

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

November 2, 1961

The first regular meeting of the University Senate for the year 1961-62 was held in the Auditorium of Murphy Hall on Thursday, November 2, 1961. One hundred twenty elected or ex officio members and 13 nonmembers, total 133, checked or signed the attendance roll as present. President Wilson presided.

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

I. MINUTES OF JUNE 1, 1961

Reported for Action

Approved

II. SENATE ROSTER FOR 1961-62

Reported for Information

1. Elected Members

	Unit	Group		Unit	Group
Evan R. Allred	1	1	Robert Falk	5	2
Gaylord W. Anderson... 10	1		Herbert Feigl	14	1
Robert K. Anderson	3	1	Stuart W. Fenton	15	1
W. D. Armstrong	10	1	Edward Flaccus	5	2
Paul M. Arnesen	10	2	Roy G. Francis	14	1
Donald W. Bates	1	1	Ivan D. Frantz	10	1
D. K. Berninghausen	14	1	Lyle French	10	1
Bernard Bowron, Jr. 14	1		Edna L. Fritz	10	1
David R. Briggs	1	1	Albert M. Fulton	7	1
Allan H. Brown	14	1	William E. Gardner	6	2
Frank Buckley	14	1	N L Gault, Jr. 10	1	
Dorothy M. Burrows..... 8	1		James E. Gerald	14	1
John A. Buttrick	2	1	James L. Gibbs, Jr. 14	2	
Paul Cartwright	15	1	Wendell P. Glick	5	1
Paul H. Cashman	1	1	Robert A. Good	10	1
T. W. Chamberlin	5	1	John Alan Goodding	1	1
Warren B. Cheston	15	1	Stephen G. Granger	17	1
John W. Clark	14	1	Henry J. Griffiths	3	1
Elizabeth L. Cless	7	2	George Hallenbeck	16	1
Laurence K. Cutkomp... 1	1		Robert L. Heller	5	1
Harold C. Deutsch	14	1	Alexander C. Hodson..... 1	1	
Norman J. DeWitt	14	1	Fred W. Hoffbauer	10	1
Richard J. Donnelly	12	1	Mellor R. Holland	4	1
Donald P. Duncan	1	1	George L. Houle	14	2
Ernst R. G. Eckert	15	1	William S. Howell	14	1
William H. Edson	6	1	Leonid Hurwicz	2	1
Marcia Edwards	6	1	Warren E. Ibele	15	1
Henry J. Ehlers	5	1	Herbert S. Isbin	15	1

	Unit	Group		Unit	Group
Richard Jordan	15	1	Raymond V. Randall	16	2
Richard K. Juberg	15	2	Ralph E. Rapson	15	1
Hugh F. Kabat	11	2	Robert C. Rathburn	8	2
Gerhard K. Kalisch	14	1	Glen A. Reed	12	2
Robert J. Keller	6	1	Milton P. Reiser	10	2
Norman S. Kerr	14	2	Maynard C. Reynolds	6	1
Thomas King	1	1	Arnold M. Rose	14	1
G. Gordon Kingsley	8	1	Eleanor Salisbury	7	1
Stanley V. Kinyon	9	1	Stephen B. Scallen	9	2
Fulton Koehler	15	1	Herbert W. Schmidt	16	1
Joseph J. Kwiat	14	1	Max Otto Schultze	1	1
David L. LaBerge	14	1	Mulford Q. Sibley	14	1
Jean W. Lambert	1	1	Norman J. Simler	2	2
Walter M. Lauer	15	1	Dorothy Simmons	1	1
Benjamin J. Lazan	15	1	Marvin E. Smith	1	2
Arnold Lazarow	10	1	William D. Spring	17	2
Richard C. Lillehei	10	2	John E. Stecklein	6	1
Charles W. Martin	1	2	Harold W. Stevenson	6	1
William P. Martin	1	1	Franklin Thompson	6	2
Hugh J. McCardle	6	2	S. R. Trantanella	1	2
William A. McDonald	14	1	Dimitri Tselos	14	1
C. H. McLaughlin	14	1	John G. Turnbull	2	1
David J. Merrell	14	1	Robert A. Ulstrom	10	1
Robert H. Miller	11	1	Richard L. Varco	10	1
Roland D. Miller	16	1	Maurice B. Visscher	10	1
Gordon M. Mork	6	1	S. E. Warschawski	15	1
Marion J. Nelson	14	2	Wallace M. Wass	3	2
Edward P. Ney	15	1	Thomas L. Waterbury	9	1
Alfred O. C. Nier	15	1	Dennis W. Watson	10	1
Raymond B. Nixon	14	1	James H. Wernitz, Jr.	15	2
David W. Noble	14	1	Frank Whiting	14	1
Truman Nodland	1	1	Albert Wickesberg	2	1
Robert E. Nylund	1	1	C. Paul Winchell	10	2
Paul R. O'Connor	15	1	Frederick T. Witzig	5	1
Theron O. Odlaug	5	1	Julius F. Wolff, Jr.	5	1
Maurice Ostrander	12	1	Herbert Wright, Jr.	14	1
Harold C. Pederson	1	1	Donald H. Yardley	15	1
Eugene E. Petersen	4	2	Douglas H. Yock	4	1

Unit Code: (1) Agriculture, (2) Business, (3) Veterinary Medicine, (4) Dentistry, (5) Duluth, (6) Education, (7) Extension, (8) General College, (9) Law, (10) Medical Sciences, (11) Pharmacy, (12) Physical Education—Men, (14) Science, Literature, Arts, (15) Technology, (16) Mayo Foundation, (17) Morris.

Group Code: (1) Professors and associate professors (2) Assistant professors, instructors, research associates, and research fellows.

2. Ex Officio Members

Administrative Committee: Membership of the Administrative Committee is reported in item IV.

Faculty Consultative Committee: Will M. Myers (1957-58, 1960-61, 1961-64) designated by the President as chairman June 2, 1960, Cyrus P. Barnum, Jr. (1958-61, 1961-64), Robert H. Beck (1957-60, 1960-63), Sherwood O. Berg (1960-63), Harold W. Chase (1961-62),* Herbert G. Heneman (1960-62),** William G. Shepherd (1959-62), William Rosenthal (1957-58, 1958-59, 1959-60, 1960-61, 1961-62).

* Unexpired term of John R. Borchert
 ** Unexpired term of Walter W. Heller

3. Graduate School Representatives

Dean Bryce L. Crawford, Jr. 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: Warren B. Cheston, Marcia Edwards, Norman S. Kerr, William P. Martin, William A. McDonald, David W. Noble, and Maurice B. Visscher.

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.

Raymond B. Nixon was elected vice chairman for the current year.

IV. SENATE COMMITTEES FOR 1961-62

1. Reported for Action

The President reports appointment changes as follows:

Institutional Relationships: Delete Donald K. Smith.

Intercollegiate Athletics: Add Russell Backstrom, Dr. Virgil J. P. Lundquist, alumni.

Reserve Officers Training Corps: Add Harold W. Chase, Warren Ibele to replace Benjamin E. Lippincott on leave; James H. Myers, Oscar H. Anderson, alumni.

Student Affairs: Add Mrs. M. D. McVey, Dr. Leonard L. Kallestad, alumni. Delete David L. Berg.

Approved

2. Reported for Information

The President reports the membership of the Administrative Committee of the Senate for 1961-62 as follows:

Administrative Committee: President O. Meredith Wilson, Professor Ray M. Amberg (Hospitals), Professor Ike J. Armstrong (Athletics), Dean Rodney A. Briggs (Morris), Dean J. William Buchta (University College), Dean Walter W. Cook (Education), Dr. Donald W. Cowan (Health Service), Dean Bryce L. Crawford, Jr. (Graduate School), Dean William H. Crawford (Dentistry), Provost Raymond W. Darland (Duluth), Lt. Col. Robert J. Elliott (ROTC Units), Dean Paul V. Grambsch (Business Administration), Dean George P. Hager (Pharmacy), Professor Edwin L. Haislet (Alumni Relations), Dean Robert B. Howard (Medical Sciences), Dean William B. Lockhart (Law), Vice President Laurence R. Lunden (Business Administration), Dean Harold Macy (Institute of Agriculture), Dean Errett W. McDiarmid (Science, Literature, and the Arts), Assistant Dean Keith N. McFarland (Agriculture, Forestry, Home Economics), 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), Willard L. Thompson (Assistant to the President), Dean William T. S. Thorp (Veterinary Medicine), Vice President Stanley J. Wenberg (Vice President and Administrative Assistant), Vice President Malcolm M. Willey (Academic Administration), Dean Edmund G. Williamson (Dean of Students), and Dean E. W. Ziebarth (Summer Session).

Accepted

V. NONSENATE COMMITTEES AND BOARDS FOR 1961-62

Reported for Information

The President reports non-Senate committees and boards and their membership for 1961-62 as follows:

Admissions, Board of: Robert Edward Summers (chairman), Ralph F. Berdie, Herbert G. Croom, William H. Edson, Robert J. Falk, Lyle A. French, Theodore E. Kellogg, Keith N. McFarland, Horace T. Morse, Roger B. Page, John E. Stecklein, Frank Verbrugge.

Art Collections, Advisory Committee on University: Donald R. Torbert (chairman), Winston A. Close, R. Dale Miller (Duluth), John Parker, Ralph E. Rapson, John Rood, Ralph G. Ross, Sidney Simon, Arthur E. Smith (Duluth), Dimitri Tselos, Malcolm M. Willey.

Band Committee: Paul M. Oberg (chairman), Ike Armstrong, Frank P. A. Bencriscutto, Walter W. Cook, Edwin L. Haislet, Stanley V. Kinyon, L. R. Lunden, Errett W. McDiarmid, Keith N. McFarland, William L. Nunn, Stanley J. Wenberg, Malcolm M. Willey, Edmund G. Williamson—Students: Bonnie C. Larson, Howard J. Vogel.

Civil Service Committee: Ray F. Archer, Clarence L. Cole, Richard C. Jordan, Burtrum C. Schiele, John G. Turnbull, Frank F. Pieper (executive secretary).

Computer and Tabulating Facilities, University Advisory Committee on: William G. Shepherd (chairman), Neal R. Amundson, Francis M. Boddy, Warren B. Cheston, R. O. Collier, Jr., Ralph E. Comstock, Paul V. Grambsch, C. T. Johnson, Nathan Lifson, Warren S. Loud, Marvin L. Stein (secretary), S. E. Warschawski.

Computer Selection Subcommittee: Warren B. Cheston (chairman), Neal Amundson, Francis Boddy, Clinton Johnson, Marvin Stein.

Conference Center Committee, All-University: C. E. Mueller (chairman), Frederick E. Berger, Joseph Davidson, Donald P. Duncan, Gerald Fitzgerald, Laurence R. Lunden, Martin Snoke, Gordon Starr, Malcolm M. Willey—Students: Susan J. Harley, Mariellen K. MacDonald, Ronald J. Moe, Rochelle A. Shulman, Kenneth D. Weiss, Paula V. Wood.

Convocation Advisory Committee: James S. Lombard (chairman), Francis E. Drake, Charles H. Foster, William S. Howell, Gordon Starr—Students: Virginia D. Carlstrom, Manny Z. Kopstein, Kathryn E. Starkey.

Defense Mobilization Committee: J. M. Nolte (chairman), Ray M. Amberg, Gaylord W. Anderson, W. D. Armstrong, Murray Bates, Richard G. Bond, C. Luverne Carlson, Robert Carr, William O. Cook, Donald Cowan, Bryce Crawford, Jr., James R. Curtin, Raymond W. Darland (Duluth), Robert J. Elliott, Clinton B. Hanscom, Herbert G. Heneman, Andrew Hustrulid, Warren Ibele, Glenn H. Johnston, Richard Jordan, Thomas H. King, Leonard A. Leipus, Rodney C. Loehr, Roy V. Lund, Art Lundberg, Laurence R. Lunden, Errett W. McDiarmid, Keith N. McFarland, Morris A. Mitteness, William L. Nunn, Clarence R. Osell, Orville C. Peterson, Skuli Rutford, Max O. Schultze, Fernon S. Sherman, Martin L. Snoke, Robert E. Summers, Cedric Williams, Edmund G. Williamson, and 2 students to be named.

Dight Institute Advisory Committee: Bryce Crawford, Jr. (chairman), John J. Bittner, Robert B. Howard, Gardner Lindzey, E. W. McDiarmid, Elio D. Monachesi, Sheldon C. Reed, Nelson T. Spratt, Mildred Thomson.

Fees, University Committee on: Robert L. Jones (chairman), Willis E. Dugan, Alexander C. Hodson, Laurence L. Lunden, True E. Pettengill, Malcolm M. Willey.

Foreign Students, Committee on: Bryce Crawford, Jr. (chairman), Neal Amundson, Robert H. Beck, Sherwood O. Berg, Donald W. Cowan, Robert J. Falk (Duluth), Forrest G. Moore, Robert F. Spencer, Louise A. Stedman, Barbara J. Stuhler, Robert E. Summers, Malcolm M. Willey, Edmund G. Williamson—Students: Joanne L. Nelson, William B. Hosfield.

General Research Fund Advisory Committee (including the Minnesota Institute of Research): William G. Shepherd (chairman), Francis M. Boddy

(secretary), Robert H. Beck, Warren B. Cheston, Stuart W. Fenton, Gardner Lindzey, Will M. Myers, Nelson T. Spratt, Dimitri T. Tselos, John G. Turnbull.

Greater University Fund, President Project Advisory Committee: Bryce Crawford, Jr. (chairman), Thomas W. Chamberlin, Joseph Davidson (ex officio), John K. Fesler, Louis Gross, Edwin L. Haislet, Laurence R. Lunden, Harold Macy, Stanley J. Wenberg, Malcolm M. Willey.

Group Insurance and Retirement Committee (advisory to Vice President, Business Administration): William B. Lockhart (chairman), Ray M. Amberg, Thomas W. Chamberlin (Duluth), Marcia Edwards, James F. Hogg, Gerald K. Kalisch, E. Fred Koller, Roy V. Lund, Paul R. O'Connor, Glen V. Taylor, Malcolm M. Willey, C. Arthur Williams, Jr.

Honors, Committee on University: Horace T. Morse (chairman), John W. Clark, Raymond W. Darland (Duluth), Marcia Edwards, Edwin L. Haislet, Walter M. Lauer, Harold Macy, Errett W. McDiarmid, C. J. Watson, Malcolm M. Willey.

Hormel Institute Board: Bryce Crawford, Jr. (chairman), John H. Grindlay, J. G. Hunting, Walter M. Lauer, Harold Macy.

Industrial Relations Center Faculty Committee: Paul V. Grambsch (chairman), Herbert G. Heneman, Jr., John C. Kidneigh, William B. Lockhart, Lloyd H. Lofquist, Gayle W. McElrath, John G. Turnbull, George A. Warp, Stanley J. Wenberg, Albert K. Wickesberg.

Industrial Safety, All-University Committee on: Ray F. Archer (chairman), Robert W. Bridges (Duluth), William O. Cook, Richard J. Donnelly, Gertrude M. Gilman, Andrew Hustrulid, Leonard M. Kaercher, Philip D. Kernan, Gustave L. Scheffler (ex officio), Warren E. Soderberg, R. Stuart Tobias, Kenneth T. Whitby.

Itasca Forestry and Biological Station Advisory Committee: E. W. Ziebarth (chairman), Randolph M. Brown, Raymond W. Darland (Duluth), Richard L. Evans (University of Wisconsin), Theodore H. Fenske, David W. French, A. C. Hodson, Frank H. Kaufert, William H. Marshall, R. E. Norris, Gerald B. Ownbey, Nelson T. Spratt, Jr., James C. Underhill.

Judiciary Council, All-University: Carroll V. Hess, James F. Hogg, Richard D. Springer, LeVerne F. Snoxell (secretary, ex officio)—Students: Gail E. Cottrell, Ellen J. Fitzgerald, Dale M. Jensen, Clare E. Johnson, Roger E. Wilk, Gerald W. Zamber.

Korean Advisory Committee: Malcolm M. Willey (chairman), Gaylord W. Anderson, Robert B. Howard, C. T. Johnson, John C. Kidneigh, L. R. Lunden, Harold Macy, William T. S. Thorp, Tracy F. Tyler (ex officio, secretary), Frank Verbrugge, George A. Warp.

Memorial Fund Committee, University of Minnesota: Mrs. Harold B. Allen (chairman), J. I. Brown, Thomas W. Chamberlin (Duluth), Joseph Davidson (secretary, ex officio), Don L. Finlayson, Ethel Harrington, Mrs. H. L. Hayes, Mrs. Richard C. Jordan, Horace T. Morse.

Minnesota Center for the Philosophy of Science—Advisory Board: Paul E. Meehl (chairman), Robert H. Beck, Helmut G. K. Heinrich, Edward L. Hill, Gerhard K. Kalisch, Gardner Lindzey, Kenneth MacCorquodale, Don A. Martindale, Richard B. McHugh, D. Burnham Terrell.

Minnesota Program of Continuing Education for Women—Advisory Committee: E. W. Ziebarth (chairman), J. W. Buchta, Elizabeth L. Cless, Errett W. McDiarmid, Julius M. Nolte, Virginia L. Senders, Edmund G. Williamson.

Parking Advisory Committee: Elio D. Monachesi (chairman), Harold Allen, C. Luverne Carlson, Frank E. DiGangi, Marcia Edwards, Theodore H. Fenske, Reynold A. Jensen, Glen Taylor—Students: John Kronholm, Orville F. Peterson.

Patent Committee: Laurence R. Lunden (chairman), Robert Good, Richard Jordan, Harold Macy, Wayland Noland.

Placement Committee, All-University: Arnold Woestehoff (chairman), Clifford P. Archer, Norman Ceaglske, Elizabeth Cless, Edwin Emery, Gerald

T. Evans, G. Gordon Kingsley, Keith N. McFarland, Charles V. Netz, Anne W. Oren, Roger B. Page, George Seltzer, George Warp, Stanley J. Wenberg, Edmund G. Williamson.

Press Committee, University: Malcolm M. Willey (chairman), Bryce Crawford, Jr., John Ervin, Jr., Robert B. Howard, Harold Macy, Errett W. McDiarmid, Samuel H. Monk, Julius M. Nolte.

Public Administration Center Advisory Committee: George A. Warp (chairman), Gaylord W. Anderson, Carl A. Auerbach, Bryce Crawford, Jr., Otto E. Doman, Paul V. Grambsch, James A. Hamilton, John C. Kidneigh, Errett W. McDiarmid, Keith N. McFarland, Charles H. McLaughlin, Julius M. Nolte, Orville C. Peterson, George J. Schroeffer, Edward B. Stanford.

Radiation Hazard Control Committee, All-University: W. D. Armstrong (chairman), Donald W. Cowan, Norton M. Hintz, Herbert S. Isbin, C. T. Johnson, Roy V. Lund, Donn G. Mosser, Paul R. O'Connor, A. Glenn Richards, Francis A. Spurrell.

Radio Advisory Committee for KUOM: Julius M. Nolte (chairman), Mitchell V. Charnley, Norman J. DeWitt, Paul F. Dwan, Otis J. Dypwick, Marcia Edwards, Robert B. Howard, Sheldon Goldstein, Werner Levi, Don A. Martindale, Allen H. McCoid, Errett W. McDiarmid, Huntington Miller, William L. Nunn, Paul M. Oberg, Luther J. Pickrel, William C. Rogers, Skuli Rutford, Robert F. Spencer, Edward B. Stanford, Willard L. Thompson, Tracy F. Tyler, Albert K. Wickesberg, E. W. Ziebarth.

Radio-Television Policy Committee: Raymond B. Nixon (chairman), Ike Armstrong, A. A. Blatherwick, Ernest C. Bormann, Henry Borow, Roy G. Francis, Julian B. Hoshal (Duluth), James R. Jensen, L. R. Lunden, Julius M. Nolte, William L. Nunn, Burton Paulu, Skuli Rutford, Martin L. Snoke, Gordon L. Starr, Willard L. Thompson, Stanley J. Wenberg, Malcolm M. Willey.

Residence Status, Board of Review on: Robert E. Summers (chairman), Havard W. Archerd (ex officio), David R. Briggs, Herbert G. Croom (ex officio), William Fleeson, Walter T. Graves, Theodore E. Kellogg, Robert C. McClure.

Schedule Committee, University: True E. Pettengill (chairman), Vernon L. Ausen (secretary), Steve S. Barich, David Bills, Rodney A. Briggs (Morris), J. William Buchta, Thomas W. Chamberlin (Duluth), Wendell J. DeBoer, Richard J. Donnelly, Marcia Edwards, J. Francis Hartmann, Keith Heller, Mellor R. Holland, Clara Kanun, Ralph L. Kitchell, Shirley McDonald, Huntington Miller, Charles V. Netz, Roger B. Page, Leon Rottman, Stephen Scallen, Robert C. Slater, Willard L. Thompson, Alfred L. Vaughan—Students: Larry G. Brown, Gail E. Cottrell, Meredith J. Jewson.

Scholarship Committee, University: Carl Anderson, William S. Howell, Mrs. V. L. Peterson, Charles Judd Ringer, George B. Risty (executive secretary), Roy M. Stensvad, Robert E. Summers, Emmet D. Williams, Edmund G. Williamson.

Single-Quarter Leave Committee: William G. Kubicek (chairman), Sherwood O. Berg, Bryce Crawford, Jr., Marcia Edwards, Stuart W. Fenton, William A. McDonald, John Neter, William A. Rosenthal (Duluth), Tracy F. Tyler (secretary).

Space Allocation and Use, Advisory Committee on: Robert E. Summers (chairman), Richard G. Bond, Winston A. Close, Arnold Lazarow, Roy V. Lund, Laurence R. Lunden, Horace T. Morse, Ralph G. Nichols, Eugene P. Pfeider, Donald K. Smith, Willard L. Thompson, Malcolm M. Willey.

SPAN Committee, University: Mitchell V. Charnley (chairman), James I. Brown, James Kingsley, Jr., Martin Snoke, Gerhard H. Weiss.

State Organization Service Advisory Committee: Julius M. Nolte (chairman), J. William Buchta, Mitchell V. Charnley, Walter W. Cook, Bryce Crawford, Jr., Stuart W. Fenton, Richard L. Kozelka, Harold Macy, Robert C. McClure, Errett W. McDiarmid, C. H. McLaughlin, Orville C. Peterson, William C. Rogers, Arnold M. Rose, Ralph G. Ross, Skuli Rutford, W. Albert Sullivan, Stanley J. Wenberg, Willard L. Thompson, Edmund G. Williamson, E. W. Ziebarth.

Staff Welfare Fund Committee: Will M. Myers (chairman), Ray F. Archer, William H. Edson, Marjorie J. Gerlich, Richard C. Jordan, Gardner Lindzey, Roy V. Lund, L. R. Lunden, Keith N. McFarland, Sheldon C. Reed, George Seltzer.

Student Behavior, Committee on: Frank E. DiGangi (chairman), Henry A. Bent, John J. Cound, John A. Goodding, G. Gordon Kingsley, Sidney C. Larson, Thomas E. Murphy, Ephraim Rosen, George L. Shapiro, LeVerne F. Snoxell (secretary), E. Paul Torrance—Students: John Bradshaw, Clarence E. Taylor, Susan Weiss, Andre Zdrasil.

Summer Research Appointments, Committee on: Bryce Crawford, Jr. (chairman), Allan H. Brown, Marcia Edwards, Stuart W. Fenton, Roxana R. Ford, Paul V. Grambsch, George P. Hager, Errett W. McDiarmid.

Summer Session Advisory Committee: E. W. Ziebarth (chairman), David K. Berninghausen, Marcia Edwards, Keith N. McFarland, Valworth R. Plumb (Duluth), William G. Shepherd, Donald Smith, Albert K. Wickesberg, John H. Williams, C. Gilbert Wrenn.

Television Program Advisory Committee: Burton Paulu (chairman), Robert H. Beck, Allan A. Blatherwick, Mitchell V. Charnley, Norman DeWitt, Roy G. Francis, Carl B. Heggstad, James R. Jensen, William P. Martin, Eugene C. Mather, Raymond B. Nixon, Julius M. Nolte, William L. Nunn, Ralph G. Ross, Donald K. Smith, Harold B. Swanson, Willard L. Thompson, E. W. Ziebarth.

Tenure Advisory Committee: Malcolm M. Willey (chairman), Harold W. Chase, Arthur J. Madden, James H. Matthews, Robert C. McClure, Tracy F. Tyler (ex officio, secretary), Eleanor M. Salisbury, Roy D. Wilcoxon, Donald L. Winkelmann.

University College Committee: J. William Buchta (chairman), W. D. Armstrong, Francis M. Boddy, Mitchell V. Charnley, Bryce Crawford, Jr., Marcia Edwards, James J. Jenkins, Richard Jordan, Helen A. Ludwig, Keith N. McFarland, Morris E. Nicholson, Maynard E. Pirsig, Robert E. Summers, Donald R. Torbert, Alfred L. Vaughan, Albert K. Wickesberg.

Accepted

VI. STUDENT ORGANIZATION STAFF REPRESENTATIVES OR ADVISERS FOR 1961-62

Reported for Information

The President reports student organization staff representatives or advisers for 1961-62 as follows:

Board in Control of Student Publications, Staff Representatives on: Willard L. Thompson, J. Edward Gerald, Clifford I. Haga, Fred L. Kildow, Martin L. Snoke, Harold P. Strom (financial adviser).

Minnesota Student Association, Staff Representatives on: Robert H. Miller, Clarence E. Mueller, George Shapiro.

Social Service Council, Staff Advisers: Edward V. Caruolo, Edward J. Dvorak, Rodney C. Loehr, Robert P. Marvin, Valatrice E. Shrimpton.

Student Center Board of Governors, St. Paul Campus, Staff Representatives on: Mrs. Ralph Jacobson (alumni representative), David N. Kanatz, Paul W. Larson, Donald Low, Helen A. Ludwig, Keith N. McFarland, Richard A. Skok, Gordon L. Starr.

Technical Commission, Staff Representatives on: Paul A. Cartwright, Warren E. Ibele, Donald H. Yardley.

Technology Board, Staff Representatives on: Paul A. Cartwright, Clifford I. Haga, Donald R. Zander.

Union Board of Governors, Staff Representatives on: Edwin Braman (alumni representative), David L. LaBerge, Walfred L. Pedersen, Elmer L. Thomas, Donald R. Zander.

Union Board of Governors, University Village, Staff Representatives on: Harold P. Strom.

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

Accepted

VII. CONSTITUTIONAL AMENDMENTS

Reported for Information

The Clerk of the Senate reports that the constitutional amendments to provide for an elected Committee on Senate Committees with the added responsibility to nominate faculty candidates for appointment to standing committees of the Senate, which were approved at the Senate meeting on June 1, 1961, have since been approved by the faculty, and were subsequently approved by the Board of Regents at its meeting on October 7, 1961.

Accepted

VIII. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *University Budget, 1961-62.* Discussion of certain details of budgetary planning for 1961-62 was opened, June 7, 1961, with reference to modification of tuition and other student charges which might relate to University income in the year ahead. The President asked for opinion on changes in the tuition rates. It was the understanding that proposals which would come before the University Committee on Fees were not unwise and that, generally, they would carry the support of the Administrative Committee expressed through those of its members who participate in the fee work.

There was extensive discussion of the source, use, and redistribution of funds for academic salary improvement, in the process of budget making. It was agreed that changes in academic positions (involving salary) by virtue of replacement of a staff member in one position at the same rank but at a lower salary may provide for salary increases in other positions.

The President was having budgetary conversations with the deans and other such meetings were scheduled during the July 9-14 period, prior to Regents' action on the 1961-62 budgets. Generally, the deans were to be available at that time for conference.

The committee moved, seconded, and unanimously approved a vote of thanks to the President and his associates for the work done in representing the needs of the University before the 1961 Legislature and its committees.

2. *Physical Examinations of Faculty Members Coming to the University from Other Institutions Where They Hold Tenure.* New faculty appointments at the University are subject to satisfactory completion of the physical examination prescribed by the Regents. The group insurance plans are not subject to the results of any physical examination. A question had arisen concerning the effect of our rule on persons coming here from positions of tenure in the event that they might fail to pass the physical. New appointees have sometimes been well along in service to the University before apparently becoming fully aware of the rule, and University officers had asked what its interpretation might be in specific situations.

Discussion brought out the importance of using the physical examination as a means, among other things, of informing the staff member of the apparent state of his health and of the concern for staff health. Some members of the committee spoke in favor of repeated, regular physical examinations, and reference was made to earlier discussions of them. There seemed to be agreement that the appointing officers should be meticulous in advising prospective staff members, at an early stage in the recruiting process, of this useful requirement. No action was taken, but it was noted that the deans and department heads may appropriately make better use of the information sheet for prospective faculty members.

3. *Recommendations of the Committee on University Honors.* There was before the committee, June 7, 1961, a number of recommendations from the Committee on University Honors. Among these was a proposal that the home economics building at Crookston be named Bede Hall in honor of Miss Retta Bede, who retired in 1957 after 33 years as a teacher there. It was moved, seconded, and voted to approve. A second proposal which had originated with Director Harold W. Stevenson was that the building name, Child Welfare, of the Institute of Child Development and Welfare, be changed to Child Development, consistent with the planned change of name of the institute. The committee voted approval. Other matters considered related to an honorary degree and the documented list of persons nominated to receive Outstanding Achievement Awards. All of these recommendations were approved, subject to action of the Regents.

On September 27, 1961, there were additional nominations for Outstanding Achievement Awards, for two University of Minnesota graduates. After discussion, it was moved, seconded, and voted to approve the recommendations for referral to the Regents.

4. *Meetings with the Faculties Relating to Reorganization of the University.* The President reported that he and members of his immediate staff had been meeting with the several different faculties for discussion of the report of the Senate Committee on Education regarding a plan for reorganization of the University. Interesting and useful comments have been obtained, and the President expected to go forward with other such meetings in the near future.

5. *University Calendar for 1962-63.* The University Recorder had, as usual, circulated to the members of the Administrative Committee copies of a proposed calendar for the coming academic year (1962-63). Although this follows the general pattern established earlier, and is the form of calendar customary in recent years, it was noted that there should be thoroughgoing discussion of the proposed calendar in many quarters. The item was included for information only at this meeting, inasmuch as action is to be called for at the November 8 meeting of the committee, when replies will have been received from the All-University Schedule Committee and from various other staff and student sources.

Questions were raised concerning the desirability of a holiday on the day immediately following New Year's Day. It was then proposed that classes should meet on Columbus Day, Lincoln's Birthday, and Washington's Birthday. Veterans Day was included in this discussion. The committee recalled that at an earlier time (November 9, 1960) there had been established two small working subcommittees to consider the academic and legal questions related to conducting instruction on certain minor holidays. For purposes of considering the issues involved, the questions were divided as to those of an academic nature and those concerned with Civil Service staffing, and it was now reported that the legal questions should perhaps have priority.

Vice President Lunden and his associates reported on the authority of the Regents in determining when instruction might be scheduled and cited legal cases and opinions of the State Attorney General which seemed to indicate that instructional activities are not prevented on the days in question. Significant additional costs could be involved in providing staff on present holidays, and even minimal staffing might result in substantially increased costs, it was said. Difficult and costly scheduling arrangements would arise especially in the areas of medicine and dentistry, for example, and in added operation of the libraries.

The President asked that the All-University Schedule Committee take careful note of this discussion and consider the values to the educational process which might derive from the class additions suggested. Presumably, their consideration would extend also to the proposed January 2 additional Christmas recess. The Schedule Committee should note the importance of

costs in what the University may do and should confer, as appropriate, with Vice President Lunden, Director Frank F. Pieper, and others.

6. *The Student Attendance Outlook for 1961-62.* Dean Summers was asked to report on the changes that had occurred in the enrollment outlook during the summer of 1961 and to give factual information on the trend of enrollment insofar as that could be assessed at the time of the meeting. Provost Darland commented on the situation at the Duluth Campus, mentioning the faculty actions and adjustments which had been necessary. Dean Briggs stated that the Morris Campus enrollment would perhaps exceed the estimate there and that the faculty at Morris was proceeding successfully with its first sophomore class, as well as with a substantial new freshman class. Dean Morse reviewed the action taken in the General College for taking care of the great last-minute inrush of students. He commented at length on the difficulties encountered, the changes, and the problems yet to be faced. Dean McDiarmid described the adjustments which were made week by week in the College of Science, Literature, and the Arts in order to deal with the growth of registration through the last half of the summer. In addition to describing operational difficulties, he commented on the advantages of large size and complexity and on certain merits which he saw in the present generally difficult situation. Dr. Cowan indicated how the large number of new students had increased the work load of physical examinations and stated that there would be a considerable increase in dispensary staff work.

Mention was made of the announced deadlines for applications and admission and there appeared to be agreement that these are necessary and useful. Some sentiment was expressed for possibly advancing the date for completion of admission files to a time a little earlier than that now set.

7. *Discussion of New Admission Procedures at the Ohio State University.* The President reminded the committee of the procedure recently established at Ohio State University whereby, at the Columbus Campus, only superior students are permitted to enter in the autumn when the enrollment is the heaviest, those of lesser academic promise being admitted in summer, winter, or spring quarters. He pointed out that a situation comparable to that at Ohio State does not exist here, except possibly to some degree in 2 or 3 areas. In the discussion which followed, reference was made to Twin Cities junior colleges, to the California plan for higher education, and to factors which influence the transition of students from high school into college. Concern was expressed for the University's attracting students of the top decile of ability. It was asked how and to what extent the University may become more selective and at the same time provide the educational opportunity that is expected of the state University. It was taken by common consent that there will be further discussion along this line at an early meeting of the committee.

R. E. SUMMERS, Secretary

Accepted

IX. REPORT OF THE COMMITTEE ON AUDIO-VISUAL AIDS

Reported for Information

At the meeting of the committee on April 13, it was reported that the survey of department heads in regard to their attitudes to the Audio-Visual Pre-paid Plan had elicited a small but favorable response. In the opinion of the committee the plan should be continued.

The Audio-Visual Education Service reports a marked increase in the use of the audio-visual laboratory which provides facilities that make it possible for instructors to experiment with and become proficient in the use of audio-visual materials.

Classroom use of audio-visual materials has increased during the past year, most markedly in the form of instructor-operated facilities.

The Audio-Visual Education Service will continue in its attempt to establish an experimental classroom, with provision of specialized visual materials for research programs.

The Audio-Visual Education Service and the committee expressed their interest in and concern with any activity involving the use of closed-circuit television in University classrooms.

DONALD R. TORBERT, Chairman

Accepted

X. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

1. Reported for Action

Issue of Information to News Media. In response to a request from President Wilson, the committee considered the question as to whether the Senate *Docket* should be available to the news media in advance of a Senate meeting. After extensive discussion of the question and of various methods of implementation, it was voted to submit the following recommendation to the Senate for consideration:

RECOMMENDATION:

1. That the Senate *Docket* carry the notation—

CONFIDENTIAL, NOT FOR RELEASE
PRIOR TO THE MEETING

2. That the docket be sent through the University News Service to the news media in advance of each meeting.
3. That after the close of each meeting, there be a news conference available, arranged by the University News Service, with the vice chairman of the Senate and such others as he may designate present.

ACTION:

It was moved and seconded that the recommendation be adopted.

It was moved and seconded that the recommendation be amended by adding a fourth section to read as follows:

4. That the Senate recognize that its business, concerned as it is with the education of youth and the welfare of the state, is public in nature and shall henceforth be conducted in public; except, that the right to exclude nonmembers is reserved for those meetings, or portions of meetings, to be determined by the Senate at the time, when business might unfairly reflect on individual students or employees who could not then be heard in their own behalf.

During the discussion that ensued it was pointed out that, as the constitution specifies who may attend and who may receive dockets, these proposals should properly be drafted as amendments to the constitution.

A substitute motion was then made, seconded, and voted that the entire matter, namely recommendations 1, 2, and 3 and the proposed fourth section be referred to the Business and Rules Committee for reconsideration and drafting as a constitutional amendment.

2. Reported for Information

Poll of the Faculty on the Constitution Proposal. At a recent meeting of the committee, the chairman called attention to the Senate *Minutes*, of April 27, 1961, that read as follows:

It was voted that action (on the proposed change in composition of the Senate) be deferred to allow for further discussion and that a poll of the faculty be taken to determine their sentiment on the proposal. It was suggested that the ballot provide space for reporting reasons and reactions.

After discussion, it was agreed that the ballot should include an opportunity for staff members to indicate their rank and college.

It was further agreed that the ballot be mailed with the November Senate *Docket* with the poll results reported at the December meeting. This would mean that the proposal would not be presented for action until the February meeting or later.

Accepted

ELIO D. MONACHESI, Chairman

XI. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

1. Reported for Information

1. Statistics on Intercollegiate Athletics for 1960-61.

STATISTICAL TABLE ON INTERCOLLEGIATE ATHLETICS 1960-61

Sport and Coach	Total Number Games	No. Conference Games	No. Nonconference 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
Baseball Siebert	29	15	14	151	46	35	27	13	105	32	21	8
Basketball Kundla	24	15	9	66	22	16	16	11	44	17	10	14
Cross Country Kelly	6	2	4	27	15	7	6	5	12	5	5	1
Football* Warmath	9	7	2	134	71	65	55	41	63	39	8	1
Golf Bolstad	10	4	6	25	18	9	7	6	7	7	8	2
Gymnastics Piper	13	8	5	37	15	10	9	8	22	4	7	6
Hockey Mariucci	26	20	6	96	26	24	20	19	70	20	15	11
Swimming† Heusner	12	8	4	57	29	21	18	16	28	16	10	2
Tennis Lewis	17	10	7	59	29	9	9	6	30	8	9	8
Track‡ Kelly	8	6	2	96	52	34	30	17	44	12	8	0
Wrestling§ Johnson	16	10	6	46	29	17	17	7	30	17	4	12
TOTALS	170	105	65	794	352	247	214	149	455	177	105	65

* Tied for conference championship. Lost in Rose Bowl game January 2, 1961.

† Two individual conference championships; one N.C.A.A. championship.

‡ One individual conference championship.

§ One individual conference championship.

2. Approved Schedules

Cross Country 1961

September	29	Drake University at Des Moines
October	7	University of Wisconsin
October	20	South Dakota State University
October	28	Iowa State University
November	11	State University of Iowa at Iowa City
November	17, 18	Conference Race at Chicago
November	20	N.C.A.A. Race, East Lansing, Michigan

Gymnastics 1961-62

December	1, 2	Midwest Open Meet at Chicago
January	6	State University of Iowa
January	12	Southern Illinois University at Carbondale
January	13	University of Illinois at Urbana
January	22	University of Wisconsin
January	27	Indiana University and University of Chicago at Chicago
February	3	University of Michigan and Michigan State University
February	10	U. S. Air Force Academy at Colorado Springs
February	17	Western Illinois University and Northwest Open Meet
February	24	University of Illinois-Navy Pier Branch, at Chicago
March	2, 3	Conference Meet at Columbus
March	30, 31	N.C.A.A. Meet at Albuquerque

Ice Hockey 1961-62

December	1	Alumni
December	15, 16	Colorado College
December	29, 30	Harvard University
January	5, 6	Michigan State University at East Lansing
January	12, 13	Michigan College of Mines and Technology
January	19	University of Minnesota, Duluth
January	20	University of Minnesota, Duluth at Duluth
January	26, 27	Michigan State University
February	2, 3	Colorado College at Colorado Springs
February	9, 10	University of North Dakota
February	16, 17	Michigan College of Mines and Technology at Houghton
February	23, 24	University of North Dakota at Grand Forks
February	26	Swedish National Team
March	1-3	Western Collegiate Hockey Association Tournament (location to be determined later)

Swimming 1961-62

December	2	Minnesota Time Trials
January	6	Gustavus Adolphus College
January	12	Northwestern University at Evanston
January	13	Ohio State University at Columbus
January	20	State University of Iowa at Iowa City
January	27	Southern Illinois University
February	3	Minnesota Alumni, Michigan State University, Iowa State University
February	5	University of Illinois
February	8	University of Michigan
February	10	Purdue University and University of Wisconsin at Madison
February	17	Indiana University
March	1-3	Conference Meet at Bloomington, Indiana
March	17, 18	Minnesota A.A.U. Meet
March	29-31	N.C.A.A. Meet at Columbus

Track 1962

January	27	Iowa State University
February	3	Northwestern University at Evanston
February	10	Minnesota Open Meet
February	17	University of Wisconsin
February	24	State University of Iowa at Iowa City
March	2, 3	Conference Meet at East Lansing
March	16-22	Competition to be arranged
April	28	Drake Relays at Des Moines
April	30	Iowa State University at Ames
May	5	Northwestern University
May	12	University of Wisconsin at Madison
May	18, 19	Conference Meet at Lafayette
May	29	State University of Iowa
June	15, 16	N.C.A.A. Meet, Eugene, Oregon

Wrestling 1961-62

December	2	Minnesota A.A.U. Invitational Matches
January	6	Northwestern University, Purdue University and Michigan State University at Evanston
January	12	South Dakota State University
January	13	Kansas State University
January	22	State College of Iowa
January	27	University of Illinois, University of Wisconsin and U. S. Air Force Academy at Urbana
January	31	Oklahoma State University
February	3	Purdue University, Indiana University and Ohio State University at Columbus
February	10	University of Wisconsin, Purdue University and Wheaton College at Madison
February	19	State University of Iowa
February	23	Michigan State University at East Lansing
February	24	University of Michigan at Ann Arbor
March	2, 3	Conference Matches at Minnesota
March	16	Iowa State University
March	19	Oklahoma University at Norman
March	22-24	N.C.A.A. Matches at Stillwater, Oklahoma

3. Policy on Scheduling of Competition

Conflicts between scheduled intercollegiate athletic contests and scholastic examinations have become more troublesome. On June 1, 1961, the committee adopted the policy that no games in a regular season's schedule shall be arranged for or played during the final examination periods and in the 3 days prior to these examination periods. This policy will apply to schedules submitted for approval after June 1, 1961. In the event that there occur conflicts between final examinations and irregularly scheduled events for which contestants must qualify, such as N.C.A.A. championships, the committee will consider each case on its merits.

4. Antidiscrimination Clause

Following a recommendation of this committee all future contracts and agreements covering intercollegiate athletic events will contain an antidiscrimination clause. Compliance with its provisions will be a condition of the contract and inability to comply with it after the contract has been signed shall result in cancellation of the event without any financial recourse.

5. Conference Action on Rose Bowl Participation

At a special meeting on October 1, 1961, the faculty representatives voted 6 to 4 for a motion: "That the Conference consummate a Rose Bowl contract with the A.A.W.U. if one can be obtained on terms in substance

the same as those in our last Rose Bowl contract with the Pacific Coast Intercollegiate Conference; on condition that if and when such contract is made and in force the last sentence in Conference Regulation II-1 shall provide: 'Nothing herein shall apply to the Rose Bowl so long as a contract with the A.A.W.U. remains in force.'

This action is subject to the White Resolution procedure and will be submitted to final vote of the faculty representatives at the regular meetings of the conference December 7-9, 1961.

Inasmuch as the Senate, through its vote of June 1, 1961, approved this action and instructed the Minnesota faculty representative to vote for it, the action of the conference is reported for information only.

DISCUSSION: A question was raised regarding the final paragraph of item 5 with a request that this ruling be made by the chair or the Senate. The President said that in his judgment the debate and action on the matter by the Senate in June was adequate and that the present action is properly reported for information.

Accepted

2. Reported for Action

Changes in Conference Legislation. At their meetings of May 18-20, 1961, the faculty representatives adopted extensive revisions of the Rules of Eligibility. Some of these come under the White Resolution procedure, according to which, if any member institution objects and gives notice thereof within a specified time, the matter must be reconsidered and voted upon again at the next meeting of the faculty representatives. Pursuant to action of the Senate, February 4, 1960, these matters are now summarized briefly and reported for action.

Prior to the meeting of the faculty representatives many principles involved in the proposed changes were considered in detail by the committee. In general, they reflect a move toward the adoption of principles which Minnesota has supported for many years. While Minnesota's faculty representative was not under instructions as to his vote on the proposals, he was well aware of the position of the committee on the issues.

The following is a brief summary of the most important changes which were voted, under the White Resolution procedure, and the committee's recommendations.

1. Changes in Rule 1 were adopted by a vote of 10 to 0. This rule defines the general requirements for eligibility with respect to residence, work load, attendance, and undergraduate status. The important change (not available for review prior to the May meetings) is a new provision of forfeiture of all future eligibility by a freshman whose predicted first-year grade point average (according to revised Rule 7) is below the minimum required for a first-year grant-in-aid, "if he is individually coached or is a member of any organized freshman or varsity practice or training period before he attains eligibility in that University for a first season of competition."

This change was intended primarily to (a) induce the freshman with a predicted marginal performance to forego intense athletic activity and to spend more time on studies; (b) serve as a deterrent for the recruiting of a freshman who, on the basis of *predicted* scholastic performance, cannot qualify for financial aid.

The committee believes that the forfeiture of eligibility has objectionable features which outweigh its suggested merits. Among them are the fact that many nonrecruited, unknown, but potentially good athletes would be deprived of the opportunity to get good coaching, to develop their talents, and to experience the benefit of organized team sports. No student who has been admitted to the University should be deprived of availing himself of the opportunities and services which the University can offer him, simply because his *predicted* scholastic performance does not meet certain standards which, in fact, he may exceed in actual performance as a fresh-

man. Moreover, if this rule is designed to combat practices of unauthorized aid to students who cannot qualify for grants-in-aid it puts the penalty on the wrong party, the student.

RECOMMENDATION: That objection be filed.

Approved

2. A new Rule 2, adopted by a vote of 10 to 0, deals with eligibility of transfer students. It gathers, without substantial change, under one rule provisions which were hitherto in other rules. It provides for 1 year of residence before becoming eligible (2 years if there is an unremoved grade of F or other delinquency on the student's record). However, students who transfer after 6 or more quarters from a junior college or other institutions not having a regular, 4-year, academic degree program shall be immediately eligible at a conference institution, if otherwise eligible for competition under conference rules, and for financial aid.

While the committee feels that the presence of a grade of F on a student's record should not necessarily bar him from competition (see item 3 below), it does not wish to make this objection, as it applies to transfer students, subject to formal action.

RECOMMENDATION: That no objection be filed.

Approved

3. Rules 3, 4, and 10 were adopted in one action by a vote of 10 to 0. Rule 3 prescribes the scholastic requirements for eligibility. It is based on the premise that a student shall not be eligible for competition "unless he is making normal quantitative progress toward completion of the scholastic credit requirements for his degree and also has a satisfactory cumulative grade average as herein prescribed."

Minimum quantitative progress is generally, including Minnesota, defined as being equivalent to 36 quarter credits per year. Minimum qualitative requirements are the equivalent of a cumulative C average minus specified deviations of 0.3, 0.2 and 0.1 grade points for the first, second, and third years of competition respectively. The important changes made in this rule are:

- a. That it imposes a specific minimum grade point requirement of 1.7 for eligibility of sophomores, who now can compete if their record shows a D average but no unremoved grades of F.
- b. The presence of a grade of F (not removed by subsequent work) is no longer cause of ineligibility, the latter being governed by the cumulative grade point average and the credits earned.

The committee, through the faculty representative, has for a long time advocated in the conference such changes which, in effect, are an increase in the scholastic requirements which freshman students will have to meet in order to become eligible, as sophomores, for competition and for financial aid. The proposed changes in Rule 3 are a move in the right direction. Only experience will disclose whether they are realistic and fair.

Rule 4 is a new administrative requirement for certification by the University of credit and grade requirements in various curriculums, minimum credits of "full work load," and changes therein.

Rule 10 was formerly a part of Rule 1; it provides for forfeiture of all eligibility in case student-athletes deliberately fail to provide complete and accurate information for statements which must be submitted to the conference.

RECOMMENDATION: That no objection be filed.

Approved

4. Rule 7 was adopted by a vote of 6 to 4. It governs "Financial Assistant—Grants-in-Aid." It retains the principle that financial assistance in the form of grants-in-aid may be awarded to scholastically qualified student-athletes through the Bureau of Student Loans and Scholarships from receipts of athletic operations and other income under complete control of the University. It also retains the principles that such awards are contingent, for upperclassmen, on eligibility for competition (see item 3 above), that they may not be made effective for more than 1 academic year at one time, nor in excess of the basic costs of attending the University (board, room, tuition and fees, and the use of books). Earnings from employment during term time or other income reduce in like amount the authorized award. Except in the case of freshmen, eligibility for competition is a prerequisite for receipt of an award.

The important changes from the currently effective rules are:

- a. Reduction from 100 to 80 in the number of initial tenders of aid per year. Minnesota has favored and proposed, without success, other means of limiting the total amount of funds authorized for grants-in-aid.
- b. Elimination of the principle of "aid-based-on-need" which is now in effect for the fifth year. This change has caused the greatest diversity of institutional attitudes. Minnesota has heretofore, and the committee does now, oppose the view that the award of grants-in-aid to *student-athletes* should be made contingent on their parents' financial resources. Athletic ability is the first and overriding criterion which governs selection of candidates for these grants-in-aid. The application of the need factor has eliminated highly qualified student-athletes from consideration for these awards or reduced their awards substantially—a situation which has created misunderstanding and ill-will among people of this state. As anticipated, recruiters throughout the conference have tended to concentrate their attention on those candidates who, under the need principle, could qualify for a maximum permissible grant-in-aid. This, together with the exemption from the need factor of some students for scholastic reasons, has reduced the number of those recipients of awards whose parents' stated resources decreased the size of the grant-in-aid, particularly among nonresidents of the state. In 1960-61 for instance, only 19 per cent of the awards made at Minnesota were modified by the parents' resources. The adoption of other recent proposals for changes in Rule 7 would have reduced this proportion still more so that, in effect, continued application of the need principle would have become even more discriminatory and, in practice, quite meaningless.
- c. Acceptance of higher standards of scholastic aptitude and performance as criteria for awards of grants-in-aid. At present a grant-in-aid based on need can be made to an entering Freshman if he ranked in the upper two-thirds of his high school graduating class; he may receive the same grant as a sophomore if he becomes eligible for competition. Under the newly adopted version of Rule 7 no entering freshman shall be eligible for a grant-in-aid unless he has "demonstrated an ability to reach a predicted grade point average of 1.7 in his first year of college work in accordance with the tables appended to this rule." (These tables have been developed by the registrars of the conference based on multiple regression functions, using high school rank and either the American College Testing Program examinations or the Scholastic Aptitude Tests of the College Entrance Examination Board to predict grade point averages during the first year. The tables which are now available are based on performance-experience by last year's freshmen, extending over less than 1 year. The conference voted also—not subject to the White Resolution procedure—to "make commitments for continu-

ance of these efforts and studies so that the present tables may be *revised later this year* on the basis of the full-year grade averages of the present freshmen in our conference universities and *again revised after another academic year* on the basis of further data and experience.”)

The committee regrets that the three major changes in Rule 7, each having an entirely different objective, were voted on by the conference, and hence are subject to our consideration as a single action.

All new and changed rules will become effective after a second passage by the conference and will affect students matriculating thereafter. The committee is not satisfied that the prediction tables now available form a valid basis on which eligibility for receipt of grants-in-aid should be determined. Whether the anticipated revised table will remove our reservations as to the validity and limitations of the available evidence for prediction of scholastic performance cannot be decided now.

In spite of these reservations, the committee does not recommend that Minnesota go on record as filing objection to the new Rule 7 which embodies principles which we support without reservation, namely higher requirements for award of grants-in-aid to freshmen and sophomores and removal of the need factor.

Minnesota's conference representative will therefore attend the December meeting uninstructed in this matter, as before.

DISCUSSION: In the discussion of item 4, a request was made that the committee report to the Senate the institutions, if any, that have requirements above the conference standards and what additional requirements might be appropriate for Minnesota.

Accepted

M. O. SCHULTZE, Chairman

XII. REPORT OF THE COMMITTEE ON STUDENT SCHOLASTIC STANDING

Reported for Action

On December 12, 1957, the Senate adopted a revised University-wide grading system. Item 8 of that revised system reads:

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.

It is now proposed, in accordance with recommendations from the College of Medical Sciences, that item 8 (as stated above) be amended to read as follows:

8. In the doctor of medicine program, the permanent grade S (satisfactory) may be used to indicate satisfactory academic work for M.D. candidates. The grade S, when recorded for a course in the standard medical (M.D.) curriculum, carries no implication of a more exact grade level. A medical student's academic standing will be calculated on the basis of a more detailed evaluation available in the college office. A graduate student registered for courses in the standard medical (M.D.) curriculum should be graded in those courses on the standard (A, B, C, or D) system.

ROGER B. PAGE, Chairman

Approved

XIII. REPORT OF THE COMMITTEE ON UNIVERSITY GENERAL EXTENSION

Reported for Information

Pursuant to recommendations from the *ad hoc* committee on the "Robbinsdale Proposal," the General Extension Committee spent most of its

time during 1960-61 examining the problems that might develop in expansion of extension services on a state-wide basis. The Extension Committee believes that the state can be best served by some kind of co-operative or co-ordinated program developed by the University extension service and the extension services of state and possibly private colleges in Minnesota. On this basis, the committee has developed a proposal to the Liaison Committee on Higher Education suggesting that it examine and, the committee hopes, approve the development of such a plan. A subcommittee of the Extension Committee was appointed at the end of the year to implement the proposal.

Communication between the Extension Committee, the Senate Committee on Institutional Relations, and the Senate Committee on Education was established through a small subcommittee of the three committees. Communication will be maintained through this subcommittee and exchanges of information.

The committee talked at some length during the year about problems of the development of extension centers offering beginning college courses for credit, but asked that the matter described above should take precedence. It also approved a suggestion that a field director for the extension service might be an extremely useful addition to its personnel; it is probable that this suggestion will get further attention during the coming year.

MITCHELL V. CHARNLEY, Chairman

Accepted

XIV. NEW BUSINESS

REPORT OF THE FACULTY CONSULTATIVE COMMITTEE

Reported for Action

The Faculty Consultative Committee presents for Senate consideration a proposal to expand the minutes of the meetings of the University Senate in order to give the faculty a sense of the discussion in addition to informing them of actions taken. It is proposed that a more detailed recording of the discussion occurring during Senate deliberations be made to be digested by a designated member of the Senate and reported through the Senate *Minutes* to the faculty. In cases in which the Senate deemed general knowledge of its actions undesirable, it would be expected that the Senate would stipulate that its discussion was to be "off the record."

The committee believes that this action will result in a more informed electorate and will make the Senate a more effective body.

WILL M. MYERS, Chairman

The chair ruled that this matter be referred to the Business and Rules Committee for consideration and presentation at the next regular meeting of the Senate.

XV. NECROLOGY

EDGAR VAN NUYS ALLEN

1900-1961

Dr. Edgar V. Allen, nationally recognized authority on diseases of the heart and blood vessels, and a member of the staff of the Mayo Clinic since 1930, died in St. Marys Hospital, Rochester, Minnesota, on June 14, 1961. He had been a patient in the hospital since June 1. Death was caused by bronchopneumonia due to acute renal failure.

Dr. Allen was born at Cozad, Nebraska, on June 22, 1900, the son of Sue Morrow Allen and Charles Edgar Allen. He attended the University of

Nebraska, receiving the degree of bachelor of science and that of master of arts in 1923, and that of doctor of medicine in 1925.

He came to Rochester, Minnesota, as a special student in medicine on July 1, 1925. A year later he became a fellow in medicine of the Mayo Foundation. From 1927 to 1929 he was a first assistant in medicine. In parts of 1929 and 1930 he was a National Research Council fellow carrying out special studies in internal medicine in Munich, Germany, and London, England. He received the degree of master of science in medicine from the University of Minnesota in 1931.

He was appointed to the staff of the Mayo Clinic on June 1, 1930, as a consultant in medicine. He became head of a section of medicine on January 1, 1936. He was certified as a specialist in internal medicine by the American Board of Internal Medicine, Inc., in 1937. He was appointed an instructor in medicine in the Mayo Foundation, Graduate School, University of Minnesota, in 1931, assistant professor in 1934, associate professor in 1937, and professor in 1947. Since April 1, 1948, he had been a senior consultant in the Mayo Clinic.

On August 1, 1942, he entered the Medical Corps of the Army of the United States with the grade of lieutenant colonel. He served at Walter Reed General Hospital in Washington, D.C., and as medical consultant to the Seventh Service Command Headquarters in Omaha, Nebraska. He was released from active service on March 6, 1946, with the grade of colonel, and was awarded the Legion of Merit.

Many honors came to Dr. Allen during the course of his career. He became a member of the board of directors of the American Heart Association in 1944 and was elected vice president of the organization in 1949 for the year 1950-51, and president in 1955 for the year 1956-57. In 1957 he was awarded the Distinguished Service Medal of the organization and in 1959 the Gold Heart Award of the association was conferred upon him with the citation (in part): "Few have served the Heart Cause with such devotion, vigor and practical idealism. A steadfast champion of medical research, he has given meaningful direction and high purpose to our programs and policies."

With Dr. Jesse L. Bollman, Dr. Hugh R. Butt, Dr. Nelson W. Barker, and Dr. Edgar A. Hines, Jr., all of the Mayo Clinic, Dr. Allen carried out early studies on the application of dicumarol as an anticoagulant agent to problems of vascular disease, and the report of these investigators in 1941 was the first published account of the administration of dicumarol to human beings. For this work Dr. Allen was the recipient, in 1960, of the Albert Lasker Award of the American Heart Association, which he shared with Dr. Irving S. Wright, of Cornell University, and Dr. Karl Paul Link, of the University of Wisconsin.

He was the Galen visiting professor of medicine at the University of Michigan Medical School in 1945, and in 1950 he gave the George Elgie Brown Memorial Lecture at the annual meeting of the American Heart Association.

The University of Nebraska conferred the honorary degree of doctor of science upon him in 1953.

Dr. Allen was a member of the section on cardiovascular diseases of the Division of Medical Sciences of the National Research Council from 1940 to 1942 and from 1946 to 1950.

He became a fellow of the American College of Physicians in 1930, and from 1939 to 1950 he was a governor (for Minnesota) of the college. He was chairman of the Section on Experimental Medicine and Therapeutics of the American Medical Association in 1946, and from 1946 to 1959 (with the exception of 1955) he was a member of the House of Delegates of the American Medical Association as a representative of the Section on Experimental Medicine and Therapeutics.

He was president of the Central Clinical Research Club in 1937, and of the Central Society for Clinical Research in 1948. He was one of the

founders of the American Foundation for High Blood Pressure, of which he was chairman of the Medical Advisory Committee in 1952 and 1953. He was a member of the American Society for Clinical Investigation, the Association of American Physicians, the Alumni Association of the Mayo Foundation, the Alpha Omega Alpha medical honor society, the Society of the Sigma Xi (of which he was president of the Mayo Foundation Chapter in 1941), and the Phi Chi professional medical fraternity. He was a member of the Minnesota Society of Internal Medicine, the American Clinical and Climatological Association, the Association of Medical Consultants of World War II, the Clinical Interurban Club, the Zumbro Valley Medical Society, and the Minnesota State Medical Association. From 1935 to 1949 he was a member of the editorial board of the *American Heart Journal*. He was associate editor of *Circulation* from 1954 to 1960.

Dr. Allen had contributed almost 300 papers on various aspects of internal medicine to the medical and scientific literature. He was the author, with Dr. Nelson W. Barker and Dr. Edgar A. Hines, Jr., of a volume, *Peripheral Vascular Diseases*, first published in 1946 and issued in a second edition in 1955. A third edition of the book currently is in preparation.

Dr. Allen was married to Miss Margaret Wise, of Mankato, Minnesota, on November 23, 1929. They have three children: Katherine Lee (Mrs. James L. Rosier, of Ann Arbor, Michigan); Dr. Charles Van Nuys Allen, a fellow of the Mayo Foundation; and David Wise Allen.

LEONARD FRANCIS BOON

1880-1961

Leonard F. Boon, assistant professor emeritus of the Department of Civil Engineering passed away in Minneapolis on August 6, 1961. He is survived by his wife, Hilma; 2 daughters, Dr. Mary Rothbard of New York and Mrs. Betty Gibbs of Okinawa; and 5 grandchildren.

Professor Boon was born March 22, 1880, in Outagamie County, Wisconsin. In the years prior to and during his university education he worked on railroad location and construction. He graduated from the University of Wisconsin with a degree of bachelor of science in civil engineering in 1910 and received the professional degree of civil engineer from the same university in 1912. His professional experience included service with the joint engineering staff of the Tax and Railroad Commissions of Wisconsin, consulting service on valuation of electric railways, and structural engineering with the Emergency Fleet Corporation, U. S. Shipping Board.

He came to the University of Minnesota as an instructor in 1920, and was on the civil engineering staff until his retirement in 1948. All civil engineering students during that period will remember his teaching since they spent several weeks under his tutelage at the summer surveying camps; his teaching methods were backed by a wealth of practical examples of his own experiences. His requirements for exactness in solutions and clarity in presentations have been acknowledged by students as being of much benefit in their engineering careers. He was a member of Tau Beta Pi, Chi Epsilon, the American Society of Civil Engineers, and the National Society of Professional Engineers.

Professor Boon remained active in many organizations throughout his years of retirement. He had served as secretary of the University Masonic Lodge for more than 35 years and as treasurer of Andrew Presbyterian Church for 15 years.

WILLIAM WAYNE FLETCHER

1919-1961

William Wayne Fletcher, associate professor of speech and theater arts, died in an automobile accident on August 17, 1961. He had been a member of the staff of the University of Minnesota since 1950. In his 10 years of service he had won the respect and affection of both students and colleagues as a devoted and able teacher and scholar, and as a generous and steadfast friend.

Professor Fletcher was born January 23, 1919, in San Diego, California. He received his B.A. degree from the University of Washington in 1942, and after a period of military service returned to Washington to obtain his M.A. degree in 1948. He received his Ph.D. degree in speech pathology from Northwestern University in 1950, and that same year was appointed an assistant professor at the University of Minnesota. He taught phonetics and a sequence of courses in voice science concerned with the physiological and acoustic aspects of vocal production. He also served as co-director of the speech fundamentals course.

His thoroughness, his personal and intellectual integrity, his passion for accuracy, and his concern for students soon won him a reputation as an outstanding teacher. His interest in research grew naturally out of his teaching. Observing that existing description of vocal fold behavior lacked a substantial empirical basis, he began in 1954 a long-term research project designed to provide such a basis, and by the time of his death he had completed the series of studies needed for this project. In 1958, he established a seminar in experimental phonetics. He took an active part in the affairs of the University and of his own professional field. He was chairman of the SLA Student Conduct Committee, and a member of the All-University Committee on Student Behavior. He served as president of the Minnesota Speech and Hearing Association and was active in the affairs of the American Speech and Hearing Association.

Professor Fletcher is survived by his wife, Marian, a daughter, Marna, and an infant son, William Wayne, Jr., born only 3 days after his death. He also leaves a host of friends both at the University and in the community of Coon Rapids where he made his home. He lived a life of growth, of harmony, and of proportion. His work has become a lasting part of the lives of his students and colleagues.

DONALD G. PATERSON

1892-1961

Donald G. Paterson was born in Columbus, Ohio, on January 18, 1892, and died in Minneapolis on October 4, 1961. He obtained his undergraduate and graduate training at the Ohio State University. Prior to World War I, he was an instructor in psychology at the University of Kansas. From 1917 through 1919 he was chief psychological examiner and a captain on the surgeon general's staff in the United States Army. For the next 2 years he was a member of the Scott Company, the first of our modern psychological consulting organizations.

Professor Paterson came to the University of Minnesota in 1921, and in 1923 became a full professor. He retired in June, 1960 after 39 years of service. In this period he became a key figure in applied psychology nationally, in the community, and in the University. He was a devoted pioneer in the whole advance of student personnel work, vocational counseling, industrial and personnel psychology, and differential psychology. Of great importance to the development of applied psychology and its professionalization is what has come to be known everywhere in psychology as the Minnesota Point of View. This Minnesota Point of View is Donald

Paterson. It guided the content and method of his teaching and research and reflected deeply rooted values and beliefs that were basic to his whole approach to life.

This Paterson-Minnesota Point of View embraces such things as: belief in, and understanding of individual differences, concern with careful research methodology; respect for the evidence; concern with facts—what has been called Dustbowl Empiricism; and, belief in the dignity and worth of the individual. The Paterson point of view has its large impact on applied psychology through his students; his research and publication; and through the agencies and organizations he served and, in many cases, founded.

The number of students receiving advanced degrees in psychology under the guidance of Professor Paterson is not likely to be equaled by any other professor in the department. Since 1921, approximately 300 students have earned their M.A. degrees and 88 students have earned Ph.D. degrees with him as their major adviser. Additional thousands of undergraduate and graduate students have taken his courses in the psychology of individual differences, vocational and occupational psychology, and in occupational counseling. Hundreds of his students, currently working in education, industry, and government, are applying their knowledge to student personnel and counseling, employment and training, civil service and military evaluation, and other assignments involving psychology or administration or both.

Psychology has been kept abreast of Professor Paterson's work through his writing. Since 1914, he contributed more than 300 articles and books to the advancement of psychological knowledge. His publication rate of one publication every 2 months over his entire career is rarely achieved even by the most eminent of professional persons. His publications did not stop with retirement. Only in the last few weeks a new book entitled *Studies in Individual Differences*, edited by Donald Paterson, with Dr. James Jenkins, was published in the Century Psychology Series, and is already having its impact on students at this and other universities.

Donald Paterson also inspired his students to do research and to publish. On the occasion of his retirement, he was presented with a Compilation of the bibliographies of his former students. Although this compilation is not a complete one, the student publication citations required 105 pages, using small print.

Professor Paterson also helped others to write via his editorial duties. He served as editor of the *Journal of Applied Psychology* for 12 years, and served as an editorial board member of both the *Journal of Consulting Psychology* and the *Public Personnel Quarterly*.

Professor Paterson possessed unusual ability to organize professional groups and research institutes. In 1925, with Dean J. B. Johnston, he organized the Minnesota College Association, which became the basis for the statewide college testing program.

His activities in the counseling and guidance movement in the early 1930's resulted in the establishment of our University Student Counseling Bureau.

In the 1930's and '40's active interest in the problems of unemployment resulted in his becoming one of the founders of the Minnesota Employment Stabilization Research Institute. This institute became the prototype for another research and teaching organization of this campus—the Industrial Relations Center, established in 1945.

During his years at the University, he held a number of major consulting and committee posts. He was chairman of the technical committee, occupational research program, U. S. Employment Service, from 1934 to 1940. Since 1945, he has served as a consultant to the Veterans Administration Hospital's vocational counselor training program. He was instrumental in developing the rehabilitation counselor training program.

Professor Paterson was the founder and former president of the Ameri-

can Association of Applied Psychology, and served as secretary of the American Psychological Association for 6 years.

He was a diplomate in industrial psychology and a fellow of the American Association for the Advancement of Science. In 1952, he received a L.L.D. degree from Ohio State, and in 1956, was chosen by the American Psychological Association to deliver the Walter V. Bingham lecture at his alma mater. He was active in the founding and continuing activities of the Minnesota Psychological Association and the Twin City Vocational Guidance Association.

On the occasion of his retirement in 1960, he was honored by his students, the Minnesota Psychological Association, and the Twin City Vocational Guidance Association. In its 1960 annual meeting in Chicago, the American Psychological Association held a symposium in his honor. This last summer he attended the International Association of Psychologists to deliver a requested paper. He was dedicated to active participation in the development of an improved applied psychology throughout his career.

CHERNG-JIANN SHIUE

1921-1961

Cherng-Jiann Shiue, associate professor of forestry at the University of Minnesota, died on June 5, 1961.

Dr. Shiue, or "Jim," as he was affectionately known to his colleagues, was born October 14, 1921, in Ping-nam, Fukien, China. He received his B.S. from the Fukien College of Agriculture in 1944 and was a research assistant in the Fukien Academy from 1944 to 1946 when he left China for Formosa. From 1946 to 1952 he was research forester and from 1952 to 1954 division chief of the Biology Section at the Taiwan Forest Research Institute. During these years he conducted and supervised research and published numerous papers in the general field of wood technology, pulping processes, and biological aspects of forestry. He was identified early in his career as a young man of great promise and in 1951 was selected by the International Cooperative Administration for special training with the U. S. Forest Service and two quarters of graduate study at the University of Minnesota School of Forestry. In 1954 he returned to the University of Minnesota and was awarded a master of forestry degree in 1955 and Ph.D. in 1957. He joined the staff of the School of Forestry as an assistant professor in 1957 and was promoted to associate professor in 1960. His services and outstanding abilities in the statistical field were recognized by his concurrent listing on the Statistics Department staff in the College of Science, Literature, and the Arts. He was a member of many honorary and professional societies including Sigma Xi, Gamma Sigma Delta, Xi Sigma Pi, Society of American Foresters, and Institute of Mathematical Statistics.

His research interests ranged broadly over the entire area of forestry, statistical analysis, and experimental design. His great capacity and broad interests enabled him to make important research contributions in the fields of statistical design, physiological and anatomical effects of herbicides on trees, as well as on applied problems such as the chemical debarking of trees, the improvement of techniques for censusing deer-herd populations, and the application of statistical methods to forest inventory.

Dr. Shiue was frequently and widely consulted by the forest industry and by public agencies on problems of statistical sampling, continuous forest inventory, the weight-volume relations in marketing wood, and the physiological aspects of herbicidal applications in forestry.

His untimely early death closes a brilliant career in forestry and statistical research. He will be missed by his colleagues and many friends for his friendliness, constant cheerfulness, willingness to help others, and sound

judgment. His abundant and outstanding contributions in the fields of forestry and statistical research will be greatly missed.

Dr. Shiue was married February 7, 1948, and is survived by his widow, Mei, and by his three sons, Ming, Charles, and Ronald.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate



UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

December 1, 1961

A special meeting of the University Senate, called by the President, was held in the Auditorium of the Museum of Natural History on Friday, December 1, 1961. One hundred forty-one elected or ex officio members and 69 nonmembers, total 210, checked or signed the attendance roll as present. President Wilson presided.

The following item was considered and action was taken as indicated.

REPORT OF THE COMMITTEE ON INTERCOLLEGIATE
ATHLETICS

Submitted for Consideration

The President of the University has asked the Senate Committee on Intercollegiate Athletics for a recommendation concerning the University's attitude toward possible participation in the Rose Bowl game on January 1, 1962.

On November 21 the committee adopted by a vote of 11 to 0 (3 members being absent) the following motion:

"The Senate Committee on Intercollegiate Athletics, composed of representatives of the faculties, the administration, the alumni and the students, after careful consideration of all aspects of the question recommends that if the University receives an invitation for its football team to participate in the Rose Bowl game on January 1, 1962, acceptance of this invitation appears to be in the best interests of the University and the Big Ten Conference under present conditions."

The committee has reviewed this recommendation in the light of subsequent events. By a vote of 13 to 0 (1 member being absent and not voting) the committee has reaffirmed on November 30 the recommendation quoted above.

M. O. SCHULTZE, Chairman

DISCUSSION AND ACTION

The chairman of the Committee on Intercollegiate Athletics reported the sequence of events since the Senate action of last June, the aspects of the matter considered in arriving at the present recommendation, and presented the committee report for consideration.

After some discussion it was moved and seconded that the Senate go on record as supporting the recommendation of the committee.

Extensive discussion followed.

A motion to close the debate was made, seconded, and carried.

A vote was then taken on the original motion that the Senate go on record as supporting the recommendation of the committee. This motion passed by a vote of 108 for and 33 against.

After the vote had been taken, the President indicated his gratitude for the careful consideration that had been given to this matter. He indicated that he shared, in part, some of the opposing points of view. He expressed his conviction that our success or failure in football is not at all significant in terms of our relations with the state and the legislature. He recognized that some people would be disappointed that we did not do as Ohio State did, but indicated that he does not share this feeling, believing rather that it is important that we make our own decisions. He expressed the hope that the academic faculty would take a positive view as it considers our athletic program and the image of the University. He thought academic control of athletics was more logically applied when dealing with criteria for eligibility for extra-curricular activities than in handling invitations to post season games. The effective athletic policy has already been determined and probably in favor of big time athletics at the time an invitation is received.

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

December 7, 1961

The second regular meeting of the University Senate for the year 1961-62 was held in the Auditorium of Murphy Hall on Thursday, December 7, 1961. One hundred eighteen elected or ex officio members and 16 nonmembers, total 134, checked or signed the attendance roll as present. President Wilson presided.

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

I. MINUTES OF NOVEMBER 2, 1961

Reported for Action

Approved

II. REPORT OF THE ADMINISTRATIVE COMMITTEE

I. Reported for Action

1. *Report from University Schedule Committee.* The University Schedule Committee had, since recommending a calendar for the 1962-63 year, given attention to the provision of study breaks before final examinations and to the scheduling of classes on certain minor holidays (see the minutes of the Administrative Committee meetings of September 27, 1961, and November 9, 1960). On October 18, 1961, Recorder True E. Pettengill, chairman of the Schedule Committee, provided the Administrative Committee with a memorandum which favored study breaks or short review periods and suggested a means of providing for them. The significant changes recommended would involve the shifting of the examination schedule for all quarters so that examinations would end 1 day later than usual and also the rescheduling of Commencement in fall and winter quarters 1 day later. The deadline for submitting grades to the recorder from the last examination scheduled would be 72 hours instead of the present 90 hours which might continue to apply to examinations given prior to the last day.

There seemed to be a consensus in the Administrative Committee that there would be a possibility of carrying out the recommendations if they were to be adopted. It was noted that faculty and administrative support of the more difficult grade reporting schedule would need to be forthcoming, with facilitation of the reporting provided by departmental offices. The proposed change in the time of Commencement is a matter for discussion in the Senate Committee on University Functions.

The Schedule Committee had further recommended that classes be held as usual, both day and evening, on 4 minor holidays, with some official recognition of the day to be provided and with staffing at a minimum, similar to that of Saturday mornings. The question which remained to be dealt with was how this could be done without incurring serious additional costs. Library service would pose unique problems of staffing, staff adjustment, and budget, it was said. A partial solution suggested for the cost problems in civil service staffing might involve substitution of study-break

time or the granting of time off in a scheduled class recess. Director Frank F. Pieper had been asked to gather cost data.

The Schedule Committee also recommended that, beginning in January 1963, winter quarter classes normally be convened on January 3 instead of on January 2, whenever this is now done. The winter and spring term orientation period would be lengthened to 3 days in the new calendar and likewise be extended for winter quarter of the current academic year. Action on the calendar was scheduled for the November meeting.

At the meeting of November 8, 1961, Recorder Pettengill presented a written list of replies and recommendations concerning the 1962-63 University calendar. The President added orally a memorandum from the Student Intermediary Board of the College of Science, Literature, and the Arts which memorandum favored a review period each term and urged approval of the study break. Attention was then turned to the question of holding classes on 4 minor holidays. Speaking to the fiscal implications of conducting instruction on these holidays, Vice President Lunden asked Mr. Frank F. Pieper to present the results of a survey of the expected costs of operating the University on those days. Even with only partial staffing and through mitigation of the costs by giving equivalent time off to certain employees, it was estimated that the minimum operating costs for all 4 holidays would be sizable, not including utility costs. More extensive operation, as of central or service offices, or the occurrence of unanticipated difficulties would, of course, carry the costs to even higher levels.

The President read a letter from the Minnesota Student Association which emphasized the educational uses now being made of out-of-class time on the holidays considered. This student emphasis on use of the holidays to augment the educational processes impressed the Committee, although there was reference to the feasibility of trading early-in-the-term holiday time for later, possibly more useful, study-break days. Library operation was viewed as an important aspect of effective use of holiday time for study by many students in certain disciplines. Taking for granted that necessary better library service would be made available on certain of the holidays, and persuaded that the students had given careful consideration to these days as occasions for study, research, and the preparation of reports, the Committee voted to continue as holidays the 4 days under discussion.

Suggestions on calendar details, for the year 1962-63, from the Duluth Campus, the Morris Campus, and the Senate Committee on Intercollegiate Athletics were approved as reported by Mr. Pettengill.

On the study-break proposal, 2 chief issues arose: to what extent the 72-hour grade reporting deadline could be met for examinations given on the last day of the final examination period, and when Commencement of the fall and winter quarters might be scheduled if not on Friday. Various proposals were made, but it was finally moved, seconded, and voted to approve the proposal of the 1-day study break between the close of both fall and winter quarter classes and the opening of the examination period for that quarter and to approve holding Commencement of fall and winter quarters on Saturday evening. This action was subject to an expression of opinion on the Commencement time from the Committee on University Functions. It was moved, seconded, and voted to accept the recommendations of the Schedule Committee on the orientation-registration dates for December, 1962, and March, 1963, and also the proposal that winter quarter classes begin on January 3, 1963, instead of on January 2. Thus completed and agreed to, the 1962-63 calendar was approved for transmittal to the University Senate for action.

DISCUSSION AND ACTION

Concern was expressed regarding the number of instructional days in the winter quarter as related to fall and spring. It was proposed that the winter quarter be lengthened by 1 week and although there was no ob-

jection expressed the Senate was reluctant to act without further committee review.

After further discussion, *it was voted to refer the proposed calendar back to the Administrative Committee with power to act and with the recommendation that the winter quarter be lengthened by 1 week.*

(Subsequent action by the Administrative Committee is published for the record in the Appendix to the minutes.)

2. Reported for Information

1. *Recommendations of Committee on University Honors.* The Committee on University Honors presented data on 4 nominees for the Outstanding Achievement Award and 5 for the Alumni Service Award. It was voted unanimously to approve recommendation of these awards to the Regents for action.

2. *Physical Examinations for Staff Members.* Dean Howard asked what action had been taken or might be called for relative to the proposed periodic examinations for major administrative officers. The secretary was asked to summarize the earlier discussion of physical examinations for faculty members and to make this information available to the committee in the form of a memorandum. The President commented on the memorandum in the November 8, 1961, meeting and said that the question of examinations is receiving further administrative consideration. A member of the committee referred to the paragraph on physical examinations in the new (September 15, 1961) sheet of *General Information Concerning Faculty Appointments* and noted that the form says that the staff member is "required to pass satisfactorily." This phrasing might not be appropriate, it was suggested, since there may be a question concerning what is meant by *passing*. Vice President Willey was asked to give further attention to the question raised.

3. *Report on Room Scheduling for Fall Quarter, 1961.* Mr. Vernon L. Ausen of the Office of Admissions and Records, Room Scheduling, had been asked to discuss the problems of scheduling and building space assignment that occurred in the latter part of the summer of 1961. He indicated that until mid-July it seemed that the demands were as anticipated and that all could be met without serious difficulty. Later, however, as it suddenly became apparent that the enrollment would be much higher than expected, and as certain construction and repair work on buildings could not be completed on schedule, an emergency developed. This necessitated addition of classes at the less crowded hours or changes from the usual meeting places of classes. Because serious shortages developed in staff offices and research areas, some classrooms were necessarily converted to office and research purposes and the functions of a few rooms were changed drastically.

Mr. Ausen pointed out that the student attendance finally realized at Minneapolis in the fall of 1961, compared to that of 1947, included nearly twice the number of graduate students and some 900 fewer undergraduates, thus establishing a shift in the composition of the student body with a resultant greatly increased demand for building space. The provision of new building areas at the University has lagged far behind the growth of Graduate School enrollment and research activities and is much short of the long-range program set in the middle 1950's. Mr. Ausen commented on the need for restudy of the 1955 building needs report. He hoped for suggestions on better methods for forecasting the space requirements of research—research directly related to instruction and that related to special projects or contracts. He emphasized the need for more precise, far-reaching factual data on the programs of specific departments and indicated his desire to know the concerns and plans of individual departments and colleges so that those can be taken fully into account in all-University co-ordination and planning.

In discussion which followed, several members of the committee praised Mr. Ausen and the work of his office. There was comment on the great need of meeting places for graduate students, as in common rooms. Attention was

given to how presently available large rooms might be used to provide for more students, as through television. Discussion of building needs closed with further reference to the serious handicaps being encountered by project-related research and to the rapid increase in instruction at the most advanced level, particularly of postdoctoral students who now come to the campus in large numbers.

4. *Data for a Report on Building Areas.* The Room Scheduling Office has been asked for information on the total assignment and use of building areas at the University, the last such report having been prepared in the year 1959. That office was preparing a questionnaire to determine how all rooms are assigned and how they are used, and to obtain information on the office locations of staff members and the primary laboratory area of each where those are definable. The President asked Mr. Vernon L. Ausen, room assignment and scheduling supervisor, to make further detailed comments in advance of circulation of the questionnaire. Mr. Ausen pointed out that more than 90 per cent of the area of University buildings is assigned to uses other than those of general purpose classroom utilization; consequently, it is important that the University periodically bring up to date its information on building assignments and try to evaluate space use in all areas of activity. He anticipated that there might be some problems of reporting, and wished to discuss the features of the questionnaire with the deans and the department heads in order to make the outcomes most useful.

5. *Revision in Staff Travel Policy.* On travel by University staff covered by certain contracts, as with the Department of Defense, it is urged or required that tourist and economy class air travel be used in lieu of first-class airplane accommodations, whenever those are available. In the interest of University economy, and for the purpose of being consistent, it was proposed that the University adopt such a policy for all air travel purposes. Some departments are already following this practice, in the interest of saving travel funds. The obvious difficulty in administering a policy of the kind suggested is that of determining the "availability" of a particular class of travel without restricting the staff member to undesirable time schedules. The President left to Vice President Lunden responsibility for further discussion and action on this as well as on some exploration of a suggestion that a central travel agency be established at the University.

