W. Stenstrom, Cecil J. Watson, John H. Williams.

Radio Advisory Committee for KUOM: Julius M. Nolte (chairman), Mitchell Charnley, Harold C. Deutsch, Norman J. DeWitt, Paul F. Dwan, Otis J. Dypwick, Marcia Edwards, Henry E. Hartig, Robert B. Howard,

Richard L. Kozelka, Werner Levi, Don A. Martindale, Leo Marx, Robert C. McClure, Errett W. McDiarmid, Paul E. Meehl, Huntington Miller, William L. Nunn, Paul M. Oberg, Skuli Rutford, Edward B. Stanford, Tracy F. Tyler, E. W. Ziebarth.

Radio Policy Committee: Julius M. Nolte (chairman), Ike Armstrong, William T. Middlebrook, Raymond B. Nixon, William L. Nunn, Skuli Rutford, Malcolm M. Willey, Edmund G. Williamson, E. W. Ziebarth.

Residence Status, Board of Review on: Robert Edward Summers (chairman), David R. Briggs, Walter T. Graves, Robert C. McClure, Lemen J. Wells.

Schedule Committee, University: True E. Pettengill (chairman), Ike Armstrong, Vernon L. Ausen, Col. Robert T. Connor, and Chairmen of the schedule committees of the several schools and colleges. Students: David R. Cadwell, Scott Eddie, Michael Streitz.

Scholarship Committee, University: Milton Kuhlman (chairman), T. J. Berning, Erling O. Johnson, Francis "Pug" Lund, Walter Richardson, Robert Edward Summers, Ray M. Wescott, Edmund G. Williamson, C. Gilbert Wrenn, George B. Risty (executive secretary).

Single Quarter Leave Committee: George A. Thiel (chairman), Theodore C. Blegen, Bryce Crawford, Jr., Marcia Edwards, Robert B. Howard, Howard C. Kernkamp, Malcolm M. Willey, Tracy F. Tyler (secretary).

Space Allocation and Use, Advisory Committee on: Robert Edward Summers (chairman), Winston A. Close, Roy V. Lund, William T. Middlebrook, John Morris, Horace T. Morse, Ralph G. Nichols, Stewart C. Thomson, John E. Turner, Malcolm M. Willey.

SPAN Committee, University: Russell M. Cooper (chairman), Robert C. Eidt, Edward A. Hoebel, Walter T. Pattison, Martin Snoke.

Staff Welfare Fund Committee: Lee I. Smith (chairman), William Anderson, R. F. Archer, Guy Bond, Austin A. Dowell, Marjorie Gerlich, Roy V. Lund, Helen L. MacDonald, William T. Middlebrook, Will M. Myers, Leo G. Rigler, J. Warren Stehman.

State Organization Service Advisory Committee: Julius M. Nolte (chairman), Theodore C. Blegen, J. William Buchta, Ralph D. Casey, Walter W. Cook, Russell M. Cooper, Robert B. Howard, Richard L. Kozelka, Clarence C. Ludwig, Harold Macy, Robert C. McClure, Errett W. McDiarmid, C. H. McLaughlin, William C. Rogers, Arnold M. Rose, Skuli Rutford, Lloyd M. Short, J. Warren Stehman, Stanley J. Wenberg, Edmund G. Williamson.

Student Behavior, Committee on: William J. Micheels (chairman), Kenneth M. Anderson, Robert C. Brasted, Dorothy T. Dyer, Arthur L. Johnson, William F. Maloney, Keith N. McFarland, Ephraim Rosen, Martin Snoke, Gina O. Wangness, Luverne F. Snoxell (ex-officio, secretary). Students: Stanley S. Madeja, Elston L. Nelson, Irving L. Nielson, Allen I. Saeks, Thomas Twaites.

Summer Research Appointments, Committee on: Theodore C. Blegen (chairman), Marcia Edwards, Oscar B. Jesness, Richard L. Kozelka, Errett W. McDiarmid, A. F. Spilhaus, George A. Thiel, Maurice B. Visscher.

Summer Session Advisory Committee: E. W. Ziebarth (chairman), Francis M. Boddy, Russell M. Cooper, Raymond W. Darland, Austin A. Dowell, Marcia Edwards, Elmer W. Johnson, William G. Shepherd, L. D. Steefel, C. Gilbert Wrenn.

Tenure Advisory Committee: Malcolm M. Willey (chairman), William Anderson, Ernest B. Brown, Alfred E. Cronk, Theda Hagenah, William P. Martin, Robert C. McClure, Norman W. Moen.

University College Committee: J. William Buchta (chairman), W. D. Armstrong, Theodore C. Blegen, Francis M. Boddy, Arthur M. Borak,

Mitchell Charnley, Walter W. Cook, Bryce Crawford, Jr., James J. Jenkins, Richard Jordan, Helen A. Ludwig, Keith N. McFarland, Maynard E. Pirsig, Robert Edward Summers, Dimitri Tselos, Alfred L. Vaughan.

Accepted

VI. STUDENT ORGANIZATION STAFF REPRESENTATIVES OR ADVISERS FOR 1955-56

Reported for Information

The President reports student organization staff representatives or advisers for 1955-56 as follows:

All-University Congress, Social Service Council, Staff Advisers: Theodore H. Fenske, Philip T. Meyers, Mabel Powers, Hermann Ramras.

All-University Congress, Staff Advisers: William S. Howell, Ralph L. Kitchell, Mabel Powers, James Reeves, Mulford Q. Sibley.

Board in Control of Student Publications, Staff Representatives on: Mitchell Charnley, John G. Darley, Theodore Hornberger, Fred L. Kildow (editorial adviser), Martin Snoke, Harold Strom (financial adviser).

Technology Board, Staff Representatives on: Paul A. Bloland, Paul Cartwright, Clifford I. Haga.

Union Board of Governors, Staff Representatives on: Alfred H. Cheese, Jr., Wilbur L. Layton, Eugene Pfeider, Robert N. Shoffner, Robert Snow (alumni representative).

Union Board of Governors, St. Paul Campus, Staff Representatives on: Gladys Bellingier, Austin A. Dowell, David N. Kanatz, Ralph L. Kitchell, Ralph E. Miller.

Union Board of Governors, University Village, Staff Representative on: Willard E. Johnston. (Staff representatives and advisers to other student organizations are listed in the Student Organization Roster, available at the Student Activities Bureau.)

Accepted

VII. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Policy of Staff Appearances Before Legislative Committees.* There was discussion of a first draft statement that would embody University policy with respect to staff appearances before legislative committees. Suggestions for modification of this proposed policy statement were made and Vice President Willey was requested to embody these in a redraft which will be brought back to the Administrative Committee for further consideration. The Administrative Committee expressed itself as believing that such a statement would be useful.

2. *Reorganization as Senate Committees of Non-Senate Committees.* The President reported for information that he had received from Professor Charles H. McLaughlin, then Chairman of the Senate Committee on Senate Committees, a letter sent to the chairmen of all standing committees of the Senate inviting comments on functions and organization of those committees. The President pointed out that Professor McLaughlin had indicated that his committee was not considering any reorganization of the Administrative Committee, but was sending the letter for information.

3. *Renaming of the Discipline Committee as "All-University Committee on Student Behavior."* This change in name was formally approved. There was also discussion of a somewhat related report of a special committee which was filed on May 10, 1955. This committee, created at the suggestion of Dean Williamson and appointed by Vice President Willey, studied the problem of emotionally disturbed students and outlined procedures for dealing with such

students. The recommendations of the report were endorsed by the Administrative Committee.

4. *Change in Department Name.* It was voted, subject to further conference and clearance to be undertaken by Dean Macy, to recommend to the Regents a change in name of the Department of Agricultural Biochemistry to Department of Biochemistry, and of the Department of Poultry Husbandry to Department of Poultry Science.

5. *Orientation for New Academic Staff.* The President reported that he had received a suggestion that there might be advantages in having some kind of orientation meetings designed primarily for new department heads and other administrative officers. Following discussion of the proposal, it was voted that the President appoint a committee to explore more definitively the advantages of such a proposal, with consideration of content and procedure should the reaction to the suggestion be a favorable one.

6. *Nominations for Who's Who.* The President called to attention that the University staff is well represented in *Who's Who in America* and suggested that deans might check names of outstanding members of their faculties against the volume, looking toward the nomination of staff members who might well be included. (A complete list of University of Minnesota names in *Who's Who in America* was sent to members of the Administrative Committee on August 16, 1954.)

7. *Preservation of Personal Memories and Service Records of Retiring Staff Members.* Dean Blegen called to attention that there are many values in systematically keeping the records of services of retiring staff members, and especially in securing manuscripts that embody their observations and recollections concerning their connection with the University. There was general agreement that such archival material is exceedingly important. There ensued discussion of how it might be obtained. Dr. Stanford was requested to explore the matter further with Dean Blegen and Mr. Nunn, and any other individuals he might select, for later report to the Administrative Committee.

8. *Recommendations of the Honors Committee.* At the October 5, 1955, meeting of the Administrative Committee, certain recommendations for University honors were received from the Honors Committee. These were discussed and names were approved for forwarding to the Regents.

9. *Foreign Scholars Wishing to Teach in American Universities.* It was agreed that there are advantages in circulating documents of this kind. Mr. Willey was asked to assume responsibility for this.

R. E. SUMMERS, Secretary

Accepted

VIII. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

Your Senate Committee on Intercollegiate Athletics submits the following report for the year 1954-55.

The work of the Committee during the year was concerned mostly with the routine matters of athletic schedules, eligibility, letter awards, special awards, ticket prices, ticket violations, conference legislation, and related matters.

The Committee accepted from the Spectator Club a hockey trophy to be named in honor of Kenneth Anderson and designed to honor annually an outstanding hockey player. The choice of the outstanding student and hockey player to receive this award is entirely in the hands of the Athletic Committee.

The Conference Medal for the greatest proficiency in scholastic work as well as athletic activity for the year 1954-55 was awarded to Charles J. Mencil.

STATISTICAL TABLE ON INTERCOLLEGIATE ATHLETICS FOR 1954-55

	Total Number Games	No. Conference Games	No. Non-Conference Games	Total No. Receiving Athletic Instruction Including Freshmen	No. Varsity Candidates	No. Varsity Candidates Eligible for Intercollegiate Competition	No. Having Competition	No. "M" Awards	No. Freshman Candidates	No. Freshman Numerals Awarded	No. Games Won	No. Games Lost	No. Games Tied
Baseball Siebert	32	15	17	136	41	32	21	14	95	22	23	9	0
Basketball Cowles	22	14	8	100	19	17	17	8	81	21	15	7	0
Cross Country Kelly	4	3	1	6	5	5	5	3	1	1	0	4	0
Football Warmath	9	6	3	157	55	54	39	34	102	44	7	2	0
Golf Bolstad	11	2	9	50	32	14	14	11	18	10	11	0	0
Gymnastics Piper	9	7	2	39	18	12	8	8	21	7	6	3	0
Hockey Mariucci	30	24	6	59	28	19	17	13	31	21	16	12	2
Swimming Thorpe	6	6	0	55	27	15	13	7	28	12	1	5	0
Tennis Brain	8	5	3	42	28	13	6	6	14	7	3	5	0
Track Kelly	10	8	2	50	24	18	15	12	26	12	3	6	1
Wrestling Johnson	11	7	4	36	24	17	10	6	12	8	2	8	1
TOTALS	152	97	55	730	301	216	165	122	429	165	87	61	4

The following intercollegiate athletic schedules are reported:

CROSS COUNTRY—1955

Sept. 30 Carleton at Northfield	Oct. 22 Iowa State
Oct. 7 Marquette at Milwaukee	Nov. 5 Iowa at Iowa City
Oct. 8 Northwestern at Evanston	Nov. 12 Conference at Chicago, Ill.
Oct. 15 Wisconsin at Madison	

BASKETBALL—1955-56

Dec. 3 DePaul	Jan. 28 Northwestern
Dec. 10 Southern Methodist	Jan. 30 Illinois
Dec. 16 Notre Dame	Feb. 4 Purdue at Lafayette
Dec. 20-21 Kentucky Tournament at Lexington, Ky.	Feb. 11 Wisconsin at Madison
Dec. 29-30-31 Dixie Classic—U. of No. Carolina, Raleigh, N. C.	Feb. 13 Michigan State
Jan. 7 Michigan	Feb. 18 Ohio State at Columbus
Jan. 9 Indiana	Feb. 25 Iowa
Jan. 14 Iowa at Iowa City	Feb. 27 Illinois at Urbana
Jan. 21 Michigan State at East Lansing	Mar. 3 Michigan at Ann Arbor
	Mar. 5 Ohio State

HOCKEY—1955-56

Dec. 1-2 St. Boniface	Jan. 27-28 North Dakota at Grand Forks
Dec. 16-17 Colorado College	Feb. 3-4 Denver
Dec. 22-23 Michigan State College	Feb. 10-11 Michigan Tech at Houghton
Dec. 29-Jan. 2 Invitational Tournament at Rensselaer, Troy, N. Y.	Feb. 13-14 Michigan State at East Lansing
Jan. 6-7 U. S. Olympic Team	Feb. 17-18 Michigan
Jan. 13-14 Michigan at Ann Arbor	Feb. 24-25 Colorado College at Colorado Springs
Jan. 20-21 Michigan Tech.	Mar. 2-3 North Dakota

GYMNASTICS—1955-56

Dec. 17 Florida State at Tallahassee	Feb. 4 Illinois
Jan. 7 Wisconsin	Feb. 17 Iowa and Northwestern
Jan. 13 Illinois at Navy Pier, Chicago	Feb. 18 Northwest Open
Jan. 14 Chicago and Northwestern at Chicago	Feb. 25 Indiana at Bloomington
Jan. 20 Michigan State at East Lansing	Mar. 2-3 Conference at Illinois
Jan. 21 Michigan at Ann Arbor	Mar. 23-24 NCAA at North Carolina

SWIMMING—1955-56

Jan. 14 Ohio State	Feb. 13 Iowa at Iowa City
Jan. 21 Purdue	Feb. 25 Wisconsin at Madison
Jan. 28 Northwestern at Evanston	Mar. 1-2-3 Conference at Purdue
Feb. 4 Illinois	Mar. 29-30-31 NCAA at Yale

WRESTLING—1955-56

Dec. 3 Iowa Invitational Tournament at Iowa City	Feb. 4 Illinois
Jan. 7 Northwestern, Purdue, Michigan State at Evanston	Feb. 10 Indiana
Jan. 13 Kansas State at Manhattan	Feb. 13 Wisconsin at Madison
Jan. 14 Nebraska at Lincoln	Feb. 17 Michigan State
Jan. 20 Iowa State Teachers at Cedar Falls	Feb. 20 South Dakota State at Brookings
Jan. 28 Cornell	Feb. 25 Iowa State
	Mar. 2-3 Conference at Iowa
	Mar. 23-24 NCAA at Oklahoma A & M

FOOTBALL—1956

Sept. 29 Washington at Seattle	Nov. 3 Pittsburgh
Oct. 6 Purdue	Nov. 10 Iowa
Oct. 13 Northwestern	Nov. 17 Michigan State
Oct. 20 Illinois	Nov. 24 Wisconsin at Madison
Oct. 27 Michigan at Ann Arbor	

J. WARREN STEHMAN, Chairman

Accepted

IX. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

Reported for Information

1. The Senate Committee on Student Affairs in the Fall of 1954 appointed a sub-committee to review the current policy for the approval of off-campus speakers. Dean William Maloney was appointed as chairman. During the course of the year this committee met with various members of the University Administration, faculty, and students to obtain a wide range of opinions and suggestions.

The report of this committee, as accepted by the Senate Committee on Student Affairs on June 10, 1955, is as follows:

"The Senate Committee on Student Affairs reaffirms the action of the Senate Committee on Student Affairs taken on January 9, 1936, in which the procedure of approval of outside speakers sponsored by student groups was enunciated. (The minutes of the January 9, 1936, meeting contain the following statement: 'In regard to speakers at student meetings, many of the organizations are desirous of bringing speakers to the campus at various times—sometimes local speakers, sometimes speakers from outside of the Cities. There is at present an understanding in the President's Office that the names of all local speakers are to be approved in the Office of the Dean of Student Affairs before arrangements are completed for bringing them here and that all speakers brought from outside [probably outside the state] should be approved by the President and invited by him as guests of the University.') Further, that the Senate Committee on Student Affairs affirms that portion of the Basic University Policy Concerning Student Organizations and Their Activities as established in 1946, and which sets forth the principle that actions of the Office of the Dean of Students are reviewable by the Senate Committee on Student Affairs as follows:

"The Senate Committee on Student Affairs has general jurisdiction over all matters of policy, regulations, rules, and programs relating to student activities. The students at all times have free access to this Committee for review and discussion of such matters. The responsibility for administering such policies, rules and regulations and for general supervision over student activities has been assigned by the administration of the University to the Student Activities Bureau in the Office of the Dean of Students.

"Appeals from decisions of the staff of the Activities Bureau affecting student organizations and activities may be made to the Dean of Students, the Senate Committee on Student Affairs, the Senate, the President, and finally, the Board of Regents."

2. The Senate Committee on Student Affairs reviewed the status of the University Village Council and University Grove East Association at its meeting of October 14, 1955. These groups had been charged with non-compliance with the University policy on financial supervision. Their defense was that they were not student organizations and therefore were not required to comply. The Committee ruled that the two groups should be considered student organizations. Currently attempts are being made to find a method of financial supervision satisfactory to all parties.

KENNETH E. CLARK, Chairman

No action. Discussion continued to next meeting.

X. REMARKS BY THE PRESIDENT

The President reported that the Association of Minnesota Colleges held a meeting recently on campus at which the junior colleges were invited to join in a discussion of how future increases in enrollments may be provided for. The matter will be discussed also at the White House Conference to which Dean Morse will be a delegate.

He indicated that in Minnesota the teachers college enrollment increased much faster this fall than for any other group, 36 per cent, and liberal arts colleges the least, 6 per cent. The University increase was 14 per cent, and the junior college increase, 23 per cent. The increase for the state was 15 per cent.

With the larger numbers of students coming on are we going to adopt different admission standards? This has implications in our relationships to other institutions.

These and other related matters will be prominent in our discussions in the near future.

XI. RESOLUTION

The following resolution, proposed by Professor William Anderson, was adopted by a unanimous vote of the Senate:

WHEREAS, All the necessary steps have now been taken by the University and state officials to bring under the protection of Federal Old Age and Survivors Insurance all staff members in positions eligible for the faculty retirement plan, and

WHEREAS, The eligible members of the faculty have shown their hearty approval of this action by the overwhelming vote they cast in favor of it,

Be It Resolved, That the members of the University Senate, as representatives of the faculty, wish to have spread upon the records of the Senate, in the words of this resolution, their deep sense of gratification over this addition to the insurance and retirement provisions afforded by the previously established faculty retirement plan; their thanks to the State Legislature and the state administration for having made this possible; and their thanks to the Board of Regents, President Morrill, Vice President Middlebrook, Mr. Ray F. Archer, Mr. Ray Amberg, and all other members of the University staff and friends of the University for their constructive and helpful efforts in bringing about the desired result;

And Be It Further Resolved, That the members of the Senate express the further hope that this major step toward improving the insurance and retirement system for members of the faculty will be followed by other steps, such as will extend such coverage as is feasible to other members of the University staff, including academic appointees not now eligible for the University retirement plan, and the civil service, and bring the entire system more nearly into line with the retirement allowances that were originally planned, and also into line with the better staff insurance and retirement systems in the leading universities of the United States.

XII. NECROLOGY

FREDERICK KLAEBER

1863-1954

Frederick Klaeber, Professor Emeritus of English and Comparative Philology, *facile princeps* among *Beowulf* scholars the world over, died at Bad Koesen, (East) Germany, on October 4, 1954, aged 91 years and three days, having been born (at Beetzendorf, Prussia) on October 1, 1863. After studying at the Universities of Leipzig, Halle, and Kiel, he took his Ph.D. at the University of Berlin (with a thesis on Chaucer) in 1892. In the next year he became instructor in Old and Middle English at the University of Minnesota, where he spent the rest of his officially active academic life, being promoted, in 1896, to Assistant Professor of English Philology, and, in 1898, to Professor of English and Comparative Philology, in which position he remained until his retirement in 1931 with the title of Professor Emeritus. Professor and Mrs. Klaeber had spent a sabbatical year in 1929-30, in Germany,

and, on retirement a year later, returned there to live in Berlin, where Professor Klaeber lectured extracurricularly at his *alma mater* and continued his constant publication of articles and reviews in connection with his specialty—Anglo-Saxon literature and particularly *Beowulf*. On *Beowulf* he was everywhere acknowledged as the world's greatest expert, as is partly indicated by the publication, in 1929, by the University of Minnesota Press, of *Studies in English and Comparative Philology: a Miscellany in Honor of Frederick Klaeber*, edd. Kemp Malone and M. B. Ruud (with full bibliography to date). His first edition of *Beowulf* appeared in 1922, and successive editions and amplified and revised reprints continued to be published as late as 1950; and until as late as 1952, at the age of 89, he went on, though long bedridden and deprived of his library (through bombing and fire), contributing to the periodical literature of the subject. Until December 1941 Professor Klaeber received his Carnegie pension through the University, but from then until September 1945 the war prevented the continuance of the remittances, which, even after the war was over, could not be regularly despatched to him, partly because he had been forced by the Nazi administration to resume his German citizenship, and partly because, after being bombed out in Berlin in 1944, he took up residence in Bad Koesen—which unluckily became a part of the Russian Zone at the end of the war. From shortly after the end of the war until his death, however, both the University and private friends found means of supplying him with packages of food and clothing, which did much to comfort him in his last years, though his wife, five years younger than he, died in 1947: "Hunger and cold," her husband wrote, "were too much for her." In 1951, Professor Klaeber instituted, by agreement with the University, the *Frederick Klaeber Scholarship Fund* of upwards of \$50,000 (derived from investments made during his long residence in this country), the legitimate income from which he was permanently prevented from enjoying by legal and political obstacles. There must be few *emeriti* of the University who have shown, for so long and with such noble patience, such selfless and single-minded devotion to her, or who have contributed both with such signal abilities and with such munificent benevolence to her well-being and her luster—even "in age and febleness extreme."

GERTRUDE VAILE

1878-1954

The death of Associate Professor Emeritus Gertrude Vaile on October 15, 1954, in Denver, Colorado, brought to a close an illustrious career as a social work pioneer, crusader, executive and teacher. Her life which began on January 20, 1878, in Kokomo, Indiana, spanned a period in the history of social work which saw social work emerge from its primitive "lady bountiful" era into a modern, humanistic, scientific and professional service to individuals, groups and communities. She played no small part in bringing about this change.

After graduation with the B.A. degree from Vassar College in 1900, she became interested in charity work. In time she entered the Chicago School of Civics and Philanthropy (later to be incorporated into the University of Chicago as the School of Social Service Administration) graduating in 1910, and for a few years she worked for the Chicago United Charities. On her return to her family's home in Denver, Colorado, she was almost immediately appointed to the City Board of Charities and Corrections. There as Supervisor and Executive Secretary she proceeded to change an archaic county agent's office into a real department of social service—the first of its kind in the United States—with social casework, conferences, committees, etc. To her, public relief, professionally administered, was essential in a democracy. Her administration set the early pattern of professional public welfare administration and was acclaimed throughout the country, even by those who thought that relief under public auspices must of necessity be poorly admin-

istered. She maintained an unwavering conviction that social work through the use of casework is an instrument of democracy which would help the individual to "the largest possible freedom and self expression." Her fellow social workers recognized her leadership by electing her President of the National Conference of Social Work in 1926.

She became a pioneer in another way when at the end of World War I she became the Western District Director of the American Association for Organizing Family Social Work (this national agency subsequently became the Family Service Association of America). Many communities established or improved their family welfare agencies under her leadership. By this time her status in the social work field was well established but she decided to undertake graduate study to prepare her for her coming role as a social work teacher. She received the M.A. degree from the University of North Carolina in 1930, and began her teaching career at the University of Minnesota that same year as Associate Professor of Sociology and Social Work, and Associate Director, Training Course for Social and Civic Work (subsequently to become the School of Social Work). With the exception of sabbatical leaves to Europe and to Australia to study public welfare in those lands, her teaching service at this University was continuous until her retirement in June, 1946. She brought to her teaching and University duties a wealth of social work experience, a deep devotion to service, and an inspiring relationship to students.

When she retired a large group of her friends and former students raised a modest sum of money to establish a book collection for the use of social work students. This collection located in Ford Hall is known as the Gertrude Vaile Library Collection, and includes, among others, Miss Vaile's own personal social work library.

Her post retirement days were spent with her sister in the family home city of Denver, Colorado, where she continued to be active in social work activities, conducting several studies and performing many social work tasks as a most welcome volunteer. Her life was a consistent example of self sacrificing service to mankind.

EDWIN MAXMILIAN LAMBERT

1882-1955

Edwin Maxmilian Lambert, emeritus professor of mining engineering of the School of Mines and Metallurgy at the University of Minnesota, died at his home, 705 6th Street S.E., Minneapolis, July 19, 1955. He is survived by his wife, Genevieve, and a daughter, Mrs. James E. Trow (Dr. Lois Ruth Lambert).

Mr. Lambert was born at St. Paul, Minnesota, January 6, 1882. After attending schools in Young America, Minnesota, he received his M.E. degree at the University of Minnesota from the Engineering Department. Previous to his appointment as instructor in mathematics in the School of Mines and Metallurgy of the University of Minnesota in 1909, Mr. Lambert taught five years in the rural schools of the state, worked six months at railway engineering field work for the Northern Pacific Railway, one summer in mechanical engineering with the Minneapolis Threshing Machine Company, one summer in electrical engineering with the Minneapolis Street Railway Company, and five months in underground surveying work in the iron mining districts of Minnesota.

He was promoted to the rank of Assistant Professor of Mathematics in 1911. For reasons of school economy, Mr. Lambert offered to help with surveying teaching in 1915. Also, in 1916, he offered to assist the Tax Commission Department at the School of Mines and Metallurgy with iron ore estimation work. In 1918 he was promoted to Associate Professor, made head of mining engineering, placed in charge of all Tax Commission iron ore estimation work, and placed in charge of mine surveying teaching including field trips—

responsibilities which he retained until his retirement. He was promoted to the rank of Professor in 1922. Immediately upon retirement in 1950, because of his expert knowledge, the State of Minnesota retained Mr. Lambert to continue iron ore estimation work, which he did until the day of his death.

Mr. Lamberts' greatest contribution in service to the University and the State was through his work for the Minnesota Tax Commission in estimating iron ore reserves of the State for tax purposes. Each year for 39 years his knowledge and experience in ore estimation served the State outstandingly but was scarcely known to those outside of the mining industry and the State Capitol. Mr. Lambert made sacrifices in both time and professional opportunities, because for years he served most summers without compensation and because the confidential nature of the Tax Commission work precluded the acceptance of any mining consulting work. He turned down many attractive offers to enter industry. Mr. Lambert was well known in mining circles for he was in constant contact with mining officials throughout the State and did much to develop and stimulate interest in the School of Mines and Metallurgy. He was particularly gifted in successfully handling delicate situations arising from differences of opinion between the Tax Commission and the operators and, in St. Paul, frequently took the stand in tax litigations. He was a loyal, enthusiastic and indefatigable worker.

Mr. Lambert was a member of the American Institute of Mining and Metallurgical Engineers, Sigma Rho, professional mining engineering fraternity, life member of the Engineers Club of Minneapolis, and charter member and past president of the Minnesota Mineral Club.

Mr. Lambert was a Scottish Rite, past master of University Masonic Lodge, past patron of the University OES chapter, and member of the Acacia fraternity.

The University and State have lost a valuable and respected servant but can look with pride on the honor he has brought to the University.

THOMAS A. H. TEETER

1886-1955

Thomas A. H. Teeter, 69, Dean Emeritus of the Summer Session died suddenly at the Campus Club of the University of Minnesota, August 29, 1955. He is survived by his widow, Pauline, his sons, Robert, Philip, and William, and his daughter, Pauline Ann.

Dean Teeter was born in Rolling Prairie, Indiana, on February 12, 1886. He took his bachelor's degree at Purdue University in 1907 and did further work at other American universities. He taught at Purdue University, at Pennsylvania State College, at the University of Southern California, and at Cornell University.

His experience as a field engineer was substantial, and his work distinguished. He was field engineer for Barr & Cunningham in Portland, Oregon, in 1919 and 1920, was assistant construction engineer for the Narada Cut-off Highway National Park Service at Mt. Rainier, and in 1922 became associate professor of engineering and took charge of engineering courses for the General Extension Division of the University of Minnesota. He was co-author of *Land Drainage*, a book used in many colleges and universities in the United States. In 1939 he was made Director of the Summer Session, and in 1947 was made Dean of the Summer Session and became acting dean of the Institute of Technology.

Dean Teeter was not only respected for his professional accomplishments in engineering, but was regarded as one of the pioneers in the development of the Summer Session as a major function of a great American university. The National Association of Summer Session Deans and Directors, a group which he had served as president, has paid tribute to his substantial contributions to summer education across the nation.

He was loved and respected by both colleagues and friends for his warm human understanding, his vigorous and discriminating efforts in behalf of higher standards in the areas in which he was interested, and for his rugged and uncompromising honesty. Dean Teeter's sudden and shocking death has left a gap not only on the campus of the University of Minnesota but in the entire community of which he was so active a part. His many associates at the University of Minnesota will feel that they have lost not only a colleague but in the very best sense an irreplaceable friend.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

December 8, 1955

The second regular meeting of the University Senate for the year 1955-56 was held in the Auditorium of Murphy Hall on Thursday, December 8, 1955. One hundred two elected or ex officio members and nineteen eligible non-members, total one hundred twenty-one 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 10, 1955

Reported for Action

*Approved*II. STUDENT ORGANIZATION STAFF REPRESENTATIVES
OR ADVISERS FOR 1955-56

Reported for Information

The President reports additional appointments as follows:

Union Board of Governors: John Richter to replace Robert Snow
(alumni representative)

Union Board of Governors, St. Paul Campus: Owen K. Hallberg
(alumni representative)

Accepted

III. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

University Calendar for 1956-57. There was before the Committee a proposed calendar for the academic year 1956-57, amended in view of suggestions received from various campus sources. Particularly, it was asked that for the Duluth Branch the June 1957 commencement should be set for Friday, June 14, and Cap and Gown Day on the Thursday of the week before commencement week, except where there is a conflict with the Memorial Day holiday. Then, the Duluth Cap and Gown Day would be on a Tuesday. It was taken by common consent that these and other written suggestions would be incorporated in the proposed calendar.

It was said that Summer Session commencement exercises might possibly be on the last Friday night of each summer term, rather than on Thursday evenings as now scheduled, although advice of the Committee on Functions was desired on this possible change in practices.

Student attendance at the three convocations (the opening convocation, Charter Day convocation, and Cap and Gown Day convocation) for which classes are excused, has been observed to be interfered with by instruction which is continued into the hours. The Committee asked that the deans and directors be reminded to promote student assembly at the times indicated

November	17	Saturday	Dads Football Game
November	22	Thursday	Thanksgiving Day, holiday
November	23, 24	Friday, Saturday	Classes excused (except Medical and Veterinary)
December	13	Thursday	Senate meeting, 3:30 p.m.
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

1957

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 classes begin 8:30 a.m. ²
January	11	Friday	Last day for registration and payment of fees for the Graduate School and for teachers in service
February	7	Thursday	Senate meeting, 3:30 p.m.
February	12	Tuesday	Lincoln's Birthday, holiday
February	22	Friday	Washington's Birthday, holiday
February 25-March 3			University of Minnesota Week
February	28	Thursday	Charter Day convocation, 11:30 a.m., IV hour classes excused
March	14	Thursday	Senate meeting, 3:30 p.m.
March 15, 16 and 18-21			Final examination period
March	21	Thursday	Spring quarter fees due for students in residence winter quarter in undergraduate colleges. Commencement, 8:00 p.m.
March	23	Saturday	Winter quarter closes

Spring Quarter

March	28, 29	Thursday, Friday	Orientation program; registration ¹ and payment of fees for new students in all undergraduate colleges
April	1	Monday	Spring quarter classes begin 8:30 a.m. ²
April	5	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
April	19	Friday	Good Friday, holiday
May	2	Thursday	Senate meeting, 3:30 p.m.
May	23	Thursday	Cap and Gown Day Convocation (Minneapolis), 11:30 a.m., IV hour classes excused
May	30	Thursday	Memorial Day, holiday

November	17	Saturday	Dads Football Game
November	22	Thursday	Thanksgiving Day, holiday
November	23, 24	Friday, Saturday	Classes excused (except Medical and Veterinary)
December	13	Thursday	Senate meeting, 3:30 p.m.
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March			Winter quarter closes

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April	5	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
April	19	Friday	Good Friday, holiday
May	2	Thursday	Senate meeting, 3:30 p.m.
May	23	Thursday	Cap and Gown Day Convocation (Minneapolis), 11:30 a.m., IV hour classes excused
May	30	Thursday	Memorial Day, holiday

June	6	Thursday	Cap and Gown Day Convocation (Duluth) 11:30 a.m., IV hour classes excused; Sena meeting, 3:30 p.m.
June 8 and 10-14			Final examination period
June	9	Sunday	Baccalaureate service, 3:00 p.m.
June	14	Friday	Commencement (Duluth), 8:00 p.m.
June	15	Saturday	Spring quarter closes; Commencement (Minn apolis), 8:00 p.m.

Summer Session

1957			<i>First Term</i>
June	17	Monday	Orientation and registration for first term
June	18	Tuesday	First term classes begin 8:00 a.m. ² ; fees due fo students in all colleges
July	4	Thursday	Independence Day, holiday
July	18	Thursday	Commencement, 8:00 p.m.
July	20	Saturday	First term closes
			<i>Second Term</i>
July	22	Monday	Registration and payment of fees for second term
July	23	Tuesday	Second term classes begin 8:00 a.m. ²
August	22	Thursday	Commencement, 8:00 p.m.
August	24	Saturday	Second term closes

General Extension Division

1956			<i>Fall Semester</i>
September	17	Monday	Registration, fall semester, ⁴ begins
September	29	Saturday	Last day for registration, fall semester
October	1	Monday	Fall semester classes begin ⁸
November	22	Thursday	Thanksgiving Day, holiday
December	22	Saturday	Christmas recess begins
1957			
January	7	Monday	Classes resume ⁴
February	4	Monday	Spring semester registration begins
February	9	Saturday	Fall semester classes close
			<i>Spring Semester</i>
February	16	Saturday	Spring semester registration closes
February	18	Monday	Spring semester classes begin ⁸
February	22	Friday	Washington's Birthday, holiday
May	30	Thursday	Memorial Day, holiday
June	15	Saturday	Spring 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, *Bulletin of General Information and Bulletin of the Summer Session*.

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 schools with registration beginning two weeks preceding the opening of classes.

2. Reported for Information

1. *Report on Certain Aspects of Present Scheduling.* Dean Summers indicated the sources of class schedules at the University and reported the various groups which are presently engaged in an attempt to improve scheduling practices. He referred particularly to the direction which experimentation is taking in the interest of better use of facilities and the provision of more student places at the University as enrollments rise. Subcommittees of the Senate Committee on Education and the All-University Committee on Scheduling are working on schedule problems, as is the Bureau of Institutional Research. It was suggested that no single college can change the schedule pattern for better utilization of classrooms during a higher percentage of all hours in the instructional week. Cooperative effort is called for and both faculty and students must understand the need and strive to improve the situation.

2. *Policy on Staff Appearances Before Legislative Committees.* At the October 5, 1955, meeting, there was discussion of a first draft statement on University policy with respect to staff appearances before legislative committees. The Administrative Committee believed that such a statement would be useful and suggested modifications of the proposed one. Vice President Willey redrafted the statement according to suggestions and it was returned for study. After directing minor further changes in wording, the Committee voted approval. The President indicated he would place the statement before the Faculty Consultative Committee.

3. *Orientation for New Academic Staff Members.* October 5, 1955, it was voted to appoint a small subcommittee to explore the advantages in having some kind of orientation meetings designed primarily for new department heads and other administrative officers. The President reported appointment of Deans Macy, McDiarmid, and Morse, Dean Macy to serve as chairman.

4. *University of Minnesota Memorial Fund.* From time to time the Committee had discussed an improved means of applying the funds which are received in many relatively small amounts to honor and perpetuate the memory of deceased faculty and staff members, or members of their families. To carry out the purpose of donors, without setting up separate memorials under the Greater University Fund, has long presented a problem. A plan has now been evolved to operate as a special project of the Greater University Fund and to be known as the University of Minnesota Memorial Fund. The objectives shall be: to honor the memory of University staff and faculty members, their families and friends; to give collective and continuing recognition to all gifts regardless of size or purpose; to avoid the difficulties so often experienced in separate memorials; to provide a continuous source of funds toward the effective accomplishment of the intention of individual memorials; and to provide proper and courteous acknowledgment and personal identification of all memorial gifts. Further details of the plan are described in a leaflet issued by the office of the Greater University Fund. Administration of this special fund is vested in a committee of five members to be named by the President of the University, three named directly from the academic staff and two as representatives from the Faculty Women's Club nominated by that organization. The President announced the appointment of the first such administrative committee.

5. *Recommendations of the Honors Committee.* In the November 2, 1955, meeting the President discussed work of the Committee on University Honors and reported the names of five persons who had been nominated by that Committee. It was moved, seconded, and voted to approve the recommendations and to pass those to the Regents.

R. E. SUMMERS, Secretary

Accepted

IV. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

Reported for Information

The Senate Committee on Student Affairs in the fall of 1954 appointed a subcommittee to review the current policy for the approval of off-campus speakers. Dean William Maloney was appointed as chairman. During the course of the year this committee met with various members of the University administration, faculty, and students to obtain a wide range of opinions and suggestions.

The report of this committee, as accepted by the Senate Committee on Student Affairs on June 10, 1955, is as follows:

"The Senate Committee on Student Affairs reaffirms the action of the Senate Committee on Student Affairs taken on January 9, 1936, in which the procedure of approval of outside speakers sponsored by student groups was enunciated. (The minutes of the January 9, 1936, meeting contain the following statement: 'In regard to speakers at student meetings, many of the organizations are desirous of bringing speakers to the campus at various times—sometimes local speakers, sometimes speakers from outside of the Cities. There is at present an understanding in the President's Office that the names of all local speakers are to be approved in the Office of the Dean of Student Affairs before arrangements are completed for bringing them here and that all speakers brought from outside [probably outside the state] should be approved by the President and invited by him as guests of the University.')

Further, that the Senate Committee on Student Affairs affirms that portion of the Basic University Policy Concerning Student Organizations and Their Activities as established in 1946, and which sets forth the principle that actions of the Office of the Dean of Students are reviewable by the Senate Committee on Student Affairs as follows:

"The Senate Committee on Student Affairs has general jurisdiction over all matters of policy, regulations, rules, and programs relating to student activities. The students at all times have free access to this Committee for review and discussion of such matters. The responsibility for administering such policies, rules and regulations and for general supervision over student activities has been assigned by the administration of the University to the Student Activities Bureau in the Office of the Dean of Students.

"Appeals from decisions of the staff of the Activities Bureau affecting student organizations and activities may be made to the Dean of Students, the Senate Committee on Student Affairs, the Senate, the President, and finally, the Board of Regents."

KENNETH E. CLARK, Chairman

Action

A motion was made by Professor Sibley and seconded that:

Be it enacted by the University Senate, pursuant to the powers delegated to it in Article III, Section 3, of the University Senate Constitution, adopted by the University Senate, May 20, 1954, and by the Board of Regents, June 12, 1954, that recognized student organizations may invite whomsoever they will to speak before them, provided only that space is available and that what is ordinarily thought to be good order is maintained.

A substitute motion was made by Professor Visscher and seconded that:

Be it resolved that the motion by Professor Sibley be referred to the Committee on Student Affairs with instructions that this committee re-study the problem and confer with administrative officers and with the Faculty Consultative Committee, the appropriate committee of the A.A.U.P., representatives of appropriate student organizations, and

other interested members of the faculty, and that the committee shall return a report to the Senate at the second meeting of the winter quarter.

After extended discussion, *the substitute motion was adopted by a majority vote.*

V. NEW BUSINESS

1. *Academic implications of the suggestion that the Department of Physics be transferred from the College of Science, Literature, and the Arts to the Institute of Technology.* This topic was placed on the agenda at the request of Professor Dwight E. Minnich on behalf of a group of Senate members who desire an opportunity to discuss this matter.

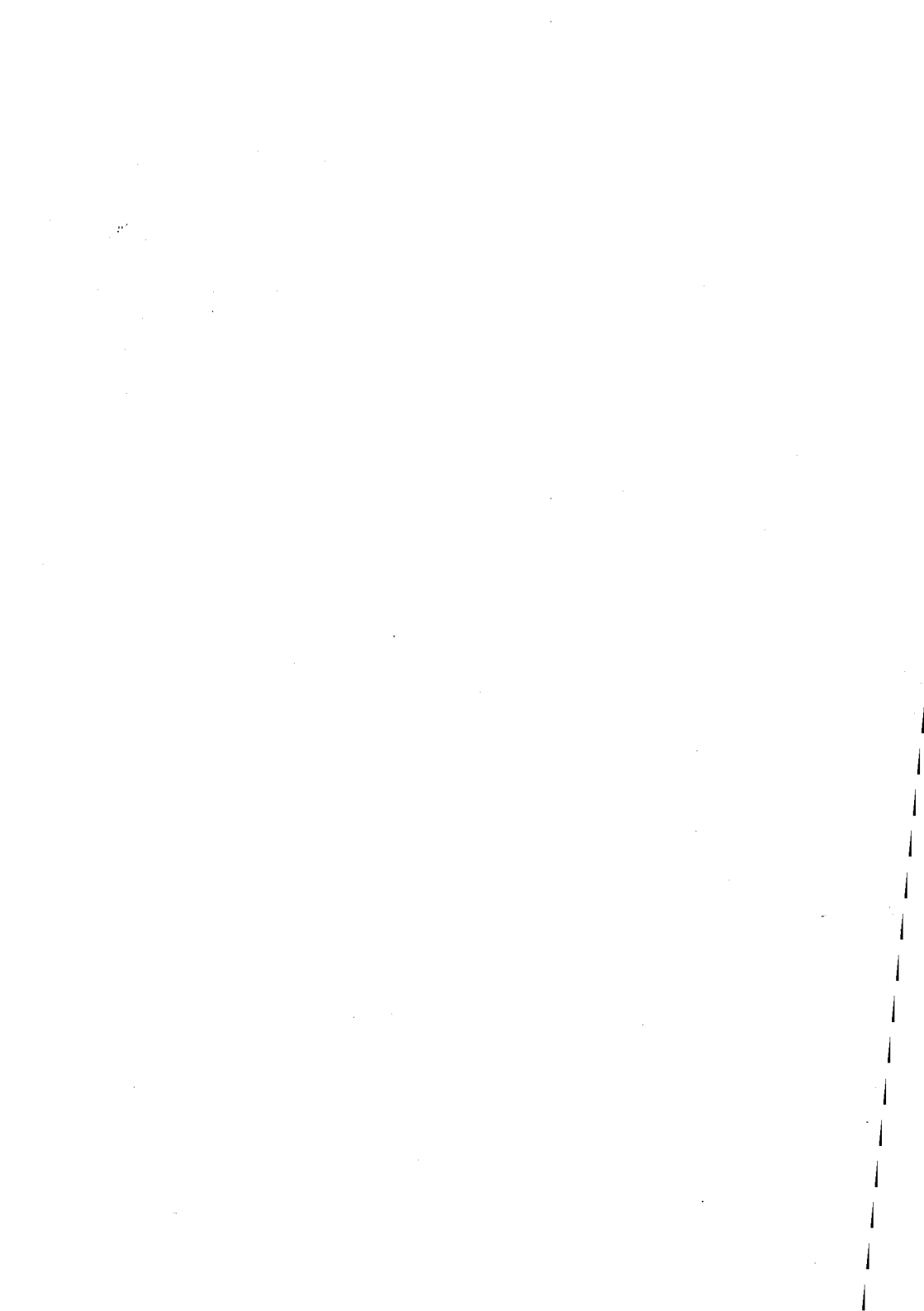
The following motion by Professor Minnich was adopted—

RESOLVED: That at an appropriate time, to be designated by President Morrill and before a final decision has been reached, the Senate have the opportunity to discuss the educational implications of the suggestion that the Department of Physics be transferred from the College of Science, Literature, and the Arts to the Institute of Technology.

2. *California Cost Study.* The President discussed briefly the California Cost Study supported by the Ford Foundation in which the University of Minnesota is participating with other similar institutions in a most significant effort to get at University costs. He indicated that the study has now reached the point where judgmental assistance of department heads and deans is needed. A communication on this matter will be issued in the near future.

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate



UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

February 2, 1956

The third regular meeting of the University Senate for the year 1955-56 was held in the Auditorium of Murphy Hall on Thursday, February 2, 1956. One hundred and eight elected or ex officio members and eighty-five eligible nonmembers, total one hundred and ninety-three 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 DECEMBER 8, 1955

Reported for Action

*Approved***II. SENATE COMMITTEES FOR 1955-56**

Reported for Action

The President reports the following replacement:

Student Affairs: Newell C. Griffith to replace Harald C. Bakken, student.

*Approved***III. NONSENATE COMMITTEES AND BOARDS FOR 1955-56**

Reported for Information

The President reports the following designation:

Honors, Committee on University: Horace T. Morse designated vice chairman, and acting chairman during Harold Macy's absence.

*Accepted***IV. STUDENT ORGANIZATION STAFF REPRESENTATIVES OR ADVISERS FOR 1955-56**

Reported for Information

The President reports the following replacement:

Board in Control of Student Publications, Staff Representatives on: John C. Kidneigh to replace John G. Darley.

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

Reported for Information

Calendar for February 13, 1956. There was action in the last session of the Minnesota State Legislature to settle a doubt about certain holidays. The new law provides special Monday holidays whenever January 1 (New Year's Day), Memorial Day, Independence Day, and Christmas Day fall on Sunday.

It has been interpreted that all other holidays occurring on Sunday are not to be observed as a state holiday on the following Monday.

Subsequent to discussion, it was moved, seconded, and voted to make the regular University calendar conform with this new state pattern. Monday holidays are to be granted in lieu of the named regular holidays whenever those occur on Sunday, but no substitute Monday holiday is to be granted for any other holiday that falls on Sunday. Specifically, this motion called for the holding of classes on Monday, February 13, 1956, and on Monday, November 12, 1956, in the calendar for the academic year 1956-57.

R. E. SUMMERS, Secretary

Accepted

VI. DISCUSSION OF THE EDUCATIONAL IMPLICATIONS OF THE SUGGESTION THAT THE DEPARTMENT OF PHYSICS BE TRANSFERRED FROM THE COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS TO THE INSTITUTE OF TECHNOLOGY

Basic statements on the matter submitted by Dean McDiarmid, Professor Nier, and Dean Spilhaus were distributed January 11 and are filed supplement to the minutes.

It was voted that blanket authority to participate in the discussion be extended to all nonsenate members present.

Extended discussion then ensued and culminated in the following action:

WHEREAS, All university actions having educational implications are of concern to the Senate; and

WHEREAS, The Senate holds that the transfer of study from one major unit to another within the university has educational implications and effects;

Therefore, be it moved That the Senate shall carefully and fully study the educational implications and possible consequences of any such contemplated transfers; and that the Senate Committee on Education be charged with the responsibility of conducting such a study and of reporting its findings to the Senate for consideration and formulation of recommendations.

Adopted

VII. NECROLOGY

ANDREW T. RASMUSSEN

1883-1955

Andrew T. Rasmussen died at his home, 4636 Indianola Way, LaCanada, California, on the evening of October 15, 1955. He was born in Spring City, Utah, August 10, 1883, from a long line of Danish blacksmiths. He worked to earn his way through high school and college.

After receiving the degree of bachelor of arts from Brigham Young University in 1909, he became assistant professor and two years later, head of the Department of Biology. From 1913 to 1916, he was instructor and graduate student in the Department of Physiology, Cornell University, receiving the degree of doctor of philosophy in physiology and anatomy in 1916. His professors at Cornell considered him the best student they had ever taught.

In the fall of 1916, he became an instructor in anatomy at the University of Minnesota under the headship of C. M. Jackson, one of America's leading anatomists of all time. Two years later, he was advanced to the rank of assistant professor, one year later to associate professor, and to the rank of professor in 1925.

Andrew Rasmussen's acceptance of the Minnesota post in 1916 was the beginning of one of the finest teaching and research programs in neuro-anatomy that the world has seen.

He was a prodigious worker, never working by the clock but until the job was done. Over the years, it was not unusual for him to arrive at his office and laboratory at four o'clock in the morning and work continuously for 15 hours or longer.

His "Laboratory Directions in Neuro-Anatomy" was in the third edition when he left Minnesota, while his "Outlines of Neuro-Anatomy" had gone through the eighth printing of the third edition. "The Principle Nervous Pathways" was in the fourth edition and was one of the most extensively used textbooks in neuro-anatomy in this country. He also published approximately 100 articles in scientific and medical journals.

Dr. Rasmussen was a medical artist in his own right and produced large numbers of drawings and illustrations for his books, scientific articles, and demonstrations.

He taught neuro-anatomy to more than 4,000 regular medical students and about 200 postgraduates. One graduate student said, "Of all medical courses I have taken anywhere, his was the best remembered and the one most actively participated in by the students. Perhaps there are other neuro-anatomists who are as well known as Dr. Rasmussen, but as a teacher, he was unsurpassed."

Dr. Rasmussen's teaching demonstration collection consisted of some 500 specimens assembled over a period of nearly a third of a century. This collection has been designated by neuro-anatomists in this country and abroad as the finest and most instructive ever produced.

He held membership in many of the learned societies in anatomy and closely allied fields and had been vice-president of the Association for Study of Internal Secretions and of the American Association of Anatomists, of which he was also a member of the executive committee. At the 78th annual commencement of Brigham Young University on June 8, 1953, he was presented with the distinguished service award.

Having reached retirement age in June, 1952, Dr. Rasmussen was immediately in demand in other schools and promptly became visiting professor at the University of Southern California where he taught neurology for a semester. He made some 200 colored drawings of slides, many from his own private collection, and from dissections he made to facilitate his teaching—just as he did at Minnesota. At the end of the course, he donated all of this to the Department of Anatomy of the California institution.

He then accepted a visiting professorship within the Department of Investigative Medicine, University of California at Los Angeles, which position he held until his death. There he made over 60 fine dissections of the brain that are being embedded in plastic. This is to be known as the Rasmussen Collection and will be used for teaching, both at Westwood Campus of the University of California at Los Angeles and their laboratories at the Veterans' Hospital, Long Beach.

In 1954, Dr. Rasmussen took leave to accept a visiting professorship for a few months at the Montreal Neurological Institute, where he gave an advanced course in neurology for the fellows and staff members. While there, he also did a series of brain dissections to be imbedded in plastic. He had accepted a visiting professorship for a few months at Yale University during part of the school year of 1955 and 1956, where his work would have been the same as that at Montreal the year before.

During the day of the evening when he suddenly died from coronary thrombosis, he received a letter from Dr. Allen D. Keller, head of the Physiology Department of the Army Medical Research Laboratory at Fort Knox, Kentucky, asking him to become chief of an anatomy section in that department. He was giving this position serious consideration when he died.

In 1911, while head of the Department of Biology at Brigham Young

University, he married Gertrude Brown, daughter of Professor Brown, then Dean of the School of Education. From that time on, in all of his work, Mrs. Rasmussen constantly encouraged and assisted him. Their four children are all university graduates. Theodore B. is now professor and head of Neurology and Neurosurgery at the Montreal Neurological Institute, McGill University, after having served as chief of the Department of Neurosurgery, University of Chicago. Waldemar C. is instructor in neurology, Mayo Foundation, Rochester, Minnesota. Richard C. holds a high position in the securities field in Chicago, and Charlotte is the wife of Dr. W. L. Roberts, an ophthalmologist in Los Angeles.

WILLIAM A. SCHAPER
1869-1955

William A. Schaper, professor emeritus of political science, passed away at Norman, Oklahoma, on November 16, 1955. Six days later his widow joined him in death. Born in Wisconsin, in 1869, Dr. Schaper took his bachelor of letters degree from the University of Wisconsin, and did graduate work at the Universities of Wisconsin, Columbia, and Berlin, taking his doctorate at Columbia University in 1901. He joined the faculty of the University of Minnesota as an instructor in political science in the Department of Political Economy in 1900. In 1904 he was promoted to the rank of professor, and in 1916, following the division of the Department of Political Economy into separate departments of Political Science and Economics he became chairman of the Political Science Department. In the fall of 1917, following charges against him of pro-Germanism and non-co-operation in the war effort in World War I, he was dismissed from the University faculty by action of the Board of Regents. Various employments and ventures in business were followed by his appointment in 1925 as professor of finance in the University of Oklahoma. He held that position until his retirement in 1938. In the meantime, in January, 1938, the Regents of the University of Minnesota had rescinded their action of dismissal against him, had given him the rank of professor emeritus, and granted him a lump sum payment of \$5,000 in reparation for loss of salary.

At the University of Minnesota Dr. Schaper taught a number of courses in political science, including American government, principles of the United States Constitution, elementary jurisprudence, municipal government, and others. His research and teaching were characterized by great thoroughness and strict attention to details. While teaching he also engaged in various useful public activities and services including the drafting of city charters for Minnesota communities. Besides all this he was conscientiously devoted to the welfare of the University and particularly so to the welfare of his own students.

His Ph.D. thesis, which won him the Justin Winsor prize of the American Historical Association, and was published by it as No. 11 in its Prize Essays series, dealt with *Sectionalism and Representation in South Carolina*. He also edited volumes 3 and 4 of the *Papers and Proceedings of the Minnesota Academy of Social Sciences* (1910 and 1911) and wrote a number of articles on political subjects.

EDWIN S. CIESLAK
1913-1956

The General College, and the University community as a whole, suffered a severe loss in the untimely death on January 11, 1956, of Edwin S. Cieslak, associate professor of biological science.

Born in Chicago on July 12, 1913, Professor Cieslak attended the University of Chicago where he received his B.S. degree in zoology in 1934. After taking an M.S. degree at Northwestern University in 1938, he earned the Ph.D. degree in zoology at the University of Chicago in 1944. He had

experience as a museum worker, laboratory technician, hospital orderly, and research worker at the Armour Research Foundation. He taught biology in the Chicago Public Schools, the Schurz Evening Junior College, and the Lewis Institute of the Illinois Institute of Technology.

Professor Cieslak joined the faculty of the General College of the University of Minnesota as assistant professor of biological science in 1946, and was promoted to the rank of associate professor in 1949. One of his many contributions to instruction in the General College was his development of demonstration laboratories used in conjunction with the class work in biological science. Professor Cieslak is remembered by his many students as a vigorous and resourceful teacher who demanded high standards but who was friendly and helpful to individual students. His colleagues miss his stimulating and constructive professional activities, his warm sympathy and engaging personality.

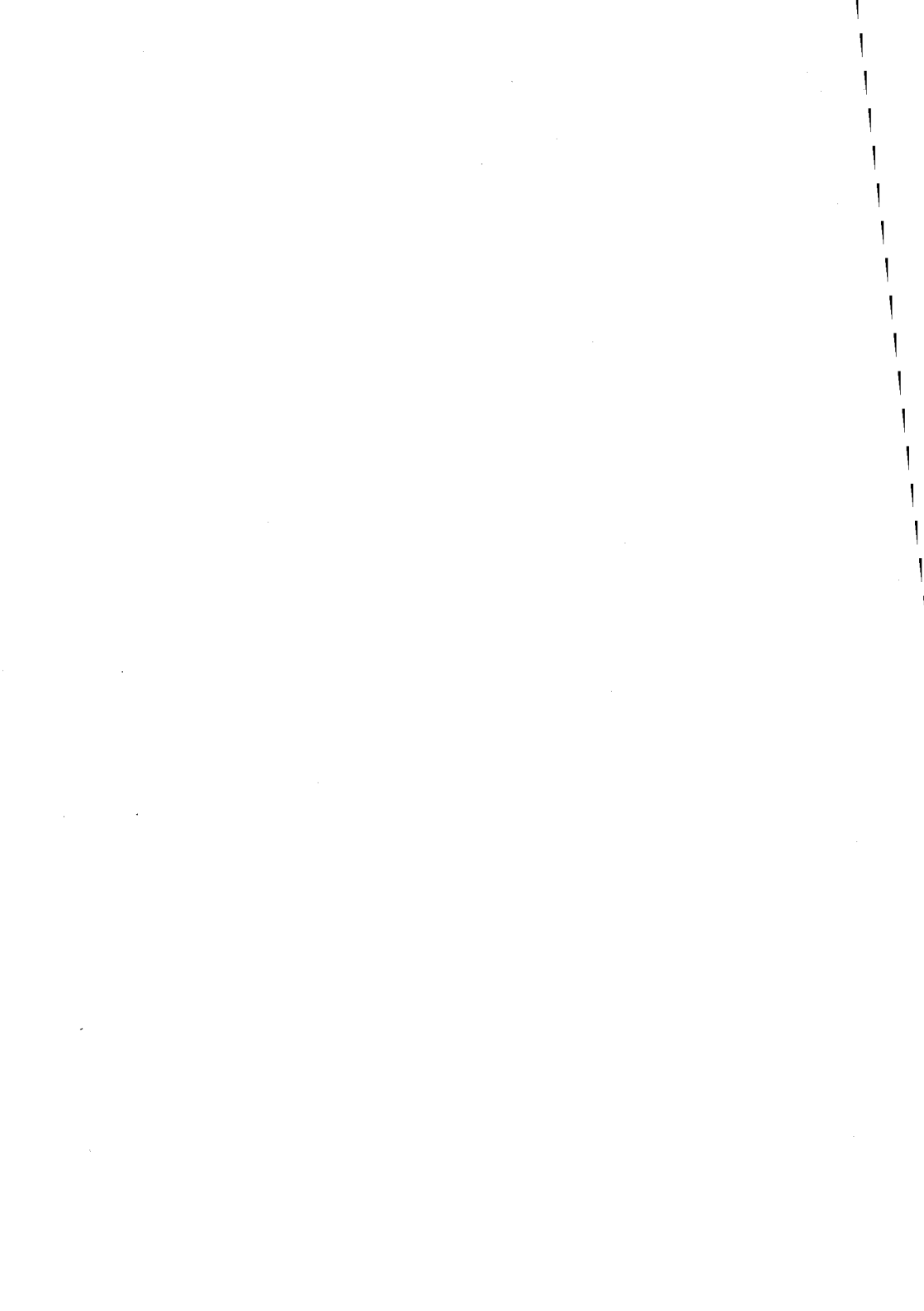
A man of wide interests, one of Professor Cieslak's continuing concerns was that of befriending foreign students studying on our campus, and of providing them with opportunities to become familiar with American culture and character. He himself had studied at the Wolna Wzecznic in Warsaw under a scholarship in 1935 and 1936. As a graduate student at the University of Chicago, he served as president of the International House. He was also president of the Twin Cities chapter of the International House Association. He and Mrs. Cieslak frequently entertained foreign students in their home, and have been generous in their encouragement and assistance. He was active in Polish-American clubs, and promoted the teaching of Polish in the public schools of Chicago and in the General Extension Division of the University.

Professor Cieslak is survived by his wife, the former Evelyn Kostanski, whom he married on June 20, 1943, and by two sons, Jon, 6 years old, and Paul Henry, who was ten days old when his father died; his mother, Mrs. Jadwiga Szawlowski of Miami, Florida; a sister, Joan Cieslak, and brothers, Theodore, Casey, and Raymond, all of Chicago. He was a member of Sigma Xi, the Endocrine Society, the American Society of Zoologists, the American Association of University Professors, and the Holy Family Catholic Church of St. Louis Park.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate



UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

March 8, 1956

The fourth regular meeting of the University Senate for the year 1955-56 was held in the Auditorium of Murphy Hall on Thursday, March 8, 1956. Seventy-three elected or ex officio members and 9 eligible nonmembers, total 82 were present.

The following items were considered and action was taken as indicated.

I. MINUTES OF FEBRUARY 2, 1956

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1955-56

Reported for Action

The President reports the following changes:

Student Affairs: N. L. Gault, Jr. to serve during William F. Maloney's absence; Noreen Herreid to replace Newell C. Griffith, student.

Approved

III. NONSENATE COMMITTEES AND BOARDS FOR 1955-56

Reported for Information

The President reports the following replacement:

Student Behavior, Committee on: N. L. Gault, Jr. to replace W. F. Maloney.

Accepted

IV. SPECIAL MEETING—APRIL 12, 1956

Reported for Information

A special meeting of the University Senate will be held on Thursday, April 12, 1956 at 3:30 p.m. in Murphy Hall Auditorium to consider a report of the Senate Committee on Education on the Physics Department transfer matter.

The special meeting was requested by ten Senate members as required by the constitution.

Accepted

V. ATTENDANCE OF FACULTY MEMBERS ON X APPOINTMENTS

On a motion by Professor Sibley it was voted:

Resolved, That those faculty members who are on X appointments and have been on the faculty at least 1 year be permitted for the remainder of the year 1955-56 to attend Senate sessions and to speak.

The President indicated that although he personally had no objection to the motion he was anxious that the business of the Senate be conducted in accordance with the constitution and asked the Clerk of the Senate to request the Committee on Business and Rules to report on the propriety of this action.

VI. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Report to the Legislative Interim Commission on Building Needs.* The Committee met on February 8, 1956, in Room 307-309, Coffman Memorial Union building, to consider a report to the Legislative Interim Commission to Study Building Needs. Present by special invitation were members of the Faculty Consultative Committee and chairmen of the group committees on the University Self-Survey.

President Morrill commented on the responsibilities assigned to the Commission and on the need for a comprehensive study and report by the University. He mentioned the earlier Dorweiler Report on University building needs. The purpose of this meeting, he said, was to inform the several groups represented on the preparation of University material for the current study and to enlist the assistance and co-operation of all.

Vice President Middlebrook indicated the sources of material and introduced a number of staff members, each of whom presented tentative report sections in turn. Supervising Engineer Roy V. Lund exhibited an extensive inventory of present building space on all campuses and commented on the classifications and summaries available. Dean Summers presented statistics of future University attendance and he and Mr. V. L. Ausen, Supervisor of Room Assignments and Scheduling, introduced a method for relating space requirements to college enrollments. Mr. E. C. Jackson, Assistant Comptroller, gave figures on research work at the University and offered a projection of that work, along with written comments from Comptroller Lunden. Advisory Architect Winston A. Close tentatively outlined land needs.

There was brief discussion in which the point was made that the state policy on all public institutions of higher education is obviously important. The President invited later comments on the pattern that the University's report should take and on the way in which our problems should be placed before the Legislative Interim Commission.

2. *Recommendation of Honors Committee.* The Committee on University Honors presented certain nominations on February 1, 1956. In the discussion which ensued, questions were raised concerning the methods of screening and selection employed and about the possibility of other types of awards. It was said that the Committee is already studying such other awards. Names were proposed for two existing University buildings. All nominations and proposals were approved, on motions duly made and seconded, and the President was authorized to take the report to the Regents.

3. *Procedure on Copyrights in the Name of the University.* When the University is to hold copyright to material, it has been the practice to turn over all negotiations to the University Library. This has applied to the Press and to the faculty alike. There was a suggestion that the Press might take over this function, inasmuch as it provides virtually all of the material with which the University is thus concerned. It was moved, seconded, and voted to recommend that the Press be designated as the agency to handle copyright negotiations whenever a copyright in the name of the University is desired. Regents' approval will probably be requested.

4. *Autobiographical Writing of Retiring Staff Members.* At its meeting of October 5, 1955, the Administrative Committee appointed a subcommittee under the chairmanship of Librarian Stanford to explore the values and possibilities of selecting retiring staff members to record significant observations and recollections concerning their connection with the University for archives. This committee made a brief written report on February 1, 1956, recommending a limited trial of such a procedure. The President's office would work through the deans of the colleges in encouraging, guiding, and assisting persons who might make a special contribution to the record or develop material of over-all value to the University. The report did not contemplate a program which would in any way set aside the usual procedures for gathering historical material about the University. It was moved, seconded, and voted to adopt the report. Vice President Willey and Dr. Stanford will collaborate with the deans who see the opportunity to promote such writing.

5. *China Institute Inquiry on Faculty Placement.* President Morrill had received a communication from the China Institute regarding available teachers, perhaps Chinese Nationals, for appointments in American colleges and universities. His office has information for departments that may wish to obtain lists of prospects.

6. *Application of the "No Smoking" Ruling in Classrooms.* There have been complaints about smoking in classrooms and a general laxity in observance of the "no smoking" signs posted by the Physical Plant Department in accord with practices of the State Fire Marshall. Discussion showed apparent agreement that during the conduct of major classes, smoking by instructors and students should not be condoned. Deans and directors were asked to extend explicit reminders to all faculty on suitable control of smoking and to attempt to maintain responsibility to their own college on the part of teachers and students who use classrooms in buildings occupied primarily by other colleges.

7. *Report of University Schedule Committee on a Study Day.* There was a recommendation to the Administrative Committee, February 1, 1956, from the University Schedule Committee to provide, on an experimental basis, a study day (study break) in fall and winter quarters by starting examinations for those quarters one day later than usual and having commencement for fall and winter quarters on Saturday evenings, with no study day provided for the spring quarter. Student leaders who had been invited to attend this portion of the meeting also participated in the discussion of the proposal. Arguments for and against the proposal were heard; many of these were documented by a special subcommittee of the Schedule Committee. It was voted that this matter be tabled to provide time for more extensive discussion of the concrete proposal in the several different faculties.

R. E. SUMMERS, Secretary

Accepted

VII. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

Your Committee on Intercollegiate Athletics respectfully reports the following schedules for baseball, golf, tennis, and track for 1956.

BASEBALL 1956

March 19-20, Texas at Austin
March 21-22, Rice at Houston
March 23-24, Houston at Houston
March 26-27, Oklahoma at Norman
April 6, Winona Teachers at Winona
April 7, Luther at Decorah, Iowa
April 13-14, Iowa State at Ames
April 20-21, Iowa State Teachers
April 27, Wisconsin
April 28, Northwestern
May 1, St. Thomas at Lexington Park
May 4, Illinois at Urbana
May 5, Purdue at Lafayette
May 11-12, Iowa
May 15, Augsburg at Parade Grounds
May 18, Michigan State
May 19, Michigan
May 22, St. John's at St. Cloud
May 25, Ohio State at Columbus
May 26, Indiana at Bloomington

GOLF 1956

April 30, Iowa and Wisconsin at Madison
May 3, Carleton and St. Olaf
May 4, St. Thomas
May 5, Gustavus at LeSueur or New Ulm
May 7, Iowa State at Ames
May 10, Carleton and St. Olaf at Northfield
May 11, Gustavus and St. Thomas
May 19, Iowa and Wisconsin
May 25-26, Conference at Northwestern
June 24-30, NCAA at Ohio State

TENNIS 1956

May 5, Northwestern
May 14, Iowa at Iowa City
May 15, Iowa State at Ames
May 23, Indiana (9 a.m.), Wisconsin (2 p.m.)
May 24-25-26, Conference at Minnesota
May 29-30-31, Washington at St. Louis

TRACK 1956

Indoor

Feb. 4, Northwestern
Feb. 11, Iowa State
Feb. 18, Wisconsin at Madison
Feb. 24-25, Northwest Open
March 2-3, Conference at Michigan State

Outdoor

April 20-21, Kansas Relays at Lawrence
April 27-28, Drake Relays at Des Moines
May 4, Purdue at Lafayette
May 5, Northwestern at Evanston
May 12, Iowa at Iowa City
May 19, Wisconsin
May 25-26, Conference at Minnesota
June 1-2, Central Intercollegiate at Milwaukee
June 15-16, NCAA at Berkeley

J. WARREN STEHMAN, Chairman

Accepted

VIII. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

1. Reported for Action

Professor Clark, in presenting the report, indicated that the Senate Committee on Student Affairs at its meeting on March 2, 1956, voted to modify the policy on speaker approval as follows:

To insert after the words "educational purposes" in paragraph 5 the following: "or if the presentation would violate the laws of the State of Minnesota or of the United States."

The modified report presented for action follows:

Policy on Speakers Brought to the Campus by Student Organizations.

The Senate Committee on Student Affairs maintains that an essential part of the education of each student is the availability of diverse viewpoints expressed by speakers engaged by student organizations. To limit opportunities to hear various viewpoints would be inconsistent with the educational responsibility of the University. A necessary complement to the classroom is the opportunity to review and discuss opinions of speakers representing varying attitudes concerning human affairs.

The committee believes that all departments of the University, including the Senate Committee on Student Affairs, should seek to encourage and assist student organizations in furthering opportunities to hear the widest range of viewpoints held and advocated regarding issues that divide our society.

Consistent with the 1946 Basic Policy Concerning Student Organizations and Their Activities, the following policy is recommended:

1. Recognizing that the responsibility for administering policies, regulations, and for general supervision over student activities has been assigned by the central administration to the Office of the Dean of Students, student organizations, in planning an event involving an off-campus speaker, shall consult with and inform the Student Activities Bureau of the name and qualifica-

tions of the speaker, the subject of his remarks, and the time, date, place, and nature of the meeting. In each case a request for approval should be made a minimum of three working days prior to the event.

2. In the event of a decision adverse to the request of the organization for approval of the program planned, submitted in accord with No. 1 above, the Dean of Students shall promptly inform the Senate Committee on Student Affairs which will meet as quickly as possible in a public hearing to uphold or reverse the decision.

3. Further, when such a decision is upheld or reversed by the Senate Committee on Student Affairs, its decision may be appealed in accordance with the established appeal procedure.

4. The Office of the Dean of Students will report annually to the Senate Committee on Student Affairs concerning the implementation of this policy, including a summary of off-campus speaker activity with a description of the procedures used and the problems encountered in administering this policy. Upon request the Senate Committee on Student Affairs may serve as a consultative body for the Office of the Dean of Students on any problems involved in the application of the policy at any time during the year.

5. The principles embodied in the preamble shall serve as a guide in the application of this policy. These principles imply that approval should be withheld from a speaker only if it can be clearly judged his presentation would serve no educational purpose or if the presentation would violate the laws of the State of Minnesota or of the United States.

6. The Senate Committee on Student Affairs recommends that the President authorize the Dean of Students to adopt the procedures outlined in Nos. 2, 4 and 5 above.

Adopted

2. Reported for Information

Minority Report. The Committee instructed that the following minority report be included in the Committee's report to the Senate:

"We of the minority wish to express our support of the speaker policy outlined in the majority report and urge its adoption by the University Senate. We believe that the proposed policy is an improvement over the present policy regarding the sponsorship of speakers by student organizations.

"We cannot, however, express support of the proposed policy without making clear that the policy is not our concept of the best speaker policy which the University could have. We believe that the goal towards which the University should move is the removal of the requirement for prior approval of speakers sponsored by student organizations. We believe that the principles embodied in the preamble to the proposed policy, regarding the need for the availability of diverse viewpoints and the undesirability of limiting the opportunities to hear various viewpoints, indicate that student organizations ought not be required to secure prior approval of speakers whom they wish to hear. We believe that recognized student organizations ought to be allowed to invite whomsoever they wish to appear before them, provided only that space is available and that what is ordinarily thought to be good order is maintained."

The minority report is signed by Yvonne Wilson, Dave Cadwell, Jack Estes, and Rod Nelson.

Accepted

KENNETH E. CLARK, Chairman

IX. NEW BUSINESS

On a motion by Professor Marx it was voted:

Resolved, That the next (regular) meeting of the Senate discuss its policy with respect to the forthcoming rise in University enrollment.

X. NECROLOGY

ALVIN HALVOR LARSON

1886-1955

Alvin Larson, agricultural botanist and assistant professor (emeritus) in the Department of Plant Pathology and Botany, passed away November 22, 1955, in St. Paul. He was born on May 7, 1886, near Henderson, Minnesota, and his boyhood was spent on a farm, where he developed a keen interest in plants, an interest that remained a strong motivating force throughout his life. After graduation from the Henderson High School, he taught for several years in the rural schools of Sibley County, Minnesota. He graduated from the College of Agriculture, University of Minnesota, in 1915, after which he taught agriculture in the Little Falls High School for two years. In 1917 he accepted a position in the Department of Plant Pathology and Botany, University of Minnesota, where he remained until his retirement on June 30, 1954, having been a member of the staff for 37 years.

In addition to his teaching duties, Professor Larson served as director of the State Seed Laboratory from 1921 to 1926, and later became consulting botanist and taxonomist for the Minnesota Department of Agriculture, Bureau of Plant Industry. He was long active in the Association of Official Seed Analysts and contributed both in principles and in deeds to the development of the pure seed stocks on which our modern agriculture depends. He was one of the principal planners and forces behind the organization of the North Central Weed Control Conference, and was awarded an honorary life membership in this organization in recognition of his contributions to the fields of weed control and the ecology and taxonomy of weeds. He was a member of Alpha Zeta and of the Acacia fraternity.

Professor Larson knew the flora of the state exceptionally well, and his ability to identify plants from fragmentary specimens never ceased to amaze his colleagues. Each plant was a distinct "personality" to him, an individual with many related facets, all of which he was able to bring out with a combination of knowledge and enthusiasm that never failed to catch and hold the interest and ignite the enthusiasm of the students. He was unsparing in his devotion of time and energy to students, colleagues, farmers, and others who made demands upon him. A multitude of people within and outside the University have been led to an enjoyment of the study of plants through the work of this outstanding naturalist, teacher, and friend.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate



UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

April 12, 1956

A special meeting of the University Senate was held in the Auditorium of Murphy Hall on Thursday, April 12, 1956. Ninety-three elected or ex officio members and 78 eligible nonmembers, total 171, were present.

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

**I. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE
ATHLETICS**

Reported for Action

Western Conference Rose Bowl Proposal—A special meeting of the Conference was held at East Lansing, Michigan, on March 2-3, 1956. The Conference Joint Group (composed of the faculty representatives and athletic directors of the member schools) at that meeting adopted a resolution on (a) approving continuation of the Conference's participation in the Rose Bowl game after the termination of the present arrangement on January 1, 1957; (b) authorizing the appointment of a committee to negotiate an agreement with the Pacific Coast Conference for that purpose; and (c) submitting that resolution to the faculties of the Conference members.

It is recommended that the Senate, as the duly constituted representative of the faculty of the University of Minnesota, reject the proposal to continue the Rose Bowl arrangement with the Pacific Coast Conference after the termination of the existing agreement between them.

J. WARREN STEHMAN, Chairman

Action: It was voted that this Senate, as representing our faculty, supports our Conference representative by rejecting the proposal that the Western Conference renew the Rose Bowl agreement with the Pacific Coast Conference after the expiration of the present agreement on January 1, 1957.

II. REPORT OF THE COMMITTEE ON EDUCATION

By action of the Senate on February 2, 1956, it was resolved:

"That the Senate shall carefully and fully study the educational implications and possible consequences of any such contemplated transfers (that the Physics Department be transferred from the College of S.L.A. to the Institute of Technology); and that the Senate Committee on Education be charged with the responsibility of conducting such a study and of reporting its findings to the Senate for consideration and formulation of recommendations."

The Senate Committee on Education membership for the year 1955-56 is as follows: C. Gilbert Wrenn (chairman), E. Adamson Hoebel, Stanley V. Kenyon, Errett W. McDiarmid, Elio D. Monachesi, W. M. Myers, Merrill Rassweiler, Leo Rigler, Wilfrid Sellars, Lloyd M. Short, John E. Stecklein, Gerhard von Glahn (Duluth). Professor Rigler was on leave for the period involved and Dean McDiarmid voluntarily absented himself from this series of meetings.

In order to provide for a more complete representation from the science faculties and the professional colleges the Committee was augmented by appointment by the President upon nomination of the Committee of the following faculty members: Cyrus P. Barnum, Jr. (Medicine), Francis M. Boddy (Business Administration), Bryce Crawford, Jr. (Institute of Technology), Henry E. Hartig (Institute of Technology), and Dwight E. Minnich (S.L.A.).

The drafting subcommittee for the report consisted of Professors von Glahn (chairman), Kinyon, and Myers.

Following an extended series of meetings of the augmented committee over a period of 2 months, the following conclusions are presented to the Senate.