6. *The University Address Book.* The President had with him, from Director Nunn, examples of college and university address books prepared in the nature of a telephone directory. He said that the University address book for the current year would take some such form for the purpose of making necessary savings. Delays in publication have been encountered, and possibly different plans may have to be followed next year, but he asked that there be patience in awaiting the outcomes, in view of the fiscal considerations.

7. *Jurisdiction and Authority Over Student Discipline.* Dean Williamson said some confusion or possible contradiction existed in action on student discipline, and he introduced Mr. L. F. Snoxell, who presented a written summary of University authority and jurisdiction in the field of discipline. This document, made a part of the minutes, was examined in detail with special attention being given to the steps taken since about 1920 in centralizing disciplinary authority in the Office of the Dean of Students and to the policy statement incorporated in the minutes of the Administrative Committee of January 25, 1939. Discussion followed, in the course of which reference was made to the jurisdiction where students cross over college lines or where it is not entirely clear what constitutes an instance of academic dishonesty.

That problems of definition and interpretation arise was illustrated by reference to cases which have occurred in the General College. Not only is there a problem, according to Dean Morse, as to the initiation of action and the nature and extent of the penalty, but there may be cases in which

agencies of different jurisdiction can arrive at different or conflicting decisions, some of these decisions at variance with the expressed interests of the college. It being apparent that unhurried discussion of this complex matter would be profitable, the chairman ruled that this topic should be placed on the agenda for further consideration.

8. *Other Business.* The President called for new or additional business which should come before the committee in the near future. There was brief discussion about the progress in improving the bulletins and similar publications of the colleges while at the same time effecting economies in the University's printing costs. It was remarked that booklets and brochures published outside of the bulletin series should, where applicable, make clear that the funds for publication were not from University sources. The President underscored this comment and added that there seemed to be need for harmonious publications from the University.

It was asked if the Administrative Committee could begin study of the 1962-63 budget at an early date, preferably before January 1, 1962. Vice President Lunden indicated that his material should soon be ready, and there appeared to be agreement on the desirability of starting discussions as early as possible.

The President commented on the college attendance outlook for Minnesota in the years immediately ahead and noted especially the tendency of enrollments to increase from a more or less static potential of population even before the anticipated great increases of the year 1964 and thereafter. He asked what patterns of leadership the University should assume, with special reference to the development of junior colleges in the Twin Cities or other plans for dispersion of the Lower Division college load.

Accepted

R. E. SUMMERS, Secretary

III. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

1. Reported for Action

1. *Issue of Information to News Media.* The Senate on November 2, 1961, referred this matter and the proposed fourth section to the committee for reconsideration and drafting as a constitutional amendment.

The committee reviewed the proposed fourth section and reaffirmed its previous judgment that it would be unwise to permit news media to attend Senate meetings.

Attention was then given to the manner in which the original committee recommendation could be implemented. It was voted to propose the following amendment to the Constitution:

The Senate Constitution, Article III, Section 6, first sentence, reads as follows:

Article III. University Senate

6. The agenda of each Senate meeting shall be distributed in advance to all Senate members and to all faculty members entitled to vote for Senate members.

PROPOSED, That this section, first sentence, be amended to read:

Article III. University Senate

6. The agenda of each Senate meeting shall be distributed in advance to all Senate members, to all faculty members entitled to vote for Senate members, and to such others as the Senate may direct.

ACTION. A motion that the constitution be amended as proposed was carried by a vote of 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.)

It was voted to resubmit the following to the Senate for consideration:

RECOMMENDATION

1. That the Senate *Docket* carry the notation—

CONFIDENTIAL—NOT FOR RELEASE
PRIOR TO THE MEETING

2. That the docket be sent through the University News Service to the news media in advance of each meeting.
3. That after the close of each meeting there be a news conference available, arranged by the University News Service, with the vice chairman of the Senate, and such others as he may designate, present.

DISCUSSION AND ACTION

There was considerable opposition expressed because of apparent concern that favorable action might preclude consideration of the proposal (Report IV) that Senate meetings be opened to the news media. This matter was resolved with assurance that such action would not have this effect.

In response to the question whether recommendation 3 would prohibit individual Senate members from talking to the press, assurance was given that this recommendation gives members a basis for refusing comment but does not prevent them from talking to the press if they choose to do so.

A motion was made and seconded to adopt the recommendation.

A motion was made and seconded to amend the recommendation to strike out item 1 and renumber the remaining items.

A motion was made to amend the amendment to restore item 1 but to have it read "That the Senate Docket carry the notation—NOT FOR RELEASE PRIOR TO THE SENATE MEETING." This motion carried by a vote of 68 for and 47 against.

A motion that the vote on the recommendation be seriatim failed to carry. The vote on this was 52 for and 52 against with the tie resolved by the chairman casting a negative vote.

A vote was then taken on the original motion as amended and this carried by an obvious majority. (The net effect was adoption of the recommendation with the word "CONFIDENTIAL" deleted.)

It was pointed out that this action cannot become effective until the change in Article III, Section 6 of the Constitution has been approved by the faculty and by the Board of Regents as provided in Article IX.

2. *Digest of Senate Discussions.* The committee reviewed the Faculty Consultative Committee proposal and voted to recommend the following for consideration by the Senate:

RECOMMENDATION

To give the faculty a sense of the discussions in addition to informing them of actions taken, it is proposed that a detailed reporting of the discussion occurring during Senate deliberations be made and then digested by the vice chairman and reported to the faculty as an appendix to the *Minutes* of the Senate. In cases in which a speaker or the Senate desires comments to be "off the record" such comments shall not be recorded.

DISCUSSION AND ACTION

A motion was made and seconded to adopt the recommendation.

In the discussion that followed, the vice chairman objected to his designation as the digester and said that had such duties been involved he would have declined the election.

The President declined a suggestion that he appoint the digester saying that he would hope that some other provision for accomplishing this might be found.

A motion was made, seconded, and passed to amend the proposal to provide that the digester be designated by the vice chairman and the chairman of the Faculty Consultative Committee.

The proposal as amended was adopted by a unanimous vote.

2. Reported for Information

Poll of the Faculty on the Constitution Proposal. Tables showing the poll by rank and unit and a summary of comments were reviewed. The committee indicated that Tables 1 and 2 should be included in the *Docket* and the summary of comments mimeographed for distribution with the *Docket* as supplementary information. The tables follow:

Proposal for change in the composition of the Senate from elected representatives to membership that would include all professors and associate professors with elected representatives only from the assistant professor and instructor group.

Table 1. Poll by Rank

Vote	Professor		Asst. Professor		Rank Not Given		Total	
	Assoc. Professor		Instructor		No.	No.	No.	%
Favor Proposal	292	48	82	24	1		375	40
Prefer Present Arrangement	223	37	176	53	4		403	43
Either Plan Acceptable	86	14	75	22	4		165	17
Other	3	*	2	*	0		5	*
Total Voting	603	100	335	100	9		948	100
Number Eligible to Vote	948		749				1697	
Per Cent Voting	64		45				56	

* Less than 1 per cent.

Table 2. Poll by Unit

Unit	Favor Proposal		Prefer Present Arrangement		Either Plan Acceptable		Other		Total
	No.	%	No.	%	No.	%	No.	%	
Agriculture	70	45	61	39	24	15	1	*	156
Business	18	53	11	32	4	12	1	*	34
Veterinary Medicine	5	26	9	48	5	26			19
Dentistry	2	25	2	25	4	50			8
Education	28	29	53	55	16	16			97
Extension	7	41	10	59					17
General College			30	100					30
IT	53	48	38	35	19	17			110
Law	3	37	5	63					8
Medical Sciences	37	32	56	49	22	19			115
Pharmacy	2	25	5	63	1	12			8
Physical Education (men)			(figures included in Education)						
SLA	106	60	47	27	21	12	3	1	177
Duluth	13	18	47	65	12	17			72
Mayo	10	21	11	23	26	56			47
Morris	1	10	5	50	4	40			10
Unit not given	20	50	13	33	7	17			40
Total	375	40	403	43	165	17	5	*	948

* Less than 1 per cent.

ELIO D. MONACHESI, Chairman

ACTION

It was voted that a special meeting of the Senate be held to discuss the constitutional proposal and alternative methods.

At the President's suggestion, it was agreed that the special meeting be called and presided over by the vice chairman.

IV. PROPOSALS FOR AMENDMENT OF THE SENATE CONSTITUTION AND BY-LAWS

Professor J. Edward Gerald, member of the Senate, submits the following proposals:

1. Reported for Action

Proposal 1

Amend Article III, Section 7, of the Constitution of the University Senate so that, as amended, it shall read as follows:

7. Senate Meetings—Call—Quorum

The Senate shall hold regular meetings, at least twice in each quarter of the academic year, at a time and place determined by the President. Special meetings of the Senate may be held upon the call of the President or upon the written request of ten members of the Senate or of twenty voting members of the faculties. At any regular or special meeting of the Senate, a majority of the membership of the Senate shall constitute a quorum. Rules of attendance of nonmembers of the Senate are those fixed in the By-Laws.

Proposal 2

Amend the By-Laws of the University Senate, Article I, by adding a new section, Section 9, to read as follows:

9. Faculty members entitled to vote for Senate members may be present at Senate meetings but shall not be entitled to vote or to make motions. Such faculty may, at their request and with the approval of the Senate, be given the privilege to speak on matters under consideration in which they have an interest.

ACTION

As several of the Senators had left the meeting, a count of the remaining members was taken showing only 111 to be present which was less than the number (115) of affirmative votes required for passage of a constitutional amendment. *Consideration of Proposals 1 and 2 was accordingly deferred.*

2. Reported for Information

Proposal 3

In addition to the above two items, which I wish to have placed on the docket for action, I have submitted to the chairman of the Senate Committee on Business and Rules, with a request that a hearing be held in advance of appearance on the *Docket*, the following proposed amendment to the By-Laws:

Amend the By-Laws of the University Senate, Article I, by adding a new section to be appropriately numbered and to read as follows:

Not more than five representatives of the Minnesota print and electronic media, accredited by the purpose by the President, shall be admitted to sessions of the Senate except when the Senate, by a majority vote, decides to exclude nonmembers for part or all of a meeting. Cameras and recording equipment may be used only at such time and in such manner as the Senate, through the President, shall direct.

NOTE: Professor Gerald's Proposal 3 has been received by the Committee on Business and Rules and the committee will hold a faculty hearing on the proposal at a time and place to be announced in the Official Daily Bulletin of the *Minnesota Daily*. (Elio D. Monachesi, Chairman)

Accepted

V. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

Approved Schedule

Wrestling, "B Squad" 1962

January 6	St. Cloud State College
January 19 (tentative)	Augsburg College
January 20 (tentative)	Augsburg College, at Augsburg
January 22	State College of Iowa, "B Squad"
January 30	Macalester College
February 3	Wisconsin State College (River Falls)
February 9	University of North Dakota
February 13	Macalester College at Macalester
February 16	St. Cloud State College at St. Cloud

The schedule of the A squad was reported November 2, 1961.

Places on the A Squad or B Squad are subject to change depending on the outcome of weekly elimination and challenge matches. No student will be permitted to compete within any week with both the A and the B squads.

M. O. SCHULTZE, chairman

Accepted

VI. REPORT OF THE COMMITTEE ON UNIVERSITY PRINTING AND PUBLICATIONS

Reported for Information

During the past year the Senate Committee on University Printing and Publications has taken several steps which are being reported here for information.

The By-Laws of the University Senate define the committee's duties as follows:

. . . to set standards for all catalogs, bulletins, and other official publications, also the stationery of the University and of the various . . . units; to advise with regard to the admissibility of new publications or printing to the lists of official publications or printing . . . ; and in general to supervise University printing with a view to encouraging and promoting economical and efficient practices.

The following action, of general interest to the faculty, has been taken during the past year:

1. Accepted a new design for University stationery. The new letterhead now being used was designed by Miss Jane McCarthy, University Press, at the request of and with the approval of the committee. As new letterheads are being processed, they are being carefully checked to see that units are being properly designated according to their official University titles.

2. Asked the archives staff of the University Library to be responsible for handling requests for University publications and papers that departments cannot easily trace. Frequently University offices receive requests for such publications and are at a loss as to what to do. To make it possible for the library to do this job, every department has been asked to provide archives a single copy of all its publications, letterpress or near-print, as soon as published.

3. Continued its study of college bulletins to work out suggestions on how to make these bulletins more effective and at the same time hold costs down.

In addition, the committee has acted on many special requests during the year.

HAROLD B. SWANSON, chairman

ACTION

The report was accepted although some dissatisfaction with the new University stationery was expressed.

VII. NEW BUSINESS

It was announced that the Committee on Education will report at the next regular meeting.

VIII. NECROLOGY

JOHN OSCAR CHRISTIANSON

(1898-1961)

John O. Christianson, director of Agricultural Short Courses, foreign contact officer, and former superintendent of the School of Agriculture, died in St. Paul on August 6, 1961. He was born and reared on a farm near Miranda, South Dakota. He served as an instructor in the Grantsburg, Wisconsin, High School from 1919 until he joined the University of Minnesota School of Agriculture staff in 1920 to take charge of a rehabilitation program in agriculture for disabled World War I veterans. In 1924 he joined the School of Agriculture Department of Social Science and was appointed superintendent in 1931, serving in that capacity until 1960. He was also named director of Agricultural Short Courses in 1940 and foreign contact officer in 1954.

Professor Christianson received his B.A. degree from the University of Minnesota. He was awarded the D.Sc. degree by the University of North Dakota in 1943 and the L.H.D. by Gustavus Adolphus College in 1950.

Professor Christianson was in demand throughout the United States as a public speaker. He possessed an eloquence, an aptness of phrase, and wit that delighted all audiences whether they were rural, business, youth, or church groups. He knew hundreds of farm families. Seldom did he forget a name or a face.

He was completely devoted to the School of Agriculture. He knew all the students and could tell where they were from, their family background and how the bankers or some other group were giving them a scholarship. He instilled in the students a responsibility of leadership and made course work arrangements for effective training in leadership. As a result many of the former students of the School of Agriculture are in major positions of leadership throughout Minnesota. Each year former students returned to the campus in large numbers to attend the annual School of Agriculture reunions, or some short course, and to visit Professor Christianson. They took great delight in walking into his office to see if Professor Christianson could recall their name. Seldom did he fail to greet them by name but in addition he would recall where they lived and would inquire about individual members of their family.

As director of Agricultural Short Courses, Professor Christianson came into contact with thousands of people because short courses were organized for all phases of agriculture and related fields. He was a capable organizer and motivator.

Many honors came to Professor Christianson. He was a member of innumerable advisory committees and boards of directors—American Country Life Association, Christian Rural Overseas Program, American Swedish Institute, Land Grant College Committee on Short Courses, National Conference on Christians and Jews, and the State Y.M.C.A. Board, to mention just a few. He was honored by the Minnesota Junior Chamber of Commerce in 1949 as one of the state's "100 Living Great."

Professor Christianson was one of the representatives from the United States chosen to travel and study in 1948 as the guest of the Swedish government. While in Sweden he conceived the idea of having Swedish students come to Minnesota to study agriculture. The idea was put into practice in 1949, and has been expanded to include students from Denmark, Norway, Germany, the Netherlands, and Switzerland. King Gustav of Sweden conferred the knighthood of the Royal Vasa-Order on him for organizing the student exchange program.

Professor Christianson's interest in foreign students and other foreign personnel was further expanded when he was appointed foreign contact officer for the Institute of Agriculture. His effective leadership in this area resulted in national and world-wide acclaim for the University of Minnesota.

Professor Christianson is survived by his wife, Iris; a son John N. Christianson of Phoenix, Arizona; and two grandchildren.

THOR WILHEIM GULLICKSON

1887-1961

On Saturday, September 30, 1961, T. W. Gullickson passed away. As was his wont over the many years, he was enjoying a sports event when death quickly and quietly overtook him.

Professor Gullickson was born in Cushing, Polk County, Wisconsin, August 26, 1887. He grew up in this farming community and attended public, rural schools from 1894 to 1901. Later, he enrolled at the Academy, St. Olaf College, Northfield, Minnesota (1905-1908). He then took a position as principal of the grade school in his home county, Polk, between 1909 and 1912. Following this, he returned to school at the State Normal School, River Falls, Wisconsin, for 2 years. He then became agriculture instructor in a high school at Richland Center, Wisconsin, between the years of 1913-16. It was in 1916 that he first came to the University of Minnesota. He obtained his B.S. degree in agriculture in 1918. For 2 years he worked as assistant dairy husbandman, Dairy Division, Bureau of Animal Industry, U.S.D.A., and then returned to the University as a research and teaching assistant. From 1920 until his retirement from the Dairy Husbandry Department in 1956, he was at the University of Minnesota. He earned the M.S. in 1922 and his Ph.D. degree in 1934, and moved through the ranks of instructor, assistant professor, associate professor, and professor of dairy husbandry.

Professor Gullickson was well known for his work in dairy cattle nutrition. He was involved in mineral and vitamin metabolism of growing and adult cattle. His pioneering work formed the basis for calcium and phosphorus requirements as are outlined in modern day feeding standards. Further major contributions were made in the requirements of energy for growth of young cattle. He was one of the first to work on fat digestion and metabolism in young calves. He was also concerned about how to store, evaluate, and make best use of farm grown roughages for milk production. For his many contributions through sound and thorough work the American Dairy Science Association honored him with the American Feed Manufacturers Award in 1951. Honorary life membership was awarded him in 1959 in the American Dairy Science Association.

Following his retirement from the University, he was called to India through the International Cooperative Administration as adviser to the Indian government on problems of dairy cattle nutrition. He remained in India for 2 years.

Professor Gullickson was a member of the American Dairy Science Association, American Society of Animal Production, American Association for Advancement of Science, Sigma Xi, Gamma Sigma Delta, Gamma Alpha,

Alpha Zeta, Minnesota Academy of Science, as well as a life member of the General Alumni Association of the University of Minnesota.

He married Gladys Martha Brown on August 12, 1914, in Bay City, Wisconsin. They met while both attended State Normal School, River Falls, Wisconsin, of which both are graduates. To complete the family there were two adopted children, twins, Thomas William and G. Elizabeth (Betty).

The Gullicksons loved to travel. The annual American Dairy Science Association meeting was attended each year and this afforded them the opportunity to visit every state in the United States.

Professor Gullickson is survived by Mrs. Gullickson; the 2 children, Mrs. Darrel Vaughn of Minneapolis, and Thomas William Gullickson of Milwaukee, Wisconsin; and 2 brothers, Harold Gullickson of Minneapolis, and Arthur Gullickson who still lives on the home farm in Cushing, Wisconsin.

RAY JAMES QUINLIVAN

1894-1961

Ray James Quinlivan, regent and chairman of the Board of Regents, died unexpectedly in St. Cloud on October 12, 1961. He had been chairman of the Board of Regents for 11 of his 26 years of continuous service on that body and had participated in the selection of 4 of the University's presidents.

Mr. Quinlivan lived most of his life in St. Cloud where he was born November 17, 1894. After his early education there, he attended Carleton College, where he received the B.A. degree in 1916. Perhaps prophetically, he served as principal of the Morris, Minnesota, High School from 1916 to 1917 and then taught at St. Paul Central High School while attending the St. Paul College of Law. After admission to the bar in 1922, he opened a law office in St. Cloud where he was still in active practice at the time of his death.

Mr. Quinlivan had a deep sense of the responsibility of the citizen to society as demonstrated by his own unstinting public service as a city attorney, member of the legislature, and regent. As a regent, Mr. Quinlivan earned both the respect and affection of his fellow regents and of the five presidents who had the benefit of his wise counsel. How well he perceived the vision of the pioneers who established schools in the wilderness is expressed by a portion of an address which he delivered as president of the Association of Governing Boards:

"A common purpose brings us and binds us together (as trustees and regents). It is the purpose of the people whom we represent—a people possessing a firm faith in and a determination to maintain and advance higher education. In no place on earth, save in America, are no artificial barriers erected against one who would scale the heights of learning. It is this heritage of equal opportunity which distinguishes the American people from all others, and which has made our nation great. It is this heritage of which we are the trustees—trustees granted the privilege and charged with the duty to preserve this heritage and to contribute to its advancement so that we may give to the future in even greater abundance than we have received from the past."

These convictions as to the goals of higher education and his sensitivity to the importance of faculty partnership in their attainment made Regent Quinlivan anxious to enlist faculty participation in the search for University leadership. As chairman of a subcommittee of the Board of Regents and on their behalf he invited the faculty to be effective partners in the search for a successor to President James Lewis Morrill.

His understanding and warmth very quickly established a rapport between the faculty and the Board of Regents which eased a difficult and demanding task. It was a tribute to him that the regents and the faculty

felt at the conclusion of the search that they had truly shared a rewarding experience.

Regent Quinlivan to the end of his career made plain his desire that excellence in education be generously available in the state of Minnesota. The academic community shares in the debt of gratitude which the people of the state of Minnesota owe to Ray James Quinlivan. He will be remembered as a great Regent of the University.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate



Appendix

The Administrative Committee at its meeting on December 13, 1961, voted to approve the 1962-63 Calendar with the winter quarter lengthened by 1 week as recommended by the Senate and with inclusion of an admission deadline (the second Friday before classes) for winter and spring quarters as presently provided for fall.

The calendar as adopted follows:

UNIVERSITY CALENDAR

Academic Year, 1962-63

Fall Quarter

July 30-September 21		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 3	Monday	Labor Day, holiday.
September 13	Thursday	Fall quarter fees due for students registered through September 7.
September 14	Friday	Last day for new undergraduate applicants (freshman and advanced standing) to complete admission for fall quarter. New Students' Camps, September 14-16; New Students' Parents' Day, September 16; Welcome Week, Minneapolis, September 16-22; Orientation and Registration Week, Duluth and Morris, September 17-21.
September 21	Friday	Last day for registration and payment of fees for the undergraduate colleges.
September 24	Monday	Fall quarter classes begin, 8:30 a.m., Minneapolis, Duluth, and Morris; 8 a.m., St. Paul.
September 27	Thursday	Opening convocation, 11:30 a.m., IV hour classes excused (except Duluth and Morris).
September 28	Friday	Last day for registration and payment of fees for the Graduate School and for teachers in service.
October 12	Friday	Columbus Day, holiday.
October	Saturday	Homecoming Day (Morris).
October 20	Saturday	Homecoming Day (Minneapolis).
October 27	Saturday	Homecoming Day (Duluth).
November 1	Thursday	Senate meeting, 3:30 p.m.
November 22	Thursday	Thanksgiving Day, holiday.
November 23-24	Friday, Saturday	Classes excused (except Medical School and College of Veterinary Medicine).
December 6	Thursday	Senate meeting, 3:30 p.m.; last class day.
December 7	Friday	Study day.
December 8-14		Final examination period.
December 15	Saturday	Fall quarter closes. Commencement, 8 p.m.

Winter Quarter

December	21	Friday	Last day for new undergraduate applicants (freshman and advanced standing) to complete admission for winter quarter.
December	25	Tuesday	Christmas Day, holiday.
December	26	Wednesday	Winter quarter fees due for students in residence fall quarter.
December	26-28		Orientation program; registration for new students in all undergraduate colleges.
December	31	Monday	Registration resumes. Winter quarter fees due for new students in all undergraduate colleges.
January	1	Tuesday	New Year's Day, holiday.
January	3	Thursday	Winter quarter classes begin.
January	4	Friday	Last day for registration and payment of fees for the Graduate School and 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	24-March 2		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.; last class day.
March	15	Friday	Study day.
March	16-22		Final examination period.
March	21	Thursday	Spring quarter fees due for students in residence winter quarter in undergraduate colleges.
March	22	Friday	Last day for new undergraduate applicants (freshman and advanced standing) to complete admission for spring quarter.
March	23	Saturday	Winter quarter closes. Commencement, 8:00 p.m.

Spring Quarter

March	27-29		Orientation program; registration and payment of fees for new students in all undergraduate colleges.
April	1	Monday	Spring quarter classes begin.
April	5	Friday	Last day for registration and payment of fees for the Graduate School and for teachers in service.
April	12	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	29	Wednesday	Cap and Gown Day Convocation (Duluth), 2:30 p.m., VII hour classes excused.
May	30	Thursday	Memorial Day, holiday.
June	6	Thursday	Senate meeting, 3:30 p.m.
June	7	Friday	Last class day.

June	8	Saturday	Study day.
June	9	Sunday	Baccalaureate Service, 3 p.m. (Minneapolis), 8 p.m. (Duluth).
June	10-15		Final examination period.
June	14	Friday	Commencement (Duluth), 8 p.m.
June	15	Saturday	Spring quarter closes. Commencement (Minneapolis), 8 p.m.

General Extension Division, 1962-63

Fall Semester

September	10	Monday	Registration for fall semester begins.
September	19	Wednesday	Last day for registration, fall semester.
September	24	Monday	Fall semester classes begin.
October	12	Friday	Columbus Day, holiday.
November	22	Thursday	Thanksgiving Day, holiday.
December	15	Saturday	Christmas recess begins.
December	25	Tuesday	Christmas Day, holiday.
January	1	Tuesday	New Year's Day, holiday.
January	3	Thursday	Classes resume.
February	2	Saturday	Fall semester closes.

Spring Semester

February	4	Monday	Spring semester registration begins.
February	12	Tuesday	Lincoln's Birthday, holiday.
February	13	Wednesday	Spring semester registration closes.
February	18	Monday	Spring semester classes begin.
February	22	Friday	Washington's Birthday, holiday.
April	12	Friday	Good Friday, holiday.
May	30	Thursday	Memorial Day, holiday.
June	15	Saturday	Spring semester classes close.

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.

Correspondence study courses may be started at any time.

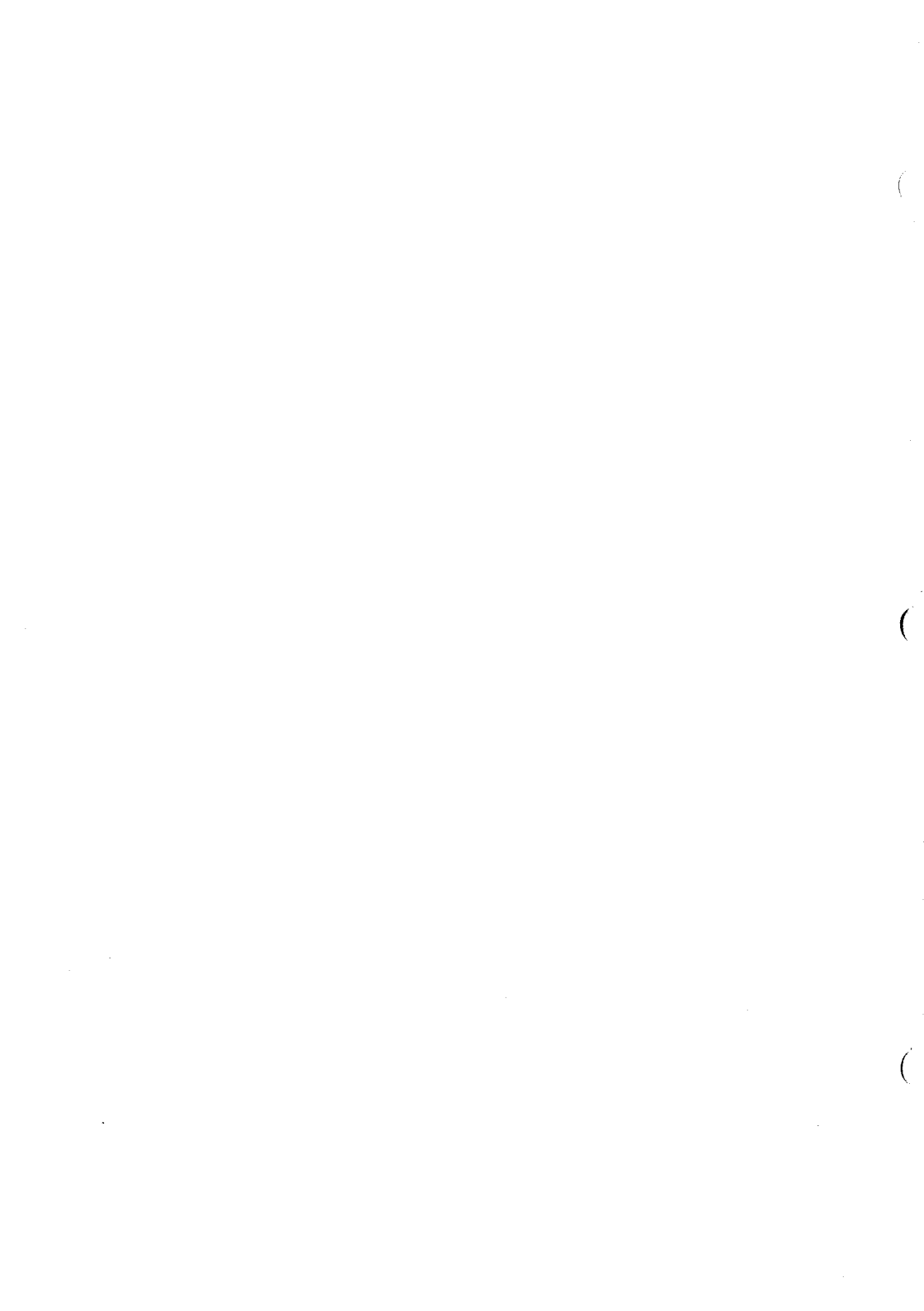
Summer Session, 1963

First Term

June	17	Monday	Orientation and registration for first term.
June	18	Tuesday	First term classes begin 8 a.m. (Minneapolis and Duluth), 7:30 a.m. (St. Paul); fees due.
July	4	Thursday	Independence Day, holiday.
July	18	Thursday	Commencement, 8 p.m.
July	20	Saturday	First term closes.

Second Term

July	22	Monday	Registration and payment of fees for second term.
July	23	Tuesday	Second term classes begin.
August	22	Thursday	Commencement, 8 p.m.
August	24	Saturday	Second term closes.



UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

January 18, 1962

A special meeting of the University Senate was held in the Auditorium of the Museum of Natural History on Thursday, January 18, 1962. Ninety-two elected or ex officio members and 32 nonmembers, total 124, checked or signed the attendance roll as present.

Vice Chairman Nixon presided and announced that, pursuant to the vote of the Senate, he and Professor Myers, chairman of the Faculty Consultative Committee, had requested Professor Eleanor Salisbury Fenton of the General Extension Division to prepare a detailed digest of the Senate discussion. He indicated that he would assist her by reviewing the report prior to circulation as an appendix to the regular minutes. He requested each person speaking at Senate meetings to begin by identifying himself for the record.

Professor Nixon also announced that there would be a special hearing of the Senate Committee on Business and Rules on January 25 to consider and discuss the Gerald proposal for amending the Constitution and By-Laws for the purpose of opening Senate meetings to representatives of the news media.

The Vice Chairman then mentioned that the present meeting had been arranged to consider the proposal for change in the composition of the Senate from elected representatives to membership that would include all professors and associate professors with elected representatives only from the assistant professor and instructor group and any alternative proposals that may be suggested, and called on Professor Harold W. Chase who introduced the Business and Rules Committee proposal.

After extended discussion, since the chair had ruled that there were not sufficient members present to satisfy the quorum requirement for adoption of Constitution amendments, the Senate took the following actions:

1. It was voted that the Senate go on record as favoring, in principle, a representative Senate.
2. It was voted that the Senate refer to the Business and Rules Committee for consideration the following suggestions for improvement of the present Constitution:
 - a. Reduce administrative representative representation.

- b. Provide that nonmembers may speak and introduce motions, but not vote.
- c. Provide for an elected presiding officer.
- d. Improve the method of selection of members.
- e. Provide a membership rotation plan.
- f. Consider making Senate terms 2 years in length.

T. E. Pettengill, Clerk of the Senate

Appendix

DIGEST OF DISCUSSION

Mr. Chase said that, in view of the results of the poll of the faculty, the committee did not wish to push its recommendations for revision. He suggested two other possibilities for the special meeting: (1) the Senate could thrash out a new plan and vote it into operation (by the device of amending the committee's recommendation); or (2) the Senate could make its desires known and refer it back to the committee for refining.

John E. Wertz, professor of physical chemistry, told the Senate he had been looking at poll results and at what the Senate had considered over the last few years. The argument that Duluth and Morris would be injured if the body were opened to all members of the top ranks (because *they* could not send all their top faculty) is not important, he said, because the subjects handled by the Senate have largely to do with the Minneapolis and St. Paul campuses only. If one takes in the poll only those people on the Minneapolis and St. Paul campuses, the vote becomes 351 for the enlarged Senate and 340 against. It also was Mr. Wertz's feeling that the opinion of the faculty attached to those units of the University granting at least 4-year degrees was of more importance than others. Therefore, if in the poll you also take away the General College and the Extension Division, the judgment of the faculty is shown as 344 for the new plan and 300 against.

Willem J. Luyten, professor and chairman of astronomy, remarked that he was "struck by the intolerance and intemperance of those opposing the change." He read two comments from the detailed poll report. Mr. Luyten felt it was indeed unfortunate that such stinging comments are made by faculty members of each other, that such remarks demeaned the faculty. In another vein, Mr. Luyten pointed out that his department had not been represented in the deliberations of the Senate Committee on Education on reorganization of the University, and that a case could be made for having Senate representation by departments.

David Cooperman, associate professor of interdisciplinary studies and chairman of social sciences, suggested that 56 per cent, although a good return on an average poll, was not a very good sample of faculty opinion. Since 56 per cent was all the faculty that cared enough about it to answer the poll, he would like to have the arguments presented on the Senate floor.

Robert H. Cameron, professor and chairman of SLA mathematics, pointed out that astronomy was not the only department not consulted or represented before the Committee on Education, but that that was not the matter before the Senate today. Mr. Cameron spoke to the question of representative government. With such a large faculty, representative government is necessary and proper. But what we have now is not representative government, since we do not vote for senators on the basis of platforms. No one says what he stands for or what he will do if elected. Mr. Cameron then remarked that some apparently thought that permanent members of the faculty had acquired more wisdom over the years and therefore should have more representation. He thought the question should go back to the committee.

Stanley V. Kinyon, professor of law, said he had been a member of the committee responsible for the present Constitution and had also sat on the Senate before the representational plan (as well as currently). He refreshed the Senate's memory as to the "basic premises." When talking about the Senate, we are talking about a body which has a voice in the

affairs of the University before the final decisions are made. The "town meeting" type of Senate simply does not work. There is no sense of individual responsibility in terms of being representative of faculty interests. Consequently, the administration would have no confidence in bringing its problems to the Senate. The Senate must be a workable size; a majority should usually be present; it must be representative of all faculty opinion; it must be responsible on an individual basis. If it is not all these things, the President will not bring important matters to it. Mr. Kinyon pointed out that the argument heard in some quarters that the system of election of members is unfair is not the fault of the Constitution. Each college has autonomy over its method of selection; however, if it is necessary, a change can be made in the mechanics of election.

Mulford Q. Sibley, professor of political science, clarified Mr. Kinyon's final comment by suggesting that objectors to the method of election take the matter back to their own colleges.

Norman S. Kerr, assistant professor of zoology, corrected Mr. Luyten's reference to the possibility that SLA might have been left with astronomy as its only science, by saying that zoology had never requested to become part of IT (Mr. Luyten had implied this). Mr. Kerr then said that he agreed with Mr. Kinyon. He thought it unfortunate that the committee had not presented any alternative proposals and he gave an example of such an alternative: that representation be on the following basis—professors and associate professors, 1 for every 10; assistant professors and instructors, 1 in 20; Administrative Committee and Faculty Consultative Committee, 1 in 5.

Horace T. Morse, dean of the General College, gave a brief history of the Senate. The original Constitution was written in 1912. Professors and associate professors constituted the Senate, which made it about the size of a present "good-sized department." It met once per quarter. The new Constitution, written in 1954 (under the chairmanship of Mr. Morse), brought together three groups: representatives from all the colleges, the Administrative Committee, and the Faculty Consultative Committee. It also formed the Committee on Committees, added representation from the lower ranks, and provided for amendment. Mr. Morse then went on to list some of the arguments for going to the system recommended by the committee (all professors and associate professors would belong, etc.), and answering them. First, "the old timers like to belong"; the fact is many of the most outspoken never attended—they just want the privilege of belonging. "The elections are not fair"; this is a college problem. "Senators do not report back to their constituents"; ask them to, said Mr. Morse, if need be by putting them on the agenda of your faculty meeting. "The Administrative Committee is over-represented"; a reduction in its representation already has been recommended to the President. It is always a problem to get a quorum at a Senate meeting now; the new proposal sets a quorum at 75, which means that 50 members of the faculty could amend the Constitution. Mr. Morse closed his remarks by drawing the Senate's attention again to the fact that only 64 per cent of the professors and associate professors were interested enough to reply to the poll, yet the proposal is to make them all members of the Senate.

Roy G. Francis, professor of sociology, asked "What is a college faculty?" It is supposed to be a community of equals, yet the percentage of those who bothered to reply to the poll doesn't look like equal interest or equal responsibility. The assistant professor might be forgiven for not replying, since he must "beg for a hearing." That a nonmember of the Senate, who is a member of the faculty, must ask for the privilege of speaking to the Senate is a "horrible stain" on the faculty.

Leonid Hurwicz, professor of economics, said he thought that the "full faculty" should belong to the Senate (it seemed that by "full faculty" he meant professors and associate professors), but that it now appeared

this was not to be. He, too, objected to the tone of the statement having to do with nonmembers who wanted to speak (Article III, 7). He thought the method of election should be revised because it created bad feeling in the department now. Perhaps a rotation system would work.

Arnold M. Rose, professor of sociology, thought two things were clear from the discussion. Reversion to the old plan won't work. If, to 948 full and associate professors, you add representatives from the other ranks and from the Administrative Committee, you get an unwieldy body, easily controllable by a small group. On the other hand, there seem to be legitimate complaints about the present system, specifically, restriction on freedom of speech of nonmembers, system of elections, the size of Murphy Hall Auditorium, which cannot hold everyone who might want to come.

Edmund A. Nightingale, professor of business administration, agreed that the poll was poorly done, but wanted to know why the Committee on Business and Rules could not have presented some other proposal on the basis of it.

Mr. Chase said the committee thought the poll simply was not conclusive enough. He then said that, speaking as an individual, he supported the committee's original recommendation. Mr. Rose to the contrary, we can operate as a town meeting. Mr. Chase is not concerned about those who do not bother to come, as long as the way is clear for them to come. The Senate is about to make a decision on a very important item—reorganization of the University. Those interested should have a chance to be heard.

William G. Shepherd, professor and head of electrical engineering, disagreed with Mr. Chase. We speak of equal representation, he said, yet the new plan would disenfranchise large groups. How, for example, could we transport the entire Duluth senior faculty here? Mr. Shepherd also pointed out that every time a special interest proposal came up, interested groups would come and be heard loudly. Representative government prevents exactly this, and rightly so. It provides objective, responsible Senators, who must make decisions on all kinds of things.

Robert K. Anderson, professor of veterinary bacteriology, moved that that Senate go on record reaffirming the principle of representative government, but asking the committee to consider the suggestions made and to restudy the proposal.

Mr. Sibley offered amendments to guide the committee. He thought the committee should pay particular attention to: (1) administrative overrepresentation; (2) providing that nonmembers may speak and introduce motions, but not vote; (3) the presidency of the Senate—the President of the University is in an anomalous position, he said, having to be impartial as the presiding officer and yet defend the administrative point of view. The President of the University should be a member of the Senate and the presiding officer should be elected.

Mr. Hurwicz offered two more amendments. He asked the committee to improve the method of selection of members, and he suggested a membership rotation plan be considered. Mr. Anderson accepted the amendments, provided the committee did not consider itself limited to these only.

Mr. Chase offered a substitute motion, that we vote on the committee recommendation. Mr. Kerr said that the substitute motion could not replace the Anderson motion, because they were obviously contrary. Mr. Hurwicz asked if the Chase motion was not simply a request for an indication of the Senate's feeling. Mr. Chase said that it was not, that he was calling for a vote on the recommendation. Harold C. Deutsch, professor and chairman of history, supported Mr. Kerr's opinion. Robert H. Beck, professor of education, suggested a vote on the Anderson motion without the amendments. Mr. Anderson agreed. Ray M. Amberg, director of hospitals, amended the motion to re-refer the question to the committee; he was out of order.

Mr. Francis temporarily halted the parliamentary discussion by disagreeing with Mr. Kinyon. He remarked that in the old days, when the administration "ignored the faculty," there was little reason for members to attend most Senate meetings. His point was that it was not the way the Senate was constituted but the attitude of the administration.

Allan H. Brown, professor of botany, said it would be helpful to be able to vote clearly on the question of a representative Senate. He moved to table the Anderson motion. It passed. Mr. Brown then moved that the Senate go on record as favoring in principle a representative Senate.

Mr. Luyten wanted to know if 1,500 Senate members could do a better job than the present Senate of creating a parliamentary mix-up.

Mr. Wertz remarked that few members of this body want to legislate for the Duluth and Morris campuses, therefore their full representation is not needed. The question of the unmanageable size was a straw man. We need to be patient with the democratic process—patient enough to count the votes of everyone.

The Brown motion passed.

Errett W. McDiarmid, dean of SLA, moved that the Senate refer all of the five suggested amendments to the committee, adding one considering making Senate terms 2 years in length. The motion passed.

Mr. Nixon told the Senate that the President had indicated he thought it quite within the province of the body to negotiate for a reapportionment of Administrative Committee representation to the Senate. He urged the Committee on Business and Rules to consider this and all the other suggestions that had been made for an improvement in the representative system.

Eleanor Salisbury Fenton, Digester

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

February 1, 1962

The third regular meeting of the University Senate for the year 1961-62 was held in Room 150 of the Physics Building on Thursday, February 1, 1962. One hundred fifteen elected or ex officio members checked the attendance roll as present. Although no count was made, there appeared to be at least 200 non-members at the meeting.

President Wilson presided and opened the meeting by reminding those present that any member of the faculty may speak, although only Senators may vote. In the belief that it was unlikely that any reorganization conclusions would be reached at the present meeting he proposed adjournment at 5:30 p.m. or as soon as convenient thereafter.

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

I. MINUTES OF DECEMBER 1, 1961

Reported for Action

Approved

II. MINUTES OF DECEMBER 7, 1961

Reported for Action

Approved

III. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *University Calendar for 1962-63.* The University Senate, at its regular meeting of December 7, 1961, had voted to refer the proposed 1962-63 calendar back to the Administrative Committee with power to act and with the recommendation that the winter quarter be lengthened by 1 week. Recorder True E. Pettengill subsequently discussed the calendar recommendation with an *ad hoc* group of members of the All-University Schedule Committee representing the larger colleges, the Summer Session, and the General Extension Division. This group voted unanimously to endorse the Senate recommendation on the winter quarter with the understanding that the Extension Division will, in starting its spring semester a week later, use the week between the semesters for registration.

Mr. Pettengill brought before the Administrative Committee a condensed schedule which compared the original calendar proposal with the Senate proposal and noted that if 1 week were added to the length of the winter quarter as originally defined, there would be 59 instructional days in that quarter as against 57 in the spring quarter and 60 in the preceding fall quarter. There was also a proposal from the Senate Committee on Student Scholastic Standing, endorsed by the *ad hoc* schedule committee group, that the calendar statement should contain an admission deadline

for winter and spring quarters as presently provided for fall quarter. After discussion, the Administrative Committee approved both of these proposals, and it was understood that this action and the calendar as adopted would be transmitted to the Senate in an appendix to the Senate minutes.

2. *An All-University Orientation Program for New Faculty Members.* There had been a suggestion from Director William L. Nunn that it would be advantageous to establish, each fall, a meeting or a series of meetings for indoctrination of new staff members in the policies and procedures of the University. This would be for the purpose of being helpful to the newcomers and to answer questions which they usually have. Several of the deans remarked that their colleges already have rather similar programs now in operation, and it was reported that there has been a survey of and a Doctor's dissertation on the orientation of new faculty members in colleges of this region. The President suggested that an *ad hoc* group to consist of Vice President Willey, Dean Cook, Dean McDiarmid, Dean Morse, and Director Nunn give this further attention.

3. *Physical Examinations for New Faculty Members.* In discussing physical examinations for faculty members, the committee had, in its meetings of September and November, 1961, made reference to the section on physical examinations in the new sheet of general information concerning faculty appointments. There had been a question on the phrasing which referred to "passing" a prescribed physical examination prior to the appointment becoming fully effective. A proposed rewording of the statement was read to the committee by Vice President Willey. Some of the deans believed that the President should receive a report on results of examinations which indicate health conditions possibly incompatible with the position being assumed. The President therefore asked that the proposed new statement be reviewed by Dr. Cowan, Dr. Howard, and Dean Lockhart.

4. *Periodic Medical Examinations for Major Administrative Officers.* There was given to the committee an amended report related to medical examinations of administrative personnel which brought up to date the discussions of these examinations by the Regents, the Administrative Committee, and administrative groups since October 3, 1959. This report concluded with recommendations now presented to the Administrative Committee by Vice President Willey and which were incorporated in the Secretary's minutes. The initial interest of the Regents was related to protection for the University, whereas the members of the Administrative Committee had centered their emphasis on the personal benefits of the examinations. The committee had been especially interested in what form the report of an individual examination might take and where and with what effect it might be made.

There were questions about the wording of the proposals and especially on the communication which would be established with the individual examined. A new factor incorporated as a proposal in the amended report is the provision that the President have authority to work out adjustments of work responsibilities, salaries, and, if needed, retirement and insurance arrangements. Questions of costs might occur, it was pointed out, both the costs of the examinations themselves and the costs growing out of discovered disabilities. Medical representatives in the committee referred to the limitations of the examinations in discovering certain subjective disabilities and of ensuring freedom from unexpected illness.

It was moved, seconded, and voted to approve the proposals with minor corrections and with the understanding that they would be transmitted to the Regents for their consideration. This was with the further understanding that there should be a review of the experience with this plan approximately a year after its initiation. At that time it should be determined to how many staff members it applies, what the cost implications are, and if the proposed use of a report on the examination seems to result in any absence of candor in the examination process.

5. *Jurisdiction on Student Discipline.* The committee continued its discussion of jurisdiction and authority involving student discipline opened at the November 8, 1961, meeting. Dean Williamson gave a brief review of disciplinary counseling on campus and referred to the practices which have prevailed since the year 1922. Mr. L. F. Snoxell discussed the relationships between his office and the college offices in disciplinary situations and pointed out that in cases involving strong feelings there are sure to be different opinions regarding the resolution of the case. There was a brief discussion of the relationship of nonacademic factors to student success in various areas of work.

Dean Morse referred to his earlier presentation and reviewed student cases to illustrate the possibility of differing points of view between the college and the disciplinary authority centered in the Office of the Dean of Students. There may be questions concerning what constitutes academic dishonesty, and especially troublesome situations sometimes arise, he said, out of the return of a student to the University subsequent to dismissal. Academic dishonesty may take a variety of forms and the instances of it may first come to the attention of either the college or the Office of the Dean of Students. Good communication between the college and the disciplinary counseling office seems to be necessary in all of these cases. The Office of the Dean of Students might report that it sees no disciplinary reason for denial of admission or reinstatement of a student to the University, but the college may still believe that it must exclude this student. Deans of some of the professional colleges called attention to their special concern in cases involving disciplinary behavior.

Even the less clear admission or reinstatement cases should not be decided on the basis of any pressures, it was remarked, since prior judgments should have been made concerning the policy and service of the University. Generally, academic success plus absence of disciplinary action would seem to permit any student to continue, once matriculated. The President asked that this discussion not be interpreted as changing existing policy or legislating on procedures or student cases. It should neither modify the practices of disciplinary counseling or the requirements of the colleges but could contribute to understanding, better communication, and effective working relationships.

6. *Other Business.* Since the minutes of the Senate pertaining to the reorganization of that body had raised questions concerning the role of the Administrative Committee with respect to the Senate, it seemed appropriate to place this matter on the agenda for early consideration. There was brief mention of the University's participation in the Rose Bowl game and of problems that might grow out of the absences of students from winter quarter classes because of their late return from the game. The Dean of Students had the authority to recommend excusal of students from classes because of participation in an approved activity, and it was understood that this authority would be exercised at the opening of the new term.

R. E. SUMMERS, Secretary

Accepted

IV. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE

Reported for Information

The Faculty Consultative Committee initiated, in November, a newsletter edited by committee member Harold Chase. The purpose of the newsletter is to improve the committee's communication with the faculty and particularly to solicit faculty ideas and reaction to questions and issues. Several letters have been received by the committee from faculty members. The contents of these letters have been transmitted to the President, re-

ferred to appropriate Senate committees for study or action, or studied in detail by the FCC.

The FCC held an open meeting with faculty members of the Minneapolis Campus on December 7. There was good attendance and excellent discussion of a number of important issues. These issues have been considered further by the FCC and have been brought to the attention of the President.

An open meeting with the faculty of the Duluth Campus is contemplated for the winter quarter.

W. M. MYERS, Chairman

Accepted

V. REPORT OF THE COMMITTEE ON FACULTY WELFARE

Reported for Information

The Senate Committee on Faculty Welfare was established in 1961 through an amendment to Article III of the Senate By-Laws. According to the amendment, the committee's charge is "to consider and review policies and procedures in the University which may concern the personal and professional welfare of the faculty." At its first two meetings, the committee has attempted (1) to define in more specific terms the areas which should concern it, and (2) to select those areas which deserve its more immediate attention.

In defining the scope of its activities, the committee recognized that some aspects of faculty welfare have already been assigned to other committees. The committee does not intend to study these areas independently. It is very important, however, that the committee be informed on these matters and the committee may, under certain circumstances, make recommendations to the appropriate committee.

In developing the list of faculty welfare items presented below, the committee did not limit itself to "problem" areas. It recognized that with respect to some of the items on its list the University ranks very favorably in comparison with other universities. In some other areas the University does not rank as high but it has made some important improvements in recent years.

The list developed by the committee contains (1) personal welfare items and (2) professional welfare items. The boundary between the two groups is not always clear but the committee has found the classification to be useful. The *personal* welfare items arranged in alphabetical order are as follows:

1. Housing
 - a. For new faculty members
 - b. For retired faculty members
 - c. In University Grove
2. Insurance and retirement plans
 - a. Health insurance
 - b. Life insurance
 - c. Pensions
3. Parking
4. Recreational and cultural facilities
5. Salaries
6. Waiver of tuition at the University for children of faculty members and a tuition exchange plan with other leading universities.

The *professional* welfare items are the following:

1. Class scheduling and the University calendar
2. Library facilities

3. Promotions and tenure
4. Public relations activities
5. Research grants and opportunities
6. Teaching loads
7. Research and teaching facilities (office space, classrooms, secretarial service, teaching assistants, etc.)
8. Travel expenses to professional meetings
9. Visiting professorship exchange program

During the current year the committee intends to concentrate its attention on three items where the need for some action appears critical. These three are (1) the retirement plan, (2) waiver of tuition at the University of Minnesota for children of faculty members and a tuition exchange plan with other leading universities, and (3) travel expenses for attendance at professional meetings.

Faculty members are invited to communicate with the chairman or any of the members of the committee with respect to the items deemed to be within the scope of the committee or with respect to the three areas selected for immediate attention.

C. ARTHUR WILLIAMS, JR., Chairman

Accepted

VI. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

1. *Changes in Conference Rules of Eligibility.* At the meetings of December 7-9, 1961, the faculty representatives considered changes in rules of eligibility which had been previously voted on under the White Resolution procedure as summarized and reported for action to the Senate on November 2, 1961 (*Minutes*, page 15).

- a. Adoption of Rule 1 to which Minnesota had filed objection was reaffirmed by a vote of 9 to 1. This rule is now in effect.
- b. No objection having been filed to adoption of Rule 2, this rule is now in effect.
- c. No objection having been filed to adoption of Rules 3, 4, and 10, these rules are now in effect.
- d. Objections having been filed to adoption of Rule 7 its adoption was reaffirmed by a vote of 6 to 4. The Minnesota representative having gone to the meetings uninstructed voted for adoption. In conjunction with this action revised tables of prediction of grade point averages for freshmen were adopted and made subject to further revision at the end of the academic year 1961-62.

The new Rule 7 will apply to all new students who enter after June 1, 1962; students who entered prior to that date may elect to have the new rule applied if a tender for financial aid is issued after June 1, 1962.

2. *Conference Action Pertaining to Participation in the Rose Bowl.*

- a. The faculty representatives, voting as members of the Joint Group (which includes the directors of athletics), voted 6 to 4 to reaffirm, under the White Resolution procedure, the previous action pertaining to negotiation of a contract with the Athletic Association of Western Universities. Voting against were Illinois, Northwestern, Ohio State, and Wisconsin.

Since then preliminary discussions between designated representatives of the two conferences have been held.

- b. The athletic directors authorized to be expended from the conference share of Rose Bowl receipts,
- (1) \$6,000 for the University of Minnesota float in the parade.
 - (2) \$40,000 for travel and other expenses of the Minnesota band's participation in the Rose Bowl game and parade. This action sets a precedent of conference support for participation of bands in the Tournament of Roses.

M. O. SCHULTZE, Chairman

Accepted

VII. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Consideration

UNIVERSITY REORGANIZATION AND LIBERAL EDUCATION

On June 1, 1961, the Senate Committee on Education submitted its report on "Reorganization of the University of Minnesota," a copy of which is appended to the present report. This report arose out of a Senate vote, in the meeting of November 3, 1960, which requested the Committee on Education to study the question as to the most appropriate organization of the natural sciences within the University and (to study) the implications for the remainder of the University of any proposed reorganization. This matter was brought to the attention of the Senate by the President, who had received communications from the Departments of Geology, Zoology, and Botany regarding the most suitable location of these disciplines within the University. The Senate Committee on Education was further charged with the responsibility of "making recommendations" on this point.

Although the impetus for the study arose from organizational problems—the location of specific departments within the University—the frame of reference was soon extended to include an examination of the problem of liberal education in the University. Given these dual reference points, the Senate Committee on Education undertook its study and issued its report which did include recommendations and which has since become the focal point of extensive discussions, formal and otherwise.

Reactions to its report were brought to the committee in its initial deliberations this academic year, and extensive discussions ensued as to how to respond to these reactions. It was decided not to go back and spell out in considerable detail the criteria used and the judgments applied in its initial report, but rather to draft certain alternative proposals for consideration. These alternatives form the substance of this second report. This report differs from its predecessor in that organizational plans are considered primarily from the point of view of their implications for liberal education, although obviously each proposal must be judged in relation to its effect on the total educational program of the University and with reference to the initial question as to the most appropriate organization of the natural sciences within the University. Further, this report presents four alternative proposals without suggesting in any way that they exhaust the range of possibilities.

One central test of any organization for the University is the extent to which it facilitates the achievement of purposes held to be important by the University community. It is not easy to apply this test either to the present organization of the University of Minnesota or to alternative plans. The purposes held by so large an institution are diverse and difficult to specify except at a very high level of abstraction. Nevertheless, at this stage in faculty discussion of University organization, the Senate Committee on Educa-

tion believes that specific attention should be given to the relationship between the University's role in providing some measure of liberal education for all its students, and a variety of organizational changes which will affect the capacity of the University to achieve this purpose.

This report considers: First, certain assumptions about the University's mission, its educational program, and its organization; second, a summary of certain criticisms that have been directed at the present organization of the University as a means of achieving the purposes implicit in these assumptions; and finally, a series of alternative proposals for organizational change on the Minneapolis and St. Paul Campuses, together with an examination of the merits and limitations of these proposals.

I

Some Assumptions Regarding the University's Mission, Program of Liberal Education, and Organizational Structure for Achieving These Objectives

Purposes of the University

1. The University is responsible for providing a liberal and specialized education to qualified students, for carrying on basic scholarly and creative work, and for helping to translate today's knowledge and skill into improved human living. These three major functions must be carried on in a manner that enables the University to achieve excellence in each area of its endeavor.
2. Central to these obligations are the basic or liberal disciplines, through which the University communicates, criticizes, and extends men's cultural and scientific heritage. Only when these are vigorously nourished will the program of liberal education have scholarly substance, will advanced professional and graduate education possess appropriate depth and perspective, will research be directed at fundamental issues and problems, and will the University's public service program be concerned with things of more than transient significance.

Program of Liberal Education¹

1. A baccalaureate degree from the University of Minnesota should imply a basic humanistic and scientific background, regardless of the particular area of competence of the student. This means that graduating students—and as many others as possible—should be educated men and women, familiar with broad areas of learning and sensitive to the values that these help to develop. The disciplines concerned with the nature of the physical and biological universe, with social institutions and behavior, and with man's literary, philosophic, and aesthetic expression hold a key position in any program of liberal education.
2. Liberal education may be promoted in many ways—through courses devised for this purpose, through liberally oriented faculty members

¹From this point on, the term "liberal education" will be used to indicate instructional opportunities aimed at cultivating the insights, perspectives, and values that should mark an educated man, regardless of his field of specialization. Although the term "general education" has a similar connotation, it has been used so often to designate highly popularized versions of nonspecialist education, suited to high school and lower division students, that the term "liberal education" seems preferable for the plan outlined in this document.

teaching in these and other fields, through culturally rewarding extraclass activities, and through a campus climate that cherishes these values. To be effective, learning opportunities designed for liberal education must be supported by the entire community of scholars and students, as basic to the University's efforts in every field.

3. Opportunities should be provided at all levels of University instruction for students to broaden and deepen their liberal education as well as to pursue their special interests. Although the amount of work taken may vary with individual needs and career goals, students should typically pursue courses in liberal education throughout their undergraduate years, to enrich and extend their specialized competence and to help them live as free men and women. Advanced professional and graduate students should also be encouraged to do this through the provision of appropriate offerings, even though no requirements are set beyond the baccalaureate level.
4. The University's requirements in liberal education should be aimed at helping each student achieve a basic cultural foundation for his roles as a person, citizen, and specialist in some field. Individual colleges should be free to extend these "floor" requirements to meet their own particular objectives.
5. Diversity in the University's student body, as well as in faculty backgrounds and interests, will be best met by a varied program of liberal education, not by a single prescribed "core" of courses. Successful operation of such a program will require a sufficient array of courses designed to acquaint students with fundamental areas of liberal education; it also implies skilled advisory and counseling services, since students left to themselves may not give suitable form to their total education
6. All courses designed for liberal education should be as intellectually demanding as correlate offerings in special fields, and in no instance should the University, under the guise of "general" or "liberal" education, provide courses that would not challenge a well-prepared high school graduate.² Typically these should be treatments in depth of selected subjects or topics, aimed at acquainting nonspecialists with the scope, methods, and significance of the discipline(s) involved.
7. Carefully outlined programs of independent study in particular fields should supplement more formal means of helping students meet the University's expectations in liberal education. These study guides should be aimed at encouraging able and motivated students, including superior high school seniors, to fulfill the University's requirements in some fields without regular class work.
8. Valid and searching examinations, developed on a University-wide basis, should constitute one important method of determining whether students have met this institution's "floor" requirements in liberal education.

² Students admitted to the University's General College would constitute a special case, as the later discussion of proposals suggests. Faculty members in this unit must consciously adapt their teaching to inadequacies in students' earlier preparation. But here, too, the work offered by the University should be approached from the point of view of a college, not a high school.

Organizational Structure for Liberal Education

1. It is the responsibility of the University as a whole, rather than of any one division or unit, to provide a program of fundamental liberal education. The persons entrusted with primary responsibility for this program must have sufficient control over funds and personnel to achieve this purpose.
2. The President of the University should be in a position to give strong leadership and support to this development in liberal education. To aid the President in his prime function of educational leadership, there should be one administrative officer reporting directly to him who is especially concerned with the University's program of liberal education.
3. A worthy program of liberal education depends on the presence of strong departments in all the basic disciplines. Their continued balanced growth will depend on the competence of the departmental faculties, their insight into the University's developmental needs, and the vigor with which these needs are represented and met at top administrative and policy-setting levels.
4. Any organizational structure adopted for liberal education should promote wide communication on educational matters among members of the University faculty. Three types of interaction should be consciously fostered.
 - a. Close bonds of understanding should be encouraged among individuals working in allied fields.
 - b. Discussion and joint program-planning should also be stimulated among faculty members in all the basic or liberal disciplines—e.g., between the University's scientists and humanists—to offset the isolating effects arising from high specialization.
 - c. Intellectual exchange should also be promoted between persons in the liberal disciplines and in the University's professional programs.
5. Faculty councils and committees should give continuing attention to major problems and issues associated with the development of the program of liberal education. Representatives from the basic disciplines, from the professional schools, and from other agencies using these offerings in liberal education should be responsibly involved in policy-making in this field.

II

Criticisms of Present University Organization As This Affects Provisions for Liberal Education

The organization of a university cannot in itself assure students of high quality liberal education. Students seeking knowledge, vigorous academic departments, and dedicated teachers are also prerequisite to good liberal education. However, faulty organization can frustrate students, teachers, and departments in their desire to achieve certain educational purposes. It is therefore appropriate to ask whether or not the present organization of the University does indeed handicap provisions for liberal education.

Certain features of the present organization have been strongly criticized by faculty members interested in the University's program for liberal education. Inasmuch as these criticisms are an important part of the context within which proposals for reorganization should be appraised, those identified by the Senate Committee are listed below.

1. It has been long assumed that the College of Science, Literature, and the Arts carries a special responsibility for liberal education. This has included both the task of defining the form of the curriculum for students seeking a B.A. degree, and that of providing the liberal education component for students in professional schools.

It is apparent, however, that SLA as now constituted does not represent fully all of the academic disciplines that should contribute to liberal education. Thus, the chemistry and physics departments are now located in the Institute of Technology, economics is located in the School of Business Administration, and certain other basic disciplines have developed in the College of Medical Sciences and the Institute of Agriculture. Representatives of these disciplines serve on the divisional councils of the present SLA, but such representation neither guarantees nor facilitates a major involvement by the teaching faculties of these units in planning and providing liberal education.

2. The present organization of SLA has not resulted in strong, continuing attention to the form to be taken by liberal education, or to programs by which such education is to be provided and evaluated. Although the College sets certain distribution requirements for its students, these can be fulfilled in apparently inconsistent ways, causing concern as to whether any firm concept or form for liberal education has been developed.
3. Under the present conditions the College of SLA can have only limited influence upon any all-University purpose of providing a basic liberal education for all students. The tradition of college autonomy at the University has permitted the several professional schools to make decisions as to the amount and kind of liberal education to be offered to their students, with only occasional consultation with the faculty of SLA. SLA and the professional schools do not join in a common, University-wide approach to setting floor requirements in liberal education and providing paths to meet these requirements.

The foregoing criticisms suggest that the University of Minnesota does not have a unified, University-wide approach to its program for liberal education, that schools and colleges make isolated decisions about liberal education, and that no single organizational structure in the University carries continuing responsibility and authority to make liberal education policy.

III

Proposals for University Reorganization

The Senate Committee on Education believes that faculty discussions of University reorganization may be sharpened by presentation of several proposals, each of which represents a reaction to the assumptions stated earlier in this report. Brief expositions of four such proposals follow. The

first (Plan A) is an elaboration of the proposal for University reorganization as outlined in the report of the Senate Committee on Education, spring 1961. Plans B, C, and D are presented in the order of the extensiveness of the reorganization proposed. Thus, Plan B proposes only the addition of an all-University Council on Liberal Education to the present structure of the University. Plan C proposes the strengthening of the College of Science, Literature, and the Arts. Plan D proposes an extensive reorganization of the University, calling for a somewhat stronger centralization of authority and responsibility for liberal education. As part of the exposition of each plan, some of its possible strengths and weaknesses are stated, as a means of stimulating critical appraisal.

The four proposals relate to University organization on the Minneapolis and St. Paul Campuses, and do not necessarily apply to the Duluth and Morris Campuses. They give no systematic attention to the role of the General College in liberal education, although the committee was mindful of the importance of this role and assumes that this college will continue to serve in essentially its present capacity.

The Senate Committee on Education wishes to emphasize its position that the four plans do not represent the full range of possibilities open to the University. Nor should any of these proposals be considered a fixed form which must be accepted or rejected *in toto*. What we have sought to do is to present a range of proposals, differing in concept and in the extensiveness of the reorganization required. A chart detailing the present organizational structure of the University is included as Appendix II for comparative purposes.

We believe that faculty discussion should be directed at this time toward the appraisal of various *general* designs for reorganization. If decision can be made as to the design, further discussion can refine its details.

Plan A

The Proposal Made in the Report of the Senate Committee on Education, Spring 1961

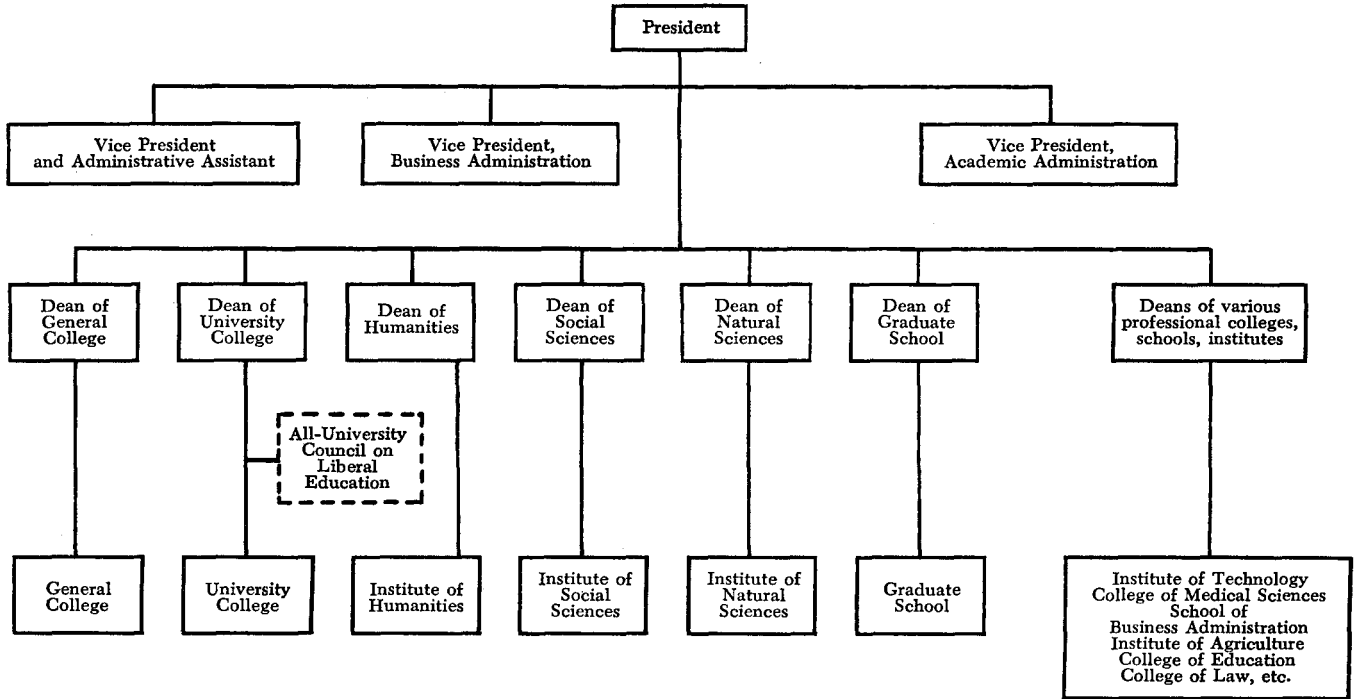
Proposal Summarized

This plan leaves unchanged the present administrative organization of the University with respect to the General College, the Graduate School, and the professional schools. It would reorganize the departments and faculties of the basic disciplines—those traditionally associated with the liberal arts and sciences—into three distinct groups, tentatively called Institutes, each under a dean responsible to the President or a Provost. This would result in the transfer of SLA departments and some departments now located within professional schools into the Institutes. The plan also calls for a new University College headed by a Dean of Liberal Education. This college would not have its own faculty but would draw on the Institutes and other units of the University for the implementing of a program planned and overseen by an all-University council acting under the executive direction of the Dean of Liberal Education. (The committee recommends rereading the report of June 1, Appendix I, as essential to a consideration of Plan A.)

Assumptions for Plan A

1. The development of professionally strong departments and of productive interaction between related departments will be effectively fostered by grouping under a single administrator those having similar subject matters, methodologies, and budgetary concerns.

Diagram for Plan A



2. Under the present organization the Dean of SLA is called upon to administer too large a group of disparate fields and departments.
3. Liberal education courses will be most worthwhile if taught by persons active in or in close touch with research in the subject matter areas concerned, that is, by members of subject matter departments.
4. The faculty as a whole feels responsible for the liberal education of University students, and the departments will be willing to devote an adequate part of their staff and funds to the liberal education program.

Proposed Organization

The present administrative structure of SLA and University College would be dissolved and four new administrative units would be formed. Three of these would be the Institute of Natural Science, Institute of Social (or Behavioral) Science, and Institute of Humanities. Each Institute would be headed by a dean responsible to the President or a Provost. Each Institute would admit freshmen and grant degrees.

The fourth unit would be a new University College under the Dean of Liberal Education who would be responsible to the President or a Provost. It would admit uncommitted freshmen and grant degrees to students not wishing to take a conventional major. This unit would have no faculty on its own budget, but would make up its program from courses taught in the new Institutes and other units of the University. However, the Dean of Liberal Education would have some funds to encourage the development of appropriate new courses for liberal education.

The 4-year, undergraduate program of the University College would be planned and maintained by

1. An all-University faculty council under the executive leadership of the Dean of Liberal Education. Members would be representatives of the new Institutes and the professional schools.
2. Subcouncils for planning particular liberal education programs. Members would be principally from the disciplines involved, but some would come from other interested units.
3. Funds under the control of the Dean of Liberal Education would be used in course experimentation and development and for the provision of physical facilities peculiar to certain liberal education offerings.

The admission and degree requirements of the four new units would be co-ordinated by a small committee consisting of faculty representatives and deans from the Institutes and the Dean of Liberal Education.

Critique of Plan

Strengths:

1. Provides each group of basic disciplines with an administrator and spokesman familiar with its common concerns to represent the group within the University, to other administrators and students; and outside the University, to the people of the state and to other sources of support.

2. Clarifies the positions of the basic departments in the organizational structure and emphasizes their responsibility to the University as a whole for the development of their own disciplines.
3. Provides an officer for liberal education to be responsible for its development and continuous review, to act as a spokesman for it and the basic disciplines essential to it, and to sponsor co-operation of faculty from all units of the University.
4. Provides funds to be used for experiment and development, and for physical facilities that may be peculiar to certain of the liberal education offerings.

Weaknesses:

1. Disturbs departments that, at least in their own view, are functioning well in their present locations, and is inconsistent in removing some departments from their associated professional schools and leaving others.
2. May accentuate cleavages between present SLA areas by putting them into separate administrative units, and may create cleavages between basic and applied areas.
3. Assumes that departments, already hard pressed financially, will voluntarily offer sufficient support to a liberal education program.
4. Does not give the Dean of Liberal Education sufficient control over primary funds, appointments, and promotions to carry out his responsibilities.
5. Increases by three the number of officers reporting to the President or Provost.

Plan B

*A Proposal for Strengthening Liberal Education Independent
of University Reorganization*

Proposal Summarized

The proposal presented here assumes that insuring a liberal education for all baccalaureate students is a University-wide responsibility. Hence, it is proposed that there be created an all-University curriculum council or committee whose principal functions would be: (a) to define and recommend minimum requirements for the liberal education content of all programs leading to baccalaureate degrees; (b) review various programs to determine whether the minimum requirements are met; (c) recommend new course offerings when needed; (d) consider other curricular problems of intracollege interest.

Assumptions for Plan B

1. The University's educational program is so diverse and complex that any effective plan for strengthening liberal education must be structured so as to provide maximum flexibility as to the patterns within which liberal education is provided.
2. The regrouping or transferring of departments is irrelevant to all-University liberal education, and each such case should be considered independently on its own merits.

3. The University-wide responsibility for liberal education can best be expressed and supported by a University-wide council, directly responsible for recommending University policy on the liberal education aspect of the education of all students. Such a council could help maintain existing programs that have proved wise, and could provide encouragement and support to colleges and faculties in devising new programs where needed.
4. Individual departments in the University should be located primarily in those units of the University in which they can carry out their educational and research purposes in the optimum manner. Such policy builds strong departments, and strong departments, wherever located, are the best guarantee of the integrity of the University's educational program. Educational interests that cut across college lines can be supported by establishing functional relationships among departments wherever these departments are located. For example, if SLA experiences a lack of direct contact with some science departments, this can be established by bringing the faculty of these departments into SLA to share in its deliberations without disturbing budgetary locations.

Proposed Organization

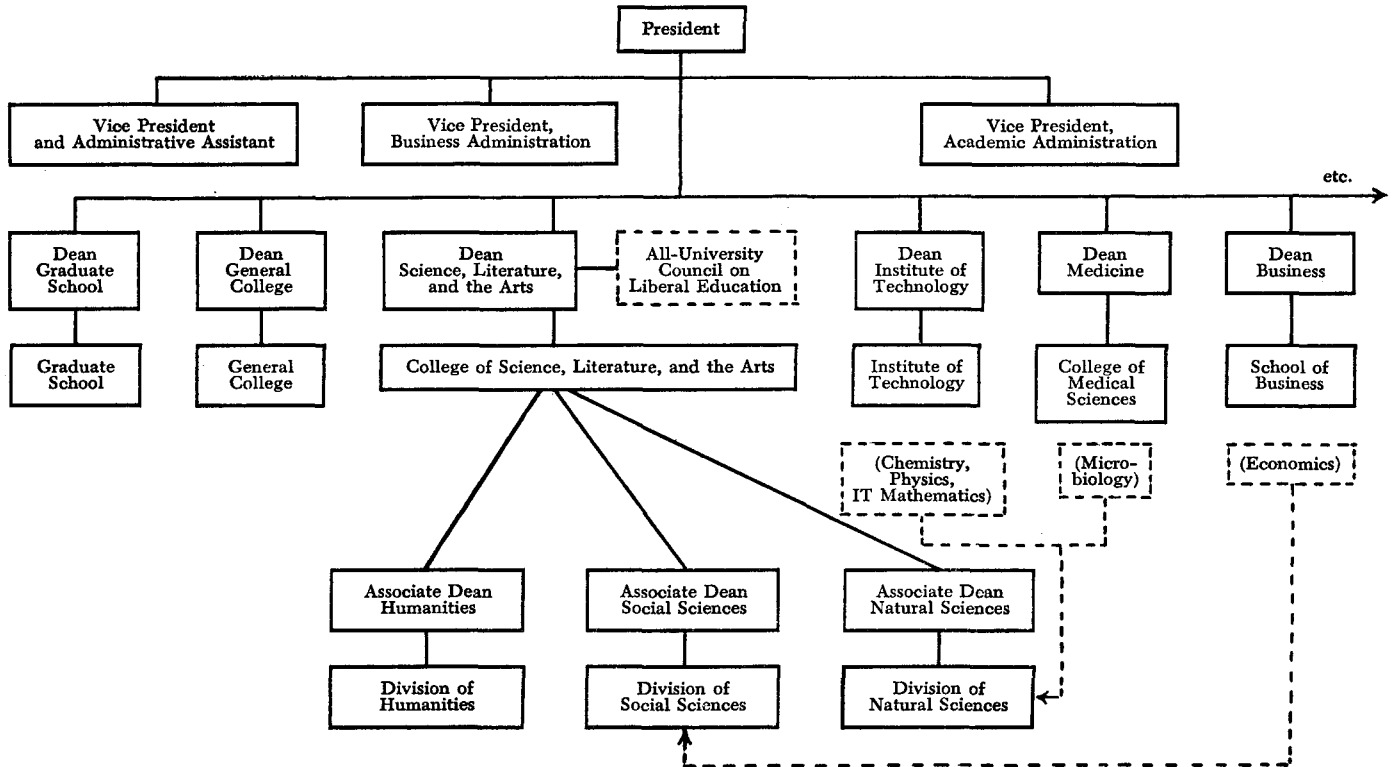
1. An all-University curriculum council or committee of 9 to 15 members should be established. This would be a standing Senate committee appointed by the President in the same way as other standing committees of the Senate. Individuals would be selected from among the several faculties on an all-University basis and would not represent any particular college or unit.
2. The council would have primary responsibility for recommending University policy on the minimum requirements for liberal education to be set for all University graduates. All major policies developed by the council would be recommended to the Senate for action.
3. The council would work closely with the President and would be a policy making group which could assist in his exercise of educational leadership in the area of liberal education.
4. The council would also have the responsibility for maintaining a continuing review of existing provisions for liberal education, and for recommending necessary steps for strengthening such provisions. It would be able to recommend additional budgetary support for kinds of instruction needed by the University as part of the program of undergraduate liberal education. It would serve as an agency through which intercollege needs in the area of liberal education could be co-ordinated.

Critique of Plan

Strengths:

1. Makes liberal education an all-University concern, and provides for a need not being met at present.
2. Provides the President with a faculty agency actively and exclusively concerned with liberal education policy.

Diagram for Plan C



3. Separates the questions of liberal education and administrative structure. This proposal does not require a recasting of the University.

Weaknesses:

1. Leaves vague the administrative means of implementing any recommendations made by the council and approved by the Senate.
2. Fails to resolve the questions of the administrative location of the natural sciences and other disciplines.
3. Makes no provision for resources, means, or personnel for strengthening the programs of liberal education.

Plan C

A Proposal for Strengthening the Structure of SLA

Proposal Summarized

This proposal seeks to strengthen the present structure of SLA by offering full membership in SLA to faculty members of basic disciplines now located in other colleges, and by establishing three associate deans, three divisional councils, and an all-University liberal education council with specific and continuing responsibility for undergraduate liberal education. It would leave unchanged present budgetary location of University departments, the organization of colleges other than SLA, and the present assumption that liberal education at the University is a primary responsibility of the College of SLA.

Assumptions for Plan C

1. Liberal education at the University will be best accomplished if it remains the primary responsibility of a College of Science, Literature, and the Arts.
2. It is possible to establish a College of SLA which will include all of the basic disciplines of the University in a functional sense even though some of those disciplines are budgetarily in other colleges.
3. An expended administrative and faculty council structure within SLA would enable this college to establish and administer an effective all-University program for the baccalaureate degree.
4. The administrative changes necessary for strengthening undergraduate liberal education would also establish "neighborhoods" for the basic sciences, social sciences, and humanities within which the research interests and needs of these areas could be advanced.
5. The purposes of reorganization can be accomplished without disturbing existing budgetary location of University departments.

Proposed Organization

The diagram on page 68 suggests the way in which the College of SLA would be organized to provide for an all-University responsibility for liberal education. The diagram is minimal and does not present all of the faculty committees or administrative officers through which SLA does its work. The adoption of Plan C clearly would require the College of SLA

to revise its present constitution in order to harmonize the work of faculty agencies and officers concerned only with internal business of the college, and the work of groups concerned with the all-University program of liberal education. However, the Senate Committee on Education has limited its own study to consideration of the way in which SLA could be strengthened so as to carry primary responsibility for University-wide liberal education. The sections following the diagram spell out the roles of the administrative officers and faculty councils which would be established under Plan C.

1. In addition to his present responsibilities for the College of SLA, the Dean of SLA would serve as chairman for the new All-University Council on Liberal Education. He would be chief spokesman for the University-wide educational interests represented by this council, and chief administrator for policies developed through the work of the council.
2. The three Associate Deans would:
 - a. Each head a Division consisting of faculty members from relevant departments budgetarily within SLA, and faculty members from relevant departments not budgetarily within SLA but *involved in and concerned with liberal education*. These latter faculty members would hold full membership in SLA as well as in the college in which their departments were budgetarily located. At the outset, faculties from chemistry, IT mathematics, physics, economics, and microbiology could be included as members of the relevant SLA division. Additional members could be invited as need and interest developed. For example, consideration should be given to inviting faculty members from all departments offering an undergraduate major in SLA, or offering courses of basic interest to SLA students.
 - b. Be responsible for reviewing and evaluating the educational programs and budgetary needs of departments in their division, and budgetarily within SLA, and for working with and through the Dean of SLA in presenting the fiscal needs of these departments to the President.
 - c. Consult with departments represented in the divisional area but not budgetarily within SLA to the end of maintaining the staff and course offering essential to effective undergraduate liberal education.
 - d. Serve as members of the All-University Council on Liberal Education, and develop liaison between the policies of the council and the staff and course offerings of the divisions.
 - e. Provide co-operative leadership to develop the kind of interdepartmental, interdivisional, and intercollege courses, programs, and institutes needed for both undergraduate and graduate instruction and research.
 - f. Serve as primary public spokesmen for the advancement of disciplines in their areas, thus developing both University and public understanding of these disciplines.

3. The responsibility of the College of SLA, and the faculties of the divisions for University-wide liberal education would be supported by the following faculty councils:

- a. Each division would establish a Divisional Council, representing the faculty of the division, and including representatives from relevant professional schools. Thus presumably the College of Medical Sciences would be represented in the Natural Science Divisional Council, the Law School in the Social Science Divisional Council, etc. Each Divisional Council would also have at least 1 representative from each of the other 2 divisional councils.

The Associate Deans would serve as chairmen for their respective Divisional Councils.

The councils would work with and through the All-University Council on Liberal Education both to bring into being University policy on liberal education, and to provide necessary support for this policy within the divisions.