I

In considering the educational implications of the proposed transfer of the Physics Department to the Institute of Technology, the Committee attempted to distinguish between predictions based upon substantial factual data and those based largely or wholly upon subjective opinions and beliefs, and between conclusions based upon some factual evidence and those not so based. It is possible to determine conditions that now exist and that have existed in the past, but the impact of the Physics transfer upon future conditions remains in the realm of prediction, based either upon inference from facts or upon mere opinion and belief.

There appears to be ample evidence that the Physics Department has been inadequately supported, that this is the outcome of a complex situation, and that no specific blame should be attached to any person or agency for this condition.

The Committee further recognizes that this condition must be remedied if the Department is to discharge its appropriate educational functions of teaching and research and to develop a program which will meet the needs of both liberal arts and professional education.

There also is evidence that the educational function of the Physics Department has become increasingly central in the curriculum of the Institute of Technology.

There is a majority opinion in the Committee that from the standpoint of *support* (administrative, financial, and professional), the advantages to the Physics Department of a transfer to the Institute of Technology substantially outweigh the disadvantages to that department. Opinion is divided in the Committee as to whether there are more potential educational advantages than disadvantages to the Physics Department in the proposed transfer. There is a strong majority opinion in the Committee that the potential *educational advantages* to the Institute of Technology from a transfer of the Physics Department are greater than the potential disadvantages. There is also a strong majority opinion that there are a number of potential educational disadvantages to the College of S.L.A. in this suggested transfer.

The Committee recognizes that the suggested transfer of the Physics Department to the Institute of Technology involves further modification of the present concept of the function of the College of S.L.A. in the University. It is, on the other hand, unable to predict whether the total University pro-

gram would be strengthened or weakened by the move because that decision must rest upon weighing against each other value judgments and opinions.

In a poll taken of the Committee membership at a fairly late point in its deliberations (with 4 members absent or abstaining), 6 concluded that the University educational function of the Physics Department could best be discharged if the Department were administratively located in the College of S.L.A.; 4 concluded that its University educational function could be discharged while it was administratively located in *either* the College of S.L.A. or the Institute of Technology, i.e., its administrative location was not vital to its function; 1 concluded that its educational function could best be discharged if it were located in the Institute of Technology.

The distinction between the *educational function* of a department and its *administrative location* is central to the entire question of the suggested transfer of the Physics Department or any similar administrative shift of a teaching department. It deserves more attention than the Committee was able to give to it but the principle involved was a factor in the Committee's consideration of the recommendations to be made in the case of the suggested Physics transfer.

After careful consideration of the facts and opinions advanced, of the distinction between educational function and administrative location, and after weighing what it considered to be the best interests of the College of S.L.A., the Institute of Technology, and the Physics Department, the Committee favored by a vote of 10 to 5 the *first* of the following alternative recommendations:

1. Leave Physics in the College of S.L.A. This is predicated upon the assumption that the Department will be strengthened financially both immediately and as a matter of long range policy, and upon the further assumption that there will be recognition by S.L.A. administration and faculty of the realities of competitive salaries in certain departments and an acceptance by the University of the principle that a particular department must be supported to its full need regardless of its administrative location.

2. Transfer Physics administratively to the Institute of Technology. This is predicated upon the assumption that the Physics Department will be better supported immediately in the Institute of Technology than it is presently supported in the College of S.L.A. and that there is a convincing likelihood that it will be better supported in the I.T. on a long range basis.

The Committee recognizes that the adoption of either alternative requires recognition of the distinction between administrative location and educational function. This would require first of all that the faculty of the Physics Department would serve as members of the faculties of both the Institute of Technology and the College of S.L.A. Beyond this the multi-college educational function of the Physics Department might be strengthened by (a) the joint appointment of Physics staff members by the deans of both colleges, and (b) the assignment for a portion of their time of certain Physics staff members to the college in which the Physics Department is not administratively located, for teaching or research functions in that college and with administrative support of these staff members by that college.

II

In the consideration of its specific mission with regard to the proposed Physics Department transfer, the Committee dealt with some policy issues

which would seem to relate to similar intercollege problems in the future. It therefore proposes two policies bearing on intercollege staff and curriculum relationships:

1. Intercollege transfer of departments is a matter of University educational policy and should always be reviewed by the Senate. A policy decision by the Senate with reference to the impact of such a transfer upon the educational program of the University may, if so specified by the Senate, be submitted as a recommendation, for consideration by the President in the light of administrative expediency and support.

2. In the interests of the total University program, the administrations of the University and of the several colleges and schools are encouraged to scrutinize with care the interrelation of courses and curriculums between colleges or departments in order to ensure that, insofar as possible, proposed additions of courses or staff are necessary for the discharge of the total University function, and that the existing staff and curriculums are utilized at an optimum level.

III

The above proposals regarding the immediate problem are factors in a needed over-all policy statement regarding total University development. This could not be attempted in the time available nor should it be attempted until the Self-Survey Committee studies have been presented to the President. It is assumed that some of the recommendations of the Self-Survey Committee which relate to total University educational policy will be those which the President will wish to refer to the University Senate for study and consideration by its members.

C. GILBERT WRENN, CHAIRMAN

ACTION

Motion 1. *It was voted to confirm the appointments made by the President to augment the Committee.*

Motion 2. It was moved and seconded that the following recommendation be adopted:

Leave Physics in the College of S.L.A. This is predicated upon the assumption that the Department will be strengthened financially both immediately and as a matter of long range policy, and upon the further assumption that there will be recognition by S.L.A. administration and faculty of the realities of competitive salaries in certain departments and an acceptance by the University of the principle that a particular department must be supported to its full need regardless of its administrative location.

Extended discussion followed, participated in by majority and minority committee members, college, department, and Self-Survey Committee representatives.

Motion 3. A *substitute motion* that the report of the Committee on Education be transmitted to the President for consideration as one factor in determining whether or not he will recommend the proposed transfer to the Board of Regents. *Failed to carry.*

A vote was then taken on the original motion (motion 2) which failed to pass.

Motion 4. *It was voted to adopt as policy Section II, item 1, with the word "appraisal" substituted for the word "expediency" in the last sentence. The policy as adopted follows:*

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

Motion 5. *It was voted to adopt as policy Section II, item 2, as follows:*

In the interests of the total University program, the administrations of the University and of the several colleges and schools are encouraged to scrutinize with care the interrelation of courses and curriculums between colleges or departments in order to ensure that, insofar as possible, proposed additions of courses or staff are necessary for the discharge of the total University function, and that the existing staff and curriculums are utilized at an optimum level.

The Self-Survey Committee report which was distributed as a supplement to the docket is filed supplement to the minutes.

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

April 26, 1956

The fifth regular meeting of the University Senate for the year 1955-56 was held in the Auditorium of Murphy Hall on Thursday, April 26, 1956. Eighty elected or ex officio members and 4 non-members, total 84, were present.

The following items were considered and action was taken as indicated.

I. MINUTES OF MARCH 8, 1956

Reported for Action

Approved

II. REMARKS BY THE PRESIDENT

President Morrill read, for the information of the Senate, his recommendation to the Board of Regents with respect to the transfer of the Physics Department. The recommendation follows:

At our May meeting of the Board, I shall present to the Regents the recommendation that the Department of Physics be transferred to the Institute of Technology from the College of Science, Literature, and the Arts, effective July 1, 1956.

This transfer, if authorized by the Regents, will have far-reaching implications and effects. Enclosed is relevant documentation, pro and con, for consideration by the Board:

1. A statement by Dean E. W. McDiarmid of the College of Science, Literature, and the Arts.
2. A statement by Dr. Alfred O. C. Nier, chairman of the Department of Physics.
3. Statements by Dean Athelstan F. Spilhaus and Associate Dean William G. Shepherd of the Institute of Technology; and by Dr. Bryce Crawford, Jr., chairman of the Institute's Department of Chemistry.
4. The Report of the University Senate Committee on Education.
5. The Report of the University Self-Survey Committee.

The proposed transfer, it is evident, has been a very controversial issue. It has received the most extended and serious consideration, academically and administratively. It has been the special subject of discussion at two meetings of the Senate. It has been studied thoroughly by the central University Self-Survey Committee which unanimously recommended that the transfer be made. The thoughtful although somewhat inconclusive report of the Senate Committee on Education which, by a vote of 10 to 5, opposed the transfer failed to receive endorsement by the Senate. Within my experience, no major matter of University policy has been so widely, completely and conscientiously canvassed and debated as has this one. Nor is there any

academic matter to which I have devoted more time and thought in seeking to appraise every aspect of the situation from which this recommendation to you has been resolved.

The differing points of view implicit in the concepts of education that are involved are readily discernible in the documentation and discussion of the issue. It has seemed to me, too, that the convictions of the Physics Department staff members who will succeed or fail in their important assignment must be given a high degree of priority in our resolution of the problem.

All things considered, it seems to me logical to conclude:

That, in the University's response to changing times and needs, the concept of contemporary social, scientific and scholarly function of a subject field is superior to traditional administrative structure.

That the function of Physics is more closely and significantly related—immediately and long range—to the needs and purposes of the Institute of Technology than those of the College of Science, Literature, and the Arts.

That the next and new challenge to Technology will be in the field of Nuclear Engineering and that the close working partnership of Physics and Engineering is indispensable in this respect.

That research and development thrive together, furnishing indeed new challenges to basic investigation independent of the immediate demands for the useful application of scientific knowledge (although more often than not, such knowledge is ultimately serviceable to those demands in a later time)—and that the Department of Physics will not, by transfer to Technology, suffer any discouragement or diminution of its commitment to "pure" research.

That, if and when transferred, the Department of Physics will suffer no handicap in its teaching service to the students of S.L.A. and other colleges and will be fully minded, as hitherto, to make its indispensable contribution to the liberal and general education as well as to the specialized and professional training of students who elect or are required to take advantage of its offerings.

That the proposed transfer is therefore to be recommended.

III. SENATE COMMITTEES FOR 1955-56

Reported for Action

The President recommends the following additional appointment:

Administrative Committee: Stanley J. Wenberg

Approved

IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Budget for 1956-57.* On March 14, 1956, the President reviewed the pattern developed by the central administrative staff for the 1956-57 budget. He indicated that he had discussed this with the Regents and had received approval in principle with the further understanding that, if discussions by the Administrative Committee and Faculty Consultative Committee raised fundamental points, there would be further review. The President indicated some of the assumptions on which the budget pattern had been based, including an estimated enrollment for fall 1956 of over 26,000 students and also the conviction that in the allocation of new resources, as between new positions and salary increases, the latter should be given the major emphasis.

The prepared budget sheets on resources and proposed expenditures were examined line by line. Following a general discussion, it was voted that in the expenditure of the salary adjustment money, once floors had been met, the merit principle of distribution be endorsed. It was further voted to approve the budget allocation and plan as outlined by the President.

On April 4, 1956, the President reported that budgetary materials were distributed as planned. A proposed readjustment of the salary rate for research fellows was discussed, this being necessary to maintain the rate intermediate between that of a research associate and the minimum pay for an instructor. It was moved, seconded, and voted to give approval to such an adjustment.

2. Long-Range Building Needs. In discussing further materials pertaining to the Legislative Interim Building Commission, March 14, 1956, the President commented on the magnitude of the problems that the data reveal. He pointed out that the University did not make these problems; rather, they are reflections of existing situations and needs in the state itself. The University must take an over-all view; the solution of building problems, and of University problems in general, relates to the total economy of the state, not only in the state's available funds but also its total tax policy.

In this context the President also observed that he is conscious of the fact that various college units of the University are studying their own internal problems and taking actions with respect to them, or are contemplating action. He expressed some concern over the possibility that autonomous college actions might not have reference to over-all University policy. He stated that it was essential for the University to have common policy understandings, and that the colleges should not move independently without an opportunity for central consideration of the educational and fiscal implications of their actions. It was also important, he said, that colleges in contemplating policy actions that might affect other units of the University should take all the steps that insure co-operative consideration of these implications.

The Committee met in special session on March 21, 1956, to continue consideration of a report on building needs. Present were members of the Faculty Consultative Committee, chairmen of the group committees on the University Self-Survey, and other guests. Vice President Willey presided for President Morrill who was out of town at the time.

Vice President Middlebrook outlined the general plan of the report and introduced staff members who presented tentative additional sections of the work. Dean Summers exhibited a summary of the results of the study on student attendance and related needs for space to provide for the increases in instruction, research, and service. He commented on the provision for later adjustments in the program of the University and pointed out that the report assumes that activities will continue, in kind, much as at present. New activities will require additions to the program which he characterized as an all-University or all-campus assessment of needs.

Mr. Roy V. Lund, supervising engineer, summarized the net building requirements (expressed in square footage and in dollars) to be met before specified future years. He presented detailed schedules for the removal and abandonment of temporary or obsolete buildings and for the expected major building rehabilitation operations. He also discussed, on quite a different basis, a related program of building for the outlying schools and experiment stations. Professor Winston A. Close, advisory architect, explained schedules of land needs at the various campuses and indicated how those needs can be kept at a minimum by taking advantage of existing building facilities. He discussed the purposes to be served by the various required land parcels and

proposed a schedule for the use of the land. Reference was made to the need for parking areas.

Mr. Clinton T. Johnson, director of University Services, presented the needs for the housing and feeding of students on the different campuses over the next 15 years. He commented on the changing proportion of students who need to be housed on the campus compared to those who can find housing in the surrounding city areas and on the probable demand for housing for married students.

A discussion followed. Questions were asked and answered on the source of funds for student housing. It was pointed out that the proposals made in this report do not fix rigidly any specific legislative program, although no part of the educational activities envisioned in the report can have new activities substituted therefor without probable neglect of existing work. Moreover, the methods of estimation envision improved use of facilities which must be realized if the program is to be adequate even for the activities now on campus. The anticipated needs were said to be not staggering, in view of the trend toward higher real income in the state and in consideration of the period of years over which they will have to be met.

3. *Report of University Scheduling Committee.* The All-University Committee on Scheduling had made a study of the class scheduling problems of the University, in view of increasing enrollment and as the result of discussion in the Administrative Committee. A report and certain recommendations from an especially constituted subcommittee of the Scheduling Committee was submitted to the Administrative Committee as a plan of action, with concurrence of the Scheduling Committee. It was proposed that there be accomplished under educational direction an orderly improvement in the use of physical facilities.

A very extensive discussion followed, during the course of which guests described studies of the Senate Committee on Education and its subcommittees concerned with length of the class week, length of class hours, numbers of credits per course, relationship of meetings per week to course credits, relationship of class hours a week to educational achievement, and the like. Little evidence is available in the literature on some of the pertinent questions. Research is called for and is projected by these and other committees. Certain innovations in scheduling have been made in the Summer Session and well-controlled studies are under way on those. Some loss of flexibility will be encountered in any shift from 3-credit courses to 5-credit courses or 2-credit courses. As enrollments increase, better use of class hours throughout any 1 day will automatically become possible and necessary. The matter of class sizes can and should be given careful attention.

There was discussion of the importance of utilization of facilities on Saturdays and, especially, of the use of Tuesday-Thursday-Saturday class sequences. Provision of civil service help on Saturdays is an unresolved problem in many instances. Admittedly, Saturday classes may run contrary to community mores. There was the suggestion that week-day afternoons could be better used.

Positive and aggressive action on more even filling of facilities throughout the class day was urged. This improvement is an all-University problem which needs collaboration of the various units, it was pointed out. A mechanism for co-operation exists in the representation of colleges in the central scheduling committee and in the college committees from which the representatives come.

A suggestion was made that action is so necessary that it should be taken in the context of an emergency. This is because the student attendance anticipated for next fall is within a thousand of the previous peak Twin

Cities attendance. It was moved, seconded, and voted to adopt the following recommendations, drawn largely from the report: (a) Multi-sectioned courses should be so scheduled that within 2 years' time (by 1957-58) the number of sections meeting Monday, Wednesday, and Friday mornings will comprise no more than $\frac{1}{2}$ the total; for next year (1956-57), they shall comprise no more than $\frac{2}{3}$. (b) Single-section courses should be scheduled so as to provide a rich offering both morning and afternoon by scheduling certain courses in the afternoon regularly and by alternating courses between the morning and afternoon in succeeding quarters. Courses offered more than once in any year should be alternated each time offered. Departments should also consider alternation of 3-quarter sequence courses on an annual basis. (c) Two-credit classes should meet on Tuesdays or Thursdays, insofar as possible. (d) It is necessary that deans and directors discuss these matters with their respective faculties, appoint or reactivate college scheduling committees, and make clear to faculties why they should accept responsibility for the adjustments in their personal class schedules which will effect the improvements. (e) There is a grave need for concerted and immediate action, such that these measures should receive the support of all administrative heads.

4. *Request for Material for President's Report.* The Committee was reminded of the recent request for preparation of manuscript for the biennial report for 1954-56. The last such report was prepared on schedule and was therefore available in the 1955 legislative session. Prompt compliance with the request for the new material can result in publication of it in time for it to be useful in the 1957 session.

5. *Policies on Use of Television.* The President and Dean Nolte spoke with reference to the opportunity and the obligation the University may have in applying television and related media to teaching, research, and public service. The Radio Policy Committee, of which Dean Nolte is chairman, has recently sought to obtain a knowledge of all television-related activities on campus so that it can formulate a policy in dealing with these activities and to make recommendations to the University.

Assistant Dean Huntington Miller, in commenting on activities elsewhere, said that he believes the University needs to make plans of its own with reference to the employment of television in its educational and service functions. It was stated that the Self-Survey summary report will contain recommendations on uses of television and other suggestions are planned. All departments should interest themselves in the possibilities for them.

6. *Recommendations of the University Committee on Honors.* There was a recommendation presented before the Administrative Committee by the Committee on Honors nominating 6 persons for the Distinguished Service Award and 2 for honorary degrees, presumably to be awarded at the June 1956 commencement. On separate motions, duly seconded and passed, it was voted to approve these recommendations and to transmit them to the Regents for action. Another recommendation of the Committee on Honors pertained to a name for the new laundry building on University Avenue. This was similarly approved for transmittal to the Regents.

7. *Addition of the Assistant to the President to Administrative Committee.* It was remarked that Mr. Stanley J. Wenberg, assistant to the President, has for some time been accorded the privilege of attending meetings of the Administrative Committee as a nonvoting member. This participation by Mr. Wenberg has proved to be eminently useful to the President and to Mr. Wenberg in the discharge of his duties. It was, therefore, moved, seconded, and voted that he should be made a full member of the Committee.

8. *Notification of the President's Office Concerning Distinguished Guests on Campus.* From time to time there are on campus certain distinguished guests or high state officials, such as the Governor. The President's office is interested in knowing of the appearance here of these persons and would welcome having deans see that information is made available.

R. E. SUMMERS, Secretary

Accepted

V. REPORT OF THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

Reported for Action

Renewal of Accredited Status. In accordance with the procedures and standards for renewing accredited status outlined in the *Criteria for the Accreditation of Private High Schools* (Senate Minutes, November 20, 1952, pp. 24-33), the following schools are recommended for accreditation by the University of Minnesota for the normal 5-year period subject to the submission of annual reports which satisfy the above *Criteria*:

Blake School, Hopkins
Cotter High School, Winona
Good Counsel Academy, Mankato
Guardian Angels High School, Chaska
Hillcrest Lutheran Academy, Fergus Falls
Holy Trinity High School, New Ulm
Loretto High School, Caledonia
St. Anthony High School, Minneapolis
St. Felix High School, Wabasha
St. Mary's High School, Graceville
St. Paul Academy, St. Paul

The above schools have been recommended for accredited status after review of reports of visiting committees, annual reports, and other supplementary information submitted by each school. In each case the recommendation favoring continued accreditation has the concurrence of visiting committees comprised of from 3 to 8 representatives drawn from the University, public and private high schools. At least 1 person from each of these 3 sources served on each committee. Committee chairmen were Alfred Vaughan (Blake), Robert J. Keller (St. Anthony and Cotter), Roger Page (Good Counsel), Leo Marx (St. Paul Academy), and Earl Ringo, administrative assistant for the Senate Committee (the remaining high schools). A total of 47 different persons participated in this visitation program, each spending 1 day at each high school.

ROBERT J. KELLER, Chairman

Approved

VI. REPORT OF THE COMMITTEE ON STUDENT SCHOLASTIC STANDING

Reported for Action

Exception to University Uniform Grading System for Students in Doctor of Medicine Program. On May 20, 1943, the Senate voted a uniform grade and honor point system for the University, using the five permanent grades A, B, C, D, and F. Registration of students across college lines

and transfer of students between colleges made uniformity desirable. The 1 exception to this University-wide system is the use of S (satisfactory) for graduate students in courses numbered 200 and above, adopted by the Senate in 1927. Last year the Medical School, after long and careful study, indicated a desire that students in the doctor of medicine program be graded other than on the A-B-C-D-F system. The question was referred to the Senate Committee on Student Scholastic Standing for recommendation to the Senate. The proposal of the Medical School is as follows:

1. That the use of A, B, C grade be discontinued.
2. That a student's performance in a given course be reported to the Dean's office as a percentage of the total possible points for that course.
3. That these percentage scores be translated in the Dean's office to a percentile rank.
4. That the faculty of the department concerned indicate to the Dean's office that all scores above a given level are considered clearly satisfactory.
5. That during the course of the academic year an examination committee, composed of representatives of each department offering courses to medical students for any particular year, review the total performance of any student not having been certified as doing clearly satisfactory work and, in consultation with the student, point out the need for improvement.
6. That at the end of the academic year the examination committee evaluate the whole year's performance of any student whose work had not been clearly satisfactory in one or more courses and reach a decision in their mind, again after consultation with the student, as to whether the student was adequately prepared to continue with the succeeding year's work.
7. That at the end of the academic year, the Dean's office submit to the Office of Admissions and Records grades of satisfactory (S) or unsatisfactory (U) for all students for each of the courses completed during the year. An S would be submitted for each course in which a student had been considered to have done clearly satisfactory work. An S would also be submitted for all courses for those students whose over-all performance during the year had been considered by the examinations committee to have satisfactorily prepared them to continue with the work of the succeeding year. Students who had done less than clearly satisfactory work in 1 or more specific courses and who were not considered by the examinations committee to be adequately prepared would be given a U for the 1 or more courses in which their performance had been less than clearly satisfactory. The proposed grading system is only for courses offered to students in the doctor of medicine curriculum, and any other students in such courses (who are in a very small minority) would be graded separately according to the regular University system.

The Medical School faculty believes that the proposed system would to some degree decrease the intense competition for grades in the Medical School (since a few points on a test would no longer throw a student from the B to the A category, for example) and would emphasize the total performance of the student in all courses and take into account improvement over the year. A number of medical schools have already adopted a similar grading program.

The Scholastic Standing Committee did not take its task to be a criticism of the usefulness to the Medical School of the proposed system, respecting the traditional autonomy of colleges in the University in curricular and educational matters affecting only their own students. The committee rather studied possible undesirable effects upon the Recorder's Office and

other colleges caused by a deviation from the University's uniform grading system.

From its careful review of all problems which might grow out of granting the requested exception and mindful of the significant educational gains which the Medical School faculty believes to be attained by the change, the Scholastic Standing Committee recommends to the Senate that the proposal of the Medical School, as outlined above, be permitted as an exception to the University's uniform grading system, with the amendment that F be used instead of U and with the further amendment that some symbol other than S be worked out, if convenient, to avoid conflict with the Graduate School symbol S. If such an alternative symbol cannot be conveniently worked out, the Committee recommends endorsement of the requested exception nevertheless.

ROGER B. PAGE, Chairman

Approved

VII. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Information

Progress Report on Survey of University Departmental Practices Regarding Course and Curriculum Changes. (Ruth E. Eckert, chairman of subcommittee.) The information reported below was obtained from 126 heads or chairmen of instructional departments (95 per cent of those eligible to respond). Using an 8-page inventory devised for this purpose, each chairman reported on departmental policies in adding, deleting, and modifying course offerings and on what had actually been done during the preceding 5 years (1946-51). Various factors contributed to delay in the analysis of these data, one being an analysis made in a form that could be utilized by the Self-Survey Committee. The following summary, which is reported without suggestion as to the desirability or usefulness of the reported practices, may be helpful in stimulating discussion of these problems in individual departments and colleges. A complete report of the study, together with Committee comments as to policy implications, will be transmitted to the Senate at a later date, this spring or summer.

1. Typically about a fourth of the time given to departmental staff meetings had been devoted to curriculum matters. For the preceding academic year this had ranged from "very little or no time" (reported by 22 per cent of the chairmen) to "upwards of three-fourths of the time" (reported by 19 per cent of them.) In terms of clock hours, the total time spent in various types of staff discussions of this type had averaged 24 hours per department for the academic year.
2. Proposals for adding, dropping, or changing courses were normally considered by the departmental staff as a whole. Occasionally a smaller committee or the chairmen acted for the staff in these matters. A few departments had specified definite types of information which staff members proposing course additions or revisions were expected to provide.
3. Curriculum changes recommended by the departments were usually adopted by the school or college faculties involved. Sixty per cent of the departmental chairmen stated that every proposal they had submitted during these years had been approved; another 23 per cent reported only occasional rejections; most of the remainder had submitted no recommendations.

4. The number of courses added during this 5-year period totaled 1,304; the number deleted was 412. Omitting the Duluth unit, where shift to University branch status had resulted in many changes (400 additions and 65 deletions) the ratio of courses added to those dropped was about 7 to 3. A recent check, covering the 1952-55 period in one large University division, suggests that curriculum expansion has been continuing at about this same rate. Departments differed notably in this respect, though, with 18 making no additions and 7 adding upwards of 30 courses each during the 5-year period studied.
5. The greatest relative expansion in course offerings had occurred at the Senior College-beginning graduate level (courses numbered 100-199). Advanced, professional, and technical courses had multiplied much more rapidly during these years than had courses designed for "general education."
6. These course additions were attributed to a number of factors, with student demand, expansions in professional opportunities and in the subject field, and the availability of staff to teach new types of courses heading the list. Much less importance was attached to recommendations of national societies, revisions in certification requirements, and other pressures beyond the campus.
7. The chief reason reported for dropping courses had been the incorporation of materials in other courses. Lessening student demand and the loss of staff members especially qualified to teach these courses were mentioned by occasional chairmen. Were greater economies in instruction required, most departmental chairmen would favor eliminating or consolidating certain offerings and increasing class size in the retained courses.
8. Recent steps had been taken in most departments (71 per cent) to articulate more closely course offerings within their own department. Forty-four per cent reported informal consultations with staff members in other departments and colleges, aimed at relating more effectively the programs provided in these different divisions. A third of the departments to which the question applied reported efforts to articulate their lower-division courses with current high school courses in the same field.
9. Most departments (72 per cent) were making some effort to assess students' attitudes toward the curriculum. Usually this involved conferences with student groups or the use of rating forms in selected courses. In 15 per cent of the departments the opinions of all students electing work in the field were periodically inventoried.
10. Gaps or inadequacies in the departmental program were specified by four-fifths (78 per cent) of the chairmen. Forty-three per cent of the chairmen recommended setting up additional sections of their current courses.
11. Some study had commonly been given to parallel offerings in other colleges and universities, usually based on a survey of catalog descriptions or correspondence with selected persons. Three-fifths of the chairmen expressed interest in having a more detailed analysis made of curriculum practices in other leading universities.
12. Roughly half of the departments (53 per cent) had made some use of the extensive materials gathered in the 1941-42 University curriculum survey. A fourth of the chairmen stated that one or more staff meetings had been devoted to discussions of these findings. In the majority

of these cases, this has led to dropping certain courses, reducing overlapping among some of the retained ones, and other specific improvements in the departmental program.

C. GILBERT WRENN, Chairman

Accepted

VIII. DISCUSSION OF POLICY WITH RESPECT TO THE FORTHCOMING RISE IN UNIVERSITY ENROLLMENT

After discussion of how to proceed it was moved and seconded that:

In view of the Senate's responsibility to consider fundamental questions of educational policy, and recognizing the complexity of the problems raised by the impending expansion of the University, the Senate hereby resolves:

1. That the Committee on Education, in consultation with the Self-Survey Committee, shall formulate several of the basic policy questions involved;
2. That the Committee shall prepare a series of discussions of those questions to be held at regular meetings of the Senate, beginning as soon as possible, and extending into the coming academic year;
3. That among the topics to be considered the following shall be included: (left open for suggestions from the floor)

It was voted to amend the motion to strike out the reference to the Self-Survey Committee in item 1, eliminate item 3, and add the following to item 2: ". . . and that the Committee shall present at the next meeting of the Senate a tentative long range agenda of such discussions."

The motion as amended was adopted.

IX. NECROLOGY

EMORY N. KEMLER

1906-1955

Emory N. Kemler, professor of mechanical engineering in charge of the Machine Design Division, Department of Mechanical Engineering, passed away on Tuesday, December 6, 1955. His death was the result of a stroke which occurred suddenly as he was driving to the University.

Kemler was known throughout the country for his contribution to mechanical engineering progress in the petroleum industry. His research activities included work in the fields of mechanical vibration and fluid flow. He was author of 2 texts on vibration and 1 on heat pumps, as well as 5 bibliographies on petroleum offshore operations, rotary percussion drilling, hydraulic pumping, the Williston Basin, and automatic control. His publications included over 200 articles and papers and he held 16 patents covering dynamometers, heat pumps, and glider pickup devices.

Kemler was born in Basehor, Kansas, on July 21, 1906. He graduated with the B.S. degree from the University of Kansas in 1927 and then attended the University of Pittsburgh where he obtained the M.S. degree in 1931 and Ph.D. in 1934. In 1931 he married Doris McCabe, who survives him.

In 1929 Kemler became an instructor at the University of Pittsburgh where he taught courses in mechanical engineering until 1936. He also worked as research engineer for Gulf Research and Development Corporation in Pittsburgh during this period. In 1936 he moved to Tulsa, Oklahoma,

where he was in charge of production engineering for the Gulf Oil Corporation, Gypsy Division. In 1940 he became associate professor of mechanical engineering at Purdue University, Lafayette, Indiana. During the war years he worked on research problems for the U. S. Army Ordnance and Air Force.

From 1945 to 1947 Kemler was head of the Engineering Research Division at Southern Research Institute, Birmingham, Alabama. His next appointment was at New York University in 1947 where he was assistant director of research and research professor of mechanical engineering. He came to the University of Minnesota in 1950.

Kemler served the American Society of Mechanical Engineers as chairman of the Mid-Continent Section, 1934; secretary of the Petroleum Division, 1952, chairman of the Advisory Committee and chairman of the Petroleum Division in 1953; chairman, Minnesota Section, 1954; and chairman, Student Committee, Petroleum Division, 1955. He was a member of two committees of the American Petroleum Institute, the Engineers' Sub-Committee on Tubular Goods and the Pumping Unit Committee.

Kemler is survived by his wife, Doris, a son Emory, a daughter, Nancy McNeill, and grandson, Christopher McNeill. He is also survived by his parents, Mr. and Mrs. Elmer Kemler of Basehor, Kansas, 1 brother, Arden Kemler, Athens, Georgia, and 2 sisters, Mrs. Wylie Ward, Colton, California, and Mrs. Vestal Watson, Colton, California.

WALTER CASTELLA COFFEY

1876-1956

Walter Castella Coffey, 7th president of the University of Minnesota and for 20 years director and dean of the Department of Agriculture, died January 31, 1956, a few hours before his 80th birthday.

He was born on a farm near Hartsville, Indiana, February 1, 1876, and attended Hartsville and Franklin colleges before entering the University of Illinois, where he received his bachelor of science degree in 1906 and his master of science degree in 1909. His scholarship and faithful, energetic service in the field of agriculture and as educator-administrator later won for him honorary degrees from Hamline University, Franklin College, and the University of Minnesota. Further honor was bestowed upon him by elected memberships in Sigma Alpha Epsilon, Alpha Zeta, Sigma Xi, Phi Kappa Phi, and Gamma Sigma Delta. His many accomplishments also brought such wide recognition as the distinguished service medal of the American Farm Bureau Federation, his portrait-placement in the gallery of the Saddle and Sirloin Club in Chicago as a result of his selection by the American Society of Animal Production, inclusion among the "100 living great in Minnesota," and the naming of Administration Building on the St. Paul Campus in his honor as "Coffey Hall."

Dr. Coffey actually began his professional career at the age of 17, in 1893, when he began teaching in the public schools of Indiana. In 1903 he became a shepherd, with the title of flockmaster, for the Agricultural Department of the University of Illinois, and again he became a student, beginning his brilliant, productive career in agriculture. He became an assistant professor in 1907 and, 4 years later, professor of sheep and meat and acting head of the Department of Animal Husbandry. He continued in that post until he came to Minnesota in 1921 to become dean of the Department of Agriculture and director of the experiment stations. Climaxing his nearly a quarter of a century at the University was the presidency. He served in this capacity from 1941 to 1945 with "fair-minded, conscientious, judicious and with constructive imagination."

Dr. Coffey often expressed his interest in young people and emphasized his strong faith in their abilities. As dean of agriculture, the cheerful, witty educator became popular with the students. He enjoyed student contacts and later regretted that his duties as wartime president allowed him so little time with them.

His many outstanding services to the field of agriculture can be pinpointed under such broad classifications as animal husbandry, northwest development, and drouth relief. He was a leader in the struggle to advance through research the frontiers of understanding, especially in the field of nutrition in its effects upon human life and health.

As a nationally recognized authority in agriculture, the dynamic University dean served as a member of President Coolidge's Agriculture Conference, a member of the board of directors of the International Livestock exposition, and a member of the executive committee of the Association of Land-Grant Colleges and Universities.

His sound and stable leadership during World War II enabled the institution to undertake and carry to distinguished completion many complex and intricate programs of training and research. Problems were met with maturity of judgment and with the perspective that comes with deep understanding of human problems.

His human touch and kindly personality inspired the staff and gave it confidence. Long remembered will be the parables he used so generously when illustrating his points of view. Throughout his administration and up to the time of his death, he displayed a notable skill at building good will for the University. Personally, he raised almost \$300,000 to help pay for a student union on the St. Paul Campus. A mere few weeks before his death the Regents took steps which cleared the way for construction of that union this summer.

In addition to a career in education which saw Dr. Coffey take over the presidency of Hamline University for a short time at the age of 76 years, he was a devoted churchman. He urged spiritual development along with intellectual growth and encouraged churches to establish themselves alongside the University campus.

Dr. Coffey became a member of the Federal Reserve board of directors in 1938 and was named chairman in 1940. He served as director for 7 years. His activity as a leading Methodist in Minnesota included membership on the educational board of the Methodist Episcopal Church.

Dr. Coffey became known as the elder statesman of agriculture. As the most industrious retired college president in America, he chose to give his time as a free will offering to public service.

He was the author of several books, including *Productive Sheep Husbandry*, co-author of *Livestock Enterprises*, and wrote numerous bulletins and circulars on agricultural subjects while at the University and at the University of Illinois.

During his career of many disparate interests he also served in various capacities on other governmental, civic, and church organizations.

Dr. Coffey is survived by his widow, Mrs. Jennie Coffey, 2 sons, Dr. Walter Coffey, Jr., and Lardner Coffey, a sister, Mrs. Margaret Anders, and 4 grandchildren.

PAUL RAYMOND McMILLER

1887-1956

Paul R. McMiller, soil chemist and professor of soils (emeritus) in the Department of Soils, University of Minnesota, died at his home in Minneapolis on February 27, 1956. He was born May 3, 1887, at Unity, Wisconsin.

Professor McMiller received the B.S. degree from the University of Minnesota in 1911 and M.S. degree in 1915 with majors in chemistry and soil chemistry. Following graduation in 1911 he joined the staff of the Department of Agricultural Chemistry and Soils as an assistant and served the University continuously for 44 years, rising through all ranks until he attained a full professorship. He reached retirement age on June 30, 1955.

Professor McMiller's early interest was in soil chemistry and he published a number of scientific papers on the subject. Later his interest turned to soil genesis and classification and it was in these fields that he made his major contribution and in which he became known and respected throughout the profession. He prepared the first soil map of the entire state of Minnesota and directed and authored many of the individual county soil survey maps and reports now available.

In addition to soil survey responsibilities, Professor McMiller's duties included teaching and research. His numerous scientific publications and the affection and respect his students came to have for him attest to his abilities in these fields also.

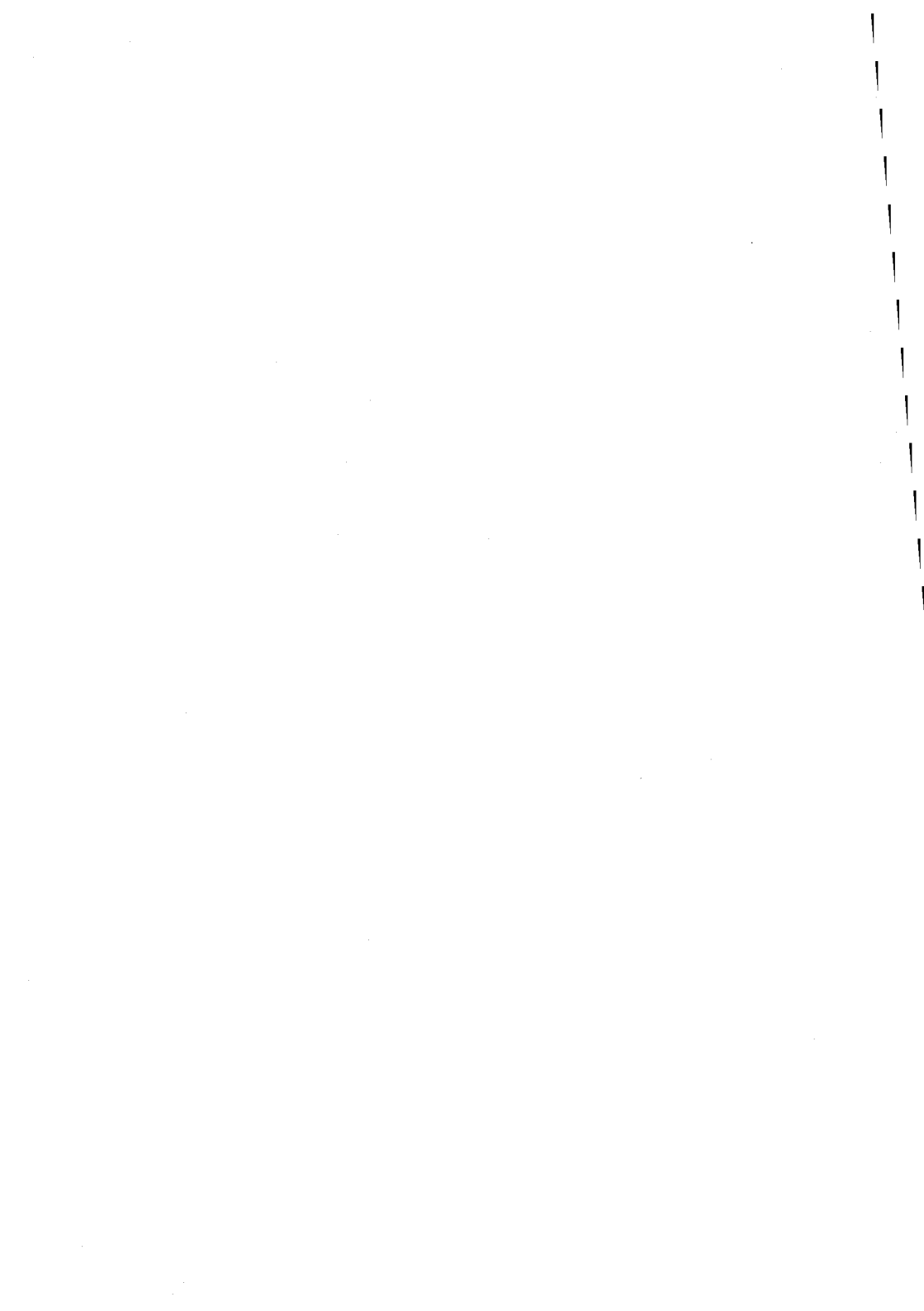
Professor McMiller was a member of many scientific societies including the Soil Science Society of America, Sigma Xi, Phi Lambda Upsilon, Minnesota Academy of Science, and American Society of Agronomy. He was a member of the First Congregational Church of Minneapolis.

The past 40 years have been times of great change and progress in our knowledge of soils and Professor McMiller will take his place with the other prominent scientists whose accomplishments have helped make the history in this comparatively new field of soil science.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate



UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

June 4, 1956

The sixth regular meeting of the University Senate for the year 1955-56 was held in the Auditorium of Murphy Hall on Monday, June 4, 1956. Sixty-four elected or ex officio members and 7 nonmembers, total 71, were present.

The following items were considered and action was taken as indicated.

I. MINUTES OF APRIL 12 AND APRIL 26, 1956

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1956-57

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, 1956:

Audio-Visual Aids: Donald R. Torbert, *chairman*, John D. Akerman, Henry B. Clark, Jr., Allen Downs, Otis F. Hall, Ralph H. Hopp, Wilbur Jensen, Clinton T. Johnson, Huntington Miller, Carl L. Nelson, Raymond G. Price, Ralph E. Rapson, Ralph G. Ross, Robert F. Spencer, Tracy F. Tyler, Alfred L. Vaughan.

Business and Rules: Henry Rottschaefter, *chairman*, William P. Martin, Elio D. Monachesi, Charles V. Netz, True E. Pettengill.

Education: C. Gilbert Wrenn, *chairman*, Cyrus P. Barnum, Jr., Francis M. Boddy, John R. Borchert, William B. Lockhart, E. W. McDiarmid, Will M. Myers, Merrill Rassweiler, William G. Shepherd, Lloyd M. Short, John E. Stecklein, Gerhard E. von Glahn (Duluth).

Institutional Relationships: Robert J. Keller, *chairman*, Theda Hagenah, Elmer W. Johnson, Theodore Kellogg, Keith N. McFarland, Gordon M. Mork, Mabel K. Powers, Richard O. Sielaff (Duluth), Leonard H. Unger, Alfred L. Vaughan, Stanley J. Wenberg; students: James A. Bakken, Samuel L. Kaplan.

Institutional Research: Dale B. Harris, *chairman*, Robert H. Beck, John R. Borchert, Thomas W. Chamberlin (Duluth), John G. Darley, Cyril J. Hoyt (ex-officio), Robert J. Keller, Wilbur L. Layton, Keith N. McFarland, Paul R. O'Connor, Robert Edward Summers, Maurice B. Vischer, Malcolm M. Willey; students: Barbara Barton, Patricia A. Berg, James G. Greeno.

Intercollegiate Athletics: Stanley V. Kinyon, *chairman*, Ike Armstrong, Raymond W. Darland (Duluth), Harold S. Diehl, William T. Middlebrook,

Henry Rottschaefer, George J. Schroepfer, Max O. Schultze, Robert Edward Summers, John H. Williams; students: James L. Poole, Donald E. A. Nelson (Chairman, All-U Congress Athletic Commission), Harald Bakken, ex officio; 2 alumni to be named.

Judicial: George B. Vold, *chairman*, Edward S. Bade, Henry E. Hartig, Walter W. Heller, Frank H. Kaufert.

Library: Gaylord W. Anderson, *chairman*, Mitchell V. Charnley, Asher N. Christensen, A. Orville Dahl, E. Fred Koller, Dora V. Smith, Athelstan F. Spilhaus, Edward B. Stanford, Lawrence D. Steefel.

Reserve Officer Training Corps: Francis M. Boddy, *chairman*, Jan O. M. Brock, Austin A. Dowell, William T. Harris, Jr., Benjamin P. Lippincott, R. Dale Miller (Duluth), Roger B. Page, Michael I. Sovern, Stanley J. Wenberg, Joseph A. Wise, Donald R. Zander; students: Phillip J. Hanson, John Hauschild, Winslow Wedin; 2 alumni to be named.

Senate Committees: Horace T. Morse, *chairman*, David K. Berninghausen, Leon M. Liddell, William R. McEwen (Duluth), Charles H. McLaughlin, Wesley W. Spink.

Student Affairs: Kenneth E. Clark, *chairman*, Francis M. Boddy, Warren B. Cheston, Robert J. Falk, Gerald B. Fitzgerald, N. L. Gault, Jr., William S. Howell, John C. Kidneigh, Ralph L. Kitchell, Gordon M. Mork, Mabel Powers; students: Harald C. Bakken, Marilyn Christie, Gary Filerman, James G. Greeno, James Heltzer, Ted Hullar, Anton LaBonte, Dean Moran, Elston L. Nelson, Stephen C. Schodde, Jaquelin A. Silker, Clarke Wilhelm, 2 to be named; 2 alumni to be named.

Student Scholastic Standing: Roger B. Page, *chairman*, Gaylord W. Anderson, Edward S. Bade, J. William Buchta, Thomas W. Chamberlin (Duluth), William H. Crawford, John G. Darley, Katharine J. Densford, Austin A. Dowell, William H. Edson, N. L. Gault, Jr., Henry E. Hartig, Wilbur L. Layton, Reuel I. Lund, Charles V. Netz, Robert Edward Summers, Alfred L. Vaughan, Theodore Kellogg, Secretary.

University Functions: William L. Nunn, *chairman*, Ike Armstrong, Edwin L. Haislet, Joseph P. Leverone, James S. Lombard, Gerald R. McKay, Paul M. Oberg, Raymond G. Price, Robert P. Provost, Louise A. Stedman, Stewart C. Thomson, Edmund G. Williamson, E. W. Ziebarth; students: Nancy L. Schmidt, Patricia A. Spencer.

University Printing and Publications: Harold B. Swanson, *chairman*, David H. Berninghausen, Helen Clapesattle, William T. Middlebrook, William L. Nunn, True E. Pettengill, Harold W. Wilson; students: Marjory L. Baucom, Marlowe McCrady.

Approved

2. Reported for Information

The President reports the membership of the Administrative Committee of the Senate for 1956-57 as follows:

Administrative Committee: President J. L. Morrill, Professor Ike J. Armstrong (Athletics), Dean Theodore C. Blegen (Graduate School), Dr. Ruth E. Boynton (Health Service), Captain Frank Bruner (ROTC Units), Dean J. William Buchta (University College), 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 J. Haislet (Alumni Relations), Dean Richard L. Kozelka (Business Administration), Dean William B. Lockhart (Law), 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 Charles H. Rogers (Pharmacy), Dean Athelstan F. Spilhaus (Institute of Technology), Professor Edward B. Stanford (Library), Dean R. E. Summers (Admissions and Records), Assistant Dean William T. S. Thorp (Veterinary Medicine), Mr. Stanley J. Wenberg (Assistant to the President), Vice President Malcolm M. Willey (Academic Administration), Dean Edmund G. Williamson (Dean of Students), and Dean E. W. Ziebarth (Summer Session).

Accepted

III. FACULTY CONSULTATIVE COMMITTEE ELECTION

Reported for Information

The Clerk of the Senate reports that the following have been duly nominated and elected to membership on the Faculty Consultative Committee for the three-year term of office 1956-59, beginning July 1, 1956: Bryce L. Crawford, Jr., Dwight E. Minnich, Lloyd M. Short.

Accepted

IV. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

1. Reported for Information

1. *Extent of Senate's Power to Permit Nonmembers to Attend, and Speak at Its Sessions.* At its session of March 8, 1956, the Senate adopted a resolution permitting faculty members on X appointments, who had been on the faculty for at least 1 year, to attend and speak at its sessions for the remainder of the 1955-56 academic year. The Committee on Business and Rules was requested by the Clerk of the Senate to report on the propriety of the Senate action embodied in the resolution hereinbefore referred to. The following letter to President Morrill is its response to that request:

President J. L. Morrill
202 Administration Building
University of Minnesota
Minneapolis 14, Minnesota

Dear President Morrill:

The Senate Committee on Business and Rules, in response to a request duly submitted to it by the Clerk of the Senate of the University of Minnesota, submits the following opinion as to the status under the Senate Constitution of the following Resolution adopted at the Senate meeting of March 8, 1956:

"That those faculty members who are on X appointments and have been on the faculty at least one year be permitted for the remainder of the year 1955-56 to attend Senate sessions and to speak."

We understand that faculty members of the class referred to in this Resolution are not eligible to vote in "electing representatives to the Senate" within the provisions of Senate Constitution, Article III, Section 4 (b), which prescribes the qualifications a faculty member must have to be entitled to vote for Senate members.

The Senate is principally a legislative body. It is a general rule that a legislature has the power to regulate its own procedure, and to enact rules governing its conduct of its affairs. It may enact special or general rules admitting to its meetings persons other than its own members, regulate their conduct while present at a meeting, and determine the privileges to be accorded such persons and the disabilities to be imposed upon them while present. The only limitations on the Senate's power in this field are those found in its Constitution.

The Constitution contains no provision expressly prohibiting the Senate from admitting nonmembers to its meetings. The question is whether it contains any provision impliedly denying the Senate this power. Senate Constitution, Article III, Section 7, deals with various matters relating to Senate meetings. It expressly provides that "Faculty members entitled to vote for Senate members may be present at Senate meetings but shall not be entitled to vote or make motions." It should be noted that this provision is neither in form nor substance a grant of power to the Senate. It confers a privilege upon a specified class of nonmembers; namely, faculty members entitled to vote for Senate members. Its purpose is to confer on them a privilege of which they cannot be deprived by any method other than an amendment of the Senate Constitution, a process in which they have a constitutional power to participate (See Senate Constitution, Article IX). The privilege does not include participation in the legislative process so far as that involves making motions and voting, but does include a conditional and limited participation by way of speaking on matters before the Senate.

The Resolution in issue confers upon certain members of the faculty who are not entitled to vote for Senate members two privileges that require separate consideration. These are (1) the privilege of being present at Senate meetings; and (2) that of speaking at such meetings.

As heretofore stated, the provisions of Senate Constitution, Article III, Section 7, confer the privilege of being present at Senate meetings upon faculty members entitled to vote for Senate members. Only an amendment of the Senate Constitution can deprive them of that privilege. That provision thus imposes an implied limitation on the Senate's legislative powers, and upon its powers to determine its procedures, for the protection of the privilege of attending Senate meetings conferred upon faculty members entitled to vote for Senate members. Does it also impliedly prohibit the Senate from permitting the presence at its meetings of faculty members not within the scope of the constitutional guaranty? Such a limitation is not necessary to protect the constitutionally granted privilege. It seems not only illogical, but unreasonable, to assert that a provision that the Senate may not prevent the attendance at its meetings of faculty members entitled to vote for Senate members should constitute the basis for an implied constitutional limitation upon the Senate's power to permit others to attend its meetings. We hold the Senate has that power. It may exercise it by either general or special legislation, and confer the privilege of attending its meetings upon faculty members having no constitutional right to be present, upon students, upon distinguished visitors, and upon others. The statements made in this paragraph are limited to the issue of the Senate's control over the attendance of nonmembers at its meetings.

The Resolution passed at the March 8, 1956, meeting also raises an issue with respect to the Senate's power to permit nonmembers to speak at its meetings. Senate Constitution, Article III, Section 7, expressly confers upon faculty members entitled to vote for Senate members the privilege of requesting that they be permitted to speak at a Senate meeting "on matters under consideration in which they have an interest." Their privilege to speak depends upon "approval of the Senate." This approval may be given in re-

sponse to a specific request or by general regulations enacted by the Senate. The privilege conferred by this provision may not be abrogated nor impaired by the Senate. It is as much a constitutionally protected privilege as is that of being present at a Senate meeting conferred by Senate Constitution, Article III, Section 7.

The Senate has the power to confer the privilege of speaking at its meetings upon others than those included within the constitutionally protected privilege found in Senate Constitution, Article III, Section 7. The reasoning in support of this conclusion is similar to that relied upon to sustain the Senate's power to permit others to attend its meetings than those named in the last mentioned Constitutional provision. The Resolution of March 8, 1956, confers a somewhat broader privilege than the Constitution confers upon faculty members entitled to vote for Senate members. It does not expressly limit its beneficiaries to speaking "on matters under consideration in which they have an interest." However, the mere fact that a legislatively granted privilege is broader in scope than a somewhat similar one conferred by the Constitution, does not render the former unconstitutional. There would be no constitutional obstacle to broadening the latter's scope. However, Senate action extending the privilege of attending and speaking at its sessions to those not entitled thereto under the Constitution, or granting those upon whom the Constitution confers a limited privilege something in addition thereto, may be repealed by the Senate at any time. (The Senate may not confer upon any nonmember the power to make motions or vote.)

The conclusion reached by the Senate Committee on Business and Rules is that the Resolution of March 8, 1956, set forth in the first paragraph of this letter, does not violate any provision of the Senate Constitution. The privilege granted will expire at the end of the 1955-56 academic year.

Respectfully submitted,

HENRY ROTTSCHAEFER

Accepted

2. Reported for Action

1. *Senate Representation for Mayo Foundation.* At its regular meeting held on March 10, 1955, the Senate instructed its Committee on Business and Rules "to study the problem of Mayo Foundation representation in the Senate and recommend whether, and in what manner, such representation should be provided for." The Committee has consulted at various times with persons who wished to express their views on the issues involved, and has on its own motion conferred with Professor Victor Johnson, director of the Mayo Foundation. All expressed the view that it would be for the best interests of the University to grant the Foundation the recognition implicit in making it a Senate unit entitled to be represented in the Senate by persons of its own choosing. The Committee unanimously recommends that the Senate approve this change in its own structure.

2. The implementation of the change in its own composition will require the following steps:

- a. Amending Senate Constitution, Article III, Section 1.
- b. Amending Senate Constitution, Article III, Section 4, Parts (a), (b), (c), and (d), and adding an additional Part (e).
- c. Amending Section 1, Section 3, Parts (a) and (b), and Section 5, of Article I of Senate By-Laws.

3. Senate Constitution, Article III, Section 1, should be amended to read as follows:

"1. Composition.

The University Senate shall be composed of (a) elected representatives of the faculties of the various institutes, colleges, schools of collegiate rank, and the Mayo Foundation, and (b) 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."

4. Senate Constitution, Article III, Section 4, Part (a), should be amended by adding after the last sentence thereof the following sentence:

"The provisions hereof shall not apply to the election of the representatives of the Mayo Foundation."

5. Senate Constitution, Article III, Section 4, Part (b), should be amended by adding at the end thereof the following sentence:

"The provisions hereof shall not apply to the election of the representatives of the Mayo Foundation."

6. Senate Constitution, Article III, should be amended by adding thereto a new Section 4, Part (c), to read as follows:

"(c) The Mayo Foundation shall be entitled to four elected representatives. Three of them shall be elected by faculty members who are professors or associate professors, and one by faculty members who are assistant professors (including research associates) and instructors (including research fellows). Each group shall elect as its representatives persons belonging to it. All representatives shall be elected by secret ballot."

7. The designation of what is now Senate Constitution, Article III, Section 4, Part (c) should be changed to "(d)"; there should be stricken therefrom the following language "under the provisions of Article I, Section 5, of the By-Laws"; and a period substituted for the comma immediately preceding the part to be stricken.

8. The designation of what is now Senate Constitution, Article III, Section 4, Part (d), should be changed to "(e)."

9. Section 1 of the Article I of Senate By-Laws should be amended by substituting a comma for the period now at the end thereof, and adding the following, "and (16) Mayo Foundation."

10. Senate By-Laws, Article I, Section 3, Part (a), should be amended to read as follows:

"(a). Each fall before October 10, the Clerk of the Senate shall prepare for each unit listed in Section 1 of this Article a list of all persons in that unit who, as of September 30, are entitled to vote for Senate members, and shall send the appropriate number of copies thereof to the administrative head of each unit. This list shall indicate the rank of each person named thereon so far as necessary to indicate his voting group within his unit."

11. Senate By-Laws, Article I, Section 3, Part (b), should be amended to read as follows:

"(b). Between October 10 and October 20, each unit listed in Section 1 of this Article shall conduct elections for Senate members. In

each unit one group consisting of professors and associate professors shall choose the representatives to which it is entitled. The other group, consisting of assistant professors (including research associates) and instructors (including research fellows) shall choose the representatives to which it is entitled. Each unit shall establish its own procedures for conducting its elections. The results of the elections shall be mailed to the Clerk of the Senate not later than October 23."

12. The first sentence of Senate By-Laws, Article I, Section 5, should be amended to read as follows:

"Any person eligible to vote for members of the Senate under the provisions of Section 4 of Article III of the Senate Constitution, but not attached to any voting unit designated in Section 1 of this Article, may apply in writing to the Senate Committee on Business and Rules for a determination of his status for voting for members of the Senate."

HENRY ROTTSCHAEFER, Chairman

Action deferred because of lack of two-thirds of total Senate membership required for amending the constitution under Article IX thereof.

V. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Implications of the 1956-57 Budget.* In the meeting of May 18, 1956, the President discussed the development of the budgetary plan for 1956-57 and commented, especially, on the apparent lack of communication of the principles to the faculty. The deans and other administrative officers have a responsibility for indicating what matters received budgetary emphasis.

2. *Report on the Analysis of the University Self-Survey.* It was noted that the Committee on the University Self-Survey is bringing its work of analysis to a close. The President, therefore, called for discussion of the use of their material, pointing out its relevance to a concern in the Senate over the future of the University. Dean Blegen said that he hoped his Committee could soon begin a part-by-part report on the Self-Survey which would lead to an early discharge of the group. He indicated that direct and extensive use was made of all of the Self-Survey data and that the Committee had been forced to gather and introduce supplemental information as well. Discussion followed. It was apparent that many questions before the University cannot be answered in terms of this or any other presently available survey and that the Regents are taking a very active interest in University problems and plans.

3. *Announcements by the President.* The Minnesota Legislative Interim Commission on Building and Lands Needs will meet on campus May 25-26 to view many of the buildings and locations discussed at the time of their April visit. President Morrill is serving as a member of President Eisenhower's committee on education beyond the high school. There are a number of new relationships developing for the University in the general field of higher education. The Association of Minnesota Colleges has a most active committee studying how all colleges and universities of this state may share in carrying the increasing load of higher education. President Morrill is chairman. The Governor has recently announced appointment of a lay committee on higher education, of which Mr. Samuel C. Gale is chairman. Presumably this group will work in close collaboration with the Association

committee and will call on University staff members for assistance. The state teachers college system in Minnesota is undergoing some administrative changes which may result in the appointment of a chancellor. There was limited discussion of all of these topics.

R. E. SUMMERS, Secretary

Accepted

VI. REPORT OF THE COMMITTEE ON AUDIO-VISUAL AIDS

Reported for Information

The Senate Committee on Audio-Visual Aids met on May 24, 1956, to review the Audio-Visual Education Service Pre-Paid Plan which was first put into effect for the fiscal year 1955-56 covering 28 departments in the College of Science, Literature, and the Arts and the College of Education. The Committee discussed a report on the year's operation of the plan submitted by Mr. Wilbur Jensen of the Audio-Visual Education Service. The Committee unanimously felt that the plan had been successful but that it had not been in operation long enough to provide an adequate basis for a final evaluation of it. The Committee, therefore, unanimously passed the following resolution recommending continuation of the plan:

RESOLVED that the Senate Committee on Audio-Visual Aids commend the College of Science, Literature, and the Arts and the College of Education for entering into the Audio-Visual Education Service Pre-Paid Plan on an experimental basis; that the continuation of this Plan be urged for another year, basing pre-paid allotments for Audio-Visual Education Service services on amounts actually spent by the participating departments in 1955-56; and that the Plan be expanded if possible to include other departments, with the hope that it may eventually become University-wide.

DONALD TORBERT, Chairman

Accepted

VII. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Information

A Senate resolution of April 26 called on the Senate Committee on Education to formulate "several of the basic policy questions involved" in the impending expansion of the University and "to prepare a series of discussions of those questions to be held at regular meetings of the Senate."

I

As a regular committee of the Senate it is appropriate that the Senate Committee on Education report to the Senate on its deliberations, both when recommendations are to be proposed and as discussion is in progress. This Committee should like to declare its belief, however, that it is a policy *study* committee, that reports should be made to the Senate only after careful study, based upon a weighing of the evidence at hand, leads to appropriate recommendations. Twice during the current year the Senate has made requests of the Committee on Education that involved a time period too brief to enable it to study the problem adequately. The Committee will attempt to meet the requests of the Senate as made but it is able to operate effectively only when there is time allowed for adequate analysis of the issues involved.

For this reason, this most recent request of the Senate did not allow the Committee adequate time for study and the report to be made on "basic policy questions" is admittedly superficial.

The Senate Committee on Education is charged in the Constitution with seeking "ways in which the total educational work of the University may be improved," and in making "recommendations appropriate to this end." This is broad enough to cover the educational universe since all that the University does is educational in purpose, but the current Committee believes: (1) that problems of higher education in America generally should be reserved for state and national bodies with the Committee concentrating on an attempt to determine the manner in which state and national conditions and policies affect the University of Minnesota; and (2) that it should study only the broad problems of educational policy affecting the total educational program of this University, problems of curriculum, instruction, staff, and the like. Consideration given to these areas also must not intrude upon the functions of a particular unit of the University except as developments within a unit affect the University as a whole. Any study made by the Senate Committee on Education must also avoid overlapping with the concerns of other Senate Committees dealing with specific educational areas, such as the Senate Committees on Audio-Visual Aids, Library, Institutional Research, Intercollegiate Athletics, ROTC, and Judicial.

II

During the past two academic years the Committee has considered these issues or problems (most of these projects originated with the Committee prior to this two-year period):

(1) The orientation of new faculty and the preparation of a revision of the *Faculty Information Bulletin* (revision prepared and distributed, sub-committee discharged).

(2) Policy problems involved in the issuance of a variety of University certificates of attendance, achievement, and merit by several units of the University (policy statement prepared and submitted to the Administrative Committee of the Senate, sub-committee discharged).

(3) Assistance to the faculty in the evaluation of student achievement in the classroom (policy further crystallized—it had been formed prior to 1954—and, after a period of integration of the execution of this function by the Board of Institutional Research, sub-committee discharged).

(4) Joint proposal with Senate Committee on Institutional Research for a Ford Foundation grant to study the more economical utilization of current instructional facilities and staff time (request was unsuccessful and the sub-committee discharged).

(5) Analysis of the educational implications of the proposed transfer of the Physics Department to the Institute of Technology (report made to the Senate).

(6) Three projects to be made the basis of study for the academic year 1956-57 (to be described below) were initiated during the past two years or earlier and have been the basis of discussion and analysis during this period.

The Committee plans to study further during the coming year the following three issues:

(1) Policy implications of a survey of departmental practices in curriculum building and modification. (A portion of the sub-committee's report

was presented to the Senate at the April 26, 1956 meeting. The Committee on Education hoped to deduce some of the educational implications of this report late this spring or summer but this has been delayed by its consideration of the Senate resolution leading to this report).

(2) Survey of scheduling patterns, use of various days of week and hours of day, in anticipation of necessary modifications to meet increased enrollments. (Two sub-committees have presented progress reports and these were considered by the Administrative Committee this spring in connection with the reports of its Sub-committee on Scheduling Practices which was reported at the April 26 Senate meeting. The Committee on Education considers this to be a vital issue and will continue study leading to recommendations to be made to the Senate. It has already made proposals to the Senate Committee on Institutional Research for study of the educational outcomes to be expected from varying patterns of scheduled instruction.

(3) University staff action contributing to an increase in the flow of graduate students into college and University teaching and to an increase in the retention rate of current staff. (This study is barely initiated. It will call not only for factual data but for a consideration of how all staff can contribute to a positive emphasis upon the attractions of college teaching in general and at this University in particular.)

III

In the light of its convictions regarding the need for study rather than mere discussion of policy issues and of its program of study for next year, the Committee rather tentatively suggests that it might contribute to immediate Senate thinking in the following ways:

(1) Because an anticipation of increase in enrollment is the reason for our immediate concern it proposes that the enrollment picture for the next few years be presented to the Senate at an early date. To this end it has requested President Morrill to call upon the resources at his command for these data. This will provide a ground floor to our thinking.

(2) Because several state and national committees are studying the implications of the enrollment rise, and because the University of Minnesota cannot operate except as a unit of a total state and federal plan of higher education, it is proposed that at a meeting of the Senate next fall a sub-committee of the Committee on Education present a statement regarding the plans and purposes of these various state and national committees. This will provide a frame of reference for the Senate's consideration of the University's particular problems.

(3) The implications of the enrollment rise are many. Some of those that have occurred to the Committee as reasonably important within the short time that it has had to consider the Senate resolution are the following (none of these overlap with the planned studies of the Committee upon which it will eventually report to the Senate):

(a) Implications for entrance requirements of the several colleges and of the University as a whole.

(b) The implications of varying faculty attitudes toward students transferring from junior colleges since the University may have an increasing number of such students from these feeder institutions.

(c) Implications of increased size of the University for the welfare and integrity of the individual student and staff member, i.e. protective safeguards against the individual's becoming "lost" in the larger community.

The Committee requests that the Senate allow its Committee on Education to appoint sub-committees to study such problems and to prepare reports as a basis for discussion on these or similar topics within the near future. It invites suggestions from the Senate as a whole or from individual members, the latter preferably in writing, but requests that it be allowed the opportunity to consider carefully what topics seem most fruitful and to appoint sub-committees to present the facts and issues involved for discussion by the Senate. In other words, the Committee will work as rapidly as possible upon both its problems for study and the requested topics for discussion but does not believe that the best interests of the Senate will be served unless the discussion is planned and informed.

C. GILBERT WRENN, Chairman

Approved

VIII. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE

Reported for Information

The Consultative Committee of the University Senate was established to be a medium of direct communication between the non-administrative members of the University faculty and the President of the University. Since this is the only elected committee of the Senate, its members recognize a responsibility to report directly to the Senate and through it to the entire faculty at least once a year.

Having only a consultative function, the Committee adopts no resolutions and is without power to make any decisions on University affairs. It has, therefore, no measures of this nature to report.

If its members succeed in presenting to the University administration continually, cogently, and with a fair degree of accuracy, the views and needs of the faculty, and if in addition they contribute something of their own experience and independent judgment on important matters of general policy, to help guide the course of the University, they believe they will have discharged their responsibilities.

It is not possible to identify or to attribute exclusively to the work and influence of such a committee any specific accomplishments. The President and the Board of Regents deserve full credit for all improvements in University policies and practices. At the same time the members of the Consultative Committee feel that they have had full and friendly cooperation from the President, and they have seen some of their proposals put into effect.

What the Committee wishes to report, therefore, is a list of the subjects it has discussed with the President in the current academic year. These include:

1. The University budget-making process, and the biennial and annual budget proposals, with considerable emphasis on the need for faculty salary increases.
2. The adoption of Old Age and Survivors Insurance for faculty members, and its relation to the existing retirement program.
3. The progress being made on the University Self-Survey.
4. The appointment of an all-University committee on research policy, and of a research assistant to the President.

5. Second physical examinations for faculty members upon their acquiring indefinite tenure.

6. The research and service activities of the Department of Protection and Safety.

7. The security clearance provisions of USAFI contracts (subsequently eliminated).

8. Security clearance for staff members serving under International Cooperation Administration contracts.

9. The speaker-control policy for student organizations.

10. The reorganization of the Senate and its relation to the work of the Consultative Committee.

In the recent balloting of the faculty, two new members were chosen and one was reelected, all to serve for the next three years. Four other members hold over for one or two years each. Since the voting failed to produce a member from the Duluth Branch, the Consultative Committee has appointed Professor Henry Ehlers to succeed himself for a one year term to represent that Campus.

WILLIAM ANDERSON, Chairman

Accepted

IX. REPORT OF THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

Reported for Action

1. *Renewal of Accredited Status.* In accordance with the procedures and standards for renewing accredited status outlined in the *Criteria for the Accreditation of Private High Schools* (Senate Minutes, November 20, 1952, pp. 24-33), the following schools are recommended for accreditation by the University of Minnesota for the normal 5-year period subject to the submission of annual reports which satisfy the above *Criteria*:

Cathedral High School, St. Cloud
Derham Hall, St. Paul
St. Boniface High School, Cold Spring

The above schools have been recommended for accredited status after review of reports of visiting committees, annual reports, and other supplementary information submitted by each school. In each case the recommendation favoring continued accreditation has the concurrence of visiting committees comprised of from 3 to 10 representatives drawn from the University, St. Cloud State Teachers College, public and private high schools. Committee chairmen were Theda Hagenah (Derham Hall), Robert J. Keller (Cathedral High School), and Earl Ringo, administrative assistant for the Senate Committee (St. Boniface High School).

2. *Accreditation of a New School.* Located in an almost exclusively Roman Catholic community, Father Pierz Memorial High School (Pierz, Minnesota) was established 5 years ago amid considerable controversy regarding public-private education and payment of school aids. The latter had been withheld by the State Board of Education until the matter was settled in the courts and by legislative action. Housed in a new school plant, this school has made much progress during the past few years, due largely to the leadership of its present superintendent, Rev. Robert Schulzetenberg.

The application for accreditation of Father Pierz Memorial High School was first received during 1952-53. The procedures followed were those outlined in the *Criteria for the Accreditation of Secondary Schools*. In addition the school completed a self-survey using the manual *Evaluative Criteria*, 1950 Edition, prepared by the Cooperative Study of Secondary School Standards. This self-survey was reviewed by a visiting committee of eight members under the chairmanship of Robert J. Keller. The recommendation that action be deferred was accepted by the Senate Committee on Institutional Relationships and by the school.

The application for accreditation was resubmitted in February, 1956 together with a second and up-to-date self-survey using the 300-page *Evaluative Criteria*. These materials were reviewed by a second visiting committee, again under the chairmanship of Professor Keller. The following recommendation was unanimously made by the visiting committee and has been similarly endorsed by the Committee on Institutional Relationships.

"That Father Pierz Memorial High School be added to the list of private high schools accredited by the University of Minnesota for the normal five-year period subject to the submission of annual reports which satisfy the University *Criteria for the Accreditation of Private High Schools*."

3. *Accreditation of an Additional College.* The kind of status or accreditation which should be accorded the Minneapolis School of Art has been a persistent question which has concerned the Committee on Institutional Relationships since long before any present member was named to this committee. The specialized professional nature of the program with its intensive training in the theory and application of the fine arts has made this a unique school which does not fit within the pattern of colleges accredited by the University of Minnesota. A complicating factor has been the manner in which this University accepts for transfer studio work in art through examination of the product rather than the accreditation accorded the college from which transfer is requested, i.e., studio courses, in painting, for example, taken at any institution, accredited or nonaccredited by the University or by any regional or national association, receive transfer credit here only after the Art Department has had opportunity to assess the quality of work done in these courses.

More recently the Minneapolis School of Art, a college-level institution of education in the arts offering the bachelor of fine arts degree, founded in 1886, and continuously sponsored since that date by the Minneapolis Society of Fine Arts, has raised again the question of possible accreditation by the University of Minnesota. Under the leadership of its director, Wilhelmus B. Bryan, this school has within the past 5 years expanded its offerings in general education to "provide the means for greater intellectual growth simultaneously with growth and power of artistic expression and freedom."

An advisory subcommittee to review this request was appointed in November, 1953. Members were H. Harvard Arnason, Clifton Gayne, Huntington Miller, Ralph G. Ross, R. Edward Summers, and Malcolm M. Willey. The chairman has served as an ex officio member of this committee. During Mr. Arnason's absence from campus during the present year, his place on this committee has been taken by Donald Torbert. This committee has met from time to time with the director and other representatives of the Minneapolis School of Art to consider this request. Some time ago this subcommittee requested the chairman to appoint a special subcommittee of qualified staff members to examine the content, quality, and level of instruction of course work provided in general education areas with a view toward the possible transfer of this work to the College of Science, Literature, and the Arts.

Such a special subcommittee, consisting of Theodore Hornberger (English-Communications), Ralph Ross (Humanities), Mulford Sibley (Social Science), and Donald Torbert (Art History), was appointed for this purpose. This committee was assisted by Robert J. Ames, Fred Blum, Franz Montgomery, and other departmental faculty members who also visited the Minneapolis School of Art. In general, this special subcommittee reported that the 30 semester credits of course work in the academic fields listed above were comparable to S.L.A. College offerings and would be transferable at the Junior College level, though some of these courses are currently offered at the third and fourth year by the Minneapolis School. This special subcommittee raised some questions about the adequacy of the school's library, the somewhat heavy reliance upon part-time University faculty to teach these courses, and the transferability of work in art history to this University.

Since the latter would be involved only when a student transferred to the University as an art major, and since, under such circumstances, all work in art including art history would be subject to special departmental examination, this did not seem to be a serious handicap. Inquiry also revealed that special efforts were being made to strengthen the library in these other academic fields; it was already considered superior in the various fields of art in which instruction was offered. The Minneapolis School still hopes to be able to utilize University faculty members on a part-time basis to supplement its staff for teaching its general education courses.

The advisory subcommittee received and considered these reports and made the following recommendation to the Senate Committee on Institutional Relationships.

"In view of the favorable reports made by various University staff members, competent in the subject matter fields concerned and who visited the School, that the liberal arts program of the Minneapolis School of Art be accredited (by the University of Minnesota), the program to be reviewed again at the end of five years."

This recommendation was reviewed carefully by the Committee on Institutional Relationships and is recommended to the Senate for adoption with but one change, that "the program be reviewed again at the end of three years" instead of "five years." One member of the Senate Committee abstained from voting on this question; the others voted favorably.

ROBERT J. KELLER, Chairman

Approved

X. REPORT OF THE COMMITTEE ON INSTITUTIONAL RESEARCH

Reported for Information

The following letter was sent to deans, directors, and chairmen:

The Senate Committee on Institutional Research is vitally interested in stimulating faculty members and the various administrative units of the University to formulate fundamental research projects designed to alleviate some of the many problems which will confront nearly every University college and department with rapidly increasing student enrollment. The Committee is particularly interested in research which will suggest how the University may best utilize the time and energy of its teaching staff. It is also interested in the study and implementation of more adequate methods for

recruiting and retaining competent faculty members and in the development of more broadly efficient teaching methods.

In recent months, such national organizations as the Fund for the Advancement of Education and the Carnegie Corporation have expressed deep interest in research of the kind which we believe is needed. In addition, President Morrill has recently received a communication from S. M. Brownell, United States Commissioner of Education, announcing a co-operative research program of the Office of Education. This program is intended primarily to launch research projects in the following areas: conservation and development of human resources; staffing and housing the nation's schools; educational implications of expanding technology and economy. Mr. Brownell has invited institutions of higher learning to submit research proposals focussed upon these areas. The Committee on Institutional Research would like to identify staff members or groups of staff members from the various colleges and departments interested in participating in the design, and/or conducting research projects to study problems in these and in related areas.

The Senate Committee on Institutional Research respectfully requests your co-operation in bringing these research opportunities to the attention of your staff and in encouraging interested staff members to design research projects to meet the many problems which our teaching staff will inevitably face in the very near future. The Committee, as well as the Bureau of Institutional Research, stands ready to help faculty members in the formulation of research designs and to aid in the co-ordination of such efforts.

ELIO D. MONACHESI, Chairman

Accepted

XI. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

1. Reported for Action

APPEAL PROCEDURES FOR STUDENT ORGANIZATIONS

Preamble

By constitutional provision the Board of Regents delegates to the Senate and to the Senate Committee on Student Affairs broad powers to establish policies governing the operation and supervision of student organizations and student affairs. The Central Administration of the University has assigned to the Office of the Dean of Students responsibility for helping student organizations develop programs and conduct activities within the framework of University policies including those of the Senate and of the Senate Committee on Student Affairs. The Office of the Dean of Students assists committees and administrative agencies of the University to gain compliance with University policies on the part of student organizations.

The Basic Policy Concerning Student Organizations and Their Activities, approved by the Senate, grants to student organizations the right of appeal from decisions and actions affecting their operations. Appeals may also be made on the substance of a policy. In exercising these rights, the student organization shall observe the following procedures established by the Senate Committee on Student Affairs.

This document shall not be interpreted to be in conflict with the Basic University Policy Concerning Student Organizations and Their Activities.

Classification of Appeals

Appeals fall into two major classifications :

- I. Appeals on the substance of a policy.
- II. Appeals on the applications or interpretations of policy and from administrative decisions involved in enforcement of policies and regulations of the University.

The appellants shall declare in advance and in written form, according to the procedures outlined below, on which basis they wish their appeal to rest. Once such selection is made, the procedural course appropriate to it shall be followed.

I. APPEALS ON THE SUBSTANCE OF A POLICY

A. Definition

Appeals on the substance of a policy may challenge the merits of any established policy, rule, or regulation of the Senate or Senate Committee on Student Affairs and other University legislative bodies. The appellant may (a) propose a specific revision in the policy or (b) recommend the elimination of the policy or (c) propose the establishment of an entirely new policy.

B. Procedure

1. Appeals on the substance of a policy shall be made in the first instance to the Senate Committee on Student Affairs.
2. The appeal must be presented in writing to the chairman of the Senate Committee on Student Affairs.
3. The secretary of the Senate Committee on Student Affairs shall notify the appellants of the time and place for the hearing. Appellants may be represented by counsel and shall have full opportunity to present oral arguments in addition to their written brief.
4. The Senate Committee on Student Affairs may approve the proposed changes or reaffirm its own policy.
5. Appeals beyond the Senate Committee on Student Affairs on the substance of its own policy may be taken to the University Senate, according to the established procedures of that body. The right to appeal on the substance of a policy may be exercised both by recognized student organizations and by administrative officers whose activities and programs may be affected by the policy. In hearing appeals on the substance of a policy, the Committee shall consult with both student organization representatives and administrative officers.
6. After hearing appeals based on the substance of policies established by bodies other than the Senate or the Senate Committee on Student Affairs, the Senate Committee on Student Affairs shall make recommendations to the proper legislating body.

C. Time Limits

The initial hearing of the appeal of the Senate Committee on Student Affairs must be held within ten (10) class days of the receipt of the request for such a hearing. Action upon the appeal must be taken by the Committee within thirty (30) class days following the submission of the written request. Appeals received less than ten (10) class days before the final examinations of spring quarter shall be heard during the first thirty (30) class days of fall quarter.

II. APPEALS ON THE APPLICATIONS OR INTERPRETATIONS OF POLICY AND FROM OTHER ADMINISTRATIVE DECISIONS

A. Appellate Bodies

1. The Senate Committee on Student Affairs has jurisdiction over matters of policy and regulations relating to student organizations and student activities including broad judicial powers. Through the establishment of the Conduct Control Policy and by endorsement of the charters and constitutions of specific organizations, the Committee on Student Affairs delegates judicial powers to student organizations, intermediate judiciaries, and to the All-University Judiciary Council.
2. Appeals on the application or interpretation of policy and appeals from administrative decisions may be made in ascending order to the following bodies which have judicial and appellate powers as delegated:
 - a. Judiciary body of a student organization.
 - b. Intermediate governing board or co-ordinating council judiciary body (e.g. Dormitory Judiciary Board, I.F.C. Judiciary, etc.).
 - c. All-University Judiciary Council.
 - d. Senate Committee on Student Affairs.

B. Definition and Grounds for Appeal

1. Appeals from decisions affecting student organizations may be made by organizational officers, administrative officers of the University, or individual students. Any one or all of the following grounds may be alleged by the appellant(s) as the basis for an appeal:
 - a. The decision violates an overriding University policy, regulation, or ruling.
 - b. The decision is based upon a policy which does not apply.
 - c. The decision embodies an inappropriate penalty.
 - d. Evidence not available at the time of the decision, but now available, would affect the decision itself. (Appeals based solely on this ground shall be brought for review before the body whose decision is being appealed.)
 - e. The decision is contrary to the weight of evidence.
 - f. The case was initiated or conducted according to improper procedures.

C. Procedures and Time Limits

(These procedures and time limits apply to all appellate bodies as defined in II-A. Additional or more specific procedures may be adopted by appellate bodies provided these broad procedures and time limits are not violated.)

1. All appeals must be submitted in writing to the chairman or secretary of the appropriate appellate body and to the appellee within ten (10) class days after the decision in question. The written statement must include all grounds for the appeal which is being presented. The appellee then has 10 (class) days after receipt of such notice of appeal to submit to the secretary or chairman of the appropriate judiciary body all the reasons why the appeal should not be granted, with a duplicate copy to the appellant.

2. Appeals initiated by administrative officers of the University shall be reported through the channels indicated in the preamble to this document.
3. Appeals from decisions made by administrative officers, but not based on a Senate or Senate Committee on Student Affairs policy shall be referred only to the All-University Judiciary Council and not to lower judiciary bodies.
4. The appellate body shall operate under general judicial procedures wherein the appellants have the right to counsel and full presentation of their case. The judiciary body shall also hear all other parties to the dispute. Neither the appellants nor counsel shall participate in the subsequent deliberations of the appellate body except at the request of the chairman.
5. If an appeal is denied, the appellants may submit an appeal to the next highest appellate body as defined in II-A of this document. In such instances, the chairman of the judicial body receiving the appeal shall notify the chairman or secretary of the judicial body whose decision is being appealed. This latter judicial body shall then submit to the higher judiciary body a summary of its proceedings and findings on the case in question.
6. Appeals must be heard within thirty (30) class days after receipt of the written request except that appeals received less than ten (10) class days before the final examinations of spring quarter shall be heard during the first thirty (30) class days of fall quarter.
7. No appellate body, except the Senate Committee on Student Affairs, will reopen and reconsider any judicial action taken or will rehear a case once a decision has been made unless:
 - a. Such a rehearing is ordered by a higher judiciary or by the Senate Committee on Student Affairs, or
 - b. The appeal is based upon the single ground that evidence not available at the time of the decision, but now available, would affect the decision itself.

Adopted

2. Reported for Information

A. Representative Policies of the Senate Committee on Student Affairs

Basic University Policy Concerning Student Organizations and Their Activities. Sometimes referred to as the student's bill of rights and as the "Basic Policy," this statement makes explicit the recognition of organized student activities as "an integral part of the University's total educational program."

Policy Statement Pertaining to Co-operative Relationships with Students. Also known as the "Consultation Policy" this policy states that "the Regents look with favor upon all efforts that are designed to improve the consultation, communication, and relationships between staff members and responsible student leaders."

Policy on Student Organizations at the University of Minnesota. This is the University's "Human Relations" policy; it relates to the basic policy upon which student groups may select their members. Selection must not be based upon race, color, or religion. No new groups are permitted to come on campus if they have a discriminatory membership clause. Those campus organizations which presently have a discriminatory clause must make every

effort to remove the clause and report each year on the progress they have made toward its removal.

Policy to Minimize Calendar Conflicts. This calls for consultation between the chairmen of conflicting events as the best method of resolving schedule problems.

Social Events. A series of policies pertaining to the registration of social events, provisions for chaperons, and the listing of approved off-campus facilities.

Off-Campus Programs. The Basic Policy states that student activities are not to be extended beyond the campus without approval. A 1954 resolution indicated that lobbying at the State Legislature was to be included under this provision.

Policy on Speakers Brought to the Campus by Student Organizations. This calls for groups planning an event involving an off-campus speaker to request approval from the Student Activities Bureau in the Office of the Dean of Students. If the decision is adverse to the request of the group, it is brought to the Senate Committee on Student Affairs as quickly as possible.

Policy on Commercialization in Student Activities. This policy is designed to permit student groups to accept goods or services from a commercial firm under circumstances which will protect the group and the University from exploitation and criticism.

Policy for Financial Supervision of Residential Student Organizations. Prescribes policies and procedures necessary for the supervision of the non-banking residential student groups and sets a standard of financial solvency.

Banking Policy. Requires all student groups with the exception of residential groups to bank their funds under supervision of the Office of the Dean of Students.

Student Organization Development Fund. Established a fund to be used for loans and grants to be used "to promote, extend, or improve organized student life at the University of Minnesota."

Student Organization Group Investment Trust Fund. Established a trust fund for the use of student organizations having surplus funds which they wish to invest in securities.

Policy on the Responsibility of Student Organizations for the Conduct of Members. Places upon each student group the responsibility for the conduct of its members at functions of the group.

Appeal Procedures for Student Organizations. Outlines the procedures and channels which may be used by student groups to appeal the substance of a policy or the interpretation or decision involved in the enforcement of policies and regulations of the University.

Health and Safety Service for Recognized Student Organizations Operating Residences or Commissaries. Provides for University supervision of living conditions and health standards in residential groups.

Housing Consultation Policy. Residential groups planning to purchase or build new facilities or modify existing property shall consult with the Office of the Dean of Students before proceeding.

Residence Counselors. Each fraternity is to employ a resident graduate student counselor who is to co-operate with University agencies to effect the maximum personal and scholastic development of the students in his house.

Policy on Scholastic Eligibility for Activity Participation. States that "students must maintain a satisfactory scholastic standing within the col-

lege in which they are enrolled in order to participate in student activities, programs, and organizations."

Social Regulations. Several policies have been established by the Senate Committee on Student Affairs setting the hours women may be entertained in men's residences, men may be entertained in women's residences, and general hours for women having social engagements away from the residence.

Other functions. In addition to establishing, interpreting, and seeking compliance with these policies, the Senate Committee on Student Affairs may review student programs such as the orientation program, off-campus programs directed at the high schools, and fraternity and sorority rushing programs, as well as hear reports on various phases of student extracurricular life. The Committee assumed the functions of the Senate Committee on Recreation and the Committee on Debate and Oratory last year. In addition, the Committee extends official recognition to newly established groups and disestablishes inactive groups.

B. The All-University Judiciary Council has adopted a set of by-laws which have been approved by the Committee on Student Affairs. This Council is thereby authorized to hear cases brought before it.

KENNETH E. CLARK, Chairman

Accepted

XII. NECROLOGY

C. OTTO ROSENDAHL

1875-1956

C. Otto Rosendahl, chairman and professor emeritus, Department of Botany, died after a long illness on March 4, 1956 in Minneapolis. He was born in Spring Grove, Minnesota, on October 24, 1875. The botanical and geological riches of his birthplace were undoubtedly important in capturing interests which remained with him throughout his long, productive life. He received his B.S. degree from the University of Minnesota in 1901 and 1 year later was awarded the M.A. degree. He held the position of scholar in botany in 1900-1901. During the academic year 1901-1902 he served the University as instructor in botany. An appointment as assistant on the Geological and Natural History Survey followed in 1902-1903. The next 2 years were devoted to postgraduate work in Germany with one of the most eminent of 20th-century taxonomists, Dr. A. Engler. Professor Rosendahl received his Ph.D. degree in Berlin in 1905 and returned to the University of Minnesota to resume his career as assistant professor in 1905. He was promoted to professor in 1910. In 1917 he was appointed acting chairman of the department in which capacity he served until 1924. His appointment as chairman extended from 1930 until his retirement as professor emeritus in 1944.

Dr. Rosendahl was a gifted teacher. In many ways he communicated his deep-seated love of nature and the out-of-doors to his students. His active interest in conservation was very much at the basis of the eventual organization of a Biological Station at Lake Itasca. To accompany him into the field was a wondrous and unforgettable experience for one would learn in a vivid, refreshing way not only the plant life but also of geology and related phenomena. His knowledge of the flora and natural history of the state was vast. It was a source of much pleasure to him to witness the publication of his thorough revision of the book entitled *The Trees and Shrubs*

of the *Upper Midwest* in July 1955. Among his other publications, which began in 1900, were various technical studies in the *Saxifragaceae*; analyses of birch hybrids; contributions to the knowledge of the Pleistocene flora of Minnesota; as well as less technical guides to the common native plants of this region. Throughout most of his 11 years of retirement, he maintained active contact with his research materials. He was among the first to appreciate in this country the value of atmospheric pollen analysis in correlation with more orthodox vegetational analysis in dealing with the clinical aspects of pollen allergy. The State Medical Association awarded him a gold medal in recognition of his efforts. His painstakingly careful studies of plant remains such as wood, fruits, and seeds in Pleistocene deposits yielded highly significant results which, as they refer to the dating of geological deposits, are receiving independent support from recent radio carbon studies.

It is impressive to note that Dr. Rosendahl's life covered approximately 80 per cent of the entire history of the Department of Botany. During this period, his many contributions were quietly and modestly made.

He enjoyed membership in such societies as Phi Beta Kappa, Sigma Xi, Brandenburg Botanischer Verein, American Geographical Society (Fellow), American College of Allergists (Associate Fellow), and the Biological Society of Washington.

A kindly scholar has passed from our midst.

PHILIP S. JORDAN

1888-1956

Philip S. Jordan, associate professor of animal husbandry at the West Central School and Experiment Station, passed away March 9, 1956, at Morris, Minnesota. He was born July 25, 1888 at Milbank, South Dakota.

Professor Jordan received the B.S. degree from the University of Minnesota in June, 1913. Following graduation he served as a teacher of agriculture in the public schools at Hastings, Minnesota. On July 1, 1915, he was appointed an instructor in animal husbandry at the West Central School and Station at Morris. He was an associate professor at the time of his death.

During the 41 years of his service he was in charge of the animal husbandry work at the West Central School and Station. In this position he conducted many experiments in the feeding, breeding, and management of livestock that have been beneficial to Minnesota farmers. Thirty-two years ago he started lamb feeding experiments at the West Central Station and conducted one or more trials each year since. The fifty-first trial was completed in January, 1956. The annual Lamb Feeders' Day program associated with these trials attracts lamb feeders from many states. Professor Jordan took an active part also in the Swine Breeding Laboratory and the Dairy Breeding Project conducted by the University in co-operation with the United States Department of Agriculture.

The fine herds of Holstein and Shorthorn cattle and the flocks of Columbia and Hampshire sheep are a tribute to his skill as an animal husbandman and to his great interest in the livestock industry.

Mr. Jordan was in demand as a public speaker at livestock meetings and as a judge at county fairs.

Alumni and former students remember with satisfaction the courses given by Professor Jordan. He taught with enthusiasm the practical phases of livestock problems, and a sizable list of successful livestock producers in west central Minnesota received their first technical instruction under him.

He made a fine contribution toward the improvement of the livestock industry in Minnesota. To the livestock projects at the West Central School

and Experiment Station he gave unstintingly of his energy and from their success he gained his greatest satisfaction.

In addition to his work at the West Central School and Station Professor Jordan was active in many livestock and farm organizations as well as in civic and community affairs. He was a member of the Minnesota Livestock Breeders Association and the American Dairy Science Association. He was a long-time member of the Federated Church in Morris.

Professor Jordan is survived by his widow, Imadee F. Jordan and 3 sons, Philip, Jr., Donald F., and Robert M., the latter assistant professor in animal husbandry on the St. Paul Campus of the University; and also by 4 brothers, a sister, his stepmother, and 10 grandchildren.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

November 8, 1956

The first regular meeting of the University Senate for the year 1956-57 was held in the Auditorium of Murphy Hall on Thursday, November 8, 1956. Eighty-five elected or ex officio members and 6 nonmembers, total 91, were present.

The following items were considered and action was taken as indicated.

I. MINUTES OF JUNE 4, 1956

Reported for Action

Approved

II. SENATE ROSTER FOR 1956-57

Reported for Information

1. Elected Members

Name	Unit*	Group**	Name	Unit*	Group**
Ernst C. Abbe	14	1	Selmer A. Engene	1	1
Frederick P. Abel	6	2	Jesse Ernest Fant	15	2
James Aliferis	14	1	Herbert Feigl	14	1
Neal R. Amundson	15	1	Arnold M. Flikke	1	2
John A. Anderson	10	1	Frederick C. Goetz	10	2
John E. Anderson	3	1	Eugene S. Gollin	3	2
H. Harvard Arnason.....	14	1	Frank W. Hansen	5	2
Gertrude M. Baker	13	1	Lester E. Hanson	1	1
Cyrus P. Barnum, Jr.	10	1	Henry E. Hartig	15	1
Wendell Bartholdi	4	1	Donald W. Hastings.....	10	1
Robert H. Beck	6	1	Herbert Heaton	14	1
Morgan Blum	14	2	Robert L. Heller	5	1
Raymond W. Brink	14	1	Walter W. Heller	2	1
Ernest B. Brown	10	1	James L. Hetland, Jr.	9	1
Ian A. Brown	10	1	Alexander C. Hodson	1	1
Thomas H. Canfield.....	1	1	Fred W. Hoffbauer.....	10	1
Paul Cartwright	15	2	Paul Leroy Holmer.....	14	1
Ralph D. Casey	14	1	Theodore Hornberger	14	1
T. W. Chamberlin	5	1	Ruth F. Hovde	10	2
Asher Christensen	14	1	William S. Howell	14	1
Kenneth E. Clark	14	1	Leonid Hurwicz	2	1
Theodore W. Clymer.....	6	2	Frank H. Kaufert.....	1	1
Edward Coen	2	2	Louis F. Keller	12	1
S. R. B. Cooke	15	1	Robert J. Keller	6	1
John J. Cound.....	9	2	Miles S. Kersten	15	1
A. Orville Dahl	14	1	E. Fred Koller	1	1
Frank E. DiGangi	11	1	William G. Kubicek.....	10	1
Richard J. Donnelly.....	12	1	Arnold Lazarow	10	1
Nina E. Draxten	8	2	Jane Leichsenring	1	1
Marcia Edwards	6	1	William N. Lipscomb.....	15	1

Name	Unit*	Group**	Name	Unit*	Group**
William P. Martin	1	1	George Schroepfer	15	1
George H. McCune	8	1	Max Otto Schultze	1	1
-William A. McDonald	14	1	Alvin F. Sellers	1	1
Keith N. McFarland	1	1	-Mulford Q. Sibley	14	1
-Paul Meehl	14	1	Hubert J. Sloan	1	1
William J. Micheels	6	1	-Robert Evan Sloan	14	2
Huntington Miller	7	1	Helen M. Slocum	13	2
Clarence E. Mueller	12	2	Louise A. Stedman	1	1
Will Martin Myers	1	1	-Lawrence D. Steefel	14	1
Charles M. Nice, Jr.	10	2	-Burr Steinbach	14	1
Ralph G. Nichols	1	1	James W. Stephan	10	1
Alfred O. C. Nier	15	1	Thomas G. Sturgeon	5	2
Truman Nodland	1	2	-Donald C. Swanson	14	2
Theron O. Odlaug	5	1	-John E. Turner	14	2
Harald Ostvold	1	2	Hugh L. Turrittin	15	1
-Donald G. Paterson	14	1	Lloyd Ulman	2	1
-Walter T. Pattison	14	1	Richard L. Varco	10	1
Lloyd H. Reyerson	15	1	Walter K. Vivrett	15	1
Henry Rottschaefer	9	1	John H. Williams	15	1
Skuli Rutford	1	1	Julius F. Wolff, Jr.	5	1
Eleanor Salisbury	7	2	C. Gilbert Wrenn	6	1
Robert E. Sausen	4	2	Douglas H. Yock	4	1

* Unit code: (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.

** Group code: (1) Professors and associate professors, (2) assistant professors (including research associates), and instructors (including research fellows).

2. Ex-Officio Members

Administrative Committee: President J. L. Morrill, Professor Ike J. Armstrong (Athletics), Dean Theodore C. Blegen (Graduate School), Dr. Ruth E. Boynton (Health Service), Captain Frank Bruner (ROTC Units), Dean J. William Buchta (University College), 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 J. Haislet (Alumni Relations), Dean Richard L. Kozelka (Business Administration), Dean William B. Lockhart (Law), 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 Charles H. Rogers (Pharmacy), Dean Athelstan F. Spilhaus (Institute of Technology), Professor Edward B. Stanford (Library), Dean R. E. Summers (Admissions and Records), Assistant Dean William T. S. Thorp (Veterinary Medicine), Mr. Stanley J. Wenberg (Assistant to the President), Vice President Malcolm M. Willey (Academic Administration), Dean Edmund G. Williamson (Dean of Students), and Dean E. W. Ziebarth (Summer Session).

Faculty Consultative Committee: Francis M. Boddy (1955-57) designated by the President as chairman June 15, 1956, Robert C. McClure (1954-57), Oscar B. Jesness (1955-58), Maurice B. Visscher (1955-58), Bryce L. Crawford, Jr. (1956-59), Dwight E. Minnich (1956-59), Lloyd M. Short (1956-59), Henry Ehlers (1956-57) committee elected to represent Duluth Branch.

3. Graduate School Representatives

Dean Theodore C. Blegen reports that the Executive Committee of the Graduate School has designated the following elected members of the University Senate as concurrent representatives of the Graduate School:

Graduate School representatives: A. Orville Dahl, Marcia Edwards, Walter W. Heller, Will Martin Myers, Alfred O. C. Nier, Walter T. Pattison, Richard L. Varco.

Accepted

III. ELECTION OF VICE CHAIRMAN

Reported for Action

The constitution provides that 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 1 year. He shall be eligible for re-election.

Dwight E. Minnich was nominated and elected vice chairman.

IV. SENATE COMMITTEES FOR 1956-57

Reported for Action

The President reports additional appointments as follows:

Education: James Greeno, Peter Vaill, students.

Intercollegiate Athletics: Lawrence Johnson, Ray W. King, alumni; James Greeno to replace Harald Bakken (ex officio), student.

Reserve Officers' Training Corps: J. D. Holtzermann, Richard A. Rohleder, alumni.

Student Affairs: Mrs. B. W. Bierman, Mrs. William E. Proffitt, alumni; Peter Vaill to replace Harald Bakken, and addition of Ann Cartwright Bernhard, James L. Osterhus, students.

Approved

V. NON-SENATE COMMITTEES AND BOARDS FOR 1956-57

Reported for Information

The President reports non-senate committees and boards and their membership for 1956-57 as follows:

Admissions, Board of: Robert Edward Summers (chairman), Russell M. Cooper, Austin A. Dowell, Ruth E. Eckert, Robert J. Falk, Henry E. Hartig, Theodore E. Kellogg (ex officio), Willard R. Lane, Wilbur L. Layton, William F. Maloney, Horace T. Morse.

Art Collections, Advisory Committee on University: H. Harvard Arnason (chairman), Winston A. Close, Ruth E. Lawrence, R. Dale Miller, John Parker, Ralph E. Rapson, John Rood, Arthur E. Smith, Donald Torbert, Malcolm M. Willey.

Atomic Energy Development Coordinating Committee: A. F. Spilhaus (chairman), W. D. Armstrong, John G. Darley, Herbert S. Isbin, Harold Macy, Donn G. Mosser, Hubert J. Sloan, John H. Williams.

Band Committee: Paul M. Oberg (chairman), Ike Armstrong, Captain Frank Bruner, Walter W. Cook, Austin A. Dowell, Edwin L. Haislet, Errett W. McDiarmid, William T. Middlebrook, William L. Nunn, Gerald Prescott, Gale L. Sperry, Malcolm M. Willey, Edmund G. Williamson. Students: Warren G. Kinzey, Edgar Simmons.

Camp, All-University: Gerald Fitzgerald (chairman), Donald P. Duncan, William T. Middlebrook, Robert P. Provost, Martin Snoko, Gordon Starr, Malcolm M. Willey. Students: Robert C. Hauck, Robert Hoyt,

Ronald E. Mattson, Marlowe McCrady, Elston Nelson, Sheila Smith.
Alumni: Thomas M. Salmen.

Civil Service Committee: Ray F. Archer, Theodore H. Fenske, Henry E. Hartig, Herbert Heneman, Jr., James W. Stephan, Hedwin C. Anderson (executive secretary).

Convocation Advisory Committee: James S. Lombard (chairman), Robert H. Beck, D. K. Berninghausen, William S. Howell, Gordon Starr, John B. Wolf. Students: Carol Lewis, John Reschel, Virginia A. Schisler, Richard J. Rose.

Defense Mobilization Committee: Julius M. Nolte (chairman), Ray M. Amberg, Gaylord W. Anderson, W. D. Armstrong, Murray Bates, Theodore C. Blegen, Richard G. Bond, Ruth E. Boynton, Raymond W. Brink, Robert Carr, Raymond W. Darland, Austin A. Dowell, Clinton B. Hanscom, Lee Hart, Henry E. Hartig, Warren E. Ibele, Richard Jordan, Thomas H. King, Leonard A. Leipus, Clarence C. Ludwig, Roy V. Lund, Laurence R. Lunden, Errett W. McDiarmid, Keith N. McFarland, William T. Middlebrook, Walter R. Mixer, John Morris, William L. Nunn, Clarence Odell, Skuli Rutford, Max O. Schultze, Fernon S. Sherman, Robert Edward Summers, Otto W. Swenson, Neils Thorp, Tracy F. Tyler, LaVerne Wegener, Malcolm M. Willey, Cedric Williams, Edmund G. Williamson, Dale Yoder.

Dight Institute Advisory Committee: Theodore C. Blegen (chairman), Gaylord W. Anderson, John J. Bittner, Harold S. Diehl, Dwight E. Minnich, Elio D. Monachesi, Donald G. Paterson, Sheldon C. Reed, Mildred Thomson.

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

Film Society, Advisory Committee to University: George Amberg (chairman), Emma Birkmaier, Marthe Blinoff, Allen Downs, Kenneth L. Graham, Wilbur F. Jenson, Jerome Liebling, Kenneth MacCorquodale, Donald E. McCoy, Robert E. Moore, Ralph G. Ross. Students: Dave Mewhieney, Mary Pearson.

Foreign Students, Committee on: Theodore C. Blegen (chairman), Ernest B. Brown, Clarke A. Chambers, Donald W. Cowan, Austin A. Dowell, Robert Falk, Forrest G. Moore, William G. Shephard, Robert F. Spencer, Barbara J. Stuhler, Robert Edward Summers, Edmund G. Williamson. Students: Richard Quanrud and one student to be named.

General Research Fund Advisory Committee: Bryce Crawford, Jr. (chairman), Francis M. Boddy, A. Orville Dahl, Elio D. Monachesi, Will M. Myers, Alfred O. C. Nier, William G. Shepherd, John G. Darley (secretary).

Greater University Fund, Project Advisory Committee: Theodore C. Blegen (chairman), Bryce Crawford, Jr., John K. Fesler, Louis Gross, Edwin L. Haislet, Harold Macy, William T. Middlebrook, Robert P. Provost (ex-officio), Stanley J. Wenberg, Malcolm M. Willey.

Group Hospitalization Plan Advisory Committee: William T. Middlebrook (chairman), Ray M. Amberg, J. O. Christianson, Roy V. Lund, George Schroepfer.

Group Insurance and Retirement 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, William B. Lockhart, Roy V. Lund, Glen V. Taylor, John G. Turnbull, C. Arthur Williams, Jr., Malcolm M. Willey.

Honors, Committee on University: Harold Macy (chairman), Raymond W. Darland, Marcia Edwards, Edwin L. Haislet, Walter M. Lauer, Errett W. McDiarmid, Dwight E. Minnich, Horace T. Morse, Cecil J. Watson, Malcolm M. Willey.

Hormel Institute Board: Theodore C. Blegen (chairman), Hiram E. Essex, J. G. Huntting, Walter M. Lauer, Harold Macy.

Industrial Relations Center Faculty Committee: Richard L. Kozelka (chairman), Stanley M. Block, William B. Lockhart, Lowery Nelson, Donald G. Paterson, Lloyd M. Short, Dale Yoder, Stanley J. Wenberg, Albert K. Wickesberg

Industrial Safety, All-University Committee on: Ray F. Archer (chairman), Hedwin C. Anderson, Robert C. Brasted, Gertrude M. Gilman, Andrew Hustrulid, Leonard M. Kaercher, Philip D. Kernan, William G. Shepherd, Leslie Wood, Joseph C. Woodman.

Itasca Forestry and Biological Station Advisory Committee: E. W. Ziebarth (chairman), Randolph M. Brown, Clyde Christensen, A. Orville Dahl, Raymond W. Darland, Richard L. Evans (University of Wisconsin), Theodore H. Fenske, Frank H. Kaufert, William H. Marshall, Clarence E. Mickel, Dwight E. Minnich, Thorvald Schantz-Hansen.

Judiciary Council, All-University: Leon M. Liddell, O. William Muckenhirn, Louise A. Stedman, Leverne F. Snoxell (secretary). Students: Paul T. Birkeland, Franklin R. Elevitich, Richard J. Rose, James J. Trunk.

Korean Advisory Committee: Malcolm M. Willey (chairman), Gaylord Anderson, Harold S. Diehl, John C. Kidneigh, Laurence R. Lunden, Harold Macy, William T. Middlebrook, Lloyd Short, A. F. Spilhaus, Tracy F. Tyler (ex-officio, secretary).

Memorial Fund Committee, University of Minnesota: Austin A. Dowell, Clarence E. Mickel, Dwight E. Minnich, Mrs. Burtrum C. Schiele, Mrs. Edmund G. Williamson.

Minnesota Center for the Philosophy of Science—Advisory Board: Paul E. Meehl (chairman), Robert Beck, John G. Darley, Edward L. Hill, William N. Lipscomb, Don A. Martindale, Paul C. Rosenbloom, Stanley Schachter, Wilfrid S. Sellars, Maurice B. Visscher.

Minnesota Institute of Research Advisory Committee: A. F. Spilhaus (chairman), Bryce Crawford, Jr., John G. Darley, Thomas L. Joseph, Richard L. Kozelka, Harold Macy.

Parking Advisory Committee: Elio D. Monachesi (chairman), C. Luverne Carlson, Marcia Edwards, Theodore H. Fenske, Theodore Hornberger, Glen Taylor. Students: Robert P. Rolle, Peter B. Vaill.

Patent Committee: William T. Middlebrook (chairman), Harold Macy, Lee I. Smith.

Placement Committee, All-University: Arnold Woestehoff (chairman), Clifford P. Archer, Francis M. Boddy, Henry Borow, Ralph D. Casey, Gerald T. Evans, John C. Kidneigh, Keith N. McFarland, O. William Muckenhirn, Charles V. Netz, Roger B. Page, Lloyd M. Short, Stanley J. Wenberg, Edmund G. Williamson.

Press Committee, University: Malcolm M. Willey (chairman), Theodore C. Blegen, Robert B. Howard, Harold Macy, Errett W. McDiarmid, Julius M. Nolte, and Director of University Press.

Public Administration Center Advisory Committee: William Anderson (chairman), Gaylord W. Anderson, Theodore C. Blegen, Kenneth C. Davis, Otto Domian, Austin A. Dowell, John C. Kidneigh, Richard L. Kozelka, Clarence C. Ludwig, Errett W. McDiarmid, Julius M. Nolte, George Schroeffer, Lloyd M. Short, Edward B. Stanford, George A. Warp.

Public Relations Advisory Committee: William L. Nunn (chairman), Ike Armstrong, Francis M. Boddy, Ralph D. Casey, J. O. Christianson, Raymond W. Darland, Theodore H. Fenske, Edwin L. Haislet, Ambert B. Hall, Stanley V. Kinyon, William F. Maloney, George H. McCune, William J. Micheels, Julius M. Nolte, Roger B. Page, Skuli Rutford, Robert Edward Summers, Edmund G. Williamson.

Radiation Hazard Control Committee, All-University: W. D. Armstrong (chairman), Ruth E. Boynton, Herbert S. Isbin, Roy V. Lund, Laurence R. Lunden, Donn G. Mosser, Paul R. O'Connor, William Peterson, Max O. Schultze, Cecil J. Watson, John H. Williams.

Radio Advisory Committee for KUOM: Julius M. Nolte (chairman), Mitchell Charnley, Harold C. Deutsch, Paul F. Dwan, Otis J. Dypwick, Marcia Edwards, Dale B. Harris, Henry E. Hartig, Robert B. Howard, Richard L. Kozelka, Werner Levi, Don A. Martindale, Leo Marx, Robert C. McClure, Errett W. McDiarmid, Paul E. Meehl, Huntington Miller, William L. Nunn, Paul M. Oberg, Skuli Rutford, Edward B. Stanford, Tracy F. Tyler, E. W. Ziebarth.

Radio Policy Committee: Julius M. Nolte (chairman), Ike Armstrong, William T. Middlebrook, Raymond B. Nixon, William L. Nunn, Skuli Rutford, Stanley J. Wenberg, Malcolm M. Willey, Edmund G. Williamson, E. W. Ziebarth.

Residence Status, Board of Review on: Robert Edward Summers (chairman), David R. Briggs, Walter T. Graves, Robert C. McClure, Lemen J. Wells.

Schedule Committee, University: True E. Pettengill (chairman), Edward S. Bade, Gertrude M. Baker, Steve S. Barich, Francis M. Boddy, J. William Buchta, Thomas W. Chamberlin, William H. Crawford, John G. Darley, Marcia Edwards, Paul R. Flanagan, Gladys Gibbens, Henry J. Griffiths, Louis F. Keller, Keith N. McFarland, Huntington Miller, Charles V. Netz, Merrill F. Roff, Robert C. Slater, Alfred L. Vaughan, W. Lane Williams, Donald R. Zander, E. W. Ziebarth, Vernon L. Aussen (secretary). Students: Arthur John Arrowood, William Hood, Patricia A. Spencer.

Scholarship Committee, University: Milton Kuhlman (chairman), Mrs. Harold Holden, Francis "Pug" Lund, Kenneth Pederson, Walter Richardson, Robert Edward Summers, Edmund G. Williamson, C. Gilbert Wrenn, George B. Risty (executive secretary).

Single Quarter Leave Committee: George A. Thiel (chairman), Theodore C. Blegen, Bryce Crawford, Jr., Marcia Edwards, Robert B. Howard, Howard C. Kernkamp, Malcolm M. Willey, Tracy F. Tyler (secretary).

Space Allocation and Use, Advisory Committee on: Robert Edward Summers (chairman), David K. Berninghausen, Winston A. Close, Benjamin J. Lazan, Roy V. Lund, William T. Middlebrook, John Morris, Horace T. Morse, Ralph G. Nichols, Stewart C. Thomson, Malcolm M. Willey.

SPAN Committee, University: Russell M. Cooper (chairman), Stanley M. Block, Asher N. Christensen, Walter T. Pattison, Martin Snoke.

Staff Welfare Fund Committee: Lee I. Smith (chairman), William Anderson, Ray F. Archer, Guy Bond, Austin A. Dowell, Marjorie Gerlich, Roy V. Lund, Helen L. MacDonald, William T. Middlebrook, Will M. Myers, Leo G. Rigler, Ben B. Sutton.

State Organization Service Advisory Committee: Julius M. Nolte (chairman), Theodore C. Blegen, J. William Buchta, Ralph D. Casey, Walter W. Cook, Russell M. Cooper, Robert B. Howard, Richard L. Kozelka, Clarence C. Ludwig, Harold Macy, Robert C. McClure, Errett W. McDiarmid, C. H. McLaughlin, William C. Rogers, Arnold M. Rose, Skuli Rutford, Lloyd M. Short, Stanley J. Wenberg, Edmund G. Williamson.

Student Behavior, Committee on: William J. Micheels (chairman), Dorothy T. Dyer, William W. Fletcher, N. L. Gault, Jr., Arthur L. Johnson, Keith N. McFarland, Thomas E. Murphy, Wallace A. Russell, Martin Snoke, Michael I. Sovern, Robert F. Spencer, Luverne F. Snoxell (ex-officio, secretary). Students: Donna M. Fricke, Robert S. Hoyt, Jacqueline A. Silker, Thomas N. Twaites.

Summer Research Appointments, Committee on: Theodore C. Blegen (chairman), Marcia Edwards, Austin A. Dowell, Richard L. Kozelka, Errett W. McDiarmid, A. F. Spilhaus, George A. Thiel, Maurice B. Visscher.

Summer Session Advisory Committee: E. W. Ziebarth (chairman), Francis M. Boddy, Russell M. Cooper, Raymond W. Darland, Austin A. Dowell, Marcia Edwards, Elmer W. Johnson, William G. Shepherd, L. D. Steefel, C. Gilbert Wrenn.

Tenure Advisory Committee: Malcolm M. Willey (chairman), William Anderson, Ernest B. Brown, Theda Hagenah, Arthur J. Madden, William P. Martin, Robert C. McClure, Lawrence E. Rudberg, Tracy F. Tyler (ex officio, secretary).

University College Committee: J. William Buchta (chairman), W. D. Armstrong, Theodore C. Blegen, Francis M. Boddy, Arthur M. Borak, Mitchell Charnley, Walter W. Cook, Bryce Crawford, Jr., James J. Jenkins, Richard Jordan, Helen A. Ludwig, Keith M. McFarland, Maynard E. Pirsig, Robert Edward Summers, Dimitri Tselos, Alfred L. Vaughan.

Accepted

VI. STUDENT ORGANIZATION STAFF REPRESENTATIVES OR ADVISERS FOR 1956-57

Student organization staff representatives or advisers for 1956-57 will be reported at the December meeting.

VII. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Building and Land Needs in the Biennium 1957-59.* The President, on October 10, 1956, convened the third in a series of meetings of the Administrative Committee and the Faculty Consultative Committee devoted exclusively to determination of the building and land needs of the University in the immediate future and over about the next 15 years. The earlier meetings, in the spring of 1956, had dealt with long-range requirements. This meeting was for the purpose of backgrounding the University's biennial request to the Legislature. Information introduced was based primarily on the seemingly inevitable demands on the University for teaching and research.

The President reported a request he had received during the summer from the Commissioner of Administration for an estimate of the building requirements of the next biennium. The University had necessarily complied in a basic and tentative way, subject to conference and Regents' discussion. Key faculty people were absent from the campus when the preliminary statement was required. It seemed clear, however, that there could be little doubt concerning the fundamental needs for dealing with the anticipated student bodies, although suggestions are solicited against the general background of the analysis now introduced.

Vice President Middlebrook was called on to give a quick summary of the major outcomes of the building survey and to indicate how those were related to the biennial needs. He discussed a number of assumptions inherent in this work. Inspection of the second volume of the building report followed.

It was pointed out that the study showed that areas in instructional buildings are more economical and better used if building heights are limited much as at present. Also, teaching units should be located so as to minimize student and faculty traffic in changing classes, thus maintaining the 10-minute passing time between class periods. On the crowded Minneapolis Campus, in particular, expansion should so far as possible leave the professional, upper division, graduate, and laboratory-type units where they

are. Such units, especially those using unique facilities, extensive power services, and the like, had best be disturbed as little as possible. It seems inevitable that gradually much lower division work must move westward from the present campus center, across the Washington Avenue bridge. Such change of campus boundaries appears to be possible, logical in terms of rounding out the campus dimensions, and was taken as an ultimate goal in the plan suggested. Expansion becomes absolutely necessary when one deals in terms of the new buildings that must be accommodated on the Minneapolis Campus by the year 1970. While the plan is still very general, this time is not too early to bring it before the faculty and the Regents.

The hope was expressed that the University may achieve a sound lump-sum basis of support for new buildings, leaving to the Regents the opportunity of expeditious year-by-year management of such appropriations. Nevertheless, a program in terms of specific building requests must be put together for the impending Legislature. Dean Summers and Mr. Vernon L. Ausen were called on to give recommendations for a minimal program pertaining to the report to the Commissioner of Administration. These recommendations were specifically related to the expected needs for teaching and research (the latter based on Graduate School enrollment) anticipated from the building report discussed last spring. They were considerations which might weigh heavily with the deans and the administration in formulation of a plan for continuing the present work of the University. Over and above them there would be recognition of new developments, as anticipated in the University Self-Survey or the recommendations of the individual colleges. Matters of expediency, good timing, economic feasibility, and Regent attitude will have to be considered.

It obviously is not possible to expand every unit exactly where it is, in proportion to its year-by-year growth, but it is possible to avoid premature overbuilding for many units. This can be accomplished by the sharing of new buildings and minor moves on the campus, as has been required in the past. At the same time, a community of interests should be maintained in the location of each college and departmental group as a program is developed to produce the most desirable and least expensive outcomes over the next 15 years.

Tables passed out indicated the minimum space needs of probable additional teaching, research, and related activities in the various colleges during the period 1954-60. Also, there was a summary which suggested how these needs might be met by building during the 1957-59 biennium. Basically, the plan was to provide day to day for existing University units, on the long-range approach described earlier.

The President summed up by pointing out the value to the University of effective, central co-ordination of building changes and additions and asked that the Office of Admissions and Records be made a party to the development of building programs. The University must strive, he said, to have a higher degree of flexibility in space use and assignment and acceptance of the idea of a common use of buildings wherever that is feasible. Although basic, the suggestions for the biennium are tentative and revisable.

The President expressed his thanks to the committee members for their careful hearing of this extensive presentation and for their subordination of many worthy special interests in looking first at the over-all University problems. He requested that deans provide him with suggestions for additions or changes related to this basic approach to formulation of a 1957-59 legislative request. Following the receipt of these, the administration can take a comprehensive new look at the requirements and can, through individual conferences and with advice of the Regents, arrive at a biennial program for capital requests.

R. E. SUMMERS, Secretary

Accepted

VIII. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

The following recommendation was on the June 4, 1956 docket. Action was deferred because of lack of two-thirds of total Senate membership required for amending the constitution under Article IX thereof.

Reported for Action

1. *Senate Representation for Mayo Foundation.* At its regular meeting held on March 10, 1955, the Senate instructed its Committee on Business and Rules "to study the problem of Mayo Foundation representation in the Senate and recommend whether, and in what manner, such representation should be provided for." The Committee has consulted at various times with persons who wished to express their views on the issues involved, and has on its own motion conferred with Professor Victor Johnson, director of the Mayo Foundation. All expressed the view that it would be for the best interests of the University to grant the Foundation the recognition implicit in making it a Senate unit entitled to be represented in the Senate by persons of its own choosing. The Committee unanimously recommends that the Senate approve this change in its own structure.

2. The implementation of the change in its own composition will require the following steps:

- a. Amending Senate Constitution, Article III, Section 1.
- b. Amending Senate Constitution, Article III, Section 4, Parts (a), (b), (c), and (d), and adding an additional Part (e).
- c. Amending Section 1, Section 3, Parts (a) and (b), and Section 5, of Article I of Senate By-Laws.

3. Senate Constitution, Article III, Section 1, should be amended to read as follows:

"1. Composition.

The University Senate shall be composed of (a) elected representatives of the faculties of the various institutes, colleges, schools of collegiate rank, and the Mayo Foundation, and (b) 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."

4. Senate Constitution, Article III, Section 4, Part (a), should be amended by adding after the last sentence thereof the following sentence:

"The provisions hereof shall not apply to the election of the representatives of the Mayo Foundation."

5. Senate Constitution, Article III, Section 4, Part (b), should be amended by adding at the end thereof the following sentence:

"The provisions hereof shall not apply to the election of the representatives of the Mayo Foundation."

6. Senate Constitution, Article III, should be amended by adding thereto a new Section 4, Part (c), to read as follows:

"(c) The Mayo Foundation shall be entitled to four elected representatives. Three of them shall be elected by faculty members who are professors or associate professors, and one by faculty members who are assistant professors (including research associates) and instructors (including research fellows). Each group shall elect as its representatives persons belonging to it. All representatives shall be elected by secret ballot."

7. The designation of what is now Senate Constitution, Article III, Section 4, Part (c) should be changed to "(d)"; there should be stricken therefrom the following language "under the provisions of Article I, Section 5, of the By-Laws"; and a period substituted for the comma immediately preceding the part to be stricken.

8. The designation of what is now Senate Constitution, Article III, Section 4, Part (d), should be changed to "(e)."

9. Section 1 of the Article I of Senate By-Laws should be amended by substituting a comma for the period now at the end thereof, and adding the following, "and (16) Mayo Foundation."

10. Senate By-Laws, Article I, Section 3, Part (a), should be amended to read as follows:

"(a). Each fall before October 10, the Clerk of the Senate shall prepare for each unit listed in Section 1 of this Article a list of all persons in that unit who, as of September 30, are entitled to vote for Senate members, and shall send the appropriate number of copies thereof to the administrative head of each unit. This list shall indicate the rank of each person named thereon so far as necessary to indicate his voting group within his unit."

11. Senate By-Laws, Article I, Section 3, Part (b), should be amended to read as follows:

"(b). Between October 10 and October 20, each unit listed in Section 1 of this Article shall conduct elections for Senate members. In each unit one group consisting of professors and associate professors shall choose the representatives to which it is entitled. The other group, consisting of assistant professors (including research associates) and instructors (including research fellows) shall choose the representatives to which it is entitled. Each unit shall establish its own procedures for conducting its elections. The results of the elections shall be mailed to the Clerk of the Senate not later than October 23."

12. The first sentence of Senate By-Laws, Article I, Section 5, should be amended to read as follows:

"Any person eligible to vote for members of the Senate under the provisions of Section 4 of Article III of the Senate Constitution, but not attached to any voting unit designated in Section 1 of this Article, may apply in writing to the Senate Committee on Business and Rules for a determination of his status for voting for members of the Senate."

HENRY ROTTSCHAEFER, Chairman

Action deferred because of lack of two-thirds of total Senate membership required for amending the constitution under Article IX thereof.

IX. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Information

REPORT OF SUBCOMMITTEE ON STATE AND NATIONAL STUDIES OF HIGHER EDUCATION

On April 26, 1956, the University Senate directed its Committee on Education to study and report to the Senate on some of the basic policy questions involved in the impending expansion of the University. The chairman of the Committee on Education accordingly appointed a subcommittee to prepare an initial report to the Senate at its meeting on November 8, 1956,

concerning state and national studies of higher education. The members of this subcommittee were: Professors Ruth E. Eckert, Robert J. Keller, and H. T. Morse, chairman. The docket contains a brief outline of studies by various state and national committees and commissions, which will be supplemented by oral presentation in the Senate meeting.

Planning for Higher Education in Minnesota During the Last Two Decades

Aided in the collection and analysis of many kinds of information by the Committee on Educational Research (later the Senate Committee on Institutional Research and the Bureau of Institutional Research), the Senate Committee on Education has long concerned itself with educational needs and plans at the college and university level. In the past 2 decades this concern has manifested itself in studies of student characteristics and predictions of scholastic achievement during prewar years, with serious losses in faculty manpower and curriculum changes during the war, with the many issues and problems which have emerged from the veterans' bulge and postwar conditions in recent years. Throughout this period there has been an awareness of the work of various statewide committees and commissions which have also concerned themselves with rapidly growing demands for higher education and the need for statewide planning. University of Minnesota faculty members have served on all of these groups and have furnished much leadership in conducting studies and in making recommendations for action by the legislature and other appropriate agencies.

1. The Statewide Committee on Minnesota's Needs for Post-High School Education

One of the first committees to take a statewide look at the peculiar needs of our state for higher education was the committee on needs for post-high school education. The proposal for creation of such a committee was made early in 1945 by President J. L. Morrill who, together with the state Commissioner of Education, invited various educational leaders of the state to study the needs of higher education. Detailed studies of needs and problems were made at this time through various subcommittees working under the direction of Professor Ruth E. Eckert. Findings of these studies were summarized in a 16-page brochure, *Unfinished Business*, which was published in 1946. One of the accomplishments of this committee, in addition to much frank discussion of current issues and problems by leaders of public and private colleges, was the recommendation that "The legislature should authorize and grant financial support for a commission on higher education, whose task it would be to promote the voluntary coordination of policies and programs in higher education."

2. Minnesota Commission on Higher Education

Such a commission was established by action of the 1947 Legislature with membership to be appointed by the Commissioner of Education. The studies of the previous committee were continued with considerable effort being given to discussion of issues confronting the private and public colleges, the University, and the junior colleges. One of the major contributions of this Commission was the preparation of a 419-page volume, *Higher Education in Minnesota*, edited by Ruth E. Eckert, Robert J. Keller, and John E. Dobbins, and published in 1950 by the University of Minnesota Press.

3. Commissions on Vocational and Higher Education

On the basis in part of the recommendation of the Commission on Higher Education, the 1949 Legislature established a Commission on Vocational and Higher Education, which was renewed for another 2-year term by the 1951 Legislature.

These Commissions discussed further the issues and problems raised by the Statewide Committee and the Commission on Higher Education, with special reference to the implications of vocational education, both at the secondary and collegiate level. Each Commission conducted studies and published pamphlets and brochures containing its recommendations, which were in general similar to those made by the Statewide Committee and the Commission on Higher Education, as far as college level education was concerned. At the recommendation of the last Commission on Vocational and Higher Education, the Legislature did not renew authorization for the continuation of the Commission.

4. *Interim Legislative Committee on Higher Education*

This committee was appointed by the Legislature to give further consideration to the problems of higher education in Minnesota, particularly as these might have implications for legislative action. Senator A. L. Almen was appointed as chairman. The committee conducted a survey of all colleges in the state, including the junior colleges, to determine the extent to which each expected to enlarge its facilities in 1960, 1965, and 1970 to accommodate a larger number of students.

5. *Committee for the Continuing Study of Higher Education*

In the winter of 1956 the Association of Minnesota Colleges established a committee with the title noted above, and the Association requested President J. L. Morrill to serve as chairman. In May of 1956, this committee was invited by the Governor's Committee on Higher Education (noted below) to serve as its professional advisory body.

The Committee for the Continuing Study of Higher Education, after considerable discussion, defined its functions as follows:

- a. To review and reconsider the previous recommendations made and reported by the Minnesota Commission on Higher Education.
- b. To maintain liaison with the Governor's Committee on Higher Education.
- c. To explore liaison possibilities with other organizations such as the Upper Midwest (regional) Association of Collegiate Registrars and Admissions Officers.
- d. To collect and disseminate information relative to: pertinent researches that are in progress in member institutions, various institutional self-studies, institutional building programs, institutional curriculum planning that is of shared interest, plans for more intensive space and time utilization. To interpret studies and data and to report on any special meaning or significance of these to the Association membership; etc.
- e. To give attention to the problem of voluntary versus enforced coordination of publicly supported higher education in Minnesota as a matter of vital concern to all higher educational institutions in the state.
- f. To explore and report on various co-operative relationships and exchanges between higher educational institutions of the state.
- g. To initiate and conduct various educational studies needed to implement the foregoing functions.

National Commissions and Studies

1. *President's Commission on Higher Education*

On July 13, 1946, President Harry Truman established the Commission on Higher Education and "charged its members with the task of examining the functions of higher education in our democracy and the means by which they can best be performed." Dr. George F. Zook, president of the

American Council on Education, served as chairman of the Commission. The Commission submitted the results of its studies and deliberations in six volumes under the general title *Higher Education for American Democracy*. The separate volumes were titled: I. "Establishing the Goals." II. "Equalizing and Expanding Individual Opportunity." III. "Organizing Higher Education." IV. "Staffing Higher Education." V. "Financing Higher Education." VI. "Resource Data."

2. *White House Conference on Education*

In November 1955, at the call of President Dwight D. Eisenhower, a national conference was held in Washington, D.C., culminating a series of local, state, and territorial conferences, to consider the steps to be taken in view of what appeared to be a crisis in education facing the country as a whole. Considerable attention was given to the problems of higher education in the Minnesota White House Conference on Education, held in May 1955, largely because of the work of a special committee of the Association of Minnesota Colleges headed by Dean Orrin Loftus of St. Olaf College. The national White House Conference on Education, however, devoted its attention and reports primarily to the problems of the elementary and secondary schools.

3. *Committee on Education Beyond the High School*

Largely because the White House Conference on Education had not given consideration to matters of higher education, President Dwight D. Eisenhower in April 1956 appointed a Committee on Education Beyond the High School. This committee was charged with the responsibility to develop proposals, "through studies and conferences," for bettering opportunities for post-high school education. Mr. Devereux C. Josephs was named chairman of the committee, and President J. L. Morrill was named as a member of the committee.

Governor's Committee on Higher Education in Minnesota

The complexity and seriousness of problems in higher education now confronting the state and anticipated in the very near future led Governor Orville L. Freeman in April 1956 to appoint a special advisory committee on higher education. Members of the committee are Samuel C. Gale, chairman, and Municipal Judge William D. Gunn of Minneapolis, Harry J. Harwick of Rochester, Frank A. Mancina of Eveleth, and Mrs. Enok Mortensen of Tyler. This committee has been assisted by Elmer M. Weltzin of the State Department of Education who serves as secretary and by Professor Robert J. Keller who serves as director of its studies.

In his appointment of this committee Governor Freeman stated that he expected it to give particular attention to such questions as:

1. What are the expected and desired levels of enrollment in our state university, our teachers colleges, and our junior colleges?
2. How many Minnesota high school graduates who desire and should have a college education are now denied that opportunity because of inadequate facilities, distance from a college or university, economic or other considerations?
3. What are some constructive measures we should take to insure to our young people the opportunity for higher education, and to insure to society the benefit of their much needed services?
4. What can we do to make sure that gifted young people are encouraged to get the kind of education that will enable them to make the most of their abilities?
5. Can the current need for greater educational opportunities and facilities be met in part by new developments such as the use of tele-

vision—or more intensive programs and scheduling in order to approach full time use of existing facilities?

6. What measures should be taken to insure the greatest possible contribution from the University of Minnesota, the state teachers colleges, and our junior colleges?
7. How can the programs in these three areas be co-ordinated in the best interest of all concerned?
8. How ought we plan to meet not only our present needs but those of the future just ahead?

In considering its functions the Governor's Committee has added some additional areas of interest and concern: the ability of the state's economy to support an expanded program of higher education, the ability of the state to utilize the skills produced by such expansion, the possible scope of adult education in the years ahead, and the special place of the junior college in Minnesota higher education.

The Governor's Committee has been seriously handicapped in seeking solutions to these questions by the complexity of the problems themselves, by shortages in time, staff, and finances, and by illness and absence of various of its members. It has approached its tasks largely through careful review of previous studies (particularly those made by earlier committees), by making some studies of its own, and by consultation with various groups. Among the several advisory bodies which have been or are being consulted are those in labor, agriculture, medicine, educational television, science, and technology. Meetings have also been held with the Council of Minnesota Colleges (the private colleges), the Teachers College Board, the Minnesota Association of Junior Colleges, various representatives from the University, and miscellaneous other professional groups. Over-all counsel on issues and recommendations has been sought from the above-mentioned Association of Minnesota Colleges' Committee on Continuing Study of Higher Education which is serving as the professional advisory committee for the Governor's Committee.

Some idea of the issues currently facing the Governor's Committee can be gained from a list of alternative recommendations presented for discussion and appraisal at a joint meeting with the Committee on the Continuing Study of Higher Education. These recommendations have been made by previous Commissions on Higher Education and other groups. The recommendations follow:

1. "Enactment of a bill providing state scholarships to enable talented and needy high school graduates to attend Minnesota colleges, the total cost to be limited to \$75,000 per annum." *1949 Commission*. "State 'work scholarships' in the amount of \$100,000 per annum." *1951 and 1953 Commissions*.
2. Aid to accredited junior colleges on the same basis as is now granted for pupils attending a secondary or area-vocational technical school." *1949, 1951, and 1953 Commissions*. (Note: Currently this means that junior colleges would be eligible to receive state aids of \$123 per pupil in average daily attendance (ADA) and that school districts maintaining junior colleges would also be eligible for transportation aid, equalization aids, and county aids for nonresident pupils.)
 - a. The Co-ordinating Committee on Education on August 1, 1956 adopted as a principle for drafting an aid bill for junior colleges that the operating and maintenance costs of junior college education should be shared 50 per cent by the local community, 25 per cent by the student, and 25 per cent by the state.
 - b. The Minnesota Association of Junior Colleges on September 26, 1956 adopted a proposal that aid for junior college students would be sought from the state in the amount of \$200 per student in ADA.

(Note: This is estimated to be between one-fourth and one-third of average junior college costs per student.)

3. "To reduce the 'barren areas' in Minnesota's pattern of higher education, the Commission recommends that a few regional junior colleges be established." 1949, 1951, and 1953 Commissions' recommendations essentially followed this pattern.

The Governor's Committee requests consideration of this recommendation also with respect to the possibility of establishing junior colleges in the Twin Cities to relieve lower division load of the University.

4. "The Commission recommends that the Legislature appropriate \$75,000 for each year of the biennium to the State Department of Education to be used to supplement local resources available for Demonstration Centers where post-secondary school problems may be studied and tried out." 1953 Commission.

The Governor's Committee would like to know whether this suggestion for experimentation in vocational and higher education is still worthy of endorsement.

5. In *Higher Education in Minnesota*, the Commission endorses a voluntary program of co-ordination in higher education for Minnesota (pp. 406-409). At that time recommendations were also made on continuation of the commission itself as a starting point for co-ordination.

Several proposals which affect co-ordination have been made by various groups. The Governor's Committee is interested in discussion and reactions to the following:

- a. Considerable strengthening of the state teachers colleges, making them state colleges, appointment of a strong co-ordinator with adequate central staff, considerable improvement in faculty salaries, and expansion of sites and buildings to handle a rapidly increasing enrollment—implications of the Task Force on the Teachers Colleges.

(Note: The Governor's Committee also seeks reactions to the proposal that resident directors on the Teachers College board be eliminated. This recommendation has been made from time to time in the reports of the Legislative Research Committee and other agencies.)

- b. Recommendation of the Committee on the Structure of State Government that the teachers colleges become part of the University system with the replacement of the Teachers College Board by the Board of Regents.
- c. Possible establishment of a liaison committee along lines proposed by the California Restudy Committee. If this kind of proposal has merit, the Governor's Committee is interested in suggestions on how it might be adapted for Minnesota, including the possible appointment of private college representatives.

C. G. WRENN, Chairman

Accepted

X. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

1. Reported for Action

1. *Eligibility Rules*: The Faculty Representatives of the Intercollegiate Athletic Conference, at its meeting held in Minneapolis on May 25-26, 1956, amended two present Eligibility Rules.

- (a) Existing Rule 1, Section 3, requires a student transferring to a member school when he is delinquent in his studies, or is not in

good standing for other than scholastic reason, to attend the member school for two college years before he may represent that school in intercollegiate contests. The proposed amendment eliminates the requirement that both years of the two-year period be taken at the member school. It permits a student who has previous to his transfer to a member school attended more than one institution of college grade to become eligible at the end of one year at a member school if he transfers to it in good standing and has been enrolled for one college year at the institution most recently attended.

The Committee recommends that the Senate approve this amendment.

Approved

- (b) Existing Conference Eligibility Rule 9 prohibits students from participating during term time in any athletic contest in which he represents, or is a member of a team representing, any person or organization other than his institution. It permits such competition during vacation periods to a limited extent in some sports, and on a much larger scale in the case of baseball and softball. This rule was amended to permit outside competition in other sports during vacation periods only on a basis comparable to that already in effect for baseball and softball. The competition in a sport must occur during the normal season for that sport. It must also be on an amateur basis.

The Committee recommends that the Senate approve this amendment.

Approved

2. Number of Games: The Intercollegiate Joint Group is composed of the conference representatives and the athletic directors of the member schools of the Conference. At its meetings held in Minneapolis on May 25-26, 1956, it amended General Regulations II 3(a)-(2), 3(a)-(7), and 3(a)-(8). The changes were part of the program for adopting a round robin football schedule among Conference teams. The amendments (a) increase the maximum permissible games per season from 9 to 10; (b) increase the length of the season by permitting the first game to be played as early as the next to the last Saturday in September instead of the last Saturday therein, while leaving the end of the season unchanged; and (c) prohibiting any non-Conference game to be scheduled in advance of the football schedule meeting instead of permitting one such game to be scheduled prior to such meeting.

The Committee approves the policy of working toward a Conference round robin football schedule. However, the practical effect of increasing the number of permissible games from 9 to 10, and of lengthening the season in the manner proposed would compel us to play two games before the opening day for classes. The amendments do not require us to do so. They are permissive in form. Public opinion is unlikely to tolerate a policy of playing less than 10 games when other Conference schools are playing a full schedule. The Committee recommends to the Senate that it not approve the proposed amendments which increase the number of games from 9 to 10, and lengthening the playing season.

The Senate voted that these amendments be not approved.

2. Reported for Information

A special meeting of the Conference was held at Chicago, Illinois, on August 4, 1956. The purpose of the meeting was to consider the Report to the Joint Group of a Special Committee on Financial Aid to Athletes. Its report was discussed at length. A majority of the Joint Group (voting not by schools but as individuals) favored a program of unearned financial aid to athletes on the basis of need, and instructed the special committee to draft

STATISTICS ON INTERCOLLEGIATE ATHLETICS FOR 1954-55 AND 1955-56

	Total Number Games		No. Conference Games		No. Non-conference Games		Total No. Receiving Athletic Instruction Including Freshmen		No. Varsity Candidates		No. Varsity Candidates Eligible for Intercollegiate Competition		No. Having Competition		No. "M" Awards		No. Freshman Candidates		No. Freshman Numerals Awarded		No. Games Won		No. Games Lost		No. Games Tied			
	54	55	54	55	54	55	54	55	54	55	54	55	54	55	54	55	54	55	54	55	54	55	54	55	54	55	54	55
Baseball Siebert	32	31	15	13	17	18	136	131	41	46	32	28	21	21	14	13	95	85	22	25	23	24	9	7	0	0		
Basketball Cowles	22	22	14	14	8	8	100	127	19	23	17	18	17	17	8	10	81	104	21	18	15	11	7	11	0	0		
Cross Country Kelly	4	5	3	2	1	3	6	19	5	10	5	7	5	5	3	4	1	9	1	4	0	3	4	2	0	0		
Football Warmath	9	9	6	6	3	3	157	118	55	62	54	57	39	38	34	30	102	56	44	34	7	3	2	6	0	0		
Golf Bolstad	11	16	2	4	9	12	50	54	32	31	14	19	14	17	11	8	18	23	10	11	11	14	0	2	0	0		
Gymnastics Piper	9	11	7	8	2	3	39	42	18	21	12	10	8	9	8	9	21	21	7	4	6	9	3	2	0	0		
Hockey Mariucci-Ryman	30	29	24	22	6	7	59	86	28	33	19	20	17	18	13	18	31	53	21	20	16	16	12	12	2	1		
Swimming Thorpe	6	6	6	6	0	0	55	45	27	25	15	21	13	15	7	11	28	10	12	20	1	0	5	6	0	0		
Tennis Brain	8	8	5	6	3	2	42	33	28	19	13	12	6	8	6	6	14	14	7	6	3	1	5	7	0	0		
Track Kelly	10	7	8	6	2	1	50	91	24	47	18	23	15	21	12	12	26	44	12	15	3	1	6	6	1	0		
Wrestling Johnson	11	14	7	7	4	7	36	49	24	25	17	18	10	13	6	8	12	24	8	7	2	10	8	4	1	0		
TOTALS	152	158	97	94	55	64	730	795	301	342	216	233	165	182	122	129	429	443	165	164	87	92	61	65	4	1		

legislation to implement that policy. That proposal is expected to be the major business of the Conference meetings next December. Any legislation adopted dealing with the problem of financial aid to athletes will be presented to the Senate for full discussion.

In addition to considering Conference matters, your Senate committee has been concerned primarily with its routine functions in the determination of intercollegiate game schedules in the various sports, eligibility, letter awards, special awards, ticket prices, student seating at football games and related matters.

The preceding table containing statistics on our intercollegiate athletics, and the following schedules for the coming year insofar as presently determined, are submitted for information.

CROSS COUNTRY—1956

Oct. 6 Marquette	Nov. 2 Carleton College at Northfield
Oct. 13 Drake University and Iowa State at Ames	Nov. 10 Iowa
Oct. 19 Wisconsin at Madison	Nov. 16-17 Conference Meet at Chicago

BASKETBALL—1956-57

Dec. 1 Vanderbilt	Jan. 21 Marquette
Dec. 6 Rice Institute at Houston	Jan. 26 Michigan State
Dec. 8 Southern Methodist at Dallas	Feb. 2 Michigan
Dec. 20 Kansas State	Feb. 9 Michigan at Ann Arbor
Dec. 22 Loyola U.	Feb. 11 Indiana at Bloomington
Dec. 27-29 Queen City Invitational Tournament at Buffalo	Feb. 16 Purdue
Jan. 5 Illinois	Feb. 18 Wisconsin
Jan. 12 Iowa at Iowa City	Feb. 23 Michigan State at E. Lansing
Jan. 14 Ohio at Columbus	Feb. 25 Iowa
Jan. 19 Northwestern at Evanston	Mar. 2 Illinois at Urbana
	Mar. 4 Ohio State

HOCKEY—1956-57

Dec. 7-8 St. Boniface	Feb. 1-2 Michigan State at E. Lansing
Dec. 14 Winnipeg	Feb. 8-9 Michigan
Dec. 28-29 Yale	Feb. 11-12 Colorado College
Jan. 1-2 Denver at Denver	Feb. 15-16 Michigan at Ann Arbor
Jan. 4-5 Colorado College at Colorado Springs	Feb. 22-23 Michigan Tech at Houghton
Jan. 11-12 North Dakota	Mar. 1-2 Michigan State
Jan. 18-19 Michigan Tech	Mar. 8-9 Denver
Jan. 25-26 North Dakota at Grand Forks	Mar. 14-15-16 NCAA at Colorado Springs

GYMNASTICS—1956-57

Dec. 1 Midwest Open at Navy Pier, Chicago	Feb. 16 Northwest Open Gymnastic Meet
Dec. 12 Michigan	Feb. 23 Illinois at Champaign
Dec. 18 Nebraska at Lincoln	Mar. 2 Wisconsin at Madison
Dec. 19 Iowa at Iowa City	Mar. 8-9 Conference at Ann Arbor
Dec. 26 Michigan State	Mar. 22-23 NCAA at Annapolis
Feb. 2 Northwestern and Illinois Navy Pier	

SWIMMING—1956-57

Dec. 8 Minnesota Time Trials	Feb. 23 Illinois at Urbana
Jan. 5 Big Ten Relays at Ann Arbor	Feb. 25 Purdue at Lafayette
Jan. 19 Wisconsin	Mar. 1-2 Minnesota State High School
Feb. 2 Northwestern	Mar. 7-8-9 Big Ten
Feb. 9 Iowa	Mar. 28-29-30 NCAA at Chapel Hill
Feb. 11 Ohio at Columbus	

WRESTLING—1956-57

Dec. 15 Cornell College Invitational Meet at Mt. Vernon	Feb. 9 Cornell College
Jan. 5 Northwestern Quadrangular Meet at Evanston	Feb. 15 Illinois at Urbana
Jan. 11 Nebraska	Feb. 16 Indiana at Bloomington
Jan. 12 Kansas State	Feb. 21 Iowa State at Ames
Jan. 19 Wisconsin	Mar. 1 Michigan State at E. Lansing
Jan. 25 Iowa Teachers College	Mar. 2 Michigan at Ann Arbor
Feb. 1 South Dakota State	Mar. 8-9 Conference at Ohio State
	Mar. 22-23 NCAA at Pittsburgh

TRACK—1957

Feb. 2 Northwestern	May 4 Northwestern at Evanston
Feb. 9 Iowa State	May 11 Wisconsin at Madison
Feb. 16 Wisconsin	May 18 Purdue
Feb. 22 Iowa at Iowa City	May 24-25 Conference at Northwestern
Mar. 1-2 Conference at Ohio State	June 1 Central Intercollegiate at Milwaukee
Apr. 20 Kansas Relays at Lawrence	June 14-15 NCAA at Austin, Texas
Apr. 26-27 Drake Relays at Des Moines	
Apr. 29 Iowa State at Ames	

FOOTBALL—1957

Sept. 28 Washington	Nov. 2 Indiana
Oct. 5 Purdue	Nov. 9 Iowa at Iowa City
Oct. 12 Northwestern at Evanston	Nov. 16 Michigan State at E. Lansing
Oct. 19 Illinois at Urbana	Nov. 23 Wisconsin
Oct. 26 Michigan	

STANLEY V. KINYON, Chairman

Accepted

XI. NECROLOGY

RUSSELL M. CORNELL

1911-1956

Russell M. Cornell, assistant professor in civil engineering, passed away Saturday, July 28, 1956, in Minneapolis after an illness of more than a year.

Cornell was born June 24, 1911, in Chicago, Illinois. He graduated from West High School in Minneapolis. He received his B.C.E. from the University of Minnesota in 1936 and an M.S. from the same institution in 1938.

Following his graduation he taught at Columbia University until 1941. He returned to the University of Minnesota in 1941 and joined the staff of the Department of Civil Engineering as an instructor and served continuously until the advent of his illness.

Membership in technical societies included the American Society of Civil Engineers, American Water Works Association, American Sewage Works Association, American Geophysical Union, American Public Works Association, and the American Road Builders Association.

Cornell is survived by his mother, Mrs. Mary Cornell, and by 2 brothers and 2 sisters. He will be remembered by his fellow staff members and a host of students as a sincere and conscientious teacher, very precise in his ways, who treated each student with kind and helpful consideration.

WILLIAM HERMANN KIRCHNER

1868-1956

William Hermann Kirchner, professor emeritus of drawing and descriptive geometry was born in Templeton, Massachusetts, on October 24, 1868. He attended Worcester Polytechnic Institute from which he graduated with the bachelor of science degree in 1887. From 1888 to 1894 he served as instructor and junior professor at Rose Polytechnic Institute. He came to the University of Minnesota in 1894 and organized the Department of Drawing and Descriptive Geometry in the College of Engineering, serving as its head from that time until his retirement in 1937.

Professor Kirchner was a charter member of the Minnesota Chapter of Sigma Xi. Other organizations to which he belonged were American Mathematical Society, Mathematical Association of America, Circulo Mathematico di Palermo (Italy), American Association for Advancement of Science, American Society for Engineering Education, Minneapolis Society of Fine Arts, and Ampersand Book Club.

Professor Kirchner died on October 7, 1956 at Athens, Ohio. He is survived by his son, Dr. William H. Kirchner, Department of English,

Ohio University, Athens, Ohio, and his daughter Mrs. Sidney H. Acker (Jeanette Kirchner) of Nashville, Tennessee.

His colleagues and students all remember him for his unfailing geniality and for his unequalled generosity of interest and encouragement in cheerful disregard of their cost in time or effort. Schooled in a time paced slower than today, he taught in both classroom and in committee lessons of courtesy, judgment, and devotion. Those lessons remembered, his associates will keep his memory green.

JOHN J. REIGHARD

1890-1956

Professor John J. Reighard, professor of accounting in the School of Business Administration, died of a heart attack on July 14, 1956 at his summer home in Wisconsin. Professor Reighard's special areas of interest were auditing and income tax accounting. As a Certified Public Accountant, he was a strong link between the School of Business Administration and the accounting profession in Minnesota. His intense interest in students, both in the day school and in the evening school, made him many friends in the business communities of the state. He was particularly sympathetic with the student who could achieve his ambitions only through the night school. He was noted for his stimulating, often unconventional ideas on accounting and accountants.

Professor Reighard was born August 16, 1890 at Ann Arbor, Michigan. He received his Bachelor's degree at the University of Michigan in 1913 and his Master's degree at New York University in 1917. He did further graduate work at the University of Chicago. He qualified for the C.P.A. in 1924. He was engaged in accounting practice in New York and Detroit in 1916 to 1921, except for 2 years in military service. He taught 3 years in high schools, and 1 year at Iowa State College before coming to the University of Minnesota as assistant professor in 1921. He was appointed assistant dean and associate professor in 1931 and promoted to professor in 1938. He left the administrative position and resumed full-time teaching in 1948.

Professor Reighard is survived by his wife, Nancy; two daughters, Jennifer and Elizabeth; a son, John; and a sister, Catherine Reighard.

HAROLD G. RUSSELL

1889-1956

On Tuesday, April 24, 1956, Harold G. Russell, associate professor and assistant director of libraries, passed away quietly, after spending the day at the library, as usual. For 36 years he had served the University of Minnesota faithfully, having been called to Minneapolis by James T. Gerould, librarian of the University, immediately following his service in World War I.

Mr. Russell was born in Potsdam, New York, November 5, 1889. After obtaining his Bachelor's degree from Hobart College, Geneva, New York, he went on to obtain a professional degree in library science at the New York State Library School in Albany, in 1917.

His professional career began as an assistant in book selection for the New York State Library, followed by a period of military service during which he organized the library at the U. S. Marine barracks at Parris Island, South Carolina. In 1919, Mr. Russell came to the University of Minnesota as head of the library's Circulation Department. In 1921, he began an 11-year period of service as head of the library's Order and Binding Department. In 1924, Mr. Russell began teaching library science, in addition to his other duties. Since 1945, his rank has been that of associate professor. From 1932 to 1952, Mr. Russell was chief reference librarian for the University. In October, 1952, he was appointed assistant director of Libraries for Collections and Bibliographic Services.

A life-long interest of Mr. Russell was the discovery and encouragement of promising young people for career service as librarians. His influence, which he expressed through his friendly guidance to several generations of library school students, as well as to the many staff members who worked under his direction, will benefit the University Library and libraries now served by his "alumni" for years to come.

At Minnesota he established a high standard of reference service which has won for the University Library an enviable reputation among scholarly libraries of the nation. Among the many contributions which Mr. Russell personally made through his wise and friendly counsel to four successive University Librarians are: the establishment of a strong University Archives program, the development of greatly extended open-shelf service, the formulation of a sound "gift policy," the inauguration of a Readers Advisory Service, the creation of a Special Collections Room, and the systematic review of the collections to give focus to the library's acquisitions program. His special interest in the design of beautiful books led him to a study of fine typography, and to select for acquisition by the Library representative publications from outstanding private presses of the world. A strong exponent of co-operation among scholarly libraries, Mr. Russell was active, to the very end, in his support of the Midwest Inter-Library Center as a means of strengthening the research resources available to our patrons.

Throughout his professional career Mr. Russell was active in local, state, and national library associations. For the American Library Association he served respectively on its Membership Committee, its Nominating Committee, and as a member of the Council, its governing body. In 1939-40, he was chairman of its committee to revise the Interlibrary Loan Code. Mr. Russell's work for the Association of College and Reference Libraries included active participation in discussion meetings sponsored by this group and the chairmanship of the Committee on Needed Reference Tools.

Locally, Mr. Russell had been President of the Twin City Library Club and an active member of the Minnesota Library Association, and its Reference Section, which he helped to organize. For many years he was also a member of the Bibliographical Society of America. He is listed in the *Directory of American Scholars* and *Who's Who in Librarianship*.

Along with his teaching and administrative responsibilities, Mr. Russell had authored numerous articles and reviews in professional periodicals. He is also the author of *Foreign Dealers: A Study of the Book Trade*, and (with B. E. Moen and R. H. Shove) *The Use of Books and Libraries*, a text developed for the University and published by the University of Minnesota Press.

Mr. Russell's entire career was characterized by a selfless devotion to the highest traditions of the profession of librarianship. As chief reference librarian, he became a valued friend and counselor to many patrons with bibliographic problems, especially among graduate students and faculty members. In his passing, the Library and the University has lost a dedicated worker, a valued counselor, and a loyal friend.

JOSEPH A. WISE

1897-1956

Joseph A. Wise, professor of civil engineering, died suddenly while vacationing at Crosby, Minnesota, on August 25, 1956, at the age of 59. Professor Wise was well known in the structural engineering field, having been designer or consultant on a number of important structures. He was born in New York City on January 3, 1897, and obtained his degree from the University of California in 1921. His first appointment was at Minnesota as an instructor in civil engineering in 1923; he rose through the ranks to professor and also served on the staff of the Department of Aeronautical Engineering. In World War II he served as a Lieutenant Commander in

the U. S. Navy and taught at the Naval Academy at Annapolis. After his return to Minnesota he was active in organizing U. S. Naval Reserve Company 9-6 and served as its first commanding officer with rank of Commander. Among his other public services was active participation in civil defense work in Minneapolis; one of his fields of special study was the design of structures to resist atomic explosion.

Professor Wise was a member of the American Society of Civil Engineers, the American Concrete Institute, Sigma Xi, and Tau Omega. His contributions to technical literature were numerous as he was always engaged in research and was anxious to share his findings with his profession. At the time of his death he was serving as engineering consultant to the Walter Butler Company, St. Paul.

Professor Wise will be remembered by his former students and fellow practicing engineers throughout a wide area as a keen analyst and friendly adviser. He was a member of Temple Baptist Church in Minneapolis.

Surviving are his wife, Anita; a son, Joseph, Jr. of St. Louis; 3 daughters—Mrs. Lucille Jacobs, Pensacola, Florida, Mrs. Jean Nelson, Stillwater, Oklahoma, and Mrs. Marilyn Mueller, Edina; and 9 grandchildren.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

December 13, 1956

The second regular meeting of the University Senate for the year 1956-57 was held in the Auditorium of Murphy Hall on Thursday, December 13, 1956. Ninety-five elected or ex officio members and 13 nonmembers, total 108, were present. Vice Chairman Dwight E. Minnich presided.

The following items were considered and action was taken as indicated.

I. MINUTES OF NOVEMBER 8, 1956

Reported for Action

Approved

II. STUDENT ORGANIZATION STAFF REPRESENTATIVES OR ADVISERS FOR 1956-57

Reported for Information

The President reports student organization staff representatives or advisers for 1956-57 as follows:

All-University Congress, Social Service Council, Staff Advisers: Theodore H. Fenske, Philip T. Meyers, Horace T. Morse, Robert McClure.

All-University Congress, Staff Advisers: Howard A. Morris, Howard D. Myers, James Reeves.