- b. The All-University Council on Liberal Education would consist of faculty representatives from the Divisional Councils, the three Associate Deans, and the Dean of SLA. It would be responsible for establishing University-wide policy on liberal education. Its major policy actions, as they might affect degree requirements for all University students, would require approval from the University Senate to become effective. The council would be charged with maintaining effective consultation with the faculty of all colleges before taking actions affecting the programs of students in those colleges.

Critique of Plan

Strengths:

1. Provides strong policy-making faculty councils for undergraduate liberal education, which would represent the relevant departments and relevant concern of the entire University in liberal education. The All-University Council on Liberal Education would be a small group capable of maintaining interdivisional balance in liberal education, and of bringing into being and supervising an effective University-wide program. The faculty councils would be headed by a strong administrative structure of University officers concerned with liberal education.
2. Does not disturb present location of departments within colleges.
3. Maintains the traditional primary interest of the College of SLA in both the form and substance of liberal education, whether it be the liberal education component of the program of students seeking professional education or the liberal education goal of students seeking the B.A. degree.
4. Provides leadership for inter- and intradivisional and college programs of instruction and research.
5. Provides public spokesmen for the three major divisions of liberal studies, thus increasing the probability of public support for the full range of studies needed as part of higher education.

Weaknesses:

1. Gives faculty members with "dual citizenship" an excessive and unrealistic range of involvement. It also gives these faculty members potential influence and responsibility in a college which has no direct budgetary control over their appointments, instruction, etc.
2. Gives the All-University Council for Liberal Education University-wide responsibility and power, but locates it administratively within SLA. To be effective its work would require extensive consultation with the faculties of various colleges. The process could prove cumbersome and lead to weak University-wide requirements in liberal education.
3. Creates an Associate Dean of Natural Science with budgetary control over relatively few departments—Astronomy, Botany, Geology, SLA Mathematics, and Zoology. Should Geology be moved to IT this number would be further reduced. This dean would have more responsibility than power to develop the role of the sciences in undergraduate liberal education, or to encourage new instructional and research programs in the sciences.
4. Places an additional administrative officer between SLA departments and the President's office.

Plan D

A Proposal for Strengthening Plan A

Proposal Summarized

Although Plan D is similar in certain respects to the original Senate Committee proposal (Plan A), it provides a strong central unit, composed of faculties in the basic or liberal disciplines and headed by a Vice President (or Provost) for these fundamental areas of University concern. The proposed reorganization is designed both to strengthen liberal education and to improve the University's other instructional and research services.

Assumptions for Plan D

Certain distinctive views regarding liberal education and a suitable organizational plan to serve this and other University purposes have helped to shape the present proposals.

1. Any reorganization aimed at improving the University's program of liberal education should also increase its potential for specialized education, research, and related services. Sweeping changes in organization and administration are justified only if they enable the University to move forward on all fronts.
2. The President should be in a position to exercise strong educational leadership in all areas of University endeavor. This is more likely to occur when a few people, each well informed regarding a broad area, work closely with him on educational matters than when every dean reports to him (the present system) or when co-ordination is delegated to a single Provost or Vice President for educational affairs.
3. The basic academic disciplines, which constitute the very foundation of the University's endeavor—in liberal and professional edu-

cation, in graduate studies, and in research and public service—should hold a central, integrating position in the organizational structure. Establishment of a proposed Institute of Liberal Disciplines would make it possible to draw freely upon these resources in all phases of the University's work.

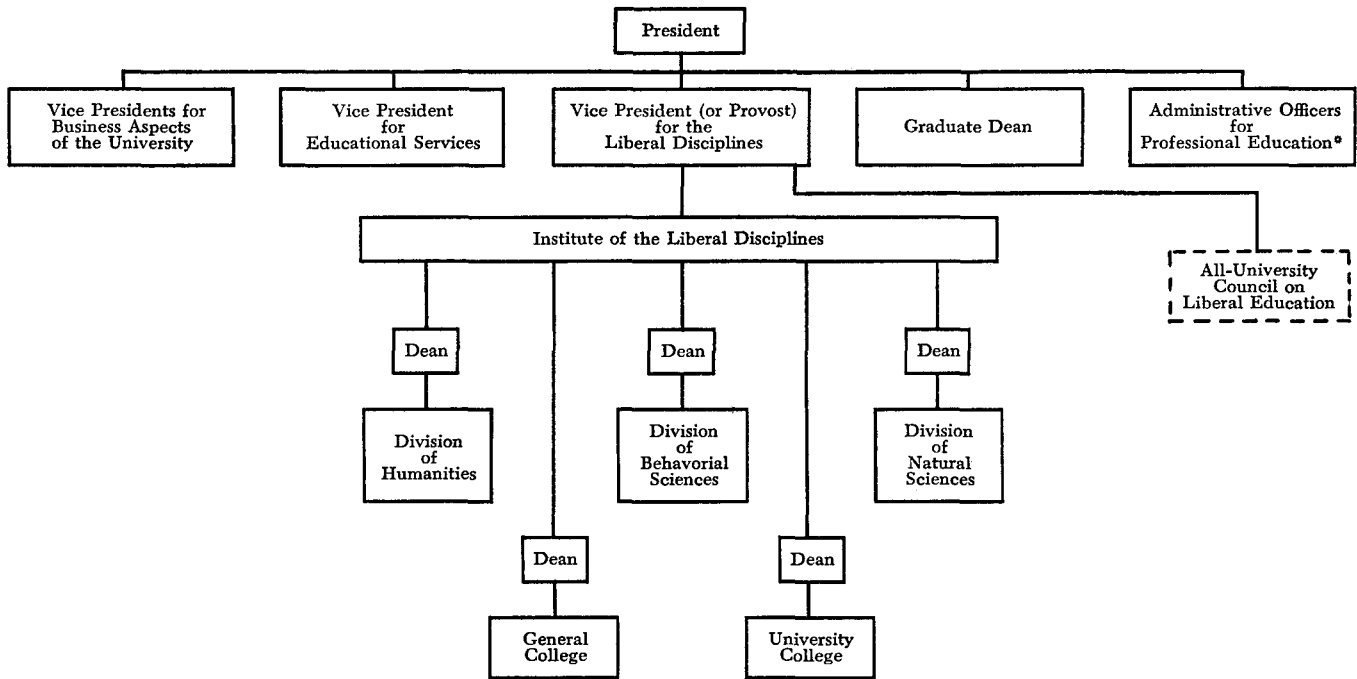
4. A three-fold grouping of these basic or liberal disciplines (into the Division of Humanities, Division of Social (or Behavioral) Sciences, and the Division of Natural Sciences) would bring scholars in related fields into close working relationships. Because no classification scheme will be entirely satisfactory, some departments should be represented in more than one division, and certain joint faculty appointments should be made, enabling qualified persons to serve in more than one division or specialized unit of the University.
5. Each such division should have its own dean, faculty, and budget for instructional and research purposes, and be specifically charged with aiding in the development of the program of liberal education.
6. Committed to fundamentally the same objectives, these divisions should be headed by a Vice President, who will give vigorous leadership in developing these basic fields and in making a strong and unified presentation of their interests to the President.
7. A vital program of undergraduate liberal or general education requires leadership from some individuals whose time and efforts are fully committed to this task, in this case the deans of a proposed 4-year University College and the General College, which would also be a part of the proposed Institute of Liberal Disciplines. They would be assisted by small staffs qualified to aid in planning, teaching, and evaluating experimental courses required, and, in the case of the University College, by faculty members in the three divisions outlined above who would provide most of the actual instruction.
8. Students should be afforded sufficient time, counseling, and instructional opportunities to extend their liberal education and to choose wisely their field of specialization. For most students who would enter the Institute of Liberal Disciplines this would require initial residence in the new University College or the General College. As soon as a student gives evidence of a reasonable background in liberal education and a validated career choice, he should be permitted, if he wishes, to transfer to a suitable division or professional school.

Proposed Organization

The following diagram suggests the general organization of the proposed Institute for the Liberal Disciplines and its relation to other major University units. Although no account is taken in this chart of the Morris and Duluth units, these might also appropriately be placed under the jurisdiction of the Vice President for the Liberal Disciplines.

1. The Vice President for the Liberal Disciplines would be the chief spokesman for these academic departments, which by their very nature contribute to many different fields of instruction, research, and service. He would be assisted in this task by an Executive Committee for the Institute, composed of faculty representatives and the five deans, and by the Faculty Council on Liberal Education (described below).

Diagram for Plan D



* Implementing Assumption 2, this plan might call for one or more administrative officers responsible for correlating work in professional education. The question of whether professional education would be best served by a continuance of the present organizational pattern by grouping professional schools, each with its own dean in 3 or 4 broad clusters (e.g., the medical sciences, agriculture, engineering, and the social professions) or by placing all under a single co-ordinating officer was not explored by the present committee. Some consolidations have already been made, but the matter clearly requires further study.

2. The deans of the divisions, who would have all the powers normally exercised by such officers, would be responsible for seeing that the fields involved were constantly developed and extended through research and were utilized effectively in the University's instructional and service programs.
3. The deans of University College and General College would be responsible for administering and improving courses in liberal education approved for this purpose by the Faculty Council on Liberal Education (described below), and for developing, in co-operation with their own staffs, other learning opportunities suited to their own degree candidates.
4. Faculty Councils would set educational policies, subject where appropriate to approval by the University Senate, and aid top administrative officers in achieving a proper co-ordination of effort.
 - a. A Faculty Council on Liberal Education, headed by the Vice President for the Liberal Disciplines and including in its membership the deans and selected faculty members from the institute and representatives from the professional and graduate schools. This council would be supported by committees in broad subject fields, composed of persons from relevant units within and without the proposed institute who would give continuing study to offerings in a given field.
 - b. A Faculty Council on Professional Education, headed by a leader in this field and including in its membership the deans of the professional schools and other staff members especially qualified to contribute to this field.
 - c. A Faculty Council in Graduate Education headed by the Dean of the Graduate School. This is essentially the present Executive Committee of the Graduate School, and would be similarly supported by group committees in the major areas of graduate education.
 - d. A Faculty Council on Research, headed by an outstanding research leader and including in its membership the Dean of the Graduate School, the Vice President for the Liberal Disciplines and other persons qualified to aid in policy-making and the general co-ordination and promotion of the University's research endeavor.
5. Students entering the Institute of Liberal Disciplines, either as freshmen or transfers at the Lower Division level (first 2 years), would normally enroll in the new University College. Exempt from this ruling would be students enrolled in the General College and those who had already fulfilled the University's Lower Division requirements in liberal education by examination.³

Students who prefer to give 4 years of liberal education or to take substantial sequences of work in more than 1 division or college of the University would remain in the University College.

Other students who have met the University's Lower Division expectations in liberal education and the prerequisites specified by another school or college would transfer to that unit, but would still have to fulfill the University's Upper Division requirements in liberal education.

³The plan of liberal education envisaged in this proposal would involve modest requirements for Lower Division students, some of which could be met by examination without formal class work, and more demanding ones for upper-class students, normally requiring membership in courses or seminars designed for this purpose. Under this plan, Lower Division students would have ample opportunity to take courses needed for their later specialization.

Critique of Plan

Strengths:

1. Gives great visibility to the liberal disciplines, according them sufficient prominence and influence to make their full contribution to the University's teaching, research, and service program.
2. Encourages a co-ordinated approach to policy, personnel, and budget matters by divisions or colleges with basically the same goals. Such a concerted attack would be promoted in two ways—by putting these units in an Institute of the Liberal Disciplines, headed by a top-level University officer, and by involving both administrators and faculty members from these units in setting and appraising policies on these points, instead of leaving all such co-ordination to the President.
3. Provides qualified spokesmen for "clusters" of disciplines characterized by a certain commonality in purpose, subject matter, and methodology. This should aid in advancing these disciplines, in developing better instructional provisions, and in making more effective use of the University's resources in these fields.
4. Vests both responsibility and power for the execution of the University's program of liberal education in a single top administrative officer (the Vice President for the Liberal Disciplines) who would be principally assisted in this task by the Deans of the University and General Colleges. This should result in a more concerted and effective attack than is possible when each college in the University approaches this problem independently.
5. Provides appropriate means for stimulating communication and joint planning among staff members within and without the institute. This should encourage the development of instructional and research projects that transcend conventional departmental, divisional, and college lines, and that deepen the sense of intellectual community among University faculty members.

Weaknesses:

1. Would require major changes in the present organizational structure, disturbing some departments which seem to be functioning well in their present locations.
2. Would tend to separate persons engaged primarily in theoretical studies and those involved in applied phases of these fields (though this would be partly overcome by joint appointments and by the faculty councils and committees sketched above).
3. Sets up new steps in what could become a bureaucratic hierarchy, making it more difficult for deans to present the needs of their own units to the President.
4. Might limit monies for basic research, which are often granted to units distinguished for their leadership in some professional field.

Résumé for Part III

In interpreting the foregoing reorganization plans, it may be helpful to consider some major similarities and differences in these plans.

1. Each of the four plans proposes some kind of all-University faculty council with primary responsibility for defining and giving continuing study to the all-University "floor" requirements in liberal

education, and as to the ways in which these may be achieved. In each plan, this council would be responsible to the University Senate for its policy recommendations, and its recommendations would require the approval of the Senate to become binding on the various colleges.

The plans differ as to the way in which this council is to be constituted, the location of the council vis-a-vis University administrative structure, and the provision for implementation of the council's policies. Thus:

- a. In Plan A, the council is drawn from three newly constituted basic divisions of natural science, social science, and the humanities, and from the professional schools. Its administrative officer would be a Dean of Liberal Education, who would report directly to the President or Provost. Since this dean would have some funds but no staff, his power to implement policies of the council would be limited to that which the President or Provost might exercise in his behalf, or to such influence as he might achieve through persuasion.
 - b. In Plan B, the council is located outside any present administrative organization of the University. Working closely with the President, it reports directly to the University Senate, and has no other formal administrative machinery for implementing its policies. The council would depend on the persuasive force of its recommendations, plus such power as the President might exercise in behalf of its policies.
 - c. In Plan C, the council is located administratively within SLA, but would include representation from basic disciplines not budgetarily within SLA, and from professional schools. The council would include the three Associate Deans of SLA, who, together with the Dean of SLA, would provide the administrative machinery for implementing policies of the council. Only SLA-budgeted departments would have immediate budgetary relationship to the Associate Deans or the Dean of SLA. The latter's power over units located outside SLA would be limited to that exercised by the President (or Provost) in behalf of liberal education, or to influence achieved by persuasion.
 - d. In Plan D, the council is drawn from three newly constituted divisions of basic disciplines, from a newly constituted, 4-year University College and General College, and from the professional and graduate schools. Its administrative officer who would head the Institute of Liberal Disciplines would be in a position to review directly the staff and course policies of the constituent units. The plan obviously establishes strong administrative machinery for implementing policies on liberal education.
2. The plans differ sharply as to their effect on present University organization.
- a. Plan A envisages replacement of the present College of SLA with three divisions of basic disciplines, and a new University College, each with its own Dean who would be responsible to the President or Provost. Plan A also calls for the transfer of certain departments from their present location in professional schools into one of the three divisions.
 - b. Plan B leaves present University organization largely as it is, adding only a new All-University Council on Liberal Education.

- c. Plan C proposes extensive reorganization within SLA, first to make that college more representative of the total University concern with liberal education, and second to strengthen the administrative machinery of that college. Otherwise it leaves the broad outline of present University organization undisturbed.
- d. Plan D proposes a central structure composed of 3 divisions of basic disciplines, and 2 general or liberal arts colleges (General College and University College). Each of these units would be headed by a Dean reporting to a Vice President (or Provost) for the Liberal Disciplines. Certain departments would be transferred from their present location in professional schools into the divisions.

The Senate Committee on Education believes that three major issues ought to be raised in the appraisal of the plans for reorganization presented here, or any other plans which may be proposed. These issues are:

1. Is the plan a *necessary* response to the problems of liberal education faced by the University?

Does the plan propose those steps needed to enable the University to bring into being and maintain a vigorous and effective program of liberal education?

A major consideration in this issue is the assumption that present administrative relationships at the University ought not be disturbed more than necessary to achieve clearly established educational goals.

2. Is the plan a *sufficient* response to the liberal education problems faced by the University?

Does the plan establish adequate policy-making groups and administrative structure to bring into being and carry out the kind of liberal education program to which the University of Minnesota ought to aspire?

A major consideration in this issue is the assumption that the persons assuming responsibility for liberal education need sufficient power to bring their policies into being, and the further assumption that there *may be* a difference between that which the University *needs* to do to maintain an effective program of liberal education, and what it *ought* to do in the search for a distinguished program of liberal education.

3. Is the plan a *proper* response to the total task faced by the University?

Aside from its relationship to the University's program for liberal education, does the plan possess merit from the point of view of the University's concern for graduate instruction, research, and administrative efficiency?

A major consideration in this issue is the assumption that the goals of the University in graduate and undergraduate instruction, research, and service are interrelated, and that any plan for reorganization ought to be appraised in terms of its possible effects on the full range of University responsibility.

It is the judgment of the Senate Committee on Education that Plan D holds the best promise in terms of its possible effects on the full range of

University responsibility. The committee therefore amends its recommendation of Plan A, submitted on June 1, 1961, in favor of Plan D. (Vote: 11 for, 2 against.)

E. ADAMSON HOEBEL, Chairman

SENATE CONSIDERATION

The President called on Professor E. Adamson Hoebel who presented the Committee on Education proposal, reviewed its development, discussed the salient features of the various plans, and mentioned the considerations that led to the committee endorsement of Plan D. It was then moved, seconded, and voted that the report be opened for discussion. A digest of the extensive discussion that followed is recorded in the Appendix to the minutes. At 5:30 p.m., as planned, the discussion was recessed to be continued at the next regular meeting on March 8, 1962.

VIII. NECROLOGY

RALPH F. CRIM

1884-1960

Ralph F. Crim, associate professor emeritus of agronomy extension, died in St. Paul, April 28, 1960. He was born in Uhrichsville, Ohio, August 12, 1884 and attended school and college in his home state, receiving his B.S. degree from Ohio State University in 1913. During the early phase of his long educational career, he taught high school at Slayton and Benson, Minnesota. In 1918 he accepted the position of county agricultural agent in Cottonwood County and in 1922 was promoted to the position of extension specialist in agronomy with headquarters on the St. Paul Campus.

Mr. Crim was exceedingly active in crop improvement work and played a very important leading role in the development and progress of the Minnesota Crop Improvement Association. For many years he served as secretary of this organization and also in 1932 and 1931 held the offices of president and secretary of the International Crop Improvement Association respectively. In recognition and appreciation of his accomplishments he was named honorary premier seed grower in 1942 and in 1956 was awarded honorary membership in the International Crop Improvement Association.

He was nationally and internationally known for his agronomic extension work and upon retirement in 1953, he and Mrs. Crim went overseas for 2 years where he continued his extension teachings in Yugoslavia under the auspices of M.S.A.

He was an active member of the St. Anthony Park Methodist Church, serving in various capacities during his long residence in St. Anthony Park.

Professor Crim had the respect, admiration, and friendship of countless individuals in Minnesota and in his long career he did much to build respect and friendship for the University of Minnesota.

He is survived by his widow, Dale Houk Crim, a son George, and a grandson, all of St. Paul, Minnesota.

REUEL FENSTERMACHER

1892-1961

Dr. Reuel Fenstermacher, professor of veterinary medicine and head of the Veterinary Diagnostic Laboratories, died in Rochester, Minnesota, on May 7, 1961. He is survived by a sister, Mrs. Kenneth Lundby, and four brothers, Dean, John, Paul, and Roscoe Fenstermacher.

Dr. Fenstermacher was born in Kutztown, Pennsylvania, on September 22, 1892. He graduated from Ohio State University in 1917 with the

degree of doctor of veterinary medicine. He was employed by the Bureau of Animal Husbandry from 1917 to 1918 and served in the Veterinary Corps of the Army from 1918 to 1919. He was employed by the Minnesota State Livestock Sanitary Board as assistant to the executive secretary from 1919 to 1927. Dr. Fenstermacher was a member of the University of Minnesota faculty for a period of 33 years, having been appointed on January 1, 1928. He was truly a pioneer veterinarian, being among the early workers in the conquest of tuberculosis, brucellosis, and hog cholera. He was the first to investigate and recognize the original Minnesota occurrence of equine encephalomyelitis.

Dr. Fenstermacher, in one phase of his career, became interested in the diseases and parasites of moose and deer. He became one of the nation's authorities on the subject as a result of many years spent in research relating to these animals.

Dr. Fenstermacher rendered valuable assistance in making Minnesota one of the most important poultry raising areas in the United States. The Minnesota Turkey Grower's Association at its convention in Minneapolis on February 4, 1961, presented him with the Ranelius award for his outstanding service to the poultry industry.

Dr. Fenstermacher was a member of the American Veterinary Medical Association; United States Livestock Sanitary Association; Minnesota Academy of Sciences; Research Workers of North America; Wild Life Society; Sigma Xi; Phi Zeta; and the Minnesota Veterinary Medical Association, having been its president in 1948. On January 4, 1949, the Minneapolis Star and Tribune issued the following statement on behalf of Dr. Fenstermacher: "In recognition of leadership in Minnesota; whereas, Dr. Reuel Fenstermacher, President of the Minnesota Veterinary Medical Association, has given a service to Minnesota that has added to this State's supremacy as a place in which to live and work, has brought additional respect to his organization and has enhanced his own prestige as a citizen."

Dr. Fenstermacher eagerly and vigorously supported the establishment of the College of Veterinary Medicine. He took a great part in making the college into an excellent and highly respected institution of higher learning. His advice was sought after and followed by many of his colleagues. Many of these have expressed appreciation for his guidance in the formative part of their careers. His youthful outlook was evidenced by his interest in boys and the respect shown him by his many young acquaintances. His knowledge of fish and wild game was available to many would-be hunters and fishermen that knew him. In 1959 and again in 1960 he journeyed to Canada in search of moose and fish.

His death is a loss to the University, profession, colleagues, and friends.

ERNEST A. HEILMAN

1887-1961

Ernest A. Heilman, professor emeritus of accounting, died November 22, 1961. He was born on April 17, 1887, in Watertown, Wisconsin. He earned a Bachelor's degree at Northwestern College in Watertown, Wisconsin, in 1905, and at the University of Minnesota in 1906. He took his graduate work at the University of Wisconsin, where he earned a Master's degree in 1908 and his Ph.D. in 1919 in languages, specializing in German.

He began his teaching as an assistant at the University of Wisconsin, 1908-11, then as instructor at Kansas State College, 1913-14, and at the State University of Iowa, 1914-18. While at Iowa, he decided to change his field to economics and accounting, and in pursuit of this goal, he accepted a position as instructor at the University of Michigan, 1918-19. He spent the following year as an assistant professor of accounting at Drake University, and in 1920 he accepted a similar position at the University of Minnesota. He progressed to associate professor in 1924 and to full professor

in 1938, serving continuously until he retired in 1955. He continued his teaching at San Diego State College, University of Ankara, Turkey (2 years), University of Oregon, and St. Thomas College.

Professor Heilman was a superb teacher and beloved colleague. His keen mind, quick wit, and sympathetic approach won him many loyal alumni friends in an exacting profession. As the acknowledged leader of the faculty of the School of Business Administration in the field of accounting, he developed a curriculum and a standard which made Minnesota graduates stand out in their specialty, particularly at the graduate level. He came to Minnesota a year after the establishment of the School of Business Administration and joined the pioneer faculty in building a sound foundation for the new professional school. His unusual background made him a natural bridge between the liberal arts and professional education. He made friends easily for the University in business and in education.

Professor Heilman's wisdom and leadership were recognized by his election to the presidency of the American Accounting Association, and of the Minnesota Chapter of the American Association of University Professors. He was one of the first members elected to the President's Faculty Consultative Committee. His blithe spirit is sorely missed.

AUGUST CHARLES KREY

1887-1961

August Charles Krey, professor emeritus of the Department of History, died at Houston, Texas, on July 28, 1961. Born on June 29, 1887, in Germany, he was brought to this country at an early age and grew up in Wisconsin. He received the B.A. degree in 1907, M.A. in 1908, and Ph.D. in 1914, all from the University of Wisconsin. For a short time, he taught high school in Milwaukee. In 1910, he went to the University of Texas as an instructor in history, in 1912 to the University of Illinois, and in 1913 to the University of Minnesota where he was promoted to assistant professor in 1915, associate professor in 1917, professor in 1925, and chairman of the Department of History in 1944. He held summer school appointments and visiting professorships at various places, including the Universities of Wisconsin, Michigan, West Virginia, Pittsburgh, and Texas, Stanford University and Greeley Teachers' College.

At Wisconsin, Krey was influenced especially by Frederick Jackson Turner, Dane Carleton Munro, and George Clarke Sellery. It was Munro who directed his early studies in the Crusades, leading to Krey's abiding interest and distinguished contributions in this field of history. Notable was his work on William of Tyre which involved a long and critical examination of the work of this important figure of the Crusading era. Several years of painstaking labor were devoted to the editorship of the publication of William's writings. The recognition of Krey's work in the field of the Crusades is evidenced by his inclusion among the four scholars to whom is dedicated the extensive *History of the Crusades* now being published by the University of Pennsylvania Press under the editorship of Professor Setton of Columbia. Krey's own volume on *The First Crusade* also continues to be widely used.

It was Sellery who stimulated the interest in the Renaissance which in his later years perhaps outweighed Krey's concern with the Middle Ages. His study on Florence, *The City That Art Built*, representing this later period of interest, has been republished a number of times.

Representative of the range and quality of Krey's thought is the volume of collected essays, *History and the Social Web*. Especially noteworthy, also, was Professor Krey's interest in the teaching of history. From 1925 to 1929, he was chairman of the Committee of the American Historical Association on History in the Schools, and from 1929 to 1934, chairman of the Commission on Social Studies in the Schools. His influence on the

"methods" course in the College of Education was fruitful. He was active in the National Educational Association and served as president of the National Council of Social Studies.

He was active in other organizations. He served terms as associate editor of the *American Historical Review*, member of the Council of the American Historical Association, member of the Folk Arts Foundation of which he was president in 1946, of the Minnesota Historical Society of which he became vice president in 1947, of the Medieval Academy, and of the American Association of University Professors.

Professor Krey is survived by his widow, nee Laura Lettie Smith, whom he married in Texas on August 20, 1913; a daughter, Frances Letitia (Mrs. T. R. Bosford); and a son, Terry Fort Krey.

FREDERICK H. K. SCHAAF

1889-1961

Dr. Frederick H. K. Schaaf, who retired in 1958 as a clinical professor in the Department of Medicine, died on September 8, 1961. Dr. Schaaf was born in Giesen, Germany, on December 22, 1889, where he received his primary and secondary education in the Gymnasium. He then entered the University of Giesen, where he studied medicine for 2½ years. Undecided whether to continue his medical training or to pursue a career as a violinist, Dr. Schaaf came to the United States in 1910 to visit relatives in St. Louis, Missouri. There he met Dr. Elias P. Lyon, who was at that time dean of St. Louis University Medical School. Dr. Lyon convinced Dr. Schaaf that he should continue in medicine and that he should finish his medical education at St. Louis University.

After graduation Dr. Schaaf came to Minneapolis and interned at Deaconess Hospital. Following 3 years of general practice at Hartland, Minnesota, Dr. Schaaf in 1917 returned to Minneapolis and became associated with Dr. J. P. Schneider in the practice of internal medicine. Dr. Schneider was at that time chief of the Department of Medicine at the University of Minnesota. Dr. Schaaf continued his studies at the University and became a member of the faculty of the Department of Medicine. Over the years he was advanced in academic rank until he was appointed a clinical professor in 1956.

Dr. Schaaf was a charter member of the Minnesota Society of Internal Medicine, the Minneapolis Society of Internal Medicine, the Minnesota Academy of Medicine, and the Minneapolis Academy of Medicine. He was an associate of the American College of Physicians and a member of the Hennepin County, Minnesota, and American Medical Associations.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

Appendix I

(Excerpt from the Senate Minutes of June 1, 1961)

REPORT OF THE COMMITTEE ON EDUCATION

Reported for Action

Reorganization of the University of Minnesota

At the November 3, 1960, meeting of the Senate, the President, after calling attention to communications from the Departments of Geology, Zoology, and Botany, and after commenting on the seriousness to the University as a whole of the redeployment of such basic disciplines, proposed "that the Senate instruct its Committee on Education to study the question as to the most appropriate organization of the natural sciences within the University, and to study the implications for the remainder of the University of any proposed reorganization. The Senate voted "to request the Committee on Education to consider these matters and make recommendations." In response to this request, the following report is submitted.

Introduction

The study has been the major item on the agenda of the Committee on Education this year. We have devoted 15 meetings, in whole or in part, to our deliberations on this subject. We have conferred with the President, the deans of the College of Science, Literature, and the Arts, the Institute of Technology, and the Graduate School, and representatives of the Departments of Geology, Botany, and Zoology. We have given some attention to the organization of other universities with particular reference to the natural sciences. We have examined some of the literature relating to modern philosophies of higher education. We added Professor Robert Stange to our committee in March, 1961, to give more representation from the humanities. Individual members of the committee prepared memorandums from time to time.

Conclusions

At the outset of our study, it appeared that there were several alternative answers to the question where the several natural sciences might be located within the University. They might be (1) grouped together in a division within the College of Science, Literature, and the Arts; (2) related to the professional schools or colleges from which they draw many of their students, and where there are scientific or technical departments or disciplines with which they have close affiliation; (3) brought together in an autonomous institute of science. The choice among these alternatives, each one of which has merit, claimed a very substantial portion of our time.

The first of these alternatives was rejected rather early in our deliberations. It appears that, both at Minnesota and elsewhere, the traditional core college which includes humanities, social sciences, and natural sciences faces ever-increasing difficulties. Indeed these difficulties have led to the present problem. The great expansion of knowledge has created numerous new fields of study and subdivisions of the older disciplines. All of these together with their associated professional schools or programs and special service units are steadily making the university liberal arts colleges larger and more complex. Especially since World War II, the natural sciences

have become more and more unlike the humanities and social sciences in terms of teaching and research facilities.

On the whole, much as some may regret it, it seemed that an irreversible, evolutionary change is in progress which makes it necessary to find new organizational structures to replace the traditional liberal arts college as the core of the university.

The committee also concluded much later in our deliberations and with some dissent that the basic disciplines will prosper best, and at the same time contribute most effectively to the entire University, if they are grouped together rather than with associated professional schools. The following reasons influenced our decision as to this alternative:

1. Clarification of their joint responsibility toward the development of the basic disciplines is essential to the growth of the University.
2. What professional schools will draw from basic disciplines will change from time to time.
3. Each basic discipline must keep a broad outlook since it serves several schools.
4. If the basic discipline departments are in professional schools, bias might develop which would be undesirable for the basic discipline itself. It might also result in other units of the University being less well served by that basic discipline department.
5. Each professional unit of the University might develop supplementary work in the basic disciplines in support of its own Upper Division, graduate, and research programs, but duplication of organization and facilities will be less likely with strong basic discipline departments in a separate institute.

Recommendations

As we progressed in our study, we found ourselves in substantial agreement on several basic propositions which we felt should have an important bearing upon our final recommendations:

1. It seemed clear that academic disciplines within the University should be grouped together in organizational units with particular regard to the interrelatedness of their subject matter and methodological concerns, the similarity of their budgetary requirements, and the need for an administrative leadership which is especially familiar with those concerns.
2. Any reorganization of the University should provide that there be a common requirement to be met by all students seeking a baccalaureate degree from any unit of the University. This does not mean that this common requirement should consist of a list of courses, but rather that each graduate of the University shall pursue some coordinated studies in each of the major divisions of the basic disciplines.
3. The responsibility for developing and maintaining distinguished undergraduate instruction and curriculum, including an effective program of studies leading to the B.A. degree, should be vested in an administrative officer who might be variously designated as dean of the University College, dean of Liberal Education, or dean of Undergraduate Instruction.
4. The "faculty" for any college or professional school need not be and usually should not be simply the faculty of those departments located within the college, institute, or professional school for budgetary purposes, but should be drawn from all departments or units offering courses included in the curriculums of such educational units.

Applying these basic propositions to our immediate problem of the best location of the natural sciences within the University, the committee with near unanimity concluded that the natural sciences should be brought together in a single, autonomous institute under an administrative officer who is fully cognizant of their problems and potential. This institute would include astronomy, botany, geology, mathematics, and zoology, which are now in SLA, and chemistry, mathematics, and physics which are now in IT. Some specific reasons for this recommendation follow:

1. Together these departments share a common responsibility for the development of natural science as one of the basic disciplines of the University.
2. Close association should facilitate a desirable cross-fertilization and thus increase productive effort at the boundaries where some of the most important scientific advances are being made.
3. As a group, the basic sciences share common budgetary, teaching, and staff problems.
 - a. All have heavy outlays for laboratories and research equipment.
 - b. All obtain major support from government contracts and grants.
 - c. All face severe competition from industry as well as from other universities for top-level staff in a tight science market.
4. Faculty morale should be improved if the administrative leader of the group has only the common interest of science to uphold in the search for adequate support.

An alternative method of bringing the basic sciences together in one administrative unit would be to have an Institute of Natural Sciences and an Institute of Technology under the same dean. This would perhaps be acceptable from the standpoint of the physical sciences but is not so desirable for the biological sciences or for the professional schools which are closely related to the latter.

The committee further recommends that the humanities and social sciences, including economics, also be organized into separate Institutes, each with a Dean. A vertical, regrouping of these basic disciplines would offer advantages similar to those attending the operation of an Institute of Natural Sciences. In any case, reorganization of the present College of Science, Literature, and the Arts, and some important changes in the Institute of Technology and School of Business Administration, are called for by the establishment of an autonomous Institute of Natural Sciences. An alternative to the establishment of separate institutes of the humanities and social sciences would be to place the two in an institute under a single dean.

The committee strongly believes that any student granted a baccalaureate degree by the University should have an education which provides breadth of study in the basic disciplines as well as depth in the areas of his specialization. This led us to the following conclusions:

1. Contributions toward this will be needed from all the basic disciplines and they must feel a responsibility for it.
2. Present group requirements, in the face of proliferation of courses and generally crowded schedules, make it difficult for the student to get a desirable educational breadth.
3. Some co-ordinating force to insure the desired education in breadth will be required. This function would be performed by a dean (University College, Liberal Education, Undergraduate Instruction), without faculty but with some funds, similar to the graduate

research funds, which may be used to stimulate educational innovation and development, provide for evaluation studies, and supplement regular budgets to provide urgently needed physical facilities.

4. Provision also must be made for joint faculty effort and responsibility in the setting up of particular curriculums and degree requirements. This might take the form of faculty councils, organized across academic boundaries so as to represent all units and disciplines which are concerned.

Summary

In summary, your committee would suggest the following observations in support of our recommendations:

1. While no plan of organization could or should seek to create a totally logical grouping of departments, the committee's proposal would bring together in coherent administrative units departments with a high degree of common interest, and would give to each of these groups an administrative structure which should facilitate the effective development of instruction and research.
2. The proposed model would establish a coherent pattern of administrative responsibility for the major teaching and research functions of the University. It would establish in each division the responsibility for budget, staff, and curriculum at both undergraduate and graduate levels. This would avoid any division of staff and curriculum along an undergraduate-graduate line. It would establish a dean with a primary concern for undergraduate education. This responsibility would be analogous to the responsibility for graduate education now held by the dean of the Graduate School.
3. The proposed model solves the somewhat acute unrest now existing in several science departments in SLA under a circumstance in which the sciences have been increasingly dispersed among several administrative units of the University. While giving a unified administrative structure for the basic science departments, it preserves the ability of these departments both to participate in the common concern of the University with liberal education and to serve effectively the variety of professional schools with which they have important common concerns.

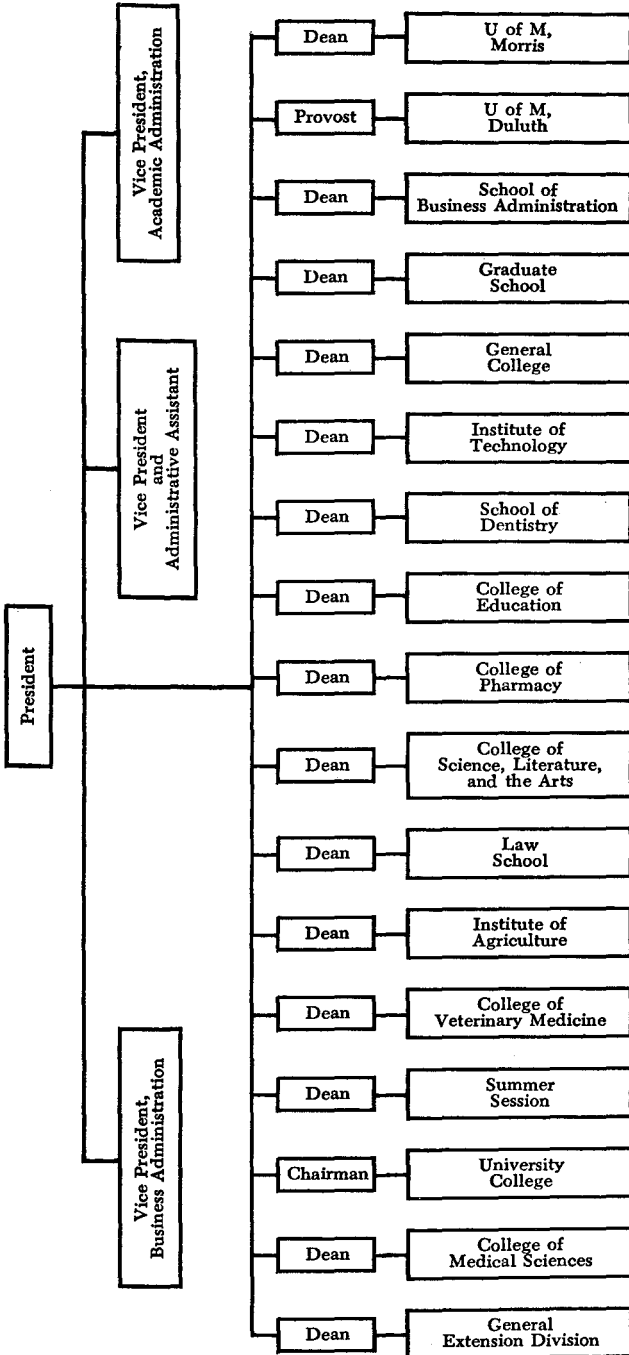
The committee, with reasonable confidence in the soundness of our judgments but without any feeling that we have "spoken the last word" on the subject at hand, recommends that the Senate defer action on our recommendations until the President can explore the implications with representatives of the committee and the educational units affected.

LLOYD M. SHORT, Chairman

ACTION. The Senate voted to adopt the committee recommendation that action be deferred until the President can explore the implications with representatives of the committee and the educational units affected.

Appendix II

Organizational Chart of
University of Minnesota, 1959



Appendix III

DIGEST OF DISCUSSION

Professor E. Adamson Hoebel presented the report of the Committee on Education and sketched briefly the history of the problem. In the fall of 1960, President Wilson received a communication from the Departments of Botany, Zoology, and Geology. At the November 3, 1960, Senate meeting, the President asked the Senate to study the implications of moving these departments out of the College of Science, Literature, and the Arts (which was the gist of the communication) and to make recommendations as to the disposition of the natural sciences within the University. On June 1, 1961, the Committee on Education made its first report to the Senate, which later became known as Plan A. Mr. Wilson thereupon initiated a series of hearings, with members of the departments involved meeting with Committee on Education members and himself; the hearings went on all summer and into the fall. The President then pointed out that "only half of the conversation had been held"—that having to do with specialized training and research functions. Now, he said, we must study the effect of any proposed reorganization on liberal education. Mr. Hoebel then explained how the committee had approached and done its job. He outlined the essence of the plans finally presented in the Advance Docket we all got about 3 weeks ago. He said the committee realized that there were innumerable specific changes that could be made in each plan, but it hoped that discussion would center around the "critiques" of each plan and not the details.

Mr. Hoebel explained the committee's recommendation of Plan D and its rejection of Plans A, B, and C. Simply stated, the committee believes that Plan A does not provide enough power for the "floating dean." Plan B does not go to a solution of the problems which brought the question before the Senate. Plan C leaves the biological sciences in an unsatisfactory position; it does not provide for needed interaction between the biological, physical, and behavioral sciences. Also, the transfer of geology would leave impaired the "science" part of SLA. As for Plan D, although the committee is cognizant of the desire of physics and chemistry to stay where they are, it still feels (11 to 2) that the basic sciences, as it defines them, should be together. Some objections have already been heard to Plan D, Mr. Hoebel said, but changes can be made. In fact, the committee itself was offering two amendments. Under "Assumptions for Plan D," number 8, second sentence, should now read, "For most students *who would enter the Institute of Liberal Disciplines* this would require initial residence in the new University College or the General College." A few paragraphs later, under "Proposed Organization," number 5 should start, "Students entering the *Institute of Liberal Disciplines* either as freshmen or transfers . . ." Effect of the amendments is to remove the implication that *all* entering freshmen would be in the ILD. (The report published in the *Minutes* includes these changes).

Mr. Hoebel then formally presented the report for Senate consideration. Mr. Wilson asked for a motion to adopt Plan D. Mr. Hoebel replied that the committee wanted to present it for consideration only at this time. William G. Shepherd, professor and head of electrical engineering, moved that the report be opened for discussion. Mr. Wilson so ordered.

Stuart W. Fenton, professor and chairman of the Department of Chemistry, and a member of the Committee on Education, spoke against Plan D. He said the charge to the Senate was to study the place of the natural sciences in the University and to present the best way of fitting them into the total structure. In his opinion, Plan D does not meet the requirement; it does damage to the physical sciences and ignores all biological sciences not

now in SLA. Part of the criticism of SLA is its unwieldiness. Plan D simply provides a larger and more unwieldy unit. Chemistry has had a long and useful association with chemical engineering and with the Institute of Technology. He said it would be harmful to break off the association and strange to have chemical engineering in an Institute for Liberal Education. Biology, botany, and zoology are important to chemistry, but where is biochemistry? There is no suggestion that it be put into the ILE. The plan suggests a separation of the applied and the pure sciences—a dangerous idea, in Mr. Fenton's opinion. The chemistry faculty has been polled and does not want to leave the Institute of Technology.

At this juncture, Mr. Wilson said that he did not want to try to balance the pros and cons at this point in the discussion but would recognize speakers as they addressed the chair.

Alfred O. C. Nier, professor and chairman of the School of Physics and also a member of the Committee on Education, agreed with Mr. Fenton. Plan D makes no provision for insuring "an all-University look at liberal education," he said. The purpose of studying the problem was to insure that a graduate of the University of Minnesota be "liberally educated." Plan B would do this better than D. Plan B provides an all-University council without disrupting established relationships that have been found to work. Mr. Nier called attention to Article VI, Section 2, of the Senate Constitution, which gives each faculty jurisdiction over its own affairs and policies. Physics is comfortable in IT and happy in its relationship with other parts of the Institute. Mr. Nier said there is no great difference between Plan B and C and that a combination of the two might be the best solution. If an all-University council were established, it should include some non-SLA people. The dean of SLA might well be the chairman, but he should answer to the President in that capacity, not to SLA.

Roy G. Francis, professor of sociology, said that internal politics is the primary concern and the reason the question of University reorganization was raised. Since it has come out in the open, we should try to be realistic and look at the social changes complicating the problem. Within 5 years, 50 per cent more people than at present will be eligible to demand a college education. Reorganization of the University should be done with some idea of permanency and should allow for the solving of future problems. He cited the growth of the junior college idea, the expansion of extension activities, and the changes in the Summer Session, which once was largely for teachers but is no longer so. Mr. Francis said we should be more aware of the short-term student. Perhaps we have spent more than the appropriate amount of energy on graduate programs and on the superior student. If any, Plan B more nearly meets the problems than do the other plans; but it is not good enough. Our biggest need now is to state the problem.

Nelson T. Spratt, professor and head of the Department of Zoology, spoke on behalf of the advisory committee to the dean of SLA and of the Botany and Zoology Departments. He said that any plan must meet two demands: bring together the basic natural sciences, and strengthen the liberal education aspect of the University. The biological sciences are a bridge between the physical sciences and social sciences humanities. One bridgehead is missing at the University as now constituted—that is, the physical sciences. The Botany and Zoology Departments believe that Plan D supplies it. The future of the biological sciences rests in a very real way on close interchange with the physical sciences.

Errett W. McDiarmid, dean of SLA, pointed out that SLA was established by the territorial legislature in 1851 and that he shared Mr. Fenton's feeling of history for his unit of the University. He asserted that the issue was whether the basic unit of the University was to be centered on liberal education or on the professional schools. If it is to be liberal education, then Plan D best provides for it. The only way to put emphasis on liberal education is to have the allegiance of all the basic areas of study.

Maurice B. Visscher, professor and head of the Department of Physiology, said that the College of Medical Sciences had an important stake in any reorganization, even though Plan D, as outlined, would not directly affect it. He referred to the last two paragraphs in the *Résumé* for Part III of the committee report, pointing out that there was no reference to professional schools. Dr. Visscher said that we have to have regard for what the people of the state want, at least as represented by the Legislature. He then quoted from the legislative appropriation and other sources of revenue for 1959. Of about 31 million dollars from the 1959 legislature, only some 4 million went to SLA; almost all the remainder went to professional and graduate work. Did the committee really look at the quantitative indication of what the people want to pay for? Dr. Visscher added that no part of the College of Medical Sciences wanted to move.

Max O. Schultze, professor of agricultural biochemistry, agreed with the sense of what Mr. Francis and Dr. Visscher had propounded. He thought it very bad to separate the applied and basic science areas; both would suffer. The teaching responsibility—our first, according to Mr. Schultze—is being met under the present set-up, which should not be disturbed.

John H. Williams, professor of physics, stated that the basic problem of the University is the responsibility of teaching at all levels, freshman as well as graduate. The physical sciences have done a good job of offering a liberal education where they are. Mr. Williams supported Mr. Nier's proposal of a combination of Plans B and C. He pointed out that the entire function of the University should be weighed, not simply the liberal education commitment.

The Geology Department is unanimous as to its educational objectives, according to its chairman, Preston Cloud. It does not agree on the solution; a vote taken now would probably find it split between joining IT and supporting Plan D. As a newcomer (Mr. Cloud joined the faculty this year), Plan D looks preferable to the "horror that is the present organizational chart." An already highly competent President might be more effective with an improved administrative structure. But, said Mr. Cloud, the "present ecology of the University" is not adequately known to me, but it is most important in any consideration of the organization of the University. He hoped, he said, for a plan bringing together geology, botany, biology, physics, and chemistry.

Warren Ibele, professor of mechanical engineering, was disappointed with the committee report. It contains no definition of liberal education he said. Plan D approaches a definition but never quite gets there. He suggested that a cardinal principle should have been that "you don't break up a going concern." IT is successful by any measure and should not be broken up. His own constituency, when polled, was against Plan D, which "dissects and lays the University out" and then through "the magic ointment of joint appointments" tries to put it together again.

The St. Paul Campus faculty is "over a barrel" on reorganization, said Keith N. McFarland, professor and assistant dean, College of Agriculture, Forestry, and Home Economics. Many people of the state are professionally and vocationally oriented when they come to the University. He questioned the need for these people to go through an Institute of Liberal Studies as freshmen. (Mr. McFarland was talking of the report as it was before Mr. Hoebel made the amendments which removed the implication that all freshmen would enter the ILE.) Mr. McFarland questioned the implication that a professional college could not give its students a liberal education. He hoped that in any organization of the University professional faculties would have a strong voice in the content of liberal education programs.

Leonid Hurwicz, professor of economics and chairman of the Department of Statistics, expressed sympathy with the motivation which led to Plan D, but he thought it not practicable. He would support the Nier Plan B/C. Merely putting people under the same dean does not mean they will

work together, he said. In fact, people now work together from widely separated administrative units. Not mentioned up to now, said Mr. Hurwicz, was the "flow of resources." Where one was on a chart seemed to indicate the "flow of resources" (i.e., monetary support). This question may belong more to the executive than to the legislative function of the University. He had one last suggestion—that consideration be given not only to dual citizenship for faculty but to dual or multiple citizenship for departments.

The hour of 5:30 having arrived, Mr. Wilson called a halt, saying that the March 8 meeting would be devoted to this question and that the Senate would then determine if additional and special meetings were needed.

ELEANOR SALISBURY FENTON, *Digester*



UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

March 8, 1962

The fourth regular meeting of the University Senate for the year 1961-62 was held in the Auditorium of the Museum of Natural History on Thursday, March 8, 1962. One hundred twenty elected or ex officio members and 37 nonmembers, total 157, checked or signed the attendance roll as present.

President Wilson presided and suggested agreement on a 5:30 p.m. adjournment and a later special meeting, if necessary, to conclude the discussion and consideration of the University reorganization proposals. The Senate concurred and set Thursday, April 19 for the special meeting.

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

I. MINUTES OF JANUARY 18, 1962

Reported for Action

Approved

II. MINUTES OF FEBRUARY 1, 1962

Reported for Action

Approved

III. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Tuition Increases.* On January 10, 1962, President Wilson discussed the possibility of an increase in tuition for the 1962-63 school year. The President pointed out that in the fall term, 1961, the University had 2,600 more students than were funded for. He noted that the dollars received from tuition pay about 30 per cent of the cost of the students' education and as a result the University now finds itself in a deficit position. To provide for the increased instructional costs it was necessary to borrow from funds reserved for unfilled positions. He cautioned that this gradual attrition of funds has reached the point where the flexibility of the University is reduced and the instructional program is in danger of being seriously affected. He indicated that to replace these funds it will be necessary to find an additional \$650,000 in the 1962-63 school year.

President Wilson noted that the budgetary situation has been strained to the limit in this school year and that if the same condition persists next year, we will have virtually no reversion money for supplies and critical nonrecurring items. He added that it would be impossible to maintain the University on its present level of quality without additional funds. He indicated that the first use to which increased revenues would be put would be in the restoration of line items in the academic areas.

The President presented two possibilities for obtaining the necessary revenue. The first of these was to increase tuition and fees from the present base of \$91 a term to \$100 a term. He discussed two variants of this first proposal: either to indicate that tuition was increased to \$80 with the incidental fee unchanged at \$20, or to consider the entire \$100 as tuition, and budget internally the services provided in the past by the incidental fee. Vice President Lunden believed that such increases would provide an estimated \$660,000 in income.

The second proposition discussed by the President related to premium tuition charges for professional areas. He suggested the possibility of setting the minimum tuition level for these areas at \$100 a term plus the \$20 incidental fee. Dean Lockhart indicated that such an increase would cause difficulties with the scholarship program in the Law School and added that if the increase was the only way in which the University might provide for a maintenance of quality, then it would seem wise to couple it with a program of tuition scholarships.

Dean McFarland said that for students whose homes lie beyond commuting range the major item of cost in attending the University is the cost of room and board rather than tuition and fees. He urged continuing attention to this. It was reported that the self-liquidating nature of the dormitory program at the University imposes higher costs than those at the state colleges where the dormitories have often been built with state funds.

In summing up the discussions, President Wilson indicated that there would be continuing efforts to find additional funds to meet the needs of the University but that conversations he has had indicate that there is no alternative source of funds. While he does have substantial concern for the implications of a tuition increase, for its impact on the student body, on the land grant tradition, and on enrollments, it appears necessary to move in this direction.

Vice President Willey presented on February 5, 1962, a summary of the studies made of tuition since the previous meeting of the Administrative Committee. The present schedule presumably took into account the charges of the University in relation to those of other Big Ten institutions. There had been discussion of a differential fee for some of the professional colleges, with the proposal of a higher fee schedule for designated or professional degree programs. It had been asked if a new tuition schedule might reflect the differences in instructional costs or the market for graduates in the particular fields. No such schedule was proposed at this time. The suggestion of different tuition rates for Upper Division students, as against those in Lower Division work, was not carried out in the schedule introduced, with the one exception of the Institute of Technology.

President Wilson asked that this schedule be considered as a compromise proposal which might establish a stable upper limit for common tuition without leading into difficulties with premium tuitions. He thought that, generally, there ought not to be differences between the charges for Upper Division and Lower Division work, but that the proposal for the Institute of Technology might be acceptable. In commenting on offsetting high tuition in many instances by scholarship grants, the President expressed himself as favoring the equality of opportunity which grows out of low and uniform tuitions in the public schools and colleges.

In discussion which followed, reference was made to various tuition schemes, and it was indicated that, at least for the present, a very simple pattern of change should be followed. Some inequities could result from the proposed schedule because of the crossing over of students between colleges, it was pointed out, and it was remarked that this schedule would not bring about complete accord among the several levels of work in the different colleges. Dean Bryce Crawford reported on a further proposal before the Fees Committee to modify the Graduate School tuition for Ph.D. candidates, for example, those registered for thesis only. An objection raised to the dif-

ferential tuition proposed to apply within the Institute of Technology was answered by representatives of that unit who thought that the schedule would be capable of ready administration and that it properly reflected the division of the instruction into two different levels. The committee received, as additional background material, a table which the recorder had prepared to show how tuition and fees have varied for students in the College of Science, Literature, and the Arts since the year 1930.

Considerable attention was given to the incidental fee and to the needs which activities supported by that fee have for additional revenue. Not only is the work of the *Daily* and of the Minnesota Students' Association academically oriented, but that work is even now to a great extent on a volunteer basis, it was said.

Certain members of the committee expressed grave concern for the continuing attendance of students as costs at the University increase. The availability of adequate loan funds will become increasingly important if extreme hardship is not to result. Further objections heard to the proposed tuition increases were concerned with their effect on graduate and nonresident students. The departure of the Graduate School tuition from that of the Arts College was viewed as undesirable, and several members of the committee pointed out that the further increases in the nonresident tuition rate would work against high caliber students who come to the University from afar. In certain professional areas, veterinary medicine for example, some of the best students are from out of state. Co-operative agreements between states may become more necessary if students are to be able to take work not available in their home states.

By resolution, duly made, seconded, and voted, the committee reluctantly endorsed the proposed tuition rates for 1962-63, the schedule of which is incorporated in the minutes, as a necessary step in University planning, with the understanding that this matter will be taken to the Fees Committee and the Board of Regents for consideration.

2. *Physical Examinations for New Faculty Members.* At the meeting of December 13, 1961, the Administrative Committee had asked a small subcommittee, headed by Dean Lockhart, to review the stated requirements for the physical examination of new appointees to the faculty. Dean Lockhart presented a written report which provided for a minor rephrasing of the statements concerning the physical examination to appear in materials circulated to faculty and prospective faculty. It was moved, seconded, and voted unanimously to endorse the report as expressing the desirable changes.

3. *Periodic Medical Examinations for Major Administrative Officers.* The subject of periodic medical examinations for major administrative officers had been before the committee on several occasions, the last time being December 13, 1961. Dr. Cowan was asked to report on the steps that had been taken looking toward the implementation of the program. He stated that the members of the committee would soon be receiving calls advising them of the availability of the examination, and he outlined the nature and extent of the examination contemplated.

4. *Proposal for Co-ordination of Sponsored Studies Through the Graduate Research Center.* The dean of the Graduate School had, in response to a request from the President, prepared a written plan (January 23, 1962) for central co-ordination of research proposals, particularly those involving sponsored research, contracts, or support from the private foundations. Such co-ordination, if it calls for new operating procedures, might provide academic or institutional judgments somewhat commensurate with the fiscal judgments now required. Dean Bryce Crawford thought that priorities among proposals from the University would be suggested only when asked for by the supporting agency. Time schedules in submitting proposals are crucial, it was stated, and these would need to take into account any more compli-

cated procedure. The University sometimes has residual or "phasing out" responsibilities for projects and these could be dealt with by a co-ordinating agency. Also, some degree of reporting would make it possible to keep the University constituency informed of the utility and research contributions of the University. Co-ordination should in no case establish barriers to work, and it was the general agreement that direct contact should be maintained between faculty members concerned and the agencies that support their work.

In view of the reasons expressed for co-ordination and the gathering of information on research proposals, the President asked that the document be redrafted to indicate the use of existing channels of information and co-ordination and a locus for certain academic judgments. Use of the procedure might then be initiated on a tentative basis, subject to review, with the purpose of expediting and supporting the research program of the University.

R. E. SUMMERS, Secretary

Accepted

IV. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

1. Reported for Information

Hearing on the Gerald Proposals

An open hearing, to which all faculty members were invited, was held Thursday, January 25, 1962 in 115 Ford Hall with 20 faculty members present. Professor Gerald made the following statement:

I have asked for this hearing so that we can discuss my proposals that the Senate meetings be open to the press. The proposals are in two parts.

The first part, the proposed constitutional amendment, is simply an enabling act designed to help the Senate consider, with a minimum of frustration, the second proposal. Amendments require a two-thirds vote of all members of the Senate; to obtain consideration, they must be submitted in writing to each member of the Senate and the faculties eligible to vote for Senate members; after original passage in the Senate they must be submitted to the faculty eligible to vote for Senate members and then to the Regents for approval.

We are likely to find it necessary to deal with attendance of nonmembers of the Senate for a long time and should not have to confront such a frustrating routine to work out the best plan for the University as a whole. The second part of the proposal is for consideration under rules for amendment of the By-Laws; measures in this category require a majority vote of all members of the Senate for passage.

It should be made clear that under Article II of the Senate Constitution the approval by the Senate of these proposals would require the concurrence of the President and the Regents in order to be effective. Therefore, we are certain to have a chance for full consideration of the proposal by the entire University administration.

I explained to the Senate that the proposals were made in the hope that publicity for deliberations of the Senate would help the public understand some of the very serious problems that confront our growing University. The fact that the Senate is closed to the public tends to hide its real importance. This is unfortunate because the Senate is concerned with classroom problems and educational policy, as well as with other things, and is the part of the University most likely to explain the conditions which confront the classroom teacher. Opening the Senate would not affect the very large powers of the President, and I should not want them diminished. We need strong leadership and must have it. At the same time, we also need a visible Senate so that its prestige and usefulness may grow along with the seriousness of our problems.

I have been asked if I make this proposal as a journalist on behalf of other journalists. I do not represent any journalists. I act as a teacher. I have not and will not consult with journalists about this proposal. I believe that they can help us explain the University to the public, but they will do it in their own way.

I am aware that some members of the faculty don't want to be bothered with consultation and leadership problems. I share the longing for the day of the all-enlightened philosopher-king and would willingly place all my burdens on him. Since this longing will apparently not soon be satisfied, I work with those who in good will and

humility try to improve communication and consultation in our fine but complex community.

I have also been asked:

Question: Are you trying to weaken the President as the leader of the faculty and staff in favor of a strong faculty or committee system?

Answer: No. I do not wish to change or to reduce any of the powers or the prerogatives of the President. I believe in a strong leadership free of unnecessary encumbrances. I also believe in open meetings of the Senate. Closed meetings keep the public from seeing the faculty at work and cause the University to appear in the public eye in a greatly distorted way. We are, to the public, a football team, a big hospital, and a tough place to park a car. The Senate is silly because it gets mixed up on such things as the Rose Bowl. The hospital is mostly for little girls with bad hearts and hidden away somewhere, mostly in classes of 2,000 each, are 28,000 students.

Question: Do you think the press is mature enough to help us explain our problems?

Answer: With our mature help, the press is a very fine communications agency. Without our help, the press is a lover of cheer leaders, 35-yard touchdown passes, and Pom Pom girls. I wouldn't expect the press to come to the Senate meetings, even if they should be open, unless we help journalists understand what goes on. They are, however, very teachable, especially when they are convinced that the persons they deal with are candid and open. I wouldn't want the Senate opened unless we give the reporters as much help there as we give them in the press box at Memorial Stadium. At the very least, they need competent spotters and an open telephone line to the bench.

Question: Wouldn't it create confusion if the Senate starts competing with the Administration for public attention?

Answer: No, there would be no competition. The insight the public can get from the Senate is into teaching problems, classroom situations, problems of educational policy. The Senate is a source of intimate information about the conditions of teacher and student contacts. The members of the Senate have the capacity of breaking masses of students into visible individuals with problems that must be solved. The increased visibility will help the public see and understand the underfinanced portions of the University. Here is a great mass of students exposed to all of the possible hazards of cheapened, high-volume, impersonal education, unprotected by severe standards of accreditation and professional competence (such as the professional schools must meet). That part of the University particularly needs visibility at this time.

Question: Would not discussion of University problems be stopped or seriously impaired by opening the Senate? Would self-consciousness and other restraints intervene to frustrate our efforts to solve problems?

Answer: Not on balance. True, there might be a brief period of self-consciousness, but it would soon wear off. We will forget that the press is there. I assume the Senate and *ad hoc* committee system would largely remain closed. There are some notable exceptions to the rule, such as the Senate Committee on Student Affairs; but assuming some timidity for a while on the Senate floor it seems that the committee system would be stimulated to more thorough and systematic action. This would be of great benefit to the consideration of University problems.

Question: Some Senate members say that they will be increasingly under pressure as individuals if meetings are open. Is that not a serious drawback to your proposal?

Answer: If you mean that the opening of the Senate might make more members of the faculty aware of some of the very serious problems the University has in getting the community's consent to its program of expensive physical growth, then I should think that sort of pressure ought to be felt by all of us, would, in fact, be good for us. If you mean that pressure might be brought on members of the Senate on such matters as Rose Bowl participation or watering down academic standards in order to accommodate more students on the same money, then I should think it better to face such pressures openly, in public, rather than in private. Persons in positions of public trust, such as we occupy, are expected to have a reasonable amount of fortitude and if they have it there is no real problem.

We can no longer assume that conditions which insulate the University from the view and the understanding of the general public is a good thing. A great many sheltered institutions have found conditions radically altered since the cost of public education has heavily increased. Apparently, we are going to have to earn our way in competition for the tax dollar with other public institutions and we need to be daily and meaningfully in the public eye in order to achieve support and understanding.

During the discussion that followed, concern was expressed regarding the technique to be used when it becomes desirable to hold a closed meeting. Suggestions made included alternate open and closed meetings, some provision whereby with less than majority vote the Senate might go into executive session, closed informational meetings where no action would be taken, or hearings such as that being presently held.

To the question, if the Senate meetings are opened to the press would it follow that Senate committees would also be open, the reply was no, that the committees would make their own rules. The suggestion was made that if that is the intent, it should be spelled out in the By-Laws.

Arguments against the proposal were the serious restraint on the Senate if the press were present, the belief that opening the Senate to the press will not achieve the purpose in mind, that it would inhibit the President and others in reporting to the Senate, and that there are better ways of handling publicity than through open meetings.

2. Reported for Action

(Without Committee Recommendation)

Professor Gerald's Proposals

PROPOSAL 1

Amend Article III, Section 7, of the Constitution of the University Senate by adding, at the end of the section, the following:

"The By-Laws may provide for the attendance of other persons."

Motion for adoption failed to carry

PROPOSAL 2

Amend the By-Laws of the University Senate, Article I, by adding a new section, to be appropriately numbered and to read as follows:

Representatives of the Minnesota print and electronic media, accredited for the purpose by the President, shall be admitted to sessions of the Senate except when the Senate, by a majority vote of members present and voting, excludes them for part or all of a meeting. Cameras, microphones, and recording equipment may be used only at such times and in such manner as shall conform to the rules of the Senate regulating their use.

Action precluded by failure of Proposal 1

ELIO D. MONACHESI, Chairman

V. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE

Reported for Information

The Faculty Consultative Committee traveled to Duluth on January 29, 1962, for an evening meeting with the Duluth chapter of AAUP and for meetings on January 30 with the Administrative Committee and the faculty of UMD. A number of problems and topics of concern to the Duluth faculty were discussed and these matters will be transmitted by the committee to President Wilson.

Of major concern to the UMD faculty were (1) the excessive student-teacher ratio; (2) the disadvantageous position of UMD in teacher training operations relative to the state colleges; (3) recruitment and retention of competent faculty; (4) the desire to offer graduate programs at UMD; (5) improved opportunities for carrying on research and scholarly activities; (6) improvements of the sabbatical and quarter leave systems.

President Wilson discussed the proposal for tuition increase with the committee, and its members were invited to attend the Administrative Committee meeting at which the proposal was considered.

The committee has received, through the courtesy of Vice President Wenberg, a communication from Professor Charles Sawyer, chairman, Senate Advisory Committee on University Affairs, University of Michigan. Professor Sawyer transmitted the following resolution which had been adopted by the University of Michigan Senate:

"Resolved, That the Senate Advisory Committee on University Affairs be instructed to communicate with the corresponding bodies of the other Big Ten schools to determine what action their several faculties might take to lessen the degree of professionalism in intercollegiate athletics."

Your FCC will give further consideration to the content of Professor Sawyer's communication and may, at a later date, bring a recommendation to the Senate regarding it.

WILL M. MYERS, Chairman

Accepted

VI. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

Approved Schedules

Baseball 1962

March 19, 20	University of Texas at Austin
March 19, 20	Texas Lutheran College at Sequin (Squad will be divided for the above 2 dates)
March 21, 22	Texas A & M College at College Station
March 23, 24	Sam Houston State Teachers College at Huntsville, 2 games each day
March 30	Iowa State University at Ames
March 31	Iowa State University at Ames, 2 games
April 13	South Dakota State College at Brookings
April 14	South Dakota State College at Brookings, 2 games
April 20	State College of Iowa
April 21	State College of Iowa, 2 games
April 27	Michigan State University
April 28	University of Michigan, 2 games
May 4	Ohio State University at Columbus
May 5	Indiana University at Bloomington, 2 games
May 11	University of Wisconsin
May 12	Northwestern University, 2 games
May 18	University of Illinois at Urbana
May 19	Purdue University at Lafayette, 2 games
May 25	State University of Iowa
May 26	State University of Iowa, 2 games

Golf 1962

March	19-23	Matches against teams from University of Houston and Rice University at Houston, Texas
April	30	Quadrangular matches against University of Wisconsin, State University of Iowa, and University of Illinois at Urbana
May	7	Triangular matches against State University of Iowa and University of Wisconsin at Madison
May	10	Carleton College
May	18-19	Conference Matches at Urbana
June	18-23	N.C.A.A. matches at Chapel Hill, N. C.

Tennis 1962

March	19	University of Houston at Houston
March	20	Rice University at Houston
March	21	Texas A & M College at Houston
March	22	Baylor University at Houston
March	23	Rice Invitational Intercollegiate Tournament at Houston
April	7	Iowa State University
April	16	Carleton College
April	20, 21	Quadrangular matches with University of Louisville, Washington University of St. Louis, and Southern Illinois University at Carbondale
April	24	University of Wichita
April	27-28	Quadrangular matches with State University of Iowa, Michigan State University, and University of Wisconsin
May	4-5	Quadrangular matches with Ohio State University, Notre Dame University, and University of Wisconsin at Madison
May	8	State University of Iowa
May	12	Alumni
May	16	Indiana University
May	17-19	Conference championship matches at Minnesota
June	18-23	N.C.A.A. championship matches at Palo Alto, California

M. O. SCHULTZE, Chairman

Accepted

VII. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Continued Consideration

University Reorganization and Liberal Education

For the details of the report and abstract of the previous discussion see Senate Minutes for February 1, 1962.

E. ADAMSON HOEBEL, Chairman

SENATE CONSIDERATION

An abstract of the discussion is recorded in the Appendix to the minutes. At 5:30 p.m., as planned, the discussion was recessed to be continued at a special Senate meeting on April 19, 1962.

VIII. NECROLOGY

JOHN J. BITTNER

1904-1961

John J. Bittner, professor and director of the Division of Cancer Biology, died unexpectedly on December 14, 1961, as he entered the elevator in Lyon Laboratories. He is survived by his wife, Esther Mahaffey Bittner, 2 daughters, Mrs. Mary Margaret Bowker and Mrs. Elizabeth Ann Loague, 1 brother, Guy C. Bittner, and 2 sisters, Mrs. Leonell Strong and Mrs. Josephine Trunbull.

Dr. Bittner was born February 25, 1904, in Meadville, Pennsylvania. As a young man he was so proficient in baseball, basketball, and track that he received offers of athletic scholarships at several schools but he chose to attend St. Stephen's College (now Bard College) where he received a B.A. degree in 1925. He taught at Donaldson Preparatory School for 1 year before beginning his graduate work at the University of Michigan where he worked with Dr. Clarence Little and also with Dr. Leonell Strong who had taught him biology at St. Stephen's College. At the University of Michigan he received his M.S. degree in 1929 and his Ph.D. degree in 1930.

The work started during his graduate years at Michigan was continued at the Roscoe B. Jackson Memorial Laboratories, Bar Harbor, Maine. While at Bar Harbor, he made some of his most important scientific contributions. Perhaps the most significant of these was his discovery of the role of the milk agent in the genesis of mouse mammary tumors.

In 1942, he came to Minnesota as George Chase Christian professor of cancer research and director of the Division of Cancer Biology. Mouse mammary cancer and the factors which influence its development continued to be his chief interest but he was active in many other areas. Graduate students from many departments came to work with him and they in turn have made significant contributions.

Dr. Bittner had published more than 200 papers. He had contributed chapters to several books and had lectured widely in this country and abroad. Honorary degrees were awarded him by Bard College and the University of Perugia. In recognition of his outstanding achievements he received the Alvarenga Award of the American College of Physicians; the Medal of the American Cancer Society; the Comfort Crookshank Award of the Middlesex Hospital Medical School in London, and the Bertner Award of the University of Texas Medical School.

John Bittner was a quiet, modest, intense man who devoted himself to his work, his family, and his close friends. In each of these he found success and happiness.

LYNWOOD CLIFFORD DOWNS

1893-1961

Lynwood Clifford Downs, professor emeritus of German, died in Minneapolis, January 21, 1961, after a few months' illness. He was 67 years old. He is survived by his wife Esther; a son Daniel, Fertile, Minnesota; 3 daughters, Florence G. Nelson, Seattle, Washington, Cornelia R. Einsweiler, Minneapolis, and Polly L. Hessong, Covina, California; and 14 grandchildren.

Professor Downs was born in Mattituck, New York, on February 24, 1893. He received his secondary education in Riverhead High School in New York, his bachelor and master of arts degrees from Cornell University in 1914 and 1915 respectively. He was called to the University of Minnesota as instructor in 1916. From 1917 to 1919 he served in the Army, with 1 year overseas. Between 1919 and 1931 he held positions as instructor at the University of Minnesota, assistant professor at Lehigh University and

Oberlin College, and professor at Drake University. He returned to the University of Minnesota in 1931 to complete his work for the Ph.D. degree which he obtained the same year, and remained in continuous service until July 1959.

His record at the University of Minnesota was one of excellent teaching at the graduate and undergraduate levels, publication of texts which retained their usefulness and popularity through the years, unstinting sacrifice of time and effort in administrative and organizational functions of the Department of German and the College of Science, Literature, and the Arts, and respected leadership among German teachers in Minnesota. For a long time he was editor of the *German News* which appeared three times a quarter and gave more than 200 teachers of the state down-to-earth information as well as inspiration for their work in German. He published articles in linguistic and historical journals, investigated the history of Germans in Minnesota, and was interested in Civil War and world slang. One of his last contributions was collaboration in the multi-language dictionary of the *Britannica* which appeared in 1954.

Professor Downs' colleagues and graduate students considered his lectures and discussions in his specialty, Germanic philology, models of clarity and honest scholarship. We continue to hear from students at all levels, who appreciated his keen understanding of their problems in and out of class, his dry humor and his readiness and ability to help them. Professor Downs' death so soon after retirement came with a great sense of loss to his many friends and colleagues.

MARGUERITE GUINOTTE

1882-1961

Miss Marguerite Guinotte, assistant professor emeritus in the department of Romance Languages, died on July 13, 1961. She was 79 years old.

Miss Guinotte was born in Neuilly, France, on March 19, 1882. She taught in Paris before coming to the United States. After arrival here, she studied at Columbia University, and later, in 1920, she took the Master's degree from the University of Minnesota. Before joining the staff of the Department of Romance Languages in 1913, she had already taught at the Loomis School in St. Paul and Northrop Collegiate School in Minneapolis.

At the time of her retirement in 1950 the French government conferred upon her the *Palmes Academiques*, for her many years of devoted teaching and promotion of French culture. Several generations of University students remember her as a dedicated teacher, eager to bring them new insights on the civilization of her native France.

WILLIAM LINDSAY

1882-1962

William Lindsay, professor of music from 1921 to 1950, was born in Tokyo, Japan, on April 9, 1882, and died in Bournemouth, England, on January 5, 1962. He was brought to Britain at an early age and received his academic training at Watson's College and at the University of Edinburgh, where he graduated with a major in English. Musical training was concurrent with academic, so that he went in 1904 to the Leipzig Conservatory where he was first a pupil and then an assistant to Robert Teichmüller. He also did some study with Ernst von Dohnanyi. Having won the Mendelssohn Prize in 1909, he went to the Hochschule für Musik in Berlin. In 1914, on the outbreak of war, he was interned in the prison camp at Ruhleben. He returned to England in 1918 and came to America in 1921.

He came to this university partly on the recommendation of Myra Hess, and at once established himself as a significant artist. During his tenure he

appeared with every conductor of the Minneapolis Symphony Orchestra—Oberhoffer, Verbrugghen, Ormandy, Mitropoulos, and Dorati—and gave innumerable solo and chamber recitals. He twice took sabbatical leave, in 1927 and 1939, for study in London, Paris, Berlin, and Leipzig.

After retirement he lived for a time in Lenox, Massachusetts, and later in Carmel, California, where he won high acclaim. In 1954, however, he went back to England where he made his home, returning here for a visit in the summer of 1957. No one who knew him can think dispassionately of the quaint humor, the kindly personal interest, the concern for true artistry, and the underlying humanism that informed all his effort.

JOSEPH MORRIS THOMAS

1876-1962

Joseph Morris Thomas, professor emeritus of English and assistant dean for the Senior College, was born November 15, 1876, in Saugatuck, Michigan, and died January 4, 1962, in Minneapolis at the age of 85.

Professor Thomas graduated Ph.B. from the University of Michigan in 1898, A.M. in 1903, and Ph.D. in 1909. He was a graduate student at Harvard University in 1908, and pursued further studies at the British Museum in 1914-15 and at the Universities of Grenoble and Paris in 1922-23 and Paris in 1930-31. He taught in the high school of Ironwood, Michigan, in 1898-99, and was principal of the high school of Manistee, Michigan, in 1899-1900. He was an instructor in English at the University of Michigan from 1901 to 1906, assistant professor from 1906 to 1909.

In 1909, on the retirement of Professor Maria Sanford, he was called to the University of Minnesota as professor and head of the Department of Rhetoric and Public Speaking and specifically charged with the task of reforming and reorganizing the teaching of freshman composition. In 1921 the administration of the College of Science, Literature, and the Arts, against the protests of all parties concerned, combined English and Rhetoric in a single Department of English and set up a separate Department of Public Speaking (the present Department of Speech and Theater Arts). Professor Thomas's academic position now became that of professor of English and chairman of the new Department of English; but he had already been called upon to fill an additional, different, and very demanding administrative position. A reorganization of the College administration in 1919-20 had created two assistant deanships in addition to that of the assistant dean for students' work; and of one of these, that of assistant dean for the Senior College, Professor Thomas had been appointed the first incumbent. As such, he was largely responsible for determining the functions of that office; and during the many years of his uncommonly able direction of the freshman course in composition he earned the gratitude of the University at large. He continued in his two capacities as professor of English and assistant dean until his retirement in 1945. Other honors included the presidency of the National Council of Teachers of English in 1919.

Anyone who knew Professor Thomas well realized that his interests were centered in students. He believed in students, he believed in teaching, he believed in the teaching of composition. When he wrote a textbook he put into it all his convictions about what students most needed to know. His book on freshman composition was the best of its day. His anthologies were based on the fundamental principle that students need, not facts about literature, but a real acquaintance with literature itself. The authors who appeared in his anthologies were represented by long passages that students could really "get their teeth into." The volumes of *Great English Writers* were an education in themselves, and many students kept their copies for permanent reading.

People who knew Professor Thomas in his younger days will remember the range of his nonacademic interests. Hunting, fishing, golf, and bridge were all an essential part of his life, and they were a perennial source of his charm and versatility. Whatever he did or failed to do, Mr. Thomas was one of the notable figures on the campus. No faculty meeting was complete without him. "Did you hear what Tommy said about ——?" was a common question in the old days.

Professor Thomas is survived by a son, Frederick Whitney Thomas, and a granddaughter, Sheila Louise Thomas.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

Appendix

ABSTRACT OF DISCUSSION

President Wilson opened the meeting by expressing delight at returning to springtime in Minnesota. He then pointed out that, "Unless we are surprised by our own sudden maturation of judgment," we shall need a special session of the Senate. Thursday, April 19, was decided upon.

First item of the docket to elicit discussion was Section III, Item 4: Proposal for Co-ordination of Sponsored Studies Through the Graduate Research Center. Herbert G. Heneman, professor and chairman of Industrial Relations asked to see the written plan of the proposed procedure. Bryce Crawford, dean of the Graduate School, explained that the proposal was still in the formative stage, but that essentially these things were hoped for: the Graduate Research Center would be a central file for ready reference; it would help answer questions posed by both faculty and foundations; and it would make it possible to handle overlapping requests from two or more colleges.

Mr. Wilson pointed out that research grant requests had always been centralized in the Business Office, but that a place was needed to have material readily available in a different manner than provided in the Business Office. Mr. Heneman pointed out that this had been tried before and had resulted in what his teen-ager called a "rumble." Before creating such a center, there should be considerable consultation. It is better to over-consult than to under-consult. Mr. Wilson remarked that we were in the process of over-consulting. He then elaborated on his previous statement. In an institution as large as this there is real possibility, for example, of two University of Minnesota requests landing almost simultaneously on the same desk in Washington. We might then be asked which is more important. If we cannot say, because we have not the machinery with which to make this decision, Washington might decide neither is.

Mulford Q. Sibley, professor of political science, asked about the tuition increase described in Section III, Item 1. He asked the President to comment on the alternatives of the ultimate need to limit enrollment or to get more help from the legislature. He suggested that the tuition raise looked as though we were resigned to getting no more from the legislature. He thought this was a subject to be brought before the Senate.

Mr. Wilson said that he deplored the need to bring the request to the Regents. He is committed to the principle of relatively free public higher education. The alternatives here are to cling to the principle at a sacrifice to the quality of education or to accept the fact that completely free higher education had already been compromised and that quality must be sustained here and now, while continuing to work for the sympathy of the legislature. He commented that he thought Mr. Sibley's "complete pessimism is due for disappointment," that the legislature was indeed sympathetic and the situation seemed improved. He invited Mr. Sibley to raise the question again at such time as there is not so much on the agenda.

The Senate then moved on to the Gerald proposals to open Senate meetings to the news media. Harold W. Chase, associate professor of political science, moved the proposals and was seconded by Raymond B. Nixon, professor of journalism. Mr. Nixon pointed out that the proposals did different things and should be voted on separately; one amends the Constitution, the other, the By-Laws. Since number 1 enables number 2, failure of 1 would obviate 2.

J. Edward Gerald, professor of journalism, made a brief statement, after drawing our attention to his more complete statement in the Docket. Proposal 1 simply allows the Senate to set its own attendance rules, which is now unconstitutional. He thought it was unfortunate to screen the teach-

ing, research, and service objectives of the University, as discussed in the Senate, through the "bottleneck of the News Service." He referred to page 16 of the *Faculty Information* handbook, in which the faculty is told to use the News Service.

Will M. Myers, professor of agronomy and plant genetics, asked why the Committee on Business and Rules brought the Gerald proposals in without recommendation. Elio D. Monachesi, professor and chairman of sociology and chairman of the committee, stated very simply that it did not favor the proposals.

Max O. Schultze, professor of agricultural biochemistry and chairman of the Committee on Intercollegiate Athletics, stated that his committee was opposed to the proposals. The committee has been under almost constant pressure to hold open meetings; the proposals will lead to the opening of the committees to the press. There is now ample opportunity for the press to interview and have elaboration of the Senate's activity. Frankly, Mr. Schultze was not so sure that accurate and complete reporting would enhance the stature of the Senate. There should be opportunity "within the family" to discuss in private and not to "take the laundry to the public square." Reporting by the news media is not always objective. There could be serious restraint on the President in taking the faculty into his confidence. It is difficult enough now, yet important to maintain an attitude of mutual trust. Any barrier would be harmful.

Roy G. Francis, professor of sociology, pointed out that Mr. Schultze's comments were not to proposal 1, but to 2. Even if the Senate did not want to vote for 2, he could not see why it should not vote itself the right to admit whom it wished. Mr. Myers said that they are not unrelated, since 1 takes more votes to pass than 2. Mr. Gerald, in rebuttal to Mr. Schultze, said that it was a typical conservative argument to conjure up false fears, that there is no logic whatsoever in saying that open Senate meetings lead to open committee meetings. The vote was taken. Since the voice vote was not clear, Mr. Wilson asked for a standing vote. With 115 needed to pass, the standing vote was obviously far short. Proposal 1 lost; proposal 2 died.

Mr. Wilson then turned to the main subject of the day, University reorganization. Four members of the Senate Committee on Education had asked to speak and they were heard first.

E. Adamson Hoebel, professor and chairman of anthropology and chairman of the committee, told the Senate that the committee was seeking invitations to meet with faculty groups. He drew the Senate's attention to the fact that the current report was concentrated on liberal education because the report of last spring did not do so. Both reports were the proper subject of current discussion.

Cyrus P. Barnum, professor of physiological chemistry, and member of the committee, wished to emphasize three goals of the many that had been made and to enlarge upon them. First, the Senate should look at the relationships between liberal education and research units and facilities. Those departments programming liberal education must, therefore, be interested in and involved in research. The departments so far listed as potential programming departments are not alone adequate to this. An all-University council is needed. Second, liberal education departments must be able to attract top scholars. Third, the interaction between departments is becoming more and more important. The "balanced growth of these disciplines" which depend on each other is of great consequence. All three goals would be best achieved through Plan D, endorsed by a majority of the committee, which would certainly not have supported a plan intended to weaken any part of the University. The major question in the minds of many faculty members is the composition of the various divisions, intentionally left vague in the report.

Gary Orfield, SLA Board president and student member of the committee, explained what the SLA Board had done about reorganization. It originally had developed its own plan, similar to Plan A. Subsequently the board had reviewed all the plans and had endorsed Plan D.

Ruth E. Eckert, professor of higher education and member of the committee, brought a light voice and a highlight of color to the proceedings with a gay flowered hat. She remarked that it was inevitable that new ideas would open a Pandora's Box; that inadequacies of the present system are brought to light; and that the discussion is both enlightening and healthy. She addressed herself only to the University College part of Plan D, which she supported. The intent in setting up such a structure was to release the energies of faculties by these means: (1) University College would be directed squarely to the task of liberal education, preparing young men and women for a "whole life," making them "free" from prejudice, ignorance, and so forth. Miss Eckert quoted Nevitt Sanford: almost any subject can make a contribution to liberal education, but some are peculiarly suited to building values—history, literature, philosophy, for example. The present College of Science, Literature, and the Arts, with 42 per cent of all instruction last year, is trying to do too many things. We need a unit specifically charged with liberal education only. (2) University College would attract high-caliber students, including (a) those who registered there initially because they had a known objective, and (b) those who don't know what they want to do. The college would encourage experimentation in counseling services, program planning, special courses, and other areas. (3) An improved program for liberal education would result. Some of the details would include: (a) an all-University committee or council on liberal education, bringing people from all teaching areas; (b) the faculty would be drawn from all three divisions, with more opportunity for feedback of all the exciting things being done which now seldom get back; (c) there would be a small faculty assigned to University College to provide counseling, plan programs, etc., envisioning a chance to give students more freedom in programming, "breaking the academic lock-step." (4) There would be more opportunity in professional fields for research in advanced education. Of Big Ten schools, plus Chicago, Minnesota is first in the granting of baccalaureate degrees, fourth in Master's, sixth in Ph.D.'s. All the current literature on graduate education emphasizes the importance of solid grounding in the basic disciplines (McGrath, Carmichael, among others). It would have been hard to predict years ago what groupings of disciplines would serve us in 1962. Now we are faced with the need for more flexibility than our present organization, which will not meet our complexity.

Richard C. Jordan, professor and head of mechanical engineering, told the Senate that, as head of one of the largest departments in IT, he was very aware of curriculum changes that have taken place in the last 20 years. Virtually no course offered in 1942 is offered today. Engineering and science are irrevocably interwoven. The senior staff in mechanical engineering includes an organic and a physical chemist and two mathematicians. He listed several department heads holding advanced degrees in fields other than indicated by the departmental title. The achievements of engineering and science need to be integrated with the arts and the social sciences. Concern with the interplay of these areas started at Minnesota in 1947; this is still 1 of only 4 schools with 5-year programs which include humanities and social sciences requirements. Engineers and scientists need a voice in the other disciplines and in the total programming of the University. Plans A and D raise false barriers; Plans B or C would not.

In spite of many able presentations at the last meeting, Arnold M. Rose, professor of sociology, said he thought there is still some misunderstanding. It sounded like some senators were espousing the dominance of the professional schools, some the dominance of liberal arts. This may have been due to the charts in the docket, which were abbreviated to save space.

The issue apparently stems from a gradual and long-run shift of the sciences out of SLA into IT. It could happen in other areas. Political science and sociology could go to the Law School, with a degree of logic; English and speech could go to journalism. If departments in IT are happy where they are, it would be too bad to sunder them. But what will happen? If all the basic disciplines want to go in the direction of professional schools, SLA might be completely drained.

Elizabeth Cless, assistant professor and assistant to the dean for liberal arts in the General Extension Division, suggested that until we have a division of liberal arts as strong and outstanding as the "big three"—IT, Medical School, and Agriculture—there is little incentive for the legislature to appropriate equivalent monies to the liberal arts, or for outside money to come. The people opposing Plan D should welcome research and teaching by strong faculty on human behavior and the arts to the end that judgments of laymen will be informed. Mrs. Cless questioned that communication between scientists and engineers would break down if they were in separate divisions. She referred to Carl Sandburg in defining a liberal education: he said that for him a course in auto mechanics would be liberalizing. She pointed out that notable scientists on this campus, e.g., Dr. Visscher, were even now involved in planning liberal arts programs, demonstrating their interest in the field. If we believe that "the major business of a university is to produce cultivated men, capable of making mature judgments," we shall keep and build a strong liberal arts unit.

Also supporting Plan D—"in spite of my generally well-known opinion of deans"—was Roy G. Francis, professor of sociology. Mr. Francis pointed out that it is the time of year when deans are appraising individuals. It is to the advantage of each of us to keep hiring units small so that each person's prestige may be enhanced. "The implemental value of each of us varies inversely with the size of the department."

Leonid Hurwicz, professor of economics, suggested that any discussion stressing only one dimension would leave many difficulties hidden. The department is the fundamental unit of the University. We need to decide what is the best home for each department; what is the best arrangement for curriculums and degrees; what is the common core; how will the flow of funds work. The last query is not mentioned in the Senate, but "I find it quite common in non-Senate discussions." It is a very important question. A department may feel that by moving to another school or college it will be strengthened. We must consider those then left behind and "not at the moment being coveted by another school." Mr. Hurwicz supports Plans B and C now, but more information is needed as to what will happen in terms of support money for departments left behind in a shuffle. He suggests that we not consider each plan separately, that some consensus could be achieved "not along party lines."

John E. Wertz, professor of physical chemistry, proposed that those who had ideas should put them in writing to be mimeographed and sent out in advance of the next meeting.

Mr. Wilson, noting that Mr. Hurwicz had suggested "accommodation rather than a package deal," asked him to put his ideas in parliamentary form to be presented at the next meeting. "Our present need is not so much disparate opinions as accommodations." Mr. Wilson then turned to the Wertz proposal, asking those who had specific modifications of the present plans—modifications that would achieve both major objectives, liberal education, and professional training—to put them in writing and send to the President.

The President then "stopped the clock" (it was 5:30) to comment on Mrs. Cless's remarks, particularly her phrase, "federal subsidy, euphemistically termed federal grants" (according to Mr. Wilson, "one of her charming academic ironies"). He said that such grants can be a threat to teaching because some of them cost the University teaching money. The

example used was any grant from the National Institutes of Health, in which the overhead limit is held by law to 15 per cent, whereas it costs the University at least 1½ times that amount. Congressman Fogarty, subcommittee chairman, will not change this. Mr. Wilson stated that at some distinguished universities the administration informs departments seeking NIH grants that overhead costs will come out of departmental budgets, thus putting it up to the departments to make the decision as to whether the grants are worth the dent in the budget. Faculties should know that overhead is needed to allow the administration to make the best use of faculty time, saving essential academic service to the student. Mr. Wilson commented that he saw heads shaking and that he would be glad to discuss this with the doubters.

With this, the meeting adjourned until April 19.

ELEANOR S. FENTON, Abstracter



UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

April 19, 1962

A special meeting of the University Senate was held in the Auditorium of the Museum of Natural History on Thursday, April 19, 1962. One hundred and ten elected or ex officio members and 48 nonmembers, total 158, checked or signed the attendance roll as present. President Wilson presided.

The President indicated that the meeting had been called to continue consideration of the Committee on Education Report on University Reorganization. He said that all present should feel free to speak and that no distinction between faculty and elected members would be made until a vote is called for. He commented that he would set no time limit but would hope that some action either to refer the matter back to the committee or to continue discussion at a later meeting would be made.

He indicated that he had been requested by several faculty members to speak on the topic and was willing to do so if the Senate desired. There being no objection expressed, he then proceeded to discuss various aspects of the reorganization proposal. Extensive discussion followed.

The President then called on Professor Hoebel, chairman of the Committee on Education, who indicated that the committee had reconsidered its recommendations in relation to the subsequent discussions in the Senate and elsewhere and reported their latest conclusions.

The comments made by President Wilson, and by Professor Hoebel, and a summary of the discussion that followed their remarks appear in the Appendix.

Senate Action: It was voted that the Report on University Reorganization be referred back to the Committee on Education for further consideration and reformulation.

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

Appendix

ABSTRACT OF DISCUSSION

President Wilson said that he had deliberately not prepared a document, he had not even brought notes, because he had not wanted to sound as if he were presenting a finished program. He was simply presenting something he hoped would be useful. He said he hoped that he had not omitted anything important.

Mr. Wilson thought there were two causes bringing about the discussions concerning reorganization. One was that there seemed to be a need on the part of a few departments to shift their positions in the University structure. Such proposed shifts suggested a need for some over-all reorganization. The second cause was that if shifts were needed, it seemed best that the faculty think through the implications of such shifts. For example, if geology moved, it would leave little science in Science, Literature, and the Arts. The problem was to insure the strength of the instructional program while at the same time making the necessary changes.

He enumerated three considerations. First, one should not just make changes without asking if they are necessary, sufficient, and proper; the most important word is "necessary." An institution and its staff should not be unnecessarily upset. A balance must be found between thinking that we must change for the sake of change and avoiding change because we are afraid of it. Second, we are engaged in trying to determine the mission of the University and to perform that mission with "maximum consequence and minimum effort." Third, as he looks now at the University, he has a somewhat different view than when he came. He thanked the faculty for educating him and he particularly thanked the Senate Committee on Education.

Mr. Wilson then presented his own observations on the plans offered by the committee. He enumerated two criteria against which any reorganization must be measured. The first was that the strength of the University, whether it is engaged in research, service, or instruction, requires an effective faculty with "strong, virile departments." Conditions must be such that departments remain healthy or grow healthy. The department is the point of departure in planning a university. Plan D was an attempt to find the best "neighborhoods" in which departments would flourish. However, Plan D implies some surgery on now strong departments. This should not be done without very careful consideration. The plan can be defended as good organization, but, in the existing ecology of the University, there is no real reason to sunder the physical sciences and engineering and to join the physical sciences and biological sciences. Plan D is "good in the abstract but needs to be modified to minimize perturbation." Mr. Wilson therefore would suggest a *College of Physical Science and Engineering* as one modification.

The President's second observation was that the social sciences could probably adjust to a good neighborhood under Plan D. His third observation was that, in his opinion, people in humanities feel less sufficient than those in the social sciences and they would not want to be moved too far away from their social science colleagues. He suggested there might be an advantage, therefore, in having a *College of Social Science and Humanities*. He called this a "less than complete severance" and thought that for now it was better than two separate colleges or units. Furthermore, philosophy and history do not feel they are specifically in one area or the other. Philosophy could well belong in any college. People in that department do not feel they are the exclusive property of the humanities.

The fourth observation had to do with the biological sciences. "The historical development of the University has brought three foci for this

field" (biological sciences are found in SLA, Agriculture, and Medical Sciences). A report reached Mr. Wilson's desk a few days ago "throwing a flood of light" on the problem for him. He would not name the people who produced the report because they might disavow it when they heard what he has done with it. From that report he suggests a *College of Biological Sciences* with its own dean, including botany, biology, and biochemistry, thereby reducing the foci from three to two. The college would be administered from the St. Paul Campus.

He carefully pointed out that these are long range possibilities and reminded the Senate that full instruction must be provided on all of the local campuses of the University—Minneapolis (east and west banks) and St. Paul. One result of his proposal would be less crowding on the Minneapolis Campus. Instruction in the biological sciences would take place on both Minneapolis and St. Paul Campuses but the nerve center would be on the St. Paul Campus. Mr. Wilson frankly said he had heard conversations indicating "interest in the opposite direction." He continued frankly by saying that, in asking the legislature for funds, the better possibilities for housing of the college on the St. Paul Campus meant that the money would be easier to obtain.

Mr. Wilson remarked that he had not touched on one major problem. Mathematics, with departments in two colleges of the University, is still left unsolved. He has come to the reluctant decision that for now they must be left as they are. They will be housed together in Ford Hall and this may be advantageous. But there are different interests and different problems in the two departments and there is no necessity for forcing them together at this time.

Mr. Wilson then came to his second major criterion against which the organization of the University should be measured. This is the function of the education of the student. Plan D did intend "a kind of super arts college." The comments about this were largely ironic. Mr. Wilson said, "My disposition is to wear the irony as a flower." He has no embarrassment about wanting a super arts college, for this is precisely what he does want. He proposed a *College of Liberal Studies*, with an "officer" in charge who would be chairman of an all-university committee on liberal studies. All colleges of the University would serve it—the CLS—and would be members of its faculty. This college would be the only one granting the B.A. degree and the appropriate honors that go with the degree. Other colleges of the University would have curricular interests in the CLS but the main focus of each would be in its own special degrees.

The President closed with a final thought. He hoped the faculty would not feel compelled to "push things around" in order to justify the year's activities and the time spent on discussing reorganization. Reiterating that these were simply "observations" and should not be looked upon as the last word, he asked for discussion.

Horace Morse, dean of the General College, asked Mr. Wilson to elaborate on the powers of the officer of the proposed College of Liberal Studies.

Mr. Wilson remarked that there was much discussion as to whether he would have any power at all! He pointed out that his powers were obviously not yet clear but that he would have the support of the President in accomplishing whatever ends he might devise. He went on to comment on something else that was relevant. He said he had a letter challenging a statement he had made. The letter-writer claimed that support comes better in some colleges than in others. Mr. Wilson said he objected to the idea but that he thought these discussions had clarified the situation.

J. W. Buchta, associate dean of Science, Literature, and the Arts, asked the President to repeat and enlarge upon the position of mathematics. Mr. Wilson said there was enough doubt so that they should not be pushed together administratively. They would be put together physically to see if

anything happened. He pointed out that some would like a cleaner solution but he was "not interested in reorganization for cleanliness only."

Elio D. Monachesi, professor and chairman of sociology, asked what would happen to any reorganization if Amendment 2 to the State Constitution doesn't pass.

Mr. Wilson said he thought nothing different would happen than if there were no reorganization. With Churchillian overtones he said we would carry on education out of doors, on the Mall, or keep people out for other than academic reasons if the amendment doesn't pass.

Marion J. Nelson, assistant professor of Scandinavian, asked where the College of Liberal Studies would be centered.

Mr. Wilson said it would comprehend all campuses. He then illustrated the structure of the proposed college. The sociology department, e.g., would play two roles. It would be in the College of Social Sciences and Humanities and grant a B.S. degree. Its faculty would belong to both colleges and would have a part in determining the curriculum for the B.A. degree granted by the College of Liberal Studies.

Frank Verbrugge, acting dean of the Institute of Technology, asked if there were time for a detailed discussion of the reasons why a unified mathematics department, in the Institute of Technology, could not serve the social sciences.

The answer was, from Mr. Wilson, there was time to discuss anything but he did not think this was the first order of business. He thought perhaps the time was ripe, however, for the Senate Committee on Education to present its latest plan. He called on the committee's chairman.

E. Adamson Hoebel, professor and chairman of anthropology and chairman of the Senate Committee on Education, presented the committee's latest conclusions. The committee has re-examined its position in the context of all the discussion, of whatever type, wherever "a member of the committee has dared to appear in the past three months." Mr. Hoebel presented a recapitulation of the five underlying principles guiding the committee in its First Report a year ago (see June 1, 1961, Senate *Minutes*). The committee's Second Report, presented in February, 1962, reiterated the First Report's principles and thought them best met by Plan D (see February 1, 1962, *Minutes*).

Plan D, in grouping physics and chemistry with the biological sciences in an *Institute of Liberal Disciplines*, was observing the committee's first principle, that the basic disciplines should be grouped together rather than with the professional areas into which they feed. On April 17, 1962, the committee met again and decided to accept a proposition previously discussed and set aside: that departments which are unquestionably functioning well in their present settings should not be moved. The effect is to modify the first principle, first stated. The four remaining propositions still stand and the committee therefore recommends that: (1) The liberal education objectives of the University call for all-University participation in planning and carrying out curriculums in liberal education under a strong administrative officer; and (2) something like the Plan D Institute of Liberal Disciplines should be set up to house liberal education as the core of the University's undergraduate program, taking care of students who are uncommitted at the lower division level and those now in University College. The committee also believes that geology should be moved and that some structure should be created for the biological sciences.

Mr. Wilson thanked Mr. Hoebel and commented that moving geology and astronomy into the physical sciences seemed appropriate.

John E. Stecklein, director of the Bureau of Institutional Research and member of the committee, moved to return the report to the Senate Committee on Education for reconsideration and formulation of such details as may be necessary.

Max O. Schultze, professor of agricultural biochemistry, wanted to know what was meant by Mr. Stecklein's "details." To what extent should the Senate be concerned with details? If we can agree now on structure, it might move us along toward the final stages.

Mr. Wilson said the Senate could handle the report any way it wished to. If he were a member of the Senate, he would like to know more of the details before approving anything.

Lemen J. Wells, professor of anatomy, said he thought Mr. Wilson's remarks sounded like Plan B. He wanted to know what was meant by "officer" in the President's projected College of Liberal Studies. Would this mean that someone higher than a dean was needed? The President reiterated that this was a question yet to be decided, but that the "officer" would have his backing in obtaining the power he needed.

Norman S. Kerr, assistant professor of zoology, expressed concern with the idea of a "floating dean." He wanted clarification from Mr. Wilson. He was also worried about the mechanics involved as the result of centering biology and zoology on the St. Paul Campus. He was particularly asking about the problem of the library.

Mr. Wilson spoke to the second question, acknowledging that it was troublesome and that it would need to be worked out carefully. He pointed out, however, that "haste is not likely to be our chief problem." He said that he hoped that bringing departments together would not mean that new departments would spring up in the colleges formerly housing them. For example, if economics were moved to the social sciences, he hoped that the School of Business Administration would not then feel called upon to build a new department of economics.

Leonid Hurwicz, professor of economics, is worried about the problems that arise across college boundaries. Can they not be solved without moving the boundaries? We can launch the mechanics to move the boundaries without going through deans, but through committees or with help from the President's office. He thought he was "probably appealing to central administration to enact permissive legislation to ease a crossing of boundaries. As he understood Mr. Stecklein's motion, it would merely assign to the committee an "intellectual exercise."

Mr. Buchta said he had a speech written in support of Plan D but would not give it, in view of Mr. Wilson's remarks. He had one question about the President's observations: Does the department of sociology set up its own degree requirements or is this done by the college? Mr. Wilson replied that it was to be done by the college and this was implicit in all his conversations.

Mr. Stecklein told Mr. Hurwicz that he did not consider his motion to be the mere assignment of an intellectual exercise. Its purpose was to ask the committee to bring back to the Senate a more unified proposition than a mere piecing together of the leftovers of previous plans.

Mr. Wilson remarked that he had hoped for a discussion on the principles advanced today.

Gerhard Kalisch, professor of mathematics, thought that the President's proposals included ideas vaster than anything previously given to the Senate. He would not like to vote on them without having more time to consider them.

Will M. Myers, speaking as professor of agronomy and not as chairman of the Faculty Consultative Committee, thought that almost everything worthwhile had been said. Mr. Wilson's summing up was clearer than anything else. He favored giving it back to the committee and letting them bring it to the Senate in some form which can be voted upon.

Mr. Hoebel again spoke for the committee, reminding the Senate that the committee had recommended Plan D but that it now felt the plan could not be realized. He thought the motion to return the problem to the committee was to ask for a "degree of specification," not for details. "Members

of the Senate Committee on Education are people who teach and who—before this discussion all started—did research.” The committee is not likely to bring in something unsafe. Mr. Wilson commented that if the Senate passed the Stecklein motion, the committee would then bring back to the Senate something on which it could act.

Francis Boddy, professor of economics and associate dean of the Graduate School, wanted to know if the Senate was asking the committee to rework its proposal in the light of the President’s guide-lines.

Mr. Hurwicz said that operational policies have such a profound effect that organizational recommendations depend heavily on administrative attitudes. Mr. Wilson commented that he has often heard the statement “the issue really is dollars.” Reorganization will not invent dollars. There will be “no more freshets of money from the President’s office the day the reorganization takes place than there are now.” Where a department is located should not make a difference in support, but it seems to, to some extent.

Robert Beck, professor of education, stated that it was absolutely necessary that students coming to the College of Education have an effective liberal education from the College of Liberal Studies. He was also not convinced that a College of Social Sciences and Humanities was logically derived. He also wanted to know how in the long run would it be possible to keep apart mathematics, statistics, and computing.

Sherwood O. Berg, professor and head of agricultural economics, asked Mr. Wilson what he visualized as the relationship between the College of Biological Sciences and the College of Agriculture, Forestry, and Home Economics.

Mr. Wilson said that each would be a professional school in the Institute of Agriculture with biochemistry a department in the College of Biological Sciences.

Thomas Waterbury, professor of law, said that he could not get a clear picture of how the College of Liberal Studies would affect decisions as to who would be hired and what would be taught. Mr. Wilson agreed that this was one of the major problems that he would try to explicate. Under the present conditions, the faculty is now selected by the department after the dean says money is available. The question seems to be which dean is here involved. The answer is really quite clear. The dean of the College, for example, of Social Sciences and Humanities would be the one responsible, but he would be sympathetic and impressed with the need for the teaching of liberal studies. Mr. Wilson directed the Senate’s attention to two things: There is a greater division and sharpening of interest in higher education calling for finer divisional organization; with such finer division there is an added need for unit responsibility for liberal studies. Training is implicit in the B.S. degree now granted by the professional colleges and would be so for all colleges granting the B.S. degree.

Edward Ney, professor of physics, asked Mr. Wilson to justify his statement on the ecology of the University with the “surgery” on the biological sciences. Mr. Wilson simply remarked that it seemed appropriate and would enhance their prestige.

The question was called and passed.

ELEANOR S. FENTON, Abstracter

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

April 26, 1962

The fifth regular meeting of the University Senate for the year 1961-62 was held in the Auditorium of Murphy Hall on Thursday, April 26, 1962. Eighty-four elected or ex officio members and 5 nonmembers, total 89, checked or signed the attendance roll as present. President Wilson presided.

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

I. MINUTES OF MARCH 8, 1962

Reported for Action

It was voted to amend the Abstract of Discussion to add "chairman of the Faculty Consultative Committee" after Will M. Myers in the first paragraph on page 106.

The minutes as amended were then approved.

II. CONSTITUTIONAL AMENDMENT

Reported for Information

The Clerk of the Senate reports that the constitutional amendment to make it permissive for the Senate to issue its agenda to other than Senate members and faculty members entitled to vote for Senate members, adopted by the Senate at its meeting on December 7, 1961, has since been duly approved by the faculty, and was subsequently approved by the Board of Regents at its meeting on March 16, 1962.

Accepted

III. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Excusal of Fourth-Hour Classes on Thursday, April 12, 1962.* On April 12, 1962, the University was to observe the Land-Grant Centennial in a convocation at which President Emeritus J. L. Morrill would be the speaker. The Senate Committee on University Functions proposed that fourth-hour classes be dismissed on that day to permit student attendance at the convocation. Since classes were not dismissed, as originally scheduled, on February 15, 1962, the fourth hour, this would in effect be a substitution of free time for the April 12 convocation for the time normally given to students for attendance at the Charter Day convocation. It was moved, seconded, and voted to approve dismissal of the fourth-hour classes on Thursday, April 12, for the purpose of the convocation planned.

2. *Report on Vice Presidents' Realignment.* President Wilson said that after conference with the Faculty Consultative Committee and other groups,

he wished to make a reassignment of certain duties in the central administrative staff in order to effect optimum use of that staff. He wished to take a statement on this to the Regents and asked for committee discussion. It was proposed to so modify the direct responsibilities of the Vice President, Academic Administration as to permit him to serve more directly with the instructional divisions of the University as a chief academic officer. To the responsibility of Vice President Wenberg there would be transferred the Office of the Dean of Students, the Office of Admissions and Records, the Department of University Relations, the University Health Service, and the Student Unions. It was further proposed that the vice president and administrative assistant, Mr. Wenberg, be given the title Vice President for Educational Relationships and Development.

3. *Recommendations on University Honors.* Dean Morse, chairman of the Committee on University Honors, presented a recommendation from that committee proposing four candidates for the Outstanding Achievement Award. It was moved, seconded, and voted unanimously to endorse the recommendation for action by the Regents.

4. *Staff Publications Book.* Discussion of reports on the scholarly achievements of the faculty led to consideration of the booklet *Publications of the Faculty*. The last issue published was for the year 1955-56, although data have been gathered in the President's Office for subsequent issues. The costs of obtaining, filing, editing, printing, and distributing this information are considerable. Vice President Willey pointed out that one way of increasing the resources available to instruction is through reducing the work of nonteaching activities. Since delays have been encountered in issuing the booklets yearly and because of the evident diversity of material reported, questions may be raised on the purposes served by the booklet. It was suggested that publication might be suspended until clearer purposes and surer uses are known.

Those members of the committee who spoke in favor of collecting information on faculty publications generally emphasized the college and departmental uses, rather than the all-University uses, of such data. Some seemed to think that a simple, rigidly edited list of publications prepared at the departmental level would be most useful and suggested that they would like to see individual departments prepare such lists. The committee concurred in a proposal not to compile and print the bulletin on faculty publications in the immediate future; however, it was implied that the deans and directors should obtain listings of scholarly publications of their faculties to represent the strengths of the units. They would let the President's Office see these as indicative of the value of more extensive listings.

The President remarked on the savings effected by Mr. Nunn in publishing the *Minnesotan*, and there was reference to the reduced cost of the new *Staff and Student Directory*.

5. *Administrative Committee Representation in the Senate.* In the hearings on proposed reorganization of the University Senate conducted by the Senate Committee on Business and Rules, it had been indicated that inclusion in the Senate, as ex officio members, of the 32 members of the Administrative Committee introduced in the Senate membership of 172 a disproportionate number of administrative officers. There was apparent in the Administrative Committee a general recognition of the concern expressed by the faculty and an evident desire to deal with this in some feasible way. Among several proposals heard, two in particular were discussed at some length. One proposal was that reduced, proportional representation of the Administrative Committee might participate in the Senate as the entire committee membership now does. Another proposal was that the members of the committee, now ex officio members of the Senate, might continue to take part in Senate meetings and discussions, but without the

privilege of voting. It was believed to be useful to the administrative officers to attend the Senate, to listen, and to assist in the discussion. Questions were asked concerning the participation of the Administrative Committee membership in the business of the Senate and with regard to the composition and size of the Administrative Committee itself. The committee was sensitive to the role of the Senate as a place for the free expression of faculty attitude and opinion and asked whether the presence of a large administrative group militates against the presentation of some faculty points of view.

No decisions were reached, but it was understood that there would be further discussion of modification of Administrative Committee representation and participation in the Senate. Meanwhile, certain requested background information would be obtained and made available to the committee membership.

6. *Study of Faculty Characteristics.* Professor John E. Stecklein was asked to discuss proposals for the study and continuous reporting on faculty characteristics, the results of which would be useful to a number of offices, including the President's Office. Previous studies, he pointed out, have been somewhat unrelated, have dealt with diverse aspects of the faculty, and have done little to relieve the staff of repetitive requests for personnel data. It seemed possible to put certain basic data into punched cards and, through machine processing, to introduce professional information year by year and biographical information only periodically, thus relieving the faculty member of much detailed and some repetitive reporting.

Professor Stecklein introduced the rough draft of a list of items which might be covered and asked for a critical review of these. Among the many different questions raised were some which had to do with uses of particular kinds of information, the frequency of reporting, and the uses which could be made of reports already in administrative offices. Reports are now obtained on consultantships and outside employment of staff, and Vice President Lunden was asked to check on the coverage of outside work now obtained, especially with reference to the actual time served, and to plan some acceptable means of making the present reporting procedure certain and more useful to the purpose here under discussion. Reference was made to activities in advising students, undergraduate, professional, and graduate. There was considerable discussion of how and to what extent publications of the faculty might be reported routinely and how these reports could become a part of any continuing study of faculty achievement.

Since there appeared to be a general agreement on the value of systematic machine processing of faculty characteristics, it was taken by common consent that Professor Stecklein should move forward with the project, giving special consideration to how the gathering and storing of data would fit in with the work of the President's Office and to the summarization and updating of information.

7. *Progress Report from the Junior College Task Force.* Dean Morse had been assigned to head a task force concerned with the implications of the possible establishment of junior colleges in the Twin Cities area. In reporting progress, the dean said that he would soon give to the Administrative Committee a duplicated report and that he hoped for discussion of this at the April meeting of the Administrative Committee. He referred to the trend of thinking in his group and mentioned social and political problems and pressures which may arise when the report is in. It was agreed in the committee that the major portion of one meeting should be given over to hearing Dean Morse's report.

R. E. SUMMERS, Secretary

Accepted

IV. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Action

Conference Legislation Under the White Resolution Procedure. At the meetings of the conference of March 1, 1962 the joint group, consisting of the faculty representatives and athletic directors, with each institution having one vote on this issue, voted a change in previously established policy on football schedules. This action was taken under the White Resolution procedure by which, if any conference institution files objection within 60 days, the matter must be reconsidered and voted on again at the next meeting.

The current Regulation II authorizes scheduling of 10 football games, effective with the 1965 season and provides for a progression to a round-robin conference schedule which will become effective in 1969.

The revision which was adopted by a vote of 8 to 2 (Minnesota voting for revision) eliminates the required progress toward and projected adoption of a round-robin conference schedule. The revised Regulation II-3-(a)-(7) provides that "Effective with the 1965 football season, no Conference institution shall play intercollegiate football on more than ten days in any year (and until 1965 on no more than nine days); provided, however, that games played by Junior Varsity teams shall not be deemed to have used up any of the 'ten days.' The minimum number of Conference opponents shall be seven, and each Conference university may have, if desired, at least three home games with Conference opponents."

It is understood that in the event a conference institution participates in the Rose Bowl game, this will not preclude playing a full 9- or 10-game schedule, as indicated above, in the same year.

The Senate has previously (*Minutes*, February 6, 1958, page 61) adopted the following recommendation of this committee to a proposal for 10-game football schedules: "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."

RECOMMENDATIONS

1. That no objection be filed to the revision of Regulation II voted by the joint group on March 1, 1962.
2. That the action of the Senate of February 6, 1958, referred to above, be reaffirmed.

M. O. SCHULTZE, Chairman

SENATE ACTION

A motion for approval of recommendation 1 failed to carry by a vote of 37 for and 40 against.

To remove any doubt, it was then voted that an objection to the proposed revision of Regulation II be filed with the Western Conference.

A motion for approval of recommendation 2, that the action of the Senate of February 6, 1958 be reaffirmed, carried unanimously.

V. FACULTY CONSULTATIVE COMMITTEE

Reported for Information

The Clerk of the Senate reports that Harold C. Deutsch, Alfred O. C. Nier, and William G. Shepherd have been duly elected to the Faculty

Consultative Committee for a term of 3 years (1962-65) beginning July 1, 1962.

Accepted

VI. REPORT OF THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

Reported for Action

1. *Renewal of Accredited Status for Private Minnesota High Schools*

In accordance with the procedures and standards for renewing accredited status outlined in the *Criteria for the Accreditation of Private Secondary Schools* (Senate Minutes, November 20, 1952, pp. 24-33), the following schools are recommended for accreditation by the University of Minnesota for the usual 5-year period subject to the submission of annual reports which satisfy the above *Criteria*:

Central Catholic High School, Marshall
Cretin High School, St. Paul
Lourdes High School, Rochester
Maplewood Academy, Hutchinson
Pacelli High School, Austin
St. Benedict's High School, St. Joseph
St. John's Preparatory, Collegeville
St. Margaret's Academy, Minneapolis
St. Mary's High School, Bird Island
Summit School, 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 4 to 13 representatives drawn from the University, public and private colleges, and public and private high schools. Committee chairmen were: Louis J. Adolphsen (St. Margaret's Academy), John M. Fisher (Central Catholic High School), Jack C. Merwin (Pacelli High School), Earl M. Ringo (St. Benedict's High School), Cloyce E. Smith (Lourdes High School), Franklin J. Thompson (Cretin High School), and Richard E. White (Maplewood Academy, St. John's Preparatory, St. Mary's High School, and Summit School). A total of 60 different persons participated in this visitation program for renewal of accreditation, each spending an evening and the full day following in reviewing each of the high schools on the above list.

Approved

2. *Recognition of Fergus Falls Junior College*

This public junior college opened in the fall of 1960 as the tenth public junior college in Minnesota. One of the first concerns was accreditation, because of the need for developing transfer relations with other Minnesota colleges and for approval by the State Department of Education. Two visits were made during the 1960-61 school year by Robert J. Keller, chairman, and Richard E. White, administrative assistant, of the Committee on Institutional Relationships, and Elmer M. Weltzin, director of secondary schools and junior colleges, State Department of Education. The college was offering a freshman-year program at the time. The visitors reviewed the progress of the school, its plans for the future, the objectives, administration, library, curriculum, instruction, facilities, faculty, guidance, and other areas of institutional development. An interim recommendation concerning

acceptance of credits was made and approved by the Committee on Institutional Relationships and adopted by the Senate (Senate *Minutes*, June 1, 1961, p. 106). The recommendation, in brief, was that the University and other colleges of Minnesota accept credits earned by students during the freshman year 1960-61 upon validation by successful completion of 1 year's additional work at the University or other accredited college.

The same visitors re-evaluated the college on January 29-30, 1962, for the purpose of determining the extent of progress in the areas outlined above. The college now offers a 2-year program, with the addition of the sophomore subjects this year. It is now located in a new wing of the Fergus Falls Senior High School, and progress is being made in the several areas of institutional development. As an extension of the interim procedure adopted last year, the committee recommended, and the Committee on Institutional Relationships has approved and recommends, the following policy for adoption by the Senate:

That the University and other colleges of Minnesota accept credits earned by students from Fergus Falls Junior College upon validation by successful completion of 1 year's additional work at the University or other accredited colleges.

This interim recommendation should be reviewed before June, 1964 by an evaluation committee. Fergus Falls Junior College should be expected to seek full accreditation by that time. Upon adoption by the Senate, copies of this recommendation will be sent to accredited institutions of higher education within the State of Minnesota for information.

Approved

ROBERT J. KELLER, Chairman

VII. NEW BUSINESS

Senate Committees for 1962-63

The President indicated that the Senate had changed its Constitution recently to provide that the Senate Committee on Committees shall be an elected body and make recommendations for membership of other committees. He reported that the machinery for electing the Committee on Committees is in motion but that the committee will not be selected soon enough to make membership recommendations for the coming year. The President suggested that the Committee on Committees not be asked to function until next year when, as of January, 1963, it would begin serious consideration of the following year's committee selections.

Statement on Freedom of Speech

The President read a news release on the matter of Ben Davis' appearance on the campus.

At the conclusion of his remarks, the Senate voted unanimously to go on record as in favor of the President's statement.

Statement of President O. Meredith Wilson

The University of Minnesota has a stated policy that regularly approved student organizations can sponsor speakers before their membership and friends. Among such organizations are the Socialist Club as well as the more generally supported Republican and Democratic Clubs.

Ben Davis was invited to the campus by the Socialist Club, a student organization. He will be presented by this group in the ballroom of the Coffman Memorial Student Union. It should be clear that his appearance or the appearance of any other person in these circumstances does not

represent endorsement by the University of the views the speaker may express. It is, rather, an expression of the principle of free speech which is a very precious principle in a truly free society; and which, by the way, is a part of the American way of life explicitly guaranteed by the federal constitution.

The objections that are advanced to Ben Davis' appearance on our campus arise either from a lack of confidence in our students or from a lack of faith in our free institutions. We have confidence in both. We believe it would be a disservice to our students and an insult to our nation's maturity if we were to deny Mr. Davis an opportunity to speak. Over-protected students might at once assume that Davis had something to say which was too persuasive for their reason and their convictions. The University is the product of a free society. It is neither afraid of freedom, nor can it serve society well if it casts doubts on the ability of our free institutions to meet the challenge of doctrines foreign to our own.

We do not fear Ben Davis. Nor can we afford to allow the fears that others may have of him destroy our hard-won right of free expression. We pay only lip service to freedom if only those with whom we agree are allowed a hearing. That kind of emasculated freedom exists in Russia. We require more in America.

As president of the University, I cannot deny access to the campus to Mr. Davis when invited by an approved organization, without seeming to endorse all others who have or may in the future speak under similar auspices. This I am not willing to do.

There are those who fear that Ben Davis will have a field day, making captive the minds of our students. Nothing could be further from the truth. We are proud of the way in which our students have proved their ability to challenge effectively those whose doctrines are not well founded, and we have great confidence in the maturity with which they will respond on this occasion.

VIII. NECROLOGY

JAMES BURGESS FITCH

1888-1962

James B. Fitch, 73, professor emeritus and head of the Dairy Husbandry Department for over 20 years, passed away February 10, 1962, in St. Paul.

Professor Fitch was head of the University Department of Dairy Husbandry from February 1, 1935, until his retirement June 30, 1956. Following retirement from the Minnesota staff, he headed the Dairy Division at the University of Arizona for 1 academic year.

Born on a farm near Hometown, Indiana, he received his B.S. degree from Purdue University in 1910 and his M.S. degree from Kansas State University, Manhattan, in 1935.

He worked briefly on a certified milk farm in Indiana before joining the dairying staff at Kansas State University in 1910. Eight years later he became head of the Dairy Department at Kansas State. He held this position for 17 years—until he came to the University of Minnesota to head the Dairy Husbandry Department in 1935.

While at Kansas State, Professor Fitch served as secretary (1922-26) and then as president (1927) of the American Dairy Science Association. He was an official delegate to the World's Dairy Congress in London in 1928, spending 3 months in the dairy countries of Europe following the Congress.

In 1928 he became a member of the permanent committee to formulate type classification for the Holstein-Friesian Association. He remained official classifier until 1948. In 1931, he was appointed a member of the committee to establish type classification for the American Jersey Cattle

Club. He was official classifier until 1951. He served as regional dairy consultant to the AAA in 1933.

Professor Fitch was a pioneer researcher in feeding grass silage and sorghum crop silage.

During Professor Fitch's stay at Minnesota, the Dairy Husbandry Department won national recognition in several research fields—milk secretion, managed milking, nutrition, sanitation, development of Nuworld cheese, and improvements in dried milk and other dairy products. Under his direction, the department built up one of the largest collections of identical twin and triplet dairy cattle in the world, and it was among the first to use atomic energy techniques in dairy research.

In addition to his teaching and research, Professor Fitch helped in standardizing dairy herd management practices in Minnesota public institutions. In 1952, he served on a national feed survey committee of the American Feed Manufacturers' Association. In 1954, he received the American Dairy Science Association Award—the group's top honor—for long-time service to the dairy industry.

A certificate of recognition was presented to Professor Fitch in 1955 by the Kansas Inter-Breed Council for his devoted and constructive leadership in all phases of the dairy industry of Kansas. His portrait was hung in Waters Hall, main agricultural building at Kansas State University. In 1958, he was elected to the Minnesota Livestock Hall of Fame, and his portrait was hung in Peters Hall on the St. Paul Campus of the University.

Professor Fitch judged at the National Dairy Show 10 times—each 1 of the 5 dairy breeds 1 or more times; and he judged at the Dairy Cattle Congress 12 times. He also judged one or more times at most of the Midwest state fairs, the Eastern States Exposition, the Pacific International, and the Canadian Royal.

He was the author of articles and bulletins on silage, feeding, and other dairying subjects while at Kansas State and the University of Minnesota.

Professor Fitch also left his mark on the dairy industry by the training and encouragement which many students received under his direction in Kansas, Minnesota, and Arizona. Many of these students have gone on to positions of leadership in the dairy industry in various parts of the world.

He was a member of the American Association for the Advancement of Science, the American Society of Animal Production, the American Society of University Professors, the American Dairy Science Association, Sigma Xi, Phi Kappa Phi, Alpha Zeta, and Alpha Gamma Rho.

Professor Fitch is survived by his wife, Alice R. Fitch, St. Paul; 2 daughters, Mrs. Otto A. Silha, Edina, and Mrs. Robert H. Shaffer, Bloomington, Indiana; 1 son, William Fitch, Ypsilanti, Michigan; and 9 grandchildren.

HERBERT C. NELSON

1887-1961

Dr. Herbert C. Nelson, St. Paul, who died November 7, 1961, was born in Granite Falls, Minnesota, September 17, 1887.

His long and distinguished career, as a part-time teacher in the School of Dentistry at the University of Minnesota, was intimately connected with the Division of Crown and Bridge Prosthesis.

Dr. Nelson graduated from the University of Minnesota School of Dentistry in 1913 and immediately began his association with the School of Dentistry as an instructor in fixed bridgework. Forty-three years later, in 1956, he became professor emeritus. His dedicated service as a teacher was inspirational to all who were his students. Dr. Nelson had a very kindly, warm personality with a genuine interest in the student. He never lacked appreciation for another's ability or failed to express it. He looked for the best in others and gave his best to the University of Minnesota's School of

Dentistry and the dental profession generally. He was truly loved by his students and colleagues.

Dr. Nelson was a part-time instructor at the School of Dentistry from 1913 to 1917, an assistant professor from 1917 to 1924, an associate professor from 1924 to 1951, and clinical professor from 1951 until his retirement in 1956.

Dr. Nelson was an active member of the St. Paul District Dental Society and the American and Minnesota State Dental Associations. He was a member of the Xi Psi Phi professional dental fraternity, American Institute of Dentistry and Medicine, and an honorary member of the Minnesota Academy of Restorative Dentistry.

Dr. Nelson is survived by his wife, Marie L., 2 daughters, Mrs. John May, St. Paul, and Mrs. Audrey Van Bergen of Minneapolis, a son, Dr. Dudley Nelson of St. Paul, and 14 grandchildren.

WILLIAM T. PEYTON

1892-1962

Dr. William T. Peyton passed away on March 3, 1962. He was the retired director of the Division of Neurological Surgery at the University of Minnesota and one of the most able and loved members of the faculty.

Dr. Peyton was born in Traverse County, Minnesota, on January 11, 1892. He graduated from St. John's High School in Collegeville, Minnesota, in 1911, and matriculated that same year at St. John's College. He entered Medical School at the University of Minnesota in the fall of 1914 and by 1918 he had received B.S. and M.B. degrees. Following his internship at Minneapolis General Hospital he received an M.D. degree. After practicing for 2 years in Minneapolis he returned to the University as an instructor in the Department of Anatomy. He received a Ph.D. degree in anatomy in 1926, following which he became a fellow in general surgery at the University of Minnesota. He was appointed instructor in surgery in 1929, received a Ph.D. degree in surgery and became an assistant professor in the department in 1930. He was appointed associate professor in 1934 and professor in 1940. In July 1937 he was appointed director of the Division of Neurosurgery, which appointment he held until his retirement on June 30, 1960. Following his retirement he worked as consultant in neurological surgery at the Minneapolis General Hospital and at the Veterans Administration. Because of his keen interest in academic life he maintained an office at the University Hospitals, attended conferences, clinical rounds, and spent many hours in the University library. In fact, it was while he was in the library obtaining data for a lecture on cervical cord injuries that he suffered the heart attack which eventually led to his death.

It is difficult to delineate the many contributions to medicine that Dr. Peyton has made. He had a tremendous interest in teaching—in giving to others the fruit of his extensive knowledge and experience. To have known and worked with Dr. Peyton is to have enjoyed that stimulating experience of learning surgical principles and techniques from a thoughtful technician, utterly familiar with the anatomical basis of each operation. His surgical judgment was sound, his technical skill cool and effortless, his over-all care of patients of the very highest quality. Dr. Peyton was always modest, humble, unassuming, content with honest scientific and intellectual achievements. He avoided publicity and personal aggrandizement. Even so, he was recognized nationally and internationally as an outstanding figure in neurosurgery. He was a member of the major neurosurgical societies in America and at the time of his death was chairman of the American Board of Neurological Surgery.

Dr. Peyton is survived by his wife, Clara, who lives at 64 Barton Avenue S.E., Minneapolis, and by 3 daughters and 1 son.

AMOS SCHUMPERT WELLS
1876-1961

Dr. Amos S. Wells, Minneapolis, dental educator and practitioner, died Thursday, November 9, at the age of 85 after a month's illness.

Dr. Wells was born at Newberry, South Carolina, August 26, 1876. In 1897 he graduated from Newberry College with a bachelor of arts degree. For several years, he taught school in the community of Newberry, and for a year was employed in the Clerk of Courts office in the Newberry Court-house. Dr. Wells received an honorary degree of doctor of science from Newberry College in 1956.

Dr. Wells entered the University of Minnesota School of Dentistry in 1903. Before graduating as doctor of dental surgery in 1906, he was serving in the capacity of quizz-master on both the medical and dental school faculties. He was appointed to the faculty of the University of Minnesota School of Dentistry in 1906, serving on a part-time basis in both the Division of Denture Prosthesis and the Division of Crown and Bridge as an instructor until 1910, as an assistant professor from 1910 to 1912, as an associate professor in 1912, and a full professor in 1919. From 1922 to his retirement in 1945, he was chairman of the Crown and Bridge Division of the School of Dentistry.

Dr. Wells was a fellow in the American College of Dentists, a charter member of the Minnesota and Northwest Research Association, a member of London's Royal International Association of Dental Research, and an honorary member of the Minnesota Academy of Restorative Dentistry. He made several contributions to dental literature, notably, a syllabus on crown and bridge work as taught at the University of Minnesota School of Dentistry in co-authorship with Dr. George Reynolds.

Dr. Wells accomplished his task. He achieved success, contributed immeasurably to the profession of dentistry, gained the respect of intelligent men, and was revered by his colleagues. To his students and friends, his life has been an inspiration.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

Appendix

ABSTRACT OF DISCUSSION

When President Wilson opened the meeting and asked for corrections of the minutes of the last meeting, Mr. Gerald suggested a correction of the Abstract of Discussion of the last meeting. He wanted it made clear in the summary, and by those who spoke to the Senate, in just what capacity they were speaking. Specifically, Mr. Gerald pointed out that Will Myers, professor of agronomy, and chairman of the Faculty Consultative Committee, had spoken to the last meeting of the Senate and it was not clear in the summary in which capacity he was speaking. He thought it important that, since senators spoke with the intention of influencing other senators, the influence they wished to exercise be made clear.

Mr. Wilson indicated that this would be done. He then said that he was tempted to make a remark and that he hoped it would be correctly accepted. "Even when the faculty elects one of its own members, it taints him with administration."

There were no questions asked about the report of the Administrative Committee meeting and Mr. Wilson called for the report of the Senate Committee on Intercollegiate Athletics. Max O. Schultze, professor of agricultural biochemistry and chairman of the Committee on Intercollegiate Athletics, said he was speaking as the chairman of the Committee on Intercollegiate Athletics. He explained the report of the committee and called for Senate action. The committee recommended to the Senate that it support the Western Conference action taken at its last meeting. Under the White Resolution, the Western Conference votes at one meeting and then confirms or rejects that action at the next meeting, in order that representatives of its members may consult with their faculties.

The action pending in the Western Conference is a rescinding of the round-robin procedure, scheduled to go into effect in 1969. The "round-robin" procedure means that all of the games in the season must be played within the conference, i.e., only with members of the conference. This provision originally was part of a package arrangement, another part of which was that by 1965 the football season could include as many as 10 games. Mr. Schultze explained the arguments for a round-robin schedule: better control of all factors, more homogeneity, and fewer pressures from outside. Now that the conference has proposed reversing its earlier stand on the round-robin, arguments against it have come up: "A round-robin schedule is too strenuous because the Big Ten is too tough a Conference; the danger of injury is greater." Mr. Schultze told the Senate that after seven straight conference games last year, the Minnesota team was exhausted. The second argument against a round-robin schedule is that mandatory scheduling eliminates the use of sanctions against conference teams. He referred to institutions which we will not play in hockey because we do not like the way they conduct themselves. Such sanctions would not be possible if we were to play only conference teams.

Harold W. Chase, associate professor of political science, urged opposition to the recommendation of the committee. He said it was about time that we took a hard look at big-time football. The round-robin procedure is "one hope to bring sanity back." Mr. Chase felt that if all our games were played within the conference, there would be far greater possibilities of control in all areas. He pointed out that the Big Ten has other ways to discipline its members. He told the Senate that Indiana University was disciplined outside of the Big Ten by the NCAA because the Big Ten was apparently not strong enough to do it. He said that the Ivy League manages to control itself and it plays a round-robin schedule for the most part. Mr. Chase said this was a matter of integrity, and that

integrity was the most important thing we have at the University. He wanted to know if we applied the same standards to all students that we do to athletes and if—indeed—we wanted to.

Roy G. Francis, professor of sociology, questioned the action of the Western Conference in reversing itself on the round-robin procedure. He pointed out that in 1958 the agreement to lengthen the season to 10 games was "paid off" by an agreement to institute a round-robin schedule. Mr. Schultze asked if Mr. Kinyon would speak to the "pay-off" statement. Mr. Francis said that he meant reciprocity, not "pay-off." He went on to say that he thought we were moving away from the principles we have always expressed.

Stanley V. Kinyon, professor of law and faculty representative to the Western Conference, speaking in the latter capacity, said that the 10-game schedule and the round-robin agreement were part of a total plan, not necessarily concomitant or reciprocal in arrangement. He explained that the 10-game schedule makes it possible for a team to have a regular warm-up game at the beginning of the season instead of an intersquad game. It seems that coaches say there is less chance for injury in a regular game than in the intersquad type, where players are competing for a spot on the varsity team. One effect of the lengthy scheduling is to cut preseason practice. It was only after a 4-year discussion that the conference decided to begin progression toward a 10-game round-robin schedule. Mr. Kinyon remarked that the Senate Committee on Intercollegiate Athletics had considered carefully the question of integrity. It is in full agreement with Mr. Chase as to the importance of integrity. Mr. Kinyon pointed out that Mr. Chase was not quite accurate in one of his statements. The Big Ten did institute sanctions against Indiana and in fact brought sanction proceedings against it. The NCAA carried on the procedure at the same time and its sanctions were announced first simply because it met first. Mr. Kinyon said he could not see why playing nine tough conference games enhanced the integrity of the University. He felt that on balance the arguments in favor of the round-robin were outweighed by those against it. He reminded the Senate that we had a round-robin schedule in hockey from 1951 to 1958 and it was not possible to get any kind of a rule through the league. No sanctions could be brought, no levers could be used against conference members, and the league broke up. When a new hockey league was formed, one of the insistent features was that there not be a round-robin arrangement. He asked Mr. Reed if there was a round-robin arrangement in basketball scheduling. Glen A. Reed, assistant professor of physical education for men and assistant basketball coach, said there was no such arrangement.

Mr. Chase, answering Mr. Kinyon, said that he thought the hockey league was not comparable to the Big Ten because it was made up of institutions in no sense equivalent to those of the Western Conference. He went on to say he thought there was a discrepancy in the argument that we would play tougher teams under a round-robin, reminding the Senate that Missouri beat Minnesota last year. Mr. Schultze pointed out that scheduling is done 5 or 6 years in advance of the season. "We cannot know which game is going to be the breather." Mr. Wilson said that this seems to indicate we should schedule a free Saturday afternoon.

William A. McDonald, professor of classics, thought that it was ridiculous to argue that the team would become exhausted because a round-robin was too tough a schedule while, at the same time, lengthening the season to 10 games. Mr. Schultze said that there were many times when he and other members of the committee had to take the word of the coaches, who would rather play a lengthy season with a breather in it and would rather have a nonconference game than an intersquad game. Mr. Kinyon agreed with Mr. Schultze. He went on to say that he also agreed with Mr. Francis and was concerned with the increasing length of the season. How-

ever, football is not the worst offender. Hockey has a 28-game schedule; baseball seems to go on and on, with play-offs for the top teams lengthening the season even more. No one seems very concerned about these other sports.

Mr. Chase remarked a preseason intersquad game is not mandatory—that it doesn't have to be scheduled. Mr. Kinyon replied that neither was the 10-game schedule mandatory; it was permissive.

Mr. Wilson asked Mr. Schultze for clarification. There were two issues, the round-robin question and the 10-game schedule. He wanted to know if this involved 1 or 2 motions and how it was to be handled. Mr. Schultze replied there was only one question being brought to the Senate—that of the round-robin—but that a statement could be filed on either point. Mr. Kinyon added that, if the conference does not rescind its 1958 action, we will go to the 10-game schedule anyway and we will also go to the round-robin arrangement.

John Stecklein, professor of education, wanted to know what a round-robin has to do with gate receipts and if the extra game was added to the schedule simply to increase gate receipts. Mr. Schultze said this was hard to answer, that people involved in intercollegiate athletics are aware of the importance of gate receipts which provide subsidies for athletes, support intermural athletics, and support the physical education program. He did not know how gate receipts could be tied in to either the round-robin or the 10-game schedule. Stanley J. Wenberg, vice president for educational relationships and development, said he thought that gate receipts had nothing whatever to do with either question.

Mr. Wilson pointed out that the vote was now only on the issue of whether to accept the committee's recommendation that the round-robin schedule not be adopted. He called the vote and said that motion lost on a voice vote. Since it seemed close, a standing vote was requested—37 for and 40 against. Mr. Wilson remarked that he was so encouraged by obviously sensitive hearing that he was canceling an appointment with his otolaryngologist for next week.

Mr. Kinyon asked if the motion meant that an objection was to be filed. Mr. Wilson ruled that that was the case. To remove any doubt, Mr. Schultze moved that an objection be filed with the Western Conference. The motion passed.

Mr. Schultze then moved the second part of the report—that a home game not be played before the University is in session in the fall. The team may play away from home but not at home. The motion passed. Mr. Wilson commented that the chair and, he believes, the Senate appreciated the work of the committee, even though it was not now accepting all of its recommendation.

Robert J. Keller, professor of education and chairman of the Senate Committee on Institutional Relationships, presented the committee's report. This is the annual report on accreditation of private high schools and other institutions by the University. In addition to a list of 10 private high schools in the state recommended for continuing accreditation by the University, the new junior college at Fergus Falls needs Senate approval. The Senate last year granted tentative accreditation of the new college's program, providing that students transferring credits would have such credits validated after 1 year's residence at the University. The committee recommended that this form of accreditation be continued until no later than June of 1964, at which time Fergus Falls Junior College should expect to seek full accreditation. The committee's report was accepted by the Senate.

Mr. Wilson informed the Senate that the press and the other media would be giving out information in the next few days about freedom of speech in relation to the University. He obviously was referring to the coming talk of Benjamin Davis, secretary of the Communist party, on the

campus. Mr. Wilson said that 1 or 2 faculty members had wondered if there were not some other way of bringing such a person to the campus. It had been suggested that this kind of speaker might be asked to share the platform with a member of the University faculty. Mr. Wilson said he thought this was asking a great deal of the faculty but that he would be glad to discuss this or other proposals with any member of the faculty who wished to bring the matter to him. He then read a statement which had just been released to the media from the President's office which is included in the *Minutes* under New Business.

It was a stirring statement and the Senate was obviously impressed. Mr. Gerald moved that the Senate endorse the statement. The motion was passed without a dissenting vote.

ELEANOR S. FENTON, Abstracter

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

May 31, 1962

The sixth regular meeting of the University Senate for the year 1961-62 was held in the Auditorium of Murphy Hall on Thursday, May 31, 1962. Ninety-six elected or ex officio members and 16 nonmembers, total 112, checked or signed the attendance roll as present. President Wilson presided.

The following items were considered and action taken as indicated.

I. MINUTES OF APRIL 19, 1962

Reported for Action

Approved

II. MINUTES OF APRIL 26, 1962

Reported for Action

Approved

III. SENATE COMMITTEES FOR 1962-63

Reported for Action

The following Senate committees have been named by the President, subject to the approval of the University Senate, effective July 1, 1962:

Audio-Visual Aids: Huntington Miller (chairman), Robert J. Ames, C. Luverne Carlson, Norman J. DeWitt, Allen Downs, George D. Freier, Wesley J. F. Grabow, Ralph H. Hopp, Howard F. Koeper, George H. McCune, Milo J. Peterson, Raymond G. Price, Hubert H. Serr, Robert F. Spencer, Donald R. Torbert, Tracy F. Tyler.

Business and Rules: Elio D. Monachesi (Chairman), Harold W. Chase, James L. Hetland, Jr., William P. Martin, True E. Pettengill.

Education: E. Adamson Hoebel (chairman), Carl A. Auerbach, Cyrus P. Barnum, Ruth E. Eckert, Stuart W. Fenton, Alexander C. Hodson, Robert J. Holloway, Richard C. Jordan, Gardner Lindzey, Merrill P. Rassweiler, Arthur E. Smith (Duluth), Donald K. Smith, John E. Stecklein. Students: Irwin Gubman, Gary Orfield.

Faculty Welfare: C. Arthur Williams, Jr. (chairman), Robert C. Brasted, Gertrude A. Esteros, Robert L. Heller (Duluth), Reynold A. Jensen, William A. McDonald, J. Russell Nelson, Willard L. Thompson.

Institutional Relationships: Robert J. Keller (chairman), Rodney A. Briggs (Morris), James I. Brown, Paul A. Cartwright, Norman J. DeWitt, Eleanor S. Fenton, John A. Goodding, Robert T. Holt, Theodore E. Kellogg,

Jack C. Merwin, Norman W. Moen, Gerhard E. von Glahn (Duluth), Stanley J. Wenberg, Bob G. Woods. Students: Louise Blair, Carol Streufert.

Institutional Research: Philip M. Raup (chairman), John A. Buttrick, Thomas W. Chamberlin (Duluth), Robert J. Keller, Keith N. McFarland, Paul R. O'Connor, Sheldon C. Reed, Robert Edward Summers, E. Paul Torrance (ex officio), Maurice B. Visscher, Malcolm M. Willey, E. W. Ziebarth. Students: Gary Filerman, Fritz Herrmann, Sara Streich.

Intercollegiate Athletics: Alfred L. Vaughan (chairman), Ike Armstrong, Raymond W. Darland (Duluth), Willis E. Dugan, E. Adamson Hoebel, Laurence R. Lunden (ex officio), William E. Parham, Max O. Schultze (faculty representative), Robert Edward Summers, John H. Williams. Students: Richard J. O'Laughlin, Orville F. Peterson. Alumni: 2 to be named.

Judicial: Charles H. McLaughlin (chairman), Alfred L. Harvey, James L. Hetland, Jr., E. Fred Koller, Walter M. Lauer.

Library: Gaylord W. Anderson (chairman), Robert H. Beck, Clarke A. Chambers, Warren B. Cheston, A. Orville Dahl, Eugene C. Mather, Samuel H. Monk, Lloyd L. Smith, Jr., Edward B. Stanford, John G. Turnbull.

Reserve Officer Training Corps: Rodney C. Loehr (chairman), Carl A. Auerbach, Steve S. Barich, Harold W. Chase, John J. Cound, William T. Harris, Jr., Warren E. Ibele, Arthur L. Johnson, Arthur J. Larsen (Duluth), Benjamin E. Lippincott, George H. McCune, Keith N. McFarland, Morris E. Nicholson, Roger B. Page, Harold P. Strom, Gerhard H. Weiss. Students: Joseph Fischenich, 2 to be appointed. Alumni: 2 to be named.

Student Affairs: Edwin Emery (chairman), Paul H. Cashman, David Cooperman, Norman J. DeWitt, John Forster, James L. Gibbs, Jr., Armin E. Grams, Walter Graves, George L. Shapiro. Students: John Austin, Margie Crump, Judy Erskin, Judy Frost, Jim Johnson, John Kronholm, Todd Lefko, Gordy Mork, Marion Oare, Norman Uphoff, Sue Ward, Andre Zdrzil, 2 to be appointed ex officio. Alumni: 2 to be named.

Student Scholastic Standing: Roger B. Page (chairman), Ralph F. Berdie, Francis M. Boddy, Eleanor S. Fenton, N L Gault, Jr., Charles J. Glotzbach, John A. Goodding, Keith R. Heller, Mellor R. Holland, L. A. King, Cecil H. Meyers, Charles V. Netz, True E. Pettengill, Mabel K. Powers, Stephen B. Scallen, W. Donald Spring (Morris), Frank Verbrugge, Theodore E. Kellogg (non-voting secretary). Students: Janice Olsen, Jane Widseth.

University Functions: William L. Nunn (chairman), Cyrus P. Barnum, Jr., W. Donald Beatty, Frederick E. Berger, Robert J. Elliott, Wesley J. Grabow, Edwin L. Haislet, Ralph L. Kitchell, James S. Lombard, Truman R. Nodland, Paul M. Oberg, Louise A. Stedman, Stewart C. Thomson, Edmund G. Williamson, E. W. Ziebarth. Students: Brad Gran, Bill Hosfield, John Pavlik.

University General Extension: Sherwood O. Berg (chairman), Paul A. Cartwright, Harold W. Chase, Willis E. Dugan, Herbert G. Heneman, Jr., J. M. Nolte (ex officio), William L. Nunn, Luther J. Pickrel, W. Albert Sullivan, Jr., Stanley J. Wenberg, James H. Wertz, Jr., E. W. Ziebarth.

University Printing and Publications: Harold B. Swanson (chairman), John Ervin, Jr., Ralph H. Hopp, Laurence R. Lunden, William L. Nunn, True E. Pettengill, Harold W. Wilson. Students: Patricia Anderson, Sara Fisher.

Approved

IV. ELECTION OF THE COMMITTEE ON SENATE COMMITTEES

I. Nominations

In accordance with Article III, Section 11 of the Senate By-Laws, the Faculty Consultative Committee nominates the following candidates for the Committee on Senate Committees (candidates listed in alphabetical order). Each person has indicated willingness to serve if elected.

Paul D. Boyer	William P. Martin
Warren B. Cheston	Gordon M. Mork
Henry J. Ehlers	Horace T. Morse
Eleanor S. Fenton	Raymond B. Nixon
Richard C. Jordan	Martin Steinmann, Jr.
Robert McClure	A. K. Wickesberg

Additional nominations, certified as available, may be made by the petition of 12 Senators, provided that the petition is in the hands of the Clerk of the Senate the day before the Senate meeting.

The election will be by secret ballot with six to be elected. The 2 receiving the highest number of votes shall serve for 3 years, the next 2 for 2 years, and the following 2 for 1 year.

Election ballots will be distributed at the meeting to be placed in ballot boxes as you leave. Election results will be announced in the Official Daily Bulletin and in the Senate *Minutes*.

2. Election Results

The following were duly elected to membership on the Committee on Senate Committees for the terms indicated beginning July 1, 1962: Robert McClure (1962-65), Horace T. Morse (1962-65), Paul D. Boyer (1962-64), Raymond B. Nixon (1962-64), Eleanor S. Fenton (1962-63), and William P. Martin (1962-63).

V. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *University Budget for 1962-63.* The President, on April 11, 1962, gave a very brief review of the principles underlying the budget for the year 1962-63, some of which had been discussed earlier in the Administrative Committee. Few major changes were possible from the current budget because of the dearth of new funds. The income from tuition increases would be committed to student-related functions of the University. Certain faculty salary increase money was provided by the Legislature, and the allocation of this was considered, as were the principles and procedures to apply in providing Civil Service merit increases. Special budgetary allocations made to meet the 1961-62 enrollment increases would be carried forward, and certain faculty vacancies sacrificed to provide for the instruction of unexpected numbers of students would be restored. It was proposed to withhold a small sum of money from distribution to provide for further, anticipated over-all enrollment increases; otherwise the plan was essentially that of a status quo budget. In response to questions about early action on appointments, it was mentioned that Vice President Willey was working with the deans on problems of this type.

The President expected to discuss the general principles of the budget with the Regents in their meeting of April 13, and budgetary materials were to be sent to the colleges immediately after Board action was obtained. At the April 18, 1962, meeting of the Administrative Committee, Vice President Lunden distributed copies of the proposed budget plan which the Regents had approved, and commented on the items in detail. Discussion followed.

There was extensive consideration of the use of overhead income from research contracts, new funds to provide supplies and equipment for the expected additional students, the small reserve for new staff to meet enrollment increases, a pattern for the distribution of allotments to colleges for academic salary increases, and a number of other budgetary factors.

Dean Morse described the difficult fiscal situation in which the General College finds itself, despite its low cost and particularly favorable contribution to University support. The President indicated that no new position money had been obtained for 1962-63, even following strong arguments based on expected student increases, but said that further conversations on budgetary needs would be conducted with individual deans. The Dean of the College of Science, Literature, and the Arts commented on the budgetary plan and endorsed use of research income in the operating budget. Provost Darland described the growth of enrollment at the Duluth Campus through the last decade, especially since 1957, and referred to the increasing staff overload problem there. Flexibility in the provision of supplemental funds would be most important to the Duluth operation, he indicated.

The President commented on the enrollment projection and on the extent to which that figure, scaled down, had been used in arriving at the student forecast and estimate of tuition income used in the plan. Behind the budget plan, he said, is the prospect of even greater student loads and work demands than those provided for in this budget. Dean Lockhart noted a departure from the practice of earlier years which permitted application of marginal savings on staff appointments to the underwriting of salary increases going beyond those financed with newly allocated funds. He expressed hope for return to the former practice when stabilization in budgeting permits.

2. *Time of the June Commencement, 1962.* The Senate Committee on University Functions had recommended that the hour of the opening of the June 1962 Commencement be changed from 8 p.m. to 7:30 p.m. This would provide the extra time needed for a special presentation and for the awarding of honorary degrees without extending the Commencement beyond its usual closing time. Approval was given by a motion duly made, seconded, and voted.

3. *Classroom Scheduling for Effective Use of Facilities.* The members of the committee had received from the University Schedule Committee an endorsed subcommittee report recommending means for achieving fuller utilization of instructional facilities through better scheduling of classes. Assistant Dean Roger B. Page, chairman of the subcommittee, commented that the proposal essentially called for a reaffirmation of the principles contained in the University Schedule Committee recommendation that was adopted by the Administrative Committee on April 4, 1956, and for approval of some added provisions needed to implement those principles. Mr. Vernon L. Ausen, room scheduling supervisor, pointed out that effective action on better scheduling at the source of schedules in the college offices would keep decisions on these academic matters with the instructional units rather than allowing the availability of facilities to determine choices among course offerings and the hours for courses.

The discussion at first seemed to question whether the University would be well advised to proceed with the recommendations as speedily as possible or should act with some further reserve. That the hoped-for improvement had not been made seemed clear, as did the need for positive action. It was acknowledged that the plan may have arbitrary features and that it will pose problems for the scheduling of graduate courses where graduate students serve as teaching assistants. To be effective, University-wide compliance must be obtained, it was indicated.

It was moved, seconded, and voted to accept the report and recommendations as expressing the sense of the committee. The President then

asked Mr. Ausen, working with the Schedule Committee or its several members, to contact the appropriate personnel in each college unit so as to implement the recommendations as policy established by the Administrative Committee.

The following recommendations were contained in the report:

(The first 4 regulations shall apply to courses of 150 enrollment and above *separately* from their application to classes below that enrollment. For example, a department could not satisfy regulation 2 by scheduling only small courses in the afternoon, including among its morning courses all of its large courses; it must schedule one-third of its large courses outside the morning. The word "course" is used to mean any class meetings which include the same students. Thus a class scheduled 1 MWF with 2 laboratory sections, I-II TTh and VII-VIII TTh [students choose 1], counts as 3 courses.)

1. Multi-sectioned courses in each department shall be scheduled so that no more than one-half the sections will meet in the mornings (I through IV MWF and MTWThF).

Exceptions to this for a given department may be made only if scheduling by the department's college is co-ordinated to accomplish the same effect on a college-wide basis. Even these exceptions are permissible only when Lower Division students are not thereby prevented from scheduling an acceptable total program outside the morning hours (as here defined).

2. Single section courses in each department shall be scheduled so that no more than two-thirds of them meet in the mornings (I through IV hour, MWF and MTWThF) by (1) offering some of them at other times regularly, (2) alternating morning and other scheduling in succeeding quarters for repeated courses, and (3) alternating morning and other scheduling in alternate years for 3-quarter sequences. Same exceptions possible as under 1 above.

3. Courses which meet in a general purpose classroom twice a week must be scheduled on TTh unless the University Room Scheduling Office can certify that there is an adequate use for the room on the day remaining in a MWF schedule.

4. During the mornings (I through IV hour) courses may not be scheduled in a manner which leaves a classroom unusable on other days of the usual sequence at the same hour (for example, courses may not be scheduled I MTW, or II MWF and IV F, or II M), unless, again, the University Room Scheduling Office is satisfied that the room can be used to reasonable capacity for the remaining days of the sequence (MWF) at that hour.

5. At the present time, these regulations need not apply to courses both scheduled in seminar rooms and intended primarily for graduate students (those numbered 200 and above and those numbered 100-199 if the predominant registration is graduate), but they should be applied upon certification by the University Room Scheduling Office that such application is necessary to utilize space efficiently.

6. These regulations are to apply to all departments, schools, and colleges which use general purpose classrooms scheduled by the University Room Scheduling Office, except for their scheduling of classes after the 8th hour and during the Summer Session.

7. Conflicts within a college for class space may be resolved by whatever review the college may prescribe. Conflicts between colleges are normally resolved by direct negotiation. The supervisor of room scheduling shall arbitrate differences not so resolved. On questions which involve broad policy, if arbitration has not been successful, appeal to higher administrative levels is possible.

8. These regulations, once endorsed by the proper authority, are to be considered mandatory, and exceptions are permissible only upon the approval of the supervisor of room scheduling.

One basic problem remains even if the above scheduling regulations are fully implemented, namely, which students are to take classes at those hours often considered by students to be undesirable. At the present time, the priority is on the basis of who registers first, and order of registration is either on a first come, first served basis, or on a randomly assigned basis, or, in one college, on a class basis. It is recommended that each college review its registration procedures to develop policies governing which students should register some or all of their work outside the I through IV MWF, M-F schedule. Very likely a first come, first served system is not the best. In order to provide for any desirable University-wide co-ordination of such procedures, colleges should report their plans to the University Schedule Committee (or a designated official or subgroup of it) by the middle of spring quarter.

4. *The 1962 Consolidated Fund Drive.* Mr. Sterling B. Garrison appeared before the committee on behalf of the planned 1962 Consolidated Fund Drive on the Minneapolis Campus, of which he is director, and introduced Dr. N L Gault, the associate director. Mr. Garrison spoke of the opportunities afforded by the drive for participation in a vital and active community enterprise and of the desirability that the University provide leadership through its support. He referred to the aid, especially of research, which accrues to the work of the University from the fund. He asked for

evident interest on behalf of administrative officers and bespoke their cooperation in the appointment of captains and solicitors. The drive is to open the week of October 1, 1962.

5. *Recommendations on University Honors.* On April 11, and again on April 18, 1962, the Committee on University Honors, acting through its chairman, Dean Morse, moved the endorsement of candidates for the Outstanding Achievement Award. Approval was voted, subject to action of the Regents. The Honors Committee further recommended the award of an honorary degree and this, too, was seconded and voted, subject to Regents' action. Since there was some question about the designation of the particular degree, it was voted to recommend that this be the doctor of science degree.

6. *Administrative Committee Representation and Participation in the Senate.* Although the discussion of the participation of the Administrative Committee in the work of the Senate was to receive subsequent detailed attention, interim considerations were given in the meeting of April 11, 1962. There were brief reports relating to this matter, and information was made available on the way in which the Administrative Committee vote had gone on certain actions taken by the Senate. When this issue came before the committee on April 18, 1962, there were two suggestions of the manner and proportion in which members of the Administrative Committee might participate in the work of the Senate or the vote of that body. One of these proposals was that the full membership of the Administrative Committee should continue in *ex officio* but nonvoting membership in the Senate. The other indicated two patterns of representation for purposes of voting. Discussion dealt primarily with such matters as the desirable proportionate representation, the retention of rights which accrue to members of the Administrative Committee because of professorial rank, the service of the members of the Administrative Committee in the Senate, and the extent to which certain administrative officers ought to retain regular Senate membership. It was finally voted, with two dissenting votes recorded, as the judgment of the Administrative Committee that the members of this committee should serve as *ex officio* nonvoting members of the Senate and that their otherwise regular participation in the Senate should continue with the Senate's full knowledge that members of the Administrative Committee may not vote.

7. *Report of the Junior College Task Force.* In the meeting of April 11, 1962, Dean Morse gave a preliminary report from the Junior College Task Force. He reviewed the purpose of the study, prepared for Administrative Committee consideration, and the background of the problem investigated. In the continuation of the report at the May 9, 1962, meeting, Dean Morse discussed the growing need for additional college facilities in the seven-county area which contains the Twin Cities and described several different possibilities for development considered by his study group.

Attention was turned to many of the details of the report and to the background data. Discussion followed on both the subject matter and the uses of the report. It was moved, seconded, and voted to request consideration of the report by such other University committees as the Senate Committee on Education and the Senate Committee on Institutional Relationships.

8. *Services of the American Association on Emeriti.* The Academic Vice President circulates to colleges and departments, from time to time, lists of potential faculty members provided by the American Association of Emeriti, and Mr. Willey asked how useful these have been. The association is now establishing a membership plan in which the University had been asked to participate in the interest of continuing to receive the personnel lists. After discussion, it was decided that it may be desirable for the

University to become a member of the Association for a year, while assessing the values that accrue from membership as against obtaining the lists on a subscription basis.

9. *Recommendations of University Scheduling Committee on Class Hour Schedule.* The all-University Schedule Committee had given special attention to the hourly class schedule which will be the most useful as west river area buildings come into operation. A subcommittee of that committee had made a study of the factors affecting students and faculty in scheduling classes on the west bank, beginning in the fall quarter of 1962. Through use of the computer facility in the School of Business, they had made an extensive investigation of the probable best scheduling of courses in the west bank area as against scheduling of them on the older, eastern area of the campus. Out of this study had come a report and a recommendation that, for the transitional 1962-63 academic year, west bank classes meet according to the present St. Paul Campus schedule (hour I at 8 a.m., hour II at 9 a.m., etc., with a 10-minute interval between classes). There were other recommendations in the report, among which were some relating to minimization of schedule conflicts and student travel time, the provision for faculty transportation across the river, and procedures for resolution of conflicts between day school and Extension Division evening schedules. The Schedule Committee had, after careful consideration of the issues, voted unanimously to endorse the recommendations and had transmitted them to the Administrative Committee for approval and implementation.

Speaking for the subcommittee of the Schedule Committee, Professor Keith Heller provided background information on the student scheduling and traffic situation expected next fall and described useful by-product results of the computer study; for example, about 700 students may take all their work west of the river. He called attention to the scope and underlying assumptions of the investigation, noted that the time schedule recommended appeared to be the best of several, and emphasized the need for yearly restudy of the situation as the west river area work increases. He recognized need for assistance to the faculty on matters of transportation and parking, especially in the immediate future.

Dean Grambsch reported discussions which had been conducted among faculty members of the College of Science, Literature, and the Arts and asked for flexibility in scheduling for 1962-63, particularly under the new rules designed to promote effective use of facilities. A faculty work-lounge should be provided. He referred to traffic, transportation, and parking problems and to the difficulties that St. Paul Campus students may sometimes face in attending classes in the new area of the Minneapolis Campus.

In discussion, it was emphasized that there will be many unavoidable interferences with regular instruction as the west river buildings are completed and brought into service and that every effort needs to be made to facilitate the necessary changes. During the time when the construction is largely incomplete, and until the ultimate bridge is built, efforts must be made to have the new facility well used, yet at the same time possibilities for modifications and some flexibility of scheduling should be provided for. The President emphasized the value of maximum convenience to the faculty and gave assurance of administrative understanding and support to alleviate transitional difficulties.

It was voted to endorse the report and plan as the basis for general procedure and as setting the pattern for scheduling to become operative in the fall quarter 1962.

R. E. SUMMERS, Secretary

Accepted

VI. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

Reported for Action

Proposed Changes in Constitution

The Senate on January 18, 1962 suggested that consideration be given to revising the *Constitution* to reduce administrative representation, allow nonmembers to speak and introduce motions but not vote, improve the method of selection of members, and lengthen their term of membership.

The following changes in the *Constitution* are recommended to accomplish these suggestions and to provide a procedure for initiating a referendum or plenary session. In the revision, the status of the President as a full voting member has also been clarified. The proposal as it affects the Administrative Committee has been endorsed by that group.

PROPOSED CHANGES IN CONSTITUTION

(Additions underlined. Deletions lined out.)

Article III. University Senate

I. Composition

The University Senate shall be composed of (a) elected representatives of the various institutes, colleges, schools of collegiate rank, and the Mayo Foundation, ~~(b) the President of the University, and~~ (c) the members of the University Administrative Committee and the Faculty Consultative Committee who shall serve ~~ex officio as regular~~ as ex officio nonvoting members of the Senate. Each member of the Senate shall represent the faculty and the University as a whole.

4. Election of Senate Members

(a) The elected ~~members of~~ representatives of the faculties to the Senate shall be chosen by secret ballot by the faculties of the several institutes, colleges or schools of collegiate rank as follows: The regular members of each faculty who are professors ~~or~~ associate professors, or assistant professors (including research associates) shall jointly elect from their rank (professors ~~and~~ associate professors, and assistant professors) one Senate member for each 10 of their regular members or fraction of that number holding such rank. ~~The regular members of each faculty who are assistant professors (including research associates) or instructors (including research fellows) shall jointly elect from their ranks one Senate member for each 40 of their regular members or fraction of that number holding such rank.~~ The provisions hereof shall not apply to the election of the representatives of the Mayo Foundation.

(b) For the purpose of electing representatives to the Senate, the members of each faculty holding the rank of ~~instructor (including research fellow)~~ assistant professor (including research associate) and above shall be eligible to vote, providing that they hold regular appointment as defined in the *Regulations Concerning Academic Tenure* ~~(as revised and re-adopted by the Regents July 11, 1952)~~. The provisions hereof shall not apply to the election of the representatives of the Mayo Foundation.

~~(c) The Mayo Foundation shall be entitled to four elected representatives to be elected jointly by faculty members who are professors, associate professors, assistant professors (including research associates). The election shall be by secret ballot. 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.~~

(d) Members of the University Administrative Committee shall not be eligible for election to the Senate as a member of the faculties under (a) hereof.

~~(d)~~ (e) The Committee on Business and Rules shall determine the status and faculty membership of any academic staff member not regularly attached to an existing faculty for purposes of voting for members of and serving as a representative in the Senate.

~~(e)~~ (f) Annual elections to the Senate shall be held no later than the 20th day of October. Faculty members elected to the Senate shall serve for one year and/or until their successors shall be elected and qualified. They shall be eligible for re-election. Elections to the Senate shall be held every three years, no later than the 20th day of May. All members elected to the Senate shall serve for three years and until their successors shall be elected and qualified. Subject to the rules of individual institutes, colleges, or schools, Senate members shall be eligible for re-election.

7. Senate Meetings-Call-Quorum

The Senate shall hold regular meetings, at least twice in each quarter of the academic year, at a time and place determined by the President. Special meetings of the Senate may be held upon the call of the President or upon the written request of ten members of the Senate or of twenty voting members of the faculties. At any regular or special meeting of the Senate, a majority of the membership of the Senate shall constitute a quorum. ~~Faculty members entitled to vote for Senate members~~ All members of the faculty who hold regular appointment as defined in the *Regulations Concerning Academic Tenure* may be present at Senate meetings but shall not be entitled to vote or make motions. Such faculty may, at their request and with the approval of the Senate, be given the privilege to speak on matters under consideration in which they have an interest, and shall be entitled to speak on agenda matters and to offer motions for Senate action on agenda matters. Non-Senate members shall not be entitled to vote.

8. Referendum

Within three weeks of final action on any matter by the Senate, the matter may be referred to the faculties for vote approving or disap-

proving the Senate action. Such referendum shall take place (a) if so directed by the Senate at the time of acting upon the matter, or (b) if requested by a petition signed by one hundred faculty members entitled to vote for Senate members, and delivered to the President within one week of the Senate meeting at which the action took place. In such referendum, all faculty members entitled to vote for Senate members shall have one vote. The Clerk of the Senate shall mail ballots to the faculties within three weeks of the Senate action. Ballots shall be returned not later than one week thereafter. Ballots shall contain a short and concise statement of the issue to be voted upon, a statement of the Senate action on the matter, and a place for a vote approving or disapproving the Senate action. The Senate action shall be considered approved unless fifty per cent of the members eligible to vote return ballots and the vote received results in a majority disapproval. In lieu of the foregoing procedure, the President, within three days of the Senate action or within three days of receipt of a referendum petition, may set a meeting for all faculty members entitled to vote for Senate members to attend, discuss the matter, and vote on approving or disapproving the Senate action. The Senate action will be considered approved unless the attendance at such meeting is fifty per cent of the faculty members eligible to vote and the vote at the meeting results in a majority disapproval. This section, pertaining to referendum, shall not apply to amendments to the University Senate Constitution.

ELIO D. MONACHESI, Chairman

SENATE ACTION

Although the proposal could not be acted on because of the lack of the two-thirds quorum required for amending the constitution, the Senate discussed the matter at length and voted to refer the proposal back to the committee with the following recommendations:

1. That the second sentence of the proposed Article III, Section 4(a) be changed to read "of the number holding such ranks."