Board in Control of Student Publications, Staff Representatives on: Mitchell Charnley, John Kidneigh, Theodore Hornberger, Fred L. Kildow (editorial adviser), Martin Snoke, Harold Strom (financial adviser).

Technology Board, Staff Representatives on: Paul A. Bloland, Paul Cartwright, Clifford I. Haga.

Union Board of Governors, Staff Representatives on: Alfred H. Cheese, Jr., Wilbur L. Layton, Eugene Pfeider, Forrest Moore, John Richter (alumni representative).

Union Board of Governors, St. Paul Campus, Staff Representatives on: Austin A. Dowell, Ralph Kitchell, David N. Kanatz, Gladys Bellinger, Ralph E. Miller, Paul Larson, Gordon Starr, Owen K. Hallberg (alumni representative).

Union Board of Governors, University Village, Staff Representative on: Willard E. Johnston.

Staff representatives and advisers to other student organizations are listed in the Student Organization Roster, available at the Student Activities Bureau.

Accepted

III. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

The Administrative Committee recommends adoption of the University Calendar for 1957-58 as follows:

UNIVERSITY CALENDAR

Academic Year, 1957-58

			<i>Fall Quarter</i>
August 5-September 27			Fall registration. Orientation program for new students. Dates for the various colleges will be announced in mailed instructions. Students are urged to register early. It is expected that all students who can do so will register in August.
September 2	Monday		Labor Day, holiday
September 19	Thursday		Fall quarter fees due for students registering through September 13
September 20-28			New Students' Camps, September 20-22; New Students' Parents' Day, September 22; Welcome Week, September 22-28. Details announced in instructions issued at orientation
September 27	Friday		Last day for registration and payment of fees for the undergraduate colleges
September 30	Monday		Fall quarter classes begin 8:30 a.m.
October 3	Thursday		Opening convocation, 11:30 a.m., IV hour classes excused (except Duluth)
October 4	Friday		Last day for registration and payment of fees for the Graduate School and for teachers in service
October 12	Saturday		Columbus Day, holiday
October 26	Saturday		Homecoming Day (Duluth)
November 2	Saturday		Homecoming Day (Minneapolis)
November 7	Thursday		Senate meeting, 3:30 p.m.
November 11	Monday		Veterans' Day, holiday
November 23	Saturday		Dads Football Game
November 28	Thursday		Thanksgiving Day, holiday
November 29-30	Friday, Saturday		Classes excused (except Medical and Veterinary)
December 12	Thursday		Senate meeting, 3:30 p.m.
December 13, 14 and 16-19			Final examination period
December 19	Thursday		Commencement, 8 p.m.
December 21	Saturday		Fall quarter closes
			<i>Winter Quarter</i>
December 25	Wednesday		Christmas Day, holiday
December 26	Thursday		Winter quarter fees due for students in residence fall quarter
January 1	Wednesday		New Year's Day, holiday
January 2, 3	Thursday, Friday		Orientation program; registration and payment of fees for new students in all undergraduate colleges
January 6	Monday		Winter classes begin 8:30 a.m.

January	10	Friday	Last day for registration and payment of fees for the Graduate School and teachers in service
February	6	Thursday	Senate meeting, 3:30 p.m.
February	12	Wednesday	Lincoln's Birthday, holiday
February	22	Saturday	Washington's Birthday, holiday
February 24-March	2		University of Minnesota Week
February	27	Thursday	Charter Day Convocation, 11:30 a.m., IV hour classes excused
March	13	Thursday	Senate meeting, 3:30 p.m.
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.
March	22	Saturday	Commencement, 8 p.m. Winter quarter closes

Spring Quarter

March	27-28	Thursday, Friday	Orientation program; registration and payment of fees for new students in all undergraduate colleges
March	31	Monday	Spring quarter classes begin 8:30 a.m.
April	3	Thursday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
April	4	Friday	Good Friday, holiday
April	1	Thursday	Senate meeting, 3:30 p.m.
April	22	Thursday	Cap and Gown Day Convocation (Minneapolis), 11:30 a.m., IV hour classes excused
April	30	Friday	Memorial Day, holiday
April	5	Thursday	Cap and Gown Day Convocation (Duluth), 11 a.m., IV hour classes excused; Senate meeting 3:30 p.m.
April 7 and 9-13			Final examination period
April	8	Sunday	Baccalaureate service, 3 p.m.
April	13	Friday	Commencement (Duluth), 8 p.m.
April	14	Saturday	Spring quarter closes; Commencement (Minneapolis), 8 p.m.

GENERAL EXTENSION DIVISION, 1957-58

Fall Semester

September	16	Monday	Registration for fall semester begins
September	28	Saturday	Last day for registration, fall semester
September	30	Monday	Fall semester classes begin
November	28	Thursday	Thanksgiving Day, holiday
December	21	Saturday	Christmas recess begins
January	6	Monday	Classes resume
February	3	Monday	Spring semester registration begins
February	8	Saturday	Fall semester classes close

Spring Semester

February	15	Saturday	Spring semester registration closes
February	17	Monday	Spring semester classes begin
February	22	Saturday	Washington's Birthday, holiday
May	30	Friday	Memorial Day, holiday
June	14	Saturday	Spring semester classes close

SUMMER SESSION, 1958

First Term

June	16	Monday	Orientation and registration for first term
June	17	Tuesday	First term classes begin 8 a.m.; fees due
July	4	Friday	Independence Day, holiday
July	17	Thursday	Commencement, 8 p.m.
July	19	Saturday	First term closes

Second Term

July	21	Monday	Registration and payment of fees for second term
July	22	Tuesday	Second term classes begin 8 a.m.
August	21	Thursday	Commencement, 8 p.m.
August	23	Saturday	Second term closes

Late registration requires college approval. See fees for late registration or late payment of fees, *Bulletin of General Information and Bulletin of the Summer Session*.

St. Paul Campus classes begin at 8 a.m. during the academic year and at 7:30 a.m. in the summer. Duluth lower campus classes begin at 8 a.m.

Correspondence study courses may be started at any time.

A few Extension classes are offered on the quarter basis on the same schedule as the school with registration beginning 2 weeks preceding the opening of classes for the fall quarter and 1 week preceding the opening of classes for the winter and spring quarters.

Adopted

2. Reported for Information

1. *Recommendation from Honors Committee.* It was voted (November 7, 1956) to approve a recommendation of the Honors Committee for the conferring of seven Outstanding Achievement Awards. This recommendation goes to the Regents for consideration and action.

2. *Legislative Requests, 1957 Session.* The President pointed out that the Regents present their legislative askings under four general headings: (1) maintenance, (2) special appropriations, (3) buildings, and (4) University of Minnesota Hospitals. At the November 7, 1956 meeting the President reviewed in detail the proposed legislative program under the first three headings. He indicated that he had presented the identical program to the Regents and had received approval subject to any major recommendations for change that might arise in discussion with the Faculty Consultative Committee and the Administrative Committee. The President further indicated that he had gone over the legislative askings with the Consultative Committee and no questions looking toward change had been raised; the Consultative Committee approved.

In his detailed outline, the President called special attention to the proposed increase in tuition for 1957-58 already recommended by the University Committee on Fees and approved by the Regents.

Following the presentation, Dean Morse called to attention the problems which departments are facing in their supply budgets because the special course fees, hitherto in effect, are no longer available to departments and supply budgets have not been increased in relationship to enrollments. The President indicated his awareness of this problem and stated that it was one that would have to be especially considered in the preparation of the 1957-59 budget. He said that the problem involved the internal budget and did not relate directly to the legislative askings.

Dean McDiarmid suggested that in the preparation of printed materials for presentation to the Legislature in support of the University's askings, it might be advisable to include a list of new educational activities that call for support, or expansion in highly desirable programs, which were not contemplated in the 1957-59 legislative requests.

Mr. Armstrong pointed out problems faced by his department with respect to land needs. He questioned the encroachment on existing playing fields for building sites and stressed the University needs for central playing fields. He emphasized the importance of co-ordinating the program in physical education, broadly conceived with the total educational program of the University.

The Administrative Committee endorsed the proposed legislative program as presented by the President.

R. E. SUMMERS, Secretary

Accepted

IV. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

The following recommendation was on the June 4 and November 8, 1956 dockets. Action was deferred at both meetings because of lack of two-thirds of total Senate membership required for amending the constitution under Article IX thereof.

Reported for Action

1. *Senate Representation for Mayo Foundation.* At its regular meeting held on March 10, 1955, the Senate instructed its Committee on Business and Rules "to study the problem of Mayo Foundation representation in the Senate and recommend whether, and in what manner, such representation should be provided for." The Committee has consulted at various times with persons who wished to express their views on the issues involved, and has on its own motion conferred with Professor Victor Johnson, director of the Mayo Foundation. All expressed the view that it would be for the best interests of the University to grant the Foundation the recognition implicit in making it a Senate unit entitled to be represented in the Senate by persons of its own choosing. The Committee unanimously recommends that the Senate approve this change in its own structure.

2. The implementation of the change in its own composition will require the following steps:

- a. Amending Senate Constitution, Article III, Section 1.
- b. Amending Senate Constitution, Article III, Section 4, Parts (a), (b), (c), and (d), and adding an additional Part (e).
- c. Amending Section 1, Section 3, Parts (a) and (b), and Section 5, of Article I of Senate By-Laws.

Action on Constitutional Amendments

On a motion by Professor Rottschaefer, committee chairman, that the constitution be amended in the manner specified below, duly seconded, 95 members voted in favor of the proposal which constituted more than the required two-thirds majority of the total membership of the Senate. (The measure will now be submitted to the faculty as provided in Article IX of the constitution.)

1. Senate Constitution, Article III, Section 1, should be amended to read as follows:

"1. Composition.

The University Senate shall be composed of (a) elected representatives of the faculties of the various institutes, colleges, schools of collegiate rank, and the Mayo Foundation, and (b) the members of the University Administrative Committee and the Faculty Con-

sultative 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. Senate Constitution, Article III, Section 4, Part (a), should be amended by adding after the last sentence thereof the following sentence:

"The provisions hereof shall not apply to the election of the representatives of the Mayo Foundation."

3. Senate Constitution, Article III, Section 4, Part (b), should be amended by adding at the end thereof the following sentence:

"The provisions hereof shall not apply to the election of the representatives of the Mayo Foundation."

4. Senate Constitution, Article III, should be amended by adding thereto a new Section 4, Part (c), to read as follows:

"(c). The Mayo Foundation shall be entitled to four elected representatives. Three of them shall be elected by faculty members who are professors or associate professors, and one by faculty members who are assistant professors (including research associates) and instructors (including research fellows). Each group shall elect as its representatives persons belonging to it. All representatives shall be elected by secret ballot."

5. The designation of what is now Senate Constitution, Article III, Section 4, Part (c) should be changed to "(d)"; there should be stricken therefrom the following language "under the provisions of Article I, Section 5, of the By-Laws"; and a period substituted for the comma immediately preceding the part to be stricken.

6. The designation of what is now Senate Constitution, Article III, Section 4, Part (d), should be changed to "(e)."

Action on By-Law Amendments

A motion that the by-laws be amended in the manner specified below, duly seconded, was unanimously adopted by all present.

1. Section 1 of the Article I of Senate By-Laws should be amended by substituting a comma for the period now at the end thereof, and adding the following, "and (16) Mayo Foundation."

2. Senate By-Laws, Article I, Section 3, Part (a), should be amended to read as follows:

"(a). Each fall before October 10, the Clerk of the Senate shall prepare for each unit listed in Section 1 of this Article a list of all persons in that unit who, as of September 30, are entitled to vote for Senate members, and shall send the appropriate number of copies thereof to the administrative head of each unit. This list shall indicate the rank of each person named thereon so far as necessary to indicate his voting group within his unit."

3. Senate By-Laws, Article I, Section 3, Part (b), should be amended to read as follows:

"(b). Between October 10 and October 20, each unit listed in Section 1 of this Article shall conduct elections for Senate members. In each unit one group consisting of professors and associate professors shall choose the representatives to which it is entitled. The other group, consisting of assistant professors (including research associates) and instructors (including research fellows) shall choose the representatives to which it is entitled. Each unit

shall establish its own procedures for conducting its elections. The results of the elections shall be mailed to the Clerk of the Senate not later than October 23."

4. The first sentence of Senate By-Laws, Article I, Section 5, should be amended to read as follows:

"Any person eligible to vote for members of the Senate under the provisions of Section 4 of Article III of the Senate Constitution, but not attached to any voting unit designated in Section 1 of this Article, may apply in writing to the Senate Committee on Business and Rules for a determination of his status for voting for members of the Senate."

V. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Information

On April 26, 1956, the University Senate directed its Committee on Education to study and report to the Senate on some of the basic policy questions involved in the impending expansion of the University. The chairman of the Committee on Education accordingly designated individuals or subcommittees to prepare reports on the various aspects of these policy questions. Dean H. T. Morse and his subcommittee reported November 8, 1956, concerning state and national studies of higher education. Dean R. E. Summers was asked to report on student enrollment trends at the University, basing his material somewhat on the results of the University Self-Survey. A third report, dealing with implications of the admissions policies of the University, is scheduled for the January meeting of the Senate.

The following report, prepared by Dean Summers, contains a brief outline of enrollment forecasts and background data which he supplemented by discussion in the Senate meeting. (By vote of the Senate, Admissions Officer T. E. Kellogg was admitted to hear the report.)

THE ENROLLMENT OUTLOOK

Identification of the Community

Served by the University

Appraisal of the future teaching load of a college or university, not to mention other institutional work such as research or public service, requires identification of the community primarily served by the institution. This identification is a relatively simple matter in the case of a state college or university, and particularly so when there is centralization of higher education in a single major university (rather than in both a state university and a state land-grant college), as is the case in Minnesota. The University of Minnesota stands alone in its state, among the publicly supported higher educational institutions, in its size and responsibility for the most advanced levels of education and professional training. It is unique also in its research and service functions, which are of a kind sometimes allocated among two or more large units all of which are in effect state universities (as in Iowa, Michigan, and Indiana).

The people of the state of Minnesota have constituted the normal community of the University. This is suggested by the extent to which this institution has, while evidently not wishing to be provincial, drawn its students chiefly from within the borders of the state. Figures on student residence available for use here are based primarily on the tuition rates paid. Persons newly arrived in the state are required to go through a waiting period and to prove that they have come here to remain for other than school purposes before they are accorded the privilege of the resident classification. Many who

pay nonresident fees are therefore actually in the process of taking up residence in Minnesota, or will finally remain here.

Whereas nonresident percentages of students in attendance at large state universities may run as high as 20 to 33 per cent, and do so in some of the Big Ten institutions, the figures for the University of Minnesota are considerably lower—usually 12 to 16 per cent for the over-all student body—and they have been so through all recent years. Action on admission of non-residents to the University taken by the Regents, January 29, 1937, created a basic rule which has, in large degree, been responsible for maintaining these low and relatively constant results. Nonresident applicants are required to demonstrate above-average promise of college success in order to receive favorable consideration, even though residents of the state might be admissible under somewhat less exacting standards.

The effect, then, has been to establish firmly the educational service of the University to Minnesotans. This has been true particularly for students at beginning or undergraduate levels in college. To a much lesser degree it applies in the Graduate School and to certain professional programs like nursing, public health, or specialized medical training at the Mayo Foundation. Table I illustrates this point.

Moreover, the movement of college students out of the state for educational purposes is very nearly in balance with the immigration of students to Minnesota, although there is a slight excess of the latter movement over the former. See Table II. This situation again suggests that the state of Minnesota is essentially self-contained so far as the job of providing college education to its people is concerned; its people may be regarded as those who constitute the community served by the state university. The exchange of numbers of students is remarkably even at the university level, as the table shows.

Magnitude of the Population to Be Served

It is useful, next, to see how college population potentials of Minnesota have stood in recent years and what the expectancy is for the next 15 or 20 years. Table III, based on a Bureau of the Census publication "Current Population Report—Population Estimates, 1956," and Table IV suggest that from about the middle 1930's until the present the number of persons in the college age group has remained nearly constant or has actually declined. To be sure, the entries in Table III are not of the age group (18-21 years) usually used in college forecasting, but are for the one dealt with in the census reports and serves here, comparatively, as well as any other. From Table IV (the last two columns), note how the college age group will increase between the years 1956 and 1970.

These census figures show great increases in the numbers of persons now growing up in Minnesota who will soon reach college age. The increases are to be expected even if there is no increase in percentage of young people who go on to college—and there has through the last 50 years or more always been a tendency for this percentage to increase decade by decade if not regularly year after year.

To be sure, any forecast of University size which would consider only the numbers of possible students would neglect the most important ingredients of good educational planning: those, for example, of provision of adequate and well-trained faculty; appropriate and timely educational offerings, readily available; sufficient supporting services or facilities; and the like. Many of these planning aspects of growth of the University are undoubtedly dealt with in the University Self-Survey.

All in all, the Self-Survey analysis states, there was apparent "faculty acceptance of the view that University enrollment in the decade and a half ahead (will) rise to unprecedented heights." Specific predictions by individual colleges appeared many places in the report. The original documentation from

TABLE I
 UNIVERSITY OF MINNESOTA
 PERCENTAGE OF NONRESIDENTS BY TYPE OF COLLEGE
 According to Tuition Paid at the University
 (Based on a report by True E. Pettengill, Recorder)

Type of College	Total Attendance and Per Cent Nonresidents, by Years											
	Fall 1951		Fall 1952		Fall 1953		Fall 1954		Fall 1955		Fall 1956	
	Total	%N.R.	Total	%N.R.	Total	%N.R.	Total	%N.R.	Total	%N.R.	Total	%N.R.
Colleges Admitting												
Freshmen	12,495	7.6	13,022	7.2	13,379	6.9	14,633	6.3	17,381	5.9	19,117	5.9
Professional Schools	3,103	13.1	2,915	13.5	2,754	12.2	2,707	13.4	2,782	14.7	2,928	14.0
Graduate School:												
Mpls., St.P., Duluth	2,574	44.0	2,340	41.9	2,363	42.1	2,416	43.9	2,627	43.8	2,729	43.1
Mayo Foundation ..	510	87.5	529	90.2	578	99.1	643	92.1	603	91.2	533	91.6
University Total	18,682	15.7	18,806	14.8	19,074	14.8	20,399	14.4	23,393	13.4	25,307	12.7

(It appears that, taking this total view of the graduate student body, 53% are from Minnesota, 11% from its adjacent economic area, 24% from other parts of the United States, and 12% from foreign countries.)

TABLE II
RESIDENCE AND MIGRATION OF STUDENTS, 1949-50
STATE OF MINNESOTA

Partial data taken from a publication of
the same title, U.S. Office of Education, No. 14, 1951.

Students Attending Institutions in the State, Residents of:					Students Who Are Residents of the State, Attending in:				
Total No.	Minnesota		Other States		Total No.	Minnesota		Other States	
	No.	%	No.	%		No.	%	No.	%
<i>All Colleges and Universities</i>									
54,399	44,158	81.2	10,241	18.8	52,247	44,158	84.5	8,089	15.5
<i>Independent Theological Schools</i>									
2,104	704	33.5	1,400	66.5	1,082	704	65.1	378	34.9
<i>Liberal Arts Colleges</i>									
14,736	9,885	67.1	4,851	32.9	12,764	9,885	77.4	2,879	22.6
<i>Teachers Colleges</i>									
6,101	5,638	92.4	463	7.6	6,110	5,638	92.3	472	7.7
<i>Junior Colleges</i>									
1,862	1,735	93.2	127	6.8	2,275	1,735	76.3	540	23.7
<i>Universities*</i>									
28,219	24,920	88.3	3,299	11.7	28,209	24,920	88.3	3,289	11.7

* The University of Minnesota is the only institution in Minnesota so classified in the original report. No privately controlled *university* is identified.

TABLE III
PROJECTIONS OF POPULATION 18 TO 24 YEARS OF AGE
FOR MINNESOTA
WITH COMPARATIVE FIGURES FOR APRIL 1, 1956

From "Current Population Reports—Population
Estimates," Bureau of the Census, Feb. 20, 1956

Migration Assumed	Projected Population, 18-24 Years of Age			
	July 1, 1958	July 1, 1963	July 1, 1968	July 1, 1973
As of 1940-50	297,000	336,000	404,000	475,000
As of 1930-50	302,000	349,000	429,000	515,000
No net migration	306,000	358,000	447,000	521,000

As of April 1, 1950, this Minnesota population group numbered 308,000.

TABLE IV
ESTIMATES OF COLLEGE AGE POPULATION
FOR MINNESOTA

Based on a report to the American Association of Collegiate Registrars
and Admissions Officers by Ronald B. Thompson,
The Ohio State University, 1953

Year of Birth	Total Births That Year	Year to College	Total Estimated, then Living, in College Age Group 18-21 Years, Inclusive
1921	57,526	1939	208,897
1922	57,022	1940	210,401
1923	56,307	1941	214,519
1924	55,713	1942	214,330
1925	53,776	1943	210,779
1926	52,451	1944	206,453
1927	50,908	1945	201,343
1928	49,514	1946	195,480
1929	46,699	1947	188,783
1930	47,418	1948	184,024
1931	46,882	1949	180,221
1932	46,377	1950	177,256
1933	44,514	1951	175,185
1934	45,921	1952	173,771
1935	45,962	1953	172,905
1936	47,576	1954	174,044
1937	48,036	1955	177,375
1938	50,062	1956	181,296
1939	50,237	1957	185,340
1940	52,915	1958	190,392
1941	54,359	1959	196,376
1942	58,770	1960	204,621
1943	58,508	1961	212,442
1944	56,113	1962	215,455
1945	54,656	1963	215,722
1946	67,266	1964	223,786
1947	75,577	1965	239,972
1948	72,780	1966	255,727
1949	73,929	1967	273,927
1950	75,310	1968	281,527
1951	79,565	1969	285,314
1952	79,198	1970	291,385

the colleges and departments did not afford a rounded estimate, however, of what the over-all enrollment is likely to be in 1960, 1965, or 1970 despite the conviction that a general rise will occur and that the University should make plans to meet this increase, in accord with its obligations to the state. In its analysis of the survey report, the Committee under Dean T. C. Blegen pointed out that "the University should not forget . . . that student enroll-

ment means human beings seeking the values of higher education." Thus, the provision for able Minnesota students "touches a central objective of the people in their support of the University." This view is apparent throughout the documentation of the Self-Survey.

TABLE V
STUDENT ATTENDANCE IN MINNESOTA COLLEGES AND
UNIVERSITIES, PRE-WAR AND IN RECENT YEARS

Institution	New Freshmen			Total Students		
	L.P.W.*	1955	1956	L.P.W.*	1955	1956
<i>University of Minnesota</i>	4,588	5,154	5,302	15,560	23,393	25,307
<i>Teachers Colleges</i>						
Bemidji	275	259	311	501	706	845
Mankato	401	801	860	833	2,643	3,034
Moorhead	307	304	292	725	844	975
St. Cloud	487	605	760	1,101	1,842	2,070
Winona	239	276	281	524	802	930
<i>Four Year Colleges</i>						
Augsburg	241	219	259	427	825	898
Bethel	.....	180	218	.....	434	498
Carleton	377	289	301	925	904	965
Concordia	231	519	548	523	1,354	1,463
Gustavus Adolphus	226	395	379	593	1,020	1,058
Hamline	268	307	363	660	1,230	1,226
Macalester	352	521	564	710	1,461	1,535
N.W. Schools	.....	162	145	.....	596	513
St. Benedict	127	116	166	281	252	342
St. Catherine	267	316	294	678	977	978
St. John's	191	358	343	469	999	1,011
St. Mary's	140	215	229	360	661	679
St. Olaf	471	585	581	1,164	1,714	1,741
St. Paul Seminary	.....	99	87	.....	331	292
St. Scholastica	146	125	164	457	389	419
St. Teresa	261	245	198	508	606	656
St. Thomas	350	477	460	850	1,383	1,470
<i>Junior Colleges</i>						
Austin	246	112	189	246	211	303
Bethany	.....	45	52	.....	74	92
Brainerd	53	81	70	78	115	123
Concordia, St. Paul	.....	149	147	.....	268	281
Ely	82	49	80	150	86	118
Eyeleth	215	53	72	365	87	98
Hibbing	407	167	248	590	277	390
Itasca	143	76	104	219	148	177
Rochester	.....	163	176	.....	275	350
Virginia	310	128	147	455	235	252
Worthington	.....	86	95	.....	125	150
Total	11,401	13,636	14,485	29,952	47,267	51,239

* L.P.W. = Largest pre-war total (about 1939 or 1940). Generally, these are student attendance figures, although some are slightly in doubt. Other results are from the reports of the Upper Midwest Association of Collegiate Registrars and Admissions Officers.

The Trend of College Attendance in Minnesota

In the analysis of enrollment matters presented in the Self-Survey, both specific and implied, the Committee took a look backward at the recent history of Minnesota college attendance as shown in Table V. These results, although not entirely consistent in terms of the institutions included, the changing accreditation of colleges, and the uncertainty of the count of students reported for each institution,* suggested that the University has had one-half of the total college students attending in the state and that recently 13 or 14 per cent of the college age population is represented by University attendance.

The enrollment report goes on to point out that "For many decades there has been a significant and consistent upward trend in the proportion of the college-age population attending institutions of higher learning. The figure for the United States stood in the neighborhood of 4 per cent in 1900. Recent estimates suggest that by 1954 the proportion was coming rather close to one-third for all . . . institutions, including professional schools. Minnesota has varied from the national picture at different times in the past but at the time of the latest calculations, in 1954, it seemingly was about identical with the national average—31.4 percent—if one includes not only accredited schools but also those unaccredited and specialized in one way or another." Recent calculations by Professor Robert J. Keller, Dr. John E. Stecklein, and others suggest that the consistent percentage of college-age youth of Minnesota represented by full-time attendance at accredited Minnesota colleges and universities rose from 14.6 per cent in 1940 to 23.0 per cent in 1954 and 27.1 in the fall of 1956. It is estimated from various sources that this figure will approximate or exceed 31 to 33 per cent by about 1970. Further, a number of recent estimates of probable state-wide college attendance in that year seem to agree on approximately 90,000 as a sure minimum total and the more liberal forecasts are for attendance in the range from 90,000 to 100,000 for the state of Minnesota.

The Self-Survey report continues: "The annual rise in the proportion of high school graduates in Minnesota who go on to college appears to have been somewhat greater than the national yearly rise of about 1 per cent (in the existing percentage who go to college) over the last 20 years, and it would seem that Minnesota has been in the process of catching up. . . . Most of the projections that reach as far forward as 1970 calculate that the proportion of college-age youth attending college will continue to increase at the same time that the college-age population increases."

The Student Potential for the University

Assuming at the outset that there will be no change in the percentage of the college-age population attending college, and that the proportion of all Minnesota students attending the University will remain at the present 50 per cent level, the Self-Survey Report suggested that, from population potentials alone, the regular University student body should be about 29,000 in 1965 and in excess of 35,000 in 1970. But considering also the inexorable advance in the percentage of young people who go on to college, noting the tendency for college programs to increase in length and in variety, and assuming that college will attract new segments of the population, the Committee foresaw University attendance figures of 33,000 to 39,000 in 1965 and 39,000 to 47,000 by 1970. These are to be compared to the 25,307 attendance now current.

* Presumed to be instantaneous net attendance of regular students rather than the enrollment counted up to a given time or for a specific period.

It may be useful to digress to suggest something of the teaching load customarily carried by the University, over and above that for its full-time, regular, college-level students. As a consistent basis for planning, regular day school collegiate attendance is used, as the forecasts indicate. But the number of different persons enrolled in some program—extension, short course, or subcollegiate, as well as regular collegiate—during any one year is much higher, as Table VI shows. During 1955-56 the University set an all-time record by having more than 80,000 different persons under some form of instruction. Note also, from the Table, that collegiate enrollment during the last 2 years has run around 30,000, while the peak attendance has been approximately 20,000 to 23,000.

A number of forces are at work, the Committee noted, which could have marked influence on collegiate enrollment. Among these are several which suggest that the higher rather than the lower forecasts are better. There are tendencies in industry, business, and government which require more education as a prerequisite to employment. Scholarships for undergraduates and government-supported educational programs are very much in the picture. Also, some apparent general awakening of our people to the strategic value

TABLE VI
UNIVERSITY OF MINNESOTA
ENROLLMENT SUMMARY 1954-1956

Student Type	Year 1954-55			Year 1955-56		
	Men	Women	Total	Men	Women	Total
Collegiate	19,770	9,055	28,825	22,150	9,840	31,990
Sub Collegiate	12,909	6,187	19,096	11,457	5,993	17,450
Subtotal	32,679	15,242	47,921	33,607	15,833	49,440
Less Duplicates	.....	.....	.....	.....	.....	.....
Net Subtotals	32,679	15,242	47,921	33,607	15,833	49,440
Extension	12,205	8,532	20,737	15,549	11,192	26,741
Center for Continuation Study	5,808	3,539	9,347	6,360	3,596	9,956
Grand Totals, Gross	50,692	27,313	78,005	55,516	30,621	86,137
Less Duplicates	1,910	1,090	3,000	2,686	1,344	4,030
Net Grand Totals	48,782	26,223	75,005	52,830	29,277	82,107

of educating all of the ablest members of our society if they are motivated and ambitious is something which could bring in many more students from the large reservoir of the able ones who up to now have certainly not all gone on to college. Moreover, as the Committee states, "It may not be safe, for example, to assume that the University's traditional half-share of the state college-student population will remain at that approximate level in the decade ahead."

Filling of the liberal arts colleges, particularly those dependent on relatively fixed or private support, may mean that those institutions will be unable to carry the same share of the total state enrollment that they have in the past. Expansion of capacities in the junior colleges, while providing for more students at beginning levels, may not reduce the over-all load on the University. The opposite effect could result. There are already signs that

the drop-out of the University student body is declining slightly. If this tendency continues, it will mean a larger University, with proportionately more of its students at advanced and specialized levels, based on even the present rate of influx of new students.

There are discernible hints of two new trends, though they are not yet well documented, both of which could mean University growth disproportionate to the increase in college attendance in Minnesota. In the last few years the beginning freshmen at the University have tended to come in increasing percentage from outside the commuting radius of the Twin Cities. The increase is chiefly from the great number of non-college going students there. This broadening of the field of service of the University, whether it is due to improved transportation, better economic conditions, increased drawing power of the institution, growing interest in college attendance on the part of rural youth, or some other factor, implies a new work potential for the University. Also, it is observed that those communities in Minnesota which contribute students most specifically to the student body of the University may tend to have the most vigorously growing populations, i.e., the largest rate of increase in numbers of children. This, too, suggests a rate of University growth that would not be anticipated in the usual projections.

Some Thoughts on the Probable Size of the University

Consideration of the size of the University of Minnesota usually leads to discussion of the problem of its bigness. Obviously much more than sheer size is involved, and even that is not easily understood. Certainly much more is involved than just numbers of students, although these have been the topic of primary emphasis. The University has become what it is because of developments and expansions in many areas of its educational work. The present writer has time and again heard arguments that no single unit is too large—at least not in terms of the numbers of well educated, competent graduates it turns out. The size of the components of the University is a matter for continual faculty reappraisal. This is dealt with in many ways in the Self-Survey, according to Dean Blegen. It would be absurd to argue that the size of the University is to be held down because we should produce fewer teachers, engineers, dentists, or scholarly graduates from any liberal program.

Centralization of functions in this single institution has already been alluded to as intentional. This factor in favor of bigness was referred to by our distinguished colleague, Professor William Anderson, when, fresh from his work on the Self-Survey, he talked to the higher education section of the Minnesota Education Association on October 26, 1956. Not only did Professor Anderson give some reasons why concentrations of population and training might normally occur in this geographic region, but he suggested that in Minnesota there has been a deliberate centralization of certain state functions and responsibilities. He went on to say that the obligation of the University, under its charter, is to provide the inhabitants here with the means and facilities for "acquiring a thorough knowledge in literature, science, and the arts."

Leaving the discussion of general educational planning for the University in wiser hands and in its relationship to other sections of the Self-Survey report, let us return briefly to the problem of numbers of students. The upward trend in student attendance is in no sense the short-lived phenomenon that it was immediately after World War II. It is, rather, something to be dealt with throughout all the foreseeable future, during the entire life span remaining to every person now included in the senate membership. The imbalance between numbers of people in the productive years of middle life and those in younger groups will not be corrected until about the 1970's. The ratio of those under 20 years of age to those 20 to 64 years old has been declining

since at least the year 1900. For 15 or more future years we will move into a situation relatively unknown to present colleges and universities. The ratio of students to all the population will be rising. To be sure, in the long run, the relative availability of staff should likewise increase. Finally, the time may come when the ratio of population in the working force to population in the student age group will no longer be falling (unless numbers of persons retired detract excessively from the working force); then some of the severe economic problems of the immediate future may pass into the background.

In dealing with students as it finds them, the University can invoke several courses of action if it chooses to reduce drastically the size of its student body, at short range. It might make financial fitness, particularly the ability of the student to pay higher tuition, a primary criterion for college attendance. This is a major decision, one that would involve a great change in function for the single state university in Minnesota. The University might graduate people more speedily either through shortening its programs or accelerating the progress of students through the existing curriculums. Experience suggests that college programs are not being shortened, particularly in the case of the minimum prescribed program length. Our educational process has lengthened, lately in pharmacy and engineering for example, and the majority of our students take more than the "normal" time to pursue a course of study. Addition of time to the length of program shown in the catalog usually means enrichment of the student's training, individualization of it, and is more in relationship to student success than to student failure.

Elimination of potential drop-out students short of their beginning work at the University is sometimes suggested as a desirable way of reducing student body size. Some obvious limitations appear. It has already been observed that drop-out from the University may be declining. In fact, in his fall quarter 1956 report on University attendance, the recorder, Mr. True E. Pettengill, observed that "New students were a negligible factor in the increase (of attendance over that of 1955). . . ." There were only 186 more new students this year than last, accounting for less than 10 per cent of the increase (of more than 2,000 students). The major portion, 90 per cent, of the attendance growth was due to students continuing in larger numbers." Thus, as selectivity is more effectively applied to the human input to a college, the college grows in size even if its input rate is not increased. There remains the educational and philosophical question, and a related economic one, of whether there is an advantage to society in allowing some people the privilege of short-time college attendance followed by drop-out prior to completion for a degree. Should programs become more rigid in their time schedule, or less so? By no means are all of the drop-out students academic failures, and it is probable that many of them regard their 1, 2, or 3 years of university work as generally worth while. It could be argued that if they are served and satisfied by less than 4 years of college training, then society is spared some financial burden, or in any case the University is called on to do less than it would have to do if these students took the full course. Some of these students do complete their courses in other colleges.

Attention to reducing a student body generally focuses on restriction of persons at entrance, as is proper, you will surely agree, up to a certain point. Although the University of Minnesota has so far evidently given little consideration to rigid numerical quotas of new students in its large undergraduate colleges which admit freshmen, and perhaps will not use this device, even such restriction would be only a partial means for controlling enrollments. It is the writer's conviction, based on careful observation, that numerical quotas are little more than transitory barriers. Like many other deterrents to the will of society, they finally yield and are moved aside. Additionally, in application numerical quotas carry with them a number of bad public relations features and invariably result in choices among courses of action that are disagreeable and bear little relation to defensible education processes.

Most people in proposing limitation of enrollments by admitting or subsidizing only those students who exhibit the highest academic promise, or in planning decentralization of institutions, usually think of dealing with beginning freshmen. They are likely to have very little concern with the problem of an over-supply of tried and proven advanced standing applicants, some of whom would enter at senior college level or even in professional and graduate schools. It is pertinent to this discussion to note that it is the latter type of student, as well as the freshman, that now contributes to the great size of the University. Almost one-half of the new students who enter here, even in the fall quarter when the new crop comes from the high schools, are advanced standing matriculants or special students, many of whom cluster around or enter the gates of the Graduate School. This may be put into the context of the statewide higher education demand by observing that only about 35 per cent of the new college freshmen in Minnesota in any year are found at the University, on its three campuses, although the University has one-half of all students.

Just how much more selective the University may be in admitting freshmen must relate to its present degree of selectivity and its conception of the University's role in public instruction. Its selectivity varies from college to college and program to program, and grows from year to year. But what the University does in its various colleges tends to add up to what is regarded as over-all University practice. It was pointed out in the beginning of this discussion that the University has the authority to be selective in all of its colleges and that it exercises this authority fully even with in-state students. The possible implication of a recent newspaper editorial that college aspirants who fail to pass the entrance requirements of our private colleges go into state colleges (perhaps including the University) has little pertinence here unless the decision is in terms of some individual students, rather carefully screened.

Committees studying this problem will wish to compare the measured ability potential of our students with those of the most selective other colleges in Minnesota, and for that matter, with those of similar great public universities elsewhere.

For the present record, it may be sufficient to note that, considering all new freshmen at the University in the fall of 1955, 70 per cent ranked in the upper one-half of Minnesota high school graduates, as far as grades were concerned, and almost exactly one-half of our freshmen were chosen from the upper 30 per cent of the performance range of Minnesota high school graduates. Since auxiliary measures were used in choosing our students, high school rank taken alone tends to give an underestimate of student quality. The University is now very selective. Higher selectivity carries with it the responsibility for the use of better, surer predictive devices than we now have. This writer would hope that some such further restrictive measures would look more to the future of the developing individual than so much on his past performance as even grades do, for example. In University action, change of admission thresholds is certainly to be regarded as a continuous process, based on the latest evidence and specific educational findings. There should be no wholesale change or any spurious use of admission standards as enrollment restriction devices in a way that disregards their validity and true purpose.

The University of Minnesota of the future will differ from that of the present as a result both of faculty decision and of societal demands. Enrollments will be different, too, of course, and the composition of the student body will change. The balance among the individual colleges will differ from what it now is, but as the Self-Survey reports, "The faculty realizes to the full that it is dealing and will continue to deal with—and instruct—human beings, young people now largely residents of Minnesota. Their education is vital to Minnesota's future." Whatever student forecasts we make now, even the most generous are likely to be exceeded at some not distant

time, as experience suggests. This was true of the extensive 1920 survey of the future of the University and also of the studies made during World War II for the immediate post-war years. Even the highest estimates were surpassed and, particularly, it was in advanced, specialized, and professional work that the University was called on to do more, and to deal with more students, than the educational prophets thought would be the maximum possible.

The report on the Self-Survey concludes that "The dimensions of the coming instructional task . . . are beginning to take shape . . . (This task) will challenge the University. It will challenge the state. . . . The Committee underlines and urges full acceptance of the responsibility of the land-grant University of Minnesota to meet, as fully and successfully as its staff and resources make possible . . . the needs for higher education of the state and society it serves."

C. GILBERT WRENN, Chairman

Accepted

VI. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

1. Reported for Action

Resolution Implementing the April 29, 1949 Policy on Discriminatory Clauses in Constitutions of Student Organizations

The Committee on May 26, 1956, approved four general recommendations about the 1949 policy and its implementation, which it offers to the University Senate for action:

1. The Senate Committee re-affirms the 1949 policy on organizations as amended in 1953.

2. The Senate Committee should take a firmer attitude toward the chapters that still retain discriminatory clauses. This should be implemented in the following ways:

a. Chapters with discriminatory clauses should report semi-annually to the Committee. The fall report should contain specific and complete information on the progress toward removal of the clause from the national charter. The spring report should contain records (correspondence, etc.) reflecting the local chapter's attempts to have the clause removed. It should also include a report of the chapter's human relations activity and, if possible, a report from some alumni representative of the fraternity concerning the prospects for the removal of the clause. This report should also indicate the local chapter's opinions on the policy.

b. The Senate Committee should have a complete and cumulative record of the past reports of the chapter when the current reports are discussed in order that the progress of the local chapter toward removal of the clause can be determined.

3. Because "gentlemen's agreements" and ritual clauses present problems of a peculiar nature, local chapters of national fraternities will be considered as having bias clauses when national incidents indicate discriminatory practices of the national group. Such action would clearly indicate the presence of a *de facto* clause and would be basis for judicial action against the group.

4. Representatives of the Senate Committee should, in co-operation with the several interfraternity councils, meet once a year with the entire membership of the chapters involved to facilitate a better understanding of the chapters' opinions on the policy and an improved understanding of the policy itself.

Action 1. A motion to amend the resolution as follows failed to carry:

That the Senate Committee on Student Affairs be directed to prepare and submit to the Senate for consideration at its next meeting a program of action leading to the disapproval by the University of such student organizations as retain, beyond a designated date, in their constitution or other governing instrument, or pursuant to an unwritten but clearly established policy, discrimination in membership based on race, color, religion, or national origin.

Action 2. It was then voted to approve the resolution.

2. Reported for Information

1. *Action Being Taken Against Sigma Kappa.* In July, 1956, local newspapers and national magazines carried reports that the local chapters of Sigma Kappa at Tufts College and at Cornell University had been suspended by the national organization presumably because both had pledged Negro students. Since this action suggested that the local chapter of Sigma Kappa, while reporting to the Senate Committee that it had no discriminatory clause, might have had such a clause hidden in the ritual or in some other form, the chapter was asked to appear before the Committee to report its knowledge of the matter. The local group had not been informed of the basis of the action against the Cornell and Tufts chapters, and was unable to supply the Committee with information it desired. The matter has therefore been referred to the All-University Judiciary Council for fact-finding and action. It should be emphasized that this referral is made without prejudice to the local group, since this action is not intended to suggest that the local chapter has acted in bad faith with the Senate Committee.

The purpose in taking any action against the local chapter of Sigma Kappa when presumably the action against the chapters at Tufts and Cornell was taken by the national rather than the local group should be clear from previous actions of the University Senate. In 1949 the Senate adopted a policy reading, in part, "The Senate Committee on Student Affairs disapproves of any action which might impair the right of recognized student organizations to determine their own standards of membership selection so long as such standards are consistent with the educational purposes of the University." Obviously, a national action to suspend a local chapter because it has pledged a Negro has just as much effect on this campus as would a clause in the constitution of the organization prohibiting such pledging.

2. *Conflicting Authority of the Senate Committee on Student Affairs and the Union Board of Governors.* The Committee on Student Affairs has been discussing its relationships with the Union Board of Governors. The Constitution of the University Senate and that of the Union Board do not indicate clearly what this relationship is. It seems clear that certain of the policies of the Senate Committee require some modification if they are to apply to the Union Board, and that some do not apply at all. At the same time, it seems inappropriate and (to Senate Committee members) incorrect to assume that policies established under the authority of the Senate to apply to all student affairs do not apply at all to the Union Board, or apply only at the discretion of the Union Board. Thus, the Senate's policy on the approval of off-campus speakers would surely apply to the approval of speakers invited by student groups in the Union program, and the Senate's policy on scholastic eligibility of students for participation in student activities would likewise apply. The determination of some issues is difficult, however, since many Senate Committee policies prescribe procedures for compliance, some of which are inappropriate for the Student Union, with its own staff of pro-

fessional program consultants. The Senate Committee has established a subcommittee to explore and attempt to resolve the problems in this area.

KENNETH E. CLARK, Chairman

Accepted

VII. NEW BUSINESS

1. Reported for Information

1. The President reports that the following policy has been approved by the Administrative Committee and the Faculty Consultative Committee:

Policy on Staff Appearances Before Legislative Committees

It has long been understood that all appearances by members of the University staff before committees of the State Legislature on matters that pertain to the University's legislative programs and requests will be channeled through the Office of the President. Only in this way can confusions, possible overlapping of responsibilities and unnecessary duplications be avoided, and common understandings with respect to University relationships to the Legislature be assured.

There are occasions when members of the University staff are requested or wish on their own initiative to appear before state legislative committees on matters other than those involving the University's legislative program. Such appearances would be as individuals, although admittedly it is sometimes difficult to distinguish the activity of a staff member as such from his activity as an individual citizen. In this connection, it is always a responsibility of a staff member appearing before a legislative committee to make clear at the outset the status of his appearance, either as a University staff member or as an individual citizen.

In the interests of useful understanding, but without any intention to circumscribe the activities of staff members as private citizens, it is requested that whenever staff members are asked to appear before a state legislative committee, or take initiative themselves looking toward such appearance, on matters that are not part of the University's own legislative program, they inform the Office of the President and the appropriate dean or administrative officer.

It is further requested, as likewise contributing to common understanding, that whenever members of the staff are invited or named to serve on committees or commissions appointed by the Governor or the Legislature, they likewise inform the Office of the President and the appropriate dean or administrative officer.

Accepted

2. *Athletic Scholarships.* Professor Rottschaefter, faculty representative, reported for information that he had voted against amending the Conference Eligibility Rules so as to permit unearned grants in aid on the basis of need to athletes. This is a matter that would normally be brought to the Senate for a vote under the White Resolution. However, such vote would have to be taken not later than February 6, 1957. Since the next regular Senate meeting is scheduled for February 7, 1957, this would require a special meeting of the Senate. He then stated that he will vote against the proposed rule change when it next comes before the Conference of Faculty Representatives at its meeting called for February 22, 23, 1957.

Accepted

2. Reported for Action

Program of Assistance for the People of Hungary—The imagination of all free men has been captured by the heroic struggles of the Hungarian

people to free themselves from the yoke of tyranny. As a way of demonstrating the nature of their response to the sacrifices being made for freedom abroad, the students on this campus have rallied to the support of the displaced Sopron University. It is planned that the campaign just conducted be augmented by a "Funds for Freedom" drive in the middle of January. The Committee on Student Affairs has approved plans for this program. The campaign will not include solicitation of faculty and staff, but will involve contacts with faculty asking that they devote class time to the Hungarian issues. It is moved that the University Senate express its endorsement of this program as an expression of our good will toward the people of Hungary, and of our conviction that freedom must prevail.

Approved

VIII. NECROLOGY

PAUL RIDGEWAY GRIM

1910-1956

Paul Ridgeway Grim, born in Highland County, Ohio, in 1910, was educated in that state, receiving his B.S., M.A., and Ph.D. degrees from The Ohio State University. After five years as teacher and principal of the laboratory school at Western Washington State College in Bellingham and three years as director of teacher training, he became assistant professor of education at Washington University in St. Louis.

During his ten years at the University of Minnesota, he served the College of Education as assistant professor (1946-47), associate professor (1947-51), and professor (1951-56). As chairman of the Department of the Theory and Practice of Teaching, he led with vigor and insight the program of student teaching and in-service education. Respected and beloved by his colleagues, he made a deep and lasting impression upon all with whom he came in contact.

Both idealist and man of action, Dr. Grim was a leader in educational movements for the improvement of teaching in Minneapolis, in the state of Minnesota, and throughout the nation. He served his community in many ways, chief of which was from 1951 to 1956 as a member of the Executive Committee and program chairman of the Minneapolis Citizens Committee on Public Education. A member of this committee, in a public statement, recognized his "great courage in the face of obstacles, his depth of character, his fine compassion, and his deep insight into people."

As president of the Minnesota Society for the Study of Education and as a member and vice chairman of the Minnesota State Advisory Committee on Teacher Education as well as chairman of its Committee on Student Teaching, Dr. Grim led in surveying and unifying the program throughout the state, in defining improved education for teachers in Minnesota, and in raising the period of training for elementary teachers to a full Bachelor's degree.

Dr. Grim was active in the Association for Supervision and Curriculum Development of the National Education Association, which he served as publications chairman from 1950-52. He was a recognized leader from its inception in the Association for Student Teaching, of which he was national vice president in 1951-53 and president a year later. A frequent contributor to its yearbooks, he was chairman in 1949 of the book *The Evaluation of Student Teaching*.

At the University of Minnesota he was co-director for four years of the summer workshops in teacher education sponsored by the North Central Association of Colleges and Secondary Schools.

In constant demand as a stimulating speaker and a co-worker of vision and enthusiasm, he shared his wealth of experience with teachers throughout the nation in workshops and meetings from Syracuse to Portland, Oregon,

and from Kalamazoo to Miami. Universities and state departments constantly sought his aid as consultant.

His publications included numerous contributions to educational periodicals and three books: *Principles and Practices of Secondary Education* (with Vernon E. Anderson and William T. Gruhn) (1951), *The Student Teacher in the Secondary School*, and *The Student Teacher in the Elementary School* (both in collaboration with John U. Michaelis in 1953). In all of these publications he revealed himself as an inspired and practical director of young people. Unfailingly kind and generous toward others, he gave himself unstintingly to the cause of education even at the expense of his own health and energy.

In the death of Dr. Grim on September 18, 1956, the University of Minnesota lost an able teacher and administrator, the city of Minneapolis a faithful guide and friend, and the state of Minnesota and the nation at large a gifted leader.

JULES THEOPHILE FRELIN

1870-1956

Jules Theophile Frelin, emeritus professor of Romance Languages, died on March 15, 1956. He had just passed his eighty-sixth birthday, as he was born on March 13, 1870. His birthplace was a village in Alsace, France. He left home at the age of 15 to wander to far-off places, including the South Sea islands; but on reaching the United States he settled in Minnesota and began his advanced studies at the Mankato Normal School. After graduating in 1893 he became a teacher and later the principal in the schools at Arlington and Gaylord, Minnesota. At the outbreak of the Spanish-American war Professor Frelin enlisted; later, after the war, he volunteered as a teacher of English in the Philippine Islands. There he was assigned to a remote and hostile village in which, however, his warm personality made him many friends, and where he was to remain three years.

After returning to the United States, Professor Frelin entered the Department of Romance Languages as both a teacher and a student. He received his B.A. degree in 1905 and remained an active member of the department until his retirement, serving a total of thirty-five years.

During this time Professor Frelin endeared himself to all the students whose paths crossed his. His gentle, kindly nature and his genuine concern for others gave him what he most desired—a host of friends. This same friendly spirit led to his unusual interest in fraternal organizations, such as the Alpha Tau Omega fraternity, the University Lodge, A.F. and A.M., Scottish Rite and the Zuhrah Temple of the Shrine.

After his retirement Professor Frelin revisited some of the places associated with his youthful memories. He took a leisurely trip around the world, followed by a second trip to Tahiti, where he was forced to remain a year due to war conditions in 1942. He whiled away the time studying the Tahitian language, an example of his life-long avid devotion to language study. Later, he lived quietly and contentedly in Minneapolis. His death came after a protracted sickness. He left no survivors. He will be remembered by two generations of students for his unflinching kindness.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

THE SENATE MINUTES

February 7, 1957

The third regular meeting of the University Senate for the year 1956-57 was held in the Auditorium of Murphy Hall on Thursday, February 7, 1957. Eighty-five elected or ex officio members and 13 nonmembers, total 98, were present. President Morrill presided.

The following items were considered and action was taken as indicated.

I. MINUTES OF DECEMBER 13, 1956

Reported for Action

Approved

IA. SENATE COMMITTEES FOR 1956-57

Reported for Action

The President reports additional appointments as follows:

Student Scholastic Standing: Robert H. Nath, Richard L. Primus, students.

Approved

II. NON-SENATE COMMITTEES AND BOARDS FOR 1956-57

Reported for Information

The President reports the following correction:

Civil Service Committee: The name of Herbert Heneman, Jr. was listed in error. Instead John G. Turnbull should have been included.

Accepted

III. CONSTITUTIONAL AMENDMENTS

Reported for Information

The Clerk of the Senate reports that the constitutional amendments to provide representation for the Mayo Foundation which were approved at the last meeting of the Senate have since been approved by the faculty entitled to vote for Senate members and have been transmitted to the President for action by the Board of Regents.

Accepted

IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Legislative Outlook for the 1957 Session*. The President reported briefly December 5, 1956, on matters related to the requests the University had filed for the 1957 legislature.

2. *Supply and Expense Budgets.* The schools and colleges have made relatively less provision for supply, expense, and equipment resources in the current budget. The President stressed the difficult position with which this confronts the deans and the administration, especially in view of the deficit condition of Regents Reserve resulting largely from an enrollment below budget estimates. The President cautioned the deans that all colleges and departments should so husband their limited funds as to ensure completion of the fiscal year, within the resources of the printed budget.

3. *Survey of Building and Land Needs of Physical Education and Athletics.* Director Ike J. Armstrong and his associates brought in an inventory of Department of Physical Education and Athletics lands and buildings and a survey indicating the long-range land and building requirements of that department. The study was prepared by an outside architectural firm at the request of the University to supplement the University's own long-range survey of land and building needs, which did not include the special needs of this unit.

4. *University Self-Survey.* The President commented on the present status of the University Self-Survey Reports.

5. *Conflict of Interests.* An instance of University staff involvement in a possible conflict between state and private interests had arisen. The President reminded the staff of a Regents' ruling governing such situations: "No member of the faculty shall accept employment which shall bring him as an expert or in any other capacity into antagonism to the interests of the State of Minnesota." (*Minutes of the Board of Regents*, June 10, 1914).

6. *Minnesota Statehood Centennial.* Although the University does not have a special state centennial committee, staff participation in planning the program of the 1958 Centennial is already extensive. The President urged University departments to co-operate with Mr. Tom Swain, centennial director, and his associates and with the many University staff members who have assignments on various centennial committees. Vice President Willey and Director Nunn will gladly assist in the exploration or development of any special University projects.

7. *The 10-Year Calendar.* To facilitate long-range scheduling and planning of University events, the University Schedule Committee recommended a 10-year calendar consisting of the starting and ending date of each of four quarters for the school years 1957-58 through 1966-67. This was referred back to the Schedule Committee with the request that the Committee explore possible schedule arrangements that might provide for the earlier opening of school in the fall quarter.

8. *University Work Calendar During the 1956 Christmas Holidays.* In view of the Governor's action on working hours of civil service employees on December 24 and 31, 1956, questions arose as to what the University work schedule should be on those days. Generally, the University has been guided by State policy on the closing of offices and on the granting of any special time off during the holidays. Mr. Hedwin C. Anderson presented for consideration a proposal for time keeping that he had discussed with the heads of certain University offices. It was moved, seconded, and voted to approve that policy, with the understanding that the Office of Civil Service Personnel would make the detailed announcement.

9. *Staff Participation in University Functions and Observance of Officially Approved All-University Convocation Schedule.* The President commented on violation of the Administrative Committee-Senate action dismissing classes for the Opening Convocation, the Charter Day Convocation, and the Cap and Gown Day Convocation and asked the deans to implement the

official intention of class dismissal in such a manner that violations will not occur. He also solicited the co-operation of the deans in making arrangements for representation from the colleges at University functions and to this end urged the deans to review their patterns of college representation.

10. *United Hospital Fund Drive.* An extensive effort in fund raising is planned to provide for new capital outlay for hospitals in Minneapolis and Hennepin County. There is to be a 36-month program, soundly supported by civic leaders. The University had a letter asking co-operation in the solicitation of funds and in the provision for payments through payroll deductions.

It was pointed out in the meeting that fund campaigns are cleared through the Administrative Committee; that only two drives (for the Community Chest and the Red Cross) are approved and conducted through our staff; and that payroll deductions have so far been used for University purposes only, in cases where benefits to the individual employee are involved. Discussion indicated clear University support of the drive and the desirability of institutional identification with it. Reasons were given for nonparticipation by University Hospitals. Questions asked but not answered concerned the quota, if any, which might be assigned to the University and the application of this drive to staff members resident outside of Minneapolis or employed, for example, on the St. Paul Campus. On motion, duly made and seconded, it was voted to support participation in the raising of funds for the United Hospital Fund Drive.

Concerning the possibility, or even the desirability of payroll deductions for this purpose, there was much further discussion. The operational problems are virtually insoluble and procedures, if developed, would be costly to the University. It was apparent that this use of payroll deduction would establish a precedent. Clearly there was a willingness to investigate what can be done as the University looks ahead to new forms of charitable enterprise and to possible use of payroll deduction in supporting charities.

It was finally moved, seconded, and voted that while the Administrative Committee approves a campaign for the United Hospital Fund of Minneapolis and Hennepin County, it reaffirms its policy of not making payroll deductions for purposes of this kind. It was further moved, seconded, and voted that, at a convenient time, the President might appoint a subcommittee of the Administrative Committee, with suitable additions from the civil service staff, to report on the possibility and procedures for the University in the United Appeals type of campaign and payroll deduction plan.

11. *Necrology Section of the Senate Minutes.* Administrative criticism had been filed concerning the unevenness and inappropriateness of some statements prepared for the necrology section of the Senate docket. The President pointed out that these statements originate with the teaching units to which the deceased members of staff were attached and that they are merely assembled by the Clerk of the Senate. Some time ago, the Senate chose to proceed in this manner, dropping its Committee on Necrology and not returning to methods of editing or co-ordination used earlier. Experience reported from the old Committee on Necrology was that the departmental statements were used almost without change, consequently there appeared to be little need for such a committee. It was, however, considered important to include a necrology section in the minutes of the Senate. No suitable or necessary revision of the present plan having been suggested, it was the consensus that departments should, in preparing these statements, make them appropriate, individualized, and of a dignity proper to the purpose which they serve.

12. *Use of Retired Military Personnel for Staff Positions.* Several communications have been received in the President's office suggesting employ-

ment of retiring military personnel for teaching and other University positions. Information on these can be obtained from Mr. Stanley J. Wenberg in the President's office.

R. E. SUMMERS, Secretary

Accepted

V. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Information

Report of Subcommittee Appointed by the Senate Committee on Education to Discuss the Implications of Increased Enrollment for University Admission Policy

1. *Appointment and Assignment of the Committee.*

The membership of the subcommittee consists of Professors Theodore Hornberger, chairman (English), Roland H. Abraham (Agricultural Extension), Otto Domian (Field Studies), Stuart W. Fenton (Chemistry), Gordon Kingsley (General College), Theron O. Odlaug (Biology, Duluth), and Donald G. Paterson (Psychology). This report was written by Professor Hornberger.

The subcommittee has interpreted its assignment as being that of presenting to the Senate the main facts and issues relevant to discussion of admissions at a time when rapidly increasing enrollments are certain to make necessary many changes in the many-branched operation of the University. Some of these facts and issues have already been presented to the Senate in Dean R. E. Summers' report on December 13, 1956, and to the University community at large in Professor William Anderson's speech before the College Section of the Minnesota Education Association on October 26, 1956. Others have been dealt with in a section of the report of the University Self-Survey Committee, headed "Whom Should the University Admit?" and made available to the subcommittee through the committee chairman. Arguments developed in these documents are referred to hereinafter, and differing points of view indicated, but it is not the purpose of this report to take a stand. Nor, indeed, does this report survey the entire problem of admissions. Later subcommittees have been assigned to explore the situation so far as subcollegiate work offered by the University and the pattern of advanced standing admissions are concerned.

2. *University Admission Policy at Present.*

a. Distinction between Freshman and Advanced Standing Admissions. The first important fact to be remembered in the discussion of admissions was stated at the last Senate meeting by Dean Summers: "Over one-third of the new students who enter here, even in the fall quarter when the new crop comes from the high schools, are advanced standing matriculants or special students, many of whom cluster around or enter the gates of the Graduate School." An admission policy, therefore, has two prongs: what to do with beginning freshman, and what to do with applicants with previous college training.

b. Five major units of the University principally share the task of dealing with entering freshmen. Their present admissions policies appear to be as follows: (1) The General College admits any applicant who is a graduate of a Minnesota high school, although it can exercise the power to reject in certain cases and in practice places some reliance on tests and recommendations. (2) The Duluth Branch, which has no General College, classifies about 35 per cent of its entering freshmen as admissible to the Associate in Arts

program, which corresponds roughly to that of the General College. Most of these students are in the lower 40 per cent of their local high school classes, as determined by grades, tests, and the composite HSR (High School Rank). For the Bachelor of Arts program the Duluth Branch admits applicants whose HSR is above the 40th percentile. (3) The College of Agriculture, Forestry, and Home Economics accepts only those students whose HSR is in the upper 75 per cent of their class and meet certain other unit requirements. (4) The College of Science, Literature, and the Arts admits applicants whose HSR is above the 40th percentile. (5) The Institute of Technology admits applicants whose HSR is above the 50th percentile, provided that they offer among their entrance credits solid geometry and higher algebra. A University Committee on Admissions looks periodically at these widely variant policies, and presumably will consider them in relation to the expected bulge in enrollments.

c. Advanced standing admission policies vary from college to college and even from department to department. In general, however, admission is based upon the previous collegiate record of the applicant. In some of the professional schools, space limitations impose quotas; in others, a high degree of selectivity is favored on principle.

3. *The Main Issues.*

In the area of admissions, this subcommittee finds three main issues, as follows:

a. Should there be greater selectivity in admissions than there is at present?

b. Should the University make a greater effort than it now does to identify and assist the superior student?

c. Should admissions be limited to student bodies for whom competent teaching personnel can be obtained?

On each of these issues opinion is divided within a subcommittee of seven members. It seems probable that faculty opinion likewise is divided as to the course of wisdom.

4. *The Argument Against Greater Selectivity and Limitation.*

Dean Summers, Professor Anderson, and the Self-Survey Committee all seem to be in substantial agreement that there should not be greater selectivity or limitation of admissions. Professor Anderson and the Self-Survey Committee, moreover, appear to be skeptical, our tools of predicting college success being what they are, of identifying superior students and providing accelerated programs for them. They point out, in support of their position, the fallibility of such measuring and testing devices as HSR, the ACE tests, etc., and they make much of both the peculiar distribution of the population of Minnesota and the democratic tradition that every individual should have his chance. The Self-Survey Committee recommends, it is true, that a study be undertaken of the ways and means of predicting success in college, but the tone of the recommendation is restrained. Of the third main issue isolated by the present subcommittee, little has been said.

5. *The Argument for Greater Selectivity and Limitation.*

Other minds have come to quite different conclusions. California, for example, has recently drawn up a master plan for higher education in which extremely high selectivity for its "eminent university," which shares with Harvard the distinction of six Nobel Prize winners on its faculties, is a conspicuous feature. It has, to be sure, an elaborate system of community, junior, and state colleges such as seems very unlikely to develop in Minnesota, but

its evident concern lest research and the training of experts be overshadowed by education for community service and responsible citizenship, worthy as these goals are, is probably shared by large segments of our own faculties. California and New York, moreover, would seem to be thinking in terms of the affirmative side of the second and third issues stated above. The California report contemplates requesting the state legislature to provide scholarships for as many as 3,200 students each year, 40 per cent of them to go to those preparing to teach. The Regents of the State of New York, as reported in the *New York Times* for December 28, 1956, have recommended an elaborate scholarship program, including 250 annual grants of up to \$2,500, awarded on need and merit, to persons wishing to train for college teaching. New York is also said to be exploring ways and means of assisting private institutions of higher education to expand, in order that they may help meet the anticipated needs.

Proponents of greater selectivity and limitation, while admitting the inadequacies of tools for prediction, think that they may be refined and improved, or that a general entrance examination, perhaps designed to discover the adequacy of preparation for the specialty the applicant hopes to take up, might be desirable.

Finally, much of the discussion of increased enrollments appears to assume that when the students arrive there will be competent teachers to instruct them. In many units of the University, this assumption appears to be growing more untenable day by day. There are simply not enough trained people to go around. Nor will money alone be enough to maintain the quality which attracts to a university the type of teachers everyone wants. An overburdened staff, skeptical or cynical about the integrity of its teaching, is not unimaginable, and ought probably to be a specter in the dreams of all who look at the estimates of enrollment in 1970.

C. GILBERT WRENN, Chairman

There was extensive discussion of the report and related matters but no action.

VI. NECROLOGY

JAMES THEODORE HILLHOUSE

1890-1956

James Theodore Hillhouse was born on February 17, 1890, in Willamantic, Connecticut, a state where Hillhouse is an ancient and much-honored name. His education, as a matter of course, was at Yale College, from which he was graduated as a member of the class of 1911. Awarded a fellowship for graduate study, he went on to the M.A. degree in 1912, and to the Ph.D. degree in 1914. Among his teachers were Henry A. Beers, Albert S. Cook, Wilbur L. Cross, George H. Nettleton, and William Lyon Phelps.

In May, 1914, he accepted the offer of an instructorship in the Department of Rhetoric, which 4 years later was combined with the Department of English. This connection with the University of Minnesota he maintained without break, other than for sabbatical leaves, for more than 42 years, through the ranks of instructor (1914-18), assistant professor (1918-36), associate professor (1936-45), and professor (1945-56). Between 1939 and 1950 he was in charge of the freshman English work, and during World War II he had the additional administrative responsibility of all service programs in English. From 1948 until his death on December 10, 1956, he was associate chairman of the department.

Three books by Professor Hillhouse are to be found in every respectable library of English literary history. The first, an "admirable critical edition" of Henry Fielding's *The Tragedy of Tragedies; or, The Life and Death of Tom Thumb the Great* (Yale University Press, 1918), was an elaboration

of his doctoral dissertation and a model of its kind. *The Grub-street Journal* (Duke University Press, 1928), a study of an 18th-century periodical, is another standard work. Finally, *The Waverly Novels and Their Critics* (University of Minnesota Press, 1936) is one of the important studies of the work of Sir Walter Scott. A complete bibliography would also include numerous articles and reviews.

Professor Hillhouse's teaching paralleled his research interests. Many generations of students, often in large numbers, surveyed British drama since 1660 under his direction, and numerous dissertations originated in his sequence of seminars on the English novel. He commanded the respect, and to an extraordinary degree the affection, of undergraduate and graduate students alike.

Coming to the University when he did, in the administration of President Vincent, he played a part in the establishment or development of many intra-University institutions, among them the Campus Club, the Alpha of Minnesota chapter of Phi Beta Kappa, and the dining club known as the Bolsheviks. In these groups, as in departmental, college, and university committees, he was always a highly valued colleague, niggardly neither of his time nor of his wisdom and good sense. Well-mannered, conscientious, utterly honest in indicating where he stood, and meticulous in meeting every obligation, however slight, he was for years a tower of strength in every crisis, great or small, with which an academic community can be afflicted.

On June 14, 1928, he married Mildred Lambert (Ph.D., University of Chicago), at that time an instructor in his department. She and their two children, Anne Lambert (Mrs. Alvin H. Thirsten) and Margaret Lambert, survive him. In his private life he displayed the same devotion and generosity which so marked him professionally. As a result, his circle of friends, and that of his family, was nation-wide, not merely local, and their sense of great loss through his death will not soon be dulled.

HAROLD A. STUELAND

1914-1956

Harold A. Stueland, assistant professor, Department of Art, Division of Humanities, Duluth Branch, died suddenly on May 24, 1956 at Columbus, Ohio. He was born on January 2, 1914 at Irvington, Iowa.

Professor Stueland attended the South Dakota School of Mines in 1935, the University of Minnesota in 1936, the Minneapolis School of Art from 1936 to 1940, and the Cranbrook Academy of Art from 1946 to 1949, receiving his M.F.A. in ceramic sculpture from the latter in 1949. That same year he joined the art department faculty of the Duluth Branch of the University as instructor. He was promoted to the rank of assistant professor 4 years later. While on sabbatical leave to Ohio State University for the purpose of completing his Ph.D. in Fine Arts, he died suddenly and most unexpectedly at the age of 42. No statement of the life of Harold Stueland would be complete unless it told of his 5 years of faithful service to his country as a paratrooper in the 82nd Airborne Division of the Army. He fought in every major battle in the European theater of operations, including Africa, Sicily, Anzio beachhead, Normandy, Battle of the Bulge, until the final surrender of Germany. He was awarded the Bronze Star, the Silver Star, and the Purple Heart with three palms. It is possible that his vigorous experience as a soldier contributed greatly to the heart condition that caused his untimely death.

He was devoted to humanitarian principles, as those who knew him were well aware, and gave of his time freely to the promotion of many community projects. He served as a member and finally as president of the board of his church. Special mention should be made of his considerable participation in the development of the art therapy program at Sandstone State Hospital.

It can be said of Professor Stueland that he never said "no" to a friend or refused to become involved in a worthwhile project.

One of his greatest assets as a teacher of art was his enthusiasm for seeing a student develop creatively. He was a genuine friend and counselor to all of his students and would spend as many hours as necessary helping an individual student with any problem brought to him. He was a man of integrity and vigorous intellectual honesty with a genuine interest in people.

The sculpture and ceramic program of the art department was introduced and developed to its present fine level by him. His own creative sculpture and ceramics revealed his fine sense of craftsmanship and his continuous search for maturity in artistic expression. During the last few months of his life he had come to a realization of a new sense of power and mastery as evidenced in his art work. His effect upon his colleagues and students will not pass quickly.

Adopted by a rising vote.

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

March 14, 1957

The fourth regular meeting of the University Senate for the year 1956-57 was held in the Auditorium of Murphy Hall on Thursday, March 14, 1957. Seventy elected or exofficio members and 8 nonmembers, total 78, were present. President Morrill presided.

The following items were considered and action was taken as indicated.

I. MINUTES OF FEBRUARY 7, 1957

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1956-57

Reported for Action

The President recommends the following appointment:

Intercollegiate Athletics: Larry G. Larson as a student member to succeed James L. Poole who has left the University.

Approved

III. NON-SENATE COMMITTEES FOR 1956-57

Reported for Information

The President reports the following:

Foreign Students, Committee on: Marilyn J. Brennan as a student member to succeed Harold Bakken who has left the University.

Change in designation of the present nonsenate Radio Policy Committee to the University Radio and Television Policy Committee.

Accepted

IV. CONSTITUTIONAL AMENDMENTS

Reported for Information

The President reports that the Senate-approved constitutional amendments to provide representation for the Mayo Foundation were approved by the Board of Regents at their February 8, 1957 meeting.

V. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Regents' Reserve and the Current Budget*. The Regents' reserve for the fiscal year 1956-57 was set at a record low figure in order to permit maximal allocation of funds to teaching units in advance of the opening of the current University year. Failure of student enrollment this year to come up to expectations resulted in a deficit of tuition income which has necessarily

been debited to the reserve, virtually wiping it out. Nevertheless, the President has received an unprecedented number of requests for special allotments. Few of these can be granted, and then only on the basis of highest priority and careful study of resources. Considerably less than the usual amount of special help can be given, particularly on physical plant maintenance and building remodeling.

2. *Appearances by Members of the University Staff Before Legislative Groups.* Earlier (on October 10, 1955, and November 2, 1955) there had been discussion concerning staff contacts with the Legislature and its committees. A statement on policy and procedures was drawn up in the Administrative Committee, taken before the Faculty Consultative Committee and the Senate, and recently approved by the Regents. The President commented that this policy of reporting legislative contacts was beginning to be useful and he urged the deans to keep it in active operation.

3. *Reports by Retiring Staff Members for University Archives.* On several occasions, in the fall of 1955, there had been discussion of the value in having retiring staff members turn over to archives significant documents, letters, and the like, and in asking them to prepare brief historical sketches covering their experiences at the University. It was reiterated that such first-hand records are often of great ultimate value and that persons planning to retire in the near future should be encouraged to participate in this record preparation. Tape-recorded interviews might be especially appropriate in some cases, and should be considered. There was the further suggestion that some persons already retired might contribute recorded interviews or brief written materials.

4. *Availability of Refugee Scholars and Teachers for Employment.* The University is in touch with agencies which are interested in placement of emmigre scholars, including escapees from Hungary, in teaching and professional positions in this country. The National Research Council is one agency which has concerned itself with the effective utilization of persons with advanced scientific training. The indications are that able people are finding ready placement, but information concerning candidates is lacking in specificity and usefulness. Nevertheless, the deans and directors were urged to give serious attention to this possible source of good people and were reminded to make use of the resources centered in the office of Vice President Willey.

5. *Recommendations of the Committee on Honors.* The Committee on University Honors recommended, contingent on approval of the Regents, that the building names "Mayo Memorial" and "Mayo Memorial Auditorium" be applied officially to the buildings now commonly so designated and that a particular room in the library be named the "Harold G. Russell Room." Approval was moved, seconded, and voted unanimously. Three outstanding achievement awards were approved, subject to Regents' action, for persons nominated by the Honors Committee.

There was brought before the Administrative Committee a brief digest of the criteria applied in the selection of candidates for University honors such as honorary degrees and the Outstanding Achievement Awards. Discussion brought out the extent to which the Committee on University Honors has reviewed its practices and the manner in which it makes use of faculty advice and suggestions in developing each nomination.

It was recommended, after careful study by the Honors Committee, that the Builder of the Name Award be discontinued, with the substitution for it of a new award to be known as the Regents' Medal. This would be granted to persons (not necessarily former students) in recognition of their signal contribution to the building and development of the University or of especially valuable and meritorious service to the institution. Also, it was proposed that

there should be established a new form of recognition to be known as the Alumni Service Award. This would be conferred on our alumni or former students in recognition of service given voluntarily to the University, its schools, colleges, departments, or faculty, or to the Alumni Association or its constituent groups.

It was moved, seconded, and voted to discontinue the Builder of the Name Award for the time being and to recommend use of the Regents' Medal and the Alumni Service Award. Difficulties have existed in administering the present awards, and undoubtedly some of these difficulties will continue, but it was thought that the new plan will offer improvements. Pressures for immediate action on nominations are often a problem, but the Committee hopes for better understanding of the need for careful investigation and requests relief from dealing with urgent cases.

The President referred to his letter of January 7, 1957, to Mr. Nunn and the related one of January 9, 1957, to the Administrative Committee in which he designated the Committee on University Functions to represent the interests of his office in identification of the appropriate occasions for presentation of awards. This action was called to the attention of the colleges, through the deans and directors, with the understanding that the timing of presentations will be worked out in conference with interested faculties, the Alumni Association, and the like.

6. *Participation of the University in Educational Television.* The Administrative Committee had received from the President a proposal developed by the University Radio Policy Committee for the management of television at the University. In introducing this report for discussion, the President commented on the growth of the use of television as a medium for education and on the obligations which the University has to assist in the development of Channel 2 as a noncommercial educational enterprise. The University has opportunities and obligations for origination of programs, research, and service which go far beyond the expected activities of Channel 2. The problems of management and budgeting were discussed and it was brought out that participation becomes very much a departmental and faculty matter with University involvement going far beyond the indication of central budgets. For even a nominal beginning in this field, there will need to be serious planning and extensive acceptance by the staff of the opportunities which the various teaching units may see in use of this medium.

Dean Nolte and Professor Burton Paulu were asked to comment concerning the growth of educational television and the opportunities and responsibilities which they foresaw in it. They described a most phenomenal growth of this means of communication within the last 12 years, an expanding participation by educational agencies in use of both commercial and closed circuit television, and possible changing emphasis on several of the audio-visual tools of instruction. The University has great advantages of experience and available audiences in broadcasting. Whatever we may undertake, we should begin now and should pursue with emphasis on quality and the pertinence to our educational interests. There should be an alertness to the possibility that uses of communication means may quickly take new directions, or that public interests may change. The planning and study of methods should be beyond the obvious instructional uses and should consider new educational applications or programs of great general interest to highly varied audiences.

The President stated that he would provide a place on the agenda of the Administrative Committee for further discussion of educational television, whenever it might become useful to do that, and that he would consider naming a new special committee on educational television.

R. E. SUMMERS, Secretary

Accepted

VI. JOINT REPORT OF THE COMMITTEE ON EDUCATION AND THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

Reported for Action

THE UNIVERSITY'S RESPONSIBILITY FOR SUB-COLLEGIATE INSTRUCTION

On June 14, 1956, the chairmen of the Senate Committee on Education and Senate Committee on Institutional Relationships appointed the following to serve on a joint subcommittee to consider the issues involved in the offering of "preparatory" courses in the different divisions of the University: Keith McFarland, chairman, F. Lloyd Hanson, Theodore Kellogg, Arthur L. Johnson, Valworth Plumb, Merrill Rassweiler, William Shepherd.

Preliminary discussion by the subcommittee suggested the assignment be considered in terms of three basic questions:

- A. What constitutes "subcollegiate" or "preparatory" instruction?
- B. What is present University procedure in providing such instruction?
- C. What should be University policy and procedure in meeting problems of inadequacy in preparation or achievement of entering students?

A. What Constitutes "Subcollegiate" or "Preparatory" Instruction?

At present there exists no set of universal standards by which the high school graduate is measured. The secondary school curriculum seeks to make available a broad range of subject matter to the student population, and, with the exception of requirements in English and social studies, the student may choose his program from courses available. Factors such as family educational background and socio-economic status, available counseling services, nature of the community, and others contribute to a wide variation in the nature of the preparation of the secondary school graduate. Personal factors aside, many conditions beyond the control of the student influence his course pattern. Minnesota high schools range from very small to very large, and in financial capacity to provide well-balanced and adequate course offerings, from very limited to most fortunate. Minnesota's communities range from rural to metropolitan in orientation. Representatives from all of these communities, and from all of these varying backgrounds, are drawn to the programs of the University of Minnesota.