2. That the proposed Section 4(f) be changed to read "Election to the Senate shall be held no later than the 20th day of May. One third of the representatives to which each institute, college, or school is entitled shall be elected each year. All members elected to the Senate shall serve for three years and until their successors shall be elected and qualified. The Committee on Business and Rules shall establish a suitable initial election procedure. Elected members of the Senate shall not serve more than four consecutive years, and shall be eligible for re-election only after a one-year interval of nonmembership in the Senate."

3. That the next to the last sentence of the proposed Section 7 be changed to read "and shall be entitled to speak and to offer motions for Senate action."

4. That the 10th line from the bottom of the proposed Section 8 be changed from "within three days of the Senate action" to "within three days of the Senate call for a referendum."

5. That the whole Section 8, Referendum, be reconsidered with particular attention to the portion of the proposal beginning "In lieu of the foregoing procedure" and ending with "results in a majority disapproval."

VII. REPORT OF THE COMMITTEE ON INSTITUTIONAL RESEARCH

Reported for Information

Trimester and Related Proposals for the Reorganization of the Academic Calendar

For purposes of discussion, the trimester plan is understood to mean a series of three terms of approximately equal length, running from September through December, January through April, and May through August, with a vacation period of roughly 2 weeks at the end of each term.

The committee has examined the merits of this system over a 2-year period, in which materials have been assembled, circulated, and discussed. The Bureau of Institutional Research assisted in this work by preparing a summary of available materials in the spring of 1961, as reported to the Senate at the meeting of June 1, 1961. (See page 110, *Minutes*, Year 1960-61, No. 7.) Additional materials have been incorporated into this survey and a revised review of trimester programs as prepared by the Bureau of Institutional Research is appended to and made a part of this report.

After considering the merits and demerits of a trimester program and of similar programs now operating at other institutions, it is the committee's opinion that the trimester form of calendar does not offer net advantages that outweigh its disadvantages at Minnesota.

This conclusion rests in good part on the fact that the University of Minnesota is now on a quarter system. If the University was presently on a semester system, the trimester plan of alternate operation would be worth serious consideration. Having made the transition to a quarter system, and with some progress being made in accommodating the dislocations and time wastages involved in registrations, examination periods, quarter breaks, and the like, there does not seem to be any compelling advantage that would result from a shift to a trimester basis of operation.

There are in addition several specific points that would argue against the trimester system:

Item 1: The present Summer Session program at the University of Minnesota is growing and deserving of further support. The current two 5-week sessions were tailored in part to meet the needs of primary and secondary school teachers who form about one-third of the summer student population. Primary and secondary school teachers seeking summer school instruction might be unwilling to devote the entire summer to it, as would be the case under a trimester system of operation. A separate program of instruction would probably be required for them. As undergraduate student enrollment increases, we may experience a decline in the proportion of primary and secondary school teachers in the summer school. With this in mind the committee feels that serious consideration should be given to the development of a full fourth quarter, building upon the base of the existing summer school. It would seem that in this direction the University would find its greatest opportunity for improved instruction and fuller utilization of the physical plant.

Item 2: While the flow of students through the physical plant might be increased by a trimester plan of operation it is not clear that this would result in a reduction in per-student-hour instruction costs. A nearly com-

plete complement of faculty and staff would be needed for the summer period, May through August, if any improved utilization of buildings is to be achieved. Unless summer term enrollments were at levels comparable to the fall and winter terms, this could result in a relatively higher cost per-student-hour of instruction in the summer term. A reduction in enrollment or in class size typically does not permit a proportionate reduction in instructional costs.

Item 3: Approximately two-thirds of the students presently enrolled at the University of Minnesota work for a part of the cost of their support while going to college. While the timing of access to available job markets might be improved by a trimester system of operation, the student seeking full-time summer work would be out of school from early May through August. This could result in a lengthening of the time required to obtain a degree, for those students who must work.

Item 4: Student representatives who have been consulted in the course of the committee's deliberations have pointed to the fact that a valuable aspect of undergraduate college experience lies in the opportunity to meet people, attend concerts, participate in extracurricular campus activities, and the like. Reducing the elapsed time the student is in college and scheduling more of it in the summer months cuts short the opportunities to attend symphony concerts, sporting events, and to sit in on extracurricular lectures, convocations, and all of the similar nonclassroom aspects of a college education. To some students this foreshortening of an opportunity to participate in the extracurricular life of the campus would be a distinct loss. This seems likely to be the case with the better students and with those students more alert to a wide range of cultural, scientific, and intellectual pursuits. It is possible to devote too much attention to the speed with which the student is forced through the undergraduate curriculum, although the "student in a hurry" might find it to his advantage. This could be true with preprofessional training programs, with older students, or with those whose professional objectives are sharply defined when they enter the University. A significant part of the undergraduate student body apparently would not find the speeded-up aspect of the trimester system to their liking.

In view of prospective increases in enrollment, the committee feels that the experiences of other schools with the trimester calendar should be kept under review. The summary that follows includes a list of references that are currently available for faculty consultation in the Bureau of Institutional Research.

A Review of Materials Related to a Possible Calendar Revision at the University of Minnesota

*(Prepared by Robert L. Lathrop, Bureau of Institutional Research,
University of Minnesota)*

The following memorandum presents, in outline form, a summary of the discussions at several institutions and collegiate organizations which have considered the merits and demerits of a variety of calendar revisions. A list of the references to these discussions is attached.

- I. Reasons Given for Interest in Calendar Change:
 - A. Acceleration of students through degree programs
 - B. Curricular enrichment
 - C. Accommodation of increasing enrollment with existing or moderately expanded physical plants

- D. Increased economy through more extensive use of facilities
- E. Opportunity for re-evaluation of existing programs and course offerings

Comment: Although all of these reasons have been suggested as motives for initiating a calendar change, the opportunity afforded for program re-evaluation seems the most immediate effect. The impact of calendar changes on the other four reasons is still too recent to be evaluated. One motivation not mentioned in this list, but alluded to by the University of Pittsburgh, was the national attention gained by a bold calendar change.

II. Calendar Arrangements Proposed by Various Institutions:

- A. Two semesters plus 1 or 2 summer sessions
- B. Three quarters plus 1 or 2 summer sessions
- C. Three terms with no summer program
- D. Three trimester terms, with or without concurrent summer program
- E. Four quarter terms, with or without concurrent summer program
- F. Six 8-week terms
- G. Four 9-week terms
- H. Miscellaneous arrangements

Comment: With very little searching it was possible to identify almost a dozen distinct proposals for calendar revision. It seems reasonable to presume that a more extended search would uncover several more. As some of the more thoughtful authors suggest, the particular division of the calendar is less important than the educational thinking which precedes and follows it, and many of the desired outcomes are possible under a variety of calendar arrangements. The unique advantages of one calendar division over another are often either untested or only submitted to subjective evaluation. Much of what is referred to as increased student interest or improved student performance may fade away as the novelty of a new calendar passes. It is also very difficult to know the degree to which such reports tap a representative cross-section of student and faculty opinion.

III. Possible Questions or Problems Resulting from Calendar Changes:

- A. Drop in faculty or student morale
- B. Difficult curriculum revisions
- C. Difficulty in redefining credit unit
 - 1. Problems with transfer students
 - 2. Establishment of degree requirements
- D. Scheduling problems
 - 1. Classes
 - 2. Examinations
 - 3. Pre-registration
- E. Articulation problems
 - 1. With other university calendars
 - 2. With secondary school calendars
 - 3. With graduate and professional school calendars
- F. Vacation and special holiday scheduling
- G. Problems with commencements and special events
- H. Tuition and fee changes
- I. Accreditation by professional and licensing agencies
- J. Implications for extracurricular activities
- K. Selection of calendar dates
- L. Revision of University publications and forms

- M. Student and faculty fatigue with year-round calendar
- N. Lowering of student quality (through uncommon enrollment periods)
- O. Problems of physical plant maintenance
- P. Problems of residence scheduling
- Q. Problems of student employment and student finances
- R. Infringement of faculty study and research
- S. Problems of salary adjustment
- T. Immediate need of increased faculty and accompanying facilities
- U. Problems of library utilization
- V. Problems of intercollegiate athletic eligibility

Comment: Obviously the concerns listed here constitute only a partial listing of possible problems which could arise from a calendar change, for virtually all phases of University operations would, in some way, be affected. Although certain problems have presented greater difficulties than others in institutions where calendar changes have been made, most have been worked out very smoothly where they have been anticipated and where change has been preceded by careful planning. The areas which may warrant particular attention by this Committee in their early deliberations are: (B) curriculum revision, (E) articulation problems, (I) accreditation problems, (Q) problems of student employment and finance, (S) problems of salary adjustment, and (T) immediate increase in need for faculty and facilities.

IV. Present State of Calendar in Other Institutions:

A. Big Ten

- 1. Illinois Semester (and quarter at Chicago professional schools)
- 2. Indiana Semester
- 3. Iowa Semester
- 4. Michigan Semester (expects to be on trimester by Fall 1965, Dearborn Center presently on trimester)
- 5. Michigan State Quarter (and trimester at Oakland Center)
- 6. Minnesota Quarter (and semester in law and evening school)
- 7. Northwestern Quarter (and semester in law and evening school)
- 8. Ohio State Quarter
- 9. Purdue Semester
- 10. Wisconsin Semester

B. Other midwest schools of importance

10 semester, 3 quarter; 1 institution will shift in 1962 from 2 semesters to a 4-quarter calendar

C. Eastern schools (including Ivy League institutions)

24 semester, none quarter; 1 institution is moving to a transitional calendar preparatory to trimester operation

D. Who's Who schools (25 major institutions, including the University of Minnesota)

19 semester, 6 quarter

Comment: At the present time the 2-semester (plus summer session) is by far the most common university or college calendar. More than half

of the Big Ten schools are on semester programs, virtually all prominent Eastern schools follow a semester calendar and, of the 25 most prominent institutions in the country, over three-fourths follow the 2-semester plan.

V. Summary Comments

At the present time a number of people are following with great interest the progress of the calendar experiments by such institutions as the University of Pittsburgh. Because of the recency with which these programs have been adopted, it is still too soon to know what their ultimate impact on the enrollment and financial pictures will be.

It seems that within broad limits, the calendar changes enacted have had few insurmountable problems and, in general, have resulted in only insignificant disruptions in continuing programs. It is important to note, however, that even institutions such as Pittsburgh have been slow to adopt the trimester program "across the board" and still allow at least one of their professional schools to remain on a semester calendar. The implication of this fact for Minnesota would seem to suggest that some experimentation with the academic calendar is possible on a restricted basis without committing the University to a program whose implications are as yet unclear.

In considering a revision of the University calendar it may be helpful to keep two points in mind. First, calendar change may have (although not necessarily so) as a secondary outcome, constructive restudy of an institution's curriculum and program. Important as this reassessment may be, it has not generally been acknowledged as sufficient basis for a major calendar revision. Second, there has been some tendency to equate the trimester with more extended use of existing facilities. Although the trimester has evolved quiet naturally from institutions previously operating on a semester calendar, it is clearly only one of many alternatives for accomplishing this generally accepted objective. It has been suggested by a number of sources that the change from 2-semester to 3-semester (trimester) operation involves somewhat different problems than would be encountered in a change from 3 quarters to 3 trimesters.

The matter of summer school programs for inservice teachers has universally been recognized as a separate issue from general calendar revision and institutions on "year round" calendars usually parallel their summer terms with an abbreviated, concurrent summer session offering for teachers.

In conclusion, there probably has been no time in history when (proportionately) as many institutions of higher education have been studying their calendar arrangements with a view toward more effective use of their facilities as the present. The wide variety of changes adopted or proposed for accomplishing this end, however, suggests that objectives more specific than those of increased efficiency must be considered in any evaluation of the feasibility of various alternatives.

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PHILIP M. RAUP, Chairman

Accepted

VIII. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

1. *Approved Schedule for Basketball 1962-63*

December 1	Wake Forest College
December 3	Kansas State University
December 14	Bradley University
December 15	De Paul University—at Chicago, Ill.
December 18	Memphis State University—at Memphis, Tenn.
December 20	Southern Methodist University—at Dallas, Tex.

December 22	Arizona State University—at Tempe, Ariz.
December 27	Wichita University—at Wichita, Kan.
December 29	Drake University—at Des Moines, Iowa
December 31	University of Houston
January 5	Ohio State University—at Columbus, Ohio
January 12	State University of Iowa
January 14	University of Michigan—at Ann Arbor, Mich.
January 19	Purdue University—at Lafayette, Ind.
January 26	Michigan State University
February 2	University of Wisconsin—at Madison, Wis.
February 9	Purdue University
February 11	Indiana University—at Bloomington, Ind.
February 16	Michigan State University—at East Lansing, Mich.
February 18	University of Wisconsin
February 23	Northwestern University—at Evanston, Ill.
February 25	University of Illinois
March 2	Indiana University
March 4	Ohio State University

2. *Grade Point Standards for Eligibility*

On November 2, 1961, during discussion of this committee's report in the University Senate, a request was made that the committee report to the Senate (1) the conference institutions, if any, which have scholastic requirements for eligibility (and financial aid) which are above the minimums specified by conference rules, and (2) what additional requirements might be appropriate for Minnesota. In response the committee reports:

1. Present conference rules provide that a student is not eligible for intercollegiate athletics unless he is making normal quantitative progress toward completion of the scholastic credit requirements for his degree and also has a satisfactory cumulative grade average.

a. Under the rules a student is not making "normal quantitative progress" unless he carries and earns each year at least the minimum number of credits that will qualify for "full work" under University requirements. (Minnesota has certified that its minimum full-work requirement is 36 credits per year and 12 credits per quarter.)

b. The minimum cumulative grade point levels for a "satisfactory" average under the conference eligibility rules (which minimums are also required at Minnesota) are 1.7 for the first (sophomore) year of competition; 1.8 for a second year of competition and for juniors who have not had previous competition; 1.9 for a third year of competition and for seniors who had only 1 year or no previous competition.

c. No freshman whose predicted first-year grade point average, on the basis of approved prediction tables, is below 1.7 is permitted to participate in organized freshman or varsity practice or to receive individual equipment or coaching, nor is he eligible to receive financial aid.

2. In response to our inquiry to all members of the conference . . .

a. Only one institution, the University of Michigan, reported a grade point requirement of 2.0 for eligibility and for all extracurricular activities throughout the institution; this is higher than the conference minimums referred to above.

- b. Several institutions, including Minnesota, reported that individual schools or segments have grade point requirements for admission and/or retention which exceed conference minimums for eligibility. Thus student-athletes may be and have been excluded or dropped from certain schools of member institutions, and thereby become ineligible even though their cumulative grade point averages were above conference minimums.

With the exceptions referred to, the scholastic standards for eligibility appear to be quite uniform throughout the conference, keeping in mind that there are no doubt differences in grading practices and standards between and also within institutions.

3. The committee believes that at the present time additional or increased scholastic requirements for athletic eligibility are not necessary or appropriate unless required of all students for all extracurricular activities. This conclusion is based on the following considerations:

- a. On three previous occasions (December 18, 1930, October 19, 1933, February 16, 1939) the Senate has approved recommendations of its Committees on Student Work and on Student Affairs that 12 regular credit hours per quarter constitutes a minimum full program of work. By action of the Board of Regents a student registered for 12 credits must pay full registration fees. For many student-athletes who do not receive financial aid but are in part or wholly self-supporting, a mandatory load of more than 12 credits per quarter would constitute a real hardship. Also the committee is informed by the University recorder that about one-half of all students earning 4-year degrees at this University do not complete their work within 4 calendar years.
- b. In December 1961, a specific minimum grade point requirement for athletic eligibility of sophomores became effective for the first time. This new requirement will tend to bring about greater selectivity toward men with higher scholastic potential and promise among prospective student-athletes who are recruited, subsidized, or otherwise encouraged to enroll. In turn, this may result in higher scholastic achievement of student-athletes throughout their residence in school. Experience should demonstrate the effects of the new requirement for sophomores, over a period of time, before further modifications are implemented, at Minnesota or for the whole conference. Over the years, Minnesota has been one of the principal advocates for establishment of a grade point requirement to govern eligibility of sophomores. Whether the newly instituted requirement is realistic and fair remains to be seen. We now believe that it is.
- c. As shown in the following table, for which the committee is indebted to the University recorder, a sophomore who has attained only the required conference minimum grade point average of 1.7 at the end of his freshman year will still be in the upper two-thirds of men in his class (except in the College of Education). A large proportion of all sophomore men students in 1960-61 had a cumulative grade point average of less than 2 at the end of their freshman year.

The table of grade data for men also serves as a basis for estimating what the effect of the higher requirements would be on the incidence of disqualifying sophomores, juniors, and seniors, respectively, from intercollegiate competition.

In this context it is important that as a consequence of the progressively increased cumulative grade point requirements for second and third years of competition, students whose average at the end

Grade Data for Men, University of Minnesota, 1960-61

Class and College	Grade Points					
	Average	Median	1.7 as %ile*	1.8 as %ile	1.9 as %ile	2.0 as %ile
Freshman Men						
AFHE	2.029	2.000	39	44	47	50
Education	2.015	2.200	22	27	30	38
IT	2.070	2.000	34	38	42	50
SLA	2.030	2.000	35	39	42	50
General College	2.055	2.000	32	35	37	50
Sophomore Men						
AFHE	2.289	2.250		28	31	36
Education	2.397	2.467		16	18	24
IT	2.279	2.176		32	35	40
SLA	2.301	2.312		25	27	33
General College	2.169	2.181		25	27	37
Junior Men						
AFHE	2.566	2.500			16	21
Education	2.618	2.545			12	18
IT	2.312	2.312			26	27
SLA	2.511	2.428			19	26

* On a scale of 1 (lowest) to 100 (highest).

of the freshman or sophomore years was at or near the required conference minimum, to become eligible for further competition must make later grade point averages which are substantially above the required minimums.

- d. Students who through their first 3 years of residence have achieved the minimum cumulative grade point averages required for eligibility, can readily reach, as seniors, the over-all cumulative grade point average required to qualify for graduation, one measure of successful completion of a college career.

Your committee believes that so long as student-athletes are required to make steady, regular quantitative and qualitative progress such that they can qualify for their degrees, in substantially the same period as their fellow-students, no additional scholastic requirements for eligibility should be imposed.

M. O. SCHULTZE, Chairman

Accepted

Professor Barnum asked that the Senate committee take note of the A.A.U.P. Report on Academic Aspects of Intercollegiate Athletics at the University of Minnesota and give consideration to the suggestions made with respect to admissions, grades in certain activity courses, and probation status.

Professor Kinyon announced that he had asked to be replaced as faculty representative to the Western Conference, mentioned the progress made in recent years by the conference in strengthening requirements, the increased interest of the Senate and the A.A.U.P. in these requirements, and expressed admiration of the Athletic Department staff. The Senate, with applause, voted appreciation to Professor Kinyon for his service as faculty representative.

IX. REPORT OF THE JUDICIAL COMMITTEE

Reported for Information

The Judicial Committee of the Senate is happy to report that there have been no instances during the past year of removal of a member of the faculty for cause, nor any requests by members of the faculty for a hearing before the committee on allegation of violations of the *Regulations*

Concerning Faculty Tenure. Therefore the committee has had no occasion to meet. The chairman of the committee has participated, as required by Section 7 of the Regulations, in 3 routine decisions to extend nontenure appointments of instructors beyond the usual maximum of 7 years.

C. H. McLAUGHLIN, Chairman

Accepted

X. REPORT OF THE COMMITTEE ON UNIVERSITY GENERAL EXTENSION

I. Reported for Action

1. On December 13, 1923 the Senate adopted the following regulation regarding the fulfillment of residence requirements in extension courses for the bachelor's degree:

Students who complete extension credit courses in extension classes shall be held to have satisfied, to the extent of those courses, the residence requirements of the University for obtaining a bachelor's degree.

It is now proposed that this regulation be amended to read as follows:

Students who complete *degree* credit courses in extension classes shall be held to have satisfied, to the extent of those courses, the residence requirements of the University for obtaining a bachelor's degree.

Adopted

2. It is proposed that the following regulation, passed by the Senate on February 24, 1924, be rescinded:

Voted as the sense of the University Senate that the action of December 13, 1923, with reference to the acceptance of extension class work as satisfying residence requirements, should be interpreted as applying only to the Twin Cities and Duluth.

Adopted

2. Reported for Information

Summary of Report and Recommendations on Cooperation Among Extension Services of the State's Institutions of Higher Education

Proposed Co-ordinating Council for Extension Services in Minnesota

The proposals for comprehensive co-ordination among institutions of higher learning in the state of Minnesota are vast and complex in their implications. The development of the proposals may require lengthy and arduous sessions of negotiation and planning over a considerable period of time.

It is believed that in the extension and adult education areas the current operations of the various types of educational institutions have been moving forward with an increasing possibility of duplication of services. However, with co-ordinated planning, there would be opportunities for each institution to carry on its work in those areas where its competence is sure and its facilities the best available. Moreover, such developments are particularly desirable when the needs of the state dictate further expansion in adult education but resources to meet the increasing demands are restricted. In fact, an informal co-ordinating council for statewide extension activities might well act as an experimental device, and the extension area as a proving ground, for the far more elaborate system of joint operation contemplated by the Liaison Committee.

Statement on the University's Role in State Extension Activities

As a result of its deliberations, the committee offers the following guidelines in the development of the University's role in adult education or extension activities in the state:

1. There is a definite need for the expansion of existing and the development of new University extension services to outstate communities and individuals.
2. Such services need not conflict; indeed, they should be planned so as not to conflict with those services which are being or can adequately be performed by other of the state's institutions of higher education.
3. Even with the most judicious use of present resources and the full co-operation of other University units, the General Extension Division of the University can meet the state's needs in adult education or general extension activities only to a limited degree. To achieve any truly appreciable fulfillment of these needs, additional personnel, increased operating funds, and/or risk or venture capital is required.
4. Departments of the University have expressed demonstrated needs for extension offerings and, for example, are prepared to develop new and additional programs, resources permitting, in the following areas: business administration, industrial and labor relations, social work, general education, agricultural education, and certain areas of the liberal arts.
5. In order to determine those areas of service most suitable for the University's endeavors and to avoid unnecessary duplication of effort, it is most important that some form of co-ordinating council for the development of extension activities be established among the institutions represented by the Liaison Committee on Higher Education in Minnesota. It is suggested that, if feasible, this council should also include representation from the private colleges of the state.
6. As determinations are made of the needs of the state in co-ordinated extension efforts, exhaustive study should be made of the extent to which the University can and should systematically engage its resources at various specified levels of financial support. Such a study, or studies, should be the joint responsibility of the Senate Committees on Education, Institutional Relationships and University General Extension and the Cooperative Agricultural Extension Service.

Accepted

SHERWOOD O. BERG, Chairman

XI. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE

Reported for Action

In the November 1962 general election there will be presented to the voters of Minnesota Amendment No. 2 which provides for removal of the present State debt limit of \$250,000. This is a particularly urgent matter for the University because, until the Constitution is amended in this regard, there can be no further State building programs. Should the Amendment No. 2 fail to pass in the next general election, an amendment of the Constitution cannot again be considered by the voters of the State until the general election in November 1964. With the critical space conditions that already exist at the University and the very large enrollment increases

anticipated in the next few years, further delay in the building program will have disastrous effects on the University's capacity to carry out its educational, scholarly, scientific, and service functions. Failure to vote at all on an amendment counts exactly the same as a "no" vote.

Because of the vital significance of passage of Amendment No. 2 to the on-going program of the University and recognizing the effect of failure to vote, the Faculty Consultative Committee recommends (1) that the University Senate record its support for Amendment No. 2, (2) that all staff members of the University be urged to vote at the general election in November 1962, bearing in mind that failure to vote is the equivalent of a "no" vote, and (3) that each staff member of the University inform his family and acquaintances of the importance of Amendment No. 2.

W. M. MYERS, Chairman

Approved

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

Appendix

ABSTRACT OF DISCUSSION

Once again, the business of the Senate could not be concluded because only 96 of the 172 members were in attendance. The lack of sufficient senators to amend the Constitution did not prevent a fairly long and mightily involved discussion of the proposed revision by the "Committee of the Whole."

Elio D. Monachesi, professor and head of sociology, and chairman of the Committee on Business and Rules, presented the committee's report. Mr. Monachesi pointed out that the committee had attempted to incorporate suggestions from the January 18 Senate meeting, those made by direct communication, and some from the A.A.U.P. He anticipated two questions that might arise. What would the reapportionment do to Senate size? There are now 172 senators—all voting members. Given the present faculty size, the revisions would provide for 178 senators, 146 with vote. Why is there no provision for replacement of senators who do not fill out their term? By-Law I (4) covers this. William P. Martin, professor and head of soils, and member of the committee, moved adoption of the report.

David K. Berninghausen, director of the library school, spoke for the A.A.U.P. He commended the committee for its excellent report and recommendations, but took exception to two parts of the report. Article III, proposed Section 8, entitled Referendum, requires that 50 per cent of the faculty must vote in order to overturn a Senate action. He thought this was unrealistic, but proposed no amendment. Mr. Berninghausen did move to amend Section 4(f) to provide that one-third of the Senate membership would be elected in each year and that no one could serve "more than four consecutive years."

Mr. Berninghausen was asked about the 4-year limit, since the terms of senators under the proposal would be 3 years. He explained that this was intended to cover anyone appointed "to serve out someone else's term."

Roy G. Francis, professor of sociology, questioned the realism of the 3-year proposal, since it would rule out many present members who might not want to vote themselves out of office. Other comments included one from Francis M. Boddy, associate dean of the graduate school and professor of economics. Mr. Boddy remarked that the last sentence of the Berninghausen amendment (elected members of the Senate shall not serve more than 4 consecutive years, and shall be eligible for re-election only after a 1-year interval of non-Senate membership) might be improved by saying "nonmembership in the Senate" instead of referring to membership in a non-Senate. Mr. Wilson announced that the committee on style had accepted the suggestion.

Mr. Monachesi said that the committee had discussed writing in a provision for staggered terms but decided to leave it up to each elective unit. The committee had no objection on principle. He also thanked Mr. Berninghausen for his kind words, prompting Mr. Wilson to observe that Mr. Monachesi probably was grateful because he was also chairman of the parking committee.

The Berninghausen amendment passed.

Warren E. Ibele, professor of mechanical engineering, questioned the elimination of the members of the Faculty Consultative Committee from Senate membership. He thought it was probably the "least parochial" of the committees; it is elected by the faculty and should not be excluded. Mr. Monachesi answered that the Committee on Rules saw no necessary relationship between being members of the F.C.C. and having voting privileges in the Senate, a privilege not accorded any other committees.

Mr. Martin pointed out that being a member of the F.C.C. does not prevent election to the Senate.

Mr. Wilson drew the attention of the Senate to the proposal that members of the Administrative Committee could not be senators. He said the Administrative Committee had decided within itself that this would be the status of its members. He remarked that this proposal, however, does disenfranchise people who hold faculty rank.

Leonid Hurwicz, professor of economics, asked the chair if we could not vote on the report on June 4 at the special Senate meeting. Mr. Wilson replied that that meeting should be devoted entirely to the report of the Committee on Education, the purpose for which it was called.

Wallace D. Armstrong, professor and head of physiological chemistry, asked about proposed Section 8, Referendum. Since there will always be a delay, might there be occasions in which the Senate takes action on something so urgent it cannot wait for a referendum (a referendum is permissive, not required). There seemed to be no answer to Mr. Armstrong's query.

James L. Gibbs, Jr., assistant professor of anthropology, speaking to Section 4(a) wondered if the change that proposed to equate assistant professors with the higher ranks for purposes of Senate election might not result in no junior members being elected at all. The Senate "will be more of a gerontocracy than it is now." Mr. Monachesi replied that the committee was trying to achieve greater democracy and that it hoped that junior members would still be elected. It would be the responsibility of faculties to see that they were.

Horace T. Morse, dean and professor of the General College, said he hoped that the docket would continue to be sent to all members of the faculty, particularly since all could attend and make motions under the new proposal. True Pettengill, clerk of the Senate, said that was the intent. He also pointed out that certain of the By-Laws would need reworking if the report was adopted. Mr. Monachesi said the committee was aware of this need but saw no reason for going to the work of changing them if the report was not to be accepted.

William A. McDonald, professor of classics, referring to Section 7, asked why nonmembers of the Senate should be held to speaking only on agenda matters. He moved to amend that section, striking the words "on agenda matters" where they appear twice in the final sentence. The amendment passed.

Julius M. Nolte, dean and professor of the General Extension Division, questioned the third and second from last sentences in Section 8, Referendum. He said that action could be approved by default because of the difficulty of getting 50 per cent of the faculty at a meeting.

Robert K. Anderson, professor of veterinary bacteriology, thought the terms of Section 8 were too broad. "We could have chaos if every action of the Senate were subject to recall and referendum." Mr. Francis said that he had grown up in Oregon with its "monstrous referendum" provision in the Constitution, which also provided for the right of men to revolution. He does not think Senate members are uniquely endowed, even temporarily, always to be right.

Arnold M. Rose, professor of sociology, asked if the Senate might not simply vote on the question at the June 4 meeting. Mr. Wilson said that senators not now present would not have had the benefit of the debate. Allan H. Brown, professor of botany, asked about limiting debate on June 4, and then voting. Mr. Wilson replied that unless he were overruled on the floor there would be no change in the June 4 agenda.

Mr. Monachesi wondered why we could not delay. "There is nothing tremendous here." The provision that senators are elected as of May 20 or before prevents implementation before 1963 anyway. Mr. Wilson wanted to know why there seemed to be so much pressure to get this done. Was it

the referendum provision that people wanted? Mr. Hurwicz thought not. He felt it was the "second-class citizen status" that needed changing, even though the change could not be immediately effected. The "changed spirit" involved was the important item.

Thomas Waterbury, professor of law, thought the wording might be improved in Section 8. There were references to "Senate action" where it is hard to tell whether the action means the substantive action or the action directing a referendum. Mr. Monachesi pointed out that the committee had had "legal advice." Mr. Waterbury moved to amend to add the words "directing a referendum" after "Senate action" the first time it appears in the third from the last sentence in Section 8 (sentence starts "In lieu of . . ."). Raymond Nixon, professor of journalism, amended the amendment deleting the words "action directing" and making it read "call for referendum." Mr. Waterbury accepted the amendment and his amendment then passed.

Mr. Nolte again objected to the provision in Section 8 in which a non-quorum group may cancel or sustain by default the quorum of a representative body. He moved to amend Section 8 by striking the third and second sentences from the last (starting "In lieu of . . ."). At this point Mr. Martin suggested returning the report to the committee, since it could not be voted upon at this meeting. Mr. Nolte withdrew his motion in favor of the Martin proposal, which was passed. Mr. Ney suggested the committee should try to get the advice of 2 lawyers; Mr. Waterbury said 3 would be better.

Mr. Wilson moved the Senate to the Report of the Committee on Institutional Research, which was reporting for information on reorganization of the academic calendar. Philip M. Raup, professor of agricultural economics and chairman of the committee, offered to answer questions. Mr. Francis said that he didn't have one, but that he thought the "Review of Materials" in the report was unfair, for any of the points it made could be "argued on all sides." Mr. Raup said that the review had not been intended as a vehicle for opinion.

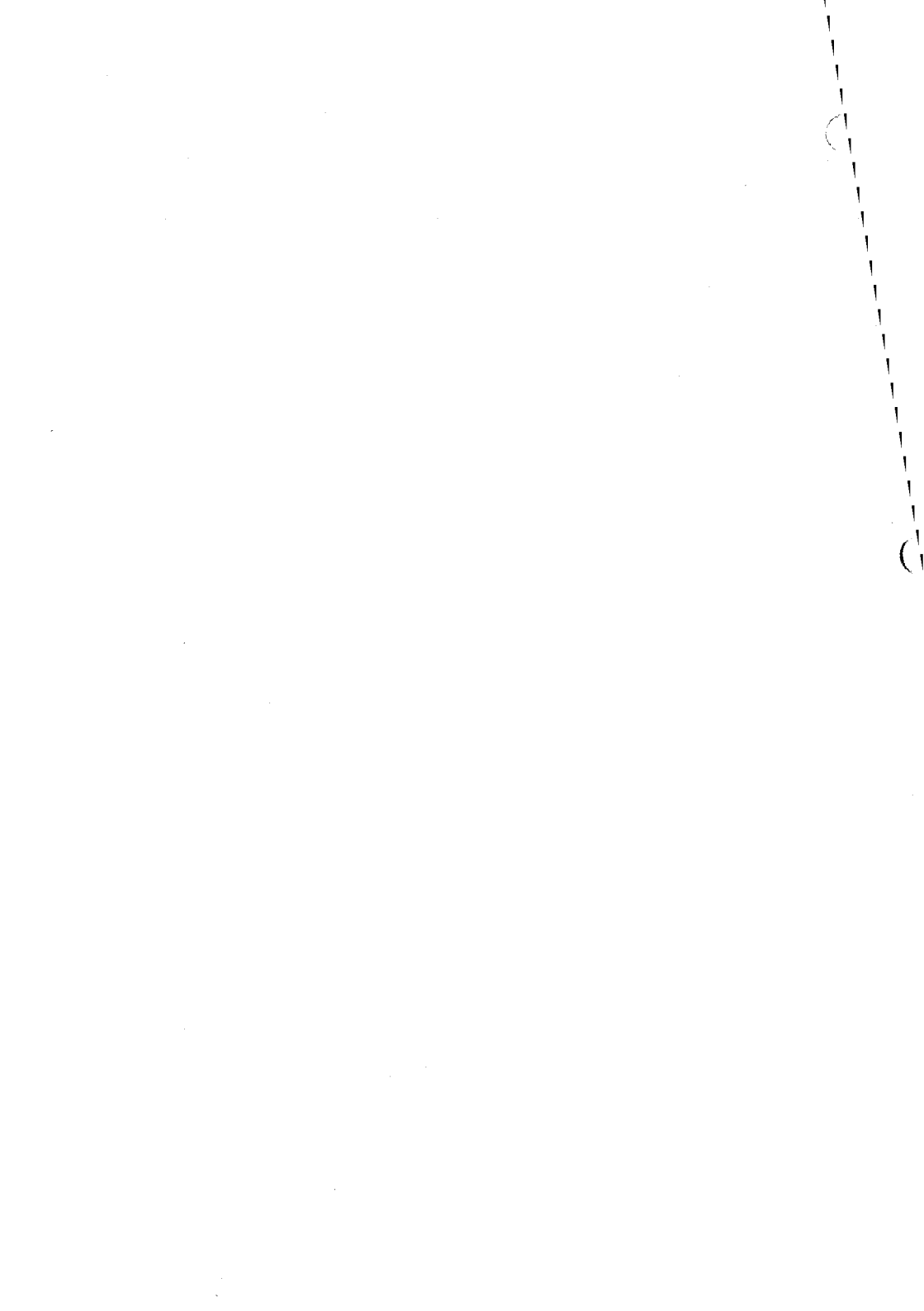
The next report was that of the Committee on Intercollegiate Athletics. Cyrus P. Barnum, Jr., professor of physiological chemistry, called the attention of the Senate and of the committee to a recent A.A.U.P. report. He asked the committee to study it and to consider presenting a statement to the Senate based on the report.

Stanley V. Kinyon, professor of law, spoke to the Senate for the last time as the faculty representative to the Western Conference. He said there had been more changes in the conference in the last 5 years than in all its history. He is glad the Senate and the A.A.U.P. are taking an interest in scholastic requirements for athletes, for through these the faculty has real control over athletics. He said that athletic affairs in the Big Ten are in better shape than in any time since World War II. Mr. Kinyon then eulogized the athletic staff at this University. Mr. Barnum moved a vote of appreciation for Mr. Kinyon for his services; the motion was passed, with applause.

Sherwood O. Berg, professor and head of agricultural economics, and chairman of the Committee on University General Extension, moved the report of the committee. The Senate approved the report.

William G. Shepherd, professor and head of electrical engineering, moved the report of the Faculty Consultative Committee, calling for support of State Constitutional Amendment No. 2. It was passed unanimously.

ELEANOR S. FENTON, Abstracter



UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

June 4, 1962

A special meeting of the University Senate was held in the Auditorium of Murphy Hall on Monday, June 4, 1962. One hundred and six elected or ex officio members and 44 nonmembers, total 150, checked or signed the attendance roll as present. President Wilson presided.

The President indicated that the meeting had been called to consider the Committee on Education reformulated Report on University Reorganization. He said that all present should feel free to speak and that no distinction between faculty and Senate members would be made until a vote is called for.

President Wilson then called on Professor Hoebel, chairman of the Committee on Education who presented the following report.

REPORT OF THE COMMITTEE ON EDUCATION

Reported for Action

Report on University Reorganization

Introduction

The Senate Committee on Education believes that as a product of 2 years' discussion and examination of the problem of University reorganization, it is now possible to present for action to the Senate a proposal for reorganization. The proposal which follows has been prepared in the light of certain assumptions which seem to the committee consistent with the faculty's desire both to preserve administrative relationships which have worked well in the past, and yet to bring into being administrative structures and relationships which will permit the University better to fulfill its several purposes. These assumptions are:

1. That all students receiving the Bachelor's degree from the University of Minnesota should have experienced a basic education in liberal disciplines defined in terms of certain minimum requirements in liberal education. The definition of these minimum requirements, and of the kinds of instruction, examination procedures, etc., which will be needed to make them effective, is the responsibility of all colleges of the University.
2. That responsibility for defining, supervising, and keeping under study all-University "floor" requirements for all Bachelor's degrees should be fixed in a faculty group properly representative of the entire University to be named the All-University Council on Liberal

Education, and to be headed by an administrative officer of the University.

3. That the responsibility for defining and granting the B.A. degree be vested solely in the faculty of a newly constituted College of Liberal Studies, subject as are all Bachelor's degrees to the floor requirements set by the All-University Council on Liberal Education.
4. That all departments of the University offering a major for the B.A. degree, wherever located budgetarily, should be members of the faculty of the College of Liberal Studies. Certain departments not now offering a major for the B.A. degree should be encouraged to develop a curriculum for this degree, and should become members of the faculty of the College of Liberal Studies when the curriculum is developed, and approved by the College of Liberal Studies.
5. That there is obvious merit in bringing departments with strong common interests in certain kinds of subject matter, or methods of treating knowledge, into close administrative and physical relationship. This means at the University of Minnesota that it would be desirable insofar as possible for departments to be organized into groups according to some set of categories such as humanities, behavioral sciences, physical sciences, and biological sciences. The organization of the University should be such as to encourage the further development of such groups of departments.

Specific Recommendations on Departmental Location and College Organization

1. The present administrative relationship of most of the physical sciences and engineering is working well from the point of view of the strength of the physical sciences and the strength of professional education in engineering. This relationship should not be fundamentally disturbed. Rather a College of Physical Science and Technology should be used as a locus for the physical sciences at Minnesota. Departments of physical science offering majors leading to the B.A. degree should have joint membership in the College of Liberal Studies, and should constitute a Division of Physical Science in the College of Liberal Studies. (See item 4, under Explanatory Notes, on the organization of this division).

2. The biological sciences at Minnesota are now scattered among four administrative centers: College of Science, Literature, and the Arts; Institute of Agriculture; College of Medical Sciences; and College of Veterinary Medicine. Present reorganization should envisage a movement toward greater physical and administrative unification of the biological sciences. The organizational plan here recommended is designed to facilitate rather than prevent progress toward unification.

3. The two mathematics departments at the University of Minnesota should keep under study the possible merit of unification. Administrative unification of these departments at this time seems undesirable in view of the strong ties of the two departments to separate colleges. Physical relocation of the two departments in a single building (Ford Hall) is now anticipated. This relocation seems to the committee consistent with its assumptions about University reorganization, and consistent with the possibility of future administrative change.

4. The movement of the Department of Geology into a College of

Physical Science and Technology is consistent with the committee's assumptions, and is so recommended.

5. The movement of the Department of Astronomy into the College of Physical Sciences and Technology is also consistent, and is so recommended.

6. The movement of the Department of Economics into a Division of Behavioral Science in the College of Liberal Studies is also consistent, and is so recommended. Such a movement of the department in a budgetary sense assumes that the department would continue its functional membership in the School of Business Administration, as well as its existing inter-relationship with the College of Physical Science and Technology, and the College of Agriculture, Forestry, and Home Economics.

7. The assumptions and interpretations now accepted by the committee suggest that a traditional College of Science, Literature, and the Arts as a single "administrative-budgetary" structure is, in fact, no longer a reality at the University of Minnesota. At the same time the traditional function of such a college in presenting a program of undergraduate study which makes sense to the student seeking a nonprofessional degree, or the B.A. degree, must be secured and strengthened. Accordingly, a reconstituted College of Liberal Studies is proposed, with provision for strong internal divisional organization and offering full faculty membership to departments offering majors leading to the B.A. degree wherever these departments are located budgetarily.

Diagram of the Proposed Reorganization

The diagram on page 160 indicates the major structural relationships which would be established by the recommendations of the committee.

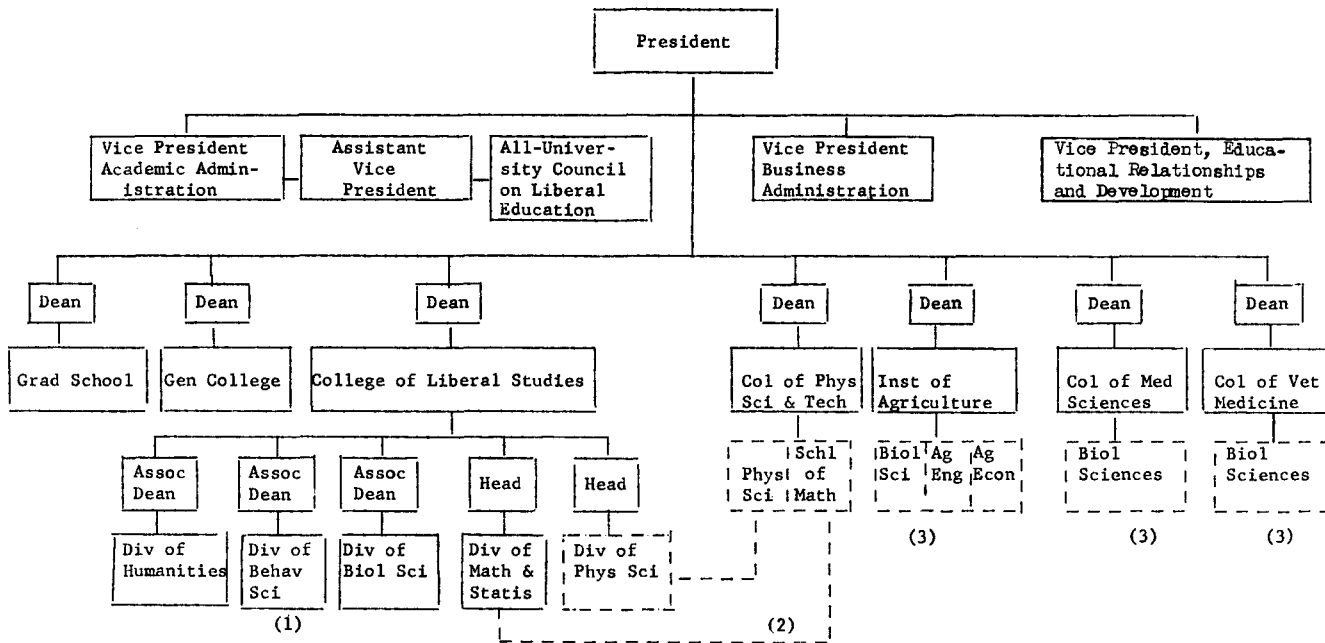
Explanatory Notes

1. The All-University Council on Liberal Education would have responsibility for establishing, subject to Senate ratification, "floor" requirements for all Bachelor's degrees. It would also have the responsibility for keeping such policies under study, seeing to it that they were effectively carried out, and proposing changes in policy as the evidence warranted. Policies established by the council, when ratified by the Senate, would be binding on all colleges of the University offering the Bachelor's degree, including Morris and Duluth. The council has therefore been located as an all-University organization under a chairman with major rank in the office of the vice president for academic administration.

The chairman of the council should be a permanent officer of the University with a primary assignment to the work of the council. The council will need at its disposal full and up-to-date information on appropriate kinds of floor requirements, and on the needs and attitudes of college faculties over the entire University. It will need to establish a program of research into the effects of the policies it establishes. Clearly, the council will need strong administrative and staff support if it is to do its work effectively.

A precise definition of the membership of the council should be prepared by the Senate Committee on Education in 1962-63, and presented for ratification to the Senate. The committee now assumes that the council would include: the dean, associate deans, and divisional heads of the College of Liberal Studies; the deans of Duluth and Morris; not less than 2 faculty representatives from each of the divisions of the College of Liberal Studies; not less than 1 faculty representative from each college of the University, including Morris and Duluth. A formula should be established for assuring

DIAGRAM OF PLAN X



Footnotes

1. Differences of opinion exist as to the proper names to be given the various divisions of the College of Liberal Studies, especially in the case of the Division of Behavioral Science. The committee has recommended its choice of names but recognizes the fact that the faculty of a division would act on such a choice.

2. The dotted lines indicate that the Schools of Physical Science in the College of Physical Science and Technology would constitute the Division of Physical Science in the College of Liberal Studies; and that the faculty of the School of Mathematics in the College of Physical Science and Technology would be members of the Division of Mathematics and Statistics in the College of Liberal Studies.

3. The dotted boxes below the Institute of Agriculture, the College of Medical Sciences, and the College of Veterinary Medicine indicate the budgetary presence in these units of departments and faculty interacting with the concerns of divisions or departments in other colleges. The committee proposes an active and growing relationship among the Biological Sciences at Minnesota wherever located budgetarily. The direction of this relationship is discussed in Item 3, under Explanatory Notes, of this report. Similarly, the committee foresees involvement of Agricultural Economics in the work of the Economics Department, and Agricultural Engineering in the work of the College of Physical Sciences and Technology on the same basis of inter-college representation of departments proposed for the physical sciences.

representation on the council by the faculty of each college of the University proportional to the undergraduate teaching enterprise of that college.

2. Associate deans are proposed for the Division of Humanities, Behavioral Sciences, and Biological Sciences. These groups include most departments both budgetarily and functionally within the College of Liberal Studies. Such deans would be responsible for:

- a. Reviewing and evaluating the educational programs and budgetary needs of departments within their division and budgetarily within the College of Liberal Studies, and for working with and through the dean of the college in presenting these needs to the President.
- b. Consulting with departments within their division, but not budgetarily within the College of Liberal Studies to the end that the staff and course offerings essential to effective undergraduate liberal education are provided and maintained.
- c. Serving as members of the All-University Council on Liberal Education, and developing liaison between the council and the faculty with respect to policy and the course offerings of the division.
- d. Providing co-operative leadership to develop the kind of interdepartmental and intercollege courses, programs, and institutes needed for both graduate and undergraduate education and research.
- e. Serving as public spokesmen for the advancement of disciplines in their areas, thus developing both public and University understanding of these disciplines.

Because of the important role the associate deans will assume in forwarding both the liberal education and professional responsibilities of disciplines in their divisions, the Senate Committee on Education recommends that the associate deans be selected according to the same procedures now followed by the University in the selection of the deans of colleges.

3. The associate dean of the Division of Biological Sciences would obviously initially have budgetary responsibility for the Departments of Botany and Zoology. The creation of such an officer, however, provides opportunity for leadership for the on-going development of the University-wide organization of the biological sciences, both physically and administratively, to the end of assuring desirable co-operation and growth in this area, and of eliminating undesirable competition. The Senate Committee on Education recommends that the associate dean of the Division of Biological Sciences be given the responsibility for bringing into being a study group including representatives from all biological science departments on the campus. This group would have as its mission the development of information and policy proposals for the Senate Committee on Education, relevant colleges, and the University administration concerning the development of the biological sciences at the University of Minnesota. The study group would also consider the feasibility of developing undergraduate majors leading to the B.A. degree in biology departments not in the College of Liberal Studies, and thus bringing those departments into membership in that college.

4. Because the Division of Physical Sciences in the College of Liberal Studies would include only departments budgetarily within the College of Physical Science and Technology, the committee recommends that this division select a "head" to carry out curricular responsibilities similar to those of the associate deans of the College of Liberal Studies.

Because the Division of Mathematics and Statistics in the College of Liberal Studies includes only two departments budgetarily within the College of Liberal Studies, the committee believes that this division should also choose a "head" to carry out curricular responsibilities similar to those

of the associate deans. The Departments of Mathematics and Statistics in the College of Liberal Studies should report on budgetary matters directly to the dean of the College of Liberal Studies.

5. The plan assumes that departments, schools, and programs now budgetarily in the College of Science, Literature, and the Arts would choose, subject to college approval, the division of the College of Liberal Studies within which they would be located for budgetary purposes. However, the present practice of SLA of having certain departments represented in the divisional councils of more than one division might well be continued. For example, the Department of Anthropology might choose budgetary location within the Division of Behavioral Sciences, but ask for and be given faculty representation on the divisional councils of the humanities, and one or both of the natural sciences. Similarly, the American Studies Program, which relates to both the behavioral sciences and the humanities, might be budgetarily located in one division, but be represented in the deliberations of both divisions.

The committee recognizes a special class of organizational problem in the case of the three professional schools now in SLA: School of Journalism, School of Social Work, and School of Library Science. In the absence of any hearings on this problem, the committee assumes that these schools would be located budgetarily within the division of the College of Liberal Studies with which they find closest affinity, and also might be represented in other related divisions. The committee has entertained the possible logic of a separate division of professional schools within the College of Liberal Studies, but believes that such a recommendation should be made or rejected only after further and extensive study.

Future Developments

1. The committee believes that the best interests of the University will ultimately be served by the establishment of an administrative unit for the biological sciences, either as a separate college of the University, or as a part of a suggested College of Biological Science and Agriculture. When and if such a college is established, the relevant biological sciences would constitute a division of the College of Liberal Studies in a manner analogous to the Division of Physical Science now proposed. Such a unit of biological science must clearly have physical facilities on both the St. Paul and Minneapolis Campuses, in order to maintain relationship with and service to the medical sciences, physical sciences, and agricultural sciences. The committee would anticipate an ultimate "center of gravity" on the St. Paul Campus, but with continued significant activity both in teaching and research on the Minneapolis Campus.

2. The committee recognizes the force of doubts that a College of Liberal Studies, including membership of some departments on a budgetary basis, and of other departments on a functional basis, can effectively carry out its mission concerning liberal education. The committee believes that the hypothesis that it can work effectively should be tested. If experience proves that further change is needed, the present proposal does not preclude the possibility of such change. For example, one proposal before the Senate called for the establishment of a College of Liberal Studies as a purely functional unit of the University, solely responsible for undergraduate education leading to the B.A. degree. The committee prefers to recommend a less drastic step.

3. The committee endorses the proposal of President Wilson that the St. Paul Campus be used more effectively in providing undergraduate instruction for students whether or not registered with the College of Agriculture, Forestry, and Home Economics. The arrangements by which such

a proposal can be achieved require study which lies outside the scope of this report. But the positions in this report have been taken in a way designed not to preclude but to facilitate the expanded use of the St. Paul Campus.

4. Committee discussions have often touched upon the possible merit of stronger centralization of procedures for admitting students to the University, designed to expedite the transfer of students from one college to another, and to minimize losses from inadvisable "first choices" by students. The committee has not studied this area of University organization, but believes that a further study should be focused on the question of University policy in the recruitment, admission, and transfer of students.

Summary

Given the history of the University of Minnesota, the Senate Committee on Education believes that the reorganization recommended in this report represents the best available plan for strengthening the administrative structure of the University to the end of improving the capacity of the University to fulfill its educational mission. In the last 2 years the committee has repeatedly confronted the enormous complexity of the University and the extent to which educational functions neither do nor can coincide fully with faculty units reporting budgetarily to the same administrator. The proposed reorganization recognizes the fact of complexity and the fact that budgetary lines and the functional relationships of departmental groups are not identical. The plan seeks to convert these problems into sources of strength for the University, for in the final analysis the organizational problems of the University of Minnesota are a function of the richness and diversity of its educational resources.

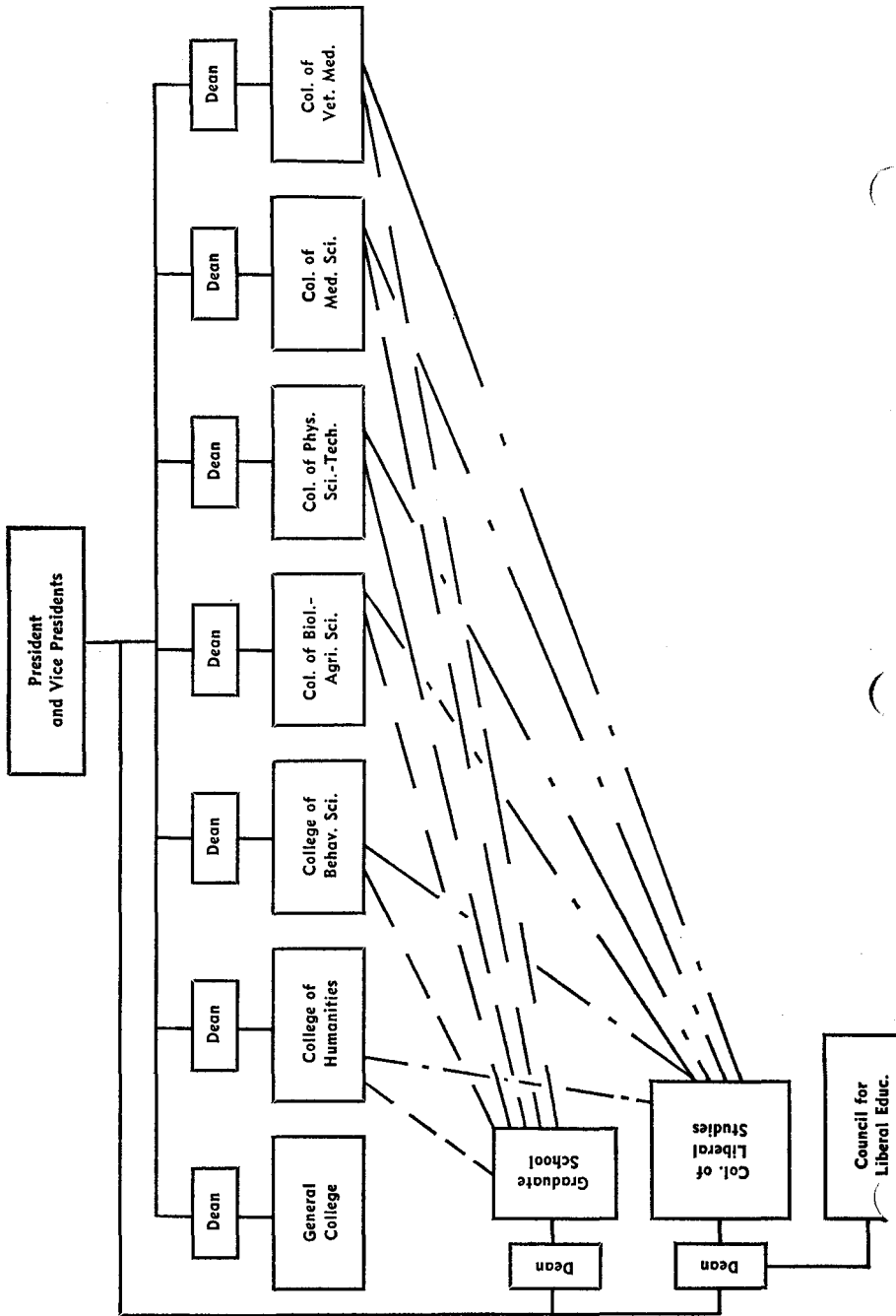
The Senate Committee on Education recommends the adoption of the program set forth in this report.

E. ADAMSON HOEBEL, Chairman

Adoption of the report was moved and seconded. A short discussion followed.

Professor Cheston made a substitute motion which was later changed to a motion to amend the Committee on Education Report to provide as a substitute for Plan X that:

1. The departments of the university which offer programs leading to a baccalaureate degree be grouped in colleges structured along functional lines;
2. An all-university Council for Liberal Education be created which would have the responsibility for establishing, subject to Senate ratification, minimum requirements for all baccalaureate degrees;
3. A College of Liberal Studies be established to implement the decisions of the Council for Liberal Education and to offer programs of more breadth and diversity than those of the functional colleges leading to an undesignated bachelor of arts degree;
4. The College of Liberal Arts be headed by an administrative officer with a budget to implement the functions of the College of Liberal



Studies and to serve as chairman of the Council of Liberal Education.

The chart on page 164, though not incorporated in his motion, was presented as illustrative of the organization plan proposed.

The President suggested that the Senate consider itself a committee of the whole to permit concurrent discussion of both plans. Extensive discussion followed which is summarized in the appendix. While the Senate was still operating as a committee of the whole, a vote to determine the sense of the Senate on the Cheston motion was taken and failed to carry. The Senate then left the committee of the whole and Professor Cheston with the consent of his second withdrew his motion.

Professor Kitchell then introduced the following proposal of the Reorganization Committee of the Institute of Agriculture and the College of Veterinary Medicine and moved its adoption:

RECOMMENDATION—That the report of the Committee on Education be amended by substituting the following for number 3 under Explanatory Notes:

The principal administrative officer of the Division of Biological Sciences would have budgetary responsibility for the Departments of Botany and Zoology. A study group appointed by the president, under the chairmanship of the academic vice president, and consisting of the principal administrative officer of the Division of Biological Sciences in the College of Liberal Studies, the deans of the College of Medical Sciences, of the College of Veterinary Medicine, and of the Institute of Agriculture, and selected representatives from the biological science departments in all areas of the University shall be constituted. This group would have as its mission the development of information and policy proposals for the relevant colleges and the University administration concerning development of the biological sciences at Minnesota. The study group would also consider the feasibility of developing undergraduate majors leading to the B.A. degree in biology departments not in the College of Liberal Studies, thus bringing these departments into membership in the college for curricular purposes.

Because the Division of Biological Sciences will have only two departments budgetarily within the College of Liberal Studies, it is recommended that the division select a "head" to carry out responsibilities similar to those of the head of the Division of Mathematics and Statistics. It is further recommended that the following changes be made: (1) In the diagram of Plan X, the box above Division of Biological Sciences would read "Head" instead of "Associate Dean." (2) Under Explanatory Notes, Number 2, the first sentence would read "Associate deans are proposed for the Divisions of Humanities and Behavioral Sciences."

SENATE ACTION

Action was taken separately on each of the two paragraphs of Professor Kitchell's amendment and both proposals carried.

The Committee on Education Report as amended was then approved with the understanding that item 6 may be revised if recommended by the departments concerned.

The Senate, with applause, gave the Committee on Education a vote of appreciation for their arduous task.

The President commented on this being the last meeting for the 1961-62 academic year and expressed appreciation to the Senate members for their excellent work throughout the year.

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

Appendix I

ABSTRACT OF DISCUSSION

President Wilson opened the meeting by ruling that all members of the faculty participate in the discussion without asking permission, whether they were members of the Senate or not. He then called on Mr. Hoebel.

E. Adamson Hoebel, professor and chairman of anthropology, and chairman of the Committee on Education, presented the committee's report. His opening gambit was "It would hardly be an exaggeration to say that the Senate Committee on Education presents its final formulation of a plan for reorganization with pleasure." Mr. Hoebel reminded the Senate of the major problem confronting the committee and the Senate—the recognition of a long-time shift through the years of the physical sciences in the direction of the professional areas. With it, the College of Science, Literature, and the Arts' role as the central, life-giving core of the University has been eroded. Yet, an ideal model must include the commitments and the interests of the individual faculty members involved. The guiding principle of the committee has been the use of functionally identified faculty within those units where they can best serve the University by being themselves stimulated to their best production.

Alexander C. Hodson, professor and head of entomology and economic zoology, and member of the committee, moved adoption of the report.

Mulford Q. Sibley, professor of political science, asked why the proposed Division of Behavioral Sciences was called that rather than the Division of Social Sciences. Mr. Hoebel replied that the committee felt the departments concerned should choose their own divisional name; that the adjective "behavioral" reflected the choice of the committee members.

Allan Brown, professor of botany, asked where the dittoed material handed to senators as they entered the room came from. (The reference was to a substitute motion which was apparently going to be offered.) Mr. Wilson nodded in the direction of the apparent author of the material, Warren B. Cheston, associate professor and associate chairman of physics, who said he didn't think this was the appropriate time to present it.

Francis M. Boddy, associate dean of the Graduate School and professor of economics, objected to the proposed separation into divisions of the behavioral sciences and the humanities. There were many presently unattached units of SLA which would have no place under this scheme.

At this point, Mr. Cheston offered his substitute plan, at the same time naming the committee's report "Plan X." Mr. Cheston pointed out that a major feature of Plan X gave the College of Liberal Studies two functions: it grants the B.A. degree and it has a budget for faculty salaries and related purposes. This will create two classes of faculty citizenship: functional only in the case of the physical sciences; functional and budgetary in the case of the behavioral sciences and the humanities. Under the Cheston Plan, humanities, behavioral sciences, etc. would be given separate college status. There would be a College of Liberal Studies, but the powers of its dean would be similar to those of the graduate dean. Mr. Cheston offered his plan as a substitute motion to Plan X.

Mr. Wilson asked Mr. Cheston to offer his plan as an amendment rather than a substitute motion; Mr. Cheston acquiesced. Mr. Wilson then proposed that the Senate sit as a Committee of the Whole so that both plans could be discussed (rather than limiting discussion only to the Cheston Plan).

Mr. Sibley was puzzled that the Committee on Education thought major changes were effected by Plan X. He saw only two: the divisions are given associate deans; and the functional aspects of the physical

sciences and of mathematics are emphasized. He asked if there were others. As for the Cheston Plan, it provides a loose structure and greater autonomy for each unit. Mr. Sibley rejected the idea of "functionalism." What is the function of humanities? Of the social sciences? They are "useless" and he is proud they are. Functionalism implies service to a profession.

Donald K. Smith, professor and chairman of speech and theater arts and chairman of the subcommittee for Plan X of the Committee on Education, agreed with Mr. Sibley. The dean of the proposed CLS would have the same prerogatives as the present dean of SLA. Plan X retains as much as possible the keeping together of liberal studies areas. We must avoid two classes of citizen-students—those taking functional and those taking nonfunctional courses. The committee saw no purpose served by creating colleges of humanities and social sciences separate from the CLS. As for the Cheston Plan, the committee did not like the idea of a CLS in a "state of budgetary tension" with a College of Humanities and a College of Behavioral Sciences. Also, the committee thought it premature to propose a College of Biological and Agricultural Sciences. The committee thought Plan X reflected "existing states of tension, belief, knowledge, and possibility."

Mr. Cheston said that the basic premise of his plan was that the University is built on the fact that the department was the basic unit. He went into some further detail on the powers of the dean of CLS. He then asked why Plan X would answer how the biological sciences would serve the Medical School any more than his Plan would. As for what degree each unit offered, it should be possible for any department to offer the degree it thinks best; e.g., music might want to offer the B.Mus. as well as the B.A.

J. W. Buchta, associate dean of SLA and professor of physics, asked if the CLS and the Council on Liberal Education would have the same duties under the Cheston Plan as under Plan X. Mr. Cheston replied that they would, except that under his plan the CLS dean would be chairman of the council.

Roy C. Francis, professor of sociology, remarked that there was something enchanting about "functional." How about a College of Public Entertainment? It could include physical education, speech, music, and sociology—perhaps others.

Leonid Hurwicz, professor of economics, was worried about the question of the Interrelationship of the departments. "Drawing pictures of the University is one of those exercises where neatness doesn't count." Plan X—whose designation, Mr. Hurwicz hoped, meant there were only two more plans to come, one of them being the Cheston Plan, which he promptly dubbed Plan Y—has taken into account the potential disturbance and minimized it. Functional membership, or dual citizenship, will help the University. Why not carry this further and have representation from the CLS in other colleges, e.g., Medical Sciences or, even, the Institute of Technology?

William G. Shepherd, professor and head of electrical engineering, spoke in support of Plan Y (Cheston Plan). He emphasized the importance of the unity of the University. He stated that the values of the University were not the repository of any single unit, that all were interested in them. He thought all parts of the University should help formulate the B.A. degree.

Harold C. Deutsch, professor and chairman of history, spoke for the department. He liked the "breath of light" which had been brought by the President, of having one college of humanities and social sciences. Would the committee explain why it had not presented this? Mr. Deutsch said that history was not a behavioral science but it would not be separated from political science, economics, etc. He could not perceive an argument for splitting the two. Also, why the proliferation of administrative agencies? "We are seeking new money for new faculty positions and

other necessities and all we come up with are new administrative positions." All functions assigned to associate deans can be handled, and are being handled, by deans or administrative councils. The plan is a threat to the autonomy of departments. "If we vote for this we get what we have coming to us."

Ernest H. Rinke, professor of agronomy and plant genetics, presented a statement prepared by Will H. Myers. Mr. Myers referred to the Seaborg Committee Report in which Mr. Wilson was a participant. The report emphasized the importance of keeping the basic sciences and the professions together. Mr. Myers said that we had to have the biological sciences in three places and that all have to be strong. What is needed is a fourth major unit of biological sciences to serve liberal studies aspects. He foresaw the development of three major campuses: the West Bank, for humanities and social sciences; the East Bank, for physical sciences; and the St. Paul Campus, for agricultural and biological sciences. He felt that the biological sciences would be just as "pure" under agriculture as the physical sciences are under IT.

Mr. Smith reverted to Mr. Deutsch's comments. Plan X keeps humanities and social sciences within one college. A department could seek representation in several areas. As for the "proliferation of administrative officers," it is traditional that some faculty rise and denounce such officers on principle. However, with a growing University, we need growing administrative machinery. Many departments brought their problems to the Committee on Education; everything pointed to strengthening of the administrative structure as one means of helping ease those problems.

A. O. C. Nier, professor and chairman of physics, said that there was no reason why Plan Y could not combine humanities and social sciences if the departments so wished. So, for that matter, could Plan X.

Mr. Buchta said he thought Plan Y contained all of the good elements of Plan X and added some new ones.

Maurice B. Visscher, professor and head of physiology, spoke to Mr. Hurwicz's remarks. He thought if we could improve liberal education without doing damage to the professional areas, we would have accomplished a lot. He supported Plan Y. He thought if the floating dean of CLS had "motor power" and used the departments outside his own dock area he would have much more support and interest for liberal arts. In order to get such support there must be a reciprocal relationship.

Mr. Wilson asked for clarification of the major differences between the two plans. Under Plan X, any department—in or out of the CLS—that could prepare a program leading to the B.A. could do so. Is that correct? Is that so under Plan Y?

Mr. Smith replied that under Plan X all departments now offering a B.A. are members of the CLS faculty. Others are encouraged to offer the B.A. and join the CLS. He thought many of the assumptions underlying both plans were the same. He saw the major difference as budgetary—Plan Y provides for a CLS with a budget but without budgetary departments. Mr. Cheston affirmed the Smith statement, adding that Plan Y also provides that departments not now offering the B.A. degree could do so and send faculty representation to the CLS.

Mr. Smith, referring to Dr. Visscher's remarks, said that through the proposed council others may help formulate the floor requirements for all Bachelor's degree programs. The statement in Plan X stipulates that there shall be not fewer than a certain number from each college. It also says that this is to be worked out by the Committee on Education.

Mr. Boddy asked how it was to be decided who in each department was on the CLS faculty. Is there to be a difference in classes of citizenship between faculty hired by the dean of the CLS and that hired by other colleges and departments? He pointed out that a whole host of operational

problems had been considered and faced by the Committee on Education and probably not by those offering Plan Y.

Mr. Cheston granted that he and his colleagues had not considered their plan as thoroughly as they would have liked to. It was their thought that the departments would be responsible for rotating faculty membership in the CLS. Mr. Boddy thought there would be a real distinction made, that the problem had been discussed at length in the committee, and that it would be very difficult to handle on an individual basis.

It was Mr. Hoebel's opinion that if membership on the CLS faculty were too great, the college would not be operable. On the other hand, there would be invidious distinctions within faculties if they were selective. The B.A. degree must be distinct and honorable, with real meaning, and with liberal education as a specific goal. The full faculty of a department offering the B.A. degree must be part of the CLS. Attempting to select individual faculty members with liberal arts commitments would be very difficult.

Bryce Crawford, Jr., dean of Graduate School and professor of chemistry, said that he was reluctant to speak—he had been “floating” for so long and now he was made “recumbent” by Mr. Cheston. He wanted to talk to the functional aspect of the graduate arrangement. Graduate faculty members work easily across lines. But appointment to the graduate faculty does not involve salary—for which he was thankful—and does not tend to withdraw a member from undergraduate responsibilities. The difference between “first” and “second” class citizens was minimal. Mr. Crawford was worried about Plan Y's allowing the CLS dean a budget to hire, which would tend to make second-class citizens. He thought the voice of a given department or area should be the voice of all members of that department. The parallelism with the graduate faculty is not a good one. There are very few things the entire graduate faculty decides. The faculty of the CLS would all have to discuss the B.A. degree.

John A. Buttrick, professor and chairman of economics, wanted to know why on the chart for Plan X the internal organization of the CLS was specified but those of other colleges were not. Why not let the CLS determine its own structure?

Mr. Hoebel replied that the answer rested in the original charge of the Senate to the Committee, and its expansion this year to include the liberal education function of the University. The committee felt that structuring of the CLS was germane to the question. Structuring of other colleges was not part of the charge of the Senate.

Mr. Deutsch asked what the Senate's procedure would be. Mr. Wilson said that it would vote on Plan Y. If it passed, it would be before the Senate as an amendment. If it failed, the Senate would revert to Plan X, which would then be open to further amendment.

Mr. Shepherd said he conceived of the B.A. as being granted by the CLS only; a student with a B.A. in history would have it so named. As for the faculty of the CLS, it should change from year to year. He compared it to the evening graduate program in electrical engineering. It is not connected with Extension, but is run through EE and its faculty changes from year to year.

Mr. Wilson asked the Senate how late it should stay (the time was 5:25)—until it finished? With no response, he went to another question. Were there points common to both plans? Could we go down the points? Would this worry Mr. Hoebel or Mr. Smith?

On his feet with dispatch was Mr. Hoebel saying, “Yes, it worries Hoebel and Smith.” He asked Mr. Cheston if this were correct: under Plan Y there would be representatives from all colleges and departments but not entire faculties. Mr. Cheston said that was correct. He went on to

say that the basic objection to Plan X was the dual role accorded to some departments.

Mr. Brown complained that the Senate was spending too much time discussing the make-up of CLS faculty. Plan X attempts to patch up the Arts College and create more administrators. It is people who make units work. Because Plan X does not include the whole University, Plan Y was submitted. There is a reasonable way out. The proposed Council on Liberal Education can do no harm—it might do some good. It could identify jobs not being done and it could “bang some heads.” It would not take a separate dean. The proposed CLS would be like the old department of general studies, which created serious problems, solved only by dissolving the department.

Mr. Francis drew the Senate’s attention to the possibility that the diagram of Plan X was quite consistent with the wording of Plan Y. Since the only difference between the two plans was in the diagrams, a lot of time had been wasted in discussing the wording.

Mr. Cheston replied that the major difference was in the definition of function. There had been no time to be as specific as Plan X. It would have been presumptuous to claim ability to offer as much detail as the committee.

Mr. Brown asked if the diagrams could not be altered or argued if the Senate voted to support Plan Y. Mr. Shepherd suggested using some of the language offered by Mr. Hoebel and inserting it into Plan Y. Mr. Hoebel said the Senate should vote on Plan Y as clarified by the discussion.

Malcolm M. Willey, vice president, academic administration, wanted to know if the Senate’s voting Plan Y would actually create a new College of Biological and Agricultural Sciences—subject to Regents’ approval. If not, he was not clear on just what was being voted.

Mr. Wilson said that the chair would rule that the Cheston Amendment (Plan Y) did not include the diagram. Mr. Francis was correct: The only stated difference between the two plans was that under Plan Y the chairman of the council was the dean of the CLS.

The basic difference between the two plans was not clearly stated according to Mr. Shepherd. In one plan the faculty is resident in the college granting the degree (this is X); in the other, all faculties enter the CLS on an equal footing (Y).

William A. McDonald, professor of classics, thought it very foolish to vote for Plan Y, throwing out 2 years of the work of the committee.

Mr. Hurwicz suggested that there be 5 minutes in which no one would try to explain anything.

Mr. Crawford asked if it were appropriate to refer Plan Y to the Committee on Education and ask that the committee return in the fall with a new plan. Mr. Hoebel said that the committee had exhausted its intelligence and its capacity. It had instructed him, if such a proposal came up, to ask that any referral be made to an *ad hoc* committee. Mr. Wilson indicated that he hoped no referral would have to be made.

Arnold M. Rose, professor of sociology, asked why Plan Y had not been proposed before this time.

William S. Howell, professor of speech, moved the previous question.

Frank Verbrugge, acting dean of the Institute of Technology and professor of physics, pointed out that Plan Y was the old Plan A, with two minor modifications: the floating dean is mobile; the council has been added.

Mr. Wilson explained that the Senate was still sitting as a Committee of the Whole, hence the question could not be moved. He suggested that a poll be taken of the Committee (of the Whole) before it revert to the Senate. A poll was taken on Plan Y with these results: for, 29; against, about 60. The committee then reverted to the Senate. Mr. Cheston withdrew his amendment.

Ralph L. Kitchell, assistant dean of veterinary medicine and professor

and head of veterinary anatomy, explained a proposed amendment to Plan X. It would broaden the make-up of the study group proposed under Section 3 of the Explanatory Notes, and it would change the title of the top dog in biological sciences in the CLS from associate dean to head. Mr. Kitchell explained that he spoke as chairman of an *ad hoc* committee of the Institute of Agriculture, which had been appointed to cope with the problems involved. Sherwood Berg, professor and head of agricultural economics, moved the Kitchell Amendment.

Mr. Hodson, speaking personally and not as a member of the Committee on Education, saw no great problem with this proposal.

Mr. Hoebel agreed there was no problem with the make-up of the study group, but said the committee felt that there should be an associate dean rather than a head of the division of biological sciences.

Mr. Brown felt the amendment was unnecessary, that what needed to be done could be accomplished without such a broad group. He described the history of the proceedings in this area, starting with the request to the Senate from botany and zoology for "an all-University look" at the problem. Committees were set up and a plan was formulated. There were to be four departments—botany, zoology, biophysics, and agricultural biochemistry—brought together to constitute a single unit, a department of biochemistry. It was put before the Committee on Education, which didn't buy it because it was "to big a step." Then the St. Paul Campus scientists came up with a College of Agriculture and Biological Sciences. Every member of the departments of botany and zoology signed an objection to this. Mr. Brown thought such a move would not be made. Any changes and transfers needed can be made administratively.

Mr. Berg thought it would not be wise for the Senate to freeze the pattern of the biological sciences in the CLS by giving that division an associate dean. He compared it to the division of mathematics and statistics which proposes a head.

Mr. Wilson asked for a count of the House (the time was 6:30). Edward Gerald, professor of journalism, opened the journalism office and Mr. Wilson suggested that any who needed to should use the phones there to call home and "maintain contacts." There still being a quorum, Mr. Wilson split the Kitchell Amendment into two parts. Part I, the make-up of the study group, passed by voice vote. Part II, changing associate dean to head, required a standing vote, getting 55 for and 36 against, and passing.

Mr. Buttrick moved to make the other two associate deans—those for humanities and behavioral sciences—into heads. He wondered if the associate deans might not undercut the power of the dean.

Mr. Gerald remarked that SLA was getting "a lot of help in keeping it ineffective." He was a member of the SLA dean's advisory committee and he felt that additional associate deans could give the dean much help. The college deserves a chance to grow and develop. The Buttrick motion is ill-conceived. Only one man reporting to the President is not enough. "We need officers of rank, such as IT has." The Buttrick motion failed.

William B. Lockhart, dean and professor of the Law School, asked if Section 2 of the Introduction referred to the bachelor of laws degree. Mr. Hoebel said that it did not, that it was intended to refer only to initial Bachelor's degrees.

Mr. Wilson asked if the committee or the Senate wished to go through the plan seratum. Clearly, there was no such desire.

Mr. Hurwicz asked about Section 6 under Specific Recommendations. He wanted to know what was meant by continuing functional membership in the School of Business. Did it mean that all would be voting members of the school? Albert K. Wickesberg, professor of business administration, spoke for Dean Grambsch of the School of Business Administration, who specifically asked that the Senate clarify this point. Mr. Wilson suggested providing for permissive change, subject to discussion by the administra-

tive heads of the units involved. Mr. Hoebel thought this quite consistent with the committee's ideas.

The vote was taken and the report was passed without any audible dissent.

Mr. Wilson reminded the Senate that its Committee on Education had had a painful chore to do and that it had been handled professionally and competently. The committee was applauded by the Senate members.

Eleanor S. Fenton, Abstracter

Appendix II

SENATE MEETING ATTENDANCE OF ELECTED MEMBERS

1961-62

As voted by the Senate on March 12, 1959, the attendance of Senate members elected for the current academic year, based on attendance rosters circulated at each meeting, is reported for information. During the year there were 10 meetings (6 regular and 4 special) held subsequent to the Senate election. Senate members and number of meetings attended follows:

Evan R. Allred	7	John Alan Goodding	8
Gaylord W. Anderson	1	Stephen G. Granger	4
Robert K. Anderson	7	Henry J. Griffiths	9
W. D. Armstrong	8	George Hallenbeck	3
Paul M. Arnesen	4	Robert L. Heller	3
Donald W. Bates	9	Alexander C. Hodson	9
D. K. Berninghausen	7	Fred W. Hoffbauer	0
Bernard Bowron, Jr.	6	Mellor R. Holland	5
David R. Briggs	6	George L. Houle	3
Allan H. Brown	9	William S. Howell	7
Frank Buckley	10	Leonid Hurwicz	9
Dorothy M. Burrows	10	Warren E. Ibele	8
John A. Buttrick	10	Herbert S. Isbin	8
Paul Cartwright	7	Richard Jordan	8
Paul H. Cashman	6	Richard K. Juberg	9
T. W. Chamberlin	3	Hugh F. Kabat	10
Warren B. Cheston	8	Gerhard K. Kalisch	10
John W. Clark	7	Robert Keller	9
Elizabeth L. Cless	6	Norman S. Kerr	9
Laurence K. Cutkomp	9	Thomas King	4
Harold C. Deutsch	6	G. Gordon Kingsley	8
Norman J. DeWitt	8	Stanley V. Kinyon	8
Richard J. Donnelly	7	Fulton Koehler	9
Donald P. Duncan	10	Joseph J. Kwiat	10
Ernst R. G. Eckert	8	David L. LaBerge	7
William H. Edson	9	Jean W. Lambert	7
Marcia Edwards	9	Walter M. Lauer	10
Henry J. Ehlers	6	Benjamin J. Lazan	5
Robert Falk	4	Arnold Lazarow	1
Herbert Feigl	9	Richard C. Lillehei	3
Eleanor Fenton	10	Charles W. Martin	8
Stuart W. Fenton	10	William P. Martin	7
Edward Flaccus	4	Hugh J. McCardle	7
Roy G. Francis	10	William A. McDonald	8
Ivan D. Frantz	7	C. H. McLaughlin	7
Lyle French	5	David J. Merrell	4
Edna L. Fritz	9	Robert H. Miller	10
Albert M. Fulton	9	R. Drew Miller	4
William E. Gardner	9	Gordon M. Mork	5
N L Gault, Jr.	5	S. R. Munson	8
James E. Gerald	10	Marion J. Nelson	9
James L. Gibbs, Jr.	9	Edward P. Ney	7
Wendell P. Glick	10	Alfred O. C. Nier	7
Robert A. Good	1	Raymond B. Nixon	9

David W. Noble	5	William D. Spring	4
Truman Nodland	10	John E. Stecklein	8
Robert E. Nylund	7	Harold W. Stevenson	6
Paul R. O'Connor	6	Franklin Thompson	9
Theron O. Odlaug	3	Dimitri Tselos	8
Maurice Ostrander	5	John G. Turnbull	9
Harold C. Pederson	7	Robert A. Ulstrom	4
Eugene E. Petersen	3	Richard L. Varco	7
Raymond V. Randall	4	Maurice B. Visscher	3
Ralph E. Rapson	7	S. E. Warschawski	10
Robert C. Rathburn	8	Wallace M. Wass	9
Glen A. Reed	4	Thomas L. Waterbury	5
Milton P. Reiser	1	Dennis W. Watson	6
Maynard C. Reynolds	6	James H. Wertz, Jr.	9
Arnold M. Rose	9	Frank Whiting	2
Stephen B. Scallen	6	Albert Wickesberg	10
Herbert W. Schmidt	3	C. Paul Winchell	7
Max Otto Schultze	8	Frederick T. Witzig	3
Mulford Q. Sibley	7	Julius F. Wolff, Jr.	6
Norman J. Simler	7	Herbert Wright, Jr.	6
Dorothy Simmons	7	Donald H. Yardley	8
Marvin E. Smith	7	Douglas H. Yock	6

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

November 1, 1962

The first regular meeting of the University Senate for the year 1962-63 was held in the Auditorium of Murphy Hall on Thursday, November 1, 1962. One hundred nineteen elected or ex officio members and 16 nonmembers, total 135, checked or signed the attendance roll as present. President Wilson presided until about 5 p.m. when he had to leave for the airport. Vice Chairman Smith conducted the remainder of the meeting.

The following items were considered and action taken as indicated.

I. MINUTES OF MAY 31, 1962

Reported for Action

Approved

II. MINUTES OF JUNE 4, 1962

Reported for Action

Approved

III. SENATE ROSTER FOR 1962-63

Reported for Information

1. Elected Members

	Unit	Group		Unit	Group
Ernst C. Abbe	14	1	Dean A. Crawford	5	1
Evan R. Allred	1	1	John A. Dettmann	5	1
Gaylord W. Anderson	10	1	Harold C. Deutsch	14	1
Robert K. Anderson	3	1	Norman J. DeWitt	14	1
W. D. Armstrong	10	1	Richard J. Donnelly	12	1
Paul M. Arnesen	10	2	Donald P. Duncan	1	1
Carl A. Auerbach	9	1	Ernst R. G. Eckert	15	1
Donald W. Bates	1	1	William H. Edson	6	1
Ralph F. Berdie	14	1	Marcia Edwards	6	1
Florence M. Brennan	10	2	Selmer A. Engene	1	1
Allan H. Brown	14	1	Gertrude A. Esteros	1	1
John A. Buttrick	2	1	Eleanor S. Fenton	7	1
Paul Cartwright	15	1	Stuart W. Fenton	15	1
Henry M. Cavert	10	1	Edward Flaccus	5	2
Clarke A. Chambers	14	1	Lyle French	10	1
Harold W. Chase	14	1	Albert M. Fulton	7	1
Warren B. Cheston	15	1	Joseph G. Gall	14	1
R. O. Collier, Jr.	6	1	William E. Gardner	6	2
David Cooperman	14	1	N L Gault, Jr.	10	1

	Unit	Group		Unit	Group
James E. Gerald	14	1	John S. Myers	15	1
James L. Gibbs, Jr.	14	2	Daniel C. Neale	6	2
Wendell P. Glick	5	1	Ralph G. Nichols	1	1
Robert Good	10	1	Raymond B. Nixon	14	1
John Alan Goodding	1	1	Truman Nodland	1	1
Kenneth L. Graham	14	1	Paul R. O'Connor	15	1
Stephen G. Granger	17	1	Theron O. Odlaug	5	1
Henry J. Griffiths	3	1	Maurice Ostrander	12	1
George A. Hallenbeck	16	1	Wentworth Quast	10	2
Anna T. Hampel	4	2	Herman Ramras	14	1
Donald W. Hastings	10	1	Raymond V. Randall	16	2
Alexander C. Hodson	1	1	Robert C. Rathburn	8	2
Fred W. Hoffbauer	10	1	Maynard C. Reynolds	6	1
Mellor R. Holland	4	1	Ralph G. Ross	14	1
William Hueg, Jr.	1	1	Herbert W. Schmidt	16	1
Leonid Hurwicz	2	1	Max Otto Schultze	1	1
Andrew Hustrulid	1	1	Dorothy Simmons	1	1
Warren E. Ibele	15	1	Donald K. Smith	14	1
Herbert S. Isbin	15	1	Marvin E. Smith	1	2
Victor Johnson	16	1	Cyrus F. Smythe	2	2
Richard Jordan	15	1	Leon A. Snyder	1	1
Richard K. Juberg	15	2	Sherwood Snyder	7	2
Hugh Francis Kabat	11	2	Robert F. Spencer	14	1
Robert J. Keller	6	1	John Spizzen	10	1
Norman S. Kerr	14	2	Martin Steinmann	14	1
John C. Kidneigh	14	1	Richard A. Swalin	15	1
G. Gordon Kingsley	8	1	Armas Tamminen	5	1
Eric Klinger	17	2	D. Burnham Terrell	14	1
Fulton Koehler	15	1	James E. Thompson	15	2
David L. LaBerge	14	1	Dimitri Tselos	14	1
Jean W. Lambert	1	1	Hugh L. Turrittin	15	1
Benjamin J. Lazan	15	1	Robert A. Ulstrom	10	1
Henry Lepp	5	1	Richard L. Varco	10	1
Robert J. Levy	9	1	John W. Wakely	4	1
Keith I. Loken	3	2	Philip G. Walther	5	2
Jeanne T. Lupton	8	2	Lewis Wannamaker	10	1
Edgar L. Makowski	10	2	S. E. Warschawski	15	1
Charles W. Martin	1	2	Dennis W. Watson	10	1
William P. Martin	1	1	Gerhard H. Weiss	14	2
Hugh J. McCardle	6	2	John E. Wertz	15	1
Gerald R. McKay	1	1	Albert Wickesberg	2	1
C. H. McLaughlin	14	1	Roger E. Wilk	6	1
David J. Merrell	14	1	C. A. Williams, Jr.	2	1
Robert H. Miller	11	1	C. Paul Winchell	10	1
Norman W. Moen	8	1	Frederick T. Witzig	5	1
Gordon M. Mork	6	1	Herbert Wright, Jr.	14	1
Clarence E. Mueller	12	2	Donald H. Yardley	15	1
Shirley T. Munson	1	2	Sarah H. Youngblood	14	2

Unit Code:

- (1) Agriculture, (2) Business, (3) Veterinary Medicine,
(4) Dentistry, (5) Duluth, (6) Education, (7) Extension,
(8) General College, (9) Law, (10) Medical Sciences,
(11) Pharmacy, (12) Physical Education—Men,
(14) Science, Literature, Arts, (15) Technology,
(16) Mayo Foundation, (17) Morris.

Group Code:

- (1) Professors and associate professors
(2) Assistant professors, instructors, research
associates, and research fellows.

2. Ex Officio Members

Administrative Committee: Membership of the Administrative Committee is reported in item V.

Faculty Consultative Committee: William G. Shepherd (1959-62, 1962-65), chairman; Sherwood O. Berg (1960-63), secretary; Cyrus P. Barnum, Jr. (1958-61, 1961-64); Robert H. Beck (1957-60, 1960-63); Harold C. Deutsch (1962-65); Will M. Myers (1957-58, 1960-61, 1961-64); Alfred O. C. Nier (1962-65); Robert L. Heller (1962-63), committee appointed to represent the Duluth Campus.

3. Graduate School Representatives

Dean Bryce L. Crawford, Jr., 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:

Allan H. Brown, Warren B. Cheston, Marcia Edwards, John C. Kidneigh, William P. Martin, Herman Ramras, John Spizizen.

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 1 year. He shall be eligible for re-election.

Donald K. Smith was elected vice chairman for the current year.

V. SENATE COMMITTEES FOR 1962-63

I. Reported for Action

The President reports additional appointments as follows:

Audio-Visual Aids: Wesley Simonton to replace Ralph H. Hopp

Education: Werner W. Boehm

Intercollegiate Athletics: Virgil J. P. Lundquist, Joseph A. Maun, alumni.

Reserve Officers Training Corps: Douglas Veum, Douglas George, students; O. H. Anderson, R. P. Provost, alumni.

Senate Committees: Raymond B. Nixon designated chairman

Student Affairs: George Hage to replace Armin Grams, John H. Schultz, one to be named; William Hosfield, William L. Valentine, Norman Uphoff (ex officio), Andre Zdrzil (ex officio), students; Leonard L. Kallestad, Mrs. Edwin C. Widseth, alumni.

University Printing and Publications: W. Carl Jackson, Jr., to replace Ralph H. Hopp; one to be named to replace Patricia Anderson Hill, student.

Approved

2. Reported for Information

The President reports the membership of the Administrative Committee of the Senate for 1962-63 as follows:

Administrative Committee: President O. Meredith Wilson, Professor Ray M. Amberg (Hospitals), Professor Ike J. Armstrong (Athletics), Associate Dean Francis M. Boddy (University College), Dean Rodney A. Briggs (Morris), Dean Walter W. Cook (Education), Dr. Donald W. Cowan (Health Service), Dean Bryce L. Crawford, Jr. (Graduate School), Dean William H. Crawford (Dentistry), Provost Raymond W. Darland (Duluth), Dean Paul V. Grambsch (School of Business Administration), Dean George P. Hager (Pharmacy), Professor Edwin L. Haislet (Alumni Relations), Dean Robert B. Howard (Medical Sciences), Dean William B. Lockhart (Law), Vice President Laurence R. Lunden (Business Administration), Dean Harold Macy (Institute of Agriculture), Dean Errett W. McDiarmid (Science, Literature, and the Arts), Assistant Dean Keith N. McFarland (Agriculture, Forestry, and Home Economics), Captain Edward M. Morgan (ROTC Units), 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), Willard L. Thompson (Assistant to the President), Dean William T. S. Thorp (Veterinary Medicine), Vice President Stanley J. Wenberg (Educational Relationships and Development), Vice President Malcolm M. Willey (Academic Administration), Dean Edmund G. Williamson (Dean of Students), Dean E. W. Ziebarth (Summer Session).

Accepted

VI. NONSENATE COMMITTEES AND BOARDS FOR 1962-63

Reported for Information

The president reports non-Senate committees and boards and their membership for 1962-63 as follows:

Admissions, Board of: Robert Edward Summers (chairman), H. Mead Cavert, Herbert G. Croom (Morris), William H. Edson, Robert J. Falk (Duluth), Theodore E. Kellogg, Keith N. McFarland, Jack C. Merwin, Horace T. Morse, Roger B. Page, John E. Stecklein, Frank Verbrugge.

Art Collections, Advisory Committee on University: Donald R. Torbert (chairman), Winston A. Close, R. Dale Miller (Duluth), John Parker, Ralph E. Rapson, John Rood, Ralph G. Ross, Sidney Simon, Arthur E. Smith (Duluth), Dimitri T. Tselos, Malcolm M. Willey.

Band Committee: Paul M. Oberg (chairman), Isaac J. Armstrong, Frank P. A. Bencriscutto, Walter W. Cook, Edwin L. Haislet, Stanley V. Kinyon, Laurence R. Lunden, Errett W. McDiarmid, Keith N. McFarland, William L. Nunn, Willard L. Thompson, Stanley J. Wenberg, Malcolm M. Willey, Edmund G. Williamson—Students: Milton Hakel, Thomas Michael Johnson.

Civil Service Committee: Ray F. Archer, Clarence L. Cole, Richard C. Jordan, Allan H. McCoid (alternate for John G. Turnbull), Burtrum C. Schiele, Frank F. Pieper (executive secretary).

Computer and Tabulating Facilities, University Advisory Committee on: Warren B. Cheston (chairman), Neal R. Amundson, Francis M. Boddy, R. O. Collier, Jr., Ralph E. Comstock, Paul V. Grambsch, C. T. Johnson,

Arnold Lazarow, John Overend, Marvin L. Stein (secretary), S. E. Warschawski.

Conference Center Committee, All-University: Gordon L. Starr (chairman), Frederick E. Berger, Joseph Davidson, Donald P. Duncan, Laurence R. Lunden, C. E. Mueller, James P. Schroeder, Martin L. Snoke, Malcolm M. Willey—Students: Carol Curtis, David Ellingson, Gary Hart, William McPhearson, Adrienne Noel, Paula Thomason.

Convocation Advisory Committee: James S. Lombard (chairman), Charles H. Foster, Amy J. Holmblade, William S. Howell, Gordon L. Starr—Students: Todd Fetsch, Larry Leventhal, Tom Kupka, Barb Life.

Defense Mobilization Committee: J. M. Nolte (chairman), Ray M. Amberg, Gaylord W. Anderson, Isaac J. Armstrong, W. D. Armstrong, Murray Bates, Richard G. Bond, C. Luverne Carlson, Robert Carr, William O. Cook, Bryce Crawford, Jr., James R. Curtin, Raymond W. Darland (Duluth), Robert J. Elliott, Clinton B. Hanscom, Herbert G. Heneman, Andrew Hustrulid, Glenn H. Johnston, Richard Jordan, Thomas H. King, Eugene A. Kogl, Leonard A. Leipus, Rodney C. Loehr, Roy V. Lund, Art Lundberg, Laurence R. Lunden, Errett W. McDiarmid, Keith N. McFarland, George S. Michaelsen, Morris A. Mitteness, William L. Nunn, Clarence R. Osell, Orville C. Peterson, Skuli Rutford, Max O. Schultze, Fernon S. Sherman, Martin L. Snoke, Robert E. Summers, R. Joel Tierney, Kenneth T. Whitby, Cedric Williams, Edmund G. Williamson—Students: Gary Hallman, 1 to be appointed.

Dight Institute Advisory Committee: Bryce L. Crawford, Jr. (chairman), Robert B. Howard, Gardner Lindzey, Errett W. McDiarmid, Elio D. Monachesi, Sheldon C. Reed, Nelson T. Spratt, Mildred Thomson.

Fees, University Committee on: Robert L. Jones (chairman), Willis E. Dugan, Alexander C. Hodson, Laurence R. Lunden, True E. Pettengill, Malcolm M. Willey.

Foreign Students, Committee on: Bryce L. Crawford, Jr. (chairman), Neal Amundson, Robert H. Beck, Sherwood O. Berg, Clarke A. Chambers, Robert J. Falk (Duluth), Charles H. McLaughlin, Forrest G. Moore, Benjamin R. Reiter, Robert F. Spencer, Louise A. Stedman, Barbara J. Stuhler, Robert E. Summers, Malcolm M. Willey, Edmund G. Williamson—Students: Carol Baker, Carolyn McKay.

General Research Fund Advisory Committee (including the Minnesota Institute of Research): William G. Shepherd (chairman), Robert H. Beck, Francis M. Boddy (secretary), Warren B. Cheston, John G. Darley, Eugene H. Falk, Stuart W. Fenton, Gardner Lindzey, Will M. Myers, Nelson T. Spratt, Dimitri T. Tselos, John G. Turnbull.

Group Insurance and Retirement Committee: William B. Lockhart (chairman), Ray M. Amberg, John R. Borchert, Thomas W. Chamberlin (Duluth), Marcia Edwards, E. Fred Koller, Roy V. Lund, Robert C. McClure, Paul R. O'Connor, Glen V. Taylor, Malcolm M. Willey, C. Arthur Williams, Jr.

Honors, Committee on University: Horace T. Morse (chairman), John W. Clark, Raymond W. Darland (Duluth), Marcia Edwards, Edwin L. Haislet, Walter M. Lauer, Harold Macy, Errett W. McDiarmid, C. J. Watson, Malcolm M. Willey.

Hornel Institute Board: Bryce L. Crawford, Jr. (chairman), John H. Grindlay, J. G. Huntting, Walter M. Lauer, Harold Macy.

Industrial Relations Center Faculty Committee: Paul V. Grambsch (chairman), Herbert G. Heneman, Jr., John C. Kidneigh, William B. Lockhart, Lloyd H. Lofquist, Gayle W. McElrath, Lloyd M. Short, John G. Turnbull, Stanley J. Wenberg, Albert K. Wickesberg.

Itasca Forestry and Biological Station Advisory Committee: E. W. Ziebarth (chairman), Randolph M. Brown, Raymond W. Darland (Duluth), Richard L. Evans, Theodore H. Fenske, David W. French, A. C. Hodson, Frank H. Kaufert, Donald B. Lawrence, William H. Marshall, Gerald B. Ownbey, Nelson T. Spratt, Jr., James C. Underhill.

Judiciary Council, All-University: Jessie H. Choper, Carroll V. Hess, Richard D. Springer, Roger E. Wilk, LeVerne F. Snoxell (secretary, ex officio)—Students: Cathryn Finnsland, Louise Jasken, Carol Lichty, Sara Springmeyer, Alan Weinblatt.

Memorial Fund Committee, University of Minnesota: Mrs. Richard C. Jordan (chairman), Rodney A. Briggs (Morris), Thomas W. Chamberlin (Duluth), H. Donald Ferris, Don Finlayson, Helborg Gilbertson, Mrs. H. L. Hayes (Duluth), Errett W. McDiarmid, Mrs. Robert E. Summers.

Minnesota Center for the Philosophy of Science—Advisory Board: Paul E. Meehl (chairman), Robert H. Beck, Helmut G. K. Heinrich, Edward L. Hill, Gardner Lindzey, Kenneth MacCorquodale, Don A. Martindale, Richard B. McHugh, Edgar Reich, D. Burnham Terrell.

Minnesota Program of Continuing Education for Women—Advisory Committee: E. W. Ziebarth (chairman), Elizabeth L. Cless, Errett W. McDiarmid, Julius M. Nolte, Vera Schletzer, Edmund G. Williamson.

Parking Advisory Committee: Elio D. Monachesi (chairman), Harold B. Allen, C. Luverne Carlson, Frank E. DiGangi, Marcia Edwards, Theodore H. Fenske, Albert M. Fulton, Frederick C. Goetz, Glen V. Taylor, Willard L. Thompson—Students: Orville F. Peterson, Phillip R. Youngdahl.

Patent Committee: Laurence R. Lunden (chairman), Robert A. Good, Richard C. Jordan, Harold Macy, Wayland E. Noland.

Placement Committee, All-University: Arnold S. Woestehoff (chairman), Norman H. Ceaglske, Elizabeth L. Cless, Gerald T. Evans, Gordon Kingsley, Keith N. McFarland, Gordon M. A. Mork, Charles V. Netz, Anne W. Oren, Roger B. Page, George Seltzer, John C. Sim, George A. Warp, Stanley J. Wenberg, Edmund G. Williamson.

Press Committee, University: Malcolm M. Willey (chairman), Bryce Crawford, Jr., John Ervin, Jr., Robert B. Howard, Harold Macy, Errett W. McDiarmid, Samuel H. Monk, Julius M. Nolte.

Public Administration Center Advisory Committee: George A. Warp (chairman), Gaylord W. Anderson, Carl A. Auerbach, Bryce L. Crawford, Jr., Otto E. Doman, Paul V. Grambsch, James A. Hamilton, John C. Kidneigh, Errett W. McDiarmid, Keith N. McFarland, Charles H. McLaughlin, Julius M. Nolte, Orville C. Peterson, George J. Schroepfer, Lloyd M. Short, Edward B. Stanford.

Radiation Hazard Control Committee, All-University: W. D. Armstrong (chairman), Donald W. Cowan, Ivan D. Frantz, Jr., Norton M. Hintz, Herbert S. Isbin, C. T. Johnson, Roy V. Lund, Donn G. Mosser, Paul R. O'Connor, A. Glenn Richards, Francis A. Spurrell.

Radio Advisory Committee for KUOM: Julius M. Nolte (chairman), Robert A. Anderson, Mitchell V. Charnley, Norman J. DeWitt, Paul F. Dwan, Otis J. Dypwick, Marcia Edwards, Sheldon Goldstein, Robert B.

Howard, Don A. Martindale, Allan H. McCoid, Errett W. McDiarmid, Huntington Miller, William L. Nunn, Paul M. Oberg, Luther J. Piekrel, William C. Rogers, Skuli Rutford, Robert F. Spencer, Edward B. Stanford, Willard L. Thompson, Tracy F. Tyler, Albert K. Wickesberg, E. W. Ziebarth.

Radio-Television Policy Committee: Robert L. Jones (chairman), Ike Armstrong, A. A. Blatherwick, Ernest G. Bormann, Henry Borow, Roy G. Francis, Julian B. Hoshal (Duluth), James R. Jensen, L. R. Lunden, Raymond B. Nixon, Julius M. Nolte, William L. Nunn, Burton Paulu, Skuli Rutford, Martin L. Snoke, Gordon L. Starr, Willard L. Thompson, Stanley J. Wenberg, Malcolm M. Willey, E. W. Ziebarth.

Residence Status, Board of Review on: Robert E. Summers (chairman), Havard W. Archerd (Duluth, ex officio), David R. Briggs, Herbert G. Croom (Morris, ex officio), William Fleeson, Walter T. Graves, Theodore E. Kellogg, Robert C. McClure.

Safety Committee, All-University: Ray F. Archer (chairman), Robert W. Bridges (Duluth), William O. Cook, Richard J. Donnelly, Gertrude M. Gilman, Andrew Hustrulid, Leonard M. Kaercher, Philip D. Kernan, Gustave L. Scheffler (ex officio), Warren E. Soderberg, R. Stuart Tobias, Kenneth T. Whitby—Student: Bernard Statland.

Schedule Committee, University: True E. Pettengill (chairman), Vernon L. Ausen, Steve S. Barich, Rodney A. Briggs (Morris), Thomas W. Chamberlin (Duluth), Wendell J. DeBoer, Richard J. Donnelly, Marcia Edwards, Albert M. Fulton, J. Francis Hartmann, Keith Heller, Mellor R. Holland, Clara Kanun, Ralph L. Kitchell, Shirley McDonald, Charles V. Netz, Roger B. Page, Leon Rottman, Stephen Scallen, Larry K. Simmering, Robert C. Slater, Willard L. Thompson, Alfred L. Vaughan—Students: Lois Bialick, Larry Brown, Gail Cottrell.

Scholarship Committee, University: Loren Benson, E. Adamson Hoe-
bel, I. T. Michelson, John Nelson, Mrs. V. L. Petersen, Frank M. Rarig, Jr., George B. Risty (executive secretary), R. E. Summers, Emmett Williams, E. G. Williamson.

Single-Quarter Leave Committee: William G. Kubicek (chairman), Sherwood O. Berg, Bryce Crawford, Jr., Marcia Edwards, Stuart W. Fenton, William A. McDonald, John Neter, William A. Rosenthal (Duluth), Tracy F. Tyler (secretary).

Space Allocation and Use, Advisory Committee on: Robert E. Summers (chairman), Vernon L. Ausen (nonvoting secretary), Richard G. Bond, Winston A. Close, Arnold Lazarow, Roy V. Lund, Laurence R. Lunden, Horace T. Morse, Ralph G. Nichols, Eugene P. Pfeider, Donald K. Smith, Willard L. Thompson, Malcolm M. Willey.

SPAN Committee, University: Mitchell V. Charnley (chairman), Fred M. Amram, James I. Brown, James Kingsley, Jr., Martin L. Snoke, Gerhard Weiss.

Staff Welfare Fund Committee: Will M. Myers (chairman), Ray F. Archer, William H. Edson, Richard C. Jordan, Gardner Lindzey, Roy V. Lund, L. R. Lunden, Keith N. McFarland, Frank F. Pieper, Sheldon C. Reed, George Seltzer, Wesley W. Spink.

State Organization Service Advisory Committee: Julius M. Nolte (chairman), Mitchell V. Charnley, Elizabeth L. Cless, Walter W. Cook, Bryce L. Crawford, Jr., Stuart W. Fenton, Richard L. Kozelka, Harold Macy, Robert C. McClure, Errett W. McDiarmid, C. H. McLaughlin, Orville C. Peterson, William C. Rogers, Arnold M. Rose, Ralph G. Ross, Skuli Rutford, Barbara

J. Stuhler, W. Albert Sullivan, Willard L. Thompson, Stanley J. Wenberg, Edmund G. Williamson, E. W. Ziebarth.

Student Behavior, Committee on: Frank E. DiGangi (chairman), Henry A. Bent, John J. Cound, John A. Goodding, G. Gordon Kingsley, Sidney C. Larson, Thomas E. Murphy, Ephraim Rosen, LeVerne F. Snoxell (secretary), E. Paul Torrance—Students: Deborah Bixby, John Kronholm, Bonnie Lang, Barbara Lapp.

Summer Research Appointments, Committee on: Bryce L. Crawford, Jr. (chairman), Allan H. Brown, Huntington Brown, Marcia Edwards, Roxana R. Ford, Paul V. Grambsch, Errett W. McDiarmid, Frank Verbrugge.

Summer Session Advisory Committee: E. W. Ziebarth (chairman), Marcia Edwards, Raymond Crismer, Keith N. McFarland, Valworth R. Plumb (Duluth), William G. Shepherd, Donald K. Smith, Albert K. Wickesberg, John H. Williams, C. Gilbert Wrenn.

Television Program Advisory Committee: Burton Paulu (chairman), Robert H. Beck, Allan A. Blatherwick, Mitchell V. Charnley, Norman DeWitt, Roy G. Francis, Carl B. Heggstad, James R. Jensen, William P. Martin, Eugene C. Mather, Raymond B. Nixon, Julius M. Nolte, William L. Nunn, Ralph G. Ross, Donald K. Smith, Harold B. Swanson, Willard L. Thompson, Malcolm M. Willey, E. W. Ziebarth.

Tenure Advisory Committee: Malcolm M. Willey (chairman), Harold W. Chase, Eleanor S. Fenton, Carl B. Heggstad, Arthur J. Madden, Robert C. McClure, Tracy F. Tyler (secretary, ex officio), Roy D. Wilcoxson, Richard G. Woods.

University College Committee: Francis M. Boddy (chairman), W. D. Armstrong, Mitchell V. Charnley, Bryce L. Crawford, Jr., Marcia Edwards, James J. Jenkins, Richard C. Jordan, Helen A. Ludwig, Keith N. McFarland, Morris E. Nicholson, Maynard E. Pirsig, Robert E. Summers, Donald R. Torbert, Alfred L. Vaughan, Albert K. Wickesberg.

Accepted

VII. STUDENT ORGANIZATION STAFF REPRESENTATIVES OR ADVISERS FOR 1962-63

Reported for Information

The President reports student organization staff representatives or advisers for 1962-63 as follows:

Board in Control of Student Publications, Staff Representatives on: J. Edward Gerald, Clifford I. Haga, Fred L. Kildow, Martin L. Snoke, Harold P. Strom (financial adviser), Willard L. Thompson.

Minnesota Student Association, Staff Representatives on: Robert H. Miller, George L. Shapiro, Richard A. Skok, James Reeves (staff adviser).

Social Service Council, Staff Advisers: Peggy J. Brown, Edward V. Caruolo, Edward J. Dvorak, Rodney C. Loehr, Robert P. Marvin.

Student Center Board of Governors, St. Paul Campus, Staff Representatives on: Mrs. Ralph Jacobson (alumni representative), David N. Kanatz, Paul W. Larson, Helen A. Ludwig, Keith N. McFarland, Richard A. Skok, Lloyd Smith, Gordon L. Starr.

Technical Commission, Staff Representatives on: Paul A. Cartwright, Warren E. Ibele, Donald H. Yardley.

Technolog Board, Staff Representatives on: Paul A. Cartwright, Clifford I. Haga, Donald R. Zander.

Union Board of Governors, Staff Representatives on: Edwin C. Braman (alumni representative), Frank Buckley, David L. LaBerge, Walfred L. Pedersen, Donald R. Zander.

Union Board of Governors, University Village, Representatives on: Harold P. Strom.

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

Accepted

VIII. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Preliminary Discussion of the 1963-65 Legislative Request.* The President, on September 26, 1962, discussed with the committee some of the principles to be incorporated in formulation of the budgetary request for the 1963-65 biennium. He added that he would also be discussing these principles with the Faculty Consultative Committee. The issues referred to were (a) salary improvement, (b) total new staff needs, (c) the basis from which the new budget should be projected, and (d) the supply, expense, and equipment item in the new budget. Each of these factors was considered with reference to earlier plans and prior biennial requests and allotments. No significant objections were heard to the President's general propositions. It was indicated he would go forward with the drafting of preliminary budgets as outlined.

2. *Discussion of the Ten-Year Building Program.* At the meeting on June 6, 1962, the President reminded the committee of the planned July 13-14, 1962, on-campus visit of the Legislative Interim Commission on State Building Needs and asked Vice President Lunden to describe the preparation being made. Mr. Lunden commented on a number of considerations involved in the planning, some unavoidably in conflict, and emphasized the importance of reflecting the educational needs in the building schedule. He suggested giving primary attention to the requests to go before the 1963 Legislature, with the opportunity being left open for recasting the requests for subsequent legislative sessions. The building needs of the outlying schools and stations had already been dealt with, and the Regents would wish to consider programs for the benefit of collegiate instruction. Mr. Lunden asked Dean Briggs to describe and characterize the requests submitted from the Morris Campus and observed that the building items were consistent with the early representations made to the Legislature. Student enrollment at Morris is growing ahead of schedule and is expected to continue to grow as fast as was anticipated in the planning.

A summary and a detailed tabulation of a 10-year building program for campuses at Duluth, Minneapolis, and St. Paul were placed before the committee. Provost Darland described the items listed in the Duluth Campus request. He pointed out that the development at Duluth is going forward almost exactly according to the 1951 plan, with the need for new buildings resulting primarily from the consistent and expected growth in enrollment and the necessity for vacating the old campus, as was anticipated. Discussion of the student housing request for Duluth led to consideration of what the University can do to tend to equalize educational opportunities through a partial subsidy of student housing.

Building items on the schedule for the St. Paul Campus were dealt with by Deans Macy and Thorp. Essentially, these items for the 1963 legislative session consisted of the ones originally projected in 1955 plus inclusion of unappropriated items from the 1961 request. In their presentations, the deans commented on the growing service of the St. Paul Campus, on the need for replacing a few hazardous or obsolete buildings, and on the necessity of completing plant facilities, for example, in the College of Veterinary Medicine.

In placing the Minneapolis Campus program before the committee, Mr. Lunden asked Mr. Vernon L. Ausen of the Room Assignments and Scheduling Office to recount the steps set down by the Minneapolis Campus Planning Committee looking toward development of the West River area and to discuss the possibilities of scheduling instruction there, within the limitations of the buildings going up. Mr. Ausen referred to the present deficiencies in the program as it is developing, because of the University's failure to obtain requested buildings on schedule, and emphasized the high priority established for the added library facilities to go on the west side of the river. He indicated how the planned scheduling of classes had necessarily been altered to make the best use of buildings available, while following the general program of the committee planning for use of West River facilities. It was agreed that understanding of these short-range improvisations must be developed in the building commission, just as all members of the University community should understand that facilities have not been provided on the original schedule.

There was careful examination of a number of the individual items and monetary sums, listed in the 1963 building schedule for the Minneapolis Campus. The library building requests, although changed in character and location from earlier thinking, were essentially as comprehended in the original long-range program, and generally would have resulted in about the same expansion of facilities wherever located on the campus. Director Armstrong noted the absence of specific requests for recreation and physical education facilities at Minneapolis. It was remarked that the future of such facilities is being studied by an especially appointed committee.

In recapitulation of the requests for the 1963 legislature, it was noted that very large monetary sums are involved. The program is generally in conformity with the earlier requests, although it has been enlarged by inclusion of deferred items and by revising construction costs. One dean remarked that research activities are invading the instructional areas to such an extent that there is need to maintain a suitable balance between the allocations of building areas to research and to teaching; furthermore, he said that building areas should not be committed to the service of research contracts without prior knowledge that they can be spared from instruction. Dean Bryce Crawford noted the relationship between the increases in graduate study and the increased demands for research space. Dean Summers reviewed the enrollment expectations and commented on the critical building requirements that will surely develop about 1964 and 1965, even if all of these requests are met and there is good adherence to the building program.

3. *Ten-Year Planning Report to the Governor's Office.* The Governor had asked through the Office of Business Development that the University provide an estimate of its needs over the next decade. A summary report in dollar terms had been sent to the deputy commissioner of administration during May, 1962. Since it appeared that additional information would be needed, the deans were asked to review and expand the general statement reported, taking into account the following five considerations:

1. Programmatic changes in departments presently existing.
2. New areas of activity anticipated.

3. Minimum staff needs.
4. Major equipment and/or facility needs not presently planned for.
5. Over-all statement on changes envisioned for the decade.

On June 28, 1962, the committee discussed the factual bases of the earlier report, including reference to the provision made for salary improvement and to the student enrollments anticipated. There appeared to be consensus on the desirability of dealing imaginatively with the probable needs for new or altered programs and new facilities. The President asked that the issues which might call for changes in the next decade be made known to central administration of the University. These issues, it was remarked, ought not to be dealt with in any routine way, but should be highly individualized by colleges and their departments. The need for central assembly and some editing of the materials was discussed. Mr. Willard Thompson was to co-ordinate review of the materials by the three vice presidents and the work of persons engaged in the final assembly and editorial work.

4. *Implementation of the Senate Recommendations on University Reorganization.* The University Senate had, June 4, 1962, adopted a recommendation of the Committee on Education covering organizational changes proposed for the University. At the September, 1962, meeting of the Administrative Committee, the President discussed the next steps in implementing these recommendations, starting with presentation of them to the Regents. He named staff members who would be involved in making the presentation and asked for advice from the committee. He stated that after acceptance of the report and approval to implement certain features of it at once, procedures for dealing with some aspects of it remain to be worked out. He asked that the faculty be kept informed of the actions taken. There should be further discussion of the work in this committee subsequent to consideration of the report by the Regents, he said.

5. *Physical Examinations for Full-Time Regular Members of the Academic Staff.* Certain regulations apply in the requirement of a medical examination for all new faculty members with the rank of instructor and above. The President commented briefly on procedural difficulties and on the individual insurance hazards and the opportunities open to a staff member coming to the University subsequent to resignation elsewhere. It was planned to discuss this topic further when it could be presented in detail by Vice President Willey.

6. *Collection and Revision of Basic Data on Faculty Characteristics.* At a meeting of the Administrative Committee during the 1961-62 academic year, there had been discussion of a faculty information form and of the means for collection of current data on the faculty in a way which would be useful, yet the least burdensome to the individual staff members. The committee had approved work directed by Professor John E. Stecklein in the Bureau of Institutional Research and had seen preliminary drafts of the form. Professor Stecklein reported progress in the development of an acceptable form at the September meeting and commented on suggestions he had had from the Committee on Institutional Research intended to make the maximum use of materials already in central files.

Samples of the completed form were passed out in the meeting; Professor Stecklein indicated how these might be distributed and collected in the immediate future, with the special assistance of department heads. Consolidation of many requests for personnel information can be effected, he said, so the demands on staff should generally be limited to requests for new or additional material. This result should be pleasing to members of

the faculty, while at the same time making the useful material readily available to department heads and college officers. There appeared to be agreement that this manner of collecting and maintaining information should be a useful device, one that might be co-ordinated in some way among comparable major universities such as the Big Ten institutions.

7. Orientation Program for New Faculty Members. The President and the deans participated in a first orientation program for new staff members on the evening of September 25, 1962. An unexpectedly large group (approximately 325 persons) attended. A systematic evaluation is planned through an opinion survey by the School of Journalism. Informal comment was asked for to suggest further programming of this activity. The consensus seemed to be that the results had been good, that the program should be continued with appropriate improvements, and that efforts should be made to emphasize further the outstanding characteristics of this University. It was mentioned that faculty members from the outlying campuses might possibly be included.

8. Fund Raising and Development Programs at the University of Minnesota. At the June 28, 1962, meeting, the President asked Vice President Wenberg to review the original purposes and the work of the Greater University Fund and to discuss the results of studies which had recently been made of fund-raising procedures and agencies at the University. Mr. Wenberg indicated that the basic recommendations from the recent studies were that the University needs (1) to learn how to involve more volunteer leadership in fund raising, (2) to develop greater assistance from major benefactors, by more effectively interesting them in our needs over a period of years, and (3) to have more readily available consultative and co-ordinating procedures on development activities and needs within the University.

Members of the committee were handed a number of documents relative to fund raising and development programs, including a recommendation of the Board of Trustees of the Greater University Fund to dissolve the Greater University Fund, the proposal for a University of Minnesota co-ordinating council on fund raising, a chart showing how such a council might be organized at the University, and a brief description of the plan for and the role of a University of Minnesota Foundation.

The President called for questions and discussion which would be helpful in dealing with these plans. The questions raised related to the timing and operating procedures for the new plans, the methods of informing the staff, the concerns and probable activities of the co-ordinating council, its membership, and the types of projects which might come before the council or which would not be within its province of action. It was emphasized that the purpose of the planned co-ordination is that of cultivating gifts to the University. While providing for an exchange of information and for the development of understanding on the campus, it is not to be a nexus to raise administrative or other barriers, nor would it become involved in processing research proposals or requests.

It was understood that the President and Vice President Wenberg would undertake to see that any co-ordinating council which is established will have in it a broad spectrum of University interests. It should provide a helpful, affirmative body that should be able to assist as a co-ordinating agency, but not one which would undertake to determine educational priorities.

9. Role of the Graduate Research Center in Dealing with Research Support Proposals. The committee several times discussed the Graduate Research Center as an agency for some co-ordination of research support proposals. The dean of the Graduate School had been asked to give further attention to this function of the Graduate Research Center, to hold conferences with members of the staff, and to bring in a revised statement on

the service which the research center might give in this respect. This new statement was presented for discussion at the June 28, 1962, Administrative Committee meeting.

One of the questions raised in the committee's discussion was what constitutes research, and what requests for assistance with research would come to the attention of the Graduate Research Center if this co-ordination plan were adopted. Dean Crawford admitted that rigid definition is difficult, but he was able to characterize the types of research support proposals which normally come to the attention of the Graduate School and thus might be co-ordinated by the Graduate Research Center. The normal projects may be of interest only to single individuals, or may involve college co-operation or cross-college assistance. In both instances, the Graduate Research Center can often provide useful information about sources of funds, facilities, or related work at the University. When continuation funds are likely to be involved, or when there is the prospect of extensive University involvement in the project, the center would attempt to bring this to the attention of University officers. In less usual instances, persons proposing projects may inquire as to where financial help should be forthcoming. The Graduate School has long served as the source of assistance with the financing of incipient projects and enjoys a useful consultative relationship with the faculty on many new research projects which might be further developed through the Graduate Research Center.

In discussion of the time schedule and routing of projects through the center, it was emphasized that college and departmental procedures now operating would not be replaced but would be used as the basis for the co-ordination proposed. To make all referrals as simple as possible, the dean of the Graduate School was not proposing a new or standard form for the documentation of assistance requests.

Extreme concern was expressed in the committee that the faculty should be well informed of the discussion of this proposal and should understand its purposes and its usefulness. There is no intention to establish an administrative control point or to hamper the informal arrangements which, in the past, have been so useful in the initiation of research. Rather, it should be clear that the Graduate Research Center might serve as a focus of assistance to research workers. Although the graduate dean had already discussed the plan with the Faculty Consultative Committee, it was understood he would have further conference with that committee on the details and the expected operation of the proposal and would benefit from their advice on how to inform the faculty of the plan and its initiation. It was moved, seconded, and voted without dissent to endorse the proposal in principle, subject to the understanding developed in the discussion.

Dean Bryce Crawford on September 26, 1962, referred to the earlier action on channeling research support proposals through the Graduate Research Center. He said the center is ready to give prompt service on proposals and would like to set a mid-October, 1962, date as the time to start its involvement in all proposals. Completed proposals may be forwarded to the center at any time. The center is also ready to help in the preparation of these proposals at any stage. It was understood that the dean of the Graduate School would send out a notice explaining the role of the Graduate Research Center with respect to these proposals.

10. *Progress Report on Development of Plans for the Support of Programs in International Studies.* The President said, at the meeting on June 6, 1962, there had been involvement of faculty members of several University units in the formulation of requests to foundations in support of international studies. There had seemed to be need for co-ordination and active furtherance of this work on a comprehensive basis. Professor Phillip M. Raup had accepted the assignment of assisting with negotiations. The

President brought the activity to the attention of the Administrative Committee and faculty by asking Professor Raup to give a brief progress report.

Professor Raup described conversations he had had with officials of the Ford Foundation concerning submission of requests in the fall of 1962. He commented on the particular interests of the foundation and on the support which might be given to broadly conceived area studies which could contribute to the solution of certain general problems in international relations. Faculty exchanges, too, might lead to fruitful relationships of interest to the foundation. Well conceived and carefully co-ordinated long-range programs may, it was said, fall within the interests of both this foundation and the University.

It was anticipated there would be consultation with many of our faculty members during the summer of 1962, but persons thinking of proposals should not wait to be called on before disclosing their interests to Professor Raup and his group. Deans and department heads were prompted to encourage staff interest and plans along these lines. Professor Raup emphasized that no commitments had been made and that extensive on-campus consultation was impending. He hoped to generate interest throughout the faculty during the summer of 1962 and to have application materials in hand by the early fall.

11. *A Project for the Peace Corps.* At the meeting on June 6, 1962, Vice President Willey reported a request received late in May, 1962, from officials of the Peace Corps that the University train a group for service in Pakistan. It had been agreed, administratively, to consider doing this, subject to staff interest, support, and the availability of a director and the necessary funds. The University has some commitment to matters of the Indian sub-continent, matters not unrelated to work in Pakistan.

It was anticipated that from 120 to 130 trainees might be assigned here from July 9 until September 15, with housing and much of the instruction centered on the St. Paul Campus. Mr. Willey commented on the special staffing needs of the program. It was thought eight different areas of instruction might be required: training in unusual languages of the area, discussion of the history and culture of the region, orientation to bring trainees to a common working level, presentation of a background in contemporary American life, briefing for adjustment and cross-cultural shock, physical conditioning, orientation to the purposes and work of the Peace Corps, and the imparting of field experience. The field experience would not be a concern of the University.

12. *The Student Attendance Outlook, 1962-63.* At the September meeting, Dean Summers was asked to comment on the outlook for student attendance in the new academic year and to review some of the experiences in the admission and scheduling of students for fall quarter, 1962. He pointed out the trends indicated by the current registrations and admissions and expressed thanks for the responsiveness of the University to student demands through the summer just closing. Early admission of students, he said, is tending to be more and more the practice, while students themselves seem, generally, to be making earlier college decisions. Admissions work increasingly involves the best choice of a college by each applicant. Subsequent to admission, placement of the student according to level, honors sections, or with advanced standing credit is a matter of growing complexity for the institution.

The dean commented on the cut-off date for the filing of all necessary admission records, set at September 14 in the 1962-63 calendar. He referred to earlier Administrative Committee interest in such a deadline and mentioned the support which had been given to this regulation a year ago. The committee was reminded that the colleges may authorize exceptions to the deadline which seem to be appropriate to them. This year there were

an unusual number of exceptions requested and granted, as perhaps was to be expected, he added.

When this was last under discussion in the committee, there was sentiment for advancing the date for completion of admission files to a time earlier than is set now. Dean Summers suggested that both the present situation of the colleges and the work load of his office might support action on an earlier date for the fall of 1963, certainly one for 1964. The Senate Committee on Student Scholastic Standing and the All-University Schedule Committee have an interest in the choice of the deadline date. It was agreed that when the 1963-64 University calendar is considered by the Administrative Committee at its October 18 meeting, the material should incorporate recommendations of these committees on any new cut-off date to provide for discussion at that time.

13. *Initial Experience with the West River Development.* With the opening of classes in the West River area of the Minneapolis Campus, the President called for comment at the September meeting on the experience of the colleges involved, from both the standpoint of faculty and students. Since few specific major problems were reported, it appeared there had been a generally favorable beginning in the use of the new facility. The interference of continuing building work was a problem and the conditions implicit in the transition left much to be desired. However, the inevitable difficulties had been seemingly well accepted; transportation and schedule problems had not been greater than were anticipated, nor extreme in most instances. The committee expressed its appreciation to Mr. Roy V. Lund and his associates in the Department of Plant Services for their devoted work and other effective contributions to the success of the opening.

14. *Report on Proposed Legislation, H.R. 8900 and Amendment 2.* The national House of Representatives, which in January, 1962, had approved higher education aid bill H.R. 8900, voted in September to recommit it to the Senate-House Conference Committee with instructions on revision of the title applicable to student loans or scholarships. At the September meeting, Vice President Wenberg said the bill seemed to merit support, should it come up for passage. He also spoke of the need for support of the proposed Minnesota Constitutional Amendment 2 and the need for caution, since no use of state agencies may be made in seeming to provide support.

15. *Report on Recommendations of the Parking Advisory Committee.* Professor E. D. Monachesi, chairman of the Parking Advisory Committee on October 18, 1962, presented a report on the recommendations of his committee looking toward parking improvements. These recommendations were as follows:

- a. Development of a 330-car parking lot on the West River Bank with temporary surface at a cost of \$20,000.
- b. Conversion of Lots 35 and 36 to contract parking effective at the start of the fall quarter of 1962.
- c. Four additional half levels to the present ramp accommodating 220 more cars at a cost of approximately \$335,000. This includes cost of all supplementary work and also includes a revised approach so that cars waiting in line will not interfere with traffic. And, with the changing of Union Street to a one-way (north to south), it will greatly facilitate the efficiency and operation of this ramp.
- d. Construction of a new parking ramp on the present site of Lot 5 which is located south of the Union and Comstock Hall—5 levels

accommodating approximately 1,750 automobiles at a cost of \$2,500,000.

- e. Purchase of the property on the south side of 4th Street S.E. from 17th to 19th Avenues S.E. for surface parking which will accommodate 600 cars at a cost of \$517,320.
- f. Purchase of the River Flats parking area which will increase the present parking on the River Flats by some 400 cars. Cost of purchase has been estimated at approximately \$400,000.
- g. Total registration of all motor vehicles belonging to academic and civil service staff and to students. This registration of motor vehicles is to start winter quarter of 1963 and is to be a registration of motor vehicles without assignment of parking areas. This registration will provide the necessary information to help plan for our parking needs in the future.
- h. Erection of at least two ramps on the West River Bank.

Professor Monachesi said the total cost of the program, exclusive of the two ramps on the west bank which are not immediately needed, is estimated at \$3,772,320. He noted that parking space on the west side of the river has been resurfaced and is in use. Also, recommendation "b" with respect to conversion of Lots 35 and 36 to contract parking has been implemented. Studies are going forward as to ways in which the remaining recommendations can be implemented. He then presented the following communication from Mr. Norman Uphoff, President of the Minnesota Student Association:

September 28, 1962

Dear President Wilson:

At its September 27 meeting, the Minnesota Student Association Senate heard Professor E. D. Monachesi, Chairman of the University Parking Advisory Committee, and Mr. C. B. Hanscom, Head of the Department of Police, discuss the Committee's recommendations for a long-range program to ameliorate the "parking problem." Andre Zdrzil, MSA Vice-President, and I had concurred with these recommendations when we attended the June meeting of the Committee, and the MSA Senate concurred with them after considerable discussion.

The Minnesota Student Association regards parking as a University community problem, not as one peculiar to students, faculty, or staff. Some would have students regard the problem as one of "class struggle"—students against faculty and staff, but our Senate does not take this attitude. We ask that the interests of all be considered in any policies adopted.

One of the recommendations which we approved was the conversion of Lots 35 and 36 on Fourth Street to contract parking for staff and faculty. We did this with the understanding that recommendation "e" for acquiring areas on the north side of the campus accommodating about 600 cars, would also be implemented, and we hope that high priority will be given to this step.

In addition to approving the eight recommendations, the Senate un-animously approved a long-standing recommendation of the Committee—that all contract parking be on the basis of unassigned stalls. I forward the MSA request that contract parking in Northrop, Coffman, and CCS garages with assigned stalls be converted to unassigned parking. We are aware of a poll of patrons of these garages which rejected this change, but would ask that since students are making the accommodation of parking in peripheral lots, faculty in these garages make this accommodation to use the spaces more efficiently, permitting more of the faculty to park in these

central locations and making it possible for some students to get closer to campus.

If appropriate, MSA would like you to make its position on these nine recommendations, especially the latter, known to the Faculty Senate as soon as possible. Thank you.

Sincerely,

NORMAN UPHOFF, President
Minnesota Student Association

In response to questions regarding off-campus parking areas and shuttle-bus arrangements, Professor Monachesi replied that his committee felt this solution would not be practical until solutions within the limits of the campus have been exhausted and the point is reached where the University is willing to forbid student parking on the campus. In response to questions relating to the registration of cars, he explained that this is the only way in which those responsible for parking could gain any idea of the true size of the parking problem. It was stressed that expenditures on parking do not represent any challenge to support funds. Money for construction of parking facilities is borrowed from local banks and costs are amortized through the operation of the facilities.

R. E. SUMMERS, Secretary

Accepted

IX. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

Reported for Action

The Senate on January 18, 1962 suggested that consideration be given to revising the *Constitution* to reduce administrative representation, allow nonmembers to speak and introduce motions but not vote, improve the method of selection of members, and lengthen their term of office.

A proposal, including these suggestions, providing a procedure for initiating a referendum or plenary session, and clarifying the status of the President as a full voting member was presented and discussed at the May 31 Senate meeting when further suggestions were made.

The following changes in the Constitution are recommended to accomplish these various objectives. The proposal as it affects the Administrative Committee has been endorsed by that group.

PROPOSED CHANGES IN CONSTITUTION

(Additions underlined. Deletions lined out.)

Article III. University Senate

1. Composition

The University Senate shall be composed of (a) elected representatives of the various institutes, colleges, schools of collegiate rank, and the Mayo Foundation, (b) the President of the University, and ~~(b)~~ (c) the members of the University Administrative Committee ~~and the Faculty Consultative Committee~~ who shall serve ~~ex officio as regular~~ as ex officio nonvoting members of the Senate. Each member of the Senate shall represent the faculty and the University as a whole.

4. Election of Senate Members

(a) The elected ~~members of~~ representatives of the faculties to the Senate shall be chosen by secret ballot by the faculties of the several institutes, colleges or schools of collegiate rank as follows: The regular members of each faculty who are professors ~~or~~ associate professors, or assistant professors (including research associates) shall jointly elect from their rank (professors ~~and~~, associate professors, and assistant professors) one Senate member for each 10 of their regular members or fraction of that number holding such ranks. The regular members of each faculty who are assistant professors (including research associates) or instructors (including research fellows) shall jointly elect from their ranks one Senate member for each 40 of their regular members or fraction of that number holding such rank. The provisions hereof shall not apply to the election of the representatives of the Mayo Foundation.

(b) For the purpose of electing representatives to the Senate, the members of each faculty holding the rank of ~~instructor (including research fellow)~~ assistant professor (including research associate) and above shall be eligible to vote, providing that they hold regular appointment as defined in the Regulations Concerning Academic Tenure ~~(as revised and re-adopted by the Regents July 11, 1952).~~ The provisions hereof shall not apply to the election of the representatives of the Mayo Foundation.

(c) The Mayo Foundation shall be entitled to four elected representatives to be elected jointly by faculty members who are professors, associate professors, assistant professors (including research associates). The election shall be by secret ballot. 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.

(d) Members of the University Administrative Committee shall not be eligible for election to the Senate as a member of the faculties under (a) hereof.

~~(d)~~ (e) The Committee on Business and Rules shall determine the status and faculty membership of any academic staff member not regularly attached to an existing faculty for purposes of voting for members of and serving as a representative in the Senate.

~~(e)~~ (f) Annual elections to the Senate shall be held no later than the 20th day of October. Faculty members elected to the Senate shall serve for one year and/or until their successors shall be elected and qualified. They shall be eligible for re-election. Elections to the Senate shall be held no later than the 20th day of May. One third, or as near to one third as arithmetically possible, of the represen-

tatives of each institute, college or school shall be elected each year by each institute, college or school. All members elected to the Senate shall begin service on July 1 and shall serve for three years* and/or until their successors shall be elected and qualified. Elected members of the Senate shall not serve more than four consecutive years, from and after July 1, 1963, and shall be eligible for re-election only after a one-year interval of nonmembership in the Senate.

* For the election of May 1963, the Committee on Business and Rules shall designate the number to be elected by each unit for three-year, two-year, and one-year terms respectively.

7. Senate Meetings-Call-Quorum

The Senate shall hold regular meetings, at least twice in each quarter of the academic year, at a time and place determined by the President. Special meetings of the Senate may be held upon the call of the President or upon the written request of ten members of the Senate or of twenty voting members of the faculties. At any regular or special meeting of the Senate, a majority of the membership of the Senate shall constitute a quorum. ~~Faculty members entitled to vote for Senate members~~ All members of the faculty who hold regular appointment as defined in the Regulations Concerning Academic Tenure may be present at Senate meetings but shall not be entitled to vote or make motions. Such faculty may, at their request and with the approval of the Senate, be given the privilege to speak on matters under consideration in which they have an interest, and shall be entitled to speak and to offer motions for Senate action. Non-Senate members shall not be entitled to vote.

8. Referendum

Within three weeks of final action on any matter by the Senate, the matter may be referred to the faculties for vote approving or disapproving the Senate action. Such referendum shall take place (a) if so directed by the Senate at the time of acting upon the matter, or (b) if requested by a petition signed by one hundred faculty members entitled to vote for Senate members, and delivered to the President within one week of the Senate meeting at which the action took place. In such referendum, each faculty member entitled to vote for Senate members shall have one vote. The Clerk of the Senate shall mail ballots to the faculties within three weeks of the Senate action. Ballots shall be returned not later than one week thereafter. Ballots shall contain a short and concise statement of the issue to be voted upon, a statement of the Senate action of the matter, and a place for a vote approving or disapproving the Senate action. The Senate action shall be considered approved unless fifty per cent of the members eligible to vote return ballots and the vote received results in a majority disapproval. In lieu of the foregoing

procedure, the President, within three days of Senate action on any matter or within three days of receipt of a referendum petition, may set a meeting for all faculty members entitled to vote for Senate members to attend, discuss the matter, and vote on approving or disapproving the Senate action. The Senate action will be considered approved unless the attendance at such meeting is fifty per cent of the faculty members eligible to vote and the vote at the meeting results in a majority disapproval. This section, pertaining to referendum, shall not apply to amendments to the University Senate Constitution.

ELIO D. MONACHESI, Chairman

ACTION. A motion that the Constitution, Article III, Sections 1 and 4, be amended as proposed carried by a vote of the required two-thirds majority of the total membership of the Senate. A motion that Section 7 be amended as proposed also carried. (These measures will now be submitted to the faculty as provided in Article IX of the Constitution.)

It was voted to defer action on the Section 8, Referendum proposal, to the next regular meeting.

X. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

1. Statistics on Intercollegiate Athletics for 1961-62.

STATISTICAL TABLE ON INTERCOLLEGIATE ATHLETICS 1961-62

Sport and Coach	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	30	14	16	126	38	32	29	18	88	21	14	16	
Basketball Kundla	24	14	10	77	17	16	14	13	60	18	10	14	
Cross Country Kelly	5	2	3	33	15	6	6	4	18	9	0	4	1
Football* Warmath	9	7	2	163	73	64	40	33	90	41	7	2	
Golf Bolstad	11	5	6	40	14	12	10	7	26	12	5	5	1
Gymnastics Piper	11	6	5	45	15	7	7	5	30	8	4	7	
Hockey Mariucci	22	16	6	105	32	28	23	17	73	18	10	10	2
Swimming† Heusner	12	9	3	52	30	26	26	20	22	16	10	2	
Tennis Lewis	18	8	10	21	13	10	9	6	8	5	6	12	
Track Kelly	8	6	2	91	42	31	24	13	49	17	3	5	
Wrestling Johnson	16	10	6	33	21	21	19	7	12	8	9	6	1
TOTALS	166	97	69	786	310	253	207	143	476	173	78	83	5

* Won in Rose Bowl game January 1, 1962.

† Two new individual conference records set:
One individual NCAA championship.
One individual AAU championship.

2. Approved Schedules

CROSS COUNTRY 1962

Sept. 29	Drake
Oct. 6	Wisconsin—Madison
13	Northwestern
20	Iowa State—Ames
27	South Dakota State—Brookings

Nov. 3 Iowa
12 Conference—Iowa City

GYMNASTICS 1962-63

Jan. 12 Illinois
Illinois—Chicago (Navy Pier)
26 Southern Illinois
29 Colorado (tentative)
Feb. 2 Wisconsin—Madison
Ohio State—Madison
9 Indiana
16 University of Chicago
Northwest Open
22 Michigan—Ann Arbor
23 Michigan State—East Lansing
Mar. 1 Western Illinois—Macomb
2 Iowa—Iowa City
8-9 Conference—Michigan State
29-30 NCAA—Pittsburgh

ICE HOCKEY 1962-63

Nov. 20 Intrasquad
23 Alumni
30 Michigan Tech—Houghton
Dec. 1 Michigan Tech—Houghton
15 U. of M. Duluth
21 U. of M. Duluth
22 U. of M. Duluth—Duluth
27-8-9 Rensselaer Polytechnic Institute Tournament—Troy, N.Y.
Jan. 4-5 Michigan
11-12 North Dakota
18-19 Michigan Tech
25-26 Colorado College—Colorado Springs
Feb. 1-2 Colorado College
8-9 Michigan—Ann Arbor
12 U. of M. Duluth—Duluth
15-16 Michigan State
22-23 North Dakota—Grand Forks
Mar. 1-2 Michigan State—East Lansing

SWIMMING 1962-63

Dec. 1 Minnesota Time Trials
Jan. 5 Gustavus Adolphus (tentative)
12 Illinois—Champaign
19 Iowa
26 Ohio

- Feb. 2 Michigan State—East Lansing
- Iowa State—East Lansing
- 4 Michigan—Ann Arbor
- 9 Wisconsin
- Purdue
- 22 Southern Illinois—Carbondale
- 23 Indiana—Bloomington
- Mar. 7-8 Conference—Purdue
- 23-24 Minnesota Open
- 28-30 NCAA—North Carolina State

TRACK 1963

- Jan. 26 Iowa State
- Feb. 2 Northwestern
- 16 Wisconsin—Madison
- 23 Iowa
- Mar. 2 Conference
- 30 Arkansas Relays
- Apr. 20 Kansas Relays
- 27 Drake Relays
- 29 Iowa State—Ames
- May 4 Northwestern—Evanston
- 11 Wisconsin
- 17-18 Conference
- 25 Iowa—Iowa City
- June 14-15 NCAA

WRESTLING 1962-63

- Dec. 1 AAU Open Tournament
- Jan. 5 Northwestern—Evanston
- Purdue—Evanston
- Michigan State—Evanston
- 19 State College of Iowa—Cedar Falls
- 26 Indiana
- 28 South Dakota State—Brookings
- Feb. 2 Michigan
- 9 Purdue
- Iowa State
- State College of Iowa
- 11 Iowa—Iowa City
- 16 U. S. Military Academy—West Point
- 23 Illinois
- Mar. 2 Michigan State
- 8-9 Conference—Northwestern
- 21-2-3 NCAA—Kent State University—Kent, Ohio

3. *Changes in Conference Legislation*

The Joint Group of the Conference composed of the faculty representatives and the athletic directors has taken action on matters which have previously been voted on by this Senate.

1. On May 17, 1962, it voted to reaffirm the revision of Section 3 of Regulation II according to which a round-robin schedule of football games will not become mandatory in 1965, as earlier provided for.

The University of Minnesota had filed objection to this revision of Regulation II pursuant to action of the Senate on April 26, 1962.

2. A Rose Bowl contract with the Athletic Association of Western Universities has been signed. Its terms are substantially similar to those of the former contract with the former Pacific Coast Conference.

Pursuant to action of the Senate on June 1, 1961, Minnesota's vote for such a contract was contingent upon specified amendment of Regulation II, Section 1, which prohibits post-season competition. In accordance with this requirement, Regulation II, Section 1, was modified on September 17, 1962, so that the last sentence now provides "Nothing herein shall apply to the Rose Bowl so long as a contract with the Athletic Association of Western Universities remains in force." This is the exact wording which was proposed by the Senate in June 1961.

A. L. VAUGHAN, Chairman

Accepted

XI. REPORT OF THE LIBRARY COMMITTEE

Reported for Information

During 1961-62, with construction going forward on the first group of buildings in the West River area of the Minneapolis Campus, various faculty members have asked members of the Senate Library Committee what may be expected in the way of library facilities for this area. In the interest of sharing such information as is now available, the committee submits the following statement, for the Senate minutes.

Permanent West River Library Facilities

As was mentioned in the committee's last report to the Senate, University administration was asked, in 1960, following extensive consultations with departments then scheduled for relocation in the West River area, to include a request for a major library facility across the river as a top priority item in the 1961 legislative request. Planning funds for such a library were requested at the 1961 legislative session, but were not granted.

In hearings before the Legislative Building Interim Commission in 1962, a West River Library was among the first items in the list of needed buildings for the Minneapolis Campus, and it is our understanding that it will be given a high priority in the 1963 legislative request. In order to permit the inclusion of other urgently needed buildings in its next askings, the University indicated that it will request *planning* funds for the entire building in 1963, but will divide its requests for *construction* funds between its 1963 and 1965 requests. Under this arrangement if the 1963 request is granted, it could proceed with Phase I and then proceed with Phase II in 1965, when additional academic units should be moving to the West Bank. Since planning funds were not obtained in 1961, no actual design or architectural work on the proposed library has yet been possible.

Under Minnesota's present constitutional debt limitation no additional state construction of any kind can be authorized. The fate of the library

request therefore—and that of all other future University buildings—is now contingent on a favorable vote on Amendment 2 in the November referendum. Only if this amendment passes can the Legislature then proceed, in 1963, to finance any new University buildings.

The West River Branch Library

With several departments slated to move to the West River in 1962-63, space has been assigned for a temporary, minimal library facility on the third floor of a new classroom building. This unit, to be known as the West River Branch Library, will undertake initially to provide books and service only for course-related assigned reading to take care of the immediate needs of courses that will be actually scheduled in the new location. Except for a modest collection of general reference works, the collection will consist of assigned materials for which copies will also be available on reserve in the Walter Library.

Since most students will have only selected courses on the West Bank at the outset, this new unit will offer only daytime service, with liberal overnight loan privileges, until the use load may indicate a need for evening hours. The titles to be included in the collection have been based on recommendations of faculty members who will be teaching specific courses on the West Bank during the coming year. Both the holdings of the West River Branch Library and its hours will be subject to development and change as the needs of the new situation can be identified during the year.

The Senate Library Committee is aware that, since relocated departments will have to continue to use the Walter Library for basic resources until a permanent West River library can become a reality, some individual inconvenience may be felt during the interim. Recognizing that basic holdings cannot be selectively moved to the West River, without frustration to patrons who expect to find them in the Walter Library, the committee has approved a policy limiting the scope of the West River Branch Library generally to course-related assigned readings and a modest general reference collection. It has recommended that such widely needed categories of material as the periodical collection, government documents, and works in the general Reference Room remain intact in the Walter Library for the present.

Realizing that individuals with offices in the West Bank towers will find it less convenient than before to go directly to the Walter Library in person to borrow or return books, the Library has arranged for a daily pick-up service providing for the delivery of specific items to the West River Branch Library and the deposit of books there for return to the Walter Library. Faculty members may request such items at the service desk of the West River Branch Library. As soon as the new office towers are occupied, a librarian in the Walter Library will be assigned to receive, verify, and search such requests so that West Bank patrons may *telephone* the central Circulation Department directly for books to be sent over for personal pick-up at the West River Branch.

When all of the first three West River buildings are completed, two additional library units will be moved. In the Social Sciences tower, space is being provided to house the Map Room in quarters near the Department of Geography. The Business Administration tower, similarly, will devote one floor to the collection of the Industrial Relations Center, together with departmental books previously housed in Vincent Hall. Administration of this unit will remain a responsibility of the departments involved.

The Library Committee regrets that the initial library services and facilities in the West River area will inevitably fall short of meeting many needs. However, it is hopeful that the provisions of a permanent West River library building may go forward with the support of the 1963 Legislature. In the meantime, it urges faculty understanding of the problems

facing the Library in maintaining effective service under temporarily difficult conditions. Professor E. B. Stanford, director of libraries, has asked the committee to invite members of the faculty who may encounter difficulties under these initial arrangements to bring such problems to his attention, so that they may be considered in determining what adjustments may be needed during the months ahead.

GAYLORD W. ANDERSON, Chairman

Accepted

XII. PROPOSAL JOINTLY SUBMITTED BY THE AD HOC COMMITTEE OF THE INSTITUTE OF AGRICULTURE AND OF THE COLLEGE OF VETERINARY MEDICINE APPOINTED TO STUDY UNIVERSITY REORGANIZATIONAL PLANS THAT HAVE SPECIFIC IMPLICATIONS FOR THE ST. PAUL CAMPUS AND BY THE ADVISORY COMMITTEE OF THE COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS

Reported for Action

Recognizing that the principal administrative officer of the Division of Biological Sciences, College of Liberal Studies, will, in addition to having administrative and budgetary responsibility for the Departments of Botany and Zoology, be responsible for co-ordinating the work of all biological science departments with respect to their participation in the curriculum of the College of Liberal Studies; with the understanding that there will be adequate representation of the biological sciences of all areas of the University on the committee charged with responsibility for his selection; and with the further understanding that biologists in all areas of the University will be adequately represented in any discussions of the development and organization of the biological sciences in the University, it is *moved* (1) that there be deleted, sentences 2 and 3 of the first paragraph of the amendment (Senate *Minutes*, page 165, June 4, 1962) which reads "A study group appointed by the president, under the chairmanship of the academic vice president, and consisting of the principal administrative officer of the Division of Biological Sciences in the College of Liberal Studies, the deans of the College of Medical Sciences, of the College of Veterinary Medicine, and of the Institute of Agriculture, and selected representatives from the biological science departments in all areas of the University shall be constituted. This group would have as its mission the development of information and policy proposals for the relevant colleges and the University administration concerning development of the biological sciences at Minnesota" and (2) that the following sentences be substituted for them: "The president shall appoint a study group, with the academic vice president as chairman, and including representatives of the biological science departments in all units of the University. This group would have as its mission the development of information and policy proposals for the Senate Committee on Education, relevant colleges, and the University administration concerning the development of the biological sciences at the University of Minnesota"; (3) that that portion of the amendment to the report of the Senate Committee on Education which stipulated that this principal administrative officer be a "Head" instead of "Associate Dean" (Senate *Minutes*, page 165, June 4, 1962) be revoked.

The Ad Hoc Committee of the Institute of Agriculture and of the College of Veterinary Medicine appointed to study University's re-organizational plans that have specific implications for the St. Paul Campus and by the Advisory Committee of the College of Science, Literature, and the Arts

LESTER E. HANSON
W. M. MYERS
LOUISE A. STEDMAN
SHERWOOD O. BERG
SAMUEL T. COULTER
CLARENCE L. COLE
FRANK H. KAUFERT
WILLIAM P. MARTIN
RALPH L. KITCHELL, chairman

Advisory Committee, College of Science, Literature, and the Arts

A. ORVILLE DAHL
BERNARD R. GELBAUM
EUGENE FALK
ROY G. FRANCIS
ROBERT S. HOYT
JOHN KIDNEIGH
JACOB LEVENSON
WILLIAM A. McDONALD
DAVID MERRELL
DONALD K. SMITH
GROVER C. STEPHENS
JOHN B. WOLF
E. W. McDIARMID, chairman

Adopted

XIII. REPORT AND RECOMMENDATIONS OF THE JUNIOR COLLEGE TASK FORCE

Reported for Information

In October 1961, President Wilson appointed a Junior College Task Force, the purpose of which was to explore the implications for the University of the possible establishment of junior colleges in the Twin Cities area (the counties of Anoka, Dakota, Hennepin, Ramsey, and Washington). Members of this committee were Ralph E. Berdie, Ruth E. Eckert, Robert J. Keller, Theodore E. Kellogg, Stanley J. Wenberg, and H. T. Morse, chairman. The committee studied numerous reports and statistics concerning population data, college-going trends, and school and college enrollment figures in formulating its conclusions.

Although exact projections of potential college populations are complicated by a number of factors, certain major and significant trends and probable developments emerge very clearly. The population in the 5-county area, for example, expanded between 1950 and 1960 by 28.8 per cent, whereas expansion for the rest of the state was 3.5 per cent. Because of the sharply increased birth rate following the war, the number of young people reaching college age will increase dramatically in 1964 and 1965, and will continue at a high level thereafter. The ratio of the number of students enrolled in college nationally to the age group (18-21 years) has also increased annually.* This percentage rose in Minnesota from 24.6 per cent in 1954 to 31.2 per cent in 1960, and is likely to increase from a conservative estimate at 7.5 per cent up to 15 per cent more by 1975.

The University of Minnesota is the only publicly supported institution of higher education in the area, which also contains 10 private institutions (Augsburg, Bethel, Concordia, Hamline, Macalester, McPhail, Minneapolis School of Art, Northwestern, St. Catherine, St. Thomas). All these institutions are planning for increased enrollments, although the private colleges

* The age distribution of college students has changed considerably over the years, so that at present more than 30 per cent fall outside the conventional definition of 18-21 years as "college age."

do not plan increases proportionate to that projected by the University. Current estimates of future enrollments for the University are 38,000 by 1965; 48,000 by 1970; and 60,000 by 1975. Even if all institutions increased according to their total estimated capacity, however, there will still be many thousands of young people living in the Twin Cities area who could not be accommodated in available facilities. Preliminary estimates of the numbers of those from the 5-county area who could not be accommodated, for example, range as follows, depending on whether the increase in the ratio to the age group attending college is calculated at 0.5 per cent or at 1.0 per cent annually.

Estimate of Probable Lag in Higher Education Facilities to Accommodate Students Living in the 5-County Twin Cities Area

Year	Maximum Institutional Accommodations for Twin Cities Students	Number of Students from Twin Cities Area Lacking Accommodation*	
		0.5% Increase	1.0% Increase
1960	20,591 (actual)	0	0
1965	27,984	3,379	5,621
1970	34,654	10,695	16,850
1972	37,438	12,665	20,635
1975	41,615	13,141	23,613

* These figures are based on certain assumptions, i.e., (1) that the proportion of students from the Twin Cities area enrolled in colleges in the area will remain the same as in 1960, and (2) that interstate migration for college education may be disregarded.

There is no doubt but that additional facilities for higher education will be needed in the area. The major questions to be resolved concern the nature of such facilities and the auspices under which they should be established. After detailed consideration of the arguments for and against various alternatives, the Junior College Task Force has arrived at the following conclusions:

1. There will be an increasing need for additional higher education facilities in the Twin Cities area, even if all institutions serving the area expand to the limit of their projected resources.
2. Any additional facilities will probably need to be publicly rather than privately supported.
3. Because of the increasing congestion, it is not desirable to expand facilities indefinitely at the Minneapolis and St. Paul Campuses of the University.
4. The marked population growth in the suburban areas entirely circling the Twin Cities makes it desirable to have several centers established at strategic locations, rather than a single new center.
5. Any new units established in the area should serve a function which complements that of existing institutions, rather than one which undesirably duplicates or overlaps their services and offerings. For this reason, as well as No. 4 above, it does not seem feasible to propose the establishment of a new 4-year state college in the Twin Cities area.
6. Planning based primarily on educational considerations would point to the desirability of the establishment of a number of locally controlled

and supported junior colleges to serve the area. These junior colleges should provide a comprehensive program, including lower division transfer courses, terminal vocational and technical work, general education, educational and vocational guidance, and adult education.

HORACE T. MORSE, Chairman

Accepted

XIV. NECROLOGY

HERBERT M. BOSCH

1907-1962

Herbert M. Bosch, professor of public health, died suddenly in Leningrad, Russia, on September 16, while a member of a six-man sanitary engineering team visiting Russia as a part of the cultural exchange program.

Professor Bosch was born in Jefferson City, Missouri, on March 31, 1907. He earned his Bachelor's degree in engineering from the University of Missouri, which in later years honored him with its medal for distinguished service in engineering. A year of graduate study at Johns Hopkins brought him the degree of master of public health in 1940.

From 1929 to 1935 Professor Bosch served on the staff of the Missouri State Board of Health. He came to the Minnesota State Health Department in 1935, serving in the Division of Sanitary Engineering until 1941, when he was called into military service. Here he rose in rank from first lieutenant to colonel, assigned to the civil affairs program in Europe. For his work here in the repatriation of displaced personnel, he received the Bronze Star medal with Oakleaf Cluster and the Legion of Merit of the United States, the Legion of Honor and the Croix de Guerre with Palm of France, Commander of the Order of Orange-Nassau of the Netherlands, and the Croix de Guerre with Palm from Belgium.

Following the war Professor Bosch returned to Minnesota as Chief of the Division of Sanitary Engineering of the State Health Department, a position that he filled until 1950, when he was appointed as chief of the newly created Environmental Sanitation Section of the World Health Organization with headquarters in Geneva. After 2 years, during which he developed this new branch of the World Health Organization, Mr. Bosch returned to the University as head of the program in environmental health in the School of Public Health, a position which he occupied until the time of his death.

Professor Bosch added to his University responsibilities a heavy load of community service assignments. He had been a member of the Minnesota State Board of Health since 1952, for 2 years as president, and for several additional years as vice president. He was a member of the Commission on Sanitary Engineering and Environment and the Commission on Civil Defense of the National Research Council. He had served on many occasions as a consultant to the World Health Organization and the State Department for missions in various parts of the world, and had had far more requests for such assignments than his academic duties permitted him to accept. He likewise served in many capacities as a consultant to the surgeon-general of the Army, as well as the Public Health Service, having been appointed recently to the National Advisory Health Council, and as a consultant to the President's Science Advisory Committee. Besides these governmental assignments, Mr. Bosch had served actively in the councils of various professional organizations, and had been recognized by honorary fellowship in the Royal Sanitary Institute of England. He was an elder of the Andrew Presbyterian Church, and had served actively in numerous other capacities in the religious life of the community, including the drive for

funds for the Presbyterian Foundation building at the University. He is survived by his widow, Jeannette M. Bosch, whom he married on August 17, 1931.

The mere recording of achievements and honors falls far short of the true measurement of Herbert Bosch. Within his chosen field of public health engineering he had grown from state to national to international leadership, honored and respected by his professional associates throughout the world. But his interests and his concepts were far broader than engineering. They had grown to encompass the broadest possible vision of public health as a means toward human betterment, toward alleviation of the misery and suffering of the underprivileged nations, toward world peace. In his final hours in this country before embarking on his fatal mission, he had been conferring about plans to expand certain instructional programs into areas of the world where the need of these is sorely felt. Few persons of the present generation have had such breadth of vision as to the potential role of public health.

Herbert Bosch will be remembered by his colleagues, associates, and students as the truest of friends, a warm personality, an inspiring teacher. His imprint will remain on those who had the good fortune to be associated with him, whether as academic colleagues, military comrades, fellow committee members, social friends, or as students. To the latter, drawn over the years from over 60 nations, he imparted a wisdom and a philosophy of public service that will help them to improve the health of countless fellowmen. Through his influence on others, he has truly helped to make this world a better place for millions of persons now living, as well as for the generations to come. Such is the true monument of a fallen leader.

ORA MINER LELAND

1876-1962

Ora Miner Leland, dean and professor emeritus of the Institute of Technology, was born June 28, 1876, in Grand Haven, Michigan, and died March 30, 1962, at the age of 85, in Chester, Virginia.

Dean Leland was graduated from the University of Michigan in 1900 with a B.Sc. in C.E. and earned his professional degree of C.E. in 1920. After graduation, he served with the United States Coast and Geodetic Survey in the United States, Alaska, and Puerto Rico, from 1900 to 1903. In 1903 he joined the staff of the College of Civil Engineering at Cornell University, Ithaca, New York, as an instructor and rose to the rank of professor. In 1911, he became head of the Department of Topographic and Geodetic Engineering and the Department of Astronomy, which post he held until 1920. During this period, from 1904-1911, he was also a member of the Alaska Boundary Survey. A 7,500-foot mountain on the Alaska-Canadian boundary is named Mt. Leland in his honor. From 1911 to 1913, he was a member of the Costa Rica-Panama Boundary Commission appointed by the chief justice of the Supreme Court.

When World War I broke out in 1917, Dean Leland joined the Army as a captain in the U.S. Engineers where he rose to the rank of lieutenant colonel commanding the 303rd Engineers in France and the 314th Engineers in Germany. After the war he continued his association with the armed services serving as colonel commanding the 313th Engineers reserve from 1922-1940. He became inactive in 1940 and retired in 1945.

In 1920, he started as an engineering supervisor with the J. G. White Engineering Corporation, when he was called to the University of Minnesota as dean of the College of Engineering and Architecture and the School of Chemistry, which post he held until 1936. When the Institute of Technology was formed in 1936, he became dean of administration, where he served until his retirement in 1944.

Dean Leland was a member of Sigma Xi, Tau Beta Pi, Chi Epsilon, and Triangle fraternities, Scabbard & Blade, the American Astronautical Society, the American Society of Civil Engineers, and the Engineers Club of Minneapolis. He was past president of the Society for Promotion of Engineering Education and a former director of the Society of American Military Engineers.

Those who knew Dean Leland well realized his devoted interest in his students and staff and his continued efforts to build the College of Engineering and Architecture and the School of Chemistry, and later on the Institute of Technology, to its present national prominence. He was untiring in his efforts to counsel both students and staff, and his office was open to anyone who sought his help or advice. His many articles on engineering and education testify to his devotion to his calling.

Among his nonacademic interests were hunting and golf, but even here his engineering thoroughness came to the fore. He made a complete study of the history of golf and collected some 3,000 golf books and pamphlets and 200 antique clubs which he donated in 1958 to the Golf Association "Golf House" museum.

Dean Leland is survived by 2 sons, Walter P. Leland, Minneapolis, and Paul M. Leland, Afton, Minnesota, and 2 daughters, Dr. Louise Leland Clark, Chester, Virginia, and Mrs. Miriam Leland Kahle, Kansas City, Missouri.

FRANK C. MANN

1887-1962

Dr. Frank C. Mann, director of the Mayo Foundation Institute of Experimental Medicine from 1914 to 1948, and a world authority on the physiology of the liver, gastrointestinal surgery, and surgery of the kidneys and blood vessels, died on September 30, 1962, in St. Marys Hospital in Rochester, Minnesota. Death was caused by gastrointestinal hemorrhage due to carcinoma of the pancreas.

Dr. Mann was born on September 11, 1887, in Adams County, Indiana, the son of Louisa Kiess Mann and Joseph E. Mann. Even as a boy on an Indiana farm his interest in the functions of living organisms was stimulated by the observations he made among the various animals and birds to be found on a farm at that time. He attended the Marion Normal College in Marion, Indiana, in 1907, and then Indiana University, from which he received the degrees of bachelor of arts in 1911, doctor of medicine in 1913, and master of arts in 1914.

In 1908 and 1909 Dr. Mann was an assistant in the Department of Physiology of Indiana University; from 1909 to 1912 he was a teaching fellow, then a teaching associate, in that department; in 1913 he became an assistant in the Department of Clinical Medicine; and in 1913 and 1914 he was an instructor in experimental surgery.

Dr. Mann came to Rochester on April 10, 1914, to serve as director of experimental medicine at the Mayo Clinic and to take charge of the pathologic anatomy service that had been established by the late Dr. Louis B. Wilson in 1905. Dr. Mann remained in charge of work in pathologic anatomy at the Mayo Clinic until 1916, but his prime interest lay in experimental medicine and surgery, to which he devoted the greater part of his life. When the Mayo Foundation was created in 1915 as a part of the Graduate School of the University of Minnesota, Dr. Mann was appointed assistant professor of experimental surgery and pathology. He was advanced to associate professor in 1918 and full professor in 1921. In 1933 he was appointed to the Board of Governors of the Mayo Clinic, a post he occupied until 1948, when he became a senior consultant. He retired from the Mayo Clinic and Mayo Foundation on October 1, 1952.

Dr. Mann at once instituted a program of research into physiologic and pathologic problems; his own particular studies led him to investigate the physiology of the liver. Ten years later, in his report to the Board of Regents of the University of Minnesota, Dr. Louis B. Wilson, director of the Mayo Foundation, said that in this field Dr. Mann "has already accomplished more than has been accomplished in the last seventy-five years."

In 1905 the only laboratories in Rochester devoted to medical research consisted of a clinical laboratory in the Masonic Temple and a gastric laboratory in St. Marys Hospital; in 1908 a laboratory for experimental surgery was fitted up in 6 rooms above a barn owned by Dr. Louis B. Wilson; in 1909, in the new east wing of St. Marys Hospital 8 rooms were allotted to pathology, necropsy, chemistry, photography, and a museum. This space was enlarged in 1912, but the first adequate facilities for laboratories concerned directly with the everyday practice of medicine were not obtained until 1914, when the original red brick building of the Mayo Clinic was completed. These laboratories, however, soon were forced to expand into the fourth, sixth, and eighth floors of the Zumbro Hotel.

Despite such rapid growth in laboratory resources, however, there still was no satisfactory provision for a physical plant devoted to experimental medicine. In the spring of 1922, therefore, construction of 2 laboratory buildings, to be known as the Institute of Experimental Medicine, was begun on a tract of 40 acres south of the city known as the experimental farm, a site selected by Dr. Mann himself, from land owned by Dr. C. H. Mayo. Later, 40 acres were added to it. As these new buildings approached completion in May, 1923, they burned to the ground. They were rebuilt, and Dr. Mann and his staff took occupancy on February 1, 1924. Headquarters for experimental medicine remained at this site until 1952.

Dr. Mann pioneered in experimental surgery by bringing rigid surgical technics to the experimental laboratory in physiologic investigation. Before his time, very little attention was given to the great value of physiologic studies after the operative procedures had been carried out; his skill and dexterity in experimental surgery ensured preservation of the surgical preparation for subsequent physiologic studies which yielded results far more informative than those gained by surgical or purely mechanical technic alone.

He received international recognition for his work on complete removal of the liver, complete removal of the stomach, transplantation of the kidney and other organs, including the heart, studies on peptic ulcer, surgery of the blood vessels, and gastrointestinal surgery. He repeatedly urged his graduate students to prove each single point in a research problem before proceeding to the next point, and cautioned them to undertake no more, in any investigation, than they could carry to completion with the time and facilities available to them. He himself instituted a series of "pilot experiments" which his graduate students continued and enlarged upon. The object of this program was to ensure that no student would commence his work as a stranger in a strange field. His students invariably reported that although Dr. Mann, like any other scientist, entertained preconceived ideas they were always subject to change by experimental proof.

In World War I he received a commission as a second lieutenant in the Medical Corps, U.S.A. but was never called to active service. He gave courses in surgical technic to the medical officers assigned for study courses to the Mayo Clinic, and courses in anesthesia to the enlisted men assigned to the Mayo Clinic. He was appointed as a research worker on surgical shock by the National Research Council.