In accordance with the generally defined land-grant institution philosophy the University has attempted to provide educational opportunities to all those students who have completed a secondary school program or satisfied equivalent requirements. However, the constitution of the University Senate places primary responsibility for the development of college programs, and the establishment of admissions requirements for these programs, upon the faculties of the respective colleges. There is provision, however, that requirements proposed by one college bearing upon the relationships of the University as a whole or upon other college programs shall be presented to the Senate Committee on Institutional Relationships, which shall act in such cases in an "advisory capacity." The different objectives of the colleges permit, and necessitate, variations in approach and procedure, and these variations may well include differences in the level of preparation required of entering students in various subject-matter areas pertinent to the work of the college or school concerned. It is at this stage that the question of subcollegiate or preparatory courses arises. Preparatory courses are in a sense designated

as such by the various colleges by virtue of the entrance requirements of the various colleges.

Generally speaking, a preparatory course can be defined as one designed to bring a student to a proficiency level in any specified area adequate to permit him to make satisfactory progress in the first course in that area offered for credit as a part of a defined college curriculum. It is generally accepted that unless such training as is offered in a preparatory course is secured, the student will fail the required college course for which a minimum level of proficiency or achievement is prerequisite. A preparatory course, as designated above, is not offered for credit in any other college of the University.

In so defining the preparatory course, this committee does not attempt to pass judgment upon or weigh the appropriateness of existing college entrance requirements or established minimum proficiency levels for specified courses. Neither does it attempt to define what the high school curriculum should contain or produce. Both high school and college curriculums are established in the light of the objectives of the respective institutions, and can be well defended by those responsible for these programs. However, the committee again wishes to emphasize the fact that Minnesota's present secondary school structure produces graduates of greatly varied achievement and that the factors that produced these variations or led to deficiencies in preparation will not be readily altered.

It is assumed that colleges of the University are or will become cognizant of the limitations of the preparatory institutions in Minnesota, and that their admissions standards reflect such awareness. Similarly, it is assumed that the high schools with offerings so limited as to render their graduates not ready to enter into regularly defined college programs are now attempting or will attempt to correct such deficiencies or to provide means whereby the local program can be enriched. However, the nature of the individual and of the educational process itself, as well as factors previously noted, suggest that the transition from high school to college will always be difficult. The question at hand is how an effective transition can be secured for the student who is not proficient or not prepared in specific areas, how such additional or preparatory instruction might be provided, and who should pay for it.

B. What Is the Present University Procedure in Providing Such Instruction?

The existing program of preparatory instruction is designed to (a) provide remedial instruction to those students inadequate in subject-matter areas in which they have had previous experience, and (b) provide instruction to students having no previous experience in areas required for admission to certain curriculums or required in those curriculums.

Preparatory programs are now provided in the areas of Freshman English and mathematics. Brief descriptions follow.

Freshman English:

1. The "Preparatory Composition" course related to *S.L.A.* and *I.T. freshman English*. When a student's background in English . . . as revealed by his high school rank, by his scores on the American Council on Education Examination and on the Cooperative English Test, and by his grade on an impromptu theme . . . predicts that he will need further preparation before he can do satisfactory work in one of the regular freshman English courses, he is assigned to "Category 4" in the registration procedure and must take and pass Preparatory Composition before being admitted to a regular freshman English course. A recent summary noted 14 sections (300 students) of Preparatory Composition offered through the General Extension Division

for the fall quarter with an estimated 13 sections scheduled for both the winter and the spring quarters. The tuition fee for this course is \$18.

2. *The Duluth Branch course in "Subfreshman Composition."* The Duluth Branch has about 60 students enrolled in "Subfreshman Composition." A somewhat different philosophy from that of the S.L.A. program suggests that after placement tests have been given only those students most likely to be helped by such a program are placed in the subfreshman course, without credit and without special fee. Those who seem doomed to fail are enrolled in regular Freshman Composition and are allowed to fail there.

3. *The St. Paul Campus program in "Freshman Rhetoric."* The rhetoric program in the College of Agriculture, Forestry, and Home Economics has no defined "remedial" program. Students are diagnosed as to skill levels in the areas of communication (reading, writing, speaking, and listening) and placed into emphasis sections in accordance with their needs. All students take a minimum of 9 credits in the department. The student who at the end of 3 quarters (or 9 credits) of work in Freshman Communication is still short of the established standards of proficiency in the skill areas will be requested to continue his registration in Freshman Communication courses. Courses taken in the Freshman Communication sequence in excess of 9 credits, however, are taken essentially without credit (when a student completes his fourth quarter in the program, credit for first course taken is withheld, etc.). Therefore those students (approximately 5 per cent of entering freshman population) who must take more than three courses have no-credit communication courses on their transcript, these being essentially remedial or preparatory courses. The students falling into this category are not identified as having need for preparatory training in their first quarter. Rather they fall into this category if their progress after 3 quarters has not been sufficient to bring them to the accepted minimum skill level. No adjustment in the fee structure is made for such students.

Mathematics:

1. *Subfreshman Mathematics relating to S.L.A. Mathematics I.* Students who register for Math 1, Higher Algebra, but whose background, as indicated by a placement test given in the first week of the quarter, is such as to suggest that they are not qualified to continue without further preparation, are required first to take a subfreshman mathematics course offered in the Extension Division. This is not an elementary algebra course, but a rapid review of high school algebra, of 1 quarter in length, offered during the day, with a fee of \$27. Six sections were offered in the fall quarter 1956, with total enrollment of 111 students.

2. *Subfreshman Mathematics, relating to Agricultural Engineering 11 (College of Agriculture, Forestry, and Home Economics).* Students who register in Agricultural Engineering 11, Applied Mathematics, and whose performance on a placement test given at the close of the second week of the quarter indicates need for further preparation before continuing were formerly directed to the Subfreshman Mathematics program offered in the Extension Division for students readying themselves for Math 1. With the advance in date of the S.L.A. placement exam, a special Subfreshman Mathematics course was initiated during the fall quarter 1956 on the St. Paul Campus. The fee was \$24, with registration through the Extension Division. Twenty-five students were enrolled.

3. *Solid Geometry to complete admissions requirements for I.T.* Solid Geometry is a listed prerequisite for admission to the Engineering curriculums in the Institute of Technology. It may be taken concurrently with first quarter registration in I.T. In 1956-57 daytime instruction on a quarterly

basis is being offered through the General Extension Division, with tuition for this course \$18 per student. It is estimated that 18 sections will be offered in the course of the year, with anticipated enrollment of 465 students.

In establishing preparatory programs for the current year the appropriate departments have co-operated with the Extension Division in staffing and co-ordinating the classes (Preparatory Composition, Subfreshman Mathematics, Solid Geometry). The Extension Division collects student fees and pays instructors and departmental co-ordinators.

Some college students are using the regular evening Extension classes to remove deficiencies or increase skills. Similarly, an increase in enrollment in correspondence study courses suggests that students are using this means to add to their preparation. The numbers involved in such programs, however, fall well short of those participating in the specially developed daytime offerings of remedial work in English and mathematics.

C. What Should Be University Policy and Procedure in Meeting Problems of Inadequacy in Preparation or Achievement of Entering Students?

In view of the very sizable investment of time and facilities in the teaching programs described above, the following questions merit discussion:

Can preparatory courses be justified on the basis of student need?

Students may demonstrate inadequacies because of poor instruction received in earlier educational experiences. Specific courses may not have been available in the high school program. Lack of motivation or early lack of application may have resulted in poor performance or unwise selection of high school courses, with time or circumstance not permitting removal of the deficiency before the student is ready to enter upon a college program. Experience suggests that present preparatory courses are providing a useful service, and that these courses should be available to the student needing them.

Should the University provide these courses?

Support could be given to acceptance by the University of varying degrees of responsibility for the provision of preparatory courses. On one extreme, the removal of deficiencies in achievement or preparation could be termed the complete responsibility of the student, with the student either failing or withdrawing from a course if his earlier preparation proved inadequate (as, for example, in Freshman English or Math 1 in S.L.A.), or he might well be denied admission until all entrance requirements were met (as would often be the case with the Solid Geometry admission requirement in I.T.). At the other extreme would be the admission of the high school graduate irrespective of preparation, providing preparatory courses for those in need of them without additional cost to the student and as a part of the regular University teaching program, and accommodating professional curriculums to the lowest common denominator of preparation among the applicants.

Neither of these proposals appears wholly desirable. The first would be discouraging to students with potential but with limited earlier experience or performance and would tend to disregard known contributions of preparatory courses. The second would be costly in staff time and effort, reduce the premium on preparedness, and limit the outreach of established programs.

The subcommittee recommends a middle-ground approach, wherein entering freshman courses are taught at a reasonable and productive level, and where curriculums are organized by those expert in the field so as to be most efficient. The student should be provided with the opportunity to prepare himself more adequately in specified areas, if the need is present. Preparatory

courses should be offered at a time and in a manner convenient to the student, but, as later noted, at his expense also.

How should such programs be administered?

Preparatory courses, if offered, must be staffed, financed, and made available to students through registration procedures. In its exploration the committee found wide divergence of opinion as to how this should be accomplished, with considerable justification for a number of points of view. The subcommittee suggests the following procedures as reasonable approaches to the question:

1. Who should establish and operate these courses? Present procedure calls for 2 registrations for each student taking a preparatory course— 1 with the college of his basic registration and 1 with the General Extension Division. Savings in time, administrative effort, and confusion would be gained by making registration for preparatory courses a regular part of the normal registration procedure.

Further, since departments or colleges now provide faculty co-ordinators for these programs and are wholly or largely responsible for securing staff for preparatory courses, there appears to be little need to superimpose the further administrative supervision of the Extension Division. The subcommittee recommends that the appropriate colleges or departments be given responsibility for the staffing and supervision of needed preparatory courses.

2. When should such courses be offered? The combining of day school and evening classroom responsibilities is not wholly satisfactory. Study hours are interrupted, there is loss to the student in travel time, and there is a tendency for those programs meeting with less frequency or over a longer period of time (as General Extension courses on semester basis) to suffer in amount of attention received as compared to day school courses of regular length. The committee recommends that wherever possible the major preparatory courses for which the need is apparent (Preparatory Composition, Sub-freshman Mathematics, Solid Geometry) be continued as day time offerings 1 quarter in length.

3. Who shall pay for preparatory courses? The subcommittee recommends that a special fee, similar in nature to the present fee program of the General Extension Division, but of an amount sufficient to cover the cost of staffing the courses concerned and a major share of administrative costs involved, be charged those students registering for preparatory courses, as defined earlier in this report.

The committee has great concern for the possible inequities in assessment that stem from this recommendation. It appreciates the fact that students in schools with limited offerings may not find in their local program the courses necessary to meet all admissions requirements to certain colleges or programs. This is obviously beyond their personal control. Students who at a late date in their high school program choose to enter a program with extensive requirements may find that time will not permit them to secure these courses in the normal manner. Other factors may influence the adequacy of the high school preparation. There are, however, certain alternatives available to the high school with a limited program. Course deficiencies can be secured during the high school years without cost to the student through the supervised correspondence study program, as outlined in Code X-A-1, August, 1945, Minnesota State Department of Education. Other correspondence study courses, summer session programs, and special programs of evening study are also available. In final analysis, it was felt that the resources of the University should not be used to underwrite remedial instruction in areas wherein the student had had previous instruction and had failed to attain a reasonable level of accomplishment, or to provide without cost courses

listed as preparatory for entering into the designated freshman years of specific college curriculums.

The addition of the special fees for preparatory courses into the fee statement by the administrative personnel of the Office of Admissions and Records would seem to impose no unusual hardships upon the personnel concerned, since preparatory courses could be easily identified by name or number.

What action in the area of high school-University relationships needs to be considered?

It is important that it be made very clear that the preparatory courses are offered by the University not by choice but by necessity. Local school administrators should be encouraged to enrich curriculums where such is needed. More critical and constructive counseling is needed at all levels of educational work. As progress in the high school counseling program is achieved, it is hoped that fewer course deficiencies will be noted among applicants for curriculums with specified admissions requirements. Alternative means of securing preparation should be utilized whenever possible. And the University should make every attempt to interpret its admissions policy and requirements, in order that lack of information or confusion as to how preparation is to be secured can be reduced to a minimum.

In summary, therefore, the subcommittee recommends (a) that present offerings now fully identified as preparatory (Preparatory Composition—by varying names in the different colleges—Subfreshman Mathematics, Solid Geometry) be continued as daytime, no-credit, offerings, (b) that the administration of such courses be the responsibility of the department or school for which the preparatory courses are primarily required, (c) that a special fee be required of students registering in preparatory courses, such fee sufficient to cover the major costs of administration and instruction, (d) that the registration and fee collection be accomplished through the normal registration procedures, with fee income for preparatory courses credited to the budgets of the departments offering the courses and to be used in underwriting the costs of administering and staffing these courses, (e) that a vigorous program be undertaken to interpret to high schools and other institutions the University's position as it relates to the offering and administration of preparatory courses.

C. GILBERT WRENN, Chairman, Committee
on Education

ROBERT J. KELLER, Chairman, Committee
on Institutional Relationships

Action

1. It was moved and seconded that the report be approved.
2. It was moved and seconded to amend the motion to approve recommendations (a), (c), and (e) and to refer recommendations (b) and (d) back to the committee. This motion failed to carry.
3. A vote was then taken on the original motion which was approved by a substantial majority.

VII. NEW BUSINESS

The President spoke briefly on the progress of the University appropriations request in the Legislature and on the Western Conference scholarship proposal.

VIII. NECROLOGY

HERBERT EUGENE CLEFTON

1896-1956

Herbert Eugene Clefnton, professor of Romance Languages, was born on February 1, 1896 in Owatonna, Minnesota. His career, both as a student and teacher was intimately associated with the University of Minnesota. He began his service with our faculty in 1917 when he was appointed a teaching assistant and in this same year he obtained his B.A. degree. In the following year he took his M.A. degree and at the same time was appointed an instructor. In 1920 Professor Clefnton was selected as Minnesota's representative among the Rhodes scholars. He spent the 3 years, 1920-1923, at Oxford, then returned home to the rank of assistant professor. For the rest of his career he remained at Minnesota, becoming an associate professor in 1946 and a professor in 1954.

His death occurred July 22, 1956, the immediate cause being cancer of the throat. However, Professor Clefnton had suffered poor health for a number of years due to a crippling spinal infection. In his youth he had been able to take an active part in sports and had served in the United States infantry during the campaign on the Mexican border against Pancho Villa. One of the great disappointments of his life was that he had been refused admission to the Army at the beginning of World War I because of the early effects of his disease.

Professor Clefnton was a man of analytical intellect whose insights into literature stimulated his students, especially in his advanced classes. He was also a conscientious administrator. In this capacity he served as the secretary of the Romance Language Department for a number of years during which time he handled this work efficiently and with good humor. He was also a man of decided poetic talent. His verses, both in English and French, revealed sometimes a delicate feeling for both human nature and the natural world and at other times a witty appraisal of the irony of life.

Professor Clefnton was deeply devoted to his wife who died not long before he did. His only survivor is a daughter, Mina Dyste.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

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

May 2, 1957

The fifth regular meeting of the University Senate for the year 1956-57 was held in the Auditorium of Murphy Hall on Thursday, May 2, 1957. Sixty-eight elected or ex officio members and 9 non-members, total 77, were present. President Morrill presided.

The following items were considered and action was taken as indicated.

I. MINUTES OF MARCH 14, 1957

Reported for Action

*Approved***II. STUDENT ORGANIZATION STAFF REPRESENTATIVES
OR ADVISERS FOR 1956-57**

Reported for Information

The President reports the following change in appointment:

Union Board of Governors, University Village, Staff Representative on:

Vance Jewson to replace Willard Johnston who has been transferred to the Duluth Branch.

*Accepted***III. FACULTY CONSULTATIVE COMMITTEE**

Reported for Information

The Clerk of the Senate reports that Professor Francis M. Boddy and Professor Robert H. Beck have been duly elected to the Faculty Consultative Committee for a term of 3 years (1957-60) beginning July 1, 1957 and that President Morrill has requested Professor Boddy to continue as Committee Chairman for the coming year.

*Accepted***IV. REPORT OF THE ADMINISTRATIVE COMMITTEE**

Reported for Information

1. *Legislative and Budgetary Outlook.* The President reported on work with the legislative session and discussed the necessity of canvassing the 1957-58 budgetary plans in advance of adjournment of the legislature. The deans should, he said, appraise the situation for the year ahead and suggest policy on certain matters to be dealt with in the immediate budget, especially faculty salary rates. He asked for views on such considerations as changes in salary floors for various ranks, proper competitive salaries for teaching and research assistants, and the place of across-the-board increases in the structure of any total plan of salary improvement. He cautioned the committee that funds were not yet approved, even tentatively, for any of the salary betterment proposals and that the over-all percentage increases in salary money requested were not to be interpreted as percentages that apply to individual faculty salaries.

There ensued extensive discussion in which the deans of all of the colleges were canvassed for an expression of their views. It was clear that the college situations differ somewhat, but there was apparent a general belief in the value of merit increases and recognition that whatever ultimate action could be taken, it must relate to the amounts of money available. There was mention of the use of new funds for additional staff to deal with new teaching loads.

The President stated that other meetings would be devoted to planning of this kind, with the deans and the Faculty Consultative Committee, and that meantime central offices of the University would make tentative calculations and prepare budgetary background material for criticism and discussion.

2. *Results of the California and Western Conference Cost and Statistical Study.* The complete preliminary report of results of the California and Western Conference Cost and Statistical Study had been made to the participating institutions, in advance of any general release of the results. At the direction of President Morrill, the applicable sections of the portion on instruction and research were assembled in the Bureau of Institutional Research by Mr. John E. Stecklein and made available to our college deans. President Morrill called on Vice President Middlebrook to review the study, the reasons for its being undertaken, and the considerations which prevailed during its prosecution. Earlier methods had involved serious weaknesses and seemingly had emphasized institutional differences and accounting procedures rather than educational objectives and accomplishments. In this study there was clearly no attempt made to set standards for individual colleges or institutions or to secure any degree of uniformity. The results should provide useful new comparative data—possibly new tools for college administration in a difficult and changing situation.

Mr. Stecklein gave a preliminary detailed explanation of the results of the various report volumes and discussed how these results were derived from survey materials collected at the University. It was suggested that, in view of the magnitude of the report material and of its complexity, Mr. Stecklein should convene meetings of the deans concerned to study our colleges' uses of the report sections.

The President observed that the University needs to do the best planning that it can in advance of budgeting for 1957-58 and in anticipation of the long-range changes and expansions ahead. He remarked that he hoped for serious use of this material in each college. The deans were asked to evolve suitable methods for using it in their areas, since major administrative responsibility for good planning and use of funds falls on their offices.

3. *Possible Faculty Service in Classroom Teaching Beyond the Retirement Age.* The President reported that there had been discussion of the possibility of extending the service of classroom teachers beyond the 68th year compulsory age limit and that this had gone beyond mere administrative consideration—into such bodies as the Advisory Committee on Insurance and Retirement. As a prelude to desirable further consideration of this in the Administrative Committee, he read a proposal predicated on the growing need for teachers at the University and a rate of increase of undergraduate students in excess of the rate of increase of graduate degrees granted. Among the assumptions incorporated in the proposal were those of less than full-time assignments to designated individuals (not as an enhancement of the retirement program) and the understanding that any such service would be year to year on a nonregular nontenure basis with specification of service time and teaching work.

There was some discussion of this proposal in the course of which reference was made to the related material in the Self-Survey report. The President indicated that both documents could be put before the Committee at a later date, when careful consideration of them might be called for.

4. *Results of the United Hospital Fund Drive.* The President expressed to Dean Ziebarth the appreciation of the University for the very good work done in the United Hospital Fund Drive. A report on outcomes of the campaign on the campus, giving the total amount pledged, was acknowledged by the President.

5. *Recommendations of the Honors Committee.* The Committee on University Honors recommended an honorary doctor of science degree and six Outstanding Achievement Awards (April 5, 1957), according to documentation presented. Also included in their report were proposals on the naming of a room in Fraser Hall after a retiring staff member and a building on the St. Paul Campus. After discussion, it was moved, seconded, and voted to approve the recommendations and to request their transmission to the Regents.

6. *Special Report and Recommendations of the Senate Committee on Institutional Relationships.* Professor Robert J. Keller, chairman of the Senate Committee on Institutional Relationships, presented a special report of his committee on the need for University-wide review of those changes in college policies and practices which have an effect on other colleges of the University or on outside educational institutions. He indicated how changes made in one college, particularly in the face of mounting enrollments, may alter the situation in other colleges, but with little consistent change in the University enrollment overall. He reviewed the constitutional assignment of the Senate Committee on Institutional Relationships and discussed the action and procedures of that committee. He emphasized the desirability of early communication of college plans to his committee in order to ensure best co-ordination of the work of all campus units. The report follows.

**Special Report
of the
Senate Committee on Institutional Relationships
to the
University Administrative Committee
March 1, 1957**

I. Need exists for University-wide review of changes in college policies and practices in terms of their effect on other colleges of the University or outside educational institutions.

1. The discussion of admission policies at the last meeting of the Senate emphasized the interrelationships among colleges—how changes independently made in one college affect enrollments in other colleges, but with little or no reduction in overall student load.

2. Mounting University enrollments lead to review of policies of admission, transfer and graduation requirements as one method of managing the teaching load.

a. Such review has already started as judged by proposals made or under consideration in Agriculture, I.T., Law, Medicine, Pharmacy, S.L.A. and probably other colleges.

b. Changes in policy resulting from such review have implications for other colleges and secondary schools within the state, including other colleges of the University.

II. The Senate Committee on Institutional Relationships has responsibility for dealing with this kind of problem as specified by *Senate By-Laws*, Article III, Section 6.

“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."

1. This Senate Committee is assigned advisory responsibilities for matters of concern to other colleges within the University as well as those which affect other institutions of learning.

a. The internal affairs of a single institute, college, or school of collegiate rank are excepted and assigned to each faculty under the University Senate Constitution (Article III, Section 2 and Article VI, Section 2). These internal affairs are specified to include "... entrance requirements, curricula, instruction, examinations, grading, degrees, and disciplinary matters . . ."

b. Senate By-Laws, Article III, Section 6 (above) also specifies advisory responsibility of the Senate Committee on Institutional Relationships for some of the same areas *when they have implications or possible effect on other colleges or secondary schools.*

2. Early review by this Senate Committee is expected by the provision that the probable effect on other colleges or schools be ascertained for the college *proposing* changes, not after changes have been made.

3. The functions assigned to the Senate Committee on Institutional Relationships become increasingly important with rapid changes in enrollment. This will be particularly true in the years ahead when all collegiate institutions are strained with the pressure of providing higher education for larger numbers of young people. The pressure upon the University will be extremely great.

III. Management of these functions has been spotty, both on the part of the Senate Committee and the several colleges.

1. Some constructive actions have been taken.

a. Accreditation of private secondary schools, public and private junior colleges, and other colleges of the state.

b. Establishment of the Committee on Relationships with Prospective College Students and a revised policy on relationships with such students. *Minutes*, 1952-53, No. 1, pp. 33-35.

c. Numerous policy decisions on entrance requirements including general requirements, admission by examination, admission without regard to pattern of credits for high ranking high school graduates, adult special students, and non-high school graduates.

d. Transfer of credits to the University, limitations, conditions, correspondence study, military service, evaluation of credits earned in military service, credits from professional schools and colleges.

e. Sponsorship of High School-University Transition Conferences, one or more each year since 1949-50.

f. Improved relationships with Minnesota colleges through cooperation with the Association of Minnesota Colleges, the Minnesota Association of Junior Colleges, the Council of Minnesota Colleges, the Minnesota Association of Secondary School Principals, the Minnesota Association of School Administrators and various other professional groups.

2. Current matters under consideration.

a. Foreign language requirement for S.L.A.

b. Proposal for handling transfer of D-quality grades in S.L.A.

c. Transfer of terminal course credits from junior colleges.

d. Policy on the offering of sub-collegiate courses (Joint subcommittee with Senate Committee on Education sponsorship.)

3. Many matters in this area are not reviewed.

a. Foreign language requirement was referred to Senate Committee after protests arrived following public announcement in newspapers.

b. No referral on changes in transfer and length of program in Pharmacy.

c. Changes in admission requirements in Law were referred after adoption by the faculty.

d. Casual discussion of possible changes in admission in I.T.

IV. Alternative ways for managing these functions include the following:

1. Continue with no more co-ordination or communication than that which now exists, a spotty, haphazard, voluntary form of communication.

2. Develop improved procedures and machinery for review of proposed changes in policy or practice within the Senate Committee on Institutional Relationships. This alternative involves a strengthening of current practice and necessitates

a. Early review of proposals

b. Development of procedures for getting reactions of the separate colleges both within and outside the University.

c. Establishment of needed channels of communication.

3. Develop and establish machinery for review and coordination outside the Senate Committee on Institutional Relationships, possibly through

a. A separate standing committee on the University Senate

b. An *ad hoc* committee of the President

c. Assignment of such function to another Senate Committee, such as the Committee on Education or the University Administration Committee.

d. A position established within the Office of the President.

V. The Senate Committee on Institutional Relationships recommends the second alternative. While virtues may be found in the other alternatives, or some not yet conceived, this committee feels that we need to come to grips with this problem now, and that the second alternative represents the best way of handling this matter at the present time. This Senate Committee seeks

1. Endorsement by the University Administrative Committee to this interpretation and approach to the management of functions assigned to the Senate Committee on Institutional Relationships.
2. Assistance of the University Administrative Committee in requesting deans and other administrative heads
 - a. To send minutes of their separate faculties to the chairman of the Senate Committee on Institutional Relationships
 - b. To keep the Senate Committee on Institutional Relationships informed of proposals for such changes in policy as defined earlier (Senate By-Laws, Article III, Section 6), which have implications for other schools and colleges both within and outside the University.
 - c. To become particularly concerned about institutional relationships and to keep open and used those channels of communication between colleges which promote understanding and good will.

ROBERT J. KELLER, Chairman

President Morrill commented that problems of the kind that are reported to the Committee on Institutional Relationships will inevitably increase as enrollments increase. He said that the University has obligations of leadership and educational statesmanship, on campus and in its dealings with other schools. While indeed the principle of collegiate autonomy is cherished at the University, and is well understood on campus, the sum of what all of our colleges do is interpreted off campus as reflecting University policy, not necessarily as isolated college action. In the area of admission of students and perhaps more acutely in respect to curricular requirements, what the colleges do individually has serious implications for the whole University.

The University Self-Survey Report gave serious attention to this matter, even exploring the possibility of some all-University curricular co-ordination and control on a new nonauthoritarian basis. Foresight in effecting good relationships among our colleges and with sister institutions is desirable, the President said.

There was discussion of the specific recommendations (section V in the report) which would foster improved procedures for the review of proposed changes in policy or practice well in advance of change. This review could be carried out in the Senate Committee on Institutional Relationships, according to its present by-law, but with greater assistance from the deans and the various faculties. Better implementation of the prescribed work of the relationships committee was called for and it was said that communication both to and from the committee could be improved. Questions were asked concerning operational details and with regard to the time schedules which could and should be maintained.

It was moved, seconded, and voted to adopt the recommendation of the report. This carried endorsement by the Administrative Committee of the assignment given to the Senate Committee on Institutional Relationships by the Senate Constitution. It provided the assurance of assistance to that committee by the deans and different faculties through effective communication and concern for good institutional relationships.

R. E. SUMMERS, Secretary

Accepted

V. REPORT OF SENATE COMMITTEE ON EDUCATION

Reported for Information

The Committee on Education has analyzed carefully the report of its subcommittee on Course Additions, Deletions and Modifications. This subcommittee, appointed several years ago and chaired by Prof. Ruth Eckert,

surveyed the University curriculum changes from 1946 to 1951 as reported by department chairmen, and made a validating check on later changes in S.L.A. A summary of the facts as to curriculum change and curricular practices throughout the University were reported to the Senate in the spring of 1956. Since then the Committee on Education has studied its subcommittee's recommendations for sound practice in curriculum development and from these have selected and developed the recommendations made in I below. These are presented as recommendations for improved practice addressed to individual faculty members, to the faculty of a department, and to the faculties of a college. It is believed that observance of these principles and practices by any faculty would strengthen the quality of curriculum change in the University. Many of the practices suggested are, of course, already operating procedures for the different faculties.

The Committee on Education also has studied the recommendations of the Self-Survey Committee with regard to curriculum development. With many of these we are in complete agreement. Others are believed to be useful hypotheses regarding which further evidence should be collected. They are inserted at appropriate places in the Senate Committee's list of recommendations but presented as the recommendations of the Self-Survey Committee. We do not individually approve or disapprove any one of them. Consideration was given to a complete amalgamation of these with the Senate Committee's recommendations, for there is general agreement, but differences of language and paragraph construction made this integration difficult. Beyond this, violence might be done to the specific intent of the Self-Survey Committee's statement if this procedure were to be followed. They are therefore inserted in the Senate Committee's lists as largely harmonious with it but as separate statements of the Self-Survey Committee.

Before presenting the recommended practices, which do not of course bind any college or department to their observance, it is essential that a further proposal of the Committee on Education be made. This committee is convinced that the curriculum development of the total University structure is so complicated as to demand further study and some guidance. No one in the University, no committee, and no University office, has at present a comprehensive and specific knowledge of the curriculums of the various colleges and departments, of the manner in which these interrelate, or of the trends which may be present. Until some comprehensive picture of the total curriculum is developed an individual college or department has difficulty in seeing how its projected changes are related to other units or how they relate to general trends. Each department and college has autonomy in curriculum development and this is as it should be—up to a point. With rapid growth ahead it is desirable that each part of the University should see its specific relation to the whole if the most economical use is to be made of faculty time and talent. This will require careful study by a responsible agency of the Senate.

I. To this end your Committee on Education proposes that the Senate approve its appointment of a subcommittee on the University Curriculum. In the normal course of events no approval of subcommittee appointments is needed but the task of this subcommittee lies so close to the heart of the University as an educational institution that we seek your approval. This subcommittee would consider its first mission to be the accomplishment of the following tasks:

1. To study existing reports and recommendations regarding curriculum change.
2. To develop a system for recording and classifying the present curriculum structure of the various colleges and a method for supplying curriculum information to any college requesting it.

3. To recognize problems of policy which might emerge from accumulating curriculum modifications, additions, or deletions, and which should be brought to the attention of the Senate Committee on Education for possible Senate action.

It is not the intent that this subcommittee shall at present have other than informative and consultative functions until the total picture of the University curriculum emerges more clearly and there is a basis for recommendations regarding more specific review functions. Any such recommended change would be presented to the Senate after study by the Committee on Education.

The proposed subcommittee would find it impossible to accomplish any portion of its tasks without professional staff assistance. It is proposed, therefore, that this subcommittee have appointed as its executive officer a qualified professional man on at least a half-time basis for the first year of operation. It would further need some research and administrative assistance. A report to the Senate of the work of this subcommittee and its staff would be made periodically.

II. Recommendations for Curriculum Practice

1. Individual faculty members should be helped to contribute to curriculum-building through
 - a. Allocating time, in reckoning their work loads, to periodic revision of their current offerings, to systematic study of the total departmental and college program to which their own courses contribute, and to the development of needed new courses.
 - b. Financing occasional visits to other institutions or to professional meetings where new curriculum practices are being studied.
 - c. Providing time and funds to enable qualified faculty members to study the professions for which their own departments may be training students.
 - d. Affording consultative help to faculty members in constructing or revising their courses or in developing tests and other instruments to access students' learning.
 - e. Encouraging widespread discussion and experimentation, aimed at relating each instructor's teaching to other school and college experiences of the students concerned.
2. Departmental staffs should be encouraged to assume leadership in curriculum development through
 - a. Giving sufficient time, in departmental staff meetings, to discussions of course offerings, perhaps periodically re-examining the reasons for offering each course to see if these are still valid—or if other valid reasons exist.

Self-Survey Committee statements:

Each department responsible for the teaching of a subject should be free to rearrange its own courses and their contents according to its best judgment, after careful consideration and consultation with other departments affected, provided:

(1) It does not increase the number of its offerings (as measured by credit hours), or take other action that might call for an unauthorized increase in its budget, and

(2) It does not injuriously affect other departments whose students need and take its offerings, or throw additional burdens from its own students upon such other departments. In all cases the other departments that are affected should be consulted in advance, and they should have the right to appeal to higher authorities, at the college level first, and later even at the University level.

(The Committee on Education believes that the word "appeal" may at this point be interpreted as "consult" and at the University level this would be with the proposed subcommittee on the University Curriculum.)

- b. Maintaining up-to-date files of the courses taught in the department (such records to include information regarding their aims, subject content, readings, and sample examinations).
- c. Making inventories of student reactions to current departmental offerings, and occasionally also probing the opinions of alumni and other qualified off-campus groups.
- d. Consulting with individual faculty members or staffs in related areas, to work out better means of correlating course offerings.

Self-Survey Committee statements:

Before starting any new course, every department should examine the offerings in other departments and colleges to see whether the new course might not duplicate in whole or in part any course or courses in the University.

Minor overlappings and partial duplications are not to be condemned entirely. They have some positive values, in fact, insofar as they show the interconnections and relations between various fields of study. But substantial duplications, as evidenced by course outlines and by readings and other work assigned, should be taken more seriously. If the departments concerned in such a case cannot reach a satisfactory agreement, the college or colleges in which the separate courses are to be given should take the matter under advisement, jointly if necessary.

- e. Determining which courses are central to the department's purpose in order to help advisers and students select the proper ones.
 - f. Comparing different curriculum approaches to find out how these influence the extent and quality of students' learning. One approach which merits consideration would shift greater responsibility to students themselves, reducing deliberately the number of hours given to formal class meetings in favor of independent study and investigation.
 - g. Being given greater understanding of departmental budget making problems and thereby coming to appreciate more fully the financial implications of various "curriculum choices."
3. College faculties should be encouraged to study and appraise the total program sponsored by their division through
 - a. Setting aside some faculty sessions for discussion of basic educational questions, with a view to helping the staff clarify its goals, and means used to attain them.
 - b. Keeping all departments periodically informed regarding changes effected in the college's instructional program and on projected lines of development.
 - c. Rigorously screening all proposals for new courses, so that the total college program is not expanded beyond the University's ability to support it defensibly. Unless new sources of support are in prospect, such proposals should be accompanied by suggestions as to how the addition is to be handled with available funds.
 - d. Investigating the uses made of present courses and the learning outcomes achieved through them. Follow-up studies of drop-outs and graduates, conducted periodically and designed to relate accomplishments to the particular college's objectives and resources, should be useful in charting future lines of advance.
 4. A series of recommendations made by the Self-Survey Committee refer to the University as a whole. These are recommendations of the Self-

Survey Committee with an occasional comment from the Committee on Education.

Self-Survey Committee statements:

In general, for any one clearly defined subject, the University should have 1 and only 1 department of instruction. The exceptions to this general rule for separate campuses and other situations are provided for in other parts of this report. Some undesirable duplications and unnecessary multiplications of courses might be avoided by adherence to this principle.

A certain amount of duplication between general undergraduate courses designed primarily for general liberal education, and advanced professional courses in the same subject in the several professional schools, is a recognized partial exception to the "one department principle."

(The Committee on Education believes that the two recommendations just cited should be carefully examined by the proposed Subcommittee on the University Curriculum and possibly used as tentative guide lines in their examination of reports made to them regarding curriculum changes.)

Self-Survey Committee statement:

Each department should recognize its University-wide obligation to serve the needs of any and all qualified University students who wish to include its offerings in any reasonable program of studies. Students should be permitted to register for courses wherever given in the University provided they have the necessary prerequisites. Efforts should be made to enable students to cut across college lines in order to make their own distinctive combinations of courses to fit them for significant and so-called useful new occupations and professions.

C. GILBERT WRENN, Chairman

Action

Proposal I, Action deferred. Professor Wrenn indicated that it was the intent of the committee to present Proposal I for information and discussion only. In the course of the discussion it became clear that the Committee on Institutional Relationships and the administration are both vitally concerned; the former because of the effect of curriculum changes on relations between colleges and between the University and the other schools and colleges in the state; and the administration because of costs potentially involved, the importance of structuring the committee to give it status to perform its function, and other considerations.

Proposal II, Adopted. It was voted to adopt Proposal II, Recommendations for Curriculum Practice.

VI. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

1. *Conference Action and Legislation, 1956-57, Concerning Financial Aid to Athletes.* As you have been informed from time to time through oral reports from our Conference Representative, Professor Rottschaefer, the Big Ten Conference Representatives have inaugurated and spent a great deal of time this year on a new program of financial assistance for athletes in the Big

Ten institutions. The program has been highly controversial and was finally adopted by a 6-4 vote in February, to become effective as to all student athletes who matriculate after the coming June 1, 1957.

The program is already under way, and much time has been spent both here and at the Conference headquarters and other institutions in implementing it. There is, therefore, not much likelihood that it will be postponed, although that is still a possibility. However, there is much dissatisfaction with a number of the present provisions and it is likely that some of these will be changed or modified at the Conference meetings in May or at special meeting this summer.

Thus, although Minnesota will probably have to live with the new plan in substantially its present form for at least 1 year, it still seems to the Committee that it would be premature to attempt to present to you even a brief explanation of it at this time. After the May meeting and when the plan is actually implemented, your Committee will submit a brief report on its general features, objectives, and operation.

2. *Activities of the Committee.* During the current academic year your Committee has been occupied with its routine activities of determining game schedules and eligibility of players, granting "M" awards and special awards, determining ticket prices and student seating at football games, and dealing with ticket violations and other matters.

In addition, 3 lengthy meetings out of the 9 so far held since last September have been devoted mainly or entirely to extended discussion and consideration of the new Conference Legislation reported above. Further, the implementation of that legislation at this University has consumed much additional time on the part of the Conference Representative and individual Committee members and also on the part of the President, the Vice-President, Business Administrator and his staff, the Director of Athletics and his staff, the Dean of Students and his staff (particularly the Director of Loans and Scholarships), the Director of the Greater University Fund, the Recorder, the Director of the University bookstores, and numerous administrative officers in the Institutes, Colleges, and Schools. The committee wishes to express its appreciation for this assistance and co-operation from these many people.

Varsity "M" awards for the current academic year have been voted in the following sports:

- 12 in Basketball
- 6 in Cross Country
- 32 in Football
- 5 in Gymnastics
- 18 in Hockey
- 11 in Swimming
- 11 in Wrestling

Letters in the remaining sports, baseball, golf, tennis, and track, will be awarded upon completion of their schedules. New letter winners will be inducted into the "M" Club at the annual banquet, which is scheduled for June 5, 1957.

Special awards of "M" rings were voted to the members and coaches of the 1956 Conference and N.C.A.A. championship baseball team, and to the members and coach of this year's championship wrestling team.

Under the auspices of the subcommittee on tickets, spot checks were made during the football season for violations of the privileges under the student ticket card. From 3 to 5 per cent of the 13,210 student tickets sold were checked at each football game. Apparent violations were found in 4 per cent of the tickets checked, and in roughly one-half of these cases (60) violations were confirmed and the tickets were confiscated.

Increases in the admission prices in several sports were voted, partly to meet mounting costs of operation and maintenance and partly to conform

our prices to those prevailing at other Big Ten schools. The principal increases were as follows:

Football:

- Single game, from \$3.60 to \$4.00
- Public season ticket (5 games), from \$18.00 to \$20.00
- Student-Faculty-Employee (season—all sports) from \$10.00 to \$11.00
- Spouse of Student-Faculty-Employee (season—all sports) from \$13.00 to \$14.50
- Children under 16 (bleacher when available) from \$1.00 to \$1.25

Basketball:

- Public reserved seat, all games, from \$1.75 to \$2.00
- Children under 16, general admission, from \$.75 to \$1.00
- (All other basketball prices: Public Season, Staff-Student reserved, etc., remain unchanged)

Hockey:

- Rinkside reserved, from \$1.50 to \$1.75
- (All other hockey prices unchanged)

Baseball:

- Public general admission, from \$.75 to \$1.00

The following schedules for this year, and for 1957-58 in so far as completed, have been approved:

Baseball—1957

Mar. 25-26	Texas at Austin
27-28	Rice Institute at Houston
29-30	University of Houston at Houston
Apr. 1-2	Oklahoma at Norman
12-13	Iowa State College (3 games)
19-20	Iowa State Teachers College (3)
26	Northwestern at Evanston
27	Wisconsin at Madison (2)
30	University of North Dakota
May 3	Purdue
4	Illinois (2)
14	St. Thomas
17	Michigan at Ann Arbor
18	Michigan State at East Lansing (2)
21	St. John's at St. Cloud
24	Indiana
25	Ohio State (2)
June 1	Alumni game

Golf—1957

Apr. 29	Wisconsin and Iowa at Madison
May 3	Macalester and St. Thomas at Keller, St. Paul
4	Augsburg, Gustavus Adolphus and Mankato T. Col.
7	Carleton, St. Olaf, Augsburg
10	Macalester, St. Thomas
14	Carleton, St. Olaf at Northfield
18	Iowa at Iowa City
	Northwestern at Iowa City
	Wisconsin at Iowa City
24-25	Conference at Iowa City
June 23-29	NCAA at Broadmoor Country Club, Colorado Springs

Tennis—1957

Mar.	26	Georgia Tech at Atlanta, Ga.
	27	U. of Georgia at Athens
	28	Emory University at Atlanta
Apr.	26	Macalester
May	1	Carleton
	2	St. Thomas
	6	Iowa
	10	Marquette at Milwaukee
	11	Illinois at Madison, Wis.
	13	Iowa State
	17	Wisconsin at Madison
	18	Northwestern at Evanston
	23-24-25	Conference at Evanston

Football—1957

(Games at home)

Sept.	28	Washington (Editors, Legislators—H.S. Bands Day)
Oct.	5	Purdue (Alumni Band and H.S. Squads Day)
	26	Michigan
Nov.	2	Indiana (Homecoming—H.S. Squads)
	23	Wisconsin (Dad's Day)

(Games Away)

Oct.	12	Northwestern at Evanston
	19	Illinois at Urbana
Nov.	9	Iowa at Iowa City
	16	Michigan State at East Lansing

Hockey—1957-58

Nov.	30	Alumni game
Dec.	6-7	Michigan Tech
	21	U. S. Nationals
	27-28	Harvard
	30	Colorado College at Colorado Springs
Jan.	1-3	Denver at Denver
	4	Colorado College at Colorado Springs
	10-11	Michigan State
	17-18	North Dakota
	24-25	Michigan Tech at Houghton
	31-Feb. 1	Denver
Feb.	7-8	Michigan
	14-15	North Dakota at Grand Forks
	21-22	Michigan at Ann Arbor
	28-Mar. 1	Michigan State at East Lansing
Mar.	7-8	Colorado College

STANLEY V. KINYON, Chairman

Accepted

VII. NEW BUSINESS

1. *Legislative Appropriations for 1957-59.* President Morrill said that he had hoped to prepare a résumé of the legislative picture and outcome but had not had time to do so. He indicated that essentially the University needs have been met by the Legislature but that two things must be said. First, that we are obligated to increase our fees across the board \$10 per quarter for residents and nonresidents. Second, that the drain on the State's general revenue fund 2 years hence will be significantly greater than this year because some of the financial need this year was provided from windfall funds that will not be available next time. He said that we have every reason to be very grateful to the Legislature but regrets the need to raise fees. He expressed the belief that it is futile to consider that scholarships will help the situation because basically the best scholarship aid is low cost public education. The idea that tuition increases should be made seems to be quite general in other states so that we are not alone in this matter. He then discussed briefly the manner in which he is proceeding with internal budgeting.

2. *Aid to the Faculty in Reducing Their Cost of Living.* Professor Blum recommended that the University consider taking some steps to aid the faculty to reduce their cost of living. In the discussion that followed, Professor Wrenn indicated that the new subcommittee, of the Committee on Education, concerned with the problem of faculty recruitment might appropriately consider these matters, and Professor Boddy likewise suggested that these questions and others that may be submitted could properly be reviewed by the Faculty Consultative Committee.

VIII. NECROLOGY

THOMAS HAWLEY CANFIELD 1901-1957

Thomas Hawley Canfield, associate professor of poultry husbandry, passed away suddenly on Sunday, March 10, 1957, while attending church services. The news of his death saddened the hearts of his many friends among the students, staff, and faculty of the University, especially on the St. Paul Campus.

Professor Canfield was born on August 31, 1901, at Lake Park, Minnesota. In 1924 he received his B.S. degree from the University of Minnesota and became an assistant in the Poultry Department in 1928. From 1929 to 1936 he was employed in commercial hatchery and flock management work but returned to the University again as an instructor and to pursue graduate study. In 1938 he was granted the M.S. degree. He became assistant professor in 1944 and associate professor in 1945. During part of 1953 he served as acting head of the Poultry Department, and for the fall semester of 1955 he was a visiting professor at Pennsylvania State University.

His professional interest centered largely in teaching and working with undergraduate students. Professor Canfield's genial personality, his own enthusiasm for his work, and his ability to present subject matter in an interesting manner stimulated in his students a desire to learn and engendered a feeling of confidence that led so many of them to frequently seek his counsel. In recognition of his outstanding ability as a teacher, he received several citations. In 1952 he was 1 of 3 awarded the All-University Faculty Recognition for teaching. The Poultry Science Association honored him in 1955 with its Teaching Prize, and last year the Minnesota Agricultural Education Club named him the recipient of its outstanding teacher award. In 1949 and

again in 1956 he served as chairman of the teaching section at the annual meeting of the Poultry Science Association. He was an associate editor of *Poultry Science* during 1950-53.

In addition to his regular classroom activities, Professor Canfield served as adviser to undergraduate students majoring in poultry husbandry and as coach for the poultry judging teams, which won many honors in intercollegiate contests over the past 20 years. He also was responsible for the development of the Poultry Science Club and served as its faculty adviser since its inception in 1948. His research was concerned principally with problems in goose production and included studies on breeding, hatching, nutrition, and management. He worked closely with the goose producers in the state and was instrumental in organizing the Mid-West Goose Growers Association, which he served as secretary-treasurer. At the time of his death, he was also secretary-treasurer of the Minnesota Poultry Industry Council. For many years he played an active role in judging poultry shows and served as superintendent of the poultry section at the Minnesota State Fair.

Tom, as he was affectionately and respectfully known to students and associates alike, had a keen interest in all types of athletics and won his varsity "M" as third baseman on the Minnesota baseball team. His interest in sports continued through the years, and he was looked upon as one of the campus "authorities" on Minnesota athletics.

The University and the poultry industry have lost a valued friend in the passing of Professor Canfield. In the years ahead the memory of his devotion to teaching and serving his fellow men will long be an inspiration to those who were fortunate enough to be associated with him.

Surviving are his wife, Margaret, his daughter, Patricia, his father and mother, 1 brother, and 3 sisters.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

June 6, 1957

The sixth regular meeting of the University Senate for the year 1956-57 was held in the Auditorium of Murphy Hall on Thursday, June 6, 1957. Seventy-one elected or ex officio members and 10 non-members, total 81, were present. President Morrill presided.

The following items were considered and action was taken as indicated.

I. MINUTES OF MAY 2, 1957

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1957-58

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, 1957:

Audio-Visual Aids: Donald R. Torbert, *chairman*, John D. Akerman, Henry B. Clark, Jr., Allen Downs, Otis F. Hall, Ralph H. Hopp, Wilbur Jensen, Clinton T. Johnson, Huntington Miller, Carl L. Nelson, Raymond G. Price, Ralph E. Rapson, Ralph G. Ross, Robert F. Spencer, Tracy F. Tyler, Alfred L. Vaughan.

Business and Rules: Elio D. Monachesi, *chairman*, James L. Hetland, Jr., William P. Martin, Charles V. Netz, True E. Pettengill.

Education: C. Gilbert Wrenn, *chairman*, Cyrus P. Barnum, Jr., John R. Borchert, E. Adamson Hoebel, William B. Lockhart, Will M. Myers, Merrill Rassweiler, William G. Shepherd, Lloyd M. Short, John E. Stecklein, Ben B. Sutton, Gerhard E. Von Glahn (Duluth); Students: Wayne W. Anderson, James G. Greeno.

Institutional Relationships: Robert J. Keller, *chairman*, Elmer W. Johnson, *assistant chairman*, Asher N. Christensen, Theda Hagenah, Theodore Kellogg, Keith McFarland, William J. Micheels, Ralph G. Nichols, Mabel K. Powers, Eleanor M. Salisbury, Richard O. Sielaff (Duluth), Alfred L. Vaughan, Frank Verbrugge, Stanley J. Wenberg, Herbert E. Wright, Jr.; Students: John T. Jacobson, Sandra E. Prieve.

Institutional Research: Dale B. Harris, *chairman*, John R. Borchert, Thomas W. Chamberlin (Duluth), John G. Darley, E. Adamson Hoebel, Cyril J. Hoyt (ex-officio), Robert J. Keller, Wilbur L. Layton, Keith N. McFarland, Paul R. O'Connor, Robert Edward Summers, Maurice B. Visscher, Malcolm M. Willey; Students: Barbara J. Barton, William N. Hood, Peter B. Vaill.

Intercollegiate Athletics: Harold S. Diehl, *chairman*, Stanley V. Kinyon, *faculty representative*, Ike Armstrong, Raymond W. Darland (Duluth), Willis E. Dugan, William T. Middlebrook, George J. Schroepfer, Max O. Schultze, Robert Edward Summers, John H. Williams; Students: Larry G.

Larson (Chairman, All-U Congress Athletic Commission), James L. Osterhus (ex-officio), one to be named; 2 alumni to be named.

Judicial: George B. Vold, *chairman*, Edward S. Bade, Henry E. Hartig, Walter W. Heller, Frank H. Kaufert.

Library: Gaylord W. Anderson, *chairman*, Mitchell V. Charnley, Asher N. Christensen, A. Orville Dahl, E. Fred Koller, Dora V. Smith, Athelstan F. Spilhaus, Edward B. Stanford, Lawrence D. Steefel.

Reserve Officer Training Corps: Rodney C. Loehr, *chairman*, Steve S. Barich, Jan O. M. Broek, John J. Cound, Austin A. Dowell, William T. Harris, Jr., Benjamin E. Lippincott, R. Dale Miller (Duluth), Roger B. Page, Harold P. Strom, Stanley J. Wenberg; Students: Robert H. Nath, R. Stephen O'Brien, James L. Osterhus; 2 alumni to be named.

Senate Committees: Horace T. Morse, *chairman*, David K. Berninghausen, Leon M. Liddell, William R. McEwen (Duluth), Charles H. McLaughlin.

Student Affairs: William S. Howell, *chairman*, Robert H. Beck, David K. Berninghausen, Francis M. Boddy, Warren B. Cheston, Norman J. DeWitt, Austin A. Dowell, Lloyd H. Lofquist, Clarence E. Mueller, Mabel Powers, Stewart C. Thomson; Students: Wayne W. Anderson, Barbara J. Barton, Virginia S. Chase, Gary L. Filerman, Milton L. Iossi, Lea M. Likarish, Ruth H. Luhman, Bevan T. Marvy, James L. Osterhus, Robert P. Rolle, Steven Schodde, Sheldon W. Simon, Peter B. Vaill, one to be named; 2 alumni to be named.

Student Scholastic Standing: Roger B. Page, *chairman*, Edward S. Bade, Thomas W. Chamberlin (Duluth), Russell M. Cooper, William H. Crawford, John G. Darley, Austin A. Dowell, William H. Edson, N. L. Gault, Jr., Henry E. Hartig, Wilbur L. Layton, Reuel I. Lund, Charles V. Netz, True E. Pettengill, Alfred L. Vaughan, Theodore Kellogg (ex officio secretary); Students: Charles B. Andrews, Robert H. Nath.

University Functions: William L. Nunn, *chairman*, Ike Armstrong, John W. Clark, Edwin L. Haislet, James S. Lombard, Gerald R. McKay, Paul M. Oberg, Raymond G. Price, Robert P. Provost, Louise A. Stedman, Stewart C. Thomson, Edmund G. Williamson, E. W. Ziebarth; Students: Wayne W. Anderson, Sandra E. Prieve.

University Printing and Publications: Harold B. Swanson, *chairman*, John Ervin, Jr., Ralph H. Hopp, William T. Middlebrook, William L. Nunn, True E. Pettengill, Harold W. Wilson; Students: Marjory J. Baucom, Thomas M. Krolak.

Approved

2. Reported for Information

The President reports the membership of the Administrative Committee of the Senate for 1957-58 as follows:

Administrative Committee: 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), 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), Dean George P. Hager (Pharmacy), Professor Edwin L. Haislet (Alumni Relations), Dean Richard L. Kozelka (Business Administration), Dean William B. Lockhart (Law), Mr. Laurence R. Lunden (Comptroller), Dean Harold Macy (Institute of Agriculture), Colonel Robert D. McCarten (ROTC Units), 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 Athelstan F. Spilhaus (Institute of Technology), Professor Edward B. Stanford (Library), Dean R. E. Summers (Admissions and Records), Dean William T. S. Thorp (Veterinary Medicine), Mr. Stanley J. Wenberg (Assistant to the President), Vice President Malcolm M. Willey (Academic Administration), Dean Edmund G. Williamson (Dean of Students), and Dean E. W. Ziebarth (Summer Session).

Accepted

III. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *The Budget for 1957-58.* The President opened the May 3, 1957, meeting by saying that its purpose was to make an approach to the problems of the University budget for 1957-58. The same topic was scheduled for discussion in the Faculty Consultative Committee and then by the Regents.

The Committee was given a summary of new University resources, as against those of the printed budget for 1956-57. Sheets were distributed to indicate the sums of money probably available for 1957-58 as against the necessary commitments and possible allotments of a general budgetary plan. The President elaborated on supply, expense, and equipment costs and on the means that had been used to estimate how those will change with changes in the wholesale price index and the University enrollment. The deans were cautioned to be certain to reserve all supply monies for the specific purposes for which they were intended.

Discussion was then reopened on matters which had been considered earlier in a general context, prior to final legislative action on University support. Among these were: the magnitude of across-the-board raises, salary floors for instructor and assistant professor ranks, and new rates for teaching and research assistants and similar employees. There was extensive exploration of the related questions.

In introducing consideration of the funds for new positions, the President stated that the deans will be asked to identify the uses of all new position money in their budgetary proposals. He noted that for the first time, through the results of the report on the California and Western Conference Study, the University had useful comparison data by areas of teaching. Thus, after first improving faculty salaries generally, it is possible as a second step in equalization, to allocate money for new teaching loads in relationship to how student class hour loads, numbers of teaching staff, and dollar expenditures in our colleges compare with those of like colleges in similar institutions. A detailed method for allocation of the supplementary instructional funds was given to the Committee and the President asked Dr. John E. Stecklein to discuss it.

Various questions were then raised. One had to do with the proper amount of new money to be retained in the President's discretionary fund. A related issue was that not all new money should be allocated on the basis of added teaching loads, although it was remarked that this part of the legislative appropriation was based on enrollment-related data.

It was moved, seconded, and voted to extend to the President and to his associates in the legislative representations strong commendation for their work in budgetary preparation.

Advisory opinion was obtained on several issues, preliminary to further budgetary consideration to be led by the President. It was moved, seconded, and voted down, that the across-the-board salary increase not exceed five per cent. It was then moved, seconded, and recommended, that endorsement be given to a seven and one-half per cent across-the-board academic salary increase. It was voted to favor raising the compensation of fifty per cent time teaching assistants, and equivalent, to \$1,800 a year. It was moved, seconded, and voted to suggest no change in the existing salary floors of instructors and

assistant professors. It was then moved, seconded, and voted that the budgetary pattern as presented be endorsed, with the amendments that had been approved.

R. E. SUMMERS, Secretary

Accepted

IV. REPORT OF THE COMMITTEE ON AUDIO-VISUAL AIDS

Reported for Information

The Senate Committee on Audio-Visual Aids reports the following for the information of the Senate.

1. Having reviewed the second annual report of the Audio-Visual Service Pre-Paid plan (initiated in 1955-56 and subscribed to by 28 departments in the colleges of Education and Science, Literature, and the Arts), the Committee on Audio-Visual Aids urges that the Senate extend the Audio-Visual Pre-Paid Plan through the next *biennium*—with the voluntarily participating departments making pre-paid commitments, as at present, on a single year basis.
2. The Audio-Visual Education Service has proposed to the proper administrative units that a survey be made of all Audio-Visual equipment on the campus. Over and beyond the general usefulness of the survey to the Audio-Visual Service, the information gathered in such a survey is essential to forecasting all-University needs in the immediate future.
The Committee requests Senate and staff support of the proposal made by the Audio-Visual Education Service.
3. The Audio-Visual Education Service has proposed that (1) an Audio-Visual Teaching Materials Laboratory be established, (2) that the Photographic Laboratory equipment be moved from St. Paul to the Minneapolis campus, and (3) that space for the accommodation of these services be allocated in Wesbrook Hall.

The Committee supports the proposal to establish a Teaching Materials Laboratory that would make it possible for the University staff to take advantage of the consultative and experimental resources such a laboratory would provide.

In view of the fact that the Photographic Laboratory must move from its present quarters (due to the imminent destruction of the building), that a move to Wesbrook Hall would provide a higher degree of integration of visual-education services and greater efficiency in the operation of those services, and that the proposed move to Wesbrook Hall is in accord with the recommendation of the Sub-Committee on Space Allocation of the President's Self-Survey Committee on Internal Services that Wesbrook be made a service building to house central service units—the Senate Committee on Audio-Visual Aids supports these several requests of the Audio-Visual Education Service.

4. The Committee wishes to record its belief that both the interests of the Audio-Visual Education Service and those of the University at large might be better served if the Committee were to be brought into closer and more organic relationship with the Senate Committee on Education, and that our closer relationship to the Committee on Education would by its nature result in greater emphasis being directed to essential educational aspects of Audio-Visual Education rather than to the fiscal problems of the Service.

DONALD TORBERT, Chairman

Accepted subject to availability of space

V. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Action (deferred from May 2 meeting)

(See May 2 Minutes for statement preliminary to this recommendation)

Appointment of a sub-committee on the University Curriculum. To this end your Committee on Education proposes that the Senate approve its appointment of a subcommittee on the University Curriculum. In the normal course of events no approval of subcommittee appointments is needed but the task of this subcommittee lies so close to the heart of the University as an educational institution that we seek your approval. This subcommittee would consider its first mission to be the accomplishment of the following tasks:

1. To study existing reports and recommendations regarding curriculum change.
2. To develop a system for recording and classifying the present curriculum structure of the various colleges and a method for supplying curriculum information to any college requesting it.
3. To recognize problems of policy which might emerge from accumulating curriculum modifications, additions, or deletions, and which should be brought to the attention of the Senate Committee on Education for possible Senate action.

It is not the intent that this subcommittee shall at present have other than informative and consultative functions until the total picture of the University curriculum emerges more clearly and there is a basis for recommendations regarding more specific review functions. Any such recommended change would be presented to the Senate after study by the Committee on Education.

The proposed subcommittee would find it impossible to accomplish any portion of its tasks without professional staff assistance. It is proposed, therefore, that this subcommittee have appointed as its executive officer a qualified professional man on at least a half-time basis for the first year of operation. It would further need some research and administrative assistance. A report to the Senate of the work of this subcommittee and its staff would be made periodically.

C. GILBERT WRENN, Chairman

Action: *It was voted that the matter be tabled for consideration at the fall meeting.*

VI. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE

Reported for Information

1. *Annual Report:* The Faculty Consultative Committee functions are specified in Article V, section 3 of the Senate Constitution as follows:

"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."

In addition, in Article II, section 2, consultation with the President on the Budget is spelled out in these terms:

"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."

As in previous years, the purpose of this Committee's report is not to report matters for action by the Senate, or even to report in detail the considerations of or positions taken by the Committee, but rather to report on the general topics which the Committee has currently under consideration.

It is proper that we should record the friendly courtesy and cooperation which the President has given the Committee. He has met with the Committee a number of times to present for discussion policies and plans which he and his staff had formulated: a common situation has been the presentation for discussion by the Administrative Committee on one day and the Faculty Consultative Committee the next, or vice versa. In this way, your Committee has consulted with the President on the University's presentation to the Legislature and later on the internal budget for 1957-58, as well as on the handling of the United Hospital Fund drive and on the recent policy statement regarding staff appearances before the Legislature.

It should be noted that in many important instances, such as the legislative budget proposals and the internal budget policy and programs, the Committee is given a careful and complete statement of the plans in their final stages as ready to go to the Regents. In such a situation the Faculty Consultative Committee cannot realistically consider the other alternatives which may exist, nor can it recommend a different specific program, since the necessary information and staff work are beyond our reach. It can and does, however, discuss frankly with the President the members' reaction to the specific proposals, and its "approval" of the proposals is by way of being at least a "nihil obstat."

The Committee visited the Duluth Branch and met with the faculty there, in an effort, which we feel met with some success, to understand more fully the special problems of that campus and also to place these in their proper setting against the remarkably similar problems of the Minneapolis and St. Paul campuses, as well as to inform the Duluth faculty of the place and operations of the Committee.

We also met jointly with the Administrative Committee last spring and last fall for a series of presentations of the materials on the projected building needs of the University, prepared for a Legislative Interim Committee.

There are several topics which your Committee is studying at the present time, looking forward to discussions with the President. One is the proposal to appoint faculty members for teaching service beyond age 68 on a part-time basis for an additional year or so, in special cases. Another is the continued development of surveys such as the California-Western Conference cost study and the wisest use of the resulting data in University budget planning. We hope to study the recommendations of the Self-Survey and to discuss the best means of implementing those of major interest to the general faculty. Looking forward, we are preparing to discuss within the Committee the way in which the interests of the faculty can be expressed with respect to many questions that are already arising concerning the planned development of the University on the land to be acquired across the river.

It is quite clear in connection with this last item that individual faculty members and departments should also consider these questions and their peculiar interests in them. We hope that our colleagues will let us have their thoughts and reactions both on the topics here recorded and on others which they find of concern. Only in this way can your Committee function effectively to transmit to the President the view of the Faculty on matters of University policy.

2. Election Report: The Faculty Consultative Committee met on May 10, 1957 and, in accordance with the Constitution of the Senate, elected the following members:

Professor Will M. Myers of Agronomy to fill the unexpired term of Professor O. B. Jesness, from July 1, 1957 through June 30, 1958;

Professor William Rosenthal of English (Duluth Campus) as member from the Duluth Campus for the year 1957-58.

Feeling that some overlap is desirable, the Committee expressed the feeling that Professors Myers and Rosenthal (as well as Professors Jesness and Ehlers) should be invited to attend meetings of the Committee beginning immediately.

FRANCIS M. BODDY, Chairman

Accepted

VII. REPORT OF THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

1. Reported for Action

Renewal of Accredited Status

In accordance with the procedures and standards for renewing accredited status outlined in the *Criteria for the Accreditation of Private High Schools* (Senate Minutes, November 20, 1952, pp. 24-33), the following schools are recommended for accreditation by the University of Minnesota for the normal five-year period subject to the submission of annual reports which satisfy the above *Criteria*:

Central Catholic High School, Marshall
Lourdes High School, Rochester
Loyola High School, Mankato
Maplewood Academy, Hutchinson
Minnehaha Academy, Minneapolis
Mount St. Benedict Academy, Crookston
Nazareth Hall, St. Paul
Sacred Heart High School, East Grand Forks
St. Agnes High School, St. Paul
St. Benedict's High School, St. Joseph
St. John's High School, Collegeville
St. Margaret's Academy, Minneapolis
St. Mary's High School, Bird Island
Visitation Convent, St. Paul

The above schools have been recommended for accredited status after review of reports of visiting committees, annual reports, and other supplementary information submitted by each school. In each case the recommendation favoring continued accreditation has the concurrence of visiting committees comprised of from four to eight representatives drawn from the University, public and private colleges, and public and private high schools. Committee chairmen were Earl Ringo (Central Catholic High School, Lourdes High School, and St. John's Preparatory School), Donovan Johnson (Maplewood Academy), Theodore Kellogg (Mount St. Benedict Academy and Sacred Heart High School), Alfred Vaughan (Nazareth Hall), Howard Wakefield (St. Agnes High School), Keith MacFarland (St. Benedict's High School), Willard Lane (St. Margaret's Academy), Robert Keller (Loyola High School and Minnehaha Academy), and Russell Hill (St. Mary's High School and Visitation Convent). A total of 66 different persons participated in this visitation program, each spending at least one day on a visiting committee.

Adopted

2. Reported for Information

1. *Sub-Committee on Relations with Private High Schools*

Since the adoption of the *Criteria for the Accreditation of Private Secondary Schools* in the fall of 1952, an advisory sub-committee has as-

sisted the Senate Committee in working out procedures for the appointment of visiting committees and the improvement of report forms.

This committee has current membership as follows:

Miss Anna Fellroth, Assistant Principal, Minnehaha Academy
Mr. Theodore Kellogg, Admissions Officer, University of Minnesota
Miss Mabel Powers, Assistant Professor and Senior Counsellor,
SLA College, University of Minnesota
Mr. Edward Read, Headmaster, St. Paul Academy
Mr. Earl Ringo, Assistant to the Director, Bureau of Institutional
Research, University of Minnesota
Rev. John R. Roach, Director of Cadet Affairs, St. Thomas Military
Academy, Chairman
Sister Constance Marie, Principal, Holy Angels Academy

After a careful review of the present accreditation program, the sub-committee recommends: (1) No changes in procedure or interpretation of these *Criteria* even though a few schools have had some difficulty meeting the standards set forth in them. (The sub-committee felt that the *Criteria* set certain goals which aid schools in their continued improvement); (2) Continued use of the visiting committee procedure with representation from private and public schools and the University of Minnesota; (3) That sub-committee membership be placed on a rotational basis to insure participation by different schools and to provide a measure of continuity and stability. (The sub-committee suggests that at least one representative be drawn from a school outside the the Twin City area). Mr. Edward Read, Headmaster of St. Paul Academy, a member of long standing on this sub-committee, has been appointed chairman for the 1957-1958 school year.

2. Sub-Committee on SLA College Foreign Language Requirements

When the SLA College faculty adopted a single distribution plan for students planning to earn the Bachelor of Arts degree in that college, considerable misunderstanding and confusion was created with respect to the effect of this plan upon high schools, particularly in terms of foreign language instruction. Several letters were received by the University at this time protesting various aspects of the foreign language requirement. The matter was referred to the Senate Committee on Institutional Relationships by Vice President Willey for review of the implications for high school-University relations.

A sub-committee consisting of Leonard Unger (chairman), Alfred Vaughan, and Theodore Kellogg was appointed as a fact-finding agency for preliminary review of the problem. The action of the SLA college in adopting the single distribution plan had followed considerable study and discussion within the college but relatively little interpretation to the high schools. Because this shift in requirements for graduation had been so badly misunderstood and misinterpreted by both high school and college representatives, the sub-committee recommended that a joint meeting be called to discuss the problem.

This recommendation was accepted by the Senate Committee and, such a joint meeting was held on December 10, 1956, with representatives from the several foreign language associations, The Minnesota Association of Secondary School Principals, the foreign language and selected other departments of the University, and from the Senate Committee on Institutional Relationships. Many issues and much misunderstanding was clarified and resolved at this meeting but further discussion seemed useful. A joint sub-committee consisting of representatives of the University and The Minnesota Association of Secondary School Principals was established to continue this exploration of mutual problems. Dean Roger Page served as chairman for this committee and has submitted recommendations to The Senate Committee

which emphasize the need for improving channels of communication between high schools and the University.

Four major recommendations emerged: (1) That future modifications in college programs which have implications for secondary schools be made after considering the effect of such changes upon the high schools; (2) That both high schools and the colleges explore ways of improving channels of communication between these two levels of public education; (3) That high school-University transition conferences devote time to this problem; and (4) That future conferences sponsored by secondary school groups make conscious efforts to involve more and different staff members from the University. These recommendations seem to have ranged considerably from the immediate problem at hand, foreign languages; but the joint sub-committee agreed that the change to a single-distribution plan by the SLA College was certainly within the rightful domain of a college faculty.

3. High School-University Transition Conference

This year's annual High School-University Transition Conference was held on April 9, 1957, 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 78 representatives of these schools attended this conference. In addition, 51 University staff members and approximately 175 University students took part in the various sessions.

A planning committee was appointed to make the necessary arrangements. Representatives from the high schools, the University faculty and students, and the State Department of Education assisted Dr. Theda Hagenah, chairman of the conference. Reactions from the conference participants seemed to indicate that the conference is a worthwhile enterprise of the Senate Committee.

4. Committee on Relations with Prospective University Students

The Advisory Committee on Relationships with Prospective Students, a special sub-committee under the chairmanship of Dean R. E. Summers, has continued to consider matters involving ways and means by which communications between the University and prospective students can be improved. Two general meetings have been held so far during this academic year. In addition, much work has been done in small sub-groups of the committee.

General discussion has related to career festivals, career days, visits to schools, and other staff-sponsored activities for high school students. In planning for the interpretation of educational opportunities to the young people of Minnesota, there was a review of the classification of fields of study at the University and of how those might be dealt with in publications for which the Advisory Committee is sponsor. Three new brochures have been promoted and circulated, on Mathematics, Pharmacy, and Nursing. Among the additional such publications now under way is one on Physical Sciences.

ROBERT J. KELLER, Chairman

Accepted

VIII. REPORT OF THE COMMITTEE ON INSTITUTIONAL RESEARCH

Reported for Information

During the year the Faculty Characteristics Study was issued, comparing the progress and contribution of faculty with and without advanced degrees from Minnesota. Copies of the study have been sent to all Deans, Directors, and Department Heads and may be consulted at their offices. In the opinion

of the Committee, the study has considerable significance for the years of staff increase which lie immediately ahead.

The staff of the Bureau of Institutional Research contributed significantly to the California-Big Ten Cost and Statistical study and has virtually completed the Summer Session study.

A policy study by a sub-committee established a number of recommendations concerning the use of grant or contract funds for educational research by the Bureau. A copy of this report is available at the Bureau of Institutional Research, 211 Burton Hall.

The Director of the Bureau has announced a program for the ensuing year which will seek to maintain a balance between basic and applied studies and between experimental and descriptive methodologies, looking to work in the following areas: educational outcomes in relation to frequency of class meetings, personal characteristics and qualities of superior research workers and outstanding classroom teachers, faculty recruitment and retention, and further analysis of educational implications of the California-Big Ten Cost Study.

Proposals for research on educational issues of significance to the University's enterprise are welcomed from the faculty.

DALE B. HARRIS, Chairman

Accepted

IX. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

1. Reported for Action

A. *Proposed Policy on Student-Faculty Honorary Societies*

There are a number of organizations associated with the University of Minnesota existing for the purpose of honoring outstanding achievement and electing both members of the faculty and of the student body to membership. Many of these organizations carry on a minimum of activity. In order to regularize in a systematic fashion the nature of the associations of these organizations with the University, the following recommendations are made:

1. The SCSA should establish a new category of organizations: "Student-Faculty Honorary Societies."
2. Organizations may be assigned to this category by the Senate Committee on Student Affairs action upon application of the group and the recommendation of the Student Activities Bureau if the following general criteria are met:
 - a. University students are elected or selected for membership. They may share this membership with faculty and/or non-university members.
 - b. The organization must exist for the purpose of honoring outstanding achievement in subject-matter fields and its activities must all be clearly related only to this purpose.
 - c. The group must present a certification from a department or college stating that it is a recognized honorary society in its field. Honorary student-faculty societies which are not identified with any particular college or department would also be eligible for this category if its membership and purposes fall within the intent of this statement.
3. Organizations classified by the SCSA as "Student-Faculty Honorary Societies" would have the following privileges:
 - a. Groups so classified by the SCSA would have the privileges of any recognized group including listing in the *Directory of Student*

Organizations, use of University services and facilities, and use of the University's name.

- b. It is recommended that the services of the Student Activities Bureau Finance Division be available to such groups on a voluntary and a no-fee basis. We believe that such a privilege would serve as a real incentive to closer relationships of these groups to the University.
4. The groups in this category would have the following responsibilities:
- a. The filing of a constitution and by-laws, and annual officer and membership lists.
 - b. Observance of the Senate's policy on off-campus speakers.

COMMENTS ON THIS NEW CATEGORY

The committee is recommending the establishment of this new category in order to recognize the unique characteristics and problems of these groups. We have in mind those groups which recognize achievement, have no activities not related to this objective, have limited financial activity, and an annual banquet. This new kind of relationship would make it possible for these groups to be an official part of the University and to use the facilities and services of the University in a legitimate manner without being responsible for those policies of the Senate Committee on Student Affairs which seem inappropriate for such groups.

Adopted

B. *Student Attendance at Meetings of the University Senate.*

The Committee has received the following proposal from the All-University Congress, and forwards it to the Senate with the recommendation that it be referred to the Committee on Business and Rules for its study and recommendations:

During the last several years, the All-University Congress has recommended student members for committees of the faculty Senate. These students have been afforded an opportunity to contribute their ideas and perspective to the thinking which has served as the basis for statements of expression by the Senate.

The primary value of this student participation lies in the fact that it greatly increases the opportunity for valuable contact and communication between faculty members and students in matters which affect all of us who are members of the University community. We believe that such communication is extremely important and should be extended where it is at all possible.

In the interest of even better communication between these groups, the All-University Congress recommends that the Senate Committee on Student Affairs, present to the Senate as a proposal for study the following:

1. That all student members of committees of the Senate be permitted to attend the entire meeting of the Senate, when their committee is reporting. This would have the added advantage of providing student committee members with a broader view of their own committee's actions, in that they could become aware of the actions of other committees of the Senate.
2. That the President and Vice-President of the All-University Congress should be permitted to attend all meetings of the University Senate, regardless of their committee membership.

The adoption of these proposals by the Senate would serve to affirm the belief of that body that students and faculty members would work in close co-operation in matters concerning the University community

expressing their common concerns through as close an inter-relationship as it is possible to achieve.

Referred to the Committee on Business and Rules for study and recommendation.

C. Relations with the University Boards of Governors.

In adopting the 1946 "Basic University Policy Concerning Student Organizations and Their Activities," the University Senate assigned to the Senate Committee on Student Affairs "general jurisdiction over all matters of policy, regulation, rules, and program relating to student activities," and in the 1954 Senate By-laws the Senate Committee on Student Affairs was charged with the "supervision of student affairs and student organizations within the jurisdiction of the Senate."

The Senate Committee on Student Affairs interprets these responsibilities to include those activities of the Union Boards of Governors which are conducted by students for students. Any alternative interpretation of such responsibilities would result in an undesirable division of student activities into two categories: those that are under the supervision of the Senate and those that are not.

On the basis of this interpretation the Senate Committee on Student Affairs expects that participants in those student activities that are a part of the program of the Union Board of Governors would comply with all policies and regulations of this Committee. In certain instances, current policies may seem inappropriate for application to the program of the Union Boards of Governors. It is the responsibility of the Union Boards to confer with the Senate Committee in making appropriate modifications.

The Senate Committee recognizes that some difficulties may arise in spelling out procedures to accomplish the desired results and expresses its willingness to work co-operatively with the interested parties in formulating appropriate ways in which the Committee's responsibilities are to be carried out with respect to Union programs.

Adopted

2. Reported for Information

1. Vice President Willey has requested that the text of his letter of May 6, 1957, responding to the full report of Professor Ralph Kitchell's sub-committee on Relations with the Union Board of Governors, be reported for the information of the Senate. The text of his letter follows.

Dear Professor Clark:

I appreciated the opportunity that was given to me to see in advance the copy of Professor Kitchell's sub-committee report on Union Board relationships.

I do think this marks some advance in thinking and I hope it will serve as a starting point for further discussion. Part of the trouble confronting us is semantic, I believe.

The recommendations are based on certain assumptions or beliefs. I do not myself wish to enter into further discussions of these at this time, but I do think it is important that as Professor Kitchell's report goes before the Senate Committee on Student Affairs I indicate that there is a basis for questioning those "beliefs." I think it is exceedingly important in any discussion of Professor Kitchell's report that it be clear that any conclusions based on it stem from assumptions that can be held in question.

For myself I would say that I think the report still embodies some confusion between what I would regard as jurisdictional questions and operational questions. It does seem to me that Professor Kitchell and his subcommittee have attempted to move along the operational line but

still have not freed themselves in the wording of their report, at least, from the jurisdictional concept.

This suggestion stems from my conviction that it is possible to work out on the basis of the present organization good operating relationships. For some sixteen years the Union has had an effective program and I see no reason why this effectiveness through cooperation cannot characterize the future. I believe it is possible to develop operational agreements by discussion within the committee and even within the Senate itself. What I call the jurisdictional question cannot be settled on any such basis, and I quite agree with Professor Kitchell's sub-committee that we should seek to avoid having it established by fiat. That is why I have the deep conviction that the operational approach, pure and simple, is the one next step we should take.

Cordially yours,

Malcolm M. Willey
(signed)
Vice President
Academic Administration

KENNETH E. CLARK, Chairman

Accepted

X. REPORT OF THE COMMITTEE ON UNIVERSITY FUNCTIONS

Reported for Action

The following recommendation by the Functions Committee, approved on May 29, 1957, is submitted for consideration and action. This recommendation is the result of a study by a subcommittee of the Functions Committee, E. G. Williamson, Chairman, E. W. Ziebarth, and Raymond Price.

The recommendation in summary is:

The occasions during each school year at which it is desirable that members of the faculty, in relatively large numbers, be present and in academic costume are:

(1) The President's Opening Convocation during the first week of school. (2) The Cap and Gown Day Convocation. (3) The June Commencement.

(There are other University ceremonies such as the December Commencement, the March Commencement, and the July and August Commencements, and the Baccalaureate when deans of the colleges and other staff members with special assignments appear in academic costume.)

The plan now recommended to the Senate calls for the attendance of 150 staff members at each of the 3 functions named above.

The allocation of the 150 staff members to the various colleges at the University, based on the 1956-57 printed budget (assistant professors with tenure and others with higher ranks with none less than 68% time) would indicate attendance from the college of the University as follows:

SLA, 41; General College, 3; Institute of Technology, 29; Dentistry, 3; Law, 3; Pharmacy, 2; Education, 8; Medical Sciences, 20; Business Administration, 6; Agriculture, 31; Physical Education—Men, 2; Physical Education—Women, 1; Extension Division, 1.

The subcommittee report contains the following which was approved by the Senate Functions Committee and hence becomes a part of this recommendation to the Senate: "... the expenditure of a sum of money for the rental of a cap, gown, and hood is considered by many faculty members to

be not only a source of inconvenience but also a source of undesirable expense. In many cases these criticisms are undoubtedly justified, and your committee believes that the University should accede to the implied request of such faculty members that they should be granted some assistance and some convenience if they are expected to attend these three functions. It is, therefore, recommended that the University establish a system whereby members who are selected to represent their college in a particular convocation shall be assisted by the University Bookstores in renting an academic hood of the institution which granted their degree; and, secondly, that they be assisted in securing a cap and gown without cost to them."

A significant part of the report of the subcommittee and approved by the Functions Committee and now submitted to the University Senate deals with dismissal of classes for the President's Opening Convocation, for Charter Day and the Cap and Gown Day Convocations. This follows:

"In connection with three of the five important University convocations, namely, the President's Opening Convocation, Charter Day and Cap and Gown Day Convocations comments have been made by students to the effect that their professors require them to attend classes at the time of these convocations, despite the fact that the Senate for a number of years has repeated its initial action establishing the policy that no classes will be held during the hours of these convocations. The President of the University has repeatedly called the attention of the faculty to this policy of dismissing classes and has asked for full compliance. He has also requested that the deans of the colleges bring this policy to the attention of the faculty.

"Your committee believes that, in the case of these three convocations, this policy should be observed by all instructors. It is particularly true that in the case of the President's opening convocation, the ceremony itself, as well as the contents and emphases of the President's address, are of sufficient importance to justify adherence to such a policy. Many students in attendance have reported that they are continually impressed with the solemn obligations for sound scholarship and citizenship emphasized by the President and by members of the staff who attend, and upperclassmen report similar reactions. But the absence of faculty members and the persistent holding of classes by some instructors detract considerably from the total effects of this convocation upon the University as a community of scholars. A similar reaction, although less widespread, is reported in the case of the Cap and Gown Day Convocation with its centralizing of emphasis and attention upon standards of scholarship. Surely, this is an occasion on which all students and faculty should be in attendance to the limit of the capacity of Northrop Auditorium.

"Your committee, therefore, strongly urges that the faculties of the colleges dismiss classes and urge students to attend the convocation to the limit of the capacity of the auditorium."

A summary of the complete recommendation is as follows:

1. Adoption of a system of rotating assignments of the indicated quota of faculty members from each academic unit to attend one or more of the following exercises: President's Convocation, Cap and Gown Day Convocation, and the June Commencement.
2. Dismissal of all classes in all academic units at the time of the President's Convocation and the Cap and Gown Day Convocation and the Charter Day Convocation.
3. Adoption by the administration of a plan for loaning to faculty in attendance at the indicated three exercises, the needed hoods, academic gowns, and mortarboards without cost to those in attendance if they are otherwise unable to secure needed costume.

WILLIAM L. NUNN, Chairman

Adopted

XI. NECROLOGY

WILLIAM P. KIRKWOOD

1867-1957

William P. Kirkwood, professor emeritus of agriculture and journalism died April 9 in the University of Minnesota Hospitals.

He was one of the nation's first farm reporters for a metropolitan newspaper and in recent years was considered the "elder statesman" of journalism in Minnesota. He was founder of what is now the Information Service on the St. Paul campus of the University of Minnesota.

He was born in Ohio in 1867 and was educated in that state and at Macalester college, St. Paul, where he graduated in 1890. During the following six years, he worked for several business concerns in the Twin Cities and in 1896 worked for six months without pay on the Minneapolis Journal. He later worked for the Minneapolis Tribune, did some free lance writing, and in 1913 he returned to the Minneapolis Journal to write his "Country Life" column which appeared three times weekly on the front page of that paper. This was one of the first interpretative farm columns to appear in a U. S. big city daily.

In 1914, Professor Kirkwood joined the University of Minnesota staff on the St. Paul campus, as director of publications. He was married that same year to Edith Brown Kirkwood, widow of a cousin.

He organized writing classes for county agents in 1915. These were the first courses in practical journalism to be offered by the University. In 1917, he organized the Editor's Short Course, an event which has been conducted annually since then by the School of Journalism and the Institute of Agriculture.

Professor Kirkwood received a Master of Arts degree from the University of Missouri School of Journalism in 1922. From that year until 1925, he was president of the American Society of College News Bureaus.

During those early years, Professor Kirkwood was chairman of the University of Minnesota printing committee and was responsible for starting the University's printing department.

While on a sabbatical leave in 1928, he started a newspaper in Waynesboro, Va. and ran it for a year so that he could gain practical editorial experience.

He was a member of the American Association of Agricultural College Editors, was president of that organization from 1934-35, and received an award from the association in 1949 for his "distinguished journalistic service to farm people for more than a quarter of a century."

Professor Kirkwood retired from the University staff in 1936. In recent years, he wrote his autobiography, "The Memoirs of Homo Sap," which was published in June, 1956.

His wife died in 1954. He is survived by a stepson, Dr. Samuel Kirkwood, Winchester, Mass.; two grandchildren, Douglas, 15, and Diane Kirkwood, 13, Winchester, Mass., and a nephew, William G. Kirkwood, Batavia, New York.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

November 7, 1957

The first regular meeting of the University Senate for the year 1957-58 was held in the Auditorium of Murphy Hall on Thursday, November 7, 1957. One hundred elected or ex officio members and 13 nonmembers, total 113, were present.

The following items were considered and action was taken as indicated.

I. MINUTES OF JUNE 6, 1957

Reported for Action

Approved

II. SENATE ROSTER FOR 1957-58

1. Elected Members

Name	Unit*	Group**	Name	Unit*	Group**
Roland H. Abraham	1	1	Marcia Edwards	6	1
James Aliferis	14	1	Mary I. Elwell	5	2
Robert James Ames	14	2-	Selmer A. Engene	1	1
Neal R. Amundson	15	1	Eugene H. Falk	14	1
John A. Anderson	10	1	Stuart W. Fenton	15	1
John E. Anderson	3	1	Albert M. Fulton	7	1
Gertrude M. Baker	13	1	Charles E. Gates	1	2
Cyrus P. Barnum, Jr.	10	1	William F. Geddes	1	1
Wendell Bartholdi	4	1	J. Edward Gerald	14	1
Robert A. Bassham	3	2	Frederick C. Goetz	10	2
D. K. Berninghausen	14	1	Fred Gross	10	2
Rodney A. Briggs	1	1	F. Lloyd Hansen	7	2
Jan O. M. Broek	14	1	Ruth Harrington	10	1
Allan H. Brown	14	1	Henry E. Hartig	15	1
Mary Ellen Carlson	1	2	Helen Hauptfueher	13	2
Paul Cartwright	15	2	Donald C. Heath	15	1
T. W. Chamberlin	5	1	Robert L. Heller	5	1
Clarke A. Chambers	14	1	Walter W. Heller	2	1
Asher Christensen	14	1	Alexander C. Hodson	1	1
Jonas Christensen	1	1	E. Adamson Hoebel	14	1
C. F. Code	16	1	Robert J. Holloway	2	1
William Cohen	9	2	Paul Leroy Holmer	14	1
Mary E. Corcoran	6	2	Leonid Hurwicz	2	1
Douglas M. Dearden	8	2	Robert K. Jaedicke	2	2
Norman J. De Witt	14	1	James J. Jezeski	1	1
Frank E. Di Gangi	11	1	Elton L. Johnson	1	1
Richard J. Donnelly	12	1	Victor Johnson	16	1
Monroe D. Donsker	14	1	Richard Jordan	15	1
Willis E. Dugan	6	1	Stanley B. Kessler	6	2
William H. Edson	6	1	Louis F. Keller	12	1

Name	Unit*	Group**	Name	Unit*	Group**
Byrl J. Kennedy	10	1	Magnus Olson	14	1
Milton F. Kernkamp	1	1	Harold C. Pederson	1	2
Miles S. Kersten	15	1	Eugene Pfeider	15	1
Stanley V. Kinyon	9	1	Benjamin S. Pomeroy	1	1
William G. Kubicek	10	1	R. D. Pruitt	16	1
Jane Leichsenring	1	1	Francis V. Raab	14	2
Herman C. Lichstein	10	1	W. H. ReMine	16	2
William N. Lipscomb	15	1	Maynard C. Reynolds	6	1
Ellis N. Livingston	5	2	Robert E. Sausen	4	2
Victor Lorber	10	1	George Schroepfer	15	1
Philip W. Manson	1	1	Wilfrid S. Sellars	14	1
William P. Martin	1	1	William G. Shepherd	15	1
Allan H. McCoid	9	1	Donald K. Smith	14	1
Marion W. McCrea	4	1	Leon C. Snyder	1	1
George H. McCune	8	1	Lawrence D. Steefel	14	1
Keith N. McFarland	1	1	Warren B. Stenberg	15	2
Gerald R. McKay	1	1	James W. Stephan	10	1
Paul Meehl	14	1	Grover C. Stephens	14	2
Elio D. Monachesi	14	1	Thomas G. Sturgeon	5	1
Clarence E. Mueller	12	2	Marjorie Thurston	1	1
Edward P. Ney	15	1	Donald Torbert	14	1
Alfred O. C. Nier	15	1	Richard L. Varco	10	1
David W. Noble	14	2	Lee Wattenberg	10	2
Truman Nodland	1	2	Lemen J. Wells	10	1
William V. O'Connor	14	1	John H. Williams	15	1
Theron O. Odlaug	5	1	Julius F. Wolff, Jr.	5	1
John M. H. Olmsted	14	1	C. Gilbert Wrenn	6	1

* Unit code: (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, (16) Mayo Foundation.

** Group code: (1) Professors and associate professors, (2) assistant professors (including research associates), and instructors (including research fellows).

2. Ex-Officio Members

Administrative Committee: 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), 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), Dean George P. Hager (Pharmacy), Professor Edwin L. Haislet (Alumni Relations), Dean Richard L. Kozelka (Business Administration), Dean William B. Lockhart (Law), Mr. Laurence R. Lunden (Comptroller), Dean Harold Macy (Institute of Agriculture), Colonel Robert D. McCarten (ROTC Units), 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 Athelstan F. Spilhaus (Institute of Technology), Professor Edward B. Stanford (Library), Dean R. E. Summers (Admissions and Records), Dean William T. S. Thorp (Veterinary Medicine), Mr. Stanley J. Wenberg (Assistant to the President), Vice President Malcolm M. Willey (Academic Administration), Dean Edmund G. Williamson (Dean of Students), and Dean E. W. Ziebarth (Summer Session).

Faculty Consultative Committee: Francis M. Boddy (1955-57, 1957-60) designated by the President as chairman June 15, 1956, Maurice B. Visscher (1955-58), Bryce L. Crawford, Jr. (1956-59), Dwight E. Minnich (1956-59), Lloyd M. Short (1956-59), Robert H. Beck (1957-60), Will M. Myers (1957-58), committee elected to fill the unexpired term of O. B. Jesness, and William Rosenthal (1957-58) committee elected to represent the Duluth Branch.

3. Graduate School Representatives

Dean Theodore C. Blegen reports that the Executive Committee of the Graduate School has designated the following seven elected members of the University Senate as concurrent representatives of the Graduate School: Norman J. DeWitt, Marcia Edwards, Stuart W. Fenton, Walter W. Heller, Alexander C. Hodson, Grover C. Stephens, and Richard L. Varco.

Accepted

III. ELECTION OF VICE CHAIRMAN

Reported for Action

The constitution provides that 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 1 year. He shall be eligible for re-election.

Francis M. Boddy was nominated and elected vice chairman.

IV. SENATE COMMITTEES FOR 1957-58

Reported for Action

The President reports additional appointments as follows:

Intercollegiate Athletics: Hibbert M. Hill, Lawrence Johnson, alumni.

Reserve Officers' Training Corps: Richard E. Kyle, Richard A. Rohleder, alumni.

Student Affairs: Lawrence H. Johnston to replace Warren B. Cheston; Mrs. George H. McCune, Mrs. William E. Proffitt, alumni.

Student Scholastic Standing: Robert Howard to replace N. L. Gault, Marion W. McCrea to replace William H. Crawford.

Approved

V. NON-SENATE COMMITTEES AND BOARDS FOR 1957-58

Reported for Information

The President reports nonsenate committees and boards and their membership for 1957-58 as follows:

Admissions, Board of: Robert Edward Summers (chairman), H. Mead Cavert, Russell M. Cooper, Austin A. Dowell, Ruth E. Eckert, Robert J. Falk, Theodore E. Kellogg (ex officio), Willard R. Lane, Wilbur L. Layton, Horace T. Morse, Howard D. Myers.

Art Collections, Advisory Committee on University: H. Harvard Aronson (chairman), Winston A. Close, R. Hale Miller, John Parker, Ralph E. Rapson, John Rood, Arthur E. Smith, Donald Torbert, Malcolm M. Willey, and the Director of the University Gallery.

Atomic Energy Development Coordinating Committee: A. F. Spilhaus (chairman), W. D. Armstrong, John G. Darley, Herbert S. Isbin, Harold Macy, Donn G. Mosser, Hubert J. Sloan, John H. Williams.

Band Committee: Paul M. Oberg (chairman), Ike Armstrong, Walter W. Cook, Austin A. Dowell, Edwin L. Haislet, Colonel Robert D. McCarten,

Errett W. McDiarmid, William T. Middlebrook, William L. Nunn, Gale L. Sperry, Malcolm M. Willey, Edmund G. Williamson. Students: John Takala, Wayne C. Timmerman.

Camp, All-University: Gerald Fitzgerald (chairman), Donald P. Duncan, William T. Middlebrook, Robert P. Provost, Martin Snoko, Gordon Starr, Suzanne S. Tinker, Malcolm M. Willey. Students: Paul T. Birkeland, David E. Kelby, Lea M. Likarish, Ruth Luhman, Therald Olafson, Virginia A. Schisler. Alumni: Thomas M. Salmen.

Civil Service Committee: James W. Stephan (chairman), Ray F. Archer, Theodore H. Fenske, Henry E. Hartig, John G. Turnbull, Hedwin C. Anderson (executive secretary).

Convocation Advisory Committee: James S. Lombard (chairman), Robert H. Beck, D. K. Berninghausen, William S. Howell, Gordon Starr, John B. Wolf. Students: Marjory L. Baucom, Fritz Herrmann, Robert A. Martin, Virginia A. Schisler.

Defense Mobilization Committee: Julius M. Nolte (chairman), Ray M. Amberg, Gaylord W. Anderson, W. D. Armstrong, Murray Bates, Theodore C. Blegen, Richard G. Bond, Ruth E. Boynton, Paul W. Brown, Robert Carr, William O. Cook, Raymond W. Darland, Austin A. Dowell, Clinton B. Hanscom, Henry E. Hartig, L. P. Howell, Warren E. Ibele, Richard Jordan, Thomas H. King, Leonard A. Leipus, Clarence C. Ludwig, Roy V. Lund, Laurence R. Lunden, Errett W. McDiarmid, Keith N. McFarland, William T. Middlebrook, Walter R. Mixer, William L. Nunn, Clarence R. Osell, Skuli Rutford, Max O. Schultze, Fernon S. Sherman, Robert Edward Summers, Otto W. Swenson, Neils Thorp, Tracy F. Tyler, Cedric Williams, Edmund G. Williamson, Dale Yoder.

Dight Institute Advisory Committee: Theodore C. Blegen (chairman), John A. Anderson, John J. Bittner, Harold S. Diehl, Dwight E. Minnich, Elio D. Monachesi, Donald G. Paterson, Sheldon C. Reed, Mildred Thomson.

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

Film Society, Advisory Committee to University: The purposes of this committee have been fulfilled and the committee has been discontinued.

Foreign Students, Committee on: Theodore C. Blegen (chairman), Clarke A. Chambers, Donald W. Cowan, Austin A. Dowell, Werner Levi, Forrest G. Moore, Edgar L. Piret, Robert F. Spencer, Barbara J. Stuhler, Robert Edward Summers, Malcolm M. Willey, Edmund G. Williamson, Chester W. Wood. Students: Zhi Karchi, Sheldon Simon.

General Research Fund Advisory Committee: Bryce Crawford, Jr. (chairman), Francis M. Boddy, Allan H. Brown, Warren B. Cheston, Elio D. Monachesi, Will M. Myers, William G. Shepherd, John G. Darley (secretary).

Greater University Fund, President Project Advisory Committee: Theodore C. Blegen (chairman), Bryce Crawford, Jr., John K. Fesler, Louis Gross, Edwin L. Haislet, Harold Macy, William T. Middlebrook, Robert P. Provost (ex officio), Stanley J. Wenberg, Malcolm M. Willey.

Group Hospitalization Plan Advisory Committee: The purposes of this committee have been fulfilled and the committee has been discontinued.

Group Insurance and Retirement Committee (advisory to Vice President, Business Administration): Richard L. Kozelka (chairman), Ray M. Amberg, Marcia Edwards, Elmer W. Johnson, E. Fred Koller, William B. Lockhart, Roy V. Lund, John M. H. Olmsted, Glen V. Taylor, John G. Turnbull, C. Arthur Williams, Jr., Malcolm M. Willey.

Honors, Committee on University: Harold Macy (chairman), Raymond W. Darland, Marcia Edwards, Edwin L. Haislet, Walter M. Lauer, Errett W. McDiarmid, Dwight E. Minnich, Horace T. Morse, Cecil J. Watson, Malcolm M. Willey.

Hormel Institute Board: Theodore C. Blegen (chairman), Hiram E. Essex, J. G. Huntting, Walter M. Lauer, Harold Macy.

Industrial Relations Center Faculty Committee: Richard L. Kozelka (chairman), Stanley M. Block, William B. Lockhart, Lowry Nelson, Donald G. Paterson, Lloyd M. Short, Stanley J. Wenberg, Albert K. Wickesberg, Dale Yoder.

Industrial Safety, All-University Committee on: Ray F. Archer (chairman), Hedwin C. Anderson, Robert C. Brasted, Gertrude M. Gilman, Andrew Hustrulid, Leonard M. Kaercher, Philip D. Kernan, William G. Shepherd, Leslie Wood, Joseph C. Woodman.

Itasca Forestry and Biological Station Advisory Committee: E. W. Ziebarth (chairman), Randolph M. Brown, Clyde Christensen, A. Orville Dahl, Raymond W. Darland, Richard L. Evans (University of Wisconsin), Theodore H. Fenske, Frank H. Kaufert, William H. Marshall, Clarence E. Mickel, Dwight E. Minnich, Thorvald Schantz-Hansen.

Judiciary Council, All-University: Leon M. Liddell, O. William Muckenhirn, Louise A. Stedman, LeVerne F. Snoxell (secretary). Students: Paul T. Birkeland, Robert R. Hagaman, Samuel L. Kaplan, Bruce L. R. Smith.

Korean Advisory Committee: Malcolm M. Willey (chairman), Gaylord Anderson, Robert B. Howard, John C. Kidneigh, Laurence R. Lunden, Harold Macy, William T. Middlebrook, Lloyd Short, A. F. Spilhaus, Tracy F. Tyler (ex-officio, secretary).

Memorial Fund Committee, University of Minnesota: Raymond W. Darland, Austin A. Dowell, Clarence E. Mickel, Dwight E. Minnich, Frank F. Pieper, Mrs. Burtrum C. Schiele, Mrs. Ward M. Wells, Mrs. Edmund G. Williamson, Robert P. Provost (ex-officio, secretary).

Minnesota Center for the Philosophy of Science—Advisory Board: Paul E. Meehl (chairman), Robert Beck, John G. Darley, Edward L. Hill, Harold H. Kelley, William N. Lipscomb, Don A. Martindale, Paul C. Rosenbloom, Wilfrid S. Sellars, Maurice B. Visscher.

Minnesota Institute of Research Advisory Committee: A. F. Spilhaus (chairman), Bryce Crawford, Jr., John G. Darley, Thomas L. Joseph, Richard L. Kozelka, Harold Macy.

Parking Advisory Committee: Elio D. Monachesi (chairman), C. Luverne Carlson, Marcia Edwards, Theodore H. Fenske, Theodore Hornberger, Glen Taylor. Students: Robert P. Rolle, Peter J. Balfe.

Patent Committee: William T. Middlebrook (chairman), Harold Macy, Lee I. Smith.

Placement Committee, All-University: Arnold Woestehoff (chairman), Clifford P. Archer, Ralph D. Casey, Gerald T. Evans, John C. Kidneigh, G. Gordon Kingsley, Keith N. McFarland, O. William Muckenhirn, Charles V. Netz, Roger B. Page, George Seltzer, Lloyd M. Short, Stanley J. Wenberg, Edmund G. Williamson.

Press Committee, University: Malcolm M. Willey (chairman), Theodore C. Blegen, John Ervin, Jr., Robert B. Howard, Harold Macy, Errett W. McDiarmid, Julius M. Nolte.

Public Administration Center Advisory Committee: Lloyd M. Short (chairman), Gaylord W. Anderson, Theodore C. Blegen, Kenneth C. Davis, Otto Domian, Austin A. Dowell, John C. Kidneigh, Richard L.

Kozelka, Clarence C. Ludwig, Errett W. McDiarmid, Julius M. Nolte, George Schroeffer, Edward B. Stanford, George A. Warp (secretary).

Public Relations Advisory Committee: William L. Nunn (chairman), Hedwin C. Anderson, Ike Armstrong, Francis M. Boddy, J. O. Christianson, Raymond W. Darland, Edwin Emery, Theodore H. Fenske, N. L. Gault, Jr., Edwin L. Haislet, Ambert B. Hall, Robert C. McClure, George H. McCune, William J. Micheels, Julius M. Nolte, Roger B. Page, Skuli Rutford, Robert Edward Summers, Edmund G. Williamson.

Radiation Hazard Control Committee, All-University: W. D. Armstrong (chairman), Ruth E. Boynton, Herbert S. Isbin, Roy V. Lund, Laurence R. Lunden, Donn G. Mosser, Paul R. O'Connor, William Peterson, Max O. Schultze, Cecil J. Watson, John H. Williams.

Radio Advisory Committee for KUOM: Julius M. Nolte (chairman), Mitchell Charnley, Paul F. Dwan, Otis J. Dypwick, Marcia Edwards, Dale B. Harris, Henry E. Hartig, Robert B. Howard, Richard L. Kozelka, Werner Levi, Don A. Martindale, Leo Marx, Allen H. McCoid, Errett W. McDiarmid, Paul E. Meehl, Huntington Miller, William L. Nunn, Paul M. Oberg, Skuli Rutford, Robert F. Spencer, Edward B. Stanford, Tracy F. Tyler, E. W. Ziebarth.

Radio-Television Policy Committee: Raymond B. Nixon (chairman), Ike Armstrong, Francis M. Boddy, Asher N. Christensen, William T. Middlebrook, Julius M. Nolte, William L. Nunn, Skuli Rutford, Stanley J. Wenberg, Malcolm M. Willey, Edmund G. Williamson, E. W. Ziebarth.

Resident Status, Board of Review on: Robert Edward Summers (chairman), David R. Briggs, Walter T. Graves, Robert C. McClure, Lemen J. Wells.

Schedule Committee, University: True E. Pettengill (chairman), Steve S. Barich, William Bennet, J. William Buchta, Thomas W. Chamberlin, Russell M. Cooper, John G. Darley, Marcia Edwards, Henry J. Griffiths, Robert J. Holloway, Louis F. Keller, Dorothy O. Lareau, Marion W. McCrea, Keith N. McFarland, Huntington Miller, Charles V. Netz, Robert C. Slater, Alfred L. Vaughan, W. Lane Williams, Donald R. Zander, E. W. Ziebarth, Vernon L. Ausen (secretary). Students: Peter J. Balfe, Sheldon W. Simon. One to be named.

Scholarship Committee, University: Milton Kuhlman (chairman), Mrs. Harold Holden, Francis "Pug" Lund, Robert Edward Summers, Edmund G. Williamson, C. Gilbert Wrenn, George B. Risty (executive secretary).

Single Quarter Leave Committee: George A. Thiel (chairman), Sherwood O. Berg, Theodore C. Blegen, Bryce Crawford, Jr., Marcia Edwards, Stewart C. Thomson, Malcolm M. Willey, Tracy F. Tyler (secretary).

Space Allocation and Use, Advisory Committee on: Robert Edward Summers (chairman), David K. Berninghausen, Richard G. Bond, Winston A. Close, Benjamin J. Lazan, Arnold Lazarow, Roy V. Lund, William T. Middlebrook, Horace T. Morse, Ralph G. Nichols, Malcolm M. Willey.

SPAN Committee, University: Russell M. Cooper (chairman), Stanley M. Block, Asher N. Christensen, Walter T. Pattison, Martin Snoko.

Staff Welfare Fund Committee: Lee I. Smith (chairman), Ray F. Archer, Guy L. Bond, Austin A. Dowell, Marjorie J. Gerlich, Roy V. Lund, Helen L. MacDonald, William T. Middlebrook, Dwight E. Minnich, Will M. Myers, Ben B. Sutton, Cecil J. Watson.

Student Behavior, Committee on: William J. Micheels (chairman), John J. Cound, William W. Fletcher, Arthur L. Johnson, G. Gordon Kingsley, Gisela Konopka, Keith N. McFarland, Thomas E. Murphy, Ephraim

Rosen, Martin Snoke, Alice Tyler, LeVerne F. Snoxell (ex-officio, secretary). Students: Paul T. Birkeland, Nancy J. Engeset, David E. Kelby, Sheila A. Smith.

Summer Research Appointments, Committee on: Theodore C. Blegen (chairman), Austin A. Dowell, Marcia Edwards, Richard L. Kozelka, Errett W. McDiarmid, A. F. Spilhaus, George A. Thiel, Maurice B. Visscher.

Summer Session Advisory Committee: E. W. Ziebarth (chairman), Francis M. Boddy, Russell M. Cooper, Raymond W. Darland, Austin A. Dowell, Marcia Edwards, Elmer W. Johnson, William G. Shepherd, L. D. Steefel, C. Gilbert Wrenn.

Television Program Advisory Committee: Burton Paulu (chairman), H. Harvard Arnason, Frank T. Benson, Jr., Jan O. M. Broek, Mitchell Charnley, N. L. Gault, Jr., Theodore Hornberger, William S. Howell, Benjamin J. Lazan, Julius M. Nolte, William L. Nunn, Harold B. Swanson, Stewart C. Thomson, E. W. Ziebarth.

Tenure Advisory Committee: Malcolm M. Willey (chairman), Ernest B. Brown, Theda Hagenah, Arthur J. Madden, William P. Martin, Robert C. McClure, L. D. Steefel, Dwight Zulauf, Tracy F. Tyler (ex-officio, secretary).

University College Committee: J. William Buchta (chairman), W. D. Armstrong, Theodore C. Blegen, Francis M. Boddy, Arthur M. Borak, Mitchell Charnley, Walter W. Cook, Bryce Crawford, Jr., James J. Jenkins, Richard Jordan, Helen A. Ludwig, Keith N. McFarland, Maynard E. Pirsig, Robert Edward Summers, Dimitri Tselos, Alfred L. Vaughan.

Accepted

VI. STUDENT ORGANIZATION STAFF REPRESENTATIVES OR ADVISERS FOR 1957-58

Reported for Information

The President reports student organization staff representatives or advisers for 1957-58 as follows:

All-University Congress, Social Service Council, Staff Advisers: Paul H. Cashman, William H. Edson, Anne Oren, Robert P. Provost.

Technolog Board, Staff Representatives on: Paul A. Bloland, Paul A. Cartwright, Clifford I. Haga.

All-University Congress, Staff Advisers: Howard A. Morris, Howard D. Myers, James H. Reeves.

Union Board of Governors, Staff Representatives on: Vernon L. Ausen, Theodore H. Fenske, G. Gordon Kingsley, Forrest G. Moore, Marie A. Wensel (alumni representative).

Board in Control of Student Publications, Staff Representatives on: Mitchell V. Charnley, Theodore Hornberger, John C. Kidneigh, Fred L. Kildow (editorial adviser), Martin L. Snoke, Harold P. Strom (financial adviser).

Union Board of Governors, St. Paul Campus, Staff Representatives on: Gladys I. Bellingher, Austin A. Dowell, David N. Kanatz, Paul W. Larson, Merle P. Meyer, Ralph E. Miller, Gordon L. Starr, Owen K. Hallberg (alumni representative).

Union Board of Governors, University Village, Staff Representatives on: Vance W. Jewson.

Staff representatives and advisers to other student organizations are listed in the Student Organization Roster, available at the Student Activities Bureau.

Accepted

VII. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

1. *University Calendar for 1958-59*: A proposed academic calendar for the University for the year 1958-59 has been drawn up by the Recorder and circulated to all of the deans and to faculty and student bodies presumed to be interested, along with a request for corrections, additions, and criticisms. The responses received were placed before the Committee, October 16, 1957. It was moved, seconded, and voted to endorse the proposed calendar, as corrected, and to transmit this to the University Senate for action.

The calendar follows:

UNIVERSITY CALENDAR

Academic Year, 1958-59

August 4-September 26			<i>Fall Quarter</i>
			Fall registration. Orientation program for new students. Dates for the various colleges will be announced in mailed instructions. Students are urged to register early. It is expected that all students who can do so will register
September	1	Monday	August
September	18	Thursday	Labor Day, holiday
September	19-27		Fall quarter fees due for students registered through September 12
September	26	Friday	New Students' Camps, September 19-21; New Students' Parents' Day, September 21; Welcome Week, September 21-27. Details announced in instructions issued at orientation
September	29	Monday	Last day for registration and payment of fees for the undergraduate colleges
October	2	Thursday	Fall quarter classes begin 8:30 a.m.
October	3	Friday	Opening convocation, 11:30 a.m., IV hours classes excused (except Duluth)
October		Saturday	Last day for registration and payment of fees for the Graduate School and for teachers' service
November		Saturday	Homecoming Day (Duluth)
November	6	Thursday	Homecoming Day (Minneapolis)
November	11	Tuesday	Senate meeting, 3:30 p.m.
November		Saturday	Veterans' Day, holiday
November	27	Thursday	Dads Football Game
November	28-29	Friday, Saturday	Thanksgiving Day, holiday
December	11	Thursday	Classes excused (except Medical and Veterinary)
December	12, 13 and 15-18		Senate meeting, 3:30 p.m.
December	18	Thursday	Final examination period
December	20	Saturday	Commencement, 8 p.m.
			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

ember	29-30	Monday, Tuesday	Orientation program; registration for new students in all undergraduate colleges
bruary	1	Thursday	New Year's Day, holiday
bruary	2	Friday	Registration resumes. Winter quarter fees due for new students in all undergraduate colleges
bruary	5	Monday	Winter classes begin 8:30 a.m.
bruary	9	Friday	Last day for registration and payment of fees for the Graduate School and teachers in service
bruary	5	Thursday	Senate meeting, 3:30 p.m.
bruary	12	Thursday	Lincoln's Birthday, holiday
bruary	23-March 1		University of Minnesota Week
bruary	26	Thursday	Charter Day Convocation, 11:30 a.m., IV hour classes excused
arch	12	Thursday	Senate meeting, 3:30 p.m.
arch 13, 14 and 16-19			Final examination period
arch	19	Thursday	Spring Quarter fees due for students in residence winter quarter in undergraduate colleges. Commencement, 8 p.m.
arch	21	Saturday	Winter quarter closes
<i>Spring Quarter</i>			
arch	25-26	Wednesday, Thursday	Orientation program; registration and payment of fees for new students in all undergraduate colleges
arch	27	Friday	Good Friday, holiday
arch	30	Monday	Spring quarter classes begin 8:30 a.m.
ril	3	Friday	Last day for registration and payment of fees for the Graduate School and teachers in service
ril	30	Thursday	Senate meeting, 3:30 p.m.
ay	21	Thursday	Cap and Gown Day Convocation (Minneapolis), 11:30 a.m., IV hour classes excused
ay	30	Saturday	Memorial Day, holiday
ie	4	Thursday	Cap and Gown Day Convocation (Duluth), 11 a.m., IV hour classes excused; Senate meeting, 3:30 p.m.
ie 6 and 8-12			Final examination period
ie	7	Sunday	Baccalaureate service, 3 p.m.
ie	12	Friday	Commencement (Duluth), 8 p.m.
ie	13	Saturday	Spring quarter closes; Commencement (Minneapolis), 8 p.m.

GENERAL EXTENSION DIVISION, 1958-59

Fall Semester

tember	15	Monday	Registration for fall semester begins
tember	25	Thursday	Last day for registration, fall semester
tember	29	Monday	Fall semester classes begin
tember	11	Tuesday	Veterans' Day, holiday
tember	27	Thursday	Thanksgiving Day, holiday
tember	20	Saturday	Christmas recess begins
bruary	5	Monday	Classes resume
bruary	2	Monday	Spring semester registration begins
bruary	7	Saturday	Fall semester classes close

Spring Semester

February	12	Thursday	Lincoln's Birthday, holiday for classes; registration offices open; spring semester registration closes
February	16	Monday	Spring semester classes begin
May	30	Saturday	Memorial Day, holiday
June	13	Saturday	Spring semester classes close

SUMMER SESSION, 1959

First Term

June	15	Monday	Orientation and registration for first term
June	16	Tuesday	First term classes begin 8 a.m.; fees due
July	4	Saturday	Independence Day, holiday
July	16	Thursday	Commencement, 8 p.m.
July	18	Saturday	First term closes

Second Term

July	20	Monday	Registration and payment of fees for second term
July	21	Tuesday	Second term classes begin 8 a.m.
August	20	Thursday	Commencement, 8 p.m.
August	22	Saturday	Second term closes

Late registration requires college approval. See fees for late registration late payment of fees, *Bulletin of General Information* and *Bulletin of the Summer Session*.

St. Paul Campus classes begin at 8 a.m. during the academic year and 7:30 a.m. in the summer. Duluth lower campus classes begin at 8 a.m.

Correspondence study courses may be started at any time.

A few Extension classes are offered on the quarter basis on the same schedule as day school with registration beginning 2 weeks preceding the opening of classes for the fall quarter and 1 week preceding the opening of classes for the winter and spring quarters.

Approv

2. Reported for Information

1. *Balances in the Regents' Reserve.* The President mentioned that sums of money available from the Regents' reserve were smaller than usual during 1956-57 for two reasons: tuition receipts were below the amount expected, because of failure of student attendance to reach the numbers of the forecast, and the amount budgeted in the reserve was reduced in order to provide for more direct budgeting by the colleges. Reversions, too, were down in the Spring Quarter. Requests for special allotments totaled several times the probable amounts of money available, even excluding Physical Plant needs. Only a few of the requests of the greatest urgency could be met.

2. *Discussion of Certain Salary Budget Items.* The President raised questions of procedure with top salary budget items. These had grown out of budgeting for 1957-58, and he asked if there might need to be further general principles applied to uses of total amounts of salary improvement money. Also, there were matters having to do with the relationship of "A" basis salaries to those on a "B" basis. The President, in calling for discussion, made clear his desire to avoid becoming involved in judgments on individual salaries, but asked for the thinking of the deans as to the best action now, for 1958-59, and relative to future years.

In the discussion which ensued, numerous opinions were expressed and several of the deans used illustrations from their budgeting work to indicate how they hoped to deal with the cases of the staff members to receive the largest salary increases. There was mention of a desire for special emphasis on merit uses of funds to become available for 1958-59. On atypical salary increases some documentation beyond that of the usual "blue sheets" was requested.

3. Fiscal Situation in Relationship to Lower-Than-Expected Student Attendance, Fall 1957. The President described the extent to which the fall quarter 1957 student attendance was short of expectations, and far below the estimates given to the legislature in early 1957. Immediately, this situation invalidated the provision of new staff, academic and civil service, to cope with students in addition to the number of those here last year, and it created a deficit in the expected tuition income. Longer range, there are serious implications for 1958-59, the second year of the biennium, and for University relationships with the legislature and the people of Minnesota. Although enrollment was found to be up by 2 per cent over that of a year earlier, and even though other large and nearby public universities may not have the numbers of students for whom they were planning, consideration must be given in budgetary adjustment to the legislative representations the University made almost a year ago.

The President discussed the detailed problems of bringing the budget into balance during 1957-58 and mentioned the Regents' concern which will necessarily be reflected in whatever plan is adopted. He dealt with the sums of money allocated specifically for meeting over-all attendance increases which were not realized, as distinguished from sums which were devoted to salary improvement or to catching up with the staff needs during 1956-57.

There was discussion of the ways in which the University, in revising its budget, can both proceed realistically and keep faith with its community in the integrity of its budgeting and spending. The deans and directors were asked to give their full co-operation in the development of a suitable program, acceptable to the Regents.

A detailed analysis of the use of new funds was called for and Vice President Middlebrook promised to make such data available college by college. All colleges and departments, the President said, must face up to complete rebudgeting for new work, not only as it is encountered this year, but even in 1958-59. It was indicated that the President might reconvene the Administrative Committee to consider possible outcomes, as soon as each dean or director has examined his own particular budgetary situation.

4. Retirement Committee Recommendation. The Advisory Committee on Insurance and Retirement had reported, April 5, 1957, the draft of a proposal for possible use of faculty services in classroom teaching beyond the retirement age. That report was made available to the Administrative Committee and discussion of it was called for, for the purpose of advising the drafting group. Attention was given to the desirability or undesirability of limiting teaching service after retirement to undergraduate students as opposed to instruction of graduate students or continuation of research or advisement service. A number of ideas were advanced, included among which were, the necessity of active training of new teachers for all levels of instruction, the social tendency toward early retirement, and the provision of greater amounts of leisure time. The desirability of some impartial, perhaps all-University review board to pass on extension of service beyond the normal retirement age, was emphasized. The committee on insurance and retirement will take these suggestions into account, as well as other suggestions obtained from a presentation of the tentative plan to the Faculty Consultative Committee.

5. *Interpretation of Regulations Concerning Faculty Tenure.* Since a question had arisen on the matter of notice required under sections 5 and 6 of the faculty tenure code, and since this had been referred to the Judicial Committee of the Senate, a report and recommendation were forthcoming. The recommendation, in the form of an interpretation of the code, was concurred in by the Judicial Committee and the Tenure Advisory Committee and it was asked that this, if approved, be appended to the tenure code along with the eight earlier interpretations which are published with the code itself. The interpretation was:

9. The "written notice" specified in Sections 5 and 6 should be sent by registered or certified U. S. mail, with return receipt requested. It should be sent to the individual's residence address as it appeared on the last official University of Minnesota address card and it should be mailed early enough so that in the normal course of handling by the Post Office, it would reach the addressee on or before the date specified. In this connection it should be stressed that it is the responsibility of each staff member to keep the President's Office advised of changes in residence.

The Administrative Committee authorized transmittal of this interpretation to the University Senate.

6. *Proposal on Curriculum Study.* At the May 1957 meeting of the University Senate, there had been a report of the Senate Committee on Education dealing with management of course offerings and curriculums. Action was deferred in the Senate on the portion (Proposal I) which suggested study and consultative service, because of the potential of costs involved. The President said that the Senate Committee on Education had an interest in proceeding along the lines of its full recommendation and he asked that there be some discussion of this in the Administrative Committee. In the course of the discussion doubt was indicated that the desired co-ordination could be had through a sub-committee of the Committee on Education or of any other Senate committee. Of immediate importance, it was pointed out that the report on the University Self-Survey had dealt with the same general University problem at length. It had evidently made recommendations, going beyond those thus far brought out in the Senate. Further discussion of these Self-Survey recommendations, and in fact of the central problem of course offerings and curriculums, appear to be called for in the Senate.

7. *Honors Committee Recommendations.* The University Committee on Honors had recommended the Outstanding Achievement Award for seven persons, and these recommendations and supporting biographical information were before the Administrative Committee October 16, 1957, along with endorsement of the recommendations by the President. It was moved, seconded, and voted to approve transmittal of the recommendations to the Regents.

8. *Study Committee for the "West River Area" of the Minneapolis Campus.* It is generally known that the last legislature approved a considerable part of the University's request for extension of the present Minneapolis Campus westward across the river. Although only funds for land acquisition have thus far been made available, there are educational considerations that need to be defined as a guide to this extension and the timetable which it should follow.

A University-wide committee to study and report on the general educational aspects of this expansion was appointed by the President in September, 1957. Its chairman is Vice President Willey.

9. *State Building Commission Plans.* The President mentioned the need to begin some preliminary formulation of the 1959 building requests of the University, especially since the new commission on state building needs is

already at work and hopes for University requests in February, 1958. There had been administrative review of the 1959 portion of the long-range building needs survey, with which the Administrative Committee was generally familiar, and the showing of that survey, along with any new factors of need, had received preliminary consideration. Some details of the work were given to the Committee, but various conferences will be called soon.

10. *Work for a New Interim Commission on Higher Education.* The President reminded the Committee that there was named in the last legislature a new interim commission on higher education and that that group is at work and plans a meeting with University authorities on November 8, 1957. This is one of three such interim commissions of special interest to the University. Another is the one on state building needs, mentioned elsewhere in the minutes, and the third is the group charged with a study of the schools of agriculture.

11. *Report on University Computer Facilities.* An all-University committee on computer facilities had been appointed by the President and certain correspondence from that committee suggested a review of the program. Professor William G. Shepherd discussed the installation possibilities which the committee had explored and Dean Blegen and other members of the Administrative Committee remarked concerning the rapid growth of demand for a modern high-speed computer at the University and on the diversity of instruction and research areas now making use of or requesting use of such devices.

12. *Subcommittee on United Appeal Plan of Staff Solicitation.* There had been discussion in the Administrative Committee (December 5, 1956) of the possibilities for an United Appeal type of solicitation of charitable giving on campus. Since it was the decision of the Committee that this kind of a procedure might be given explicit consideration, the President appointed a subcommittee for that purpose. Named were Comptroller Lunden, Chairman; Dean Kozelka, Dean Morse, and Vice President Willey. The group is to meet at its early convenience, on call of the chairman.

13. *Advisory Committee to University Branch of the State Capitol Credit Union.* Note was taken of the operation of the State Capitol Credit Union, of the establishment of a University branch, and of the existence of a staff advisory committee for the activity.

14. *Granting of Degrees with Distinction and with High Distinction by the School of Dentistry.* It was reported for information that the School of Dentistry proposes to award certain of its Bachelor of Science degrees with distinction or with high distinction, according to standards approximately as maintained elsewhere on campus. There being ample precedent for this, and no question occurring on the authority of the faculty, it was taken by common consent that special distinction will be accorded to these degrees, as appropriate.

R. E. SUMMERS, Secretary

Accepted

VIII. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

Reported for Action

1. *Election Units.* The present By-Law on election units is as follows:

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) Busi-

ness Administration, (3) Child Welfare, (4) Dentistry, (5) Duluth Branch, (6) Education, (7) Extension, (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, and (16) Mayo Foundation.

During the past year Child Welfare and Physical Education for Women have become parts of the College of Education and the College of Veterinary Medicine has become a separate unit. In recognition of these changes the following action is recommended:

PROPOSED

That By-Laws, Article I, Senate Membership, Elections, and Officers, Section 1, be amended to delete Child Welfare and Physical Education for women, and add Veterinary Medicine.

Adopted

2. *Student Attendance at Meetings of the University Senate.* The Committee on Business and Rules received the following proposal for study and recommendations:

- a. That all student members of committees of the Senate be permitted to attend the entire meeting of the Senate, when their committee is reporting. This would have the added advantage of providing student committee members with a broader view of their own committee's actions, in that they could become aware of the actions of other committees of the Senate.
- b. That the President and Vice-President of the All-University Congress should be permitted to attend all meetings of the University Senate, regardless of their committee membership.

The committee believes that while it is true that a good portion of the business that comes before the Senate is of vital concern to students as well as faculty and should be considered by both students and faculty, it is not unlikely that certain business for Senate consideration would render it quite unwise for students to attend entire Senate sessions. If increased student participation is deemed desirable, the committee believes it should be accomplished by enlarging student representation on Senate committees where students now hold membership and by appointing student members to other committees as may be warranted.

For these reasons, it is recommended that the proposal be not approved.

Action: *It was voted to approve the committee recommendation that the proposal be not approved.*

ELIO D. MONACHESI, Chairman

IX. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Action

Background: On May 2, 1957, this Committee presented a report on University curriculum practices. One part of the report was presented to the faculties of the various colleges and departments as a series of recommended principles and practices to be considered whenever curriculum modification is under study. This section was adopted by the Senate and later transmitted by the Committee to all chairmen of curriculum committees.

The other part of the report proposed a study of the over-all curriculum

problems of the University by a sub-committee of the Committee on Education. At the May 2 meeting action on this was delayed at the request of the chairman to permit a study of the relationship of this proposal to action reported by the Administrative Committee of the Senate relative to some recommendations of the Committee on Institutional Relationships.

At the June 6 meeting of the Senate action on the deferred part of the Committee report was initiated. This was laid on the table by the Senate, quite appropriately, because the proposal was presented on the Supplementary Docket and, inadvertently, was presented without the background explanation which had been included in the May 2 report.

The Committee on Education has since given further attention to this proposal. In the normal course of events no approval of Senate sub-committee appointment is needed but in this case prior Senate understanding and approval was sought.

It should be clear that the Committee made its recommendations of practices and of its proposal of the new sub-committee only after a year's study of the report of its Sub-Committee on Course Additions, Deletions, and Modifications and consideration of a survey of curriculum policy in 16 other universities. It may be recalled that this Sub-committee had surveyed University curriculum changes and practices between 1946 and 1951 as reported by department chairmen, with a later validating check on changes in the College of S.L.A., and that a summary of these changes was reported to the Senate in the spring of 1956.

The Committee on Education during this same year also studied the recommendations of the Self-Survey Committee with regard to curriculum development. With many of these the Committee was in complete agreement. Others were believed to be useful hypotheses regarding which further evidence should be sought.

Present Proposal: In the study of the above-mentioned reports the Senate Committee on Education became convinced that further study might well be made of the over-all curriculum development pattern of the University. No one in the University, no committee, and no University office has at present a comprehensive and specific knowledge of the curriculums of the various colleges and departments, of the manner in which these interrelate, or of the trends which may be present. Until some comprehensive picture of the total curriculum is developed an individual college or department has difficulty in seeing how its projected changes are related to other units or how they relate to general trends. Each department and college has autonomy in curriculum development and this is as it should be. With rapid growth ahead it is desirable that each part of the University should see its specific relation to the whole if the most economical use is to be made of faculty time and talent. This suggests the need for a careful study by a responsible agency of the Senate.

The Committee believes that such a study would provide a many-faceted picture of the University that is currently nonexistent. This would be of value to all colleges and departments and the information provided would, of course, be available to any department or committee.

Beyond this, the Committee sees these data as the basis for any consideration the Senate might wish to give to the manner in which it could contribute, policy wise, to the extensive changes in curriculum that must accompany, or anticipate, the sharp rise in enrollment. It is apparent that decisions regarding curriculum change and consequent staff changes are made almost daily. The administrators concerned seek from various sources information upon which to base wise decisions. Are there large academic policies involved with which the Senate should be concerned and in which it should play a part? We do not know. The Committee believes that a sub-committee, as a strictly *ad hoc* agency, could well be asked to:

1. Study existing reports and recommendations regarding curriculum change.
2. Develop a system for recording and classifying the present curriculum structure of the various colleges and a method for supplying curriculum information to any college requesting it.
3. Recognize problems of policy which might emerge from accumulating curriculum modifications, additions, or deletions, and which should be brought to the attention of the Senate Committee on Education for possible Senate action.

Such a sub-committee would find it impossible to accomplish any portion of its tasks without some type of academic staff assistance. One possibility is that the Sub-committee might ask the Bureau of Institutional Research to serve as the medium for such assistance.

It is not the intent that this sub-committee shall have other than informative and consultative functions. If the emerging total picture of the University curriculum suggests the need for more specific Senate action, recommendations to this effect would be made to the Senate after study by the Committee on Education.

C. GILBERT WRENN, Chairman

Approved

X. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

The following schedules for the coming year insofar as presently determined are submitted for information, as is the table of statistics on our intercollegiate athletics.

SCHEDULES, 1957-58

Basketball

December	2	Southern Methodist
	5	Iowa State
	7	Vanderbilt—Nashville
	14	Alumni-Varsity
	20-21	Kentucky Invitational—Lexington
	30	Yale
January	4	Purdue
	6	Kansas State—Manhattan
	13	Indiana—Bloomington
	18	Ohio State—Columbus
	25	Iowa
	27	Northwestern—Evanston
February	1	Michigan State—East Lansing
	3	Indiana
	8	Wisconsin—Madison
	10	Michigan
	15	Northwestern
	17	Illinois—Urbana
	22	Purdue—Lafayette
	24	Wisconsin
March	1	Ohio State

STATISTICAL TABLE ON INTERCOLLEGIATE ATHLETICS, 1956-57

	Total Number Games	No. Conference Games	No. Non-conference Games	Total No. Receiving Athletic Instruction Including Freshmen	No. Varsity Candidates	No. Varsity Candidates Eligible for Intercollegiate Competition	No. Having Competition	No. "M" Awards	No. Freshman Candidates	No. Freshman Numerals Awarded	No. Games Won	No. Games Lost	No. Games Tied
Baseball Siebert	26	11	15	143	47	33	21	12	96	29	16	8	2
Basketball Cowles	22	14	8	107	29	15	15	11	78	16	14	8	0
Cross Country Kelly	5	2	3	21	12	10	6	6	9	4	2	3	0
Football Warmath	9	7	2	182	73	53	33	31	109	45	6	1	2
Golf Bolstad	19	5	14	45	29	21	8	8	16	16	15	3	1
Gymnastics Bob Johnson	10	7	3	29	18	12	7	5	11	8	0	10	0
Hockey Mariucci	29	24	5	106	24	23	21	17	81	18	12	15	2
Swimming Thorpe	7	6	1	70	31	19	15	11	39	13	2	5	0
Tennis Murphy	11	5	6	22	12	8	7	7	10	8	5	6	0
Track Kelly	9	7	2	65	27	21	21	15	38	12	7	2	0
Wrestling Johnson	16	8	8	34	22	18	17	11	12	5	14	1	1
TOTALS	163	96	67	824	324	233	171	134	499	174	93	62	8

Cross Country

October	12	Wisconsin
	19	Marquette—Milwaukee
	26	South Dakota State
November	2	Iowa State
	9	Iowa—Iowa City
	16	Conference—Chicago
	25	NCAA

Gymnastics

January	10	Michigan State—East Lansing
	11	Michigan—Ann Arbor
	25	Western Illinois
February	1	Ohio State—Columbus
	14	Iowa and Nebraska
	15	Northwest Open
	22	Illinois, Navy Pier, Iowa—Iowa City
March	1	Wisconsin
	7	Chicago—Chicago
	8	Northwestern—Evanston
	15	Indiana
	28-29	Conference—Iowa
April	11-12	NCAA—Michigan

Swimming

December	7	Minnesota Relays
January	18	Wisconsin—Madison
	24	Iowa State—Ames
	25	Iowa—Iowa City
	30	Nebraska
February	1	Illinois
	11	Gustavus Adolphus
	15	Michigan State
	21	Northwestern—Evanston
	22	Chicago—Chicago
March	1	Purdue
	6-7-8	Conference—Iowa
	27-28-29	NCAA—Michigan

Wrestling

December	7	Iowa State Teachers Invitational Meet—Cedar Falls
January	4	Northwestern, Purdue, Michigan State—Evanston
	10	Kansas State—Manhattan
	11	Nebraska—Lincoln
	18	Wisconsin—Madison
	20	Iowa
	27	Oklahoma State University
	31	Illinois
February	1	South Dakota State, Carleton, St. Olaf
	7	Michigan
	10	Iowa State Teachers College—Cedar Falls
	15	Indiana
	21	Cornell College—Mount Vernon, Iowa

22 Coe (tent)
 27 Iowa State—Worthington, Minnesota
 March 1 Michigan State
 7-8 Conference—Illinois
 28-29 NCAA—University of Wyoming

HAROLD S. DIEHL, Chairman

Accepted

XI. REPORT OF THE COMMITTEE ON STUDENT SCHOLASTIC STANDING

Not since 1943, when the Senate first adopted a University-wide grading system, has there been a thorough and systematic review of the definitions and procedures of grading. As the University looks forward to tremendous increases of both students and staff, with greatly aggravated problems of communication, there is a need for making as simple and as uniform as possible the grade records of the Recorder. In light of these factors, the Committee on Student Scholastic Standing presents this report, based on its study of the past 2 years.

Since the Committee includes in its membership the chairman of the scholastic committee (or similar representative) of each separate institute, college, or school, and since the study has now continued for nearly 6 quarters, with bi-weekly meeting much of the time, the Committee believes that it has devised a system which will win the understanding and support of the faculties of the University. Throughout the work of the Committee, college representatives were encouraged to conduct concurrent discussions in their own scholastic committee or other college group.

Because the broadest possible participation of the faculties is desired on matters such as these, the committee is presenting a preliminary report initially to permit and encourage suggestions and questions either from the floor of the Senate or by personal contact with a member of the Committee. At the next meeting of the Senate, the report, with any modifications which may be made on the basis of suggestions from Senate members, will be presented for action.

In the main, the revised grading proposal follows the present system. Four changes of significance are recommended. Two symbols (Y and Z) are eliminated from the new system. Definitions are more precise and yet they permit the variation of practice from one college to another which in fact exists in a large and heterogenous university. Responsibility for completing a course or for seeking official endorsement of cancellation is more firmly fixed on the student. Finally, a 5-point grade system (A=4, F=0) is proposed to replace the present 4-point system (A=3, D and F=0).

The All-University grading system, as revised, is as follows:

1. There shall be four permanent grades, A (highest), B, C, and D (lowest), which shall be acceptable for the completion of a single course.
2. There shall be a permanent grade of F (failure) given when a student does not complete successfully the work of a course.
3. There shall be a temporary grade of I (incomplete) to be assigned when there is not sufficient information immediately available to permit the assignment of a permanent grade. This would be the case if the student has not done all the work of the course or if the instructor does not know why a student, officially registered for his course, has not appeared or has left. If the instructor is able to ascertain that the student has no adequate excuse or if the student attended beyond the sixth week and was failing, F is the appropriate grade.

An I which is not turned into a permanent passing grade or into a W

(official cancellation with approval of the student's college) by the end of the next regular quarter of attendance shall become an F. (This does not apply to students in the Graduate School or to students in a Master's degree program in undergraduate colleges; their I grades remain until changed by the instructors to some other grade.)

An extension of time may be permitted for removal of I grades upon recommendation of the instructor concerned and with approval of the Scholastic Committee of the college in which the student is registered. If the petition is presented after the end of the next quarter of residence, a restoration of the mark of I and the completion of the required work would be considered in the nature of a special examination for which the special examination fee would be required.

4. There shall be a symbol W to indicate official cancellation from a course without grade. This shall be assigned in all cases of official cancellation during the first 6 weeks of classes irrespective of the student's standing. Whether cancellation is permitted is within the authority of the student's college to determine. After 6 weeks, W shall be posted only if the student is not failing at the time of official cancellation. W is a registration symbol, not a grade, and shall be posted by the Recorder on the basis of the student's registration activity as approved by the student's college.
5. A student who cancels officially or otherwise leaves a class after the sixth week of classes and is failing at the time shall receive an F.
6. There shall be a symbol X which may be reported in continuation courses in which a student is permitted to continue but in which a grade cannot usually be determined until the sequence is completed. The instructor shall submit one grade, which shall apply to each X, when the student has completed the entire sequence.
7. In courses numbered 200 and higher, the permanent grade S (satisfactory) may be used to indicate satisfactory work for graduate students. In calculating grade point averages, it counts as a B.
8. In the Doctor of Medicine program, the permanent grade P (pass) may be used to indicate satisfactory work for Doctor of Medicine candidates. The student's standing will be calculated using more detailed evaluations available in the college office.
9. There shall be a registration symbol V (visitor) to indicate registration as an auditor or visitor.
10. There shall be a symbol T (transferred) indicating credits transferred from another institution, or from one college to another within the University when a reevaluation is required. It shall be posted as a preceding supplement to the original grade.
11. For purposes of determining scholarship averages, grade points shall be assigned as follows:

Each credit of A	4 grade points
Each credit of B	3 grade points
Each credit of C	2 grade points
Each credit of D	1 grade point
Each credit of F	0 grade points

A student's scholastic average—or grade point average—shall be the sum of grade points divided by the sum of credits passed and failed. In general, all credits must enter into the grade point average. If a course is repeated, usually both grades should enter into the computation of the grade point average. However, the faculty of a school or college may determine which credits and grade points are to be included in the average.

12. Any college or school may set special scholastic standards or other standards as a condition for registration in particular courses of study, for placing students on probation, for admission to the college or school, for promotion, for honors, for continued residence in the college or school, or for degrees, etc.
13. All previous Senate regulations in conflict with the foregoing regulations are rescinded. The new regulations shall become effective September 16, 1958. After that time the official grade point average shall be calculated in accordance with paragraph 11 above regardless of when grades were earned.

The following comments bear on the several changes from the present system. When no comments about a particular item are made, there has been no substantial change. Item numbers correspond to the numbers above.

Item 3: The symbol Y is eliminated and I, redefined, covers all cases in which a permanent grade cannot be assigned at the end of the quarter (other than the case defined by X). Y has been used in widely differing ways in different colleges, even in different departments in the same college. In some cases, the Y has been essentially ignored; in other cases, it has resulted at once or eventually in an F grade. These variations have made almost impossible the establishment of consistent interpretation among staff or students, since students frequently register across college lines and instructors of one college often teach courses taken primarily by students of another college. A single symbol, more broadly defined and with eventual disposition of the case clearly stated, should minimize the irregularities.

The student's responsibility is more clearly fixed in the new definition. This not only is desirable for the University's relations with its students but also is more economical and efficient than the present elaborate follow-up programs which some colleges use to determine what final grade should be assigned. The recommended definition has a "built in communicator"; the fact that the I will become F if the student takes no action should move him to make any claims he can, without expensive communications originating in the college office.

When the instructor can determine at the end of the quarter that the student has no adequate reason for not completing the work of the course, he may assign an F at once, eliminating the I to F steps. This variation in procedure, still in keeping with the basic policy definitions, is to encompass the typical practice in the Institute of Technology.

Item 4: W is more explicitly defined as a *registration* symbol, removing the ambiguity that it may be considered a grade submitted by an instructor. In every college registration procedures, including change of registration (cancellation), involve the student's adviser and sometimes the scholastic committee. An instructor may also play an important part in determining a cancellation, but in few colleges does he carry this responsibility alone. Cancellation is a change in registration, not an evaluation of a student's performance (the latter being the instructor's clear prerogative.)

Item 5: The symbol Z (meaning cancel with F) is here left out and the simple F is used. The confusion resulting from an additional and unique symbol more than outweighs the minor advantages of representing differently "F" and "cancel with F."

Item 11: Permanent grades are assigned in five categories, A, B, C, D, F. The averaging method, in which certain numerical values are assigned to each letter grade, should reflect this fact. Probably instructors spend more time determining whether to pass or fail a student (D or F grade) than on any other grade distinction, yet the present University grade average system (the honor point ratio) ranks the D and F identically. The proposal is to differentiate between F and D by assigning 0 to F, 1 to D; then 2 to C, 3 to B, and 4 to A.

As a reminder of the change, and also to substitute for the almost-unique-to-Minnesota "honor point ratio" a more generally used phrase, the "grade point average" is proposed as a better name for this summary statistic of each student's grades.

A preferred procedure is stated for calculating the grade point average when a student is permitted to repeat a course which he has already passed—corresponding to the method of calculation when an F course is repeated—but it is not made mandatory because of varying current practices in the several colleges.

Item 13: The only practical method of calculating average grades after a new system is adopted is to use the new system on all grades, no matter when earned. The committee assumes, however, that cases of hardship resulting from the new "devaluation of the F" will be sympathetically handled by college scholastic committees on an individual basis.

The Committee on Student Scholastic Standing is well aware of the many possible approaches to grading issues. On the one hand, the University teaches students but 3 months removed from high school and on the other hand students who themselves are teachers. Some colleges enlist most of their students from among 18 and 19 year olds experiencing their first responsibilities as college students; others admit a small number of highly selected and strongly motivated students with at least 2 or 3 years of college already behind them. One grading system must apply to them all, for we cannot, despite our diversity, define our terms differently in each of 14 colleges.

Members of the Committee, representing their own colleges and schools as well as the total University, have negotiated their differences over hours of conferences. When disagreements could not be reconciled, the grading definitions take into account the differences. The proposals, in the opinion of the Committee, represent the minimum agreements and definitions necessary for a satisfactory University grading system.

ROGER B. PAGE, Chairman

No action

XII. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

Reported for Information

The 1956 Policy on Speakers Brought to the Campus by Student Organizations called for an annual report to the Senate Committee on Student Affairs by the Office of the Dean of Students concerning implementation of the policy.

The following report by Dean of Students, E. G. Williamson, was received by the Senate Committee on Student Affairs and is presented to the University Senate as an item for information.

DEAN OF STUDENTS REPORT ON IMPLEMENTATION OF SPEAKER POLICY

At its June, 1956 meeting the Senate of the University adopted a revision of the policy concerned with the long established practice of inviting to students' meetings speakers not employed within the University. This adoption was the culmination of several years of intensive study of practices and policies, on this and other campuses, by the Senate Committee on Student Affairs (students and faculty), and the Office of the Dean of Students.

The adopted revision of policy now reads as follows:

"The Senate Committee on Student Affairs maintains that an essential part of the education of each student is the availability of diverse view-

points expressed by speakers engaged by student organizations. To limit opportunities to hear various viewpoints would be inconsistent with the educational responsibility of the University. A necessary complement to the classroom is the opportunity to review and discuss opinions of speakers representing varying attitudes concerning human affairs.

The committee believes that all departments of the University, including the Senate Committee on Student Affairs, should seek to encourage and assist student organizations in furthering opportunities to hear the widest range of viewpoints held and advocated regarding issues that divide our society.

Consistent with the 1946 Basic Policy Concerning Student Organizations and Their Activities, the following policy is recommended:

1. Recognizing that the responsibility for administering policies, regulations, and for general supervision over student activities has been assigned by the central administration to the Office of the Dean of Students, student organizations, in planning an event involving an off-campus speaker, shall consult with and inform the Student Activities Bureau of the name and qualifications of the speaker, the subject of his remarks, and the time, date, place, and nature of the meeting. In each case a request for approval should be made a minimum of 3 working days prior to the event.
2. In the event of a decision adverse to the request of the organization for approval of the program planned, submitted in accordance with No. 1 above, the Dean of Students shall promptly inform the Senate Committee on Student Affairs which will meet as quickly as possible in a public hearing to uphold or reverse the decision.
3. Further, when such a decision is upheld or reversed by the Senate Committee on Student Affairs, its decision may be appealed in accordance with the established appeal procedure.
4. The Office of the Dean of Students will report annually to the Senate Committee on Student Affairs concerning the implementation of this policy, including a summary of off-campus speaker activity with a description of the procedures used and the problems encountered in administering this policy. Upon request the Senate Committee on Student Affairs may serve as a consultative body for the Office of the Dean of Students on any problems involved in the application of the policy at any time during the year.
5. The principles embodied in the preamble shall serve as a guide in the application of this policy. These principles imply that approval should be withheld from a speaker only if it can be clearly judged his presentation would serve no educational purpose or if the presentation would violate the laws of the State of Minnesota or of the United States.
6. The Senate Committee on Student Affairs recommends that the President authorize the Dean of Students to adopt the procedures outlined in Nos. 2, 4, and 5 above."

Before describing the procedures used in securing compliance with this policy, I wish to comment briefly on the context in which the present policy was developed.

First let me state that the so-called "speaker problem" existed among students long before the present policy came into effect. It has for some time played an important part in considerations of the issue of freedom of thought in University life. And for many decades the University of Minnesota has maintained what Guy Stanton Ford described as "free enterprise in the production and exchange of ideas." During these same decades, some critics have repeatedly advocated instruction of our students in a prescribed "right"

set of political, social, economic, and philosophical views. In answer to these critics the University has repeatedly affirmed the principle of freedom of inquiry as basic to political democracy and human progress, and has supported the productive clash of ideas and ideals as the way most likely to aid students to identify those which are sound and deserving of their acceptance. The University has also asserted that its fundamental educational purposes—the instruction of youth, the advancement of learning, and the search for truth—can rest on no other cornerstone than responsible freedom of teaching and learning.

Indeed administration, faculty and students would give vigorous assent to MacIver's definition of the vital contributions of a free university to our democratic way of life:

“ . . . the example of open-mindedness, the substitution of reason for passion in the treatment of controversial issues, the spirit of fair play that listens to the arguments on all sides of a case, seeks to discover and to interpret the evidence instead of rushing to conclusions, and thus to understanding and wiser decisions on matters where the miscalculations of prejudice may have grievous costs.”¹

As a result of years of experience in responsible and “free” education of youth, President Ford's concept of free enterprise in ideas for the attainment of educational goals has been a clear guidepost for professors in the formal classroom. However, some citizens suppose that this is the end of the matter—that outside the classroom, in the area known as the extracurriculum, this particular rule of unfettered inquiry does not apply. Out of such a point of view comes some, but not all, of the controversy over speakers brought to the campus by student organizations.

Opponents of the extension to the extracurriculum of freedom of inquiry directed toward educational objectives argue in general in two opposite directions. Some contend that freedom of thought and expression in student activities may sometimes be a dangerous thing, and that some form of “thought control” is therefore necessary. These persons declare that the immature student may be corrupted or exploited to advantage by malicious outsiders bent on furthering causes often aimed at subversion of the social order. Others claim that the extracurriculum is no affair of the University's whatsoever; that students' nonclassroom activities are their own business and therefore lie outside the purview of the University administration. There are some in this group who support a view that the campus should be an unsupervised Hyde Park for all who wish to address students, whatever their cause. Moreover, some of these advocates feel that students should be “allowed to invite whomever they wish to appear before them, provided only that space is available and that what is ordinarily thought to be good order is maintained.”²

While conceding elements of truth in both these viewpoints, I cannot fully subscribe to either. Instead, I believe that the key educational principle, freedom of inquiry, means that students are free to direct their activities, in their role as students, toward educational objections—the instruction of youth, the advancement of learning, and the search for truth. I adhere to this position because I believe it to be underwritten in the University's special nature as an educational enterprise. The University can, I believe, adopt neither the neutralist nor the despotic role concerning freedom of inquiry, without violating the public trust of its charter from the people to provide effective educational leadership for the youth of the state.

¹ Robert M. MacIver, *Academic Freedom in Our Time*, New York, Columbia Press, 1955, p. 17.

² Senate Committee on Student Affairs, Minority Report, March 2, 1956.

The Office of the Dean of Students has lent its wholehearted support to the present speaker policy, which maintains that "an essential part of the education of each student is the availability of diverse viewpoints expressed by speakers engaged by student organizations." And we qualify this declaration by the proviso "that approval should be withheld from a speaker only if it can be clearly judged his presentation would serve no educational purposes. . . ." I believe that the policy thus unites two vital premises of education in Western culture, freedom of inquiry and direction toward educational goals, as best befits the purposes of our University.

I believe further that there are valuable citizenship lessons to be learned, through the extracurriculum, in the application of the speaker policy. For this policy has also been assailed on the ground that it somehow represents an abridgement of the rights of the student as a citizen. With this accusation I again take issue. I believe with Dean Virginia Gildersleeve that a student's rights as a citizen are in no way impaired by such policies; instead, his rights as a student, apart from his political and citizenship rights, are simply defined in terms of the education he is given the opportunity to achieve.³ That is, his is a student's right to the best education the University is able to provide.

Through acquiring the status of a student, an individual moves into a new kind of community in which he enjoys additional rights and responsibilities. And in this new context, as in his relations with the state, the student submerges a portion of his extreme individualism to obtain the benefits resident in membership in the University community. This latter point has long been dominant in American democracy, and our first president, Washington, said that "Individuals entering into a society must give up a share of their liberty to preserve the rest."

The boundaries of freedom for any individual are, in part, set for him by the community in proportion to the responsibility he voluntarily assumes. Here I share in the opinion of President Buell Gallagher that the task of the university and college is "one of making sure that . . . those who learn are never permitted the erroneous luxury of irresponsible decision." Learning through profiting from mistakes is not to be confused with irresponsibility in the exercise of rights. This exposition poses a problem which must be thoughtfully handled—where to draw the boundaries of freedom and authority. Who determines where these boundaries shall be placed? In the present case the answer is found in the very processes by which the earlier policy was recast to give more responsible authority to students in the application of that policy. And this instance illustrates our University's educative use of the extracurriculum. It is clear that it is not "the administration" acting in a capricious and repressive manner that determines who shall speak before student groups. Rather is there provided an orderly and responsible manner of participation by students, faculty and administration in decisions concerning the potential educational good to be achieved through any and all student activities.

One of the great dimensions of our University is its established practice of encouraging students to participate democratically in defining their place in our University community. I believe that our University is committed, by the defined nature of its societal mission, to the progressive and orderly sharing of its educational leadership with responsible students as they increase in knowledge and in sense of personal and social responsibility on and off campus. Through such a policy students forge new freedoms by the responsible exercise of responsibilities and privileges already won. And successive generations of student leaders have indeed gained confidence of

³ Virginia C. Gildersleeve, "The Abuse of Democracy," *The Saturday Review*, Vol. 39, No. 47, p. 36, November 24, 1956.

the faculty and administration in redefining and extending the boundaries of their freedom.

It is in this connection that our staff enters the picture, because freedoms are sometimes not self-maintaining. In this case, freedom to learn, in and of itself, is not always exploited by students for effective learning. That is, as is true in the case of learning through classroom, laboratory and library, students are often aided in their learning through the extracurriculum by means of consultation with faculty advisers and with the staff of the Activities Bureau. This is true because students vary widely in their stages of maturity of learning efforts and methods, and teachers of several types may help them add to their maturity. Moreover, in the case of activities used for purposes of learning, some responsible persons, I believe, need to view the many separate and partial projects of the several hundred student organizations from the perspective of the whole institution and its varied interests and relationships, internal as well as external. And often our staff needs to assist student leaders in the orderly development of programs and activities in ways that are appropriate to a university.

The Bureau staff fits into the speaker approval picture because of the two functions assigned it by the central administration: general supervision over organized student affairs, and responsibility for helping students utilize their activities for educational gains. In discharging the former function the staff has exercised its office in a way designed to teach the vital citizenship lesson of coming to terms with responsible and responsive authority. Its policy has been and will continue to be the development of effective group membership and teamwork enterprises. In its latter role, the staff encourages students to meet, organize, speak and listen, and participate in activities with social, political, religious, and recreational purposes.

This educational approach applies to the utilization of speakers as well as elsewhere. Here too, administrative authority and responsibility are employed in a teaching manner. In performing the required review of a proposed program involving a non-University speaker, we approach a student organization's request, not with a view to finding reasons for disapproving the activity, but with the intent of assisting students to frame their topics and conduct their discussions so as to achieve the maximum amount of educational benefit possible in a given situation. This we see as an application of the teaching task of the University. One aspect of our viewpoint in this matter can perhaps best be summed up by quoting from a letter written in 1932 by former president of the University, Lotus D. Coffman:

"It is a fact that seldom does anyone appear on campus for a public address that the University is not criticized for letting him come. If he favors private control of public utilities that brings one type of criticism; if he favors public control of public utilities, that brings another type of criticism. No matter what he favors, the University receives a certain amount of condemnation; yet, the University would cease to be a university of any value whatsoever the very instant that it failed to permit men to discuss these matters."

This declaration of principle has set the tone for our discharge of the obligation to administer this policy on our campus. That obligation itself was formalized in 1936 by an administrative policy which provided that "There is at present an understanding in the President's Office that the names of all local speakers are to be approved in the Office of the Dean of Student Affairs before arrangements are completed for bringing them here and that all speakers brought from outside (probably outside the state) should be approved by the President and invited by him as guests of the

University."⁴ The administration of this policy has tended toward a liberal interpretation of its educational significance. In fact, since 1941, the 1936 directive has seldom been used as authority to approve or disapprove a request to invite a speaker, but rather as a guide to finding an acceptable way for speakers to be brought to the campus. Not only has our staff worked conscientiously to assist organizations to present a wide variety of educational speakers, but it also began voluntarily taking controversial cases before the Senate Committee on Student Affairs for review long before this practice was required by the new policy.

In short, our orientation to the administration of the speaker policy is grounded in a philosophy of education which appraises organized student activities as an integral part of the University's total educational program. As a part of that program, presentations of viewpoints by non-University speakers fall under the principle which applies throughout the University, that is, free enterprise in the production and exchange of ideas for the furtherance of educational purposes. The extracurriculum makes a unique and additive contribution to that of the classroom, library, and laboratory through the offerings of these speakers, who can be viewed as extra-teachers. Thus each program stands on its merit as an event of an educational character designed to stimulate students to understand some aspect of life as it confronts a citizen in our democracy.

In reviewing students' programs and activities, involving the use of speakers, we follow these procedures:

The student completes a program form, including a request for a speaker. A staff member, with the student, reviews the program, including the speaker's topic, place to be held, financial arrangements, audience, and publicity.

Upon completion of the review, the adviser takes the program request to the Director of the Student Activities Bureau, usually with a recommendation.

The director promptly delivers the request to the Dean of Students, who has been assigned responsibility for administration of this policy.

The Dean of Students acts upon the request.

The student is notified, by mail or by phone, of the action taken, and if the program has been approved, he may then proceed to make final arrangements for facilities and publicity.

The new speaker regulation adopted in 1956 calls for a review by the Senate Committee on Student Affairs of those administrative decisions which may seem to limit freedom, thus adding a public guarantee of fair play to the approval process. Short of having no rule whatsoever, I do not see how we could have a more democratic, responsible, and widespread administration of so important an area of University affairs. And I do not believe that insistence upon educational emphasis in program content of students' affairs stifles freedom within the educational context of our University.

To be sure, we need to be ever alert to the possibility that the cost of membership in a group could in some circumstances be such as to crush individuality, and such a cost would be self-defeating from the perspective of Western democracy. But we find no evidence that the individuality of Minnesota students is curtailed by these procedures. And the record of last year's speaker activity, and indeed of previous years, substantiates these conclusions. As is shown in the appended table, students had rich opportunities to hear and critically appraise the viewpoints of many speakers in diverse fields of experiences. Of the 184 requests for speakers received in 1956-57 from religious, special interest, governing, fraternal, recognition, and honorary groups, all were approved; not one request was denied. As has

⁴ Senate Committee on Student Affairs, Minutes of the January 9, 1936 meeting.