In World War II he was appointed a member of the Sub-Committee on Surgical Shock under the National Research Council. As a member of this committee from 1940 to 1943 he was given the responsibility of inspecting and reporting on the progress of work being done in all the laboratories (a total of 19) working on surgical shock which were being sup-

ported by grants under the National Research Council. He was also chairman of a committee appointed to write criteria on surgical shock for a guide to the investigators in war research on this condition.

Honors were accorded Dr. Mann by learned societies and institutions all over the country. In 1932 he received the William Wood Gerhard gold medal of the Philadelphia Pathological Society, and in 1937 Georgetown College conferred the honorary degree of doctor of science on him. A year later Indiana University honored him with the degree of doctor of laws. A scientific exhibit on the chromotherapy of tuberculosis which he prepared with Dr. H. Corwin Hinshaw and Dr. William H. Feldman was awarded the gold medal of the American Medical Association in 1944. He was elected vice president of the Western Surgical Association in 1946, and in the same year he was named an honorary foreign member of the Royal Flemish Academy of Medicine of Belgium. In 1950 he became one of the only two members of the staff of the Mayo Clinic and Mayo Foundation ever to be elected to membership in the National Academy of Sciences, an assembly of learned men of the nation brought into being in 1863 by President Abraham Lincoln. The other Rochester man similarly honored was Dr. E. C. Kendall. In 1953 he was elected an honorary fellow of the American College of Surgeons, and in 1955 he received the Julius Friedenwald medal of the American Gastroenterological Association for his contributions to the field of medicine indicated. The Phi Beta Pi professional medical fraternity established the Frank C. Mann Lectureship at Indiana University in 1942.

Dr. Mann was secretary of the American Physiological Society from 1933 to 1935 and president in 1936 and 1937. He was chairman of the Section on Pathology and Physiology of the American Medical Association in 1944, and he was appointed to the editorial board of the *Annual Review of Physiology* when the board was established in 1939; he also had served as chairman of this board. When the Hormel Institute was founded at Austin, Minnesota, in 1941 as a part of the University of Minnesota, Dr. Mann was appointed to the board of the institute, a post which he occupied until 1952. He was a member of the Physiology Study Section of the National Institutes of Health from 1948 to 1952, and a member of the Gastrointestinal Cancer Committee of the National Advisory Cancer Council from 1951 to 1953.

Dr. Mann alone or in association with colleagues and students contributed more than 400 papers and other writings to the medical and surgical literature. He was a member of the Western Surgical Association, the Society for Experimental Biology and Medicine, the American Gastroenterological Association, the American Physiological Society, the American Medical Association, the Association of American Physicians, the American Society for Pharmacology and Experimental Therapeutics, the American Society for Experimental Pathology, the American Society for Thoracic Surgery, the Harvey Society, the American Association for the Advancement of Science, the National Academy of Sciences, the Minnesota Pathological Society, the Minnesota Academy of Science, the Alumni Association of the Mayo Foundation, the Society of the Sigma Xi, the Alpha Omega Alpha medical honor society, the Royal Flemish Academy of Medicine of Brussels, and the Argentina Society of Biology. He was also an honorary member of the Indianapolis Medical Society, an associate member of the Minnesota State Medical Association, and an honorary fellow of the American College of Surgeons.

He was widely known for the many first awards he received for his peony blooms, and for the superior results he achieved in the breeding of Holstein-Friesian cattle.

Dr. Mann was married to Miss Velma J. Daniels, of Decatur, Indiana, on July 21, 1914. They had three children: Dr. Frank D. Mann, formerly a member of the Section of Clinical Pathology of the Mayo Clinic, now of

Palo Alto, California; Miss Ruth Mann, a member of the staff of the Mayo Clinic Library; and Dr. Joseph D. Mann of Grand Rapids, Michigan.

WILFORD STANTON MILLER

1883-1960

Wilford Stanton Miller, professor emeritus of educational psychology, died in Minneapolis on December 10, 1960, survived by his wife Eva and three sons.

Professor Miller was born in Raber, Indiana, January 6, 1883. His undergraduate and Master's degree studies were completed at Indiana University, from which he received the A.B. degree in 1910 and the A.M. a year later. He earned the Ph.D. degree in 1917 from the University of Illinois. Before completing his graduate studies, he served 7 years as teacher, principal, and superintendent in the schools of Indiana, as a teaching fellow in psychology at Indiana University, and as research assistant, instructor, and secretary of the School of Education, University of Illinois.

In the fall of 1916, "W.S.," as he came to be known to his colleagues and students, joined the University of Minnesota faculty as assistant professor and principal of University High School. In 1921, he was appointed professor of educational psychology, the post which he held until his retirement July 1, 1948. A leave of absence during World War I resulted in his contribution to test construction as a psychologist for the United States Army. During two periods, in 1937-40 and again in 1943, he served as acting dean of the Graduate School. He was a member of Sigma Xi, Phi Beta Kappa, Phi Delta Kappa, Kappa Delta Pi, the American Psychological Association, the American Association for the Advancement of Science, and the Educational Research Association.

Throughout his career, Professor Miller emphasized the search for answers to questions in education. One of his graduate students described him as a "shrewd but sympathetic faculty member who knew how to stretch our mental limits" and as a teacher whose influence possessed a timeless quality. Among psychologists and educators, he was best known for his outstanding research on the measurement of high-level ability, including his authorship of the Miller Analogies Test. After retirement, he continued his research, serving also as consultant in educational research for the Ford Foundation.

Wise, witty, objective, an untiring scholar—W. S. Miller is remembered with affection and admiration.

ORRIN WESTON POTTER

1891-1962

Orrin Weston Potter, professor emeritus of mechanical engineering, died July 4, 1962, at his home in St. Paul.

Professor Potter was born March 9, 1891, in Brainerd, Minnesota, his family moving to St. Paul in 1894 where he resided until his death. He was educated in the St. Paul public schools and received an E.M. degree from the University of Minnesota School of Mines in 1914. He later received an M.S. (Metallography) from the University of Minnesota in 1925.

He joined the faculty of the University of Minnesota as an instructor in 1919, where he served with devotion in the field of engineering graphics until his retirement as a professor in 1958. His consideration of his fellow staff members and sense of responsibility toward his students were genuine and deep and he commanded the admiration and respect of all who worked with him.

Professor Potter was active both in the field of engineering graphics and as a metallurgist and technical consultant to various metallurgical industries. He actively pursued research in both areas and contributed many technical papers. From 1947 to 1949 he was national secretary of the Division of Engineering Graphics of A.S.E.E. and in 1949-1950 was national chairman of this organization. He also served in many other capacities on the Executive Committee.

Surviving are his wife, Myrtle; his son, Weston Potter; 3 daughters, Mrs. Helen von Rohr, Mrs. Eunice King, and Mrs. Doris Trelford; and 12 grandchildren.

DR. JOHN M. WAUGH

1905-1962

Dr. John M. Waugh, internationally known gastroenterologic surgeon, head of a section of general surgery in the Mayo Clinic, Rochester, Minnesota, since 1937 and professor of surgery in the Mayo Foundation, Graduate School, University of Minnesota, died in St. Mary's Hospital, Duluth, Minnesota, on August 12, 1962, of the consequences of a fractured skull sustained when his automobile went out of control near Superior, Wisconsin, on August 11.

Dr. Waugh was born in Tarkio, Missouri, on June 8, 1905, the son of Anna Mamie McMaster Waugh and Dr. Clifton M. Waugh. He attended the public schools of Tarkio and Tarkio College, from which he obtained the degree of bachelor of arts in 1927. He then entered Rush Medical College of the University of Chicago, from which he received the degree of doctor of medicine in 1932. In 1931 and 1932 he was an intern in the Presbyterian Hospital in Chicago.

Dr. Waugh came to Rochester, Minnesota, on October 1, 1932, as a fellow in surgery of the Mayo Foundation, in which his graduate training was concentrated on general operative surgery and neurologic surgery, general medical and surgical diagnosis, laryngology, oral and plastic surgery, surgical pathology, and surgical research. In 1935 and 1936 he was a first surgical assistant to Dr. John de J. Pemberton, of the Mayo Clinic, and in 1935 he received the degree of master of science in surgery from the University of Minnesota. He was appointed an assistant surgeon of the Mayo Clinic in 1936.

Dr. Waugh was appointed to the staff of the Mayo Clinic on January 1, 1937, as head of a section of general surgery, a post he occupied until his death. In 1936 he became an instructor in the Mayo Foundation, Graduate School, University of Minnesota, and he was advanced to assistant professor in 1939, associate professor in 1944, and professor in 1950. He was certified as a specialist in surgery by the American Board of Surgery, Inc., in 1942.

Dr. Waugh achieved international recognition as a gastroenterologic surgeon. Unlike many general surgeons, he did not confine his surgical interest to a particular anatomic sector, but was adept at any procedure in any part of the abdominal cavity. He was a member of the Board of Governors of the American College of Surgeons, of which he was elected a fellow in 1939. In 1961 he was elected president of the Association for Colon Surgery. He had contributed some 250 papers to the surgical literature of his specialty.

In 1958 an exhibit on "The Surgical Management of Carcinoma of the Rectum and the Rectosigmoid Region," which Dr. Waugh had prepared with Dr. C. W. Mayo, Dr. E. S. Judd, Jr., Dr. B. Marden Black, Dr. O. H. Beahrs, and Dr. George A. Hallenbeck, was awarded honorable mention at the annual meeting of the American Medical Association.

Dr. Waugh was a member of the council of the Minnesota State Medical Association, representing the first district of the association, from 1950

to 1953. He was appointed to the board of directors of Tarkio College in 1950, and since 1960 had been president of the board. In 1957 Tarkio College awarded him the honorary degree of doctor of humanities. He was elected vice president of the Mayo Foundation chapter of the Society of the Sigma Xi in 1961 and president in 1962.

Dr. Waugh was a diplomate of the National Board of Medical Examiners, a fellow of the International Society of Surgery and of the American College of Gastroenterology; and a member of the American Surgical Association, the American Medical Association, the Western Surgical Association, the Central Surgical Association, the American Association of University Professors, the Minnesota Surgical Society, the Minnesota State Medical Association, the Zumbro Valley Medical Society, the Alpha Omega Alpha medical honor society, the Society of the Sigma Xi, the Phi Beta Pi professional medical fraternity, and the Alumni Association of the Mayo Foundation.

From 1951 to 1957 Dr. Waugh was a member of the board of examiners of the American Board of Surgery, Inc.

In Rochester Dr. Waugh had served as a member of the board of directors of the Young Men's Christian Association, and in 1957 he was active in founding the Men's Club of that organization. In 1958 he was appointed to the Commission on Ecumenical Mission and Relations of the new United Presbyterian Church in the United States, and he took an active part in the deliberations of that body.

Dr. Waugh was married to Miss Amy D. Logan, daughter of Dr. and Mrs. Arch H. Logan, of Rochester, Minnesota, on July 18, 1935. They had four children: Anne, of Sioux Falls, South Dakota; Mary, of Philadelphia; John, a student at the University of Minnesota; and Marcy, a student at the John Marshall High School, Rochester.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

Appendix

ABSTRACT OF DISCUSSION

President Wilson opened the first Senate meeting of the year by stating his appreciation for the assistance being given by many voluntary associations and by the academic departments of the University in informing the public about Amendment 2. He was clearly concerned about its passage. Martin Steinmann, professor of English, asked Mr. Wilson if it was appropriate to use class time in which to discuss Amendment 2. Mr. Wilson said it was not appropriate unless Amendment 2 was germane to the subject of the course.

Raymond B. Nixon, professor of journalism and vice chairman of the Senate in 1961-62, nominated Donald K. Smith, professor and chairman of speech and theater arts, as vice chairman. There being no further nominations, the secretary was instructed to cast a unanimous ballot for Mr. Smith.

As the Senate proceeded into the Docket, Mr. Wilson said that in the next year he hoped that the non-Senate committees would be broken up into four major categories, with some of the committees becoming standing Senate committees.

A Docket Supplement was introduced at this point as part of the Report of the Administrative Committee. It had to do with recommendations of the Parking Advisory Committee and appears in the Minutes. Cyrus P. Barnum, Jr., professor of physiological chemistry, suggested that the Parking Committee might wish to contact community officials and groups about the problem. He mentioned the chairman of the Planning Commission, SEMPAC, and some other examples. He had in his possession a letter from the Planning Commission in which it was suggested that such groups would like to discuss off-campus parking and public transportation and traffic into the campus with University people.

John A. Buttrick, professor and chairman of economics, asked about the feasibility of borrowing from the parking fund for building classrooms. Mr. Wilson thought it would be extremely difficult to justify such borrowing against tuition, pointing out that it was hard to interpret tuition as "revenue producing."

Allan H. Brown, professor of botany, asked about the justification for the committee's recommendation to place a parking ramp behind the Union when there is such competition for building space. Mr. Wilson stated that this question was a reference to some very heated discussions which were now going on. He said that it had been hoped to reach agreement by November 1. The day was here and agreement had not been reached because neither side seemed to be able to convince the other. One group is asking for the space in which to erect a Life Sciences Building. The Parking Committee suggests a parking ramp. Mr. Wilson said that the original Cass Gilbert plan called for a landscaping pleasance in that area. Conceivably, a parking ramp could be built underground with the pleasance on top. Mr. Wilson's feeling was one of reluctance to put any multi-storied building between Coffman Union and the river.

Mr. Brown then asked, "Who makes the decision?" Mr. Wilson answered that the Regents make the decision on the recommendation of the President. He pointed out that the President had been a hard man to persuade and he was sorry. Mr. Brown said that he had been worried that the Parking Committee might make the decision. Mr. Wilson replied with emphasis, "No, I shall make it."

Clarke A. Chambers, associate professor of history, asked a question about item 2 of the Administrative Committee report. Mr. Wilson replied that eight and one-half million dollars was the total sum still being asked for the West Bank library, but it was being requested in two installments.

The Senate then moved on to the part of the Docket requiring action, that is, the Report of the Committee on Business and Rules in which proposed changes in the Senate Constitution would be voted on. True Pettengill, clerk of the Senate, said the "house" had to be counted. It was necessary to have 116 members present in order to vote on constitutional changes. The house counted at exactly 116. Mr. Wilson asked that the senators remain since it was of the greatest importance to get on with the report of the committee. Since the committee chairman was absent, James P. Hetland, Jr., professor of law, presented the report. He first reminded the Senate that it not only needed 116 people present but that it needed 116 affirmative votes to pass any changes in the Constitution. Mr. Wilson said he didn't want anyone to "misjudge my politics but if there is a Russian in the house, we are ruined." Mr. Hetland presented a brief history of attempts to change the Constitution. For lack of a quorum such attempts failed last year but in the discussions, modifications were suggested to the proposed changes and had been made by the committee.

Mr. Wilson asked if all of the proposed changes needed to be voted on together. Mr. Hetland said they did not need to be so voted and modifications could be made if they were within the context or intent of the proposed changes.

Max O. Schultze, professor of agricultural biochemistry, spoke on proposed Rule 8, the referendum. In Western Conference procedures, the White Resolution time schedule is such that the proposed referendum procedures could cause our faculty representative (which Mr. Schultze is) never to be sure of his vote in the Conference. Aside from this difficulty, Mr. Schultze declared himself to be against the referendum procedures because he believes the Senate is a responsible body which should be able to take final action. There is plenty of time for consultation and communication with the faculty without a referendum provision. Also, he is concerned that it might preclude submission of issues to the Senate in which it has a vital interest. Mr. Schultze moved to amend the motion of the committee to exclude consideration of Section 8 until a later time.

Mr. Wilson asked if the Senate could not move seriatim through the proposed changes. Mr. Hetland said yes but that Rules 1 and 4 should be considered together.

John E. Wertz, professor of physical chemistry, thought that there should be a way to guarantee representation to each academic unit of the University, not just those large enough to be of "collegiate rank." For example, music and music education have 22 faculty members and no Senate representation. Mr. Wertz asked if this could not be provided for in the Constitution. Mr. Wilson asked if striking of the words "collegiate rank" would handle this. Mr. Hetland thought that it would not. He also thought that to write a provision that would take care of it would be adding a new idea and it would not be in the context of the proposed changes. Mr. Wilson asked Mr. Wertz if we could ask the committee to explore this idea. Mr. Wertz indicated that he was content with so doing.

Will M. Myers, professor of agronomy and plant genetics, asked why the Faculty Consultative Committee was deleted from membership in the proposed changes. Mr. Hetland said the committee felt it was unfair to add these names to the 1 in 10 ratio. He pointed out that all FCC members were eligible for election from their own faculties. Mr. Wilson said that he was relieved to hear that the Consultative Committee's close association with the President had not sullied the members.

William L. Olson, instructor in agricultural engineering, asked precisely what does proposed Rule 4 mean? He wanted to know if we were re-defining the words "faculty representation" to mean only tenure faculty. This has not previously been the case; instructors have heretofore been considered part of the faculty. Mr. Hetland said he guessed that was correct but that the definition was only for purposes of the Senate Constitution. Mr.

Wilson pointed out that this was not quite accurate, that there were assistant professors and higher who were not tenured. He then remarked that this was probably recognition of the instructor as "a vanishing Greek." Mr. Olson then quoted figures showing that 49½ per cent of all classroom hours in SLA last year were taught by instructors or teaching assistants. Mr. Wilson commented that the President would like to be disassociated with whoever said that 49 per cent of his staff was a vanishing community. Upon being further questioned, Mr. Olson said that his figures show that 20.8 per cent of the classroom hours in SLA were taught by instructors.

Leonid Hurwicz, professor of economics, suggested that we vote on Rule 7, having to do with motions, calls and quorums; and then on rule 1, on the composition of the Senate. We could still reject Rule 4. The reason he gave was that all of the implications of change in the election of Senate members had not been brought out. It was his opinion that if 4 passed, assistant professors would become "vanishing members" of the Senate, since professors would be more likely to be elected by the total group.

Mr. Wilson remarked that the Chair was in an embarrassing predicament. The vote on Rules 1 and 4 had previously been called. For 10 minutes the Senate had been proceeding illegally. Since the most interesting part of the argument had come in that 10 minutes, Mr. Wilson was not sorry. The vote was then taken and rule changes 1 and 4 passed.

D. Burnham Terrell, associate professor and chairman of philosophy, asked how a quorum would be constituted. Mr. Hetland thought that the nonvoting members of the Senate would not be counted in determining the quorum. Mr. Wilson concurred.

Rule 7 was then voted upon and passed.

Mr. Wilson then reverted to Mr. Schultze's motion. Mr. Barnum pointed out that under the proposed changes a Senate action could take effect immediately even though it might later be rescinded. Mr. Hetland said that was true but that this could happen now. The Senate could reverse itself at any meeting.

Donald W. Bates, professor and extension agricultural engineer, said that if we assumed the Senate was a responsible body, there was no reason for any referendum mechanism.

Herman Ramras, professor and chairman of German, asked if other Big 10 schools brought questions to senates or faculty committees. Mr. Schultze said they did not all do so, that decisions were often made by committees within the athletic department. He also said that he had told the Committee on Business and Rules that he was quite willing to explore the possibility for waiver of the White Resolution 60-day limit.

J. Edward Gerald, professor of journalism, asked if there was anything in Rule 8 that wasn't already somewhere else in the Constitution. Mr. Hetland pointed out that the primary difference is the explicit right of the faculty to be polled.

Mr. Terrell pointed out that Mr. Schultze obviously intended to vote against this proposal and it would then be killed, since it took all members present to pass a change. He suggested that we defer action. Mr. Wilson then said that he was embarrassed that he had to leave. This would draw from the floor a senator needed for the quorum. He then asked to be allowed to put on the table some things that were not being said. He thought the referendum question arose from the vote on the Rose Bowl and that it reflected an urgency to restrain the President's influence. It was his opinion that the referendum procedure indicated a lack of confidence of the Senate in itself. As a sometime student of the referendum, he thinks of it as something for people who live in rural areas without radio and television, and with no ready line of communication. Mr. Nixon moved to re-submit Rule 8 to the committee and the motion passed.

Vice chairman Smith then took the Chair and the President left. Mr. Gerald felt that the Senate should reassure the President that this was not

a reflection on him, that the referendum question had been coming up for many years.

William P. Martin, professor and head of soil science, asked what exactly was the charge to the committee, that it was not quite clear to him, as a member. Mr. Smith asked about having a test vote. Mr. Hetland thought that might be a good idea. Mr. Brown pointed out that a negative test vote might kill the possibility of change and that he wanted to hear the arguments. Mr. Hetland then asked that the Senate direct the committee to bring the proposed change in at the next meeting. This was done.

Errett W. McDiarmid, dean of SLA, asked that the Senate look at the Supplementary Docket on which it would find a substitution for Item XII, proposal of the Advisory Committee of the College of Science, Literature, and the Arts. He then asked Ralph L. Kitchell, assistant dean of veterinary medicine, to explain the substitute proposal. It has to do with the administration of the proposed division of biological sciences in the new College of Liberal Studies. The substitute proposal was jointly made by the Ad Hoc Committee of the Institute of Agriculture and the College of Veterinary Medicine, appointed to study University reorganization plans that have specific implications for the St. Paul Campus, and by the Advisory Committee of the College of Science, Literature, and the Arts. The proposal had been approved by both groups. In Mr. Kitchell's words, it places the biological sciences in the context of the University as a whole. The President would appoint a study group, chaired by the academic vice president, to develop policy proposals concerning the biological sciences. It would report to the Senate Committee on Education and the University administration. Mr. Barnum said that the Committee on Education approved the proposal. The Senate accepted the proposal.

Horace T. Morse, dean of the General College, presented the Junior College Task Force Report for the information of the Senate. Since the time was late, he had to be extremely brief. Mr. Morse said there were two questions which were vital to the whole Senate. If junior colleges are established in the Twin Cities area, as proposed, what will be the admission policy of the University and its colleges? What shall be the internal composition of the student body, will it cover the entire range from freshman through post-doctoral, or will it concentrate at the top levels? He then very quickly reviewed some of the pressing problems brought out by the report. Who takes the initiative in establishing junior colleges? High school superintendents and principals are understandably reluctant to do this, since capital outlay is the big initial problem. Would a TV College of the Air help at all? If the Chicago experience is any parallel, it will not, since where there is such a TV college it doesn't appeal to the students attending day school but only to those who would not otherwise be in day school. Secondly, as Mr. Morse stated, it is "almost as cheap to teach via TV but not quite." The faculty was urged to read the abbreviated report in the Docket with some care.

ELEANOR S. FENTON, Abstractor

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

December 6, 1962

The second regular meeting of the University Senate for the year 1962-63 was held in the Auditorium of Murphy Hall on Thursday, December 6, 1962. One hundred and six elected or ex officio members and 6 nonmembers, total 112, checked or signed the attendance roll as present. President Wilson presided.

The following items were considered and action taken as indicated.

I. MINUTES OF NOVEMBER 1, 1962

Reported for Action

Approved

II. REPORT OF THE ADMINISTRATIVE COMMITTEE

I. Reported for Action

1. *University Calendar for 1963-64.* A tentative University calendar for the academic year 1963-64 was discussed in the September meeting of the committee. Suggestions relating to the proposed calendar were obtained from student and faculty groups and various University offices. Action was taken on the routine and editorial changes at the November 1962 meeting. It was moved, seconded, and accepted by common consent that, subsequent to discussion in the Senate Committee on University Functions, the Administrative Committee would accept an earlier-than-usual date for Cap and Gown Day, 1964, if such a date can be arranged.

There had been discussion of an earlier cut-off date for the filing of all necessary admission records or for initial application to the University by prospective new students. In response to a request, the Senate Committee on Student Scholastic Standing and the All-University Schedule Committee presented a joint recommendation asking for a deadline of August 1, 1963, as the last day for freshmen and undergraduate advanced standing students to file applications for admission in the fall quarter.

A communication from Associate Dean A. L. Vaughan indicated the General College would prefer a later deadline date than the proposed August 1 date for admission applications. However, the General College did wish to participate in the all-University schedule. The practical necessity of a cut-off of admissions sufficiently far in advance of the opening of classes to provide time for processing credentials and registering students properly was emphasized.

Although attention was directed toward the date before which prospective students should apply for admission, there was sentiment in the committee for establishing a date by which application materials should be completed and on file. It was voted to incorporate in the calendar the August 15 final date for filing of applications for admission to undergraduate status for the fall quarter of 1963. This motion was understood to compre-

hend approval of the other recommendations from the Committee on Student Scholastic Standing and the All-University Schedule Committee. The recommended calendar follows:

UNIVERSITY CALENDAR

Academic Year, 1963-64

Fall Quarter

July 29-September 20			Fall registration. Orientation program for new students. (Dates for the various colleges will be announced in mailed instructions. Students are urged to register early. It is expected that all students who can do so will register in August.)
August	15	Thursday	Last day for new undergraduate students (freshman and advanced standing) to file application for admission for fall quarter
September	2	Monday	Labor Day, holiday
September	12	Thursday	Fall quarter fees due for students registered through September 6
September	13	Friday	New Students' Camps, September 13-15; New Students' Parents' Day, September 15; Welcome Week (Minneapolis-St. Paul), September 15-21; Orientation and Registration Week (Duluth and Morris), September 16-20
September	20	Friday	Last day for registration and payment of fees for the undergraduate colleges
September	23	Monday	Fall quarter classes begin 8:30 a.m., Minneapolis (east of river) and Duluth; 8 a.m., Minneapolis (west of river), St. Paul, and Morris
September	26	Thursday	Opening convocation, 11:30 a.m., IV hour classes excused (except Duluth and Morris)
September	27	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	19	Saturday	Homecoming Day (Duluth)
October	26	Saturday	Homecoming Day (Minneapolis-St. Paul)
October		Saturday	Homecoming Day (Morris)
October	31	Thursday	Senate meeting, 3:30 p.m.
November	11	Monday	Veterans Day, holiday
November	28	Thursday	Thanksgiving Day, holiday
November	29-30		Classes excused (except Medical School and College of Veterinary Medicine)
December	5	Thursday	Senate meeting, 3:30 p.m.; last class day
December	6	Friday	Study day
December	7-13		Final examination period

December	13	Friday	Last day for new undergraduate students (freshman and advanced standing) to file application for admission for winter quarter
December	14	Saturday	Fall quarter closes Commencement, 8 p.m.

Winter Quarter

December	25	Wednesday	Christmas Day, holiday
December	26	Thursday	Winter quarter fees due for students in residence fall quarter
December	30-31	or January 2-3	Orientation program; registration for new students in all undergraduate colleges (Duluth, January 3 only)
January	1	Wednesday	New Year's Day, holiday
January	3	Friday	Winter quarter fees due for new students in all undergraduate colleges
January	6	Monday	Winter quarter classes begin
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	23-29		University of Minnesota Week
February	27	Thursday	Charter Day Convocation, 11:30 a.m., IV hour classes excused (except Duluth and Morris)
March	12	Thursday	Senate meeting, 3:30 p.m.; last class day
March	13	Friday	Study day; last day for new undergraduate students (freshman and advanced standing) to file application for admission for spring quarter
March	14-20		Final examination period
March	19	Thursday	Spring quarter fees due for students in residence winter quarter in undergraduate colleges
March	21	Saturday	Winter quarter closes Commencement, 8 p.m.

Spring Quarter

March	24-26		Orientation program; registration and payment of fees for new students in all undergraduate colleges
March	27	Friday	Good Friday, holiday
March	30	Monday	Spring quarter classes begin
April	3	Friday	Last day for registration and payment of fees for the Graduate School and for teachers in service
April	30	Thursday	Senate meeting, 3:30 p.m.

May	13	Wednesday	Cap and Gown Day Convocation (Minneapolis-St. Paul), 11:30 a.m., IV hour classes excused
May	27	Wednesday	Cap and Gown Day Convocation (Duluth), 2:30 p.m., VII hour classes excused
May	30	Saturday	Memorial Day, holiday
June	3	Wednesday	Cap and Gown Day Convocation (Morris) 2 p.m., VII hour classes excused
June	4	Thursday	Senate meeting, 3:30 p.m.
June	5	Friday	Last class day
June	6	Saturday	Study day
June	7	Sunday	Baccalaureate Service (Duluth), 8 p.m.
June	8-13		Final examination period
June	11	Thursday	Baccalaureate Service (Minneapolis-St. Paul), 8 p.m.
June	12	Friday	Commencement (Duluth), 8 p.m.
June	13	Saturday	Spring quarter closes Commencement (Minneapolis-St. Paul), 8 p.m.
June	15	Monday	Commencement (Morris), 8 p.m.

General Extension Division, 1963-64

Fall Semester

September	9	Monday	Registration for fall semester begins
September	18	Wednesday	Last day for registration, fall semester
September	23	Monday	Fall semester classes begin
October	12	Saturday	Columbus Day, holiday
November	11	Monday	Veterans Day, holiday
November	28	Thursday	Thanksgiving Day, holiday
December	14	Saturday	Christmas recess begins
December	25	Wednesday	Christmas Day, holiday
January	1	Wednesday	New Year's Day, holiday
January	6	Monday	Classes resume
February	1	Saturday	Fall semester closes

Spring Semester

February	3	Monday	Spring semester registration begins
February	12	Wednesday	Lincoln's Birthday, holiday (offices open) Spring semester registration closes
February	17	Monday	Spring semester classes begin
February	22	Saturday	Washington's Birthday, holiday
March	27	Friday	Good Friday, holiday
May	30	Saturday	Memorial Day, holiday
June	13	Saturday	Spring semester classes close

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 winter and spring quarters.

Correspondence study courses may be started at any time.

Summer Session, 1964

First Term

June	15	Monday	Orientation and registration for first term
June	16	Tuesday	First term classes begin 8 a.m., Minneapolis (east of river), Duluth, and Morris; 7:30 a.m., Minneapolis (west of river) and St. Paul; 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
August	20	Thursday	Commencement, 8 p.m.
August	22	Saturday	Second term closes

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

Approved

2. Reported for Information

1. *Legislative Requests, 1963-65 Biennium.* Vice President Lunden distributed work sheets on the general operations and maintenance funds that will be requested of the 1963 Legislature, at the October 1962 meeting. The statement of needs had been developed in accordance with the general principles presented to the Administrative Committee members at an earlier meeting. The figures did not include funds for Morris, the University Hospitals, or the University specials which were still in preparation. No objections were voiced to the general principles or specific figures. Regents' approval was to be requested.

2. *Progress Report on Reorganization of the Athletic Department.* At the November 1962 meeting, Vice President Wenberg reported on studies of administrative reorganization involving physical education, the athletic coaching staff, the College of Education, and the office of the director of physical education and athletics. These preliminary general studies, stimulated by the impending retirement of the present director of the Department of Physical Education and Athletics for men, included consideration of various structural organizations: (a) complete separation of physical education and intercollegiate athletics; (b) designation of a director of intercollegiate athletics to serve under a director of physical education, or the reverse, both in turn reporting to a college dean; (c) creation of a School of Physical Education and Athletics; or (d) a proposed plan to provide for the development of a liaison administrative group for intercollegiate and intramural athletics, consisting of a director of physical education, a director of intercollegiate athletics, and a facilities and budgetary officer. In this plan there would be discrete physical education budgets for complete management within the budgetary structure of the College of Education.

Extensive discussion of plan "d" followed. Some committee members pointed out the different considerations and leadership abilities which must prevail in a program which is so diverse. Others referred to the educational concerns and total institutional interests which should govern the setting up

of such an administrative structure. The proposed plan received the endorsement of the College of Education; it was the apparent consensus that the educational and curricular aspects of it are involved in that college. The President said there can be no relaxation of the educational concerns of the University. These concerns extend through financing and even to the nature of the calendar and schedule that will be most appropriate in the years ahead.

There was a consensus that this is an organizational matter for decision by the administration and the Regents after appropriate discussion. The study and proposal had been brought before the committee to obtain advice. Further consultation outside the committee was planned.

3. *Report on Physical Examinations of Administrative Personnel.* The desirability of very complete physical examinations for administrative personnel had been discussed in the committee at several meetings during recent years. The Regents approved an examination program, and the examinations were begun during spring quarter, 1962. Dr. Cowan reviewed the first round of these examinations at the November 1962 meeting, commenting briefly on their value and results. During discussion, reference was made to the classification of results, to the possibility of extending the time period between certain parts of the examination, and to future scheduling. Since there were questions regarding the usefulness and extent of the physician's final conference, the consensus indicated the committee would welcome further attention to this aspect of the program.

It was moved, seconded, and voted to express to the Health Service, and to all of the members of its staff who were involved, sincere appreciation for the efficient, understanding, and effective service provided to examinees during this new examination program for administrative personnel. Further, the secretary was directed to transmit knowledge of this action to the staff of the University Health Service as formal evidence of the favorable attitude of the Senate's Administrative Committee.

4. *Policy on Office Space for Retired Faculty.* Vice President Willey reviewed University policy on the assignment of space on campus for retired members of the faculty at the October 1962 meeting. It was unanimously agreed that the University should continue the policy of resting these decisions with the respective deans and department heads. The increasingly great demands for staff might result in the need to continue faculty in an active role beyond the present age for retirement, it was noted. A study to determine what is being done in other institutions in the employment of retired faculty members was suggested.

R. E. SUMMERS, Secretary

Accepted

III. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

Reported for Action

PROPOSED ADDITION TO THE CONSTITUTION

(Deferred from last meeting)

Article III. University Senate

8. Referendum

Within three weeks of final action on any matter by the Senate, the matter may be referred to the faculties for vote approving or disapproving the Senate action. Such referendum shall take place (a)

if so directed by the Senate at the time of acting upon the matter, or (b) if requested by a petition signed by one hundred faculty members entitled to vote for Senate members, and delivered to the President within one week of the Senate meeting at which the action took place. In such referendum, each faculty member entitled to vote for Senate members shall have one vote. The Clerk of the Senate shall mail ballots to the faculties within three weeks of the Senate action. Ballots shall be returned not later than one week thereafter. Ballots shall contain a short and concise statement of the issue to be voted upon, a statement of the Senate action of the matter, and a place for a vote approving or disapproving the Senate action. The Senate action shall be considered approved unless fifty per cent of the members eligible to vote return ballots and the vote received results in a majority disapproval. In lieu of the foregoing procedure, the President, within three days of Senate action on any matter or within three days of receipt of a referendum petition, may set a meeting for all faculty members entitled to vote for Senate members to attend, discuss the matter, and vote on approving or disapproving the Senate action. The Senate action will be considered approved unless the attendance at such meeting is fifty per cent of the faculty members eligible to vote and the vote at the meeting results in a majority disapproval. This section, pertaining to referendum, shall not apply to amendments to the University Senate Constitution.

ELIO D. MONACHESI, Chairman

Action deferred because of lack of two-thirds of total Senate membership required for amending the constitution under Article IX thereof.

(An unofficial voice vote was taken that seemed to indicate the sentiment of the majority to be against the referendum proposal.)

IV. REPORT OF THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

Reported for Action

Accreditation of a New Private High School

During 1961-62 the application of one private high school, Archbishop Murray Memorial High School, St. Paul, was reviewed for possible accreditation by the University of Minnesota. This school had completed an institutional self-study utilizing the *Evaluative Criteria* of the National Study of Secondary School Evaluation.

Procedures followed by this Senate committee were those outlined in the *Criteria for the Accreditation of Private Secondary Schools* (Senate Minutes, November 20, 1952, pp. 24-33). This included a 2½-day site visit to the school on May 1-3, 1962, by a 20-member visiting committee composed of representatives from public and private schools and colleges as well as the University and chaired by Robert J. Keller. Also reviewed were the self-studies and annual reports.

On the basis of this self-study and visitation report this Senate committee recommends:

That Archbishop Murray Memorial High School (St. Paul) be added to the list of private secondary schools accredited by the University. This recommendation is made for the usual term of 5 years, subject to submission of annual reports which satisfy this University's *Criteria for the Accreditation of Private Secondary Schools*.

ROBERT J. KELLER, Chairman

Approved

V. NEW BUSINESS

1. *Senate Committee on Committees*. Professor Nixon mentioned that the newly elected Committee on Committees will begin meeting in January with the objective of completing its duties during the winter quarter. He invited all members of the faculty to submit suggestions with respect to the number and scope of the standing committees and suggestions for membership.

2. *Speaker Policy*. There was discussion of the speaker policy and procedures as related to a recent incident. The details of this discussion are covered in the appendix.

VI. NECROLOGY

EDGAR DEWIGHT BROWN

1869-1961

Edgar Dewight Brown, who retired in 1937 as associate professor of pharmacology, died on August 21, 1961, in Paynesville, Minnesota. He was born on April 4, 1869, in Albion, New York. His first scientific interest was pharmacy, and accordingly he attended the New York College of Pharmacy (now a part of Columbia University). From this school he obtained the degree of doctor of pharmacy. Not satisfied with this profession he enrolled in Western Reserve University School of Medicine, obtaining his M.D. degree in 1902. He then interned at St. Vincent's Hospital in Cleveland. During the next few years he practiced medicine in Cleveland and simultaneously began the study of pharmacology (a procedure not uncommon in the early days of this century) under Dr. Torald Sollmann at his alma mater. It is worthy of note that Dr. Sollmann was one of a very few men trained in pharmacology in Europe who brought this discipline into American Medical Schools at the beginning of this century. In 1906 Dr. Brown was appointed an instructor in pharmacology at Western Reserve.

He was brought to the University of Minnesota in January 1907 by Dean Wesbrook and President Northrop to initiate this new discipline in the Medical School. He was given space, built equipment, outfitted laboratories, and began instruction and research. Within a few years he was asked to include toxicology in the curriculum. Before long he was carrying out analyses for poisons on human autopsy material where poisoning was suspected as a cause of death. The demand for this service increased greatly, and shortly the University was under an obligation to carry out these analyses for the three larger counties, free of charge. Dr. Brown accepted this task quietly. During the 1920's and early 1930's when this service load was heaviest, the graduate students who took his courses in toxicology also aided in fulfilling this statewide service. It was the opinion of the graduate students of that day that his knowledge of toxicology was far more extensive than that in any textbook in the field. It was a pity that he did not find time to record any of his skills and experiences. Finally, during the latter

1930's the University discontinued this service which had become embarrassing to the University functions in this discipline.

Dr. Brown's early research activities under Dr. Sollmann were carried out on ergot, ethyl chloride, suprarenal preparations, phenol poisoning, and thorium. At Minnesota his research interests, although greatly harassed by toxicological services, were chiefly on poison ivy and the preparation and study of copper salts of fatty acids for the treatment of fungus infections. He made several salts that possessed a low order of irritation and a high degree of curative action.

For many years Dr. Brown and Dr. Arthur D. Hirschfelder (the latter, the head of the Department of Pharmacology), aided for the most part by two teaching assistants, carried the entire teaching load in pharmacology. This consisted of courses for medical students, dental students, pharmacy students, nursing students, and graduate students. Graduate courses were listed for the first time in the summer of 1914. The *Graduate Bulletin* of the University of Minnesota for 1914-1915 listed for the first time courses and descriptions of courses in pharmacology that resemble closely those of more recent years. In other words, graduate education in this discipline at Minnesota can be said to date from 1914. During the next decade, the Department of Pharmacology carried one of the heaviest teaching loads of any pharmacology department in an American medical school.

Dr. Brown was a member of the following scientific and medical societies: the Ohio State Medical Association, the Minnesota State Medical Association, the Hennepin County Medical Society, the American Medical Association, the Veterans Association of Retail Druggists, Medical Reserve Corps, U.S. Army, Reserve Officer's Association of the United States, American Association for the Advancement of Science, American Association of University Professors, Sigma Xi, American Society for Experimental Biology and Medicine, American Physiological Society, and the American Society for Pharmacology and Experimental Therapeutics. He was elected to membership in the pharmacological society at the first annual meeting held in Boston on December 29, 1909. He was elected secretary of the pharmacological society in 1919 and he was repeatedly re-elected until 1931. He served as federation secretary in 1919, 1923, and 1928.

Dr. Brown retired in 1937 and during the first few years of his retirement spent the summers with Mrs. Brown at Lake Koronis at Paynesville, Minnesota, and the winters in Florida with their daughter and her husband, Dr. Arnold Anderson. Mrs. Brown preceded her husband in death by more than 10 years. Dr. Brown's last few years were spent entirely in Paynesville. He is survived by his daughter, Frances, and two sons, Harlan of Raleigh, North Carolina, and James, a physician, of Butler, Pennsylvania.

JOHANNA THORUNN HOGNASON

1881-1962

Miss Johanna Thorunn Hognason, assistant professor emeritus of the School of Agriculture and staff member for 31 years, passed away September 30, 1962, at Clarkfield, Minnesota, at the age of 81.

She was born in Westerheim Township, Minnesota, December 21, 1881, of Icelandic pioneer parents. She lived in Clarkfield and later moved back to Minneota with her parents, spending her early years in Minneota and completing her elementary education there. She graduated from Gustavus Adolphus College, St. Peter, as valedictorian with a bachelor of science degree in 1907 and also did graduate work at Columbia University, New York, and at the University of Minnesota. She taught school for a year in Blooming Prairie, then in Minneota, and then served as principal of the Anoka High School until she joined the staff of the School of Agriculture in 1919. Miss Hognason, until her retirement in 1950, was in charge of the

men's dormitories of the School of Agriculture, serving under titles as preceptress, matron, and director.

In her dormitory contact with rural young men, it has been said, "She was truly a mother away from home. She molded firm, respectable citizens and her tireless sincere efforts have helped to make thousands of fine rural citizens." She had the respect, admiration, and friendship of countless individuals in Minnesota. She helped shape the lives of many students through her poise, charm, and dignity. She also taught mathematics and social problems and was adviser for the *Agreview*, the School of Agriculture paper. She traveled extensively in the United States and Canada and on European trips and spent considerable time in Iceland.

She was president of the Minnesota Chapter of Administrative Women in Education from 1928 to 1932. She was a member of the Lutheran Church, P.E.O. Sisterhood, the Faculty Women's Club, and the Order of the Eastern Star. She was secretary of the Gamma Chapter of Delta Kappa Gamma, honorary educational sorority.

Miss Hognason is survived by a sister, Martha (Mrs. H. G. Johnson) of Cottonwood, and a niece and five nephews, the children of the late Mr. and Mrs. S. G. Peterson. She was preceded in death by her parents, her sister Lillia (Mrs. S. G. Peterson), and two brothers, William and Byron.

HELEN PARKER MUDGETT

1900-1962

Associate Professor Helen Parker Mudgett died on September 11, 1962. At the time of her death, she was the senior staff member of the instructional faculty of the General Extension Division, specializing during recent years in intercultural education and in American Indian history.

Mrs. Mudgett was born in Lisbon, New Hampshire, on March 15, 1900. She was graduated from Wellesley College (B.A.) in 1921, and received an M.A. degree from the University of Minnesota in 1923. She afterward studied at the University of London and the London School of Economics.

Returning to Minnesota, she taught in the University's Department of History, and also at the Summit School for Girls and at Luther College, both in St. Paul. In 1928 she became an instructor in economic history, European civilization, and current events in the University's General Extension Division. The depression of the 30's and World War II turned her attention to needed services of an information-dispensing kind, and she became editor of the University's widely distributed *Reading for Wartime* bulletins, which contained selected book reviews and digests of significant publications dealing with important issues, interpretations of history and current events, and literature. During the war period she was one of the founders of the St. Paul Council of Human Relations, and subsequently served as a board member of that body. Her teaching came to be concerned with the documentation of American freedom and with racial and cultural democracy, and for the final decade of her life, especially with the orientation to Indian culture of teachers, community professionals, and citizens. In 1944, she wrote *Democracy for All*, a study guide on racial and cultural groups and our concepts, laws, and policies of human rights. This publication had a nation-wide distribution and exerted great influence. In 1950-51 she broadcast over KUOM a series of talks in this field, called "America Bound."

The interest of Mrs. Mudgett in the American Indian led to her long and intensive study of the Ojibway and to a history of that people which she had almost completed at the time of her death. She served as the chief co-ordinator of the series of conferences or seminars on Indian affairs conducted at the Center for Continuation Study from 1953-1955. She was prominent in the educational movement preceding the adoption of fair

employment legislation in this state. She also served for a time as an educational consultant in economics and human relations for the Montana Farmers' Union and the National Farmers' Union. Among her literary accomplishments was a historical novel, *The Seas Stand Watch*, portraying the great era of New England's trade and the shift to manufacturing.

Mrs. Mudgett's training as a scholar was in economic history and sociology, and her adventures in the latter were conditioned always by an unremitting and meticulous search for and adherence to factual truth. Her experience in the troubled lives of troubled people in a troubled time prompted something in her like the *saeva indignatio* of the disillusioned King Lear. But the dominant conscience and common sense pragmatism of her New England youth guided her altruism into channels that led to good results. She was essentially a conservative in her approach and a conservator in her philosophy. According to her students it was her belief that we have already embodied in our law and basic customs our finest and soundest convictions. Our need is to learn how to apply what we have, how to give to the individuals in each of our disparate population groups the full chance to know the reality of personal worth and dignity.

LUCY ADELAIDE STUDLEY

1889-1962

Lucy A. Studley, former associate professor of home economics, died August 17, 1962, in Rochester, New Hampshire, where she had lived for the past 12 years.

Miss Studley was born April 1, 1889, in Rockland, Massachusetts. After attending Rockland schools, she received her B.S. degree from Simmons College, Boston, in 1911 and her M.A. degree from Columbia University in 1920. Early in her career she taught in the high school at Brockton, Massachusetts, for 6 years and was assistant home demonstration agent at Springfield, Massachusetts, for 2 years. She came to the University of Minnesota in 1920 as an assistant professor and was made an associate professor in 1947. Unfortunately, she found it necessary to resign in 1950 because of ill health. During the 30 years she was at the University she was in charge of the Home Management Section and lived as resident instructor in one of the home management houses.

In 1923, when the two present home management houses—the Josephine T. Berry House and the Mildred Weigley House—were built, Miss Studley helped with their planning and furnishing. Because she cared for students and wanted to share with them her appreciation for beauty, she added a great warmth and homelife feeling to these houses. Her tremendous interest in students continued even after retirement. She kept in touch with many of them. Students and colleagues revered her as a true lady.

In addition to her teaching in the home management field, Miss Studley collaborated with Mildred Weigley Wood and Ruth Lindquist in writing a book, *Managing the Home*, in 1932. She carried out a research study of approximately 200 farm homes in Minnesota under the Purnell Act in cooperation with the Farm Management Section in 1927.

She was a member of the American Home Economics Association, Phi Upsilon Omicron, and Omicron Nu.

Miss Studley is survived by two sisters, Miss Marion H. Studley of Rochester, New Hampshire, with whom she resided and Mrs. J. Stacy Tripp also of Rochester; and a brother, Horace F. Studley of Pennbroke, Massachusetts.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

Appendix

ABSTRACT OF DISCUSSION

Before the proceedings began, President Wilson asked the Clerk of the Senate to count the House. On the docket was a proposed amendment to the Constitution, requiring 116 members of the Senate in order to pass. Since the House was 14 short, Mr. Wilson wanted the Senate to be aware of this before the meeting began.

John E. Wertz, professor of physical chemistry, asked the state of those amendments to the Constitution passed at the last meeting. Mr. Wertz wanted to know when they would take effect. Mr. Wilson pointed out that the Regents must approve the changes and there must be a 30-day waiting period after notification to the faculty. The notice went to the faculty on November 30; therefore submission to the Regents cannot take place until the January meeting. The Senate will operate under the old rules until at least the February meeting.

Robert E. Summers, dean of admissions and records, reported for the Administrative Committee. He pointed out that the calendar for next year provides for the new lengthened winter quarter. It also advances the cut-off date for freshman and advanced standing applications for admission. The present date for completion of admission forms is September 1. The new date of August 15 is for application, not completion, of admission. Mr. Summers moved acceptance of the report and it was accepted.

In the Progress Report on Reorganization of the Athletic Department, there is a sentence in which the President referred to his opinion that there could be no relaxing of the educational concerns of the University. Mr. Wertz asked for a fuller explanation of this statement. Mr. Wilson referred the question to Stanley Wenberg, vice president for educational relationships and development, who described the proposed plan and said it would provide sharper definition of deployment of resources, needs, and facilities. He explained he was referring to the relationship between intercollegiate, intramural and recreational athletics, and physical education. Mr. Wilson added the comment that he had meant by this statement that scheduling of athletic events must come second to classroom requirements. Cyrus P. Barnum, professor of physiological chemistry, spoke for the Committee on Education, which unanimously endorsed the recommendation brought to it by Mr. Wenberg and listed in the Docket as Plan (d).

The Senate then turned to the constitutional amendment presented to it. Herman Ramras, professor and head of the department of German, asked if there were now a provision for a vote on such amendments in the Senate by letter. Raymond B. Nixon, professor of journalism, read from the Senate Constitution, pointing out that action must be taken at a regular or special meeting of the Senate.

Mr. Wilson then asked if it was the wish of the Senate that the question be discussed, although clearly it could not be voted upon because of a lack of a constitutional majority present. William G. Shepherd, professor and head of electrical engineering, said he thought it should be discussed. Since there was no dissent, Mr. Wilson called upon Elio D. Monachesi, professor and head of sociology and chairman of the Committee on Business and Rules, who said he thought the referendum as proposed was quite clear. He added that there is not now any specific provision for a referendum in the Constitution.

Mr. Shepherd stated that he felt it was not a good proposal on two counts. It should not be easy to overturn the action of the Senate. The faculty does not hear all of the arguments and the Senate Abstract may not always do full justice to them. Mr. Monachesi remarked that the com-

mittee does not urge acceptance of the referendum and that, in short, it is not recommending it.

E. W. McDiarmid, dean of the College of Science, Literature, and the Arts, agreed with Mr. Shepherd that it was very important for those voting on the question to have heard the arguments. He pointed out that it was not necessary to have any provision for a referendum since any 10 members of the Senate or 20 members of the voting faculty may now call a special meeting for any purpose whatsoever.

J. Edward Gerald, professor of journalism, told the Senate that he had been against the referendum but that he had been converted. His reasons involved the difficulties of re-opening an issue once it had been voted down. He said the Senate could not discuss anything after it had been vetoed by the President and the Regents. He said that communication was not easy in this institution, that it might be easy from the top down but not from the bottom up. The justice of minority opinions may take a long time to get around. It needs to be made easier for such opinions to be heard. He went on to say that he believed in responsible government, that he thought elected members should be serious and attend meetings, but since some did not do so, the referendum might help.

Richard C. Jordan, professor and head of mechanical engineering, asked if it were true that a defeated issue could not be introduced again. Mr. Wilson replied that he could not believe that in the history of the University defeated issues had not been brought up again if they were worth it. Although in a legislative body it is true that this is not done, he was unwilling to say it would not be done in this one. He thought Mr. Gerald's argument on that point was not valid because the Chair would recognize an attempt to re-introduce a defeated issue.

Leonid Hurwicz, professor of economics, was in favor of the referendum in general. He thought it was extremely unlikely that any given referendum would be successful but that it was good for the faculty to know that if there were an overwhelming opinion to which the Senate did not do justice, the opinion might be heard. He gave as an example the move to the West Bank, although he said he was not sure what the faculty might have done about it had there been a referendum.

Robert H. Beck, professor of education, said that the only real reason for having a referendum provision was lack of confidence in the Senate. Jean W. Lambert, professor of agronomy and plant genetics, said we had just been through a discussion as to whether we wanted the Senate to be a representative body. Having decided that we did, we should use it as such.

Mr. Wilson asked if it might be possible at this time to take an informal vote to see if there were any possibility of passing the referendum provision. Since there was no dissent, a voice vote was taken. The "No's" seemed louder than the "Aye's" and Mr. Wilson concluded the discussion.

Some miscellaneous items were raised under the heading of "New Business." Mr. Nixon pointed out that the Senate Committee on Committees would start its meetings in January. At the time the Senate voted to make this committee an elective one, suggestions were made regarding Senate committee structure and membership, particularly with reference to overloading some people. He invited suggestions for the committee from all members of the faculty.

John A. Buttrick, professor and head of economics, brought up the incident of the communist speakers who appeared on the campus recently. He was very concerned about the attitude of the students, which seemed to be political. He thought the students were less concerned than they might be about the issue of freedom of speech and more concerned about political consequences and overtones. At least four students, for example, thought it might be unwise to bring the question of permitting the men on the campus to the Senate because of the political implications. He regretted

the use of the term "balanced program" on the part of the administrative officials who made the decision on the speakers. Mr. Wilson pointed out that the normal machinery for handling such things did proceed. He agreed with Mr. Buttrick that it was more important that any program have educational intent than that it be "balanced" or provide balance for any other program. He said that he thought that time prevented the invoking of all the proper machinery. He told the Senate that he had a letter from the group and that he must reply to it. He thought the strength of the University's position in maintaining freedom of speech was based on not denying a platform to a speaker who may present remarks having educational relevance. He felt that it should be made clear that the University had a responsibility to see that educational relevance was a dominant factor in any program brought to the campus. It was his opinion that in this particular case it was possible that a "package" was placed on the campus by an outside group. The package was reduced by action of the University but all of the speakers did appear. He agreed that it might have been "a tidier test" if the word "balance" had never been used. The fact that the term "educational relevance" was used might make freedom of speech easier. He pointed out that Dean Williamson takes a lot of heat both on and off the campus and that he does a very good job.

D. Burnham Terrell, professor and head of philosophy, said he was worried about the future of the speaking policy on the campus. Educational relevance and the law are the only valid considerations. To what extent will future issues be judged on these or on more ambiguous grounds? Mr. Wilson replied that he felt that the action taken confirmed that these two valid considerations would be used. He again remarked on Dean Williamson's good record. He said that the kinds of pressure under which Dean Williamson has to operate are such that occasional imperfections of language can be forgiven. Mr. Gerald suggested that the position of organizations which bring speakers to the campus may be too sheltered, that such organizations, not thinking in terms of educational relevance, need not be so carefully protected.

ELEANOR S. FENTON, Abstracter

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

February 7, 1963

The third regular meeting of the University Senate for the year 1962-63 was held in the Auditorium of Murphy Hall on Thursday, February 7, 1963. Seventy-nine elected members, 5 ex officio members, and 15 nonmembers, total 99, checked or signed the attendance roll as present. Vice Chairman Donald K. Smith called the meeting to order and announced that President Wilson, unable to attend because of a legislative hearing, had asked him to preside.

The following items were considered and action taken as indicated.

I. MINUTES OF DECEMBER 6, 1962

Reported for Action

Approved

II. CONSTITUTION AMENDMENTS

Reported for Information

The clerk of the Senate reports that the changes in the Senate Constitution adopted by the Senate at its meeting on November 1, 1962, have since been duly approved by the faculty, and were subsequently approved by the Board of Regents at its meeting on January 11, 1963.

Although some faculty concern was expressed, it was minor in relation to the one-third dissension required to constitute faculty disapproval of any of the proposals. Fifteen (approximately 1 per cent) of the 1,771 faculty members entitled to vote for Senate members disapproved of the change in Section 1, and 43 (approximately 2½ per cent) disapproved of the change in Section 4. There were no disapprovals of the change in Section 7.

The Committee on Business and Rules plans to submit the necessary By-Law revisions for action at the March 14 Senate meeting.

The Vice Chairman said that it is the President's understanding that as the Senate-proposed amendments to the Constitution have now been approved by the faculty and by the Board of Regents they are now effective which means that beginning with this meeting the Administrative Committee and the Faculty Consultative Committee are no longer privileged to vote. The voting membership is now 135, including the President and the 134 elected members. For a quorum a majority of the membership (68) must be present.

Accepted

III. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Changes in Administration of the General Extension Division.* With the expected retirement of Dean Nolte in the summer of 1963, replacement of the administrative head of the General Extension Division was expected. At the December meeting the President commented on the extensive and varied services of that division, emphasizing the desirability of relating all special programs of the University, particularly in view of the critical need for facilities. He had conferred with various committee and University interests, including the Faculty Consultative Committee, and had decided to maintain the General Extension Division in its approximate present form. He proposed, subject to Regents' approval, to ask Dean Ziebarth to serve as head of that unit as well as the Summer Session, which he now heads. The committee enthusiastically endorsed the proposal and the expected appointment of Dean Ziebarth.

2. *Administrative Reorganization in the Institute of Agriculture.* A committee under the chairmanship of Vice President Willey had considered the administrative organization of the Institute of Agriculture and the St. Paul Campus; its report on reorganization had recently been received by the faculty of the institute for study. Looking ahead to the expected retirement of Dean Macy in 1963, there seemed to be general agreement of administrative officers to proceed with the search for a new dean of the institute as a next step.

3. *Names of the Reorganized College of Science, Literature, and the Arts, the Institute of Technology, and Certain Biochemical Units.* Dean McDiarmid reported discussions he had had with the Senate Committee on Education, various other faculty members, and the Advisory Committee of the College of Science, Literature, and the Arts concerning the name to be used for the reorganized College of Science, Literature, and the Arts. Although the name "College of Liberal Studies" had been proposed, he found "College of Liberal Arts" to be favored. Therefore, at the January 9 meeting he asked for the reaction of the Administrative Committee to the second title. After discussing the traditional and present interpretations of the various words in the college title, the Administrative Committee indicated no objection to use of the term "Liberal Arts." Regents' action was anticipated.

Dean Spilhaus stated that he favored retaining "Institute of Technology" as the name of the unit he represents. Since there were no objections heard, the President asked him to request retention of the old name in a communication addressed to the Senate Committee on Education.

Two faculties at the University, one in the Medical School and the other in the Institute of Agriculture, give instruction in biochemistry. Although the original agricultural or physiological associations of the work have been indicated in the departmental titles, such distinction no longer seems desirable. For Graduate School or scheduling purposes the identification of the different faculties may be made, if necessary. Since no objections were heard to simplifying the departmental titles, the President said he would discuss this matter with the Regents.

4. *Use of Recording Instruments in Classrooms.* Recent great changes in the facilities available for recording lectures have a possible effect on note taking, commercialization of lectures, restraint of free expression, distortion in editing and reporting, and authority in the classroom. At the December meeting the committee recalled earlier consideration of related matters and was uncertain as to the action that had been taken and the degree to which

policy may have been established. The President asked Vice President Willey and the secretary to provide the committee with appropriate background information and certain knowledge of earlier action.

As requested, the secretary distributed to committee members a résumé of earlier consideration of the use of recording instruments in classroom lectures reported in Administrative Committee and University Senate minutes. Although no action had been taken on policy, it was suggested that review in the January meeting might begin with a draft of policy statement received by the Administrative Committee on January 6, 1954, from an especially appointed subcommittee. It was further indicated that the wishes of the Senate might be met by a short addition to the original statement concisely affirming the instructor's authority to forbid the use of recording instruments during his lecture. The subcommittee had apparently taken the instructor's authority for granted.

During discussion at the January meeting, the importance of supporting the instructor's authority to control the classroom situation and of protecting the rights of individuals participating in classroom discussion were emphasized. Although there was some sentiment for action on a policy statement, the committee agreed that since no problems were waiting to be dealt with, the several discussions of this matter had made attitudes clear; hence, no action was called for at this time.

5. *The Committee on Institutional Cooperation Scholar.* At the January 9, 1963, meeting Vice President Wenberg described the efforts by the Committee on Institutional Cooperation, of the Big Ten Universities and the University of Chicago, to increase the mobility of graduate students by reducing economic and political barriers to the educational service of these institutions. This committee has proposed that a limited exchange of students at the graduate level take place with action initiated by student advisers through an operating plan, incorporating a minimum of administrative procedures. The conditions of the plan clearly indicate that the participating graduate schools would be fully informed of the student exchanges; they would serve as the final arbiters of the proposals and of the value of such a program. It was moved, seconded, and voted to approve, in principle, and to endorse this plan for a limited sharing among the universities of their unique strengths and opportunities for short-time advanced study.

6. *Calendar Changes Recommended by the Senate Committee on Functions.* The Senate Committee on University Functions had recommended two modifications of the 1962-63 calendar. The first pertained to Cap and Gown Convocation (Minneapolis Campus) scheduled for Thursday, May 23, 1963, to be changed to Wednesday, May 22, at the usual hour. The new date would be the earliest time for this function, all things considered, and more nearly in accord with the 1963-64 calendar. At the December meeting it was moved, seconded, and voted to approve the recommendation.

The second recommendation of the Functions Committee was that the Baccalaureate service (scheduled for Sunday, June 9, 1963) be on Thursday evening, June 13, at 8 p.m. in Northrop Auditorium. Extended discussion of the traditions and interests in the Baccalaureate service followed, noting the difficulty of scheduling speakers on the customary dates. It was voted to return the recommendation to the Senate Committee on University Functions with the request that the committee, working with other interested agencies, consider the Baccalaureate service in the broadest sense to determine whether or not there should be a Baccalaureate service and what might be the possibility of substitution of a talk by a distinguished speaker of faith at the most suitable date.

7. *Scheduling of Classes, West River, for the 1963 Summer Session.* It was agreed that facilities in the West River area of the Minneapolis

Campus should be used as seems best for instruction in the 1963 Summer Session. The question of whether staggering of class hours, west side versus east side of the river, should be maintained next summer was referred to Deans Ziebarth, Cook, Grambsch, McDiarmid, and Summers. (Note: After substantial consultation, the subcommittee recommended that there be Summer Session classes in the West River area and that class hours be staggered this year, with the hope that 1964 it will be possible to experiment with nonstaggered Minneapolis Campus classes. It was decided to begin first hour Summer Session classes at 8 a.m. in the West River area and at 8:30 a.m. elsewhere on the Minneapolis Campus, thus extending the academic-year system to the 1963 summer schedule.)

8. *Effective Book Distribution to Students.* The director of the University bookstores, Harold D. Smith, had brought to the academic vice president some of the problems that arise in the prompt and satisfactory distribution of faculty-assigned textbooks. Lists of required texts and supplies are originated by the teaching units, collected and forwarded centrally to all campus bookstores, both University and private, by the Office of Room Assignments and Scheduling. Student frustrations, monetary losses, and antagonisms sometimes arise when book needs are specified too late for effective action or when last-minute changes are made by the faculty. Although perfection of distribution obviously can never be achieved, there seems to be need for better communication and a renewed effort to serve the educational requirements adequately. Recently, title changes and order requests have been made in large numbers during the opening days of classes, militating against the desired promptness of delivery and economy.

It was the committee's consensus at the December meeting that the college deans should communicate knowledge of these difficulties to their faculties, encouraging prompt and responsible decisions on all matters of textbook designation and supply. It is believed that reasonable efforts to avoid late requests and title changes will reduce the problems of book distribution and alleviate student discontent.

R. E. SUMMERS, Secretary

Accepted

IV. REPORT OF THE ADVISORY COMMITTEE OF THE COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS AND OF THE ADVISORY COMMITTEE OF THE INSTITUTE OF TECHNOLOGY

Reported for Action

The Dean's Advisory Committee of the Institute of Technology endorses the request of the SLA Advisory Committee that the Senate amend its legislation of June 4, 1962 by replacing each occurrence of "College of Liberal Studies" with "College of Liberal Arts."

The Dean's Advisory Committee of the Institute of Technology recommends the retention of the present name of its college. The Advisory Committee hereby requests the Senate, therefore, to amend its legislation of June 4, 1962, replacing each occurrence of the "College of Physical Science and Technology" with "Institute of Technology." The Dean's Advisory Committee of the College of Science, Literature, and the Arts endorses this request from the Institute of Technology.

E. W. MCDIARMID, Dean
College of Science, Literature, and the Arts
A. F. SPILHAUS, Dean
Institute of Technology

Approved

V. REPORT OF THE COMMITTEE ON FACULTY WELFARE

Reported for Information

By the very nature of its function, the Committee on Faculty Welfare is obligated to communicate with the faculty concerning its progress and objectives. The current report covers the activities of the 1961-62 committee and the plans of the 1962-63 committee.

Because the Senate Committee on Faculty Welfare did not exist prior to last year, a major portion of 1961-62 was spent defining the function of the committee and establishing relationships with other committees with apparent overlapping jurisdiction. The personal and professional welfare items which were considered to be of interest to this committee appeared in the minutes of the February 1, 1962, meeting of the Senate. The three items selected for immediate attention were: (1) the retirement plan, (2) waiver of tuition at the University of Minnesota for children of faculty members and a tuition exchange plan with other leading universities, and (3) travel expenses for attendance at professional meetings.

With respect to the retirement plan the committee found that Vice President Lunden had already appointed an *ad hoc* Committee on the Faculty Retirement Plan which was making an extensive detailed study of the plan. Because the chairman of the Senate committee was also on the *ad hoc* committee, the Senate committee decided not to duplicate the efforts of the *ad hoc* committee but to draw their own conclusions from the facts developed by the *ad hoc* committee. After reviewing the detailed 35-page report of the *ad hoc* committee, the Senate committee voted to endorse the basic principles and recommendations contained in that report and to urge an early consideration of the report by the administration. In brief that report called for a gradual transition to a plan under which the University would contribute to the retirement plan at least 2½ per cent of salary up to the OASDI base salary and 7½ per cent of the excess. Faculty members would contribute 2½ per cent of their total salaries. For long-term employees this pension plan, combined with OASDI old-age benefit for a single person, would generally provide an income equal to at least 50 per cent of the employee's average salary over the last 5 years of service. There would be complete vesting of the University contributions. A variable annuity option would also be available. No action has been taken on this report but the President did discuss the findings in September 1962 in a lengthy meeting with some representatives of the Committee on Economic Status of the University of Minnesota Chapter of the American Association of University Professors, which committee includes the chairman of this Senate committee.

The committee also surveyed members of the Big Ten to determine their policies with respect to waiver of tuition and tuition exchange plans and made plans to discuss this matter with the Committee on Fees. The committee discovered that the travel expense item was already being handled by the Senate Committee on Education.

During the current academic year, the committee has continued its interest in waiver of tuition and tuition exchange plans. The committee hopes to meet soon with the Committee on Fees to discuss this matter in detail. The Senate Committee on Education has forwarded the travel expense item to this committee for further action and the committee is now at work on this item. Finally a medical expense insurance question has arisen which has caused the committee to consider the entire faculty medical expense insurance program.

Each faculty member eligible to vote for members of the Senate has received with the docket for this meeting a brief questionnaire asking him to indicate the problems of personal and professional welfare which he considers to be of most concern to individual faculty members. Since the choice of problems by the committee and the effectiveness with which they can be

investigated depends in part upon the replies, the committee urges each member of the faculty to respond promptly to this request for information.

C. ARTHUR WILLIAMS, JR., Chairman

Accepted

VI. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

1. Reported for Information

Approved Schedules

GOLF 1963

Mar. 25-29	Houston—Houston Rice—Houston
Apr. 27	Iowa—Iowa City Wisconsin
30	Carleton
May 4	Northern Illinois
6	Wisconsin—Madison Iowa
17-18	Northwestern Conference—Wisconsin
June 23-29	NCAA—Wichita, Kan.

BASEBALL 1963

Mar. 25	Texas Lutheran—Seguin Texas—Austin
26	Texas Lutheran—Seguin Texas—Austin
27	Texas A & M—College Station
28	Texas A & M—College Station
29	Sam Houston—Huntsville (2)
30	Sam Houston—Huntsville (2)
Apr. 5	Parsons College—Fairfield, Iowa (2)
6	Parsons College—Fairfield, Iowa (2)
11	Augsburg (2)
12	Bemidji State College (2)
13	College of St. Thomas (2)
19	St. Mary's College (2)
20	
26	Iowa—Iowa City
27	Iowa—Iowa City (2)
May 3	Michigan State—East Lansing
4	Michigan—Ann Arbor (2)
10	Ohio State
11	Indiana (2)
17	Wisconsin—Madison
18	Northwestern—Evanston (2)
24	Illinois
25	Purdue (2)

FOOTBALL 1963

Sept. 28	Nebraska
Oct. 5	Army
12	Northwestern—Evanston

19	Illinois—Urbana
26	Michigan
Nov. 2	Indiana
9	Iowa—Iowa City
16	Purdue—Lafayette
23	Wisconsin

Accepted

2. Reported for Action

Changes in Conference Legislation

Pursuant to action of this Senate (*Minutes* 1959-60, page 33) your committee reports for review and action changes in conference legislation which were deemed to be substantive in nature and hence adopted by the conference under the White Resolution procedure. This procedure provides that 60 days must elapse before any substantive legislation can become operative, and during that time the measure must be submitted for approval to the member institutions. If within 60 days 1 or more member institutions reject any measure and report such rejection to the secretary of the conference, that measure must be voted on again at the next meeting of the conference, and it becomes operative upon adoption by a majority vote.

On December 14, 1962, the Joint Group of the Conference, comprising the faculty representatives and the athletic directors, adopted, under the White Resolution procedure, two revisions of *Regulation VIII which deals with recruiting*:

1. Section 2 was amended to authorize employees of a conference university who are acting as representatives of its athletic interests to visit the home of a prospective student-athlete between December 1 and April 1. (Adopted by a 6:4 institutional vote, Minnesota voting for adoption.) Visitation of homes for recruiting student-athletes is not authorized now.

2. Section 6(a) was amended to read: "A member of the athletic staff may visit a high school only to attend or participate in a regularly scheduled and publicized event or, upon appointment arranged through the office of the Principal to consult with an administrative officer, student counselor or coach of that high school" (the italic words constituting the essential change). (Adopted by a 7:3 institutional vote, Minnesota voting for adoption.)

RECOMMENDATION: That no objection be filed against the revisions of Section 2 or Section 6(a).

Approved

A. L. VAUGHAN, Chairman

VII. REPORT OF THE COMMITTEE ON RESERVE OFFICERS' TRAINING CORPS

Reported for Information

In the autumn of 1961 a survey of freshmen was conducted by the Bureau of Institutional Research to determine "Student Attitudes Toward Reserve Officers' Training Corps Programs." The study indicated that the ROTC program would benefit from increased information reaching students in the high schools and when they came to the University, a greater understanding on the part of parents, greater flexibility in adjusting the ROTC program to the needs of students, and changes in the image of the ROTC on the campus and in the status of the reserve officer when on active duty.

To meet the recommendations of the study a number of steps have been taken. The Army ROTC program has been opened to winter quarter freshmen who have found from a quarter's experience that they can carry a normal class load and need not fear ROTC as a possible overload. The high school counselors association has appointed a committee to act as a liaison committee with the Senate ROTC committee. It is expected that this relationship will prove fruitful in apprising high school students of the ROTC program in time for their consideration of it before the pressures of freshman week descend upon them. A TV series on Channel 2 is being prepared for the spring quarter of 1963 and will deal with the changed role of officers in the modern age. For the winter quarter of 1963 a new experimental course dealing with cross cultures will be offered by a member of the Department of Anthropology to Army and Navy cadets. The hope is to expose cadets to culture shock on the campus so as to avoid the worst excesses of the "Ugly American" when the cadets as officers go on active duty in foreign lands. It is expected that the course will be of interest to the Department of Defense, especially since the ROTC program is presently undergoing fundamental changes to bring it abreast of existing needs in national security. In a follow-up study, "Student Decisions to Elect ROTC After One or More Quarters of University Attendance," the Bureau of Institutional Research found that flexibility in entering the ROTC program and campus publicity, particularly in the student newspaper, were of great importance in affecting student decisions concerning the ROTC program. This study which has just been completed will be given national distribution since its conclusions and recommendations are of national significance, especially at a time when the whole ROTC program is in a state of transition.

RODNEY C. LOEHR, Chairman

Accepted

VIII. NEW BUSINESS

1. *High Ability Students*

The Senate voted to go on record to express its concern about the recruitment of high ability students. See appendix for abstract of discussion.

2. *Liberal Arts Dean*

Professor Boddy, chairman of the *ad hoc* committee to select a dean for the College of Liberal Arts urged that names of suggested candidates be submitted to him as soon as possible as his committee is anxious to proceed.

3. *Questionnaires*

The Committee on Committees and the Committee on Faculty Welfare both called attention to their respective questionnaires which have been distributed and asked for prompt return.

IX. NECROLOGY

RICHARD WILLIAM PAUL ACHOR

1922-1962

Dr. Richard W. P. Achor, consultant in medicine in the Mayo Clinic since 1953 and assistant professor of medicine in the Mayo Foundation, died on November 26, 1962, of acute leukemia.

Dr. Achor was born in Woodburn, Oregon, on January 18, 1922, the son of Eula Forsythe Achor and Roy William Achor. He attended high school in Oregon City, and then enrolled in Willamette University at Salem, Oregon, from which he received the degree of bachelor of arts in 1942. He then entered the University of Oregon Medical School at Portland, where he obtained the degree of doctor of medicine in 1945. He was an intern in Ancker Hospital, St. Paul, Minnesota, in 1945 and 1946.

Dr. Achor had been a member of the Medical Corps of the United States Naval Reserve since 1943, and in April 1946 he was called to active duty as a lieutenant (junior grade). He returned to civil life in April 1948, and served a residency in medicine at Ancker Hospital in 1948 and 1949.

Dr. Achor came to Rochester, Minnesota, on January 1, 1950, as a fellow in medicine of the Mayo Foundation. He was appointed a first assistant in medicine on April 1, 1952, and on April 1, 1953, he became an assistant to the staff of the Mayo Clinic in medicine. He was appointed to the staff of the Mayo Clinic as a consultant in medicine on July 1, 1953. In the same year he received the degree of master of science in medicine from the University of Minnesota, and he was certified as a specialist in internal medicine by the American Board of Internal Medicine, Inc. He became an instructor in medicine in the Mayo Foundation, Graduate School, University of Minnesota, in 1956, and was advanced to assistant professor in 1961.

Dr. Achor maintained a particular interest in diseases of the heart, and he also did some original studies in lowering the cholesterol content of the blood by the administration of nicotinic acid to determine the usefulness of the procedure against atherosclerosis. A medical exhibit, "Pain Patterns: Sites and Behavior of Pain in Certain Common Diseases of the Upper Abdomen," which Dr. Achor prepared with Drs. Lucian A. Smith, Norman A. Christensen, Norbert O. Hanson, Donald A. Ralston, Kenneth G. Berge, George W. Morrow and Arthur H. Bulbulian, all of the Mayo Clinic, was awarded the silver medal of the American Medical Association at the meeting of that organization in 1957. The exhibit subsequently became the basis for an atlas of the same title and by the same authors, published in 1961 by Charles C Thomas, Springfield, Illinois.

Dr. Achor was a member of the American Society for the Study of Arteriosclerosis, the American Federation for Clinical Research, the American Heart Association, the American Medical Association, the Minnesota State Medical Association, the Minnesota Heart Association, the Zumbro Valley Medical Society, the Society of the Sigma Xi, the Alpha Omega Alpha medical honor society, the Nu Sigma Nu professional medical fraternity, the Phi Delta Theta social fraternity, the Alumni Association of the Mayo Foundation and the Alumni Society of the University of Oregon Medical School.

Dr. Achor was married to Miss Mary Jane Cutler, of Portland, Oregon, on December 26, 1943. Dr. and Mrs. Achor have three children; Michael James, Deborah Ruth, and Matthew Bryant.

WILLIAM HENRY BUSSEY

1879-1962

William Henry Bussey, professor emeritus of mathematics in the College of Science, Literature, and the Arts, died in Minneapolis at the age of 82 on June 2, 1962. He had retired on June 15, 1948. He is survived by his wife, Marian; his sons, James Alden Bussey of Ashland, Wisconsin, and David Alden Bussey of Minneapolis; his daughter, Mrs. Natalie Jones of Minneapolis; and nine grandchildren.

Professor Bussey was born on October 24, 1879, in Chicago, Illinois, where he had his elementary and secondary education. He received the

A.B. degree at Northwestern University in 1900, and qualified for the A.B. again, with his major in mathematics, at Harvard University in 1901. He received a graduate fellowship from Harvard University where he obtained the M.A. degree in mathematics in 1902. He received fellowships at the University of Chicago to continue his graduate work, and was awarded the Ph.D. degree there in mathematics in 1904. His published work of a research type appeared in the *Transactions of the American Mathematical Society*, the *Bulletin of the American Mathematical Society*, and the *Proceedings of the London Mathematical Society*. Also, he published various mathematical articles of a nonresearch type, characterized by excellent exposition, in the *American Mathematical Monthly* and the *Mathematics Teacher*. His publications related to group theory, finite projective geometries, non-Euclidean geometry, and the theory of geometrical constructions.

Professor Bussey's teaching career involved positions as an instructor at Northwestern University, 1904-1905; tutor in mathematics at Barnard College, Columbia University, 1905-1907; at the University of Minnesota, assistant professor, 1907-1914, associate professor, 1914-1920, and professor from 1920. He served as chairman of the Department of Mathematics in the College of Science, Literature, and the Arts during 1919-1926, and as assistant dean for its junior college from 1920-1945. Also, he acted as administrator of the School of Chemistry briefly in an emergency during World War I.

Professor Bussey was editor-in-chief of the *American Mathematical Monthly* for the period 1927-1931. He was a member of Phi Beta Kappa, Sigma Xi, the American Mathematical Society, a member of its council 1923-1925, and a member of the Mathematical Association of America. He was a fellow of the American Association for the Advancement of Science.

Aside from Professor Bussey's outstanding service in various administrative posts, he will be best remembered as a very superior teacher who was able to impart his own enthusiasm about mathematics to his students, and who inspired younger teachers in his department to emulate him in this direction. His friendly attitude and sympathetic reactions to the problems of other people, both students and faculty, in the University community were outstanding characteristics. During his whole period of service at the University of Minnesota he was one of the most valuable members of its faculty.

LOUIS WILLIAM REES

1895-1962

Professor Louis W. Rees of the School of Forestry, Institute of Agriculture, University of Minnesota, passed away November 10, 1962, at the age of 67.

Born in Langdon, North Dakota, June 21, 1895, he received his elementary education in Edmonton, Alberta, Canada, and his high school education in Hammondspport, New York. He received his B.S. degree with honors (*cum laude*) in forestry in 1923 from the New York State College of Forestry at Syracuse University and his Ph.D. from there in 1929, where he also served as a forestry instructor from 1923 to 1927.

Professor Rees joined the staff of the University of Minnesota School of Forestry in the fall of 1927, serving the University since then as assistant professor, associate professor, and professor of forest products engineering.

A dedicated and beloved teacher, Professor Rees devoted his life to training young men in forest botany, wood technology, and forest products engineering. From 1954-1962 he was director of the lumber dealers' short course offered annually by the School of Forestry.

His devotion to his teaching and students was such that he received the following citation from the Minnesota Forestry Alumni Association in 1961:

"In appreciation for thirty four years of continuous loyal and effective service to the students and alumni of the University of Minnesota School of Forestry. Your insistence on high standards, calmness in a turbulent world and complete devotion to the training of students are deeply and sincerely appreciated."

Professor Rees published over 50 research papers and pioneered in research in moisture movement through wood, effect of chemicals on wood properties, chemical debarking, and fundamental wood properties. Recognized as one of the country's leading authorities on the strength of wood structures, he served for years as a member of the American Association of Testing Materials.

He was a member of the Society of American Foresters and served as a past chairman of the Minnesota Section. His students occupy important posts throughout the forest products and other industries and on staffs of many other U.S. forestry schools. Through his research and teaching, he brought national and international recognition to forest products engineering education and the University of Minnesota School of Forestry.

He was active in the St. Anthony Park Methodist Church where he was treasurer for the past 17 years. He was a member of several fraternities and honor societies: Sigma Xi, Alpha Zeta Sigma, Phi Kappa Phi, Gamma Sigma Delta, and Xi Sigma Pi.

Surviving are his wife, Norma; 2 daughters, Mrs. Curtis Nelson, Roseville, Minnesota, and Mrs. Harley Sackett, Minatare, Nebraska; 7 grandchildren; 3 sisters, Mrs. George Martin and Mrs. Howard Fuller of Arepeka, Florida, and Mrs. M. C. Fox of Brewster, Connecticut; 2 brothers, Arthur Rees of Elmira, New York, and Kenneth Rees of Hammondspport, New York.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

Appendix

ABSTRACT OF DISCUSSION

Donald K. Smith, vice chairman of the Senate and professor and chairman of the Department of Speech and Theater Arts, presided, having pointed out that President Wilson was working for us at the Legislature.

Mr. Smith said that Mr. Wilson had asked him to report on the question of what now constitutes a quorum, the Senate having amended its Constitution, and the Board of Regents having approved the amendment. It is the President's understanding that the Administrative Committee and the Faculty Consultative Committee are disenfranchised, that the Senate has thus been reduced in number, and that the quorum call is now 68 senators—50 per cent plus 1 of the voting membership.

E. W. McDiarmid, dean of the College of Science, Literature, and the Arts, drew the Senate's attention to a Docket Supplement having to do with the names of his college and of the Institute of Technology. The gist of the supplement was an agreement between the dean's advisory committees of both colleges, in which the request was made to the Senate to amend its legislation on reorganization of the University (June 4, 1962) to substitute College of Liberal Arts for College of Liberal Studies and Institute of Technology for College of Physical Science and Technology. In short, SLA wants to be CLA and IT wants to remain IT.

Frank Verbrugge, associate dean of the Institute of Technology, spoke for the institute. He explained that the Senate Committee on Education was reluctant to have the word "science" dropped completely from the title of the college in which it was to be situated. On the other hand, the faculty of the institute would prefer to keep its name intact, partly because of tradition, partly because there are now separate colleges within the institute and it would not be logical to have a group of colleges constituting a college.

Eleanor S. Fenton, associate professor, General Extension Division, asked why the name of the College of Science, Literature, and the Arts needed to be changed at all, and if some purpose would be served in so doing. She suggested that the words now in the name were more meaningful to most people than the word "liberal," with which we may possibly have become overly enchanted of late. She also pointed out that SLA was one of the original colleges of the University.