UNIVERSITY OF MINNESOTA
NUMBER AND PERCENTAGES* OF NON-UNIVERSITY SPEAKERS
BROUGHT BY STUDENT ORGANIZATIONS
1950-51 to 1956-57

Type of Student Organization	1950-51			1951-52			1952-53			1953-54		
	No. Orgs.	No. Speakers	%	No. Orgs.	No. Speakers	%	No. Orgs.	No. Speakers	%	No. Orgs.	No. Speakers	%
Governing Boards.....	37	5	3.7	39	3	1.9	38	2	1.2	38	9	5.0
Publications.....	6			7			6			6		
Academic Fraternities and Sororities.....	57			57			57			57		
Professional Fraternities and Sororities.....	43			42			41	1	.6	40	3	1.7
Residential Organizations.....	28			28	1	.7	27			10	1	.6
Cooperatives.....	8			8			8			7		
Religious and Interfaith Groups.....	30	61	45.2	32	90	59.6	31	110	67.5	33	115	64.2
Recognition and Honorary Leadership.....	6			6			6			6		
Scholarship.....	31			33	1	.7	31			29		
Student-Faculty.....	14			15			15			15	3	1.7
Special Interest Groups												
Department and Professional.....	69	26	19.3	70	17	11.2	67	10	6.2	63	21	11.7
Language and Cultural.....	13	16	11.8	13	1	.7	14	8	4.9	15	15	8.4
Music and Fine Arts.....	8			9			6			7		
Political and Social.....	20	27	20.0	22	37	24.5	26	32	19.6	20	11	6.1
Recreational and Hobby.....	19			19	1	.7	16			12	1	.6
Social Service.....	11			11			10			7		
Other.....	54			54			54			14		
TOTALS.....	454	135	100.0	465	151	100.0	453	163	100.0	379	179	100.0

* The percentage column indicates the per cent of total speaker requests made by a particular type of group. The number of organizations is as of July 1 each year.

UNIVERSITY OF MINNESOTA
NUMBER AND PERCENTAGES* OF NON-UNIVERSITY SPEAKERS
BROUGHT BY STUDENT ORGANIZATIONS
1950-51 to 1956-57—Continued

Type of Student Organization	1954-55			1955-56			1956-57		
	No. Orgs.	No. Speakers	%	No. Orgs.	No. Speakers	%	No. Orgs.	No. Speakers	%
Governing Boards.....	37	16	8.4	39	43	19.4	39	10	5.4
Publications.....	5			5			4		
Academic Fraternities and Sororities.....	57			58			58		
Professional Fraternities and Sororities.....	31			32			43		
Residential Organizations.....	11	20	10.6	9	3	1.4	9	7	3.8
Cooperatives.....	7			7	7	3.2	7		
Religious and Interfaith Groups.....	35	85	44.7	33	84	37.8	32	102	55.4
Recognition and Honorary Leadership.....	6			6			6		
Scholarship.....	28	1	.5	26	1	.4	27	1	.6
Special Interest Groups Department and Professional.....	71	32	16.8	72	37	16.7	70	20	10.8
Language and Cultural.....	17	14	7.3	16	23	10.4	17	12	6.6
Political and Social.....	5	16	8.4	3	22	9.9	7	32	17.4
Music and Fine Arts.....	3			2			3		
Recreational and Hobby.....	11	4	2.2	11	1	.4	10		
Social Service.....	7			7			8		
Other.....	15			14			0		
TOTALS.....	346	190	100.0	340	222	100.0	340	184	100.0

* The percentage column indicates the per cent of total speaker requests made by a particular type of group. The number of organizations is as of July 1 each year.

been true for many years, religious organizations of students have brought to the campus the largest number of speakers. Contrary to some impressions created by isolated incidents, political groups rank second or third in the frequency of requests for this type of campus program.

The desirable educational effects of the policy is, we believe, more than adequately reflected in this log of its application in organized student affairs.

WILLIAM HOWELL, Chairman

Accepted

XIII. REPORT OF THE COMMITTEE ON UNIVERSITY PRINTING AND PUBLICATIONS

Reported for Information

The Senate Committee on Printing and Publications has authorized and recommends the use of the Minnesota Statehood Centennial Symbol on University printed publications and programs, as well as on letters that are either multilithed, printed, or offset, providing that these will be used beginning now and before January 1, 1959. The cooperation of all units of the University will be appreciated.

HAROLD B. SWANSON, Chairman

Accepted

XIV. NECROLOGY

ALBERT CEDRIC ARMY

1877-1957

Albert Cedric Army, born at Newport, Minnesota, November 4, 1877, died May 22, 1957. Retired since 1946, he lived at home in St. Paul and because of his interest in world agriculture, he traveled in Europe, Africa, Asia, South America, and Hawaii.

Professor Army received a B.S. degree from the University of Minnesota in 1909 and an M.S. degree in 1918. He served as instructor of agronomy from 1909 to 1912, as assistant professor from 1909 to 1916, and as associate professor from 1916 until his retirement.

His research took him into the broad field of crop production. His studies included crop rotation, forage crops, flax improvement, and weed control and were reported in numerous bulletins and articles. He was interested also in the development of improved field research techniques. Two of his timely and important publications are *Variations in the Organic Reserves in Underground Parts of Five Perennial Weeds from Late April to November* written in 1932 and *Experiments in Field Technic in Plot Tests* written in 1918 and 1919. He was a pioneer in pasture improvement and chemical weed control. Besides his many research activities, he taught courses in crop production in the College of Agriculture, Forestry, and Home Economics, and served as adviser for graduate students in agronomy, not only from the United States but from many foreign countries. He was influential in the development of crops judging contests through his chairmanship of the intercollegiate committee. He was a tireless worker who could frequently be found in the field early and late.

Professor Army was honored by election to Sigma Xi, Gamma Sigma Delta, and Alpha Zeta. He was made a Fellow of the American Society of Agronomy and an Honorary Premier Seed Grower of Minnesota. He had been a member of several standing committees of the American Society of Agronomy and served a term as vice president of the Flax Institute of the United States.

Professor Army will always be remembered for his intense interest in all plants—crops, flowers, trees and shrubs, and weeds.

CHARLES BIRD

1893-1957

Charles Bird, born in Birkenhead, England, on March 23, 1893, came to this country in his youth and received his B.A. degree from Springfield College. He served as a volunteer in the army of his adopted country during World War I and was in heavy combat, as a result of which he incurred a permanent and progressive deafness. He took his Ph.D. in psychology at Clark University in 1920 and was called directly to Minnesota's new Psychology Department, where he began his distinguished teaching career as an instructor in 1920. During his 37 years of teaching at Minnesota (assistant professor 1923-28, associate professor 1928-34, professor since 1934) he earned a reputation as one of the most brilliant of classroom teachers in the University. His scholarly thoroughness with regard to the content and organization of his lectures, as well as his scintillating classroom style made him a favorite among both graduate and undergraduate students. Students were amazed to observe that Professor Bird, perhaps identifying with his Clark adviser John Wallace Baird, lectured without notes except on rare occasions. He was equally at home in the large lecture sections of introductory psychology or in giving graduate courses in his own specialties of abnormal, political, and social psychology.

His careful and ingenious experimental work on the development of pecking behavior in chicks (done in the 1920's) is recognized as a classic empirical study on the problem of instinct. In recent years his empirical research was concentrated in the field of social psychology; he was an early participant in the recently formed interdisciplinary Laboratory for Research in Social Relations. Nevertheless, his great love was his teaching, and he considered himself primarily a teacher. His deep interest in the learning process was both scientific and practical, as shown by his widely used book, *Learning More by Effective Study* (written with his wife Dorothy, also a psychologist). His textbook on *Social Psychology* was one of the first texts in that field to lay stress upon the use of quantitative and experimental methods in studying social behavior.

Professor Bird was a member of the American Association for the Advancement of Science, the American Psychological Association, the Minnesota Academy of Science, Sigma Xi, the Minnesota Psychological Association, and the American Association of University Professors.

His death, January 22, 1957, brings to a close the long period of collaboration among the three men who, from the early twenties, established the basic strength of the Psychology Department in teaching and research. With his colleagues, Professors Donald G. Paterson and Richard M. Elliott, the Minnesota traditions in psychology were firmly grounded and well dedicated. Countless students over the past 35 years will recall the excitement his teaching brought to his chosen field, and will join his colleagues and family in mourning the loss of a brilliant mentor, and a thoughtful friend.

DR. FRANK EARL BURCH

1876-1957

Dr. Frank Earl Burch was born in Menomonie, Wisconsin, March 27, 1876. He graduated from the University of Minnesota Medical School at the age of 21. He began the practice of general medicine in Glencoe, Minnesota, the following year, 1898. While at Glencoe, Dr. Burch was married to Katharine Jackson, who passed away in 1947. They had two children, Dr. Edward P. Burch of St. Paul, Minnesota, Katharine (Mrs. Glen Taylor) of California.

In 1904, Dr. Burch began his distinguished career as an ophthalmologist in St. Paul. At that time it was customary to combine the fields of ophthalmology and otolaryngology, but since his interest lay in the former, he limited his practice to ophthalmology. He devoted part of his time to teaching in the Medical School and in 1920 was made associate professor. At the death of Dr. William R. Murray in 1926 Dr. Burch was made clinical professor and head of the Department of Ophthalmology and Otolaryngology. In 1944, he was made professor emeritus.

During World War I, Dr. Burch was commissioned Major in the Medical Corps of the United States Army, serving at the Station Hospital at Camp Dodge, Iowa. There he became commanding officer of the hospital.

One evidence of the esteem in which he was held by his colleagues was the number of medical organizations which he served as president. Beginning with the Minnesota Academy of Ophthalmology and Otolaryngology in 1919, he was successively elected to the presidency of the Ramsey County Medical Society in 1920, the Minnesota Academy of Medicine in 1927 and the American Academy of Ophthalmology and Otolaryngology in 1936. He was also a member of the American Ophthalmological Society, and the Minnesota and American Medical Associations, as well as a Fellow of the American College of Surgeons. His fraternities were Phi Gamma Delta and Nu Sigma Nu.

Dr. Burch was known as a fine diagnostician, an excellent surgeon, and an able teacher. He was the author of numerous papers on all aspects of ophthalmology, both medical and surgical, the most quoted of which was his classical discussion of Marfaus Disease. He was much interested in the Minnesota Society for the Prevention of Blindness, for many years its "patron saint."

His many friends for several years have contributed to the Frank E. Burch Research Fund in Ophthalmology. This has grown to a sizable sum and with an additional amount now being contributed will provide, at the University of Minnesota Medical School, a "Frank E. Burch Professorship in Ophthalmology."

While an exceedingly hard worker, Dr. Burch was an ardent fisherman and an enthusiastic traveler. Since his retirement, he has spent most of the summer months at his beautiful cabin at Encampment Forest on the North Shore of Lake Superior, and the winters in California and in world travel.

It was while at his summer home that Dr. Burch was stricken; and quickly passed from us on July 1, 1957. Surviving are his son and daughter, to whom the sympathy of a host of their father's friends goes out.

ERNEST B. PIERCE

1879-1957

Ernest B. Pierce was born August 20, 1879, in St. Paul, Minnesota.

In 1897 he was graduated from the Mechanic Arts High School of St. Paul. The following year he entered the Mankato Normal College but then changed to University of Minnesota and received his B.A. degree in 1904.

As a student at the University E. B. Pierce was a leader in campus activities, and had an outstanding athletic record, lettering in track and basketball. He played forward on the 1903-1904 national championship basketball team coached by Dr. Cooke.

Mr. Pierce taught in the District School of Blue Earth County in 1898; from 1898 to 1900 he was principal of High School of Boyd, Minnesota; and from 1902 to 1903 was manual training instructor and football and basketball coach in Mankato High School.

In 1903 E. B. Pierce accepted an assistantship in Registrar's office at the University of Minnesota and was appointed registrar in 1905. This year

marks the beginning of Mr. Pierce's outstanding service to the University for 43 years.

Upon his graduation E. B. Pierce had become active in the newly formed Alumni Association and when in 1920 he was appointed the field secretary of the Association he was well acquainted with alumni as well as with alumni work. He held the position until June 30, 1948, when he retired as Director of Alumni Relations Emeritus. On his retirement Mr. Pierce was honored at the Alumni Dinner when President Morrill presented him with the Builder of the Name Medal, making him the second person to receive this medal.

E. B. Pierce was one of the prime movers in the campaigns for the construction of the Memorial Stadium, the Northrop Memorial Auditorium, and the Coffman Memorial Union, and was secretary of the Greater University Corporation—an organization of alumni which assumed responsibility for the raising of funds for the three buildings.

He was one of the organizers and early officers of the "M" Club. He was a member of the Union Board of Governors from 1912 to 1948, and was president of the Board from 1916 to 1940.

When the Senate Committee on Intercollegiate Athletics was created in 1922 to replace the Athletic Board of Control, E. B. Pierce was appointed a member and became chairman of the Committee. He was also chairman of the Senate Committee on University Functions from 1918 to his retirement in 1948.

The last major project in which E. B. Pierce was actively interested was the establishment of the Greater University Fund, sponsored by the General Alumni Association, in 1947. He served as secretary of the Fund in 1947-48.

After his retirement Mr. Pierce continued his interest in alumni work and was President of the Minnesota Alumni Club of Southern California. Mr. Pierce died June 7, 1957.

JOSEPHINE ELIZABETH TILDEN

1869-1957

Josephine Elizabeth Tilden, professor emeritus of botany, was born in Davenport, Iowa on March 24, 1869. She received her pre-college education in the grade schools and Central High School in Minneapolis. From the University of Minnesota she received the B.S. degree in 1895 and the M.S. degree in 1897. Her academic appointments began in 1896 with an assistantship in botany followed by an instructorship in 1897. In 1903 she was promoted to an assistant professorship which she held until 1910 when she was appointed professor, an appointment which was continued until her retirement in 1937.

Professor Tilden was well known throughout the world for her teaching and research in phycology. Her book entitled *Minnesota Algae*, devoted to the blue-green algae (Myxophyceae), published in 1910 is still an important and widely-used technical reference book and stands as a tribute to the care she exercised in conducting this study. In 1895 she initiated her bibliography of publications on the algae. This culminated with her internationally distributed "Index algarum universalis" which was a catalogue of all known references on algae. Her last large work was a volume, *The Algae and Their Life Relations*, with the significant dedication "To my students," published by the University of Minnesota Press in 1935 and 1937. This represents the first American effort to bring together in one volume a summary of the known characteristics of all the groups of marine and fresh-water algae. Her shorter research papers were devoted to studies on calcareous

algae and the algae of Vancouver Island, of hot springs in Yellowstone Park, and of many regions of the Pacific Ocean.

Miss Tilden, along with Professor Conway MacMillan and other botanical colleagues, was largely responsible for the founding of the Minnesota Seaside Station at Port Renfrew, Vancouver Island, B.C. It is regrettable that this station, described in "Postelsia" in 1901 as the "youngest of the American marine biological stations," no longer exists. However, Miss Tilden and her colleagues contributed constructively to developing field instruction at Itasca State Park. In 1935, she led a group of 10 graduate students on what must be regarded as an extensive field trip since it occupied an academic year and involved travel through the Red Sea to Australia, New Zealand and northward via Pacific islands to Hawaii and San Francisco. This expedition, which had intensive algal collecting as a major assignment, was honored by having a point of Stewart Island, New Zealand named "Minnesota" in March, 1935.

In 1920, Professor Tilden served as a delegate to the First Pan-Pacific Scientific Congress in Honolulu. Subsequently she served in the same capacity for the Congresses held in 1923 in Melbourne and Sydney and in 1926 in Tokyo. Her representation in scientific societies included membership in the American Association for Advancement of Science, Society of Naturalists, Geographical Society, Botanical Society of America, Torrey Botanical Club, and the Florida Academy of Science.

After her retirement from the University Miss Tilden lived in Golden Bough, Hesperides, a community which she founded near Lake Wales, Florida. During this period she was at work on a proposed series of books varying in subject matter from a scholarly treatment of the seaweeds of the world to a simple personal account of successful arrangements for retired persons.

On May 15, 1957 she died after a year's illness at her home in Florida which she called "Ia Ora Na," Tahitian for friendliness. Her devoted service to phycology was particularly stimulated by Professor Conway MacMillan, founder of the present department, and the late Professor J. Arthur Harris. Their stimulation, in a sense, was carried to succeeding generations of students through Miss Tilden's service as a considerate teacher who invariably communicated much of her great personal enthusiasm for her subject.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

December 12, 1957

The second regular meeting of the University Senate for the year 1957-58 was held in the Auditorium of Murphy Hall on Thursday, December 12, 1957. Eighty-one elected or ex officio members and 6 nonmembers, total 87, were present. Vice Chairman Francis M. Boddy presided.

The following items were considered and action was taken as indicated.

I. MINUTES OF NOVEMBER 7, 1957

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1957-58

Reported for Action

The President reports additional appointments as follows:

Intercollegiate Athletics: Robert P. Rolle, student.

Student Scholastic Standing: Eleanor Salisbury.

Approved

III. NON-SENATE COMMITTEES AND BOARDS FOR 1957-58

Reported for Information

The President reports appointments as follows:

Computer Facilities, University Advisory Committee on: W. G. Shepherd (chairman), Francis Boddy, Warren Cheston, Kenneth E. Clark, Bryce Crawford, John G. Darley, William L. Hart, Leonid Hurwicz, Nathan Lifson, L. R. Lunden, Will M. Myers, S. E. Warschawski.

Schedule Committee, University: Addition of Sanford I. Naiditch, student.

Accepted

IV. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

The following football games in 1958 have been designated as follows:

October 4 Pittsburgh—Editors, Legislators, and High School Bands Day

October 11 Northwestern—Alumni Band Day

October 18 Illinois—Homecoming Day

November 15 Michigan State—Dads Day

HAROLD S. DIEHL, Chairman

Accepted

V. REPORT FROM THE DULUTH BRANCH

Reported for Information

The Duluth Branch has designated October 18 as their Homecoming Day for 1958.

THOMAS W. CHAMBERLIN, Dean

Accepted

VI. REPORT OF THE COMMITTEE ON STUDENT SCHOLASTIC STANDING

Reported for Action

Not since 1943, when the Senate first adopted a University-wide grading system, has there been a thorough and systematic review of the definitions and procedures of grading. As the University looks forward to tremendous increases of both students and staff, with greatly aggravated problems of communication, there is a need for making as simple and as uniform as possible the grade records of the Recorder. In light of these factors, the Committee on Student Scholastic Standing presents this report, based on its study of the past 2 years.

Since the Committee includes in its membership the chairman of the scholastic committee (or similar representative) of each separate institute, college, or school, and since the study has now continued for nearly 6 quarters, with bi-weekly meeting much of the time, the Committee believes that it has devised a system which will win the understanding and support of the faculties of the University. Throughout the work of the Committee, college representatives were encouraged to conduct concurrent discussions in their own scholastic committee or other college group.

Because the broadest possible participation of the faculties is desired on matters such as these, the committee is presenting a preliminary report initially to permit and encourage suggestions and questions either from the floor of the Senate or by personal contact with a member of the Committee. At the next meeting of the Senate, the report, with any modifications which may be made on the basis of suggestions from Senate members, will be presented for action.

In the main, the revised grading proposal follows the present system. Four changes of significance are recommended. Two symbols (Y and Z) are eliminated from the new system. Definitions are more precise and yet they permit the variation of practice from one college to another which in fact exists in a large and heterogeneous university. Responsibility for completing a course or for seeking official endorsement of cancellation is more firmly fixed on the student. Finally, a 5-point grade system (A=4, F=0) is proposed to replace the present 4-point system (A=3, D and F=0).

Minor changes have been made in sections 3 and 6 since the original report to the Senate at the November meeting.

The All-University grading system, as revised, is as follows:

1. There shall be four permanent grades, A (highest), B, C, and D (lowest), which shall be acceptable for the completion of a single course.

2. There shall be a permanent grade of F (failure) given when a student does not complete successfully the work of a course.
3. There shall be a temporary grade of I (incomplete) which may be assigned when there is not sufficient information immediately available to permit the assignment of a permanent grade. This would be the case if the student has not done all the work of the course or if the instructor does not know why a student, officially registered for his course, has not appeared or has left. If the instructor is able to ascertain that the student has no adequate excuse or if the student attended beyond the sixth week and was failing, F is the appropriate grade.

An I which is not turned into a permanent grade or into a W (official cancellation with approval of the student's college) by the end of the sixth week of the next regular quarter of attendance shall become an F. (This does not apply to students in the Graduate School or to students in a Master's degree program in undergraduate colleges; their I grades remain until changed by the instructors to some other grade.) Permission to complete the work must be obtained from the instructor. He may set a makeup deadline of less than 6 weeks.

An extension of time may be permitted for removal of I grades upon recommendation of the instructor concerned and with approval of the Scholastic Committee of the college in which the student is registered. If the petition is presented after the end of the sixth week of the next quarter of residence, a restoration of the mark of I and the completion of the required work would be considered in the nature of a special examination for which the special examination fee would be required.

4. There shall be a symbol W to indicate official cancellation from a course without grade. This shall be assigned in all cases of official cancellation during the first 6 weeks of classes irrespective of the student's standing. Whether cancellation is permitted is within the authority of the student's college to determine. After 6 weeks, W shall be posted only if the student is not failing at the time of official cancellation. W is a registration symbol, not a grade, and shall be posted by the Recorder on the basis of the student's registration activity as approved by the student's college.
5. A student who cancels officially or otherwise leaves a class after the sixth week of classes and is failing at the time shall receive an F.
6. There shall be a symbol X which may be reported in continuation courses in which a student is permitted to continue but in which a grade cannot usually be determined until the sequence is completed. The instructor shall submit a grade for each X when the student has completed the entire sequence.
7. In courses numbered 200 and higher, the permanent grade S (satisfactory) may be used to indicate satisfactory work for graduate students. In calculating grade point averages, it counts as a B.
8. In the Doctor of Medicine program, the permanent grade P (pass) may be used to indicate satisfactory work for Doctor of Medicine candidates. The student's standing will be calculated using more detailed evaluations available in the college office.
9. There shall be a registration symbol V (visitor) to indicate registration as an auditor or visitor.
10. There shall be a symbol T (transferred) indicating credits transferred from another institution, or from one college to another within the University when a reevaluation is required. It shall be posted as a preceding supplement to the original grade.

11. For purposes of determining scholarship averages, grade points shall be assigned as follows:

Each credit of A	4 grade points
Each credit of B	3 grade points
Each credit of C	2 grade points
Each credit of D	1 grade point
Each credit of F	0 grade points

A student's scholastic average—or grade point average—shall be the sum of grade points divided by the sum of credits passed and failed. In general, all credits must enter into the grade point average. If a course is repeated, usually both grades should enter into the computation of the grade point average. However, the faculty of a school or college may determine which credits and grade points are to be included in the average.

12. Any college or school may set special scholastic standards or other standards as a condition for registration in particular courses of study, for placing students on probation, for admission to the college or school, for promotion, for honors, for continued residence in the college or school, or for degrees, etc.
13. All previous Senate regulations in conflict with the foregoing regulations are rescinded. The new regulations shall become effective September 16, 1958. After that time the official grade point average shall be calculated in accordance with paragraph 11 above regardless of when grades were earned.

The following comments bear on the several changes from the present system. When no comments about a particular item are made, there has been no substantial change. Item numbers correspond to the numbers above.

Item 3: The symbol Y is eliminated and I, redefined, covers all cases in which a permanent grade cannot be assigned at the end of the quarter (other than the case defined by X). Y has been used in widely differing ways in different colleges, even in different departments in the same college. In some cases, the Y has been essentially ignored; in other cases, it has resulted at once or eventually in an F grade. These variations have made almost impossible the establishment of consistent interpretation among staff or students, since students frequently register across college lines and instructors of one college often teach courses taken primarily by students of another college. A single symbol, more broadly defined and with eventual disposition of the case clearly stated, should minimize the irregularities.

The student's responsibility is more clearly fixed in the new definition. This not only is desirable for the University's relations with its students but also is more economical and efficient than the present elaborate follow-up programs which some colleges use to determine what final grade should be assigned. The recommended definition has a "built in communicator"; the fact that the I will become F if the student takes no action should move him to make any claims he can, without expensive communications originating in the college office.

When the instructor can determine at the end of the quarter that the student has no adequate reason for not completing the work of the course, he may assign an F at once, eliminating the I to F steps. This variation in procedure, still in keeping with the basic policy definitions, is to encompass the typical practice in the Institute of Technology.

Item 4: W is more explicitly defined as a *registration* symbol, removing the ambiguity that it may be considered a grade submitted by an instructor. In every college registration procedures, including change of registration

(cancellation), involve the student's adviser and sometimes the scholastic committee. An instructor may also play an important part in determining a cancellation, but in few colleges does he carry this responsibility alone. Cancellation is a change in registration, not an evaluation of a student's performance (the latter being the instructor's clear prerogative.)

Item 5: The symbol Z (meaning cancel with F) is here left out and the simple F is used. The confusion resulting from an additional and unique symbol more than outweighs the minor advantages of representing differently "F" and "cancel with F."

Item 11: Permanent grades are assigned in five categories, A, B, C, D, F. The averaging method, in which certain numerical values are assigned to each letter grade, should reflect this fact. Probably instructors spend more time determining whether to pass or fail a student (D or F grade) than on any other grade distinction, yet the present University grade average system (the honor point ratio) ranks the D and F identically. The proposal is to differentiate between F and D by assigning 0 to F, 1 to D; then 2 to C, 3 to B, and 4 to A.

As a reminder of the change, and also to substitute for the almost-unique-to-Minnesota "honor point ratio" a more generally used phrase, the "grade point average" is proposed as a better name for this summary statistic of each student's grades.

A preferred procedure is stated for calculating the grade point average when a student is permitted to repeat a course which he has already passed—corresponding to the method of calculation when an F course is repeated—but it is not made mandatory because of varying current practices in the several colleges.

Item 13: The only practical method of calculating average grades after a new system is adopted is to use the new system on all grades, no matter when earned. The committee assumes, however, that cases of hardship resulting from the new "devaluation of the F" will be sympathetically handled by college scholastic committees on an individual basis.

The Committee on Student Scholastic Standing is well aware of the many possible approaches to grading issues. On the one hand, the University teaches students but 3 months removed from high school and on the other hand students who themselves are teachers. Some colleges enlist most of their students from among 18 and 19 year olds experiencing their first responsibilities as college students; others admit a small number of highly selected and strongly motivated students with at least 2 or 3 years of college already behind them. One grading system must apply to them all, for we cannot, despite our diversity, define our terms differently in each of 14 colleges.

Members of the Committee, representing their own colleges and schools as well as the total University, have negotiated their differences over hours of conferences. When disagreements could not be reconciled, the grading definitions take into account the differences. The proposals, in the opinion of the Committee, represent the minimum agreements and definitions necessary for a satisfactory University grading system.

ROGER B. PAGE, Chairman

Adopted

VII. NEW BUSINESS

West River Campus. Vice Chairman Boddy reported that President Morrill is anxious that all interested groups have an opportunity to discuss the matter before any final decisions are made. The subject has already been discussed with a few faculty groups and will be discussed with others on request. He is talking with the Board of Regents about it today on an informal informational basis and plans to discuss the matter in detail with the Senate at an early meeting.

VIII. NECROLOGY

JOSEPH WARREN BEACH

1880-1957

Joseph Warren Beach, professor emeritus of English, literary critic, and poet, died on August 13, shortly after a heart attack.

He had been a member of the University community since 1896, when he came to Minneapolis to go to college under the eye of his uncle by marriage, Cyrus Northrop, the second president. "Retiring" in 1948, in accordance with University regulations, he later taught at many universities: Harvard (1949-50), Illinois (1950-51), the Sorbonne (Paris) and the University of Strasbourg (as Fulbright Lecturer, 1951-52), Johns Hopkins (1952-53), and Vienna (as Fulbright Lecturer, 1954-55).

A volume of essays in his honor, *Forms of Modern Fiction*, was published by the University Press in 1948, under the editorship of William Van O'Connor. On April 19, 1951, he received the University's Outstanding Achievement Award.

He was born in Gloversville, N.Y., on January 14, 1880. He was the son of Dr. Eugene Beach, a physician, and Sarah Jessup Warren Beach. Through his mother he was a descendant of the Rev. John Davenport, one of the founders of the New Haven colony. The local high school, he reported in an autobiographical sketch for *Twentieth Century Authors: First Supplement* (1955), provided "a fine 'classical' education," upon which he built his undergraduate work at Minnesota. He took his B.A. degree in 1900 and was elected a member of Phi Beta Kappa. His M.A. and Ph.D. degrees were taken at Harvard University in 1902 and 1907; for the latter his dissertation was "The Loathly Lady," a study of the folklore sources of Chaucer's *Wife of Bath's Tale* directed by George Lyman Kittredge.

His graduate study was interrupted by a year of teaching as instructor (1902-03). In 1907, however, he joined the Department of English as an assistant professor. In 1917 he became an associate professor and in 1924 received his professorship; from 1939 until 1948 he was departmental chairman. He taught the survey course in English literature for many years, developing special competence in English literature from about 1800 to the present, in twentieth-century American poetry and fiction, and in the technique of the novel. Of his fifteen books, the most widely read and influential were *The Method of Henry James* (1918) and *The Concept of Nature in Nineteenth Century English Poetry* (1936). Both were landmarks of American literary study, highly original and catalytic in effect; both have been reprinted within the last two years. *The Twentieth-Century Novel* (1932), *The Technique of Thomas Hardy* (1922), *The Outlook for American Prose* (1926), and *American Fiction, 1920-1940* (1941) are only slightly less important, and it remains to be seen what reputation will accrue to *The Making of the Auden Canon* (University of Minnesota Press, September 20, 1957). It is possible that another book or two will appear posthumously.

Mr. Beach's work was not confined to criticism. His first book was *Sonnets of the Head and Heart* (1903); he published two other volumes of poetry and was planning a third at his death. A novel, *Glass Mountain*, appeared in 1930.

The critical and creative power suggested by this partial record was evident to all who knew him. His influence upon the University as teacher, administrator, and innovator has been discussed by Mr. James Gray, in *The University of Minnesota, 1851-1951* (University of Minnesota Press, 1951), and need not be enlarged upon here, beyond a reminder of how important and how infrequent is the combination of imaginative scholarship, devotion to excellence, and great talent for teaching. Mr. Gray's description of him as a man of "inexhaustible intellectual vitality and imagination" has been echoed many time in the weeks since Mr. Beach's death.

A meeting in memory of Mr. Beach was held in the chapel of the Center for Continuation Study on October 16. Dean Theodore C. Blegen presided, the other speakers being Mr. James Gray and the Rev. Carl Harold Olson. Their remarks will be preserved in the University Archives.

Mr. Beach married Elisabeth Northrop on December 7, 1907; before her death she bore him two sons, Northrop and Warren, both of whom survive. On April 22, 1918, he was married for a second time to Dagmar Doneghy, who also survives him.

Arrangements have been made through the family and friends for the founding of the Joseph Warren Beach Lectureship, in the Department of English, with an endowment large enough to bring to the campus annually a distinguished writer, critic, or scholar, to continue the encouragement of creative literary effort which Mr. Beach did so much to establish as a tradition in the University of Minnesota.

HENRY ANTON ERIKSON

1869-1957

Henry Anton Erikson was born in Mt. Morris, Wisconsin, on July 30, 1869, one of a family of four children. He descended from sturdy Norwegian stock of which he was justly proud. The family later moved to Fertile, Minnesota, where Henry spent his boyhood. Following graduation from the University of Minnesota, with a degree in electrical engineering, and a year as high school instructor, he returned to the University in the fall of 1897 as instructor in physics. His connection with the University was to be unbroken during the next 60 years. In the spring of 1899 he married Winifred Boynton, who was to be his inseparable companion through life. In 1908 he was granted his Ph.D. degree by the University, with a thesis dealing with ionization processes in gases. A sabbatical year at Cambridge University, England, in 1908-09 brought him into contact with the famous school developed by J. J. Thomson, an event which exerted a lasting influence on his later work. Returning to Minnesota, he rose through the academic ranks to a professorship in 1915, becoming chairman of the Physics Department a year later, a post which he held until his retirement in 1938.

Professor Erikson was deeply interested in the nature of the physical universe. Most of his scientific work concerned the properties of ionized gases and of radioactive substances, but his mind roamed over wider fields. At one time his interest in plankton led him to make measurements of the absorption of light in sea water in Hawaii, and in fresh water lakes in Minnesota. After his retirement he attempted a check on Einstein's general theory of relativity by measurement of the gravitational influence of rapidly rotating bodies. His interest in mechanics and gravitation led him into consideration of the space flight problem and the theory of the expanding universe. During the last months of his life he was working on a theory of periodic expansions and contractions of the universe brought about by nuclear explosions in the condensed state alternating with gravitational contraction in the rarefied state. His quiet manner and natural reserve made it possible only for those who were close to him to see the range of his thinking.

The accelerating growth of the University quickly hides the contributions made by individuals to its improvement. It is a matter of astonishment to many to learn now that at one time there was a railroad right-of-way through what is now a very busy part of the campus. Professor Erikson played an important part in the efforts made by the University to obtain a re-location of this track to the north of the campus. When the Minnesota Legislature finally provided the necessary authorization and funds for this in the spring of 1921, he turned immediately to the task of designing the new physics building which was planned to occupy part of the site made available, but which had been delayed pending the settlement. Needless to

say, the main structure of the present Physics Laboratory, which was completed in 1927, owes much to his planning.

Following retirement, the Eriksons moved to Florida, settling finally in Coral Gables. They both maintained a strong interest in the University and continued for many years to make summer visits to Minneapolis. They also provided funds for an annual lecture on recent developments in physics to be given by a visiting lecturer. Growing illness, and the shock of his wife's death in 1955, made life more of a burden for Professor Erikson, but could not dim his strong individuality or his sense of dignity. During his last visit to Minneapolis in the summer of 1956 he showed his usual interest in the affairs of his friends and in the University. He died at Coral Gables on June 22, 1957.

Professor Erikson was well known in the circle of physicists and took a keen interest in the organization of the American Institute of Physics. He and his wife exerted a steadying and unifying influence over the graduate students in his department, and more widely on the campus through the Cosmopolitan Club, which is still well remembered by many. He was rewarded an Outstanding Achievement Award by the University in 1951. Those who were privileged to know him will not forget him.

JULIA O. NEWTON

1880-1957

Julia C. Newton, former state home demonstration leader, died at her home at 514 Fifth Avenue South, Moorhead, Monday afternoon, October 21.

For nearly 30 years she directed the home economics extension program for teaching rural women to improve home and community life and make it more satisfying. Her position as state home demonstration leader involved the supervision and direction of the entire home demonstration staff, including county home agents and home economics subject matter specialists.

Miss Newton joined the University of Minnesota Agricultural Extension Service in 1919 and was appointed state leader of Home Economics Extension in 1920, at a time when both the state and the nation were pioneering in home demonstration work. Under her leadership the home demonstration program in Minnesota developed until at the time of her retirement on June 30, 1948, 60 counties had home demonstration agents.

Born on an Indiana farm near Lafayette December 16, 1880, Miss Newton moved with her parents to North Dakota when she was 11 years old. After graduating from Grand Forks High School, she attended the University of North Dakota for two years. She transferred to the University of Minnesota where in 1903 she received a bachelor of arts degree.

For several years she taught in Minnesota high schools and in Ellendale, North Dakota, State Normal and Industrial School. Following this teaching experience, she spent a year studying agricultural extension work in various states before joining the extension staff at North Dakota Agricultural College. After five years with the North Dakota Agricultural Extension Service, she joined the University of Minnesota staff.

In May, 1936, Miss Newton was granted a leave of absence to spend the period until December, 1937 in Washington, D.C., in organizing and directing the Family Credit Section of the Farm Credit Administration. Her recommendation for building a sound family credit program provided on a nationwide scale the education of farm families, particularly farm women, in the fundamentals of credit and its wise use. In setting up a plan of disseminating credit information to farm families, Miss Newton emphasized that the farm business and farm family are inseparable, and that to develop the farm enterprise effectively, the farm woman should not only understand but should actively participate in the financial affairs of the farm.

Active in the Minnesota Congress of Parents and Teachers, Miss Newton had also been chairman of the home economics committee of the Na-

tional Congress. She was the first director of the Department of the American Home in the Minnesota Federation of Women's clubs. She was an advisory member of the home and community committee of the Associated Women of the Minnesota Farm Bureau Federation and past president of the Minnesota Home Economics Association. She was a member of Epsilon Sigma Phi, national honorary extension fraternity.

One sister survives, Margaret, 514 Fifth Avenue South, Moorhead.

MARK OTIS PATTRIDGE

1888-1957

Dr. Mark Otis Pattridge, former clinical professor and chairman, Division of Operative Dentistry, University of Minnesota, died on July 27, 1957, at the age of 69. He retired after 47 years with the School of Dentistry in June, 1957. Known throughout the United States and Canada for his idealistic concepts and teachings, he devoted his career to the building of the School's cherished and envied position in American dentistry. The contributions made to dental education are numerous, the most outstanding one being his *Clinical Manual of Operative Dentistry*.

Mark Otis Pattridge was born in Tracy, Minnesota, and he graduated from the School of Dentistry, University of Minnesota in 1910. He was a life member of many national, state, and local dental organizations.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate



UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

December 18, 1957

A special meeting of the University Senate, called by the President, was held in the Mayo Memorial Auditorium on Wednesday, December 18, 1957. Ninety-two elected or ex officio members and over 100 nonmembers were present.

The following topic was discussed and action taken as indicated.

Development and Inter-relationships of the East and West River Areas of the Minneapolis Campus. The President commented on the growth in numbers of students expected by 1970 on the Minneapolis Campus. He discussed the study of land and service aspects of the University begun in 1955 and the reasons for the explicit recommendation to the legislature, previously approved by the Administrative Committee and the Board of Regents, that space should be provided across the river for the expansion needed in the future. He mentioned that this recommendation took on a legal aspect when appropriations were made by the legislature to acquire land toward fulfillment of this aim. He explained the importance and urgency of explicit determination of plans for use of the west campus area and the educational considerations involved which were referred to a special committee for study and recommendation. He commented on the membership of the committee, and the procedure it has followed in arriving at certain recommendations which have been discussed with various faculty groups, the Faculty Consultative Committee, the Administrative Committee, and the Board of Regents. The President then asked Vice President Willey to present the report of the committee which is included in the minutes as Appendix A.

Extensive discussion ensued.

Professor Steefel, secretary of the Dean's Advisory Committee of the College of Science, Literature, and the Arts read a statement expressing concern regarding some aspects of the report and strongly urging the incorporation of certain specific recommendations. The statement is included in the minutes as Appendix B. President Morrill indicated that the committee will be continued to consider questions that may arise and that he will refer the recommendations to the committee for consideration.

Professor Boddy presented the following resolution from the Faculty Consultative Committee which was moved, seconded, and adopted by the Senate:

RESOLUTION

WHEREAS, There are grave educational consequences which may be strongly shaped and influenced by the course of development of the plan for the West River area; and

WHEREAS, This senate is charged by its Constitution with a responsibility for determining educational policies;

Therefore, Be It Resolved by the Senate, That the Senate Committee on Education be instructed to engage in a continuing study of these developments and their educational implications; and that the President be requested to permit this Committee or its Subcommittees to work with the *ad hoc* Planning Committee or such other groups as may be concerned in the development of the West River area.

Adopted

During the discussion of the resolution, Professor Allan Brown tendered his resignation from the Senate because of personal dissatisfaction with the participation of the Senate in the matter of planning and policy-making.

After further discussion, the University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

APPENDIX A

REPORT OF THE WEST RIVER AREA ADVISORY COMMITTEE

December 16, 1957

To: President J. L. Morrill

From: Malcolm M. Willey

On September 25, 1957 you addressed a letter to a group of staff members asking them to serve as an advisory committee in the formulation of a plan for the development of the "West River Area." You designated me as chairman.

This special committee has held six extended meetings. It has now reached a conclusion and formulated a recommendation. As chairman, I am now by vote of the Committee transmitting this to you with this statement that will indicate the steps by which the recommendation was achieved.

Attached to this covering statement are detailed minutes of the meetings that have been held, together with other materials as follows: (1) a file of miscellaneous correspondence pertaining to the creation of the committee and the arrangements for its meetings; (2) two memoranda prepared by the chairman and used as a basis for discussion in committee meetings; (3) communications from members of the staff either directly to the chairman or transmitted through the college deans; (4) a collection of basic data distributed at committee meetings to serve as background material; (5) a set of configuration data out of which grew specifically the recommendation of the committee now being transmitted to you.

The action of the committee that formalizes its deliberations and which I am authorized to transmit to you is as follows:

In conformity with the concept of concentration, accepted by the Committee, it is recommended in principle that the West Side Development include, by 1970, the General College, the School of Business Administration, and all units of the College of Science, Literature, and the Arts excepting Astronomy, Botany, Geology, Library School, Mathematics, Music, and Zoology, recognizing that the decision may yet remain as to the advisability of substituting the College of Education for the General College.

The committee, it should be stressed at the outset, began its study on the assumption that regent and legislative determination had already been made that the educational expansion of the University would be into the west side area and not in another direction.

There was likewise agreement as the committee began its discussions that certain colleges and their future needs are not directly involved in connection with possible moves across the river: medicine, dentistry, law, and pharmacy.

There was likewise general agreement that the thinking of the committee in a real sense had to start with the year 1970 and work back from that date. What is called for is a 1970 plan which may be achieved, biennium by biennium, once its outline has been established.

Out of the early discussions of the committee certain facts and assumptions emerged on which there was generally unanimous agreement. Some of these assumptions were in the nature of criteria in terms of which the final recommendation was formulated:

1. By 1970, the enrollment on the Minneapolis campus of the University will be 38,600 students.
2. To instruct and care for these students and to provide space for research and public service will necessitate 1,867,582 square feet of assignable space additional to that available in 1954 (when the University's intensive space inventory was made as a basis of presentations before the Interim Build-

ing Commission of the Legislature). This space is roughly the equivalent of 31 Ford Halls (social science building).

3. The instructional load to be carried on the Minneapolis campus should be divided approximately in terms of credit hours or student stations about equally as between the two sides of the river to minimize traffic congestion and to achieve still further flexibility for the future.

4. The development of the area west of the Mississippi River must not be regarded as the creation of a new campus, but rather as a logical extension and growth of the existing Minneapolis campus.

5. The instructional pattern to be carried forward on the west side of the river must involve upper and lower division students, and graduate students, to the end that the program does not become exclusively one at the junior college level. It is important that a stimulating intellectual environment be maintained, with staff members in any department having contact with fellow staff members at all levels of instruction. On other occasions this assumption was expressed by saying that the expansion of the Minneapolis campus must be on a perpendicular rather than a horizontal basis. There should be no thought that the west side development should be only undergraduate, now or in the future.

6. The development across the river should involve an interdisciplinary pattern, of a number of departments or areas.

7. If one or more professional colleges are to be housed in new quarters across the river, substantial parts of the College of Science, Literature, and the Arts should also be moved to prevent the development of any feeling of "academic isolation."

8. There should be a focus of instructional units at both ends of the bridge, so that traffic problems may be minimized while at the same time there is a maximization of instructional interchange. This latter point was important in the committee's thinking, basic in which was the idea that academic isolation on the west side of the river must be avoided.

9. Looking toward the future, that is to say 1970 and beyond, one should plan for the maximum of geographical concentration of the programs and activities of existing college units and, contrariwise, scattering of the facilities used by any college unit should be minimized. The functions of the several colleges on the campus should be in a contiguous area and "centered" insofar as possible.

10. Non-instructional activities, including administration, should to the extent that is possible be pushed to peripheral areas. Concomitant with this idea was the premise that instructional departments should be concentrated on the existing mall area.

11. The development of instructional facilities on the west bank will necessitate parallel development of library and study facilities, the exact nature of which will itself call for further study. Similarly, office and faculty study areas must be provided, and also facilities for feeding and lounging.

12. Peripherally it may be possible to develop further dormitory facilities in the west side area.

As background for its discussions, data were presented to the committee showing, as indicated above, that on the basis of present patterns of operation to meet the building needs of the University in 1970 some 1,867,600 additional square feet of assignable space for all purposes (excluding dormitories) will be required. These additional space requirements have been calculated by major organizational units on the Minneapolis campus and the relevant data are to be found in the materials filed as a supplement to this report. Of the

instructional units, the greatest needs for space, absolutely, are found in the Institute of Technology and the College of Science, Literature, and the Arts.

Taking into account the utilization of existing parking areas on the Minneapolis campus, encroachment into existing playing fields (but excluding the stadium itself) and taking into account greater intensification of use, the conclusion is reached that it will be necessary, if enrollment, research, and public service needs are to be met, to provide in the west side area 850,000 square feet of assignable space, or the equivalent of approximately 17 Ford Halls. The instructional space to be developed on the east side of the river, 700,000 assignable square feet, would be the equivalent of 14 Ford Halls. In addition there must be provision for noninstructional space in the amount of some 317,000 square feet (6 Ford Halls).

The committee was confronted early with the suggestion that in its planning provision should be made to leave intact on the east side of the river all departments and activities of the College of Science, Literature, and the Arts. In the last analysis several considerations led to the rejection of this idea. Although it might be possible by demolishing some existing buildings and constructing new ones that architecturally would deviate from present architectural schemes, the inevitable result would be such a concentration of traffic as to approach the chaotic. If any considerable portion of the anticipated Minneapolis campus enrollment of 38,600 is to be concentrated in the existing area of the Minneapolis campus, impossible congestion would result, both on the campus and in approaching it. It was this fact in part that led the committee to its initial consensus that insofar as possible the future student loads must be divided between the two banks of the river; or put in other words, that provision for handling 19,300 students must be envisaged in the west area development.

Another principle argued against the idea that there could be retention of the Arts College in toto on the east side of the campus:

Attached to this report is a map prepared by the advisory architect, Mr. Winston A. Close, which shows the space utilized at the present time by various colleges in performing present functions. In a general way there is an area of concentration for the Institute of Technology, for the Medical Science group, for the College of Education, and in some measure for departments of administration. The map shows, however, that the activities of the College of Science, Literature, and the Arts are widely scattered. For this unit there is no unified identity, space-wise.

In the light of the earlier assumption, agreed to by the committee, it would in thinking of the future, appear to be desirable to draw more closely together the departments of the College of Science, Literature, and the Arts. In achieving this, however, it must be borne in mind that the needs of other college units will also be considerable by 1970, notably in the Institute of Technology.

A second map attached to this report suggests how expansion might take place to meet the needs of several academic units and also achieve the desired concentration. Under this plan the Institute of Technology would expand to the north of its present facilities and into the existing mall area, as well as into the athletic playing fields to the east. The College of Education would expand in the area where it now is located and into additional space that would become available marginal to it. Functions of administration would shift north of Pillsbury Drive, extending into the Folwell Hall area, and as needed in the future might even shift further to the Fourth Street region.

The Law School and Pharmacy would constitute a professional area in their present locations.

Under this proposal, as shown on the map, the College of Science, Literature, and the Arts would be concentrated at the two bridge heads. The School of Business Administration and the General College would be located on the west side of the river.

In a real sense the bridge connecting the two portions of the campus would become a new "mall" and some interesting possibilities for the utilization of the bridge readily suggest themselves. The structure as now conceived would be a two-level bridge with a six-lane level for vehicular traffic, over which would be a second level, enclosed, for pedestrian traffic. A bridge with a width of some 75 feet would, according to the testimony before the committee, be fully adequate for the traffic loads that might be involved, and at the same time would permit the imaginative use of space for such purposes as book stores, gallery and exhibition space, and even restaurants.

A concentration of Arts College departments at the two bridge heads would, it is believed, permit an interchange between the two sides of the river within the normal interval between classes. While details have not been followed through, preliminary study suggests that by scheduling procedures the needs of students in other colleges, who enroll in classes in the Arts College, could be met generally without necessitating their crossing of the river. That is to say, in some of the classes of large enrollment, sections could be scheduled on both sides of the river. Further mention of this is made later.

This configuration of the geographical site of the Arts College is consistent with the fact that the college performs important service functions for other academic units, and that its contacts do radiate from a center point. As a matter of fact, there is much to suggest that these radiating contacts will be better achieved under the proposed plan than is presently the case, with Arts College departments now scattered as they are.

Having agreed upon a general internal configuration for the Minneapolis campus, it remained for the committee to consider specifically what departments or units within the Arts College, as well as what other academic units, should be housed on the west side area. In doing this, the objective of dividing the load between the two portions was held in mind.

Because of special relationships with the Institute of Technology and also because of common usage of library materials that are housed and will continue to be housed on the east side of the campus, it was agreed that the department of Astronomy, Mathematics, and Geology should remain on the east side.

The Departments of Botany and Zoology have close instructional and research relationships with the Medical Sciences and the St. Paul campus and for this reason, as well as the fact that specialized laboratory facilities are involved, it was determined that they, likewise, should not be moved to the west campus.

The Library School has dependency upon the resources of the main Library and should continue for the present to be housed in it, though its ultimate housing may be influenced by the final character and extent of the library facilities on the West Side.

Scott Hall is well adapted to the functions of the Department of Music and it is proposed to leave this department in its present location, at least through 1970.

This plan for the location of departments of the Arts College on the east bank of the river envisages a concentration of classroom and office buildings with the thought, as previously noted, that these classrooms particularly would be involved in the instruction of students from other administrative units who are enrolled in Arts College classes. Classrooms in this location would permit students from other colleges on the east portion of the campus to shift between classes within the customary interval period. The service functions of the Arts College are thus recognized, as well as the convenience of students who enroll in the college.

On the west side would be another concentration of classrooms and offices, these to be developed architecturally to insure compact and efficient utilization of land area. This concentration can be achieved because extensive

laboratory instruction is not envisaged on the west side. Instructional space for classes with enrollments up to approximately 100 but with flexibility that would make possible efficient usage for classes of smaller size, would be in walk-up, four story structures with wide corridors and adequate stair facilities, thus permitting easy movement of students. At the ground level it is proposed to construct a group of detached classrooms that would house 250 to 500 or up to 1,000 students, and by retaining these at ground level, easy access is assured, stairways and wide corridors can be avoided, and congestion in other parts of the classroom buildings would be minimized. Offices—and a minimum of 1,000 is contemplated—would be in towered structures with elevators which would also provide service functions for the classroom buildings. All of these instructional and office facilities would be tied together both for convenience and in recognition of climatic considerations.

Interchange between the two concentrations of Arts College structures, the bridge-mall, could readily be made within the ten-minute-between-class interval, and even though department headquarters are on the west side of the river (as, for example, Social Sciences and Humanities), there is nothing to preclude scheduling of some classes on the east side.

The proposal also introduces the opportunity for new and different concepts in the physical design and lay-out of instructional facilities. Teaching methods and teaching aids have been undergoing constant study and development, and incorporation of the best thinking with respect to these is possible when construction is "from scratch" and in a way that is not possible when older buildings are adapted for different uses than originally contemplated.

On the basis of an analysis showing in what colleges students take their course work, it has been possible to calculate a distribution of student credit hours in terms of the west side and the east side of the Minneapolis campus. Such analysis indicates that 47 per cent of present student credit hours would fall to the west campus and 45.6 per cent to the east side of the campus. Projecting enrollments into the future and assuming the same pattern of course distribution, the student credit hours on the west campus in 1970 would be 49.9 and the east side campus 43.6—which suggests that the present recommendation does essentially meet the earlier assumption that there should be an approximately equal division of teaching load as between the two sides of the campus. Further analysis indicates that approximately three fourths of all the student credit hours of Arts College students would be on the west campus, 93 per cent of all credit hours of General College students, and 95 per cent of student credit hours in the School of Business Administration.

One other consideration entered into the thinking of the committee in a fundamental way: with the growth in enrollment, it may be suggested that by 1970 the east portion of the campus will offer relatively little work at the freshman-sophomore level. It is not beyond thinking that the first two years of the program in the Institute of Technology also will have disappeared and preparatory courses for senior college work in the Institute may be through other academic units. It may also be suggested that the foregoing possibility with respect to the shift of freshman and sophomore work from the east side has bearing upon transferring the General College or the College of Education. Location of the College of Science, Literature, and the Arts departments on the west side will permit the flexibility at all levels of instruction that further expansion of that college may necessitate.

The acceptance of the committee's recommendation, in principle, will necessitate further study of the details. Unquestionably the developments sketched here, for example, will have a major effect upon the role of the existing central library and will necessitate the development of new library facilities to serve the social science and the humanities in particular on the west side. In what form these new library needs should be met will call for careful study.

Similarly, there will be need for lounge and recreational facilities of the type provided by the existing Union, and distinct questions present themselves as to how these services may best be provided and whether they should be localized under a single roof or dispersed throughout the various classroom buildings. There will be similar problems in relation to necessary housing and eating facilities.

No detailed analysis has been made but the committee's thinking, based on data provided by the advisory architect, does envisage a ring of parking areas around the new campus development.

Finally, the committee has concerned itself with the educational problem that confronts the University if it is to meet adequately the needs of the enrollment it will face thirteen years hence, and has not attempted to outline the significance of its proposals in terms of general architectural features. But there are interesting hints that the kind of development here proposed, involving a new bridge and a completely new physical plant that can be built without architectural restrictions, does initiate possibilities for creating for the University and the community an exciting and stimulating "skyline." The University might thus acquire a visual identity that is as distinctive as it might be beautiful.

With this report your committee regards its initial assignment as completed, although if it can in any way be helpful with respect to the analysis of subsidiary problems as they develop, it is at your disposal.

MALCOLM M. WILLEY, Chairman

The Committee :

Mr. Vernon L. Ausen, Dean Theodore C. Blegen, Dean Walter W. Cook, Professor Winston A. Close, Dean R. L. Kozelka, Mr. Roy V. Lund, Dean E. W. McDiarmid, Vice President W. T. Middlebrook, Dean H. T. Morse (Assoc. Dean A. L. Vaughan), Dean Athelstan F. Spilhaus, Dean R. E. Summers (Mr. T. E. Pettengill), Dean E. G. Williamson, Professor C. Gilbert Wrenn, Vice President Malcolm M. Willey, Chairman

Table 1
UNIVERSITY OF MINNESOTA
Attendance Fall 1956 and Prediction for Fall 1970

College	Fall 1956	*Fall 1970	Fall 1970 as % of Fall 1956
Agriculture, Forestry, and Home Economics	1675	2835	169
Business	757	1800	237
Veterinary Medicine	179	240	134
Dentistry	359	600	167
Dental Hygiene	90	150	166
Education	2293	4500	196
Technology	3755	7000	186
Graduate	2729	4400	161
Law	424	775	182
Medicine	468	600	128
Medical Technology	57	100	175
Physical and Occupational Therapy	88	100	113
Public Health	200	250	125
Nursing	296	400	135
Pharmacy	100	500	500
Science, Literature, and the Arts	6847	12000	175
General College	2276	6000	263
University College	58	150	258
	22651	42400	187

* From Report to Minnesota Legislative Interim Commission on State Building Needs April 1956—Page 2010.

Table 2
UNIVERSITY OF MINNESOTA †
Additional Space Requirements on Minneapolis Campus

Organizational Unit	Space Used in 1954††	Space Need in 1970††	Additional Space Needs††	Increase Over 1954
School of Business Administration	20,501	46,441	25,940	126.5%
School of Dentistry	40,480	58,897	18,417	45.5
General College	15,137	54,802	39,665	262.0
College of Education‡	45,279	81,044	35,765	79.0
College of Medical Sciences	257,818	393,220	135,402	52.5
Graduate School	7,157	8,684	1,527	21.3
Law School	31,043	50,491	19,448	62.6
College of Pharmacy	19,883	33,978	14,095	70.9
College of Science, Literature, and the Arts	259,164*	457,873*	198,709	76.7
Institute of Technology	516,899*	987,358*	470,459	91.0
R.O.T.C.	43,225	73,322	30,097	69.6
General Extension Division	27,176	37,944	10,768	39.6
General Purpose Classrooms	223,449	322,053	98,604	44.1
Office of the President	3,515	4,573	1,058	30.1
Office of Alumni Relations	3,866	6,510	2,644	68.4
Vice President, Academic Administration	366,273**	705,590**	339,317	92.6
Vice President, Business Administration	282,241††	496,711††	214,470	76.0
Physical Education for Men	331,988	478,494	146,506	44.1
Physical Education for Women	42,570	99,650	57,080	134.1
General (incl. Northrop Aud.)	51,722	59,333	7,611	14.7
TOTAL	2,589,386	4,456,968	1,867,582	72.1

* After transferring the School of Physics from SLA to IT.

† From Report to Minnesota Legislative Interim Commission on State Building Needs.

‡ Excluding Laboratory schools.

** Includes Health Service, Union, Dean of Students, etc.

†† Includes University Services, Physical Plant, storehouses, bookstores, etc.

‡‡ Assignable square feet.

APPENDIX B

RECOMMENDATIONS OF THE DEAN'S ADVISORY COMMITTEE OF THE COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS

The plan that has been submitted to President Morrill by the Willey Committee affects the College of SLA more drastically than any other college of the University. Therefore the Dean's Advisory Committee would like at this time to specify certain points which it considers to be critical for the continued health of the University as a whole, and of SLA in particular.

The Advisory Committee sees serious educational problems arising if the Willey Committee proposal is adopted and believes that alternatives should be more thoroughly explored.

This statement is not to be interpreted as an endorsement of the Willey Committee's proposal. However, if eventually that proposal should be accepted, we most strongly urge the incorporation of the following points in explicit form, in order to avoid any possibility of misunderstanding:

1. Adequate library facilities must be included from the outset in the plans for west bank construction. Adequacy in this context refers to the dominant position that the west bank library should occupy on the Minneapolis campus.

2. The east bridgehead development must be sufficient to house the departments of Botany, Geology, Mathematics, and Zoology, and accommodate at least to some extent the department of Astronomy, in addition to general purpose classroom space necessary for service to east bank professional units. Since future expansion of this area may demand availability of contiguous space, such as part of the Mall area, plans from the outset should include arrangements for protecting this space.

3. Although the Willey Committee proposal attempts to promote the service function of SLA for other units of the University, it does not provide for adequate communication in the reverse direction. Physics, to give only one example, is far removed from the west bank area. It is essential that the basic substantive science courses, at least at the elementary level, be made practicably accessible to all liberal arts students.

4. No commitments for SLA teaching on the west bank can be undertaken until an adequate bridge is fully and explicitly guaranteed, and preferably under construction.

5. Final decision on the location of the College of Education should recognize the close interrelation between SLA and Education, should ensure for the students in Education practicable availability of the essential material of all of the basic disciplinary areas of the University, and must protect the College of SLA from excessive duplication of course offerings on the two sides of the river.

LAWRENCE D. STEEFEL, Secretary



UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

February 6, 1958

The third regular meeting of the University Senate for the year 1957-58 was held in the Auditorium of Murphy Hall on Thursday, February 6, 1958. Seventy-seven elected or ex officio members and 12 nonmembers, total 89, were present. President Morrill presided.

The following items were considered and action taken as indicated.

I. MINUTES OF DECEMBER 12 and 18, 1957

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1957-58

1. Reported for Action

The President recommends additional appointments as follows:

Administrative Committee: Ray Amberg.

Library Committee: Samuel Monk.

Approved

2. Reported for Information

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

Accepted

III. NON-SENATE COMMITTEES AND BOARDS FOR 1957-58

Reported for Information

The President reports an appointment as follows:

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

Accepted

IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

Development and Interrelationships of the East and West River Areas of the Minneapolis Campus. A joint meeting of the Administrative Committee and the Faculty Consultative Committee on December 18, 1957, considered development of the Minneapolis Campus. In convening the meeting, the President commented on the problems of communication involved in planning the necessary physical facilities for the large number of students expected in the next 10 to 15 years or more. He referred to the precepts on

which the decision to extend the campus into the west river area are based and gave background data on student numbers, traffic, and housing needs. He explained the importance of an explicit determination of plans and referred to the educational considerations which were placed before a special committee for study. This was the committee of which Vice President Willey was chairman. The Regents, the President said, were informed of the studies under way and the ideas emerging, as was the Faculty Consultative Committee.

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

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

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

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

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

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

R. E. SUMMERS, Secretary

Accepted

V. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Information

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

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

3. At the invitation of President Morrill, the Committee on Education has designated a subcommittee of three members to sit with the Advisory Committee on the development of the West River Area. The members so designated are: Professor Lloyd M. Short; Professor W. G. Shepherd; and Professor W. E. Dugan (to serve during the winter quarter of 1958 in the absence of Professor C. G. Wrenn).

4. The Committee on Education voted, without a dissenting vote:

That the Subcommittee to Study the Educational Implications of University Physical Expansion consider its area of inquiry to *exclude* questions pertaining to whether or not:

- (a) The University should attempt to accommodate an estimated 38,000 students on the Minneapolis Campus by 1970; and
- (b) The University should reconsider the policy of expansion on the West bank of the river.

That the subcommittee consider its primary area of study to *include*:

- (a) The best educational use of the land to be acquired on the West side of the river; and
- (b) A close watch over developing plans for new buildings and the utilization of existing structures on both sides of the river, the bridge, library facilities, and the effect of building and space allocations on relationships between departments, schools, and colleges.

LLOYD M. SHORT, Acting Chairman

Accepted

VI. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

1. Reported for Action

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

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

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

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

The committee recommends that this action be approved.

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

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

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

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

Recommendation: That no objection be filed.

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

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

Recommendation: That no objection be filed.

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

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

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

All five committee recommendations were adopted

2. Reported for Information

1. Approved Schedules:

Track, Spring 1958

Feb.	1	Northwestern
Feb.	8	Iowa State
Mar.	1	Wisconsin—Madison
Mar.	7-8	Conference—Illinois
Mar.	29	Texas Relays or Florida Relays
Apr.	19	Kansas Relays—Lawrence
Apr.	25-26	Drake Relays—Des Moines
May	3	Iowa State—Ames
May	10	Iowa
May	17	Northwestern—Evanston
May	24	Wisconsin
May	30-31	Conference—Purdue Central Intercollegiate NCAA—Berkeley Big 10—Pacific Coast

Cross Country, Fall 1958

Oct.	4	Drake
Oct.	11	Wisconsin—Madison
Oct.	18	Marquette
Oct.	25	South Dakota State—Brookings
Nov.	1	Iowa State—Ames
Nov.	8	Iowa
Nov.	14	Conference—Chicago
Nov.	24	National Collegiate—Lansing

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

M. O. SCHULTZE, Vice Chairman

Accepted

VII. REPORT OF THE COMMITTEE ON STUDENT SCHOLASTIC STANDING

Reported for Action

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

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

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

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

Two Types of Examinations

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

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

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

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

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

Procedure for Handling Examinations

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

Clearance by Senate Committee on Education and University Fees Committee

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

ROGER B. PAGE, Chairman

Adopted

VIII. NEW BUSINESS

Development and Inter-Relationships of the East and West River Areas of the Minneapolis Campus. President Morrill reported that, since the last Senate meeting, the general plan as proposed by the West River Area Ad-

visory Committee has been adopted by the Board of Regents and well publicized in the press, that Librarian Stanford has been added to the Advisory Committee because of the library problems involved, that in accordance with the Senate-adopted resolution Professors Dugan, Shepherd, and Short have been invited to sit with the Advisory Committee to represent the Senate Committee on Education, and that, as recommended, the Senate Committee on Education has appointed a subcommittee to work on the plans. The President again stressed the need for immediate definite planning in preparation for current and future legislative hearings. He reported that the West River Area Advisory Committee held a recent meeting to consider the next steps and called on Vice President Willey to discuss these plans.

Vice President Willey summarized for the Senate the proposals approved by the Advisory Committee on West Side development pertaining to the gathering of data essential in the formulation of a comprehensive development plan. This plan is embodied in the following memorandum which was unanimously approved by the Committee at a meeting on February 5, 1958:

*Tentative Proposals for the Gathering of Data Needed
in the Formulation of an Over-all Plan
for Development of the West Side Campus*

The report of the Committee on West Side Development dated December 16, 1957 was approved by the Board of Regents and accordingly constitutes a general plan for the expansion of the Minneapolis Campus to the west side of the Mississippi River. Within the framework provided by the general plan, it now becomes necessary to consider various details that look toward translating the general plan into specific realities.

It is assumed that the ultimate development of the west side area will be achieved in biennial stages, with the Regents requesting of each legislature between now and 1970 specific buildings and additional land. Since the plan contemplates a concentration of the Arts College at both bridge heads, some of the buildings involved in working out the total plan will presumably be constructed on the east side of the river; others will be on the west side. Furthermore, any plan must also take into account that some departments or colleges will not shift across the river, but relocations involving them will need consideration.

It is the intention of the President to present to the Regents at their meeting on February 6 and to the meeting of the Legislative Interim Building Commission on February 7 and 8 tentative proposals that the 1959 Legislature be asked for funds to construct on the west side facilities for the School of Business Administration and space for the housing of the social science departments, English and language departments, and administrative headquarters, all of the College of Science, Literature, and the Arts; plus study hall and general purpose classroom space.

Assuming approval by the Regents of this recommendation, problems at once emerge concerning the actual location of the building space in question, as well as the particular relationships between the various departments that are involved, and between departmental offices, administrative offices, the classrooms, and study hall space. What is the pattern in terms of which these elements of space are to be fitted together?

It is evident that the foregoing question can be answered satisfactorily only if there is in existence some conception of the total plan for the west side area. It is essential, the Committee has already agreed, that a specific over-all plan be developed to the end that the additions of each biennium can be requested on a defensible basis and fitted together in an intelligent manner to arrive by 1970 at the desirable total outcome. The Committee at its meeting on January 23, 1958, therefore recommended that its attention be turned to the development of such a comprehensive plan.

The formulation of an over-all plan for the development of the west side of the Minneapolis Campus must have a factual basis, and the gathering and interpretation of the necessary underlying, extensive data will call for staff work. The Committee at its last meeting recognized this fact and it was agreed that the staff work involved should be handled through the office of the Committee chairman.

Since the meeting on January 23, the chairman accordingly has held two conferences seeking the advice of colleagues with respect to the procedures that might be followed in carrying out the Committee's assignment. He has met with Dean R. E. Summers, Professor W. G. Shepherd, Professor E. B. Stanford, Professor W. A. Close, and Mr. Vernon L. Ausen.

The problem of planning a totally new campus development has a parallel at the Duluth Branch, and accordingly the experience in planning the development of the new Duluth Campus has been reviewed on the assumption that this might be helpful in formulating a recommendation by the West Side Development Committee.

It was recognized at the outset in Duluth that various kinds of data were essential, involving relationships of departments to each other, of student enrollment patterns, of relationships between departments and such basic facilities as libraries and laboratories, and relationships between the instructional facilities and such other facilities as eating and lounging and recreation. At Duluth responsibility for undertaking the studies that would draw together the essential data on the relationships was, at the outset, centered in one staff member, Provost R. W. Darland, who in turn had staff help in making necessary studies.

Admittedly, the problem on the Minneapolis-St. Paul campuses is far more complicated because research programs and graduate instruction and more than one academic college are involved. But basically the same kinds of data would appear to be essential; certainly without such data the Duluth plan could not have been evolved, or faculty understanding achieved.

In the meetings of the past week, it was learned that the room assignment office now routinely obtains the following information from departments, although the data are more complete for some colleges and departments than for others, depending on the nature of their space needs:

1. What the department does (teaching, research, public service) and how these functions are interrelated. (Teaching data are available in almost every case.)
2. What space is used by a department in carrying on its functions and how effectively its space is used.
3. Information concerning anticipated changes in program, where there has been cause to discuss this because of a departmental request for more adequate housing.
4. Information concerning faculty and student relationships with other departments, primarily as disclosed by scheduled work.

In this connection, especially with respect to item 3, some material exists in the original University Self-Survey forms.

As a basis for evolving a total plan for the west side area, it would appear that data of these types in more systematic and elaborated form are essential. Procedures for accumulating and analyzing such data must be established. While there should be some centralization for the gathering and analysis of the necessary data involving relationships, the task clearly cannot be performed by a single individual for a variety of reasons.

The problem now is how to organize for the intricate task of assembling the necessary materials and of doing so with dispatch. Out of extended discussions with the aforementioned colleagues, the following proposals have emerged:

1. General responsibility for organizing the study work will be centered in the chairman of the Committee, as the Committee itself earlier indicated.

2. The day-to-day operations involved in assembling the necessary data will be handled through the office of Mr. Ausen, where already much of the essential material is on file.

3. The dean of each college will be requested to designate from his staff a teaching faculty member, preferably one of higher rank, who would assume responsibility for making many of the contacts *within* the college, as between the office of the dean and the department heads and faculty. The internal collection of the college data would fall to this staff member, although he would simultaneously serve and work with the central study staff as well. It is also to be stressed that this device will create a clear channel of communication from the West Side Development Committee through the offices of the deans, back to the level of departments in the colleges.

4. In order to collect the essential data on a comparable basis, not in any rigid manner but to serve common, all-University purposes, a schedule should be prepared to serve as a guide to college representatives in the gathering of the data. Such a schedule would also constitute a starting point for elaborative discussions with the departments by the college representatives, and with the staff or central committee, as may be called for.

5. It is proposed that a small group be asked to work together to draft a basic schedule. The following are suggested: Messrs. Vernon L. Ausen, Kenneth E. Clark, Richard C. Jordan, Charles H. McLaughlin, and John E. Stecklein. It was further suggested that Professor Clark, as chairman of a large department and as one who has had experience in research design, serve as chairman of this schedule-drafting committee, and that Professor Stecklein serve as secretary.

6. The schedule and interview sheet, designed as they are to get at basic relationships, when prepared in first draft, should be given a trial run in one or two departments, preferably in the Arts College. Mr. Ausen would assume the responsibility to work with the newly designated college representative for the planning of these pilot interviews.

7. Because time is exceedingly important, it would be hoped that the drafting committee could, once named, prepare its first form of the schedule for trial purposes within a week's time, and then report back to the central Committee so that the proposed schedule might be studied and modifications suggested, if these appear to be in order.

8. When a final form of the schedule has been approved by the central Committee, a group session would be organized so that the procedures to be followed could be explained to the deans and discussed with the college representatives to whom will fall the responsibility, college by college, for collecting the basic data.

9. Following this group session, the college representatives would proceed at once with the necessary departmental and college interviews, working on as close a time schedule as is feasible, and keeping in close touch with Mr. Ausen's office as the work proceeds, thus insuring co-ordination.

10. Once the data have been collected from the departments, the assembled material would require summarization and interpretation, and for this the assistance of the Bureau of Institutional Research, working in co-operation with Mr. Ausen and the chairman of the Committee, would be enlisted.

11. The first summaries and interpretations, as fast as completed by the Bureau of Institutional Research, would be taken back to the colleges for

discussion. It might be possible, at least in the larger colleges, to hold some of the necessary discussion meetings at divisional levels. Responsibility for this stage of the work would fall directly to Mr. Ausen and Mr. Willey. By this technique, faculty members and the college administrations would not only be in a position to offer suggestions, but complete familiarity with the details of the data being gathered and interpreted would be assured. From the data thus assembled would emerge, college by college, a pattern of needs in relation to present and proposed programs, an understanding of the multifarious relationships that are involved which, when amplified, can serve the Committee, with advice also from the Committee on Space Allocation, in reconciling expressed needs and subjective opinions within the realities of the total space predictions as already formulated by the building survey prepared for the Interim Legislative Commission.

12. With the data in hand, analyzed and discussed at all levels of interest, the total architectural scheme could be evolved, as experience at Duluth earlier demonstrated to be possible.

If results of such a study as is here proposed are to be available to the President and to the Regents in explaining and substantiating their requests to the 1959 Legislature, the first formulation of the general plan, even tentative, must be ready by fall. This would seem to make it imperative that the basic data be in hand by late spring, and a target date of mid-May can even be suggested. A progress report from the Committee should be given at the June meeting of the Senate.

To the end that this work may be in fact the shared work of the total committee, it is proposed to schedule weekly meetings at which detailed reports on progress would be presented for discussion and appraisal.

The appointment of three members from the sub-committee of the Senate Committee on Education to participate in all the meetings of the West Side Development Committee constitutes a most essential link between the two groups, for it is important that Professor Shepherd's sub-committee be fully informed of every development that takes place. It should also be noticed that membership from the sub-committee of the Senate Committee on Education is proposed on the special committee to draft the basic schedule.

To carry through the study that must underlie the formulation of a total west side plan, certain staff needs must be met. At this stage they would appear to be:

1. A field man to work with Mr. Ausen at least half time; this should be a person at least of the level of an assistant professor, and preferably a faculty man of considerable experience at the University of Minnesota.

2. Two half-time statistical workers, or equivalent, to be attached to Mr. Ausen's office, but with assignments that may be shared with the Bureau of Institutional Research. These will be essential in the gathering and analysis of the statistical data pertaining to student enrollments, patterns of student curriculums, etc.

3. Possibly some additional miscellaneous help for the Bureau of Institutional Research, and extra clerical or typing help in the Room Scheduling Office.

It should be mentioned that Professor Stanford of the Library has already begun a series of meetings of the Senate Library Committee for the purpose of ascertaining library needs and relationships of the Library to the colleges and departments, as well as a schedule and plan for optimal Library development. The data gathered in these hearings will be integrated with the materials it is proposed to collect by the above-outlined procedures.

Although the stress in this memorandum has been on the academic inter-relationships, the relationships with other units are directly involved, as for

example, the Union Board of Governors representing the Union programs, various student groups, the Religious Council, the Alumni Association, and University Services. These units and their interrelationships must also be covered in the general study that is here being proposed, and at the appropriate time it would be the intention to do so.

This document is designed only as a starting point for discussions of procedures to be followed as the Committee carries forward its assignment. Once a general plan for procedure has been approved by the Committee, it will then be presented to the President for his consideration, with the request that the necessary staff be provided. (Note: This has now been done, and approval given by the President.)

IX. NECROLOGY

FREDERICK L. PFEIFFER

1897-1957

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

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

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

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

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

THOMAS D. SPEIDEL

1908-1957

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

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

The eminence which he attained in research in growth and development, particularly in orthodontics, was almost forecast from the beginning of

his collegiate education, as he began immediately to investigate in the then relatively new area of research in orthodontics. His outstanding ability in research and teaching, his genuineness, his kind spirit through which he instilled professional quality, and his meticulous and punctilious manner—they all characterize Dr. Speidel.

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

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

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

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

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

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

ARTHUR C. STRACHAUER

1883-1957

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

at the University of Minnesota; in 1915 he was promoted to an assistant professorship and in 1918 he became an associate professor.

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

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

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

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

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

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

March 13, 1958

The fourth regular meeting of the University Senate for the year 1957-58 was held in the Auditorium of Murphy Hall on Thursday, March 13, 1958. Seventy-two elected or ex officio members and 6 nonmembers, total 78, were present. President Morrill presided.

The following items were considered and action taken as indicated.

I. MINUTES OF FEBRUARY 6, 1958

Reported for Action

Approved

II. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Minneapolis Campus Expansion and Co-ordination.* The President commented on the problems of communication in the campus planning work and said that he would like to go ahead with the present West River planning committee because of its familiarity with the work. There was need for reasonably definite plans (a) as a basis for discussion and modification of plans and (b) to present in the February 7-8 meeting with the Legislative Interim Building Commission. The University must anticipate the size of the request for capital improvements that it will make of the next Legislature. For the Minneapolis Campus, the building requests and grants of the 1959 Legislature will be both crucial and difficult to determine; the St. Paul and Duluth requests will be less difficult to formulate. It was announced that there would be another meeting of the Administrative Committee the following week for further consideration of proposals to the Interim Building Commission.

2. *Meeting with Legislative Interim Commission on Higher Education.* The President reported on an all-day meeting, January 10, 1958, with the Legislative Interim Commission on Higher Education. There had been discussion with the Commission of the state-wide problems of higher education. He had emphasized what the University now does and that the state cannot hope to meet its problems by decentralization of the institution or by creation of super boards to which the Regents might become subservient. In transmitting Regent and administrative opinion, care had been taken to avoid making recommendations, since these are the presumed responsibilities of the Commission.

Discussion followed in the Administrative Committee. Among opinions expressed was the one that ignoring over-all state needs and best interests might easily result in harmful competition among the publicly supported colleges. Another comment was that the unique position of the Regents of the University of Minnesota must be preserved as the programs of higher

education in Minnesota are expanded. There was mention of the complex and important problems of publicity and good public relations involved in the expansion of the University during the years just ahead.

3. *Budget Problems of the Year 1957-58.* Last fall when tuition income did not come up to expectations, the administration asked all budgetary units, academic and nonacademic alike, to revert specified sums from their operating budgets. The responses to this request have so far been varied generally less effective from some of the teaching units than from administrative areas. The President's office was preparing to send another letter asking for a larger measure of co-operation. Plans are still in the process of formulation regarding the University's management of funds granted by the Legislature for teaching requirements in excess of those which materialized.

4. *Building Requests of the 1959 Legislature.* The President discussed with the Administrative Committee the University building requests which might be made of the next Legislature. He referred to the long-range study of building needs, the biennial building program filed with the original Legislative Interim Commission on State Building Needs, and the University Self-Survey. The work of the Commission was of great advantage to the state and to the University, although somewhat revised scheduling of individual requests may be called for. Discussion of a program for 1959-61 was begun in the context of action in the 1957 Legislature and the results of University staff work done more recently.

The building program of the Legislature in the next biennium is, of course, subject to approval by the Regents. In preliminary form it must be placed before the new Legislative Commission on State Buildings in February, although the hope has been expressed that some modifications may be made prior to the formulation of the exact Legislative material next fall. Although no architectural designs can be considered at this time, and despite the lack of a decision on moving specific units, such as the General College, a bold move across the river must be planned. Obviously, the way is to be left open to make later decisions on some units, and the needs of the library have to be determined as the plan develops.

After extensive discussion, it was moved, seconded, and voted that the Administrative Committee favored recommendation of the tentative program to the Regents for their approval. The sentiment was expressed that there will be need for united action in advancing the program in the next Legislature and that there is real merit in relating this request closely to the recommendations of the first interim building commission.

5. *The New Combined B.A.-LL.B. Law School Program.* Dean Lockhart was called on to explain the new program of the Law School which will become mandatory for students entering in the fall of 1960 or later. He said that while, in a way, our Law School will finally be requiring what has for some time been considered good student preparation, it will nevertheless be furthering a preparatory program that is thought to be superior to that specified by most other law schools. Each student must complete the cultural distribution plan requirements and a full major in his preparatory school. Under the new program, students who enter the Law School without the B.A. degree or its equivalent will be required to have completed a designated 3-year preparatory program in an arts college. All students entering with or without degrees may complete Law School in a minimum of 3 years and a (summer) quarter. No apparent inter-institutional problems have been raised by this change and there has been broad consultation on the new program, Dean Lockhart stated.

6. *Recommendation of the Radio-Television Policy Committee.* A policy proposal from the radio-television policy committee dealt with participation by University employees in radio and television programs for compensation. There appeared to be need for such a policy statement on a broad basis, ap-

plicable to all staff members, including civil service staff. It was moved, seconded, and voted to approve the following statement:

No staff member or employee of the University of Minnesota, in the absence of express administrative approval, should regularly contribute to or participate in, for compensation, any series of radio or television programs being developed by or for broadcasting stations or production centers not operated by the University of Minnesota. This requirement does not apply to occasional single appearances on such programs.

Another matter discussed related directly to compensation for television appearances on University programs. There was a recommendation from the radio-television policy committee that nominal pay be authorized for staff members who present *regular* programs (usually series of programs). This would be at a specified rate in keeping with evening school practices of the General Extension Division. Special compensation would not apply where the University assignment of the person is reduced to take account of this work or where the radio or television activity is required as a part of the regular assignment of the individual. There appeared to be support for salary recognition of the extra work of participation in television and radio broadcasts and it was moved, seconded, and voted to recommend appropriate action by the Regents.

7. *Action on Recommendations of the Honors Committee.* The Committee on University Honors recommended four persons for the Outstanding Achievement Award. It was moved, seconded, and voted to approve these recommendations for submission to the Regents.

8. *Use of Photographs on University Forms.* Some time earlier there had been discussion of items on official University forms which tended to identify the race or religion of persons dealt with. It was then agreed that, except with special approval by the President's office, such information shall not be asked for. The Printing Department watches for the appearance of controversial matter. There had been a question concerning the use of a photograph on the Request for Information form which is given to applicants for academic positions. This appeared to raise a basic policy question, which might extend to the work in the various placement offices, although a survey has shown that in only about 50 per cent of the cases were photographs actually submitted with the forms.

There followed extensive discussion of the reasons for obtaining photographs in many instances and of the legal aspects of requests for pictures. Much evidence suggested that identification is important, that a photo often expedites late appointments, and that there is importance in the appearance of individuals given certain assignments. There was a strong sentiment that rather full information about people needs to be obtained in advance of their assignment to specific tasks, for their own sake, and that the University has developed a good record of avoiding discrimination. To get less information about prospective employees could actually arouse suspicions and work to the disadvantage of many.

It was moved, seconded, and voted that a photograph not be used on the President's office Request for Information form which applies in the making of staff appointments. There was further discussion of the possibility of changing the wording of that form so as to make submission of a photograph optional, but arguments against this were heard and a motion for such an optional use of photographs lost.

9. *Expenditure of Departmental Funds for Food.* The deans were reminded that there is a University policy to the effect that the cost of meals for visitors and staff members may not be charged against departmental funds without prior approval. This policy extends to such group entertaining as teas or coffee hours and advance approval by the office of the academic president is requested.

10. *Report on Class Scheduling.* The Committee received a report from the Office of Admissions and Records indicating the extent to which improvements have been made in class scheduling to effect better use of afternoon and Tuesday and Thursday hours. This was in the nature of a report on the implementation of Committee action taken April 4, 1956. In commenting on the results, Dean Summers indicated that, generally, departments are making better use of afternoon classes, but identified the tendency of some to schedule only hours V and VI in the afternoon. There has been a considerable improvement in the use of classrooms on Tuesdays and Thursdays, due to a number of 1½-hour classes on those days. The dean called for concerted effort in obtaining further improvement, and asked that the people in the colleges who originate schedules be given administrative support in making the somewhat radical changes of schedule pattern that will be called for. Certainly by the fall of 1958, the demand for classrooms in the more popular hours of the day will be so great as to require shifting of many classes from those hours, and from the rooms in which they have customarily been scheduled.

11. *Control of Student Lines.* Student lines tend to form at many locations on campus, for a variety of reasons, sometimes when they are little expected. Unilateral decisions by outside agencies, such as the Veterans Administration, aggravate the situation, although the University normally takes the blame for poor management. College and school offices have been most helpful in minimizing difficulties, although the Office of Admissions and Records is central in much of the planning and receives criticism whenever lines do form. Some of the immediate problems of scheduling the enrollment of students have been dealt with effectively within the last few months, but new difficulties seem to arise constantly. Dean Summers pointed out that the situation is certain to grow worse before it can get better, after class offerings are more generally available in afternoon hours.

There is need to maintain the proper student psychology for the minimizing of lines. Even machine programming of students which has long been under investigation, and which shows good promise for dealing with the larger enrollments, could create impressions which would promote the formation of lines rather than minimize this difficulty. It is important that all persons and offices having to deal with students in any numbers should avoid giving the impression that the growing size of the University necessarily makes lines inevitable or that use of new or mechanized methods of scheduling will in any way detract from the normal free choice of courses and hours of work which students exercise. This problem of handling large numbers of students is a matter to which all staff members need to be alerted and it may be that some special administrative consideration should be given to it in the near future.

12. *The Self-Study Summary and Discussion of the Survey.* The President called attention to the summary of results of the University Self-Study and mentioned his intention to convene a meeting of the Administrative Committee solely for the purpose of considering the results of the study.

13. *Medical School Representation on the Administrative Committee.* It had been apparent to the Administrative Committee on many occasions that benefits would result from having Mr. Ray M. Amberg, director of University Hospitals, a member of the Committee. Because of his contacts with officers of state government and due to the large part which the budget of the University Hospitals is of the total University budgetary request, it would often be useful to have the representation proposed. The Committee voted to authorize the President to proceed with the request that Mr. Amberg's name be added to the list of members.

R. E. SUMMERS, Secretary

Accepted

III. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

Schedule for baseball games, 1958 :

Games Away :

March 24, 25	University of Texas
March 26, 27	Rice Institute
March 28, 29	University of Houston
March 31	University of Oklahoma (2 games)
April 4	Iowa State College
April 5	Iowa State College (2 games)
April 11	Iowa State Teachers College
April 12	Iowa State Teachers College (2 games)
April 25	Indiana University
April 26	Ohio State University (2 games)
May 6	Mankato Teachers College (night game)
May 9	Purdue University
May 10	University of Illinois (2 games)
May 13	St. John's University (night game)

Games at Home :

April 18	University of North Dakota
April 19	University of North Dakota (2 games)
May 2	Northwestern University
May 3	University of Wisconsin (2 games)
May 16	State University of Iowa
May 17	State University of Iowa (2 games)
May 20	St. Thomas College (Midway Stadium, night game)
May 23	University of Michigan
May 24	Michigan State University (2 games)

M. O. SCHULTZE, Vice Chairman

Accepted

IV. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

Reported for Information

1. The Committee on Student Affairs has been concerned with a number of questions this year and has set up sub-committees to study the problems involved. One such sub-committee is studying the relationship between the Homecoming Varsity Show and the University Theater, as a result of some questions raised last spring quarter by the Theater concerning the then proposed 1957 Varsity Show production of "Oklahoma!" These questions revolved about the size, cost, timing, and appropriateness of a Broadway show as a student production.

Other sub-committees are studying the future location of fraternities and sororities on an expanding campus, the appropriateness of the present policy on women's hours in residences, the responsibilities of the Committee on Student Affairs concerning recreation, and the future needs of student organizations for activity facilities.

In addition, a sub-committee is holding a series of meetings with the memberships of those fraternity chapters with discriminatory membership clauses, in an attempt to increase understanding of each chapter of the policy on selection of members and to obtain understanding of the policy itself.

2. In 1949 the Senate Committee on Student Affairs adopted a policy to guide student organizations in the selection of members, stating that "the

selection of members by student organizations should be based upon the congeniality, merit, and interests of the individual student. The practice of excluding individuals from membership in groups on the basis of race, color, or religion is not consistent with this policy."

The Committee further clarified its policy on bias clauses in 1953 with a resolution requiring reports in person and in writing "on what concrete steps have been undertaken by the group and what progress has been made in having such clauses removed." These reports have been made each fall by the several chapters.

In 1956 the Committee again reaffirmed its first policy and then adopted the requirement of a second annual report, to be made each spring, containing information on local chapter opinion on the policy, chapter attempts to have the clause removed, human relations activity and of projects for removing membership restrictions. The amended policy stated that local chapters would be considered as having bias clauses when "national incidents indicate discriminatory practices of the national group."

A survey made in 1950 indicated that 43 campus groups had discriminatory clauses. This listing included 6 academic sororities, 1 professional sorority, 19 academic fraternities, and 17 professional fraternities. In December of 1956, there were only 12 groups with such clauses including 6 academic fraternities, 5 professional fraternities, and 1 academic sorority. The latter chapter was added to the list following a national incident involving membership discrimination. At present, there are 7 such groups and they include 3 academic fraternities, 3 professional fraternities and 1 sorority.

Since 1950, 36 of the original 43 groups have removed their discriminatory clauses. It is likely that we have not yet reached the last hard core of resistance. Next summer five national conventions will be held, and there is reason to expect that some additional groups will take action removing discrimination clauses.

The chairman of the Committee on Student Affairs has received a letter, dated January 9, 1958, from Clifford Rucker, executive director of the Governor's Human Rights Commission, commending this Committee for its work in the elimination of discriminatory clauses in the constitution and by-laws of fraternities and sororities and expressing the hope that additional progress will be made.

WILLIAM S. HOWELL, Chairman

Accepted

V. NEW BUSINESS

1. *University Budget for 1958-59.* The President reported that the University is confronted with 3 unusual complexities in the preparation of the budget for 1958-59. One problem is the failure of the University to realize the expected enrollment as represented to the legislature. Present expectations are that we will have 26,600 students next fall which is less than the 27,200 projected for this year and considerably less than the 29,000 we represented to the legislature that we would have next year. Our actual enrollment this fall was 25,825 students. Our failure to achieve the expected enrollment necessitates that we not only take into account this loss of income but also that we make certain adjustments for appropriations received for enrollment not realized. A second difficulty is the fact that under the state law civil service salaries are due to be increased on July 1 because of the rise in the cost of living index which involves additional costs that must be budgeted. A third factor is the enactment into law of the OASI-SERA retirement system for civil service personnel which again involves a considerable amount of money. This act provides that state departments, including the University, shall meet these costs as far as possible from their fund balances and that

any deficiency may be requested from the Commissioner of Administration. This is further complicated by the fact that we have a number of employees in service enterprises that are not paid from support funds. The President then discussed the principles basic to the 1958-59 budget and said that one recommendation to the Regents will be that a 5 per cent additional salary adjustment be provided for the academic staff. He indicated that this matter has been discussed with the Administrative Committee and with the Faculty Consultative Committee as to how these funds should be used and that their respective attitudes will be reported to the Regents for consideration.

2. *Development and Inter-Relationships of the East and West River Areas of the Minneapolis Campus.* Vice President Willey, at the invitation of the President, reviewed the progress that has been made to date on the Proposals for the Gathering of Data reported at the last Senate meeting. He indicated that each college on the Minneapolis Campus has appointed a representative to assume the responsibility for making the contacts within the college necessary for the internal collection of college data. It was reported that the proposed interview form, after several revisions and a trial run in two departments, is now in final printed form and will soon be distributed to the departments. As department interviews are completed, summaries of information obtained will be prepared and returned to the department for review and comment. After all of this has been accomplished, an all-University summary will then be prepared. Simultaneously, certain central data on student credit hours and on courses taken by students majoring in various fields are being collected and analyzed to supplement the departmental data. It is the committee's hope to have all of these data collected and analyzed in time to make a further progress report at a late spring Senate meeting.

VI. NECROLOGY

IRVILLE CHARLES LECOMPTE

1872-1957

Professor Emeritus Irville Charles Lecompte, who was born on July 31, 1872 at Pittston, Pennsylvania, came to Minnesota in 1917 as professor of Romance languages and held that position until his retirement in 1941. Professor Lecompte was, like his late colleagues Colbert Searles and Pedro Henriquez Urefia, primarily a scholar, with a remarkable sense of literary values and almost unerring critical judgment. An idealist himself, he brought to many of his students, sometimes without their realizing it until much later, not only a taste for fine literature but also some conception of his own search for perfection. He had no patience with indifferent work or careless thinking on the part of student or colleague, and not a few of his graduate students, now teaching in other schools and universities, are fully aware of what they owe to his keen criticism and sincere encouragement. Professor Lecompte's own studies in Old French Literature are well known, but his most valuable contribution to education at Minnesota was the example he set of professional integrity and sound scholarship.

After his retirement, Professor Lecompte took up the study of Russian and perfected himself to such an extent in that language that he was able to make numerous translations of technical documents for the United States Government that were more accurate than any previously available. He died on April 5, 1957 at the age of 84 at Newton Center, Massachusetts.

ARTHUR EDWARD STOPPEL

1897-1957

Arthur Edward Stoppel, professor of chemical engineering at the University of Minnesota, died September 29, 1957. He is survived by his wife, Angeline, a daughter, Mrs. Dayton Walker, a son, David, and two brothers, Fred H., Chicago, Illinois, and Albert, Santa Barbara, California.

Professor Stoppel was born February 27, 1897, at Rochester, Minnesota. After attending school in Rochester, he received his B.S. degree in 1920, Ch.E. degree in 1921, and Ph.D. (analytical chemistry) in 1924 at the University of Minnesota.

His professional life was devoted to teaching at the University of Minnesota and to development of the Unit Operations Department. Though he appreciated the value of research and made contributions in the field, he felt that his first obligation was to his students.

His initial appointment was that of assistant in 1920, followed by appointments as instructor in 1923, assistant professor in 1926, associate professor in 1944, and professor in 1952. The first part of his career was spent in the division of technological chemistry under the late Professor Harding. Upon Professor Harding's death, when the School of Chemistry was reorganized, Professor Stoppel joined the chemical engineering staff. In May, 1954, he was on leave to teach chemical engineering unit operations for technical employees of the Lago Oil and Transport Company, Ltd., Aruba, Netherlands West Indies.

Professor Stoppel was respected by his colleagues and students for his outstanding skill in teaching and counseling, which was publicly acknowledged by a group of his students in 1951. He had a large following of students who remembered him as a painstaking teacher who could also be a stern taskmaster when the occasion demanded it. His office was ever open to the undergraduate student for a friendly chat or wise counsel.

He was a member of the American Chemical Society, American Society of Engineering Education, Sigma Xi, Alpha Chi Sigma, Tau Beta Pi, and Phi Lambda Upsilon.

The State and the University have lost a colleague, friend, and devoted teacher.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

May 1, 1958

The fifth regular meeting of the University Senate for the year 1957-58 was held in the Auditorium of Murphy Hall on Thursday, May 1, 1958. Sixty-two elected or ex officio members and 4 non-members, total 66, were present. President Morrill presided.

The following items were considered and action taken as indicated.

I. MINUTES OF MARCH 13, 1958

Reported for Action

Approved

II. NONSENATE COMMITTEES FOR 1957-58

Reported for Information

The President reports an appointment as follows:

Radio-Television Policy Committee: Clarence N. Anderson.

Accepted

III. FACULTY CONSULTATIVE COMMITTEE

Reported for Information

The Clerk of the Senate reports that Professor Cyrus P. Barnum, Jr. and Professor Will M. Myers have been duly elected to the Faculty Consultative Committee for a term of 3 years (1958-61) beginning July 1, 1958.

IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Recommendations of the Committee on University Honors.* There was a recommendation presented before the Administrative Committee by the Committee on University Honors nominating nine persons for the Outstanding Achievement Award. It was moved, seconded, and passed to approve these recommendations and to transmit them to the Regents for action.

2. *University Budget for 1958-59.* The President reviewed the pattern developed by the central administrative staff for the 1958-59 budget which he planned to discuss with the Faculty Consultative Committee prior to presentation to the Regents. He indicated that the budget pattern had been built on an estimated attendance for 1958-59 of 26,600 students which is less than the 27,200 budgeted for in 1957-58 but slightly more than the 25,825 students actually enrolled fall 1957. The President said that, although no new position funds appear in the 1958-59 proposal, all funds budgeted for this year will be available again for next year. Certain tuition increases, primarily for nonresidents, were being recommended to bring our fee schedule into line with median charges at other comparable midwestern institutions. These will provide some new income, but additional resources are needed to offset a tuition deficit in the present budget. Other problems mentioned as making the budgeting particularly difficult were the obligations placed on the University by the Legislature, essentially without providing funds for the purpose, for S.E.R.A., O.A.S.I., and civil service cost of living increases.

The President stated that the budget proposal included an additional percentage for faculty salary improvement and sought advice from the Committee as to whether these funds should be allocated (a) across the board, (b) on a merit basis, or (c) in a combination of across the board and merit. After extensive discussion, the sense of the group appeared to favor an across-the-board adjustment for teaching and research assistants and medical and dental fellows with major emphasis on merit for instructors and above, although there were some who favored using about one-half of the available funds across the board with the remainder on a merit basis.

R. E. SUMMERS, *Secretary*
Accepted

V. REPORT OF THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS Reported for Action

Renewal of Accredited Status

This year, as in the past, committees consisting of representatives from public and private high schools and colleges and the University of Minnesota visited 12 private secondary schools in accordance with accreditation procedures and standards outlined in the *Criteria for the Accreditation of Private High Schools* (Senate Minutes, November 20, 1952, pp. 24-33). The report of the visiting committee and annual reports submitted by each school serve as bases for continued accreditation.

Upon the recommendation of the advisory subcommittee which has assisted the Senate Committee on Institutional Relationships in managing its accreditation function, the procedure of the committee visits was altered this year to include an evening session with the faculty. This preliminary meeting enables the staff and committee to understand the others' problems, permits the committee to become acquainted with the philosophy and objectives of the school, and orients the staff to the true function of the visits, a co-operative effort to identify the school's needs and to solve its problems, ultimately resulting in the improvement of the learning situation.

Committee members, selected on the basis of their familiarity with the nature and scope of secondary education or its relationship to higher education, assume responsibility to work with the staff in one of several areas—program of studies, plant and facilities, guidance, administration, student activities, library—and all members participate in classroom observation. Their findings and suggestions in these areas are presented to the faculty at the end of the school day and are later summarized in a written report by the chairman of the visiting committee. On the basis of these reports and his own observations, the chairman submits a recommendation on continued accreditation to the parent committee. Each school visited this year received the recommendation that accreditation be continued for the next 5-year period.

The Senate Committee on Institutional Relationships, after careful examination of the committee reports, annual reports, and other supplementary information, concurs with the recommendations of the visiting committees and now recommends that the following schools be accredited by the University of Minnesota for the normal 5-year period subject to the submission of annual reports which satisfy the *Criteria*:

Pacelli High School, Austin
Cathedral High School, Duluth
Stanbrook Hall, Duluth
Bethlehem Academy, Faribault
St. Mary's Hall, Faribault
Villa Maria Academy, Frontenac
Northrop Collegiate, Minneapolis
Cretin High School, St. Paul

St. Joseph's Academy, St. Paul
Summit School, St. Paul
St. Mary's High School, Sleepy Eye
Sacred Heart High School, Waseca

ROBERT J. KELLER, *Chairman*

Adopted

VI. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

1. Reported for Action

Conference Legislation Under the White Resolution Procedure. At the meetings of the Intercollegiate Conference in Chicago on March 6-8, 1958, the following actions were taken which, if any conference institution files objection thereto within 60 days, must be reconsidered and voted upon again at the next Conference meeting.

1. It was voted to amend Eligibility Rule 7, Section 4(c) to the effect that any financial assistance or award (except those made for reasons unrelated to athletic abilities or participation in athletics) shall be terminated immediately when a student becomes ineligible for intercollegiate competition under the provisions of Eligibility Rule 6 (pertaining to unauthorized financial aid, signing of contracts with professional teams, etc.).

RECOMMENDATION: That no objection be filed.

2. It was voted to amend Eligibility Rule 7, Section 7 to reduce from 100 to 75 the number of initial tenders of financial assistance which may become effective on an annual basis. The intent of this amendment is to limit the funds which may be spent annually for financial assistance to student athletes. Final adoption of this amendment would no doubt decrease the number of participants in "minor sports" who would benefit from financial aid. While your committee favors the establishment of an upper limit for funds authorized for financial assistance, it is felt that this could be accomplished to better advantage by designating as the upper limit a multiple of the maximum financial assistance now authorized by the Conference at each institution for any one student, without specification of the number of individual tenders permitted within this limit.

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

3. It was voted to amend General Regulation II—3 (a) (7) to provide that each conference institution "may have, if desired, at least three home games with conference opponents."

RECOMMENDATION: That no objection be filed.

Recommendations 1, 2, and 3 were adopted.

2. Reported for Information

1. Actions by the Intercollegiate Conference pertaining to legislation voted on by the Senate on February 6, 1958 (pages 60-61 of Minutes) under the White resolution procedure.
 - a. The Conference failed to reaffirm previous conditional action permitting a 10-game football schedule.
 - b. The Conference reaffirmed previous conditional action to:
 - (1) Limit eligibility to 8 semesters or 12 quarters of residence. (Minnesota had filed objection.)
 - (2) Give each school an option to elect the date on which a student loses or regains eligibility after incurring or removing a scholastic delinquency, such date to apply uniformly to all sports.

2. Approved Schedules

Tennis, Spring 1958

March 25
 March 26
 March 27
 April 25-26

Georgia Institute of Technology—Atlanta
 University of Georgia—Athens
 Emory University—Atlanta
 Quadrangular Matches—Champaign, Ill.

University of Illinois
 Indiana University
 Ohio State University

April 29
 May 3
 May 12
 May 16-17

St. Thomas College—St. Paul
 Northwestern University
 University of Wisconsin
 Quadrangular Matches—E. Lansing
 State University of Iowa
 Michigan State University
 Ohio State University

May 22-24

Conference Championship Matches—Evanston

Golf, Spring 1958

April 26
 May 3

Universities of Iowa and Wisconsin—Iowa City
 Mankato State College and
 Gustavus Adolphus College—Mankato

May 5
 May 6

Carleton College and St. Olaf College—Northfield
 College of St. Thomas, Macalester College, and
 Hamline University—Keller Golf Course

May 10
 May 12

Universities of Iowa and Wisconsin
 Carleton College, St. Olaf College, and Augsburg
 College

May 13

College of St. Thomas, Macalester College, and
 Hamline University

May 23-24
 June 22-28

Conference Matches—Columbus, Ohio
 N.C.A.A. Matches—Williamstown, Mass.

Basketball 1958-59

December 6
 December 8
 December 13
 December 18

Vanderbilt University
 Iowa State College—Ames
 University of Nebraska
 Rice Institute—Houston
 (Approved with the proviso that no student shall
 be absent from regularly scheduled examinations
 because of this game)

December 20
 December 22
 December 27
 and 29

Southern Methodist University—Dallas
 Stanford University

January 3
 January 12

University of Washington—Seattle
 University of Wisconsin

January 17
 January 19

Indiana University—Bloomington
 Purdue University

January 24
 January 26

Northwestern University—Evanston
 Michigan State University

January 31
 February 7

University of Illinois
 Ohio State University—Columbus

February 14
 February 21

State University of Iowa—Iowa City
 Indiana University

February 23
 February 28

University of Wisconsin—Madison
 Northwestern University

March 2
 March 7

Purdue University—Lafayette
 Ohio State University

University of Michigan—Ann Arbor

FOOTBALL

1958	1959	1960	1961
September 27 Washington (Seattle)	September 26 Nebraska (Home Game)	September 24 Nebraska (Lincoln)	September 30 Missouri (Home Game)
October 4 Pittsburgh (Home Game)	October 3 Indiana (Home Game)	October 1 Indiana (Home Game)	October 7 Oregon (Home Game)
October 11 Northwestern (Home Game)	October 10 Northwestern (Evanston)	October 8 Northwestern (Home Game)	October 14 Northwestern (Evanston)
October 18 Illinois (Home Game)	October 17 Illinois (Urbana)	October 15 Illinois (Home Game)	October 21 Illinois (Urbana)
October 25 Michigan (Ann Arbor)	October 24 Michigan (Home Game)	October 22 Michigan (Ann Arbor)	October 28 Michigan (Home Game)
November 1 Indiana (Bloomington)	October 31 Vanderbilt (Home Game)	October 29 Kansas State (Home Game)	November 4 Michigan State (Home Game)
November 8 Iowa (Home Game)	November 7 Iowa (Iowa City)	November 5 Iowa (Home Game)	November 11 Iowa (Iowa City)
November 15 Michigan State (Home Game)	November 14 Purdue (Lafayette)	November 12 Purdue (Home Game)	November 18 Purdue (Home Game)
November 22 Wisconsin (Madison)	November 21 Wisconsin (Home Game)	November 19 Wisconsin (Madison)	November 25 Wisconsin (Home Game)

M. O. SCHULTZE, *Vice Chairman*

Accepted

VII. NEW BUSINESS

Remarks by the President. President Morrill discussed his recent visit to several counties in the state, the present nation-wide concern regarding education, various attitudes toward the accommodation of expanding college enrollments, and other related matters.

VIII. NECROLOGY

HOWARD GILKINSON

1898-1958

Howard Gilkinson was born in Osakis, Minnesota, October 9, 1898. He spent his boyhood in Osakis where his father was a physician. He had three

brothers and a sister. Before entering college he served in the 78th F. A. U. S. Army A. E. F., 1917-19.

Professor Gilkinson received his B.A. degree at Carleton College in 1923. He was very active in forensics under the leadership of the late Professor I. M. Cochran. During his senior year Professor Gilkinson won the State Oratorical Contest. It was at Carleton College that his scholarly interest in speech began to blossom. He graduated with honors and his first teaching position was at Yankton College from 1923 to 1928. The following year he took his Master's degree under Professor Baird at State University of Iowa.

His first appointment to the staff of the Department of Speech at the University of Minnesota was as an instructor in 1929. Professor Gilkinson's interest in the psychology of speech was indicated when he pursued his graduate studies in the Department of Psychology, where he was an assistant. He received his Ph.D. degree in 1935 under Professor Donald Paterson. He resumed his work in the Department of Speech in 1935 and was shortly thereafter made full professor.

He was for a number of years in charge of the fundamentals course in speech and speech education. His research studies eventually led him into the field of the social and psychologic aspects of speech, where he made his most scholarly and productive contributions in the field of speech and psychology.

Through his many scientific research publications he became nationally known as one of the leading experimentalists in speech education. He was elected to membership of the American Psychological Association, A. A. A. S. and *American Men of Science*, *Who's Who in America*, and Sigma Xi.

In 1943 Professor Gilkinson published *Outlines of Research in General Speech* and 4 years later, with Professor Lester Thonssen as co-author, the leading textbook in speech was published.

In 1956 Professor Gilkinson was appointed editor of *Speech Monographs*, the research publication of the Speech Association of America.

As a scientist Professor Gilkinson was an assiduous and tireless worker. His critical quality of mind came as close to being completely objective as is humanly possible. He disassociated the idea from the person who spoke or wrote it. This skill bespeaks a high degree of emotional stability and a great love for critical analysis at the ideational level. Along with this quality Professor Gilkinson had a burning interest in students who were eager to discover new truths, which to Professor Gilkinson were directions, not destinations.

He habitually asked questions rather than gave answers—probably one excellent quality of a true scientist. He asked: What do you mean? How do you know? What difference does it make? And, he wasn't given to finality, as he would usually ask—What else?

In 1936 he married Elizabeth Gilliland who bore him two sons. As a husband he was devoted to a kind of calmness and integration that so rarely exists in many homes today. He loved golf, boating, and fishing. These hobbies he shared abundantly with his family. Professor Gilkinson not only leaves behind him a lovable, gracious and very efficient manager of a home and two fine boys, in Elizabeth, but a host of admiring friends among students and colleagues. His enduring qualities of kindness, integrity, sincerity, and love for mankind will long live in the minds and hearts of those who knew Professor Gilkinson.

A meeting in memory of Professor Gilkinson was held in the Chapel of the Center for Continuation Study on February 23. The speakers were the Reverend Storm of the Unitarian Church; Professor F. M. Rarig, former chairman of the Department of Speech; and Dean E. W. Ziebarth.

LEWIS BURTRON HESSLER

1884-1958

Lewis Burtron Hessler, assistant professor emeritus of English, died on January 30, 1958, after a long illness. He was born at Omaha, Nebraska, May 12, 1884, the son of Lewis and Clara (Chapman) Hessler, and had his schooling at Media, Pennsylvania. After graduating B.A. at the University of Pennsylvania in 1905, he remained there for a year of graduate work, and then taught for a year in the high school at Ishpeming, Michigan. From 1907 to 1910 he was assistant in English at the University of Michigan. In 1910 he returned to the University of Pennsylvania, where he taught while taking his M.A. (1913) and Ph.D. (1916) degrees. He married Marguerite Allen in 1914. In 1918 he came to the University of Minnesota as instructor in English, and remained here until 1920, when he went to the University of New Mexico for 3 years. After a year with the publishing firm of Charles Scribner's Sons, he returned to the University of Minnesota as assistant professor of English, and retired in 1952. Mr. Hessler will be especially remembered by his colleagues and students for the courage and cheerfulness with which he endured almost a lifetime of precarious health, for the special devotion he gave for many years to his course in independent reading for undergraduates in English, and for the unfailing zest with which he enjoyed, and communicated his enjoyment of literature (Latin as well as English) and music. He most enjoyed Horace, Lamb, and Mozart. He is survived by his wife, of Minneapolis, and by a son, Allen, of Denver.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTINGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

June 5, 1958

The sixth regular meeting of the University Senate for the year 1957-58 was held in the Auditorium of Murphy Hall on Thursday, June 5, 1958. Sixty-three elected or ex officio members and 13 nonmembers, total 76, were present. President Morrill presided.

The following items were considered and action taken as indicated.

I. MINUTES OF MAY 1, 1958

Reported for Action

Approved

II. SENATE COMMITTEES FOR 1958-59

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, 1958:

Audio-Visual Aids: Donald R. Torbert (chairman), John D. Akerman, Henry B. Clark, Jr., Allen Downs, Ralph H. Hopp, Wilbur Jensen, Clinton T. Johnson, Huntington Miller, Carl L. Nelson, Milo J. Peterson, Raymond G. Price, Ralph E. Rapson, Ralph G. Ross, Robert F. Spencer, Tracy F. Tyler, Alfred L. Vaughan.

Business and Rules: Elio D. Monachesi (chairman), James L. Hetland, Jr., William P. Martin, Charles V. Netz, True E. Pettengill.

Education: C. Gilbert Wrenn (chairman), Cyrus P. Barnum, Jr., John R. Borchert, Stuart W. Fenton, E. Adamson Hoebel, William B. Lockhart, Will M. Myers, Merrill Rassweiler, William G. Shepherd, Lloyd M. Short, John E. Stecklein, John G. Turnbull, Gerhard E. von Glahn (Duluth), and 2 students to be named.

Institutional Relationships: Robert J. Keller (chairman), Elmer W. Johnson (assistant chairman), Asher N. Christensen, Theda Hagenah, Theodore Kellogg, Keith McFarland, William J. Micheels, Ralph G. Nichols, Mabel K. Powers, Eleanor M. Salisbury, Richard O. Sielaff (Duluth), Alfred L. Vaughan, Frank Verbrugge, Stanley J. Wenberg, Herbert E. Wright, Jr., and 2 students to be named.

Institutional Research: John R. Borchert (chairman), Thomas W. Chamberlin (Duluth), John G. Darley, Robert J. Keller, Wilbur L. Layton, Keith N. McFarland, Paul R. O'Connor, Sheldon C. Reed, Robert Edward Summers, E. Paul Torrance (ex officio), Maurice B. Visscher, Malcolm M. Willey, and 3 students to be named.

Intercollegiate Athletics: Max O. Schultze (chairman), Ike Armstrong, Raymond W. Darland (Duluth), Willis E. Dugan, E. Adamson Hoebel, Stanley V. Kinyon (faculty representative), William T. Middlebrook, George J. Schroeffer, Robert Edward Summers, Alfred L. Vaughan. Students: Chairman of All-U Congress Athletic Commission, Wayne W. Anderson (ex officio), and 1 student to be named. Alumni: 2 to be named.

Judicial: George B. Vold (chairman), Edward S. Bade, Asher N. Christensen, Henry E. Hartig, Frank H. Kaufert.

Library: Gaylord W. Anderson (chairman), Mitchell V. Charnley, Bryce Crawford, Jr., A. Orville Dahl, Don Davies, Samuel H. Monk, Joseph C. Olson, Edward B. Stanford, Lawrence D. Steefel.

Reserve Officer Training Corps: Rodney C. Loehr (chairman), Steve S. Barich, Jan O. M. Broek, John J. Cound, Austin A. Dowell, William T. Harris, Jr., Benjamin E. Lippincott, R. Dale Miller (Duluth), Roger B. Page, Harold P. Strom, Stanley J. Wenberg, 3 students to be named, and 2 alumni to be named.

Senate Committees: Horace T. Morse (chairman), David K. Berninghausen, Leon M. Liddell, William R. McEwen (Duluth), Charles H. McLaughlin.

Student Affairs: William S. Howell (chairman), Robert H. Beck, David K. Berninghausen, Francis M. Boddy, Norman J. DeWitt, Ralph L. Kitchell, Lloyd H. Lofquist, Clarence E. Mueller, William E. Parham, Mabel Powers, Stewart C. Thomson, 14 students to be named, and 2 alumni to be named.

Student Scholastic Standing: Roger B. Page (chairman), Edward S. Bade, Thomas W. Chamberlin (Duluth), Russell M. Cooper, John G. Darley, Austin A. Dowell, William H. Edson, Henry E. Hartig, Robert B. Howard, Wilbur L. Layton, Reuel I. Lund, Marion W. McCrea, Charles V. Netz, True E. Pettengill, Eleanor M. Salisbury, Alfred L. Vaughan, Theodore Kellogg (nonvoting secretary), and 2 students to be named.

University Functions: William L. Nunn (chairman), Ike Armstrong, Dean M. Benson, John W. Clark, Edwin L. Haislet, James S. Lombard, Gerald R. McKay, Paul M. Oberg, Raymond G. Price, Robert P. Provost, Louise A. Stedman, Stewart C. Thomson, Edmund G. Williamson, E. W. Ziebarth, and 2 students to be named.

University Printing and Publications: Harold B. Swanson (chairman), John Ervin, Jr., Ralph H. Hopp, William T. Middlebrook, William L. Nunn, True E. Pettengill, Harold W. Wilson, and 2 students to be named.

Approved

2. Reported for Information

The President reports the membership of the Administrative Committee of the Senate for 1958-59 as follows:

Administrative Committee: President J. L. Morrill, Professor Ray M. Amberg (Hospitals), Professor Ike J. Armstrong (Athletics), Colonel Dean M. Benson (ROTC Units), Dean Theodore C. Blegen (Graduate School), Dr. Ruth E. Boynton (Health Service), Dean J. William Buchta (University College), Dean Walter W. Cook (Education), Dean William H. Crawford (Dentistry), Provost Raymond W. Darland (Duluth Branch), Assistant Dean Austin A. Dowell (Agriculture, Forestry, Home Economics), Dean George P. Hager (Pharmacy), Professor Edwin L. Haislet (Alumni Relations), Dean Richard L. Kozelka (Business Administration), Dean William B. Lockhart (Law), 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 Athelstan F. Spillhaus (Institute of Technology), Professor Edward B. Stanford (Library), Dean R. E. Summers (Admissions and Records), Dean William T. S. Thorp (Veterinary Medicine), Mr. Stanley J. Wenberg (Assistant to the President), Vice President Malcolm M. Willey (Academic Administration), Dean Edmund G. Williamson (Dean of Students), Dean E. W. Ziebarth (Summer Session), and Dean Robert B. Howard (Medical Sciences).

Accepted

III. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE

Reported for Information

During 1957-58 to date, the Faculty Consultative Committee has met with the President twice in personal conferences and in addition met jointly with the Administrative Committee and the President at a meeting (December 18, 1957) at which the plan for the West River Development was formally presented by Mr. Willey and Mr. Close.

The Committee has had 8 meetings of its own members, in addition to the 3 mentioned above, to discuss current work of the Committee and to consider our work on current and prospective developments of interest to the faculty.

In our meetings with the President we have discussed, among other things, (a) the suggested plan for the employment of retired faculty, (b) the uses to be made of the Self-Survey reports and recommendations, (c) the preliminary planning for the West River development, (d) the change in Summer Session salary limits, (e) the budgetary implications of the failure of enrollments to increase as much as had been forecast at the time of the Legislative requests were made and the budget was planned, and (f) the University Budget for 1958-59.

In all our contacts with the President, he has been most helpful and courteous to us, giving us access to the various analyses and reports for which we have asked in connection with our consideration of various problems, and he has discussed frankly and at length with us the various issues and implications of the matters under consideration.

Our one formal action of the year to date was the proposal of the Resolution to the special meeting of the Senate on December 18, 1957, asking that the Senate instruct its Committee on Education to engage in a continuing study of the West River development plans and their educational implications. This was adopted by the Senate and was implemented by the appointment of a subcommittee of the Committee on Education, chaired by Professor W. G. Shepherd, to consider these matters, and by the appointment of three of the Committee on Education members to sit with the Advisory Committee (the Willey Committee).

The Committee is continuing its work on developing situations of major interest to the faculty, in particular in some areas covered by the Self-Survey reports, and in the preliminary budgetary planning for the 1959-61 biennium.

FRANCIS M. BODDY, Chairman

Accepted

IV. REPORT OF THE COMMITTEE ON LIBRARY

Reported for Information

Library Needs in Relation to Campus Expansion—When the general library was opened in 1923, the University's collections totaled 400,000 volumes. For 35 years there has been no addition to provide for the growing collections and the larger student body. Today the library holdings of the University exceed 1,800,000 volumes. At the current rate of growth, new acquisitions take up more than a mile of additional shelving each year.

Seven years ago, the new Freshman-Sophomore Library provided some space relief, and an additional stack area is now being finished in the library sub-basement. When the proposed Bio-Medical Library is completed, some further space will become available in the central library building. With library resources growing at the rate of 50,000 volumes a year, however, these new areas will be more than offset by current accessions in the next few years.

If student enrollment comes up to present predictions, the problem of seating readers will soon be fully as critical as the provision of shelf space for books. The study halls in other buildings, which the Library Committee has urged upon the University administration, have not been forthcoming. The situation will clearly get worse before it gets better.

Against this setting, the Senate Library Committee was asked, early in January 1958, to study the library's space problems in relation to campus expansion. Specifically, it was asked to develop recommendations as to library facilities for the West River Campus space, for use in determining the building needs of this area.

In a series of weekly meetings, started in February, the Committee has carried on consultations as to specific library needs, with representatives of departments most directly concerned with relocation across the river. Academic units participating in these discussions include American Studies, Anthropology, Art, Business Administration (and Industrial Relations Center), Classics, Education (and the Institute of Child Development and Welfare), English, General College, Geography, German, History, Journalism, Philosophy, Political Science (and Public Administration and the International Relations Center), Psychology, Romance Languages, Slavic and Oriental Languages, Social Work, and Speech and Theater Arts.

In the course of these conferences, it became quickly evident that with the shift from the original emphasis on lower division work in the West Campus area to full undergraduate and graduate teaching, and research in many departments, a new library unit of considerable magnitude will be required on the West side of the river, with almost the total library holdings in some disciplines relocated across the bridge.

The Library administration fully realizes that any major shift of material will raise difficult new problems. It foresees that if large resources are moved to the West River facility, substantial funds will have to be provided for additional staff and selected duplication of titles that may be needed in more than one location on the campus. From the library point of view, a lower division enterprise in the West River area—the plan originally envisioned—could be served very easily, simply by moving the Freshman-Sophomore Library. However, now that all of the College of Science, Literature, and the Arts (except for the sciences), the School of Business Administration, and the General College appear to be slated for ultimate relocation, a major library move seems inevitable, for these groups comprise most of the users of the present general library collections.

The discussions made it evident that a central location, to provide maximum accessibility for all departments, will be essential. It is also clear that although some resources can still be carefully housed in the present Main Library, the large core of active reference and collateral reading material will have to be moved to a new West River facility.

One of the results of these consultation meetings was an increased awareness the committee developed as to the inter-relationship of various departments in their respective need for large portions of the library's holdings. Most of the social science departments consulted clearly acknowledged their dependence on collections used in common. They would particularly like to see constructed a new centrally located main library across the river, in which the collections are arranged in maximum capacity open-shelf reading rooms along broad subject lines. This would result, in effect, in a library in which the major service units would be a social sciences library and a humanities library, both under the same roof—and connected, if possible, with adjacent academic buildings, housing specific departments conveniently near the library of their major interest.

If such a plan should be followed, certain holdings, including possibly the newspaper collection, rare books and other special collections, and library

service for the College of Education, might remain centered in the present Main Library. Whether it would be feasible to maintain the Library's administrative and technical services (acquisitions, cataloguing, etc.) in the present library is now under study. In any event, it is certain that much of the currently overcrowded stack area will be needed, in the predictable future, for housing large units of catalogued publications. If the lower division work should be developed extensively on both sides of the river, then each side may need some type of freshman-sophomore library and a reserve reading facility.

Regardless of what pattern may finally result from these and future studies of the University's library problems, it is certain that some departments, such as Anthropology, Psychology, Education, Geography, and Political Science, will always have to use more than one library. Their interests overlap with those of so many other departments that no single collection could meet all of their needs.

It has been suggested that in the interest of maximum accessibility and communication with all departments, a West River library might conceivably straddle the proposed through-way and bridge approach. If certain other proffered suggestions could be followed, it would also contain ample parking under each wing and it would be completely air-conditioned at the outset.

When the results of the interdepartmental relationships study, now being conducted by the West River Planning Committee, are available, the Library Committee will study the findings for their library implications. It will then develop more specific recommendations on future library needs, based on its consultation and these data, for the use and guidance of the West River Committee in formulating over-all campus building plans.

This is simply an interim report to the Senate on the steps being taken by the Senate Library Committee to study future library needs.

GAYLORD W. ANDERSON, Chairman

Accepted

V. REPORT OF THE COMMITTEE ON EDUCATION

1. Reported for Information

The work of the Committee during the academic year 1957-58 has been focused upon issues growing out of the Self-Survey Report and the deliberations of the Committee for Planning Development of the West River Area. First reported here, however, are the progress reports of two significant subcommittees which were developed independently of the Self-Survey Report and West River Development Committee.

1. *Attraction and Retention of Faculty.* The Subcommittee on Attraction and Retention of Faculty, appointed in the spring of 1957, includes the following members: Philip M. Raup, chairman, John R. Borchert, Asher N. Christensen, Ruth E. Eckert, James J. Jenkins, Reynold A. Jenson, Benjamin J. Lazan, A. O. C. Nier, Ruth Palmer, John E. Stecklein, John Turner, and C. Gilbert Wrenn.

Originally asked to consider both the attraction and retention factors in the present staff situation and the means of motivating more qualified students to prepare for college teaching careers the progress report of the Subcommittee begins as follows:

The initial work of the subcommittee has centered around an examination of factors which influence the attraction and retention of University of Minnesota staff. This has involved the study of four groups:

- (a) individuals who were tendered and accepted offers to join the faculty between July 1, 1956 and June 30, 1958.
- (b) individuals who were tendered but did not accept offers to join the faculty, over the same two years.

- (c) individuals who recently left employment with the University of Minnesota to accept professional employment elsewhere.
- (d) individuals now on the faculty who have recently considered other professional employment.

The design and conduct of the study is being carried out by the Bureau of Institutional Research under the general guidance of the subcommittee.

(a) Personal interviews with over 150 *recent additions* to the faculty have been completed, and the preliminary analysis of the interview schedules is well along. It is anticipated that a draft report of this segment of the inquiry will be ready for Subcommittee review by early summer 1958.

(b) Questionnaires have been sent to over 110 individuals who *recently received but did not accept offers* to join the University of Minnesota faculty, and over 50 per cent of these have been returned to date. More are expected. The analysis of this segment of the inquiry will take place during the summer months of 1958.

Draft questionnaires and survey procedures have been prepared for segments (c) and (d) and it is anticipated that active work on this portion of the inquiry will begin when classes resume in September.

Following the completion of these inquiries, and based upon their results, the subcommittee plans to consolidate the material into a report to the parent committee that will point up the strengths or weaknesses of the University of Minnesota as viewed through the eyes of its present, past, or prospective staff.

2. University Curriculum. The Subcommittee on the University Curriculum was appointed in November 1957, after consideration of the matter by the Senate at its November 7 meeting. The membership of the Subcommittee is as follows: Frank Verbrugge, chairman, Ronald I. Beazley (on leave, with Keith N. McFarland as alternate), Robert H. Beck, Kenneth E. Clark, Adamson Hoebel, Herman Ramras, Arthur E. Smith (Duluth Branch).

This subcommittee was asked by the Senate to consider the following activities:

- a. The study of existing reports and recommendations regarding curriculum change.
- b. The development of a system for recording and classifying the present curriculum structure of the various colleges and a method for supplying curriculum information to any college requesting it.
- c. The recognition of problems of policy which might emerge from accumulating curriculum modifications, additions, or deletions, and which should be brought to the attention of the Senate Committee on Education for possible Senate action.

Its report follows:

Your sub-committee has adopted the broad principle that its primary function is one of gathering information and that its studies should be concerned with curricular developments and problems which have overall University implications. The hope is that these studies and the information they will provide may become means whereby the individual faculty members, the individual departments, and the several divisions, colleges, and campuses of the University can achieve a greater effectiveness in their own activities; also that these studies will suggest means by which further coordination can prove effective.

One major activity of the Sub-committee will involve collecting information, by questionnaire and interview, regarding the course offerings on the Twin City campuses. This study together with relevant data being collected by the Office of Admissions and Records will make available information on course content and purpose, inter-relationships of courses at the University, categories of students enrolled, and existing channels of communication. This information should assist the individual faculties in future curriculum planning and development and may suggest to the faculties procedures for more extensive all-University coordination where this appears warranted. It should suggest, also, some means by which the effectiveness of the faculty can be increased.

The proposed questionnaire will be discussed with those college agencies which are involved in curricular development within the University. Following such consultation, the questionnaire will be prepared for distribution next fall. The study will be designed to relate these data to those from previous studies and thus make possible some analysis of curriculum development at the University over a span of years.

Another activity, already underway, is an exploratory study of the relationship of Duluth Branch vis-a-vis the Twin Cities campuses. It includes an analysis of the curriculum development at the Duluth Branch, the extent of coordination for major fields of study between Duluth Branch and the Twin City campuses, and the problem of transfer of students between campuses. In a somewhat analogous manner, we plan to study the degree of coordination of the instructional programs on the St. Paul and Minneapolis campuses.

Other activities under consideration but for which no specific planning is as yet in progress include:

- (a) a study of the various programs at the University for the unusually able student, and the possible need for coordinated all-University planning, particularly with reference to national developments which might provide support for instruction, research, and facilities;
- (b) a study of present policies, within the University divisions, regarding the admission and evaluation of credits or students who transfer, and of the possible need for all-University policies as a pattern of higher education changes in the state and the transfer student population increases.

Because the work of the subcommittee depends so heavily upon the response given by the various faculties to the inquiries to be made, it is respectfully requested that information about this project be widely circulated and systematically reported to each faculty.

3. *Educational Implications of University Physical Expansion.* The appointment of the third subcommittee grew out of action taken by the Senate last December 18 when it charged that the Senate Committee on Education "be instructed to engage in a continuing study of the development of the West River area and the educational implications thereof; and that the President be requested to permit this Committee or its Subcommittees to work with the ad hoc Planning Committee or such other groups as may be concerned in the development of the West River area."

The Senate Committee took two actions in response to this resolution.

(a) It recommended to the President that additional faculty members be appointed to the West River Development Committee. Two additional faculty members were appointed, Professor Lloyd M. Short and Professor William G. Shepherd and have served continuously since January 1958. The Senate Committee on Education has kept in close touch with the West River Development Committee since Professor Short and Professor Shepherd are both members of the Senate Committee on Education, Professor Short serving as acting chairman during the winter quarter in the absence of the chairman-on-leave. (b) The second action taken was the appointment of a subcommittee on the Educational Implications of University Physical Expansion. This action was reported to you at the Senate meeting on February 6. The membership of the subcommittee is as follows: William G. Shepherd, chairman, Charles H. McLaughlin, vice chairman, Willis E. Dugan, Walter W. Heller, William S. Howell, Leon Reisman, Ernest H. Rinke, George M. Schwartz, Edward B. Stanford, and Mr. Wayne Anderson (student member).

The subcommittee was charged with a study to include: "(1) the best educational use of the land to be acquired on the West side of the river; and (2) a close watch over developing plans for new buildings and the utilization of existing structures on both sides of the river, the bridge, library facilities, and the effect of building and space allocations on relationships between departments, schools, and colleges." In so charging its subcommittee this Committee recognized that it was no longer feasible in the light of decisions already taken to re-examine the basic decision to develop a campus on the West River area. Rather, the Committee felt the major function of this subcommittee to be one of consultation and communication and the provision of an additional link between the administration and the West River Development Committee on the one hand and the faculty on the other. The administration responded by appointing the chairman of the subcommittee

as a regular member of the West River Development Committee. The latter Committee has co-operated with the subcommittee in consultation and by the provision of information. Its report follows :

The Subcommittee regards its first mission as cooperating in the short-range development of the proposed new campus as well as the old campus in the manner which will best serve the educational interests of the University. For the longer term the Subcommittee views its most important mission to be that of developing ways and means for effective faculty participation in the long-range planning and physical expansion of the University. The Subcommittee believes that the experience gained in connection with the short-range problem will be valuable in pointing the way to such participation.

The Senate should realize that the Subcommittee has neither the staff nor the facilities to undertake a full-scale independent analysis of the underlying enrollment statistics, faculty interactions, or the detailed fiscal and architectural aspects of the problem. Perforce, the Subcommittee must depend very largely on the data developed by the staff available to the West Campus Development Committee. The Subcommittee's role, therefore, is chiefly one of analyzing and interpreting such data, suggesting means of ascertaining faculty attitudes, interrelations, and needs, and of transmitting information from faculty to the administration. An ultimate configuration of physical facilities must depend not only on enrollment data and curricular program interrelationships but also on the less tangible needs of faculty interactions and communication and the maintenance of an integrated university complex rather than a loose federation of more or less isolated colleges.

In accordance with the foregoing approach the Subcommittee:

- 1) Held several meetings with: the University advisory architect, representatives of the physical plant office, the office of admissions and records, the central administration, and with a number of the deans for the purpose of:
 - a) Obtaining background information on the basis for, and status of, current planning of new campus units,
 - b) Ascertaining more precisely the time schedule involved in developing the intercampus bridge and the initial phase of West campus construction.
 - c) Determining the views of some of the responsible administrators most directly involved in the move toward the West bank campus.
- 2) Has advised on and, through its Chairman, has participated in the formulation of the questionnaire concerning faculty interrelationships and needs bearing on the problem of campus expansion.
- 3) Has maintained active liaison with the West River Development Committee through its regular representation via the Chairman at the meetings of that Committee.
- 4) Has discussed the need for more satisfactory planning of classroom, office, and related facilities in new buildings with a view toward bringing to the attention of the administration the relevant information and faculty views which have developed from prior experience on these matters.

The Subcommittee proposes to review and appraise the statistics now being developed for the West Campus Development Committee and to study and interpret these results in the light of the outcome of the faculty questionnaire interviews. From this study the Subcommittee expects to give expression to the view of the faculty on the educational policies involved in both the long and short term physical expansion of the University.

4. *Self-Survey Report.* The Committee is systematically examining the various sections of the Self-Survey Report that appear to fall within its province of responsibility. It attempted to make a thoughtful analysis of the total report and earmarked (by a summation of independent votes) the following Survey topics for immediate study by the Committee: Campus Planning Commission, superior students, balance between social sciences and technology, the "University Idea," mathematics, correlation of extension courses with other University work, educational television, and internal communication. It is in connection with the last of these that we wish to make specific recommendations at this time.

Accepted

2. Reported for Action

It is believed that the usefulness of existing communication mediums and efforts could be strengthened in a specific manner for the faculty by the action proposed in the recommendations to follow. These recommendations contribute to two related areas: (a) the need for formalizing a more effective means of two-way communication between the administration and the faculty and improving communication among the faculty; and (b) the need for promoting the "University Idea" of a cohesive interrelatedness among the faculty.

To these ends it is recommended:

- a. That a Faculty Letter from the President's office be issued on a periodic basis. This would, in concise form, bring to the faculty campus issues and issues on a state or national level likely to be of concern to the academic community. Official actions of the Board of Regents and like information could also be communicated through the Faculty Letter.
- b. That a faculty "house organ" be established. This could well become the communication medium of the Faculty Consultative Committee, with issues and reactions proposed in both directions that would serve as a means by which faculty members could express their views on University matters more effectively to their colleagues and to the administration.
- c. That improvement in two-way communication between the Senate and the faculty be sought by requesting each group of Senate members representing a college constituency or subdivision thereof to organize itself so that regular reports of Senate action are given to each college or department faculty. Responsibility for such reporting might be upon a quarterly basis, rotating among the members of a college or department group. It is believed that unless this is done systematically, the influence and reputation of the Senate will decline.
- d. That the Graduate School be encouraged to invite faculty from disciplines other than the candidate's major and minor fields to serve as guest observers on the graduate examining committees as a means of promoting the "University Idea."
- e. That individual faculty members and departments be encouraged to make more use of guest lecturers from other departments and colleges of the University when the subject matter of the course in question pertinently relates to the colleague's field of competence. This would help to promote the "University Idea" among both faculty and students.

C. GILBERT WRENN, Chairman

Discussion. There was extensive discussion of recommendations a and b with respect to writing for wide spread distribution as compared to speaking confidentially to a restricted group, time involved in writing, problems of editing, naming of correspondents, printing and publication costs, etc. Discussion of recommendation c was mainly on techniques for implementation. Recommendations d and e produced no comment.

Action. It was moved and seconded that the committee recommendations be adopted.

It was moved and seconded that the recommendations be referred back to the committee for further study. This motion, by common consent, was ruled out of order.

A motion to table the matter was made but failed for lack of a second.

The original motion, that the committee recommendations be adopted, was then put to a vote and was carried unanimously.

VI. REPORT OF THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

Reported for Information

1. *Sub-Committee on Relations with Private High Schools*

Since the adoption of the *Criteria for the Accreditation of Private Secondary Schools* in the fall of 1952, an advisory subcommittee has assisted the Senate Committee on Institutional Relationships in managing its accreditation function. Periodically, the problems, procedures, and nature of the accreditation program are reviewed, suggestions offered, and recommendations made by the subcommittee consisting of 3 representatives from the University and from 4 private secondary schools. This has been true during 1957-58.

After a careful review of present accreditation procedures this spring, the subcommittee has recommended: (a) No changes in the *Criteria* or interpretations thereof despite the difficulties being experienced by certain schools in maintaining quality of faculty and reasonable teacher loads. (b) Revision of the annual report forms to reduce duplication of data. (c) A fall meeting of private school representatives during the next annual meeting of the Minnesota Educational Association. (d) Continued use of the visiting committee procedures developed during the present year. (e) Appointment of new members of the subcommittee. Rotation of the subcommittee membership this year will remove Father John R. Roach, a member and chairman of long standing, from the subcommittee. He will be replaced by Brother Felix, Principal, Cretin High School. A second member, Mr. C. L. Bjornlie, Principal, Hillcrest Lutheran, is being added to provide for better representation from the schools outside the Twin Cities area. Mr. Edward Read, chairman during the past year, will continue in this position for 1957-58.

2. *Sub-Committee on Inter-Intra Institutional Relations*

Last spring the Senate Administrative Committee endorsed a more active program of inter-intra institutional relations by the Senate Committee on Institutional Relationships. This was later reported for information of the Senate in its docket for May 1957. A subcommittee on Inter-Intra Institutional Relations was appointed to serve this function, under the chairmanship of Alfred Vaughan, associate dean of the General College.

This subcommittee has sought to accomplish three major purposes: (a) to develop procedures for early review of proposed changes in college policy and practice, (b) to develop machinery for obtaining reactions to such proposed changes within the separate colleges of the University which may have interest in them and with other Minnesota colleges or secondary schools for which the proposals have implications, and (c) to establish suitable channels of communication for successful implementation of such changes as they affect other colleges of the University or other educational institutions or agencies.

As a first step in accomplishing these purposes, this subcommittee is currently receiving minutes of faculty meetings from most of the separate colleges. It has reviewed these minutes in terms of implications for other departments or colleges of the University and, in consultation with the unit proposing changes, has abstracted portions of the minutes for review by these other units. Compilations of abstracts of faculty minutes have been prepared and circulated to all colleges of the University with the request that they note policy modifications which have implications for them and that they communicate their concern about such modifications directly to the unit proposing them. Two such summaries have been prepared and distributed during 1957-58; a third is currently in progress.

The subcommittee has noted with satisfaction some increase in communication and consultation among the several colleges of the University on

matters pertaining to them and a somewhat greater awareness of the need for common understanding of proposals for policy or program change prior to adoption.

Similar efforts have been directed toward Minnesota educational institutions outside the University: (a) Last fall the Senate Committee on Institutional Relationships sponsored a workshop on the new mathematics and physics programs of the Institute of Technology for liberal arts and junior colleges of the state. (b) The Law School, in modifying its own program, has communicated with other Minnesota colleges its recommendations for pre-law programs. (c) The Duluth Branch being aware of the implications of its proposed modifications in general education requirements upon programs of public junior colleges in its area has initiated discussions with them. (d) Channels for communication with secondary schools through the Minnesota Association of Secondary School Principals have been reactivated.

The Senate Committee on Institutional Relationships has proposed the development of a newsletter which would circulate to high schools and colleges of the state in order to provide further liaison through this added channel of communication. The proposal has been made that such a newsletter be sponsored by the Association of Minnesota Colleges and the Minnesota Association of Secondary School Principals and that it be a co-operative enterprise open to all member schools in order to insure a free flow of information. The idea has been endorsed by the Joint Committee on High School-College Relations of the two associations and is currently about to be implemented on a trial basis.

The subcommittee and the Senate Committee recognize the need for continuous effort to promote liaison activity and to encourage co-operation between educational institutions and agencies. The steps taken to date have sought to maintain a maximum of institutional or college independence and yet to recognize the need for communication and resolution of conflicting interests. The problem is not an easy one to solve and requires the utmost in understanding and patience. This Senate Committee solicits such understanding for the future as college and university enrollments expand and problems of inter-intra institutional co-ordination become more complex.

3. The Committee on Relationships with Prospective Students

The Advisory Committee on Relationships with Prospective Students under the chairmanship of Dean R. E. Summers has recently placed primary emphasis on the further development of brochures aimed at interpreting educational opportunities available at the University for the young people of Minnesota. Brochures are now available in the following areas: agriculture, co-operative engineering, education, librarianship, forestry, home economics, journalism, mathematics, nursing, pharmacy, and the physical sciences. Progress is being made on a revision of the pharmacy brochure as well as on new manuscripts in the general arts area and architecture. Work has proceeded primarily in small subgroups of the Committee.

Copies of the various brochures have been systematically distributed to the academic staff of the University and to high school principals and counselors. It is anticipated that the high schools will maintain a file of the publications. In addition many brochures have been distributed by departments and colleges on the basis of individual requests. It is intended that the brochures be useful from the ninth grade level up.

During the 1957-58 school year the University was invited to participate in 30 college day programs throughout the state. Approximately 50 staff members visited about 28 outlying high schools and in addition talked with students representing all Twin Cities and most suburban high schools. Staff representatives for the University were provided by the Office of Admissions and Records (Minneapolis, St. Paul, and Duluth); the College of Science,

Literature, and the Arts; the Institute of Technology; the College of Pharmacy; the College of Agriculture, Forestry, and Home Economics; the Office of the Dean of Students; the College of Education; the General College; the Reserve Officers Training Corps; the Medical School; the Dental School, and the Northwest School and Experiment Station.

4. *High School-University Transition Conferences*

Two High School-University Transition Conferences were sponsored by the Senate Committee on Institutional Relationships during April 1958, 1 at Spring Valley and 1 at Morris. Responsibility for conducting the conferences was delegated to a committee under the chairmanship of Mabel Powers, assistant professor, College of Science, Literature, and the Arts.

Spring Valley Conference—Spring Valley High School, April 10. Seven representatives from the University and 23 representatives of 16 high schools attended.

Morris Conference—West Central School and Experiment Station, April 16. Eight representatives from the University and 20 representatives of 11 high schools attended.

The general areas of discussion included: (a) the mathematics requirement for admission to the Institute of Technology; (b) proposal of some high schools to add a fourth-year unified mathematics course; (c) admission standards and the question of earlier admission to the University (before actual graduation date); (d) problems of transfer of credits to the University from other colleges; (e) mortality of college students; (f) motivation of high school and college students.

In general, the discussions were somewhat different from those of the transition conferences involving Twin Cities high schools. This difference was to be expected for two reasons, namely, the lack of fairly frequent communication in person and by telephone between the high schools and the University, and the tendency for the graduates of these outlying high schools to enter junior colleges, the state colleges, or the 4-year liberal arts colleges nearer their homes, at least for the first 2 years.

All participants completed anonymous evaluations of the meeting, and there was unanimous agreement that the meetings had been very worthwhile. All high school representatives indicated a desire to have such meetings annually or biennially.

It is the recommendation of the University representatives that such conferences be held every year on a sectional rotation basis with continuation of on-campus conferences for the high schools of the metropolitan and close surrounding areas and that efforts be made to provide for greater participation by University faculty, especially representatives from the various departments.

ROBERT J. KELLER, Chairman

Accepted

VII. REPORT OF THE COMMITTEE ON INSTITUTIONAL RESEARCH

Reported for Information

During the year the Committee on Institutional Research has advised with the director of the Bureau of Institutional Research concerning the progress of several studies of considerable importance. A study assessing the reasons why people enter the field of college teaching has been completed. Work has progressed on a method of assessing the interests and attitudes which characterize the successful teacher-researcher. Several studies have been undertaken at the request of various administrative offices on the

campus; among these, perhaps the most important, is a study of the flow of registrations from one instructional unit to another. This study is being conducted by the Bureau to determine a logic for the disposition of teaching units in a campus expansion. Preliminary examination of these "flow charts" confirms the impression that data valuable for guiding administrative decisions can come from such an analysis. In conjunction with a subcommittee of the Senate Committee on Education, the Bureau has undertaken a study of the factors which encourage a faculty member to stay with his position at Minnesota rather than accept a position elsewhere, and/or, conversely, to determine what factors militate against accepting an offer to come to Minnesota from another institution. Early in the spring quarter a brief summary of a comprehensive survey of educational research literature concerning college teaching methods and class size was distributed to deans and department heads. Interested staff members can obtain copies from the Bureau of Institutional Research. Later in the spring the Committee asked the Bureau to investigate patterns of undergraduate preparation for teaching in all content fields in secondary schools. A subcommittee has been appointed to advise on this study. Suggestions for this study include (a) an attempt to determine what patterns of subject matter courses and what distribution of progressional courses are taken by education students preparing in this University, in the state colleges, and in the liberal arts colleges of the state, and (b) a survey of credentials offered to the State Department of Education by teachers prepared in institutions outside the state.

DALE B. HARRIS, Chairman

Accepted

VIII. REPORT OF THE COMMITTEE ON INTER-COLLEGIATE ATHLETICS

1. Reported for Action

Election of Dates for Changes in Eligibility Status of Varsity Athletes.

Under the amended Eligibility Rule 3, Section 3, the Committee in charge of intercollegiate athletics at member institutions of the Intercollegiate Conference shall elect either (a) the day immediately following the day on which the quarter ends, or (b) the opening day of the succeeding quarter, as the dates on which a student who receives or removes a scholastic delinquency loses or regains eligibility. Your committee voted to elect the first day of the succeeding quarter as the date on which, for both purposes, the eligibility status of a student can change. (In the fall quarter this date is the opening date of competition.) This date has been in effect in the past. Election of the other alternative (a) above would make it difficult to determine the eligibility status of students concerned and could bar them from participation in NCAA championship contests or other post-season competition.

RECOMMENDATION: That the action by your committee be sustained.

Recommendation Approved

2. Reported for Information

Change in Approved Basketball Schedule. Rice Institute is unable to adhere to a previous commitment for a basketball game in Houston scheduled for December 18, 1958. Your committee has approved in lieu of this contest a game with the University of Oklahoma, scheduled for December 11, 1958 in Williams Arena.

Accepted

M. O. SCHULTZE, Vice Chairman

IX. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

Reported for Information

1. The Committee on Student Affairs recently appointed a subcommittee to study the problems involved in the scheduling of student-sponsored programs and events for which admission is to be charged. The Committee's attention was drawn to this problem following several incidents involving the refusal of the Room Scheduling Office, operating under a new administrative policy, to make campus facilities available for programs sponsored by the University YMCA and YWCA and the Foreign Student Council.

2. The All-University Judiciary Council reported to the Committee its recommendations concerning the so-called "tunnel" incident in which an administrative decision was made to close to pedestrian traffic two doors in the Northrop Auditorium Garage. The All-University Congress felt that the students had not been consulted and therefore referred the case to the Judiciary Council. The action of the Judiciary in hearing the case is significant because it, in effect, opened a peaceful channel for student groups to review and evaluate administrative decisions which affect their programs and activities.

3. A subcommittee is presently in the midst of a questionnaire survey of student organizations collating estimates of needs for headquarters facilities for the future. The Committee will analyze and appraise the space and facilities needed by student organizations as part of the total study now being made of the University's expansion.

4. The Committee voted to designate several members to meet regularly during the coming year with the All-University Committee on Student Behavior and the Dean of Students' Office to consider the advisability of formulating a comprehensive code of student behavior preparatory to the possible integration of the Committee on Student Behavior and the All-University Judiciary Council. The constitution of the Judiciary provides for study of the advisability of such an integration.

WILLIAM S. HOWELL, Chairman

Accepted

X. REPORT OF THE COMMITTEE ON AUDIO-VISUAL AIDS

Reported for Information

The Senate Committee on Audio-Visual Aids reports the following for the information of the Senate.

The committee recommendation (of 1957) that the Audio-Visual Pre-Paid Plan be continued through the current biennium was approved by the appropriate administrative officers of the University. The committee reports satisfaction with the results of the Plan's operations for fiscal 1957-58 and supports its continuance in 1958-59. At the same time, the committee urges that AVES encourage colleges other than Education, SLA, and General College to experiment with the Pre-Paid Plan in order to extend its use as widely as possible within the University.

At its most recent meeting the President's Advisory Committee for Space Allocation passed a motion recommending that Room 101, Wesbrook Hall, be provided as a location on the Minneapolis Campus for the construction of a new Photographic Laboratory. Room 100 Wesbrook, which was also requested, cannot be made available at this time but probably will be available when the first units of the University move to the campus on the west side of the Mississippi. Room 20, Wesbrook Hall, has been made available to AVES, as requested, for the establishment of a Faculty and Staff Teaching Materials Laboratory. Movement into this room by AVES is now only awaiting movement of the College of Education Audio-Visual Teaching Laboratory to Room 206, Wesbrook Hall. Other space use changes include

the conversion of a small preview room in Wesbrook Hall to a temperature-humidity controlled vault for film storage to meet the need for increased space for the Campus Film Laboratory.

Under a co-operative plan developed with the administration of the Library, AVES plans to move its microfilm operations to Room 10, Library, and in this area establish, in addition to the microfilm service, a broader photo-copying service to be made available to students, staff, and the Library itself.

A survey of all AVES-owned equipment and all equipment lodged in general purpose classrooms on both the Minneapolis and St. Paul Campuses has been completed and the results are now being tabulated. This survey forms the necessary foundation for the total campus survey which will be carried out in the academic year 1958-59.

In connection with the Committee's review of the Pre-Paid Plan, the members present emphasized the need for continued consideration by the University Administration of the possibility of placing the Audio-Visual Education Service on a full-support basis in order to make its resources available to teaching departments on the basis of instructional need rather than the budgetary status of either the departments themselves or the Audio-Visual Education Service.

DONALD TORBERT, Chairman

Accepted

XI. REPORT OF THE ENGINEERING AND INSTITUTE OF TECHNOLOGY FACULTIES

Reported for Information

The following resolution was adopted unanimously by the College of Engineering Faculty on May 22, 1958 and by the General Faculty of the Institute of Technology on May 26, 1958 with the request that it be presented as an item of information to the University Senate.

A RESOLUTION CONCERNING THE PROPOSED UNIVERSITY POLICY ON KEYS

WHEREAS, Procedures inconsistent with the established principle of adequate faculty consultation have been used in formulating a policy directly affecting the faculty in the discharge of their academic responsibilities, and

WHEREAS, The proposed policy itself intrudes on the dignity and tenure rights of the faculty,

Therefore, be it resolved, To go on record as objecting to the procedures used and the actual content of the proposed rules and regulations for distribution and use of keys to University buildings and other facilities.

Warren E. Ibele, Secretary
College of Engineering Faculty
Henry C. T. Eggers, Secretary
Institute of Technology General Faculty

Discussion. The president explained that the special committee appointed to consider the matter of losses of equipment and the need for better control, after careful consideration, had made a recommendation which was transmitted to the various faculties for comment, that many constructive suggestions were received—one in particular from the Faculty Consultative Committee, and that in view of this he considered the action by the Institute of Technology to be ill-advised inasmuch as it offered no constructive suggestions and gave no recognition to the fact that the special committee had explicitly solicited faculty reactions and was presently in the process of further consultation and reconsideration of its original report.

There was no action taken on the resolution.

XII. NECROLOGY

FRANCES KELLEY DEL PLAINE 1889-1958

Frances Kelley del Plaine, assistant professor of English, died of cancer on April 10, 1958. Except for her final illness, which began with surgery in January, and for an enforced sick leave in the winter and spring quarters of 1947, she had taught without a break from the time of her initial appointment as a teaching assistant in the autumn of 1918. During much of that period of 40 years she also taught regularly in the evening classes of the General Extension Division. About 10,000 students must have known her. Had she lived, she would have retired on June 15.

Frances Kelley was born on October 29, 1889, at Woonsocket, S.D., where she attended the public schools. Her higher education, at the University of Minnesota, was interrupted by teaching, and she was not able to take her B.A. degree until 1917. Her work was of high quality, however, and she was elected to Phi Beta Kappa. She seems to have been employed in the year of her graduation by Professor Fletcher Harper Swift, of the College of Education, and to have taught during 1917-18 at both Macalester College and the St. Cloud State Teachers College. Joining the University's Department of English in 1918, she continued to work with Professor Swift, who directed her Master's thesis, *A History of Public-School Support in Minnesota*, published by the University in 1920, the year she received her second degree. In 1922 she was a collaborator with Professor Swift in another book, *Public School Finance in Minnesota*. She became an instructor in 1920, and an assistant professor in 1947.

In 1921 she married Carlos W. del Plaine, then recently graduated from the College of Engineering. He returned some years later to the University to study medicine, taking his M.D. degree in 1932. The del Plaines were active together in social, fraternal, and civic life in the University and Minneapolis community. Their hospitality, companionableness, and mutual devotion impressed all who knew them. In her later life Mrs. del Plaine was much interested in Mexico, where her husband had lived as a boy. This interest was expressed in vacation trips and in *Son of Orizaba: Memories of Childhood in Mexico* (Exposition Press, 1954), in which the two collaborated.

Mrs. del Plaine's field of special competence was English composition. She read her students' papers with painstaking care, and was happiest when she detected the improvement that comes with the recognition that writing is hard work. She was the joint author of four college textbooks. In *The Art of Narration* (Crofts, 1926), she collaborated with Mary Ellen Chase; in three others her collaborator was Adah G. Grandy. *Current Prose for College Students* (Macmillan, 1931), *College Readings in Poetry, English and American* (Macmillan, 1933), and *Written English* (Cordon, 1938) were all successful and useful books.

LAURENCE MERRIAM WINTERS 1891-1958

Laurence M. Winters was born June 15, 1891 at Lake City, Minnesota. He earned his B.S. degree (in animal husbandry) in 1919 and his Ph.D. degree (in zoology) in 1932, both at the University of Minnesota. His M.S. degree was earned at Iowa State College in 1920. His search for knowledge led him to study at the University of Wisconsin in 1925 and at the Boyce Thompson Institute (Harvard University) in 1927.

Dr. Winters was a professor of animal husbandry at the University of Saskatchewan from 1920 to 1928. In the latter year he returned to Minnesota

as associate professor in charge of animal breeding in the Division of Animal Husbandry. Promotion to rank of professor came in 1934. He retired from the University staff in 1956 to accept a post as an agricultural adviser to the Government of Iraq where he acted for the International Cooperation Administration of the United States Department of State. He was in Baghdad at the time of his death, March 16, 1958. He was a member of the American Society of Animal Production, American Genetics Association, Genetics Society of America, Society of the Sigma Xi, Phi Kappa Phi, and Gamma Sigma Delta.

Loving children, but not having any of their own, Laurence and Ellen Winters adopted 1 and took 3 others into their home.

Dr. Winters was a world leader in his chosen field, acclaimed as such by colleagues at Minnesota and throughout the United States and the rest of the world. The influence of his work and thought, worked through his numerous scientific and popular publications, his many students, and his warm personal contacts with farmers in Minnesota and elsewhere, had an important impact on animal breeding practice. Perhaps his greatest contribution was his early insistence that animal breeding problems be analyzed in the light of the emerging facts of genetic science. He conducted pioneer researches on crossbreeding, performance testing, and breed formation. His work in the first of these areas culminated in almost universal adoption of crossbreeding for United States market hog production. The Minnesota No. 1 and No. 2 breeds of swine, developed by Dr. Winters, have achieved wide recognition. More important than these breeds, however, is the reminder that came with them that no area of human endeavor should be hampered by static thought patterns.

In recognition of his very real accomplishments the American Society of Animal Production in 1948 made Dr. Winters recipient of the Morrison Award for outstanding contribution to animal husbandry.

Laurence M. Winters earned an enduring place in the history of his profession. Besides relatives he leaves a multitude of admirers and warm personal friends.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

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