Mr. McDiarmid said that the historic argument also appealed to him, but that other considerations outweighed it. The title "SLA" simply represents symbols and does not express the essential purpose of the college. "Liberal arts" means much to the public, and potential students like the idea of aiming at a college with such a title.

Ralph G. Ross, professor and chairman, Department of Humanities, remarked that SLA also has a school in it. He wondered if there were some accepted order of institute, college, school, or other unit, or do we just take what we want in selecting titles.

The question was called and the McDiarmid motion, accepting the new title, "College of Liberal Arts," and retaining the present title, "Institute of Technology," was passed.

Mr. Smith commented that there was no apparent reason for the way in which units of the University are titled.

C. Arthur Williams, professor of Business Functions and Management, reported for the Committee on Faculty Welfare. He called attention to the questionnaire from this committee, circulated to the faculty with the Senate agenda, and asked for return of this questionnaire.

The report of the Committee on Intercollegiate Athletics was given by Max O. Schultze, professor of agricultural biochemistry and faculty

representative to the Western Conference. Mr. Schultze explained the proposed changes in conference legislation, already adopted by the conference, but subject to review by member faculties. Members of athletic department staffs want to visit homes and schools of prospective student athletes for at least three reasons: to explain the complicated regulations and selection procedures accurately, especially those relating to academic standards; to size up prospects by seeing home and school environments; and to be in a better position to explain to the public why certain athletes are chosen and others are not.

Robert J. Levy, professor of law, asked if the procedure should be to accept, or not to object to, the legislation. Mr. Schultze replied that the motion should be not to object, and he so moved on Regulation VIII, Section 2.

Joseph G. Gall, associate professor of zoology, asked if university representatives were now prevented from home visitation. Mr. Schultze replied that *athletic* department representatives were now prevented.

Mr. Levy asked Mr. Schultze to tell the Senate what arguments were used by those members of the conference who had voted against the change. Mr. Schultze said that the major argument was in terms of protecting prospective student athletes and their families from a flow of representatives and from pressuring.

D. Burnham Terrell, professor and chairman, Department of Philosophy, asked why the explanations of rules and regulations could not be presented in writing. Mr. Schultze said that recruiting was becoming more selective because standards were getting tougher. Explanations could not be completely clarified in writing and, further, coaches needed to know more about prospects than could be found out in writing.

Gerhard H. Weiss, assistant professor of German, pointed out that we do not recruit for other scholars, asking why we should do so for athletes.

Donald W. Bates, professor of agricultural engineering, Agricultural Extension Service, said that he thought it was very logical to allow faculty representatives to call on student athlete prospects.

David Cooperman, professor and chairman, Department of Social Sciences, asked if the amendment would eliminate visits from unauthorized persons. Mr. Schultze said that it would not eliminate such visits, now made by alumni, but that if faculty representatives could visit it would be possible to avoid the problem of promises made to prospects and not kept.

The vote was taken and passed, although not without dissenting votes. Mr. Schultze then moved the amendment to Section 6(a) and it was passed.

The report of the Committee on Reserve Officers' Training Corps was presented and commented upon by Rodney C. Loehr, professor of history and chairman of the committee. He reminded the Senate that the University of Minnesota was the first land-grant institution in the country to put ROTC on a voluntary basis. Now that Congress is considering having the rest of the country follow suit, ROTC scholarships may be part of the plan and available to us. The ROTC programs and the committee are preparing for this possibility and we are taking the lead in course planning, including the anthropology experimental course, in TV informational programs, and in other ways.

Mr. Terrell moved that an appropriate Senate or non-Senate committee be asked to consider the University's policy on recruitment of students of demonstrably high academic ability. Mr. Smith wondered if any specific committee seemed apparent. Norman DeWitt, professor and chairman, Department of Classics, explained to the Senate that it was standard practice at this University that when anything comes up that no one knows what to do with, it goes to the Committee on Institutional Relationships.

Edward M. Morgan, commanding officer and head, Department of Naval Science, stated that NROTC officers are now recruited and that they are dropped if their grade point averages fall below 2.0.

Roger Page, assistant dean and associate professor, College of Science, Literature, and the Arts, agreed that the Committee on Institutional Relationships was the proper assignee. Mr. Page also pointed out that the committee has made two reports on the subject, one within the last 3 years, that it has a subcommittee on relations with prospective students, and that Vice President Wenberg has recently asked the staff for reports on what it is doing in the area and for suggestions.

Roger E. Wilk, associate professor of education and assistant director of the Student Personnel Office, reported that the College of Science, Literature, and the Arts, the Institute of Technology, and the College of Education all have contact programs run by students, the purpose of which is to reach students of high ability.

On suggestion of Mr. Smith, Mr. Terrell agreed that his point had been made, that members of the committee concerned had heard the suggestions, and he withdrew the motion.

Robert C. Rathburn, assistant professor, General College, was reluctant to withdraw the second he had made to the Terrell motion, insisting that the University was not now getting the high ability students it should. Without formality, the Senate put itself on record for the Terrell motion.

Francis M. Boddy, associate dean of the Graduate School and professor of economics, spoke in his capacity as chairman of the *ad hoc* committee to select a dean for the newly named College of Liberal Arts. Mr. Boddy urged that names be submitted, to him or to any other committee member.

Raymond B. Nixon, professor of journalism and chairman of the Committee on Committees, asked for return of the questionnaires sent out by his committee. He explained that there had been complaints that certain people seemed always to remain on committees and that some of these people and others were obviously overloaded. A 1959 report of the American Association of University Professors bore out the substance of the charges. There is a particular need to find younger or junior faculty, as well as those long overlooked.

ELEANOR S. FENTON, Abstracter

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

March 14, 1963

The fourth regular meeting of the University Senate for the year 1962-63 was held in the Auditorium of Murphy Hall on Thursday, March 14, 1963. Eighty-four elected members, 10 ex-officio members, and 7 nonmembers, total 100, checked or signed the attendance roll as present. President Wilson presided.

The following items were considered and action taken as indicated.

I. MINUTES OF FEBRUARY 7, 1963

Reported for Action

Approved

II. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *The Current Legislative Outlook.* At the February meeting the President reported on a number of hearings he had had with various legislative committees while presenting the University maintenance budget, pointing out how the various items requested related to the developing needs of the University. He indicated that he had been given interested, friendly hearings, but that there had been no action taken thus far. He had heard uniform expressions of pleasure from the Legislature concerning presentations made by numerous staff members who had assisted. There was discussion of a number of detailed budgetary items for the information of the deans and the assistance of the President.

2. *Preliminary Study of Faculty Requirements for 1963-64.* A most preliminary draft of a proposal for obtaining estimates of the staffing requirements to deal with the teaching loads of the 1963-64 year was passed out to the deans at the February meeting. Vice President Willey said that while legislative action on the budget for the next year had not been taken, it would be necessary to begin a careful analysis of all staff needs in order to prepare for budgeting on schedule. There was some discussion; further specific suggestions and different background data were expected.

3. *Charter Day Convocation, 1963.* Because the speaker desired for the Charter Day Convocation would not have been available for the date scheduled (Thursday, February 28), but could come on the preceding Tuesday, it was voted to conduct the convocation on Tuesday, February 26. All of the usual arrangements were to apply; fourth hour classes were excused for the convocation, as planned.

4. *Recommendations from the Committee on University Honors.* The Committee on University Honors nominated 5 persons for the Alumni Service Award (including 1 case circulated earlier by mail) and 5 others for the Outstanding Achievement Award. All cases had been studied with care, and departmental support for each recommendation had been obtained. At the February meeting it was moved, seconded, and voted to recommend approval by the Regents.

5. *Entrance Physical Examinations for New Students.* Changes in the procedures of the physical examination for entering new students had been discussed with the University administration during the 1962-63 year. Dr. Cowan had sent a memorandum on the proposed changes to the committee as of January 25, 1963. In brief, to deal with rising enrollments, to help meet serious problems of increasing Health Service costs, and to effect improvements in the records and medical service, it was proposed to have the examination performed in advance by the student's private physician. Certain exceptions would be provided for, and the Health Service would take responsibility for follow-up and immunization schedules, as appropriate.

This recommendation was made subsequent to a most careful study of revision of practices in a number of universities and colleges, difficulties with the mass examination procedures, and as the result of other considerations. There was prolonged discussion of present problems and shortcomings in the mass examining procedure and of rapidly increasing costs of student health service.

Attention was turned to the best ways of informing the students of the present situation and the new requirements. Various modifications of the proposed plan were considered. A report was heard on the results at the Duluth Campus where, in the fall of 1962, examinations were obtained from family physicians. The President said that after certain administrative determinations were made, relating especially to fee matters, he would have a further report on this issue.

R. E. SUMMERS, Secretary

Accepted

III. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

I. Reported for Action

1. *By-Law Change*

The following changes in By-Laws are recommended to implement the changes that were recently made in the Senate Constitution.

PROPOSED CHANGES IN BY-LAWS

(Additions underlined. Deletions lined out.)

Article I. Senate Membership, Elections, and Officers

1. For the purpose of electing members to the Senate, qualified faculty members shall vote as members within each of the following units of the University: (1) Agriculture, (2) Business Administration, (3) Veterinary Medicine, (4) Dentistry, (5) Duluth, (6) Education, (7) Extension Division, (8) General College, (9) Law, (10) Medical Sciences, (11) Pharmacy, ~~(12) Physical Education for Men, (14) Science, Literature, and the Arts,~~ (12) Liberal Arts, ~~(15)~~ (13) Technology, ~~(16)~~ (14) Mayo Foundation, and ~~(17)~~ (15) Morris.
3. (a) Each ~~fall~~ spring before ~~October 10~~ May 1, 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~~ April 15, 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.~~
 - (b) Between ~~October 10 and October 20~~ May 1 and May 20, each unit listed in Section 1 of this Article shall conduct ~~elections~~ an election 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~~ May 23.
 - ~~(c) The names of all Senate members shall then be listed in the agenda of the first Senate meeting of the fall quarter and shall be distributed, as provided in Article III, Section 6, of the Constitution of the Senate, not later than November 5.~~
 - (c) The names of the Senate members elected for the coming year shall be reported on a docket supplement distributed at the last regular meeting of the current year.

Adopted

2. By-Law Change

Dean Boddy has indicated the belief that the present provision for concurrent representation for the Graduate School is unnecessary and recommends that the following section of the By-Laws, Article I, be rescinded:

2. For the purpose of direct representation of the instructional and research interests of the Graduate School, the Executive Committee of the Graduate School shall designate each year from among the faculty members elected to the Senate as provided in Article III, Section 4, of the Constitution of the Senate, seven such members to serve as representatives of the Graduate School in the Senate, concurrently with their representation of the unit from which they have been elected.

The Committee on Business and Rules concurs with this recommendation.

Adopted

2. Reported for Information

Dockets and Minutes

The attention of the Senate is called to the Constitution, Article III, Section 6 that provides:

“The agenda of each Senate meeting shall be distributed in advance to all Senate members, to all faculty members entitled to vote for Senate members, and to such others as the Senate may direct. The minutes of Senate meetings shall also be distributed to all such Senate and faculty members. . . .”

It should be noted that as instructors are now not entitled to vote for Senate members, they will not be on the mailing list for agenda and/or minutes unless the Senate should direct otherwise.

E. D. MONACHESI, Chairman

ACTION: *The Senate voted to continue sending agenda and minutes to instructors on regular appointment.*

IV. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

1. *Approved Schedule*

TENNIS 1963

March 25	Houston—Houston
26	Texas A & M—Houston
	St. Edwards University—a.m. Houston (tentative)
27	Rice—Houston
28	Texas Christian—Ft. Worth
29	Colorado University—Dallas (tentative)
30	Southern Methodist—Dallas
April 5-6	Southern Illinois
	Iowa State
	Wheaton College
16	Carleton
20	Alumni
26-27	Indiana—Bloomington
	Purdue—Bloomington
	Michigan State—Bloomington
May 3-4	Wisconsin
	Iowa
	Northwestern
10-11	Michigan State—East Lansing
	Ohio State—East Lansing
	Iowa—East Lansing
16-17-18	Conference—Northwestern
June 17-24	NCAA—Princeton, N. J.

2. *Committee Actions*

On March 5, 1963, the Senate Committee on Intercollegiate Athletics voted the following actions:

- a. Any members of the University of Minnesota swimming team electing to participate in the National AAU Pan-American tryouts to be

held at Yale University, New Haven, Connecticut, on March 20-21-22-23, will be authorized by the Committee to do so, providing they arrange, with concurrence from their professors, for taking their final examinations.

- b. In view of serious conflicts with winter term examinations and study required therefor, the University of Minnesota Ice Hockey team will not be authorized to participate in the NCAA Ice Hockey Tournament to be held in Boston, Massachusetts, on March 14-16, 1963, in case the team should qualify for selection. The committee's action reflects the strong conviction that a schedule which involves travel to Denver for games on March 7 and 8, followed by travel to Grand Forks or Houghton for a game on March 9 or 11 and subsequent travel to Boston for play in a National Championship series, starting on March 14 would entail too much interference with the educational responsibilities of our student-athletes.

A. L. VAUGHAN, Chairman

Accepted

V. NEW BUSINESS

Professor Nixon, chairman of the Senate Committee on Committees, reported on the results of the survey of faculty interest in membership on committees and proposed communications to department and committee chairmen.

President Wilson commented briefly on the legislative committee hearings, their problems in meeting budget requests, and the impact of the passage of Amendment 2.

There was also some discussion of two Ford Foundation sponsored Latin American exchange programs that are currently under consideration. See *Appendix* for details of discussion of these topics.

VI. NECROLOGY

JOHN MYRON BRYANT

1877-1962

John Myron Bryant, head and professor emeritus of the Department of Electrical Engineering, Institute of Technology, was born July 10, 1877, in East Templeton, Massachusetts, and died December 29, 1962, at the age of 85 in Akron, Pennsylvania.

Professor Bryant was graduated from Cushing Academy, from Worcester Polytechnic Institute with a B.S. in electrical engineering, from the University of Illinois with an M.S. in electrical engineering, and earned the professional degree of Electrical Engineer from Worcester Polytechnic Institute. After graduation he spent 2 to 3 years with the General Electric Company, leaving in 1903 to join the faculty of the University of Illinois, where he served until 1914 as instructor and assistant professor of electrical engineering. From 1914 to 1928 Professor Bryant was professor of electrical engineering at the University of Texas. During this period he served on several governmental committees concerned with the training and educational programs of the armed forces.

Professor Bryant became head and professor of electrical engineering at the University of Minnesota in 1928, the rank he held on retirement in 1946. He served the University during the years of World War II and again was concerned with the educational programs of the armed services. He

was particularly interested in problems involving high voltage, including those of lightning and its effect on aircraft safety and aircraft communication systems. He was coauthor of many papers in this field, while serving as chairman of the Advisory Board and consultant with the Lightning and Transients Research Institute.

Professor Bryant's main educational goal was to improve the teaching techniques in the areas of A.C. circuits and electric power utilization, co-authoring three texts: *A.C. Circuits* by Bryant, Correll, and Johnson; *A.C. Machinery* by Bryant and Johnson; and *Elements of Utility Rate Determination* by Bryant and Herman.

Professor Bryant was a member of the American Institute of Electrical Engineers, the Illuminating Society, Sigma Xi, Acacia, Eta Kappa Nu, and Tau Beta Pi. He is survived by a daughter, Mrs. F. B. Menger, Lancaster, Pennsylvania.

MONTE C. PIPER

1882-1963

Dr. Monte C. Piper, a member of the faculty of the Mayo Foundation and of the staff of the Mayo Clinic, who was born on December 6, 1882, in Garden City, Minnesota, died on February 15, 1963, at La Canada, California.

He received the degree of doctor of medicine in 1910 from the University of Minnesota, and for 14 months in 1910 and 1911 was an intern in the Minneapolis General Hospital. From 1911 to 1919 he practiced medicine in Sanborn, Minnesota. When he reached this village he found that his residence had neither electricity nor running water, and modern plumbing was nonexistent. He hauled his water in buckets from a well, and boiled his instruments on an old gasoline stove. He was the owner of one of the first automobiles in Sanborn, but he soon discovered that a horse and buggy were far more efficient for getting over the muddy roads or penetrating a heavy blizzard to minister to some farmer's wife in childbirth. In Sanborn Dr. Piper served as a county physician for some 8 years.

With the coming of World War I, Dr. Piper entered the Medical Corps of the Army, with the grade of first lieutenant. He was stationed at Camp Dodge and Camp Custer, and also served as surgeon to the 40th Machine Gun Battalion of the 14th Division.

Dr. Piper came to Rochester, Minnesota, on July 28, 1919, as a special student in medicine of the Mayo Foundation, where he took up graduate training in general medical and surgical diagnosis. On January 1, 1920, he was appointed a first assistant in medicine, and on April 1 of that year he was named a member of the staff of the Mayo Clinic. He held that position until his retirement in 1950. He had become a senior consultant on January 1, 1948.

Dr. Piper was certified as a specialist in internal medicine in 1937 by the American Board of Internal Medicine, Inc. He was keenly interested in general medicine, but as the years passed and special spheres of interest developed among physicians at the Mayo Clinic, Dr. Piper increasingly turned his attention to gynecology. In particular, he was among the first to emphasize the paramount need for the early detection of cancer. He designed the Piper self-retaining retractor, an instrument still used extensively for diagnostic purposes, and he made several valuable contributions to the medical literature.

Yet Dr. Piper never lost sight of the problems and special needs of the general practitioner, and especially the country physician. He was widely known throughout southern Minnesota by physicians in smaller communities who sought his counsel and often came to Rochester to visit him. In 1938 he served as chairman of a series of programs known as Clinical

Week, presented by the Mayo Clinic for general practitioners; and in the same year, he served as president of the Olmsted-Houston-Fillmore-Dodge County Medical Society (now the Zumbro Valley Medical Society). Previously he had been secretary for 13 years of the old Olmsted County Medical Society.

In later years Dr. Piper became deeply interested in the history of medicine in Minnesota. The Minnesota State Medical Association in 1928 authorized the publishing of a series of papers on that subject, and a few years later Dr. Piper was named chairman of the Committee on the History of Medicine of the state medical organization. A considerable amount of historical work was completed and published under the direction of Dr. Piper.

In 1942 an exhibit on "Kraurosis Vulvae and Allied Affections" which he devised with Dr. L. M. Randall and Dr. Louis A. Brunsting was awarded the bronze medal of the American Medical Association at the annual meeting of the association that year.

Dr. Piper was an enthusiastic sportsman, and was particularly fond of hunting ducks and geese. Sometimes his hunting expeditions took him far into Canada. On one such trip, in 1947, he was a passenger in a private plane; on the return trip from Winnipeg fog enveloped the plane, and it crashed near Lakeville. Dr. J. C. Masson, who was also a passenger, was dazed in the crash, but Dr. Piper managed to extricate him without incident.

After his retirement in 1950 Dr. Piper moved to La Canada, California, with Mrs. Piper. There he devoted himself to golf and hunting, but one day a week he drove to the Cancer Detection Clinic in Los Angeles, where he volunteered his diagnostic services.

Dr. Piper was a member of the Minnesota State Medical Association, the American Medical Association, the Alumni Association of the Mayo Foundation, the Society of the Sigma Xi, and the Alpha Kappa professional medical fraternity. At the time of his retirement in 1950 he was assistant professor of medicine in the Mayo Foundation, Graduate School, University of Minnesota. In 1951 the Board of Regents of the University of Minnesota conferred on Dr. Piper a certificate of merit as a "token of the appreciation which the University feels for the splendid years of service given to the University."

Dr. Piper was married to Miss Ella F. Larkin, of Garden City, Minnesota, on January 3, 1912. Surviving is a daughter, Mrs. Henry Randall Thomas, of Los Angeles, California. •

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

Appendix

ABSTRACT OF DISCUSSION

Present Wilson opened the meeting by saying he was glad to see us all again (having just returned from 2 weeks in Latin America).

Elio Monachesi, professor and chairman of sociology and chairman of the Committee on Business and Rules, drew the Senate's attention to the Supplementary Docket on which a By-Law change was reported for action. The change, which the Senate passed, was to rescind Article I, Section 2, which provides that the Graduate School shall designate members for concurrent representation for the Graduate School, drawn from those members of the Graduate faculty elected by their departments. Mr. Wilson then moved the Senate to the Docket Report on the Committee of Business and Rules also involving By-Laws. These changes were to bring the By-Laws in line with changes recently made in the Constitution, specifically having to do with Senate membership, elections, and officers. The changes were passed.

The Committee on Business and Rules also had in the Docket a report for information, reminding the Senate that the Constitution, as recently amended, provides that only professors, associate professors, and assistant professors shall receive the agenda and the minutes of each Senate meeting. Since instructors are not entitled to vote for Senate members, they are not on the mailing list. Horace T. Morse, professor and dean of General College, moved that disfranchised instructors receive Senate agenda and minutes. He spoke as a disfranchised member himself, noting that even as such he could make a motion. Mr. Monachesi said that the Committee on Business and Rules approved of the motion, which passed.

Alfred L. Vaughan, professor and associate dean of General College and chairman of the Committee on Intercollegiate Athletics, was called upon for the report of his committee. Again the Docket Supplement was referred to. The committee voted that members of the swimming team could participate in the National AAU Pan-American tryouts to be held at Yale University, March 20 to 23. It also voted that the hockey team not be authorized to participate in the NCAA Hockey Tournament, March 14 to 16. This was a report for information only and no questions were asked of Mr. Vaughan.

Raymond B. Nixon, professor of journalism and chairman of the Committee on Committees, reported on the results of his committee's survey of faculty interest in membership on Senate and non-Senate committees. A 31 per cent return of the questionnaire was considered by Mr. Nixon to be not discouraging. He suggested that those who did not return questionnaires were too busy with committee work to find time to respond. Of the 535 returned questionnaires, 404 were interested in committee assignments, 118 were not interested, the remaining were too vague to classify. There have also been personal reports made by committee chairmen and members of committees who earnestly desire more or different committee activity. Mr. Nixon suggested that individuals concerned about the activity of committees write or talk to individual members of the Committee on Committees. He remarked that certain issues were somewhat delicate and that confidences would be respected. He suggested that some of the areas needing attention might be improvements in the structure or membership of committees, the need for continuing current committees, and the need for new committees. The work of some committees may be so heavy that they should be subdivided; others overlap in such a way that they may be consolidated. Mr. Nixon said that two more letters were going out from the Committee on Committees. One was to go to department chairmen asking for recommendations—particularly of junior faculty—who might be able and willing

contributors to the work of the Senate. Another letter is going to committee chairmen asking for recommendations as to personnel, meetings, load, and responsibility. He closed his remarks by saying that he had been struck by the number of requests to be relieved of certain committee appointments, particularly the Parking Committee.

John E. Wirtz, professor of physical chemistry, asked Mr. Nixon what he meant by "junior and senior members." Mr. Nixon answered by referring to a report of the American Association of University Professors of 4 years back, in which the distinction was made between these two groups for purposes of pointing out the very slight representation on most university committees by faculty at the instructor and assistant professor level. Many of these people might have time and be interested and bring new ideas to committee work.

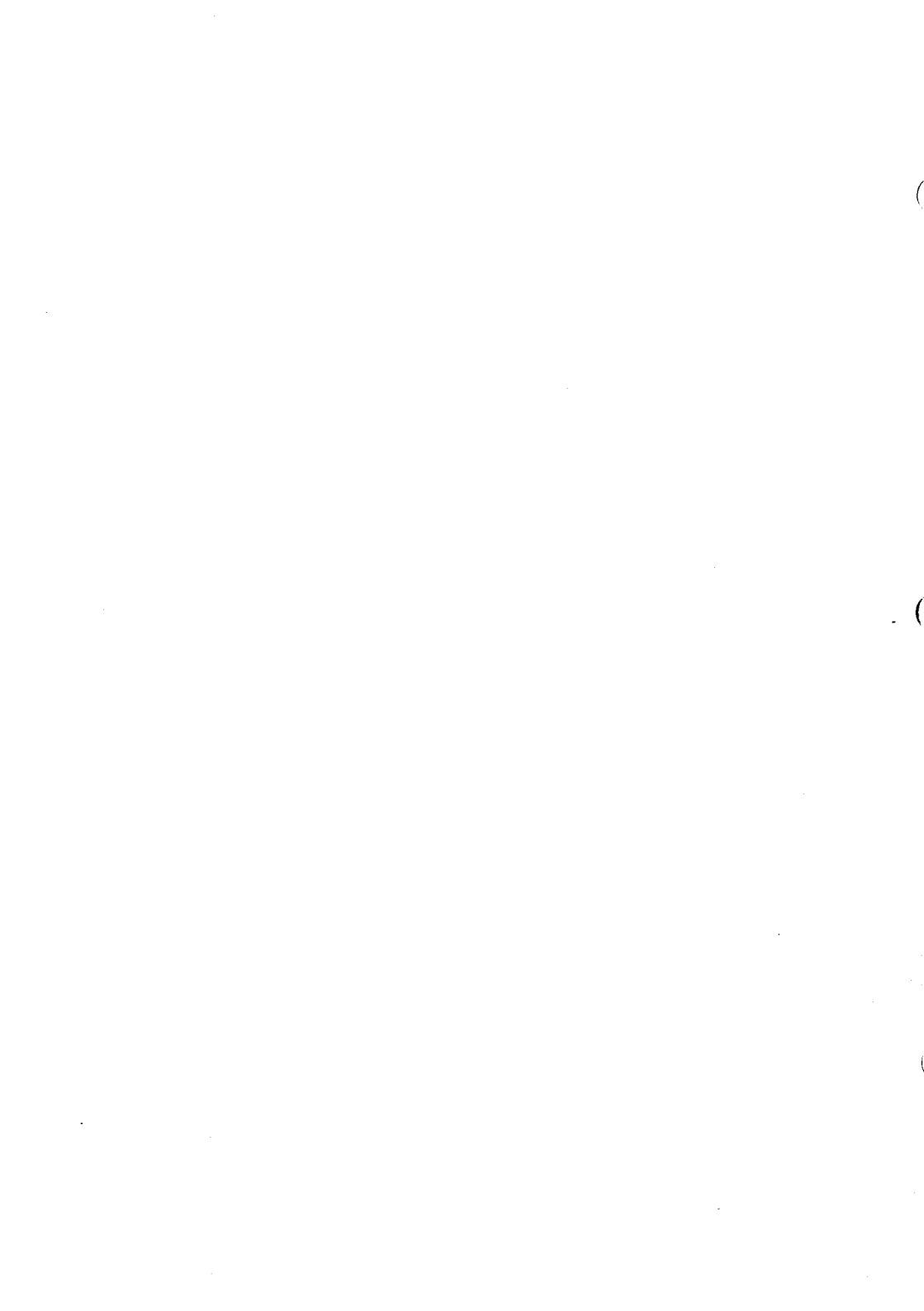
Mr. Wilson asked the Senate if it was interested in his view on the University's situation in the Legislature. Obviously, the Senate was interested and the President outlined his impressions briefly and in general terms. He said that committee hearings had been fair and sympathetic. He commented on the Legislature's problems in meeting budget requests—including those for the building programs and for added staff and salary increases—and mentioned the apparent impact of the passage of Amendment 2 on the Legislature.

Mr. Nixon asked if Mr. Wilson or Mr. McLaughlin would comment on proposed expansion of the University in international areas. Mr. Wilson suggested that before he made a statement he would like to get together with Mr. McLaughlin and to read a report on these activities which had just been put on his desk. Charles H. McLaughlin, professor and chairman of political science, said that it might be possible for him to make a general statement. Mr. Wilson continued to be reluctant to have one made.

Mr. Nixon then clarified the conversation for the rest of the Senate by telling us what the three of them were talking about. Minnesota was 1 of 6 universities selected by the Ford Foundation to expand the exchange of personnel with Latin American countries. This project, already under way, should not be confused with the proposal now before a committee chaired by Mr. McLaughlin. The McLaughlin Committee is considering a much larger area of research encompassing all units of the University. Mr. Nixon thought that because there was confusion between the two enterprises, social science departments had been apathetic in responding to his overtures in connection with the first activity. He simply wanted the fact of the difference brought up and spread among the faculty.

Mr. Wilson then made a fuller explanation of both. He pointed out that almost at the same time that the University began, at the invitation of the Ford Foundation, to plan a long-range program, another Ford Foundation program of exchange with Latin America was actually opened. They should not be confused. The program chaired by Mr. Nixon gave the University staff an opportunity which members should take to get to know people in Latin American countries and also become acquainted with Latin American professors brought to this country. We have responded well to this program and we should.

ELEANOR S. FENTON, Abstracter



UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

May 2, 1963

The fifth regular meeting of the University Senate for the year 1962-63 was held in the Auditorium of Murphy Hall on Thursday, May 2, 1963. Seventy elected members, 9 ex officio members, and 10 nonmembers, total 89, checked or signed the attendance roll as present. Vice Chairman Donald K. Smith presided.

The following items were considered and action taken as indicated.

I. MINUTES OF MARCH 14, 1963

Reported for Action

Approved

II. SENATE ROSTER FOR 1962-63

Reported for Information

Dean E. W. McDiarmid reports that the Senate members of the College of Science, Literature, and the Arts have duly elected Professors Robert Holt and Gardner Lindzey to serve as members of the Senate to fill the vacancies caused by the resignation of Professors Harold Chase and David LaBerge.

Accepted

III. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Action

The plan for University reorganization, adopted by the Senate June 4, 1962, and subsequently approved by the Regents on September 29, 1962, specifies the establishment of an All-University Council on Liberal Education, to be headed by an Assistant Vice President in the Office of the Vice President for Academic Administration. The indicated responsibility of the council is to establish, subject to Senate ratification, "floor" requirements for all Bachelor's degrees, for keeping such requirements under study, for seeing to it that they are effectively carried out, and for proposing changes in policy as the evidence warrants.

The reorganization plan of June 4, 1962, also specified that in 1962-63 the Senate Committee on Education should prepare and present to the Senate for ratification a definition of the membership of the All-University Council on Liberal Education. By letter, dated October 15, 1962, President Wilson requested the Senate Committee on Education to proceed with the discussions looking toward the definition of the membership of the council.

Three basic principles have guided the Committee on Education in arriving at a formula for membership of the council: First, the council

should be a compact, working body. Second, voting membership on the council should include representatives from all major units directly engaged in undergraduate instruction, and said representatives should be members of the teaching faculties. Third, that council members should be appointed by the appropriate administrative heads of designated units.

In proposing to limit the size of the council, the Committee on Education recognizes the strong interest of such units as the Law School and the College of Medical Sciences in liberal education, but concludes that the concerns of these groups can be sufficiently expressed through nonvoting representatives in attendance at council meetings as occasion warrants and that all groups are further represented in the work of the council through membership in the Senate.

The Committee on Education recommends appointment of council members by appropriate administrative heads of units to assure a strong and effective membership, and to effect continuity in the work of the council.

The considerations denoted above are made in cognizance of the fact that the Senate, in elective body, holds final authority in the making of decisions on all policy proposals emanating from the council, thereby assuring the faculty at large a controlling voice in the development of University-wide policy in liberal education.

The Committee on Education therefore recommends the following for Senate action:

1. The All-University Council on Liberal Education shall consist of a chairman and 12 additional members. The chairman shall be the Assistant Vice President for Liberal Education. The 12 voting members shall include 1 representative from each of the following: (a) Division of Humanities, College of Liberal Arts, (b) Division of Social Sciences, College of Liberal Arts, (c) Division of Physical Sciences, College of Liberal Arts, (d) Division of Biological Sciences, College of Liberal Arts, (e) Division of Mathematics and Statistics, College of Liberal Arts, (f) Institute of Technology, (g) College of Agriculture, Forestry, and Home Economics, (h) School of Business Administration, (i) College of Education, (j) University of Minnesota, Duluth, (k) University of Minnesota, Morris, and (l) General College.

2. Selection of the unit representatives shall be made from the teaching faculty by the appropriate associate dean or head of division, in the case of representatives from the College of Liberal Arts, or by the appropriate dean in all other instances.

3. Initially, in order to maintain continuity of council membership, the terms of appointment shall be staggered: four 1-year appointments, four 2-year appointments, and four 3-year appointments. The Assistant Vice President shall designate the original term of appointment for each of the 12 units represented, and shall inform the appointing administrator of his designations prior to the appointment of the first 12 members. Thereafter, the normal tenure of all appointments shall be 3 years.

E. ADAMSON HOEBEL, Chairman

ACTION:

It was voted to amend recommendation 1 to change Mathematics to Mathematics and Statistics and to add the College of Education. (These changes have been incorporated in the report as presented above.)

A motion to amend recommendation 2 to provide that representatives be elected by their respective faculties *failed to carry*.

The report as amended was adopted.

REFERRALS:

By common consent, the Committee on Committees was requested to consider whether or not the All-University Council on Liberal Education should be a Senate Committee.

The Senate also requested the Committee on Business and Rules to determine whether or not there is a constitutional problem in the operation of the council in view of Article VI, Section 2, that provides that "Each faculty . . . shall control the internal affairs and policies of its own institute, college or school"

IV. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

1. Reported for Information

Changes in Conference Legislation

Objections having been filed by other institutions, two proposed changes in Regulation VIII which had been approved by this Senate (Minutes, February 7, 1963, page 61) under the White Resolution procedure were voted on again at the conference meetings on March 7-8, 1963.

a. The Joint Group reaffirmed an amendment of Regulation VIII, Section 6(a), under which members of the Athletic Department staff of a conference institution upon appointment arranged through the principal may visit high schools to consult with administrative officers, student counselors, or coaches. (Adopted by a 6 to 4 institutional vote, Minnesota voting for reaffirmation.)

b. The Joint Group failed to reaffirm an amendment of Section 2 of Regulation VIII under which employees of a conference university who are representatives of its athletic interests would have become authorized to visit (without specified limitations as to numbers of such visits) the home of a prospective student-athlete. (The motion to reaffirm failed by a 5 to 5 vote, Minnesota voting for reaffirmation.)

Accepted

2. Reported for Action

Changes in Conference Legislation

At the meetings of the conference on March 7-8, 1963, two actions were taken under the White Resolution procedure.

a. Amendment of Regulation VIII, Section 2. Subsequent to the action on visitation of homes reported above, the Joint Group voted to amend Regulation VIII, Section 2, so that employees of a conference university who are representatives of its athletic interests will be authorized to contact prospective student-athletes "by one personal visit on behalf of the member institution in the home between December 1 and the first date for the issuance of tenders." This date is now April 1. (Adopted by 6 to 4 institutional vote, Minnesota voting for adoption.)

RECOMMENDATION: That no objection be filed.

Approved

b. Inter-Conference Letter of Intent Plan. "The Inter-Conference Letter of Intent" is designed to give the prospective student-athlete some protection against persistent pressure from recruiters coming from outside the conference in which the student has accepted a tender of financial aid.

If the Intercollegiate Conference approves, its members will participate in implementing the Letter of Intent Plan jointly with the Missouri Valley Conference, the Southeastern Conference, the Atlantic Coast Conference, the Southwest Conference, the Big Eight Conference, and some independent institutions (Pennsylvania State University, University of Pittsburgh, University of Syracuse). Other conferences and institutions may participate later.

The Inter-Conference Letter of Intent may be signed by the prospective student and his parent or guardian on or after May 20 of the year in which he intends to enroll for the fall term. Through his signature the prospective student certifies "my decision to enroll at (*name of institution*) in the fall of 1963. In making this certification I understand:

- "(1). That all members of the cooperating Conferences and institutions (listed on the reverse of this letter) are obligated to respect my decision.
- "(2). That if I elect not to enroll in the above named institution and enroll in another institution which is a participant in this agreement, my athletic eligibility at the institution in which I enroll will be limited in accordance with the regulations outlined on the reverse side of this letter.
- "(3). That this letter will be rendered null and void if I am notified by the admissions officer of the institution named above that I have not met the requirements for admission to that institution in the fall of 1963."

By their signatures the prospective student-athlete and his parent also certify that they have not signed another Inter-Conference Letter of Intent. The Letter of Intent which is submitted to the student-athlete will contain a signed statement by the athletic director of the institution named as to the nature and conditions of aid, if any, which will be initially awarded, subject to meeting entrance requirements. If a student after signing a Letter of Intent, and being admissible, elects to enroll in another institution which is a participant in the Inter-Conference Letter of Intent Plan but not a member of the same conference, his eligibility will be limited to not more than 2 years of varsity competition in any sport.

To implement the Letter of Intent Plan the faculty representatives voted (9, including Minnesota voting yes, 1 abstention) to establish Eligibility Rule 7, Section 4(f).

"(f). Inter-Conference Letter of Intent

(1) After signing an Inter-Conference Letter of Intent with any institution (other than a member of this Conference) which is a participant in the 'Inter-Conference Letter of Intent Plan,' a student-athlete may not represent a Conference institution in intercollegiate athletic competition until he has been in residence therein at least two academic years and is otherwise eligible under Conference rules, and in no event may he represent that Conference institution for more than two years of varsity intercollegiate athletic competition in any sport. This restriction shall not apply to a student-athlete after one year of academic residence at the institution with which he signed an Inter-Conference Letter of Intent.

"(2) After signing an Inter-Conference Letter of Intent with a member of the Conference his eligibility at any other Conference institution in which he should elect to enroll shall be subject to the provisions of Rule 7, Section 4(e).

"(3) It shall be a prima facie violation of this rule on the part of any institution if any of its employees or representatives seeks to induce the enrollment at his institution of any prospective student who has signed the 'Inter-Conference Letter of Intent' with another institution."

RECOMMENDATION: That no objection be filed.

Approved

A. L. VAUGHAN, Chairman

V. REPORT OF THE COMMITTEE ON UNIVERSITY PRINTING AND PUBLICATIONS

Reported for Information

The Senate Committee on University Printing and Publications has asked the various colleges and other units of the University for reactions to its recommended change in the University of Minnesota college bulletin system.

The committee is proposing that the present system be dropped or modified and a new system be adopted. The present system includes: (1) individual bulletins for colleges including the listing of all curriculums and courses and other important information; (2) class schedules; (3) a general information bulletin; (4) special bulletins in several areas; (5) pamphlets on professional opportunities in several fields; and many others.

The proposed system would include: (1) a brief booklet for prospective students; (2) a bulletin of general information; (3) an annual major catalogue or "big book" which would combine all curriculums and course offerings on the Minneapolis and St. Paul Campuses, general information about each college, and some general information about the University; (4) possibly departmental or college reprints of sections of the major catalogue; (5) class schedules; and (6) short illustrated college bulletins. For example, the illustrated bulletin on the "College of Liberal Arts" would tell what liberal arts education is and the general areas covered but would not list courses and curriculums.

The major changes involved are the "big book" idea and the illustrated, more attractive, but shorter college bulletins. The "big book" would be distributed free to advisers, counselors, libraries, etc., and would be placed at points accessible to students. It would be sold to others wanting personal copies. Thus it is likely that few students would have personal copies but would have ready access to the publication. The total edition of the "big book" then might be relatively small.

HAROLD B. SWANSON, Chairman

Accepted

VI. NEW BUSINESS

Vice President Wenberg commented on the progress in the legislature of the University request. See *Appendix*.

VII. NECROLOGY

LEON EUGENE ARNAL

1880-1963

Leon Eugene Arnal, professor emeritus of the School of Architecture, Institute of Technology, was born June 14, 1880, in Mouret, Aveyron, France, and died February 23, 1963, in Minneapolis, Minnesota.

Following his graduation from high school in Marseilles, France, Mr. Arnal attended the Section d'Architecture of the School of Fine Arts in Marseilles. As the recipient of a scholarship from the City of Marseilles, he studied at the Paris Ecole des Beaux Arts from 1899 to 1903; and it was by that institution in 1910 that he was awarded the *Architecte Diplomé par le Gouvernement Français*.

From 1911 to 1914, Mr. Arnal was an assistant professor of architecture at the University of Pennsylvania—interrupting that teaching assignment in 1914 to return to military service with the French Army. For distinguished service as liaison officer to the British Army, he was awarded the British Military Cross.

Mr. Arnal returned in 1919 to the United States to join the staff of the University of Minnesota's School of Architecture; he retired in June 1948. During these same years Mr. Arnal was responsible for the design of numerous public, institutional, and private buildings. The winner of the competition for Monumental Approaches to the Railroad Station in Marseilles, he also was the architect for their construction in 1923.

As a member of the firm Magney, Tusler and Arnal from 1919 to 1934 he designed such Minneapolis structures as the Foshay Tower (1928), the Woman's Club (1927), and the United States Post Office (1934).

Mr. Arnal's achievement was outstanding as an educator. He was appointed as chief critic in design at Minnesota immediately after his return from military service during World War I. His 32 years of teaching established him as one of the most successful of that group of French critics who exerted strong influence upon American architectural training in its formative years.

His mastery of basic principles, his sensitive taste, his respect for the students' ideas, his breadth and flexibility of mind, his deeply philosophical approach, gave his teaching superior and very special quality. Independent of the clichés, both traditional and contemporary, he led his students to develop their powers in the manner and methods of their own time to a degree that won their enduring respect and affection. His influence was a major factor in the growth and development of the University of Minnesota's School of Architecture.

As a practitioner in architecture, his work always was characterized by sound planning, fine proportions, exceptional taste, and refinement of decorative detail.

Mr. Arnal was a Fellow of the American Institute of Architects; a member of the *Société des Architectes Diplomes par le Gouvernement Français* and of its American chapter; member, *Société Academique des Architectes de Lyons*. He was a member of Tau Sigma Delta and Scarab fraternities.

Mr. Arnal is survived by his widow, Mari Righter Arnal, of Minneapolis, Minnesota, and by his brother George Arnal, of Marseilles, France.

ELIZABETH MARY ATKINS

1891-1962

Elizabeth Mary Atkins was born on October 20, 1891, in Sterling, Nebraska, and died on December 19, 1962, in Altadena, California.

She earned a B.A. degree at Nebraska Wesleyan in 1912 and an M.A. at the University of Nebraska in 1914. She undertook additional graduate work at Radcliffe College, transferring after a year to the University of Nebraska, which awarded her the degree of doctor of philosophy in 1920. Between February 1917 and June 1921, she taught in the high school at Lincoln, Nebraska. She was appointed by the University of Minnesota as instructor in English in 1921, and in 1928 she was promoted to the rank of assistant professor.

Miss Atkins was the author of *The Poet's Poet* (Marshal Jones and Co., Boston, 1922), a study of the views held by English poets concerning their function and character; *Edna St. Vincent Millay and Her Times* (University of Chicago Press, 1936), a pioneer work on the poetic renaissance of the early twentieth century; and *Holy Suburb* (Dalton, 1941), a sensitive novel of life in a small college town in Nebraska. In addition, she collaborated with Professor Raymond Crismer in an English verse translation of the medieval Spanish poem, *The Book of Apollonius* (University of Minnesota Press, 1936). Herself a poet of ability, she reviewed volumes of poems for *Poetry, A Magazine of Verse* and wrote several scholarly articles on poetic imagery which appeared in *Publications of the Modern Language Association*. For the last 20 years of her life, despite frail health, she devoted herself to research for an elaborate study of imagery in literature, which unfortunately she did not live to complete.

Shy and seclusive in temperament as she was, Miss Atkins' charm and pungency of expression and her unflinching appreciation of the niceties of style endeared her to students of a literary bent. She taught a course in literary imagery, based on her own research, and also courses in Chaucer, Shakespeare, and advanced composition.

After her retirement in 1960, she moved to Altadena, California, where she lived with a niece, Mrs. Margaret Winbourne. She is also survived by a niece, Mrs. Ford Bishop, of Minneapolis.

THEODORE A. ERICKSON

1871-1963

Theodore A. Erickson, associate professor emeritus, Agricultural Extension Service, and Minnesota's first state 4-H Club leader, died January 30, 1963 at the age of 91.

Professor Erickson was born September 2, 1871, on a farm near Alexandria, Minnesota. Following graduation from Alexandria High School in 1891, he taught rural school for 3 years in Douglas County. In 1894 he was named principal of Ward School in Alexandria.

As circumstances permitted, he continued his formal education, enrolling at the University of Minnesota in 1896. Before he received his Bachelor's degree from the University in 1904 he had taken several years out to study and teach languages at Nebraska Wesleyan University, Lincoln, Nebraska, and to serve as principal of Nelson School in Douglas County for a year. Following his graduation from the University of Minnesota he was elected county superintendent of schools in Douglas County.

His success in working with farm boys and girls as county superintendent of schools resulted in his appointment as rural schools specialist at the University of Minnesota in 1912. The following year he was chosen to head the new program of boys' and girls' club work which the University's Agricultural Extension Service was launching. Thus began a career of 27 years as state 4-H Club leader, working with rural boys and girls. Under his inspiring leadership, by the time of his retirement in 1940, membership in Minnesota 4-H Clubs had grown from zero to 47,000.

Following his retirement from the University he joined the staff of General Mills, Inc., as a consultant on rural life services, a position he held until 1954. He was in great demand as a speaker and as a consultant at youth conferences. He also drew upon his experiences with young people to prepare service booklets for national and international use on various aspects of youth work.

In 1956, his autobiography, *My Sixty Years with Rural Youth*, was published by the University of Minnesota Press. The book provides a first-hand account of the development of the 4-H movement and the remarkable changes that have taken place in rural living.

He was named one of Minnesota's "100 living great" in 1949. During his lifetime he received many other honors, including the Outstanding Achievement Award of the University of Minnesota; the National Distinguished Service Ruby Award of Epsilon Sigma Phi, national honorary Agricultural Extension Service fraternity; the national award of the American Country Life Association for service to rural life; an award from the National Farm Safety Conference for launching the farm safety program. The auditorium in the 4-H building on the State Fair Grounds bears his name—Erickson Hall.

Professor Erickson had a long and illustrious career of service to the youth not only of Minnesota but the whole nation. He was recognized as the dean of the nation's 4-H Club leaders.

A man prominent in Minnesota agriculture paid this tribute to him: "No man has contributed more to this state and been less conspicuous in doing it. His service to agriculture through his work among farm boys and girls cannot be measured in dollars and cents. He has made the farm an increasingly more attractive place in which to live."

Survivors include a daughter Frances who lived with him at 1403 Chelmsford Street, St. Paul; another daughter, Mrs. Michael Grabban, Redding, California; and two sons, Dr. Cyrus C., Memphis, Tennessee, and Dr. Theodore C., Madison, Wisconsin.

JEAN F. PICCARD

1884-1963

On January 28, 1963, Jean F. Piccard, professor emeritus of aeronautical engineering, died of a heart attack at the age of 79. He is survived by his wife Jeannette (Ridlon) Piccard, three sons, John, Paul, and Donald, a sister, Madame Paul Rambert, of Lausanne, Switzerland, and a brother, Dr. Paul, of Lucerne, Switzerland.

Professor Piccard was born on January 28, 1884, in Basel, Switzerland, where his father, Jules, was head of the Department of Chemistry at the University of Basel. He was educated at the Swiss Institute of Technology where he received his degree in 1907 in chemical engineering; in 1909 he was awarded his doctor of natural science from the same institution. He taught at the University of Lausanne from 1914 to 1918. In 1916 he became associate professor at the University of Chicago but returned in 1919 to the University of Lausanne to become a member of the faculty until 1926. In 1926 he became a resident of the United States and a research associate at the Massachusetts Institute of Technology until 1929. Subsequently he worked at the Hercules Powder Company as head of the Chemical Service Department. In 1931 he became a naturalized citizen of the United States and from 1933 to 1936 he was a research associate at the Bartol Research Foundation in Swarthmore, Pennsylvania. In 1936 he came to the University of Minnesota as a lecturer and the following year was appointed professor of aeronautical engineering until his retirement in 1952.

Professor Piccard's interest in balloons stemmed from his collaboration with his twin brother, Auguste, in 1913 when they made their first balloon flight together in Switzerland and were the first to use a free balloon as a physics laboratory. During the World War I period Professor Piccard and his brother served as civilian consultants on captive balloons for the Swiss Army. The 1930's brought Professor Piccard's contributions to the forefront: in 1933 he designed a stratosphere gondola for the Dow Chemical Company; the following year he and Mrs. Piccard ascended to the height of 57,000 feet; and in 1936 he experimented with radio equipped balloons, using the University of Minnesota football field for launching purposes, and made the first plastic balloon flight. One of his helpers in the Minnesota project was Robert Gilruth, who was then a graduate student in aeronautical

engineering and is now NASA's director of Manned Space Flight Programs. During this period Professor Piccard also introduced a course on the physics of the atmosphere at the University of Minnesota and successfully completed a flight using a hundred balloons tied to a metal gondola. Professor Piccard also designed and constructed multiple-balloon units, one completed in 1947 having a capability for performing studies up to 100,000 feet on atmospheric physics and chemistry, with particular reference to cosmic rays. The formation of several balloon manufacturing companies in the Minnesota area resulted from Professor Piccard's pioneering work as did, also, the development of an active atmospheric physics research program at the University of Minnesota.

Professor Piccard received a silver medal and prize in 1909 for his work on the meri-quinoid compounds; he was honored by being named one of Minnesota's 100 living great, by honorary degrees from Jamestown College in North Dakota and from Southern Illinois University, by the American Meteorological Society for pioneering work in developing balloons for high altitude research, by the Midwestern Region of International Chaparral Poets, and in 1935 by an "Award of Merit" from the National Aeronautics Association for his stratosphere flight in 1934. He has been listed in the *Encyclopaedia Britannica* since 1961 and several American *Who's Who*.

Professor Piccard's hobbies and interests included sailing, skiing, mountain climbing, riding in blimps and airplanes. He spent much of his retirement period at his cabin retreat on Lake Vermilion. During this same period both he and Mrs. Piccard were part-time teachers at the St. Paul's Episcopal Day School.

He is one of the rare few for whom the term "pioneer" is truly appropriate. He not only pioneered in new thoughts on research devices and techniques but had the courage to follow through with experiments which involved considerable personal risk to himself and his family. But perhaps more important, he was a pioneer in the sense that he had the foresight to identify an area of research which seemed remote at the time but which history has now proved to be crucial. And having embarked on his life's work he proceeded with enthusiasm and ingenuity to make significant contributions in his long and distinguished career.

Professor Piccard's professional life was devoted to reaching for the unknown. Yet he always maintained a lively interest in education at all levels. He was a source of inspiration for students of all ages, but to observe his interaction with the very young was always a delightful experience.

HARRY BURGESS ROE

1876-1962

Harry Burgess Roe, professor emeritus, University of Minnesota, passed away November 27, 1962.

A native of Minnesota, he was born June 1, 1876, in Afton, Washington County, Minnesota, and graduated from Stillwater High School in 1893. He enrolled in a science curriculum at the University of Minnesota in September 1894 and, after finishing the freshman year, taught country school for a year before re-entering the University to continue his studies that were again interrupted in January 1899 when he began employment in railroad engineering. He worked with the Minneapolis and St. Louis and the Great Northern Railway Companies and was engaged principally in field work. From August 1905 to November 1907 he was in charge of 135 miles of construction on the Grand Trunk Pacific in Canada.

He completed undergraduate work at the University and received the B.S. degree in engineering in 1908. In 1934 he was awarded the M.S. degree in civil engineering and in 1936 the professional C.E. degree, all at the University of Minnesota.

Professor Roe joined the staff of the College of Agriculture as instructor in mathematics in 1908. He earnestly devoted himself to the development of a course in mathematics which would be a terminal course for students in agriculture and in forestry. This resulted in the publication (in 1928) of the text, *Mathematics for Agriculture and Elementary Science*, of which he was the senior author.

For the next 10 years, Mr. Roe acted as Agricultural Experiment Station surveyor. In 1915 he took over the teaching of surveying to students in forestry.

In 1911 he made the preliminary survey, design, and estimate of the proposed new sanitary trunk sewer to connect the St. Paul Campus with the St. Paul sewer system and in 1912 he supervised its construction. In 1913 he made surveys, plans, and estimates and supervised construction of the intercampus trolley line.

With the development of the Division of Agricultural Engineering, Professor Roe assumed responsibilities for teaching and research in the field of soil and water conservation engineering.

Mr. Roe served as acting chief of the Division of Agricultural Engineering during the 1938-1939 academic year.

During the latter part of his tenure at the University he contributed significantly to the development of the professional agricultural engineering curriculum in co-operation with the College of Engineering. He also made important contributions in starting agricultural engineering research work in the Agricultural Experiment Station and initiated agricultural engineering offerings in the Graduate School.

Following retirement from the University faculty he served consecutively as engineering specialist with the United States Army Engineers and the United States Soil Conservation Service at Portland, Oregon.

He was author of two books in his technical field: *Moisture Requirements in Agriculture* and *Engineering for Agricultural Drainage* (with Quincy C. Ayres). He also contributed liberally to the literature in drainage research through bulletins published in the Institute of Agriculture and technical papers in the *Agricultural Engineering Journal*.

He was a fellow in the American Society of Agricultural Engineers. In 1926-1927 he served as chairman of the Land Reclamation Division and was chairman of the Meetings Committee in 1930-1931. He was a member of Phi Beta Kappa, Sigma Xi, and Gamma Sigma Delta, and a registered professional civil engineer.

Surviving are 2 daughters and 2 sons: Mrs. Marion Roe Corkett, Bend, Oregon; Dorothy Dunning Roe, head of Recreational Therapy, State Hospital for Mentally Ill, Pontiac, Michigan; John Huntington Roe, electrical engineer, Radio Corporation of America, Passaic, New Jersey; Charles Parker Roe, senior research chemist, United States Rubber Company, Wayne, New Jersey. There are 6 grandchildren and 7 great-grandchildren. Mrs. Roe passed away January 5, 1961.

CHARLES F. SHOOP

1878-1963

Charles Franklin Shoop, professor emeritus of mechanical engineering, died February 24, 1963, at his home in Minneapolis.

Professor Shoop was born May 24, 1878, in Bainbridge, Pennsylvania. He graduated from Harrisburg Academy in 1897, and from Pennsylvania State College with a bachelor of science degree in mathematics in 1901 and again with a bachelor of science degree in mechanical engineering in 1904. He frequently recorded his nationality as Pennsylvania Yankee.

Professor Shoop joined the faculty of the University of Minnesota as an instructor in mechanical engineering in 1905, following a period of 1

year as an instructor in mathematics and an assistant in physics at Pennsylvania State College. In 1909 he was promoted to the rank of assistant professor, in 1919 to associate professor, and in 1925 to professor and held this rank at Minnesota until his retirement.

Professor Shoop was beloved by his many students whose professional careers have now taken them to every corner of the land. His professional activities did much toward the early building of mechanical engineering and engineering at the University of Minnesota and one of his textbooks is still quite widely used throughout the country. He was devoutly religious and his community activities included membership on the Board of Directors of the Northwestern Bible School as well as the presidency of the Bethel Mission of Eastern Europe. Professor Shoop was also an amateur magician of considerable skill and his performances will long be remembered in the Twin Cities area.

Charles F. Shoop was scholarly, witty, and wise and will long be remembered with both affection and admiration.

ARTHUR N. WILCOX

1898-1963

Arthur N. Wilcox, professor of horticulture, died of a heart attack February 26, 1963, at the age of 64. He had been on the University staff for more than 40 years. He was stricken while at work at his desk in the Horticulture Department on the St. Paul Campus.

Professor Wilcox had become internationally known for his work in developing small fruits and apricots for northern climates and for his genetic studies in stone fruits and small fruits. In addition to his fame as a fruit breeder, he became well known in Minnesota as a public lecturer.

Since 1953 he had directed all fruit breeding work at the University's Fruit Breeding Farm near Excelsior. He was responsible for such recent fruit introductions as the Earlimore and Trumpeter varieties of strawberries. He was the first scientist in the United States to use inbreeding in development of strawberry varieties.

In 1933 he was granted a National Research Council fellowship in biological sciences for a year's work and study of fruit breeding problems under world-famous horticulturists in Switzerland and at the John Innes Horticultural Institution in England.

As chairman of the Committee on Preservation of Natural Conditions of the Minnesota Academy of Science, he played an important role in the establishment of the Cedar Creek Natural History Area, a joint project of the Academy and the University, dedicated to scientific study of plant and animal life. From 1954 to 1962 he served as its director.

Professor Wilcox had been on the University staff since 1920, first as a graduate assistant in agronomy and plant genetics. He was a Caleb Dorr graduate fellow in agriculture in 1921-1922. After receiving his Master's degree in June 1922, he was appointed instructor in horticulture. In 1929 he received the doctor of philosophy degree and was advanced to the rank of assistant professor. He was promoted to associate professor in 1944 and to professor in 1954.

Many of his former graduate students now hold important positions in horticulture in universities and experiment stations in the United States, Canada, and many foreign countries.

A native of Wisconsin, Professor Wilcox was born in Waterloo, Wisconsin, May 21, 1898, and was graduated from the University of Wisconsin in 1919.

He was a fellow of the American Association for the Advancement of Science and held memberships in the American Society for Horticultural Science, the Minnesota Academy of Science, Sigma Xi, Alpha Zeta, Gamma

Alpha, Gamma Sigma Delta, and Pi Epsilon Delta. He was vice president of the Minnesota Academy of Science in 1949-1950 and was its president in 1950-1951. He had also served as chairman of the Great Plains Section of the American Society for Horticultural Science.

He is survived by his widow, Florence; a daughter, Susan, of River Falls, Wisconsin; and two sons, David, of Deer River, and James, of Long Beach, Mississippi.

Memorial services were held in the St. Anthony Park Methodist Church on March 1, 1963.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

Appendix

ABSTRACT OF DISCUSSION

In the absence of President Wilson, Donald K. Smith, professor and chairman of speech and theater arts and vice chairman of the Senate, presided.

Stuart W. Fenton, professor and head of chemistry, presented the report of the Committee on Education, item III on the Docket. He told the Senate that the report was further implementation of the reorganization plan of 1962. He emphasized the principles outlined in the report, and pointed out that the original intent of having a large Council on Liberal Education would have resulted in simply having another Administrative Committee, minus the "business people." The Committee on Education therefore devised a small working faculty body which is encouraged to invite visitors. If the council was to have the final say on general education requirements, it would have to be bigger. Since it reports to the Senate, which then acts on its reports, it need not represent every unit with an interest in undergraduate education, although it does represent the major units granting the Bachelor's degree.

William P. Martin, professor and head of soil science, reported that the College of Veterinary Medicine felt strongly that it wanted representation. Was there, asked Mr. Martin, any consideration given to a rotating membership for smaller units? Mr. Fenton said there was not; that the chances of a unit's representatives being on the council at exactly the time that unit might be involved were slight. He pointed out that units such as Veterinary Medicine could send representatives to the council when matters of concern were under discussion.

Horace T. Morse, professor and dean of the General College, asked if there might be a constitutional problem here. The council was not to be appointed in the manner usual to a Senate committee, yet it was to report to the Senate. Mr. Fenton thought it might be quite appropriate to make the council a Senate committee.

Robert H. Cameron, professor and chairman of mathematics (SLA), wanted to know if section 1.e. was correct. Should it not be the Division of Mathematics and Statistics? Mr. Smith thought Mr. Cameron was probably right, that the Senate should assume the Docket to be in error and correct it.

John A. Buttrick, professor and chairman of economics, remarked that the Senate was not to interfere with the internal affairs of any college. If we pass this, then we must revise the Constitution. He suggested that the Committee on Business and Rules work out a revision. Mr. Smith said he thought both the words "internal" and "interference" were sufficiently ambiguous so as not to have caused the question to come up before, even though the whole of Senate action on University reorganization affected many colleges. He asked Mr. Buttrick if it would be all right if the Committee on Business and Rules should not just examine the question of whether or not a Constitutional issue existed.

Leonid Hurwicz, professor of economics, wanted to know why members of the council were not to be elective (remarking that the explanation might have come earlier while he was attempting to cross the bridge). Why were they more beatified by being appointed? Mr. Fenton replied that it was the committee's opinion that the unit representative must have the full confidence of the unit's administrator.

The history of this University, said Mr. Hurwicz, was that curricular bodies were elective, administrative bodies appointive. Under the proposed plan, the faculty becomes too far removed. Mr. Fenton answered this by referring again to the fact that the council reported to the elected Senate.

Sherwood O. Berg, professor and head of agricultural economics,

pointed out that if the council becomes a Senate committee, it becomes appointive subject to provisions of the Committee on Senate Committees procedures. (This is not necessarily true; a special method of selection could be written into the Constitution.)

Mr. Morse said that "it might make Leo happier" to remind him that representatives on the council must be from the teaching faculty.

Mr. Hurwicz moved that section 2 be amended to provide that the unit representatives be elected from and by the teaching faculty, subject to the approval of the appropriate administrative officer.

Allan H. Brown, professor of botany, wondered why "subject to the approval" of anyone. In fact, did this not destroy the intent of the amendment? Mr. Smith remarked that he, too, thought it was something of an anomaly. Mr. Hurwicz, with the approval of his seconder, reworded his amendment to omit the reference to approval by an administrative officer.

Mr. Morse, concerned in his capacity as a member of the Committee on Senate Committees, said that the Hurwicz motion would make the council even more different than any other committee—if it became a Senate committee.

Mr. Smith said that without attempting to influence the Senate he would like to recapitulate the arguments presented by Mr. Fenton. The two major arguments of the Committee on Education were that this was to be a policy recommending—not a policy making—body; and that the unit representatives had to have the confidence of their deans or administrative heads. The vote on the Hurwicz amendment was taken and it failed, narrowly. The vote on the report itself passed. Mr. Smith observed that with the report passed, the Senate still wished the Committee on Committees to study the status of the council as a committee reporting to the Senate, and the Committee on Business and Rules to study the constitutional issue, if any, in Senate actions on policy in liberal education.

Item IV on the Docket, the Report of the Committee on Intercollegiate Athletics, was presented by Alfred L. Vaughan, committee chairman and professor and associate dean of the General College. On section 2a he explained that the first time the issue of visits to homes of prospective student athletes came up, there was no limit to the number of visits allowed. When conference representatives took the recommendation to their faculties, it was turned down on a tie vote. Now the recommendation is that visits be limited to one; conference representatives have adopted it; and faculties are being asked for approval, under the motion that no objection be filed.

Joseph G. Gall, associate professor of zoology, asked Mr. Vaughan if he could be more specific than to say that the reason for the failure to re-affirm *presumably* was on the number of visits. Mr. Vaughan turned the question to Max O. Schultze, faculty representative to the Western Conference and professor of agricultural biochemistry. Mr. Schultze said that he could not be specific; it appeared that this was the reason, since only one vote was changed (from a 5 to 5 tie, which is losing, to 6 to 4). Sometimes, according to Mr. Schultze, a representative will vote for what seems like a good proposal so that it may go back to faculties and be tested. (You recall that under the White Resolution procedure, conference votes always go back to faculties for affirmation or not, as the faculties choose.)

Mr. Gall thought that the change from unlimited visits to one visit was trivial. His point was that the fact that at the same meeting, on the same day, a 5 to 5 vote switched to a 6 to 4 vote, looked like faculty control was being lost. Mr. Schultze replied that after the 5 to 5 vote, Michigan State offered the "one visit" amendment and then the vote was 6 to 4; it therefore seemed clear that a new proposal was being tested. The motion that no objection be filed on section 2a passed with a few dissenting votes.

The second recommendation, 2b, was explained by Mr. Schultze as a protection for both the student and the institution. An Inter-Conference Letter of Intent, signed by a prospective student, will keep other institu-

tions from pursuing him and will prevent him from competing athletically for another institution if he breaks his intention.

Francis M. Boddy, professor and associate dean of the Graduate School, said he could not resist comparing this proposal to a joint undertaking of some 40 graduate schools, where the intent was clearly the opposite of this one. The device of the graduate schools is intended to help and protect the student, while this proposal seems designed principally to protect the institutions.

John E. Wertz, professor of physical chemistry, said he was sympathetic with the purpose of the letter of intent, but would there not be a temptation for visitors to press the signing of letters with prospects as early as possible? Mr. Wertz got no answer. The vote was taken and the motion that no objection be filed was passed.

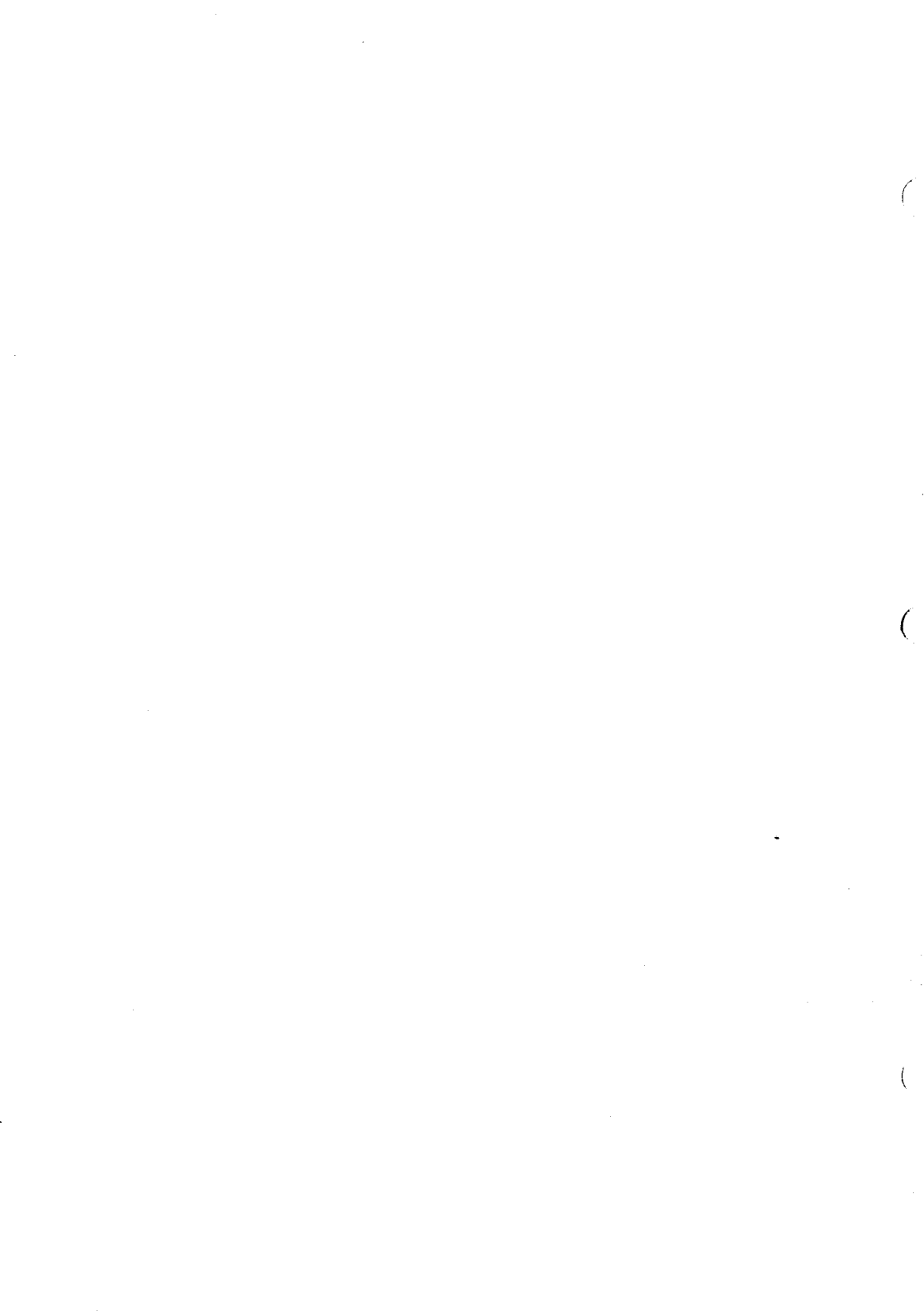
Mr. Smith then called upon Stanley J. Wenberg, vice president for educational relationships and development, asking him to report to the Senate on the state of the legislative request. Mr. Wenberg made a brief, compact, and meaty report, replete with telling details. The conference committee of the two houses met for the first time the morning of this Senate meeting. The Senate allotment of 5 includes 4 from state college communities. This may have been done because the House bill was tough on the state colleges. It is possible that the "University at Mankato" idea could be written in, but Mr. Wenberg felt that since it was such a large issue, most legislators thought it needed more consideration than has been given it. There are 56 new members in the House, each reflecting his electorate and his campaign platform. Most are committed by these to no new taxes; hence there will be no new money. Higher education is undoubtedly the "favorite son" of this session, in terms of money available. Of the 22 million dollars total for the state building program, 18 is marked for higher education. The appropriation, providing a 10 million dollar raise over last session, will mean 300 new staff and 240 new civil service positions. No legislature will write in a tuition increase, but it is implicit. The Senate bill is less advantageous for the "specials" (usually in agriculture, medicine, graduate) than is the House bill.

Mr. Wertz asked what was "sure" in the building bill. Mr. Wenberg replied that the 4.2 million for the West Bank library was in both bills, as was the addition to the agricultural biochemistry building. Otherwise they were different. Remarking that he was not a political scientist but he liked to speculate on why the legislature did certain things, he told how the House bill was ready a week before the Senate bill, but was held up until the Senate bill was out. He thought it was because the House bill was weak, but the leadership did not want to go through the process of floor amendment. If it was held until the Senate bill was out, House members would see that amending could be done in conference.

Harold B. Swanson, professor of agricultural journalism and chairman of the Committee on University Printing and Publications, presented a committee report for information. He asked that each college staff discuss it, calling upon members of his committee for more information or to join in the discussion. The subcommittee preparing the report consisted of William L. Nunn, John Ervin, Jr., and Harold Wilson. He showed samples of an all-university major catalogue and of short, illustrated, promotional college literature.

Robert T. Holt, associate professor of political science, asked why the proposal was being made. Mr. Swanson said there was much duplication and waste in present procedures. Some courses were listed many times, and there was duplication in distribution. Furthermore, the major catalogue would be far handier for high school and other counselors than the 27 or 28 bulletins we now have.

ELEANOR S. FENTON
Abstracter



*Senate Committee
start on page 102*

Year 1962-63

No. 6

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

June 6, 1963

The sixth regular meeting of the University Senate for the year 1962-63 was held in the Auditorium of Murphy Hall on Thursday, June 6, 1963. Seventy-two elected members, 9 ex officio members, and 11 nonmembers, total 92, checked or signed the attendance roll as present. President Wilson presided.

The following items were considered and action taken as indicated.

I. MINUTES OF MAY 2, 1963

Reported for Action

Approved

II. SENATE ROSTER FOR 1963-64

Reported for Information

I. Elected Members

^o Unit	Term	^o Unit	Term
Abbe, Ernst C.	12 63-65	Chipman, John S.	12 63-64
Abraham, Roland H.	01 63-66	Clark, John W.	12 63-66
Allen, Harold Byron	12 63-65	Collier, R. O., Jr.	06 63-65
Allred, Evan R.	01 63-64	Cooperman, David	12 63-64
Anderson, Gaylord W.	10 63-66	Cutkomp, Laurence K.	01 63-66
Armstrong, W. D.	10 63-64	Dahl, A. Orville	12 63-66
Auerbach, Carl A.	09 63-66	Darley, John G.	12 63-66
Barnum, Cyrus P., Jr.	10 63-66	Davidson, Emmett	05 63-65
Beck, Robert H.	06 63-66	Dawson, James R., Jr.	10 63-65
Benson, Ellis S.	10 63-64	Dettmann, John A.	05 63-64
Berman, Hyman	12 63-64	Donnelly, Richard J.	06 63-66
Berninghausen, D. K.	12 63-64	Downs, Allen	12 63-66
Blatherwick, Allan	13 63-64	Dugan, Willis E.	06 63-65
Borchert, John R.	13 63-66	Eckert, Ruth E.	06 63-64
Brasted, Robert C.	13 63-64	Edson, William H.	06 63-65
Breckenridge, W. J.	12 63-64	Edwards, Marcia	06 63-66
Brodbeck, May	12 63-64	Ehlers, Henry J.	05 63-64
Brownlee, Oswald H.	12 63-64	Engene, Selmer A.	01 63-65
Cameron, Robert H.	12 63-65	Esteros, Gertrude A.	01 63-65
Cartwright, Paul	13 63-65	Feigl, Herbert	12 63-66
Cashman, Paul H.	01 63-66	Fenton, Eleanor S.	07 63-66
Chavert, Henry M.	10 63-66	Fenton, Stuart W.	13 63-65
Chambers, Clarke A.	12 63-65	Flaccus, Edward	05 63-66

* Unit Code: (01) Agriculture, (02) Business Administration, (03) Veterinary Medicine, (04) Dentistry, (05) Duluth, (06) Education, (07) Extension Division, (08) General College, (09) Law, (10) Medical Sciences, (11) Pharmacy, (12) Liberal Arts, (13) Technology, (14) Mayo Foundation, (15) Morris.

2

	*Unit	Term		*Unit	Term
Fleeson, William	10	63-64	Mork, Gordon M. A.	06	63-65
Francis, Roy G.	12	63-64	Munson, Shirley T.	01	63-64
French, Lyle	10	63-66	Murray, Murray J.	10	63-64
Fritz, Edna L.	10	63-64	Ney, Edward P.	13	63-66
Gault, N L, Jr.	10	63-66	Nier, Alfred O. C.	13	63-66
Gerald, James E.	12	63-64	Nixon, Raymond B.	12	63-65
GISVOLD, Ole	11	63-66	Nylund, Robert E.	01	63-64
Glick, Wendell P.	05	63-65	O'Connor, Paul R.	13	63-64
Goetz, Frederick C.	10	63-64	Pattison, Walter T.	12	63-66
Good, Robert A.	10	63-66	Pfleider, Eugene	13	63-66
Goodding, John A.	01	63-64	Plumb, Valworth R.	05	63-66
Graham, Kenneth L.	12	63-65	Ramras, Herman	12	63-66
Griffiths, Henry J.	03	63-64	Rapson, Ralph E.	13	63-66
Hansen, F. Lloyd	07	63-65	Reed, Sheldon C.	12	63-66
Hansen, Henry	01	63-66	Reynolds, Maynard C.	06	63-64
Hanson, Lester E.	01	63-66	Rinke, Ernest	01	63-66
Hastings, Donald W.	10	63-66	Rogers, William C.	07	63-64
Hoebel, E. Adamson	12	63-65	Ross, Ralph G.	12	63-65
Holland, Mellor R.	04	63-66	Sandalow, Terrance	09	63-65
Hueg, William, Jr.	01	63-65	Schramm, Lee Clyde	11	63-65
Hustrulid, Andrew	01	63-65	Schultze, Max Otto	01	63-65
Ibele, Warren E.	13	63-66	Seltzer, George	02	63-65
Imholte, John Q.	15	63-66	Shapiro, George	12	63-64
Isaacson, Robert J.	04	63-65	Shepherd, William G.	13	63-65
Isbin, Herbert S.	13	63-66	Shoffner, Robert N.	01	63-64
Jackson, W. Carl, Jr.	12	63-66	Sibley, Mulford Q.	12	63-66
Jaeger, Eloise	06	63-64	Smith, Marvin E.	01	63-64
James, Harold L.	13	63-66	Snyder, Leon A.	01	63-65
Johnson, Victor	14	63-66	Spink, Wesley W.	10	63-64
Jordahl, Edna K.	01	63-64	Sprague, Randall G.	14	63-65
Jordan, Richard	13	63-65	Stecklein, John E.	06	63-66
Kalisch, Gerhard K.	12	63-64	Stein, Burton	12	63-66
Keller, Robert J.	06	63-65	Steinmann, Martin	12	63-64
Kernkamp, Milton F.	01	63-66	Sullivan, W. A., Jr.	10	63-65
Kersten, Miles S.	13	63-64	Swalin, Richard A.	13	63-64
Kidneigh, John C.	12	63-65	Swanson, Gordon I.	06	63-64
Kingsley, James, Jr.	12	63-65	Tamminen, Armas	05	63-65
Klinger, Eric	15	63-65	Terrell, D. Burnham	12	63-65
Koehler, Fulton	13	63-65	Turnbull, John G.	12	63-64
Kwiat, Joseph J.	12	63-64	Turrittin, Hugh L.	13	63-64
Lazan, Benjamin J.	13	63-65	Ulstrom, Robert A.	10	63-65
Lazarow, Arnold	10	63-65	Varco, Richard L.	10	63-66
Learn, Elmer W.	01	63-66	Verrill, John E.	05	63-64
Lepp, Henry	05	63-66	Warschawski, S. E.	13	63-66
Lillehei, Richard C.	10	63-65	Watson, Cecil J.	10	63-64
Lipscomb, Paul R.	14	63-64	Watson, Dennis W.	10	63-65
Loken, Keith I.	03	63-65	Wernitz, James H., Jr.	13	63-64
Low, Donald G.	03	63-66	Wertz, John E.	13	63-65
Lupton, Jeanne T.	08	63-65	Wickesberg, Albert	02	63-65
McCutcheon, G.	08	63-66	Wilcoxson, Roy D.	01	63-64
McKay, Gerald R.	01	63-65	Wilk, Roger E.	06	63-64
McLaughlin, C. H.	12	63-65	Williams, C. A., Jr.	02	63-66
Miller, R. Drew	14	63-66	Winchell, C. Paul	10	63-65
Moen, Norman W.	08	63-64	Witzig, Frederick T.	05	63-65

* Unit Code: (01) Agriculture, (02) Business Administration, (03) Veterinary Medicine, (04) Dentistry, (05) Duluth, (06) Education, (07) Extension Division, (08) General College, (09) Law, (10) Medical Sciences, (11) Pharmacy, (12) Liberal Arts, (13) Technology, (14) Mayo Foundation, (15) Morris.

2. Ex Officio Non-Voting Members

Administrative Committee: Membership of the Administrative Committee will be reported at the November meeting.

Accepted

III. REPORT OF THE COMMITTEE ON SENATE COMMITTEES

1. Reported for Information

Senate Committees

The By-Law placing the Committee on Senate Committees upon an elective basis specifies that the committee "shall review the number and scope of the standing committees of the Senate and shall make appropriate recommendations thereon to the Senate." The committee also is required to "assist the President in his appointment of committees by furnishing him with a slate of twice the number of faculty members to be appointed . . . each standing committee, giving due consideration to geographical representation from the various collegiate campuses of the University when this is appropriate, to the number of Senate committees the faculty member is already serving, to the principle of rotation of such assignments, to the recommendations of the respective committee chairmen, and to availability to serve if appointed." Another principle emphasized in the studies and the discussion that preceded the adoption of the new By-Law is the desirability of drawing more junior staff members (assistant professors and instructors) into all-University committees. This is regarded as a means both of giving younger faculty members a part in shaping University policies and of developing their potential for future contributions to the University in even more important assignments.

The foregoing have been the guidelines of the Committee on Senate Committees during its first year of operation as an elected body. Since it seemed impossible to "review the number and scope" of Senate committees adequately without looking also at the large number of other all-University committees, it was agreed with the President that in this first year, at least, we should survey interest in non-Senate as well as Senate committees. Early in February, therefore, the committee circulated a questionnaire regarding both types of committees to all of the nearly 1,800 faculty members holding regular appointments. More than 550 replied. Of this number 422, or 23 per cent of the total faculty, expressed a definite interest in the work of one or more all-University committees. The number thus expressing a willingness to serve on particular committees, if appointed, included 300 from the senior staff and 117 from the junior staff.

Senate committees drawing the most expressions of "strong interest" were, in order, the Committee on Education, the Library Committee, and the Committee on Faculty Welfare. When the individuals expressing a "mild" interest are combined with those in the "strong" interest column, the number checking each of the 15 Senate committees was as follows: Education, 166; Faculty Welfare, 125; Library, 118; Institutional Research, 110; Institutional Relationships, 106; Student Scholastic Standing, 93; Audio-Visual Aids, 91; University General Extension, 90; Intercollegiate Athletics, 89; Student Affairs, 80; University Printing and Publications, 73; University Functions, 65; Reserve Officers' Training Corps, 30; Judicial, 22; and Business and Rules, 20. The fact that relatively few faculty members showed an interest in serving on the latter two committees does not, of course, imply any unawareness of the highly important services that these committees render.

Of the 48 non-Senate committees included in our survey, the 19 with more than 60 faculty members expressing either a "strong" or a "mild"

interest in their work were: Committee on Foreign Students, 154; General Research Fund Advisory Committee, 118; Advisory Committee on Programmed Learning, 110; Single-Quarter Leave Committee, 98; Scholarship Committee, 93; Radio-Television Policy Committee, 89; Group Insurance and Retirement Committee, 87; Board of Admissions, 85; Committee on Summer Research Appointments, 81; Television Program Advisory Committee, 80; Parking Advisory Committee, 79; SPAN Committee, 76; Advisory Committee on Space Allocation and Use, 75; Committee on Testing for Admission and Orientation, 73; Minnesota Program of Continuing Education for Women—Advisory Committee, 69; Committee on Student Behavior, 67; University Advisory Committee on Computer and Tabulating Facilities, 65; Committee on University Honors, 64; and Public Relations Committee, 64.

Inasmuch as only 31 per cent of the faculty had answered our questionnaire, the committee next sent each chairman of an all-University committee a list of those who had expressed an interest in his committee. The chairman was requested to go over the list—if possible with his committee—and to add to it the names of other individuals who were known by him to be interested and willing to serve on the committee. The chairman also was asked to check the names of those whom he or the committee endorsed particularly for appointment. Such lists and endorsements were received from all 15 of the Senate committees, and from all the 48 non-Senate committees except 5. Four of the 5 not replying are merely advisory committees to highly specialized University departments or agencies, while the fifth—the Committee on Defense Mobilization—is one for which, happily, no need has arisen in recent years.

As a final step toward making our survey complete, the committee sent a letter to each departmental chairman in the University and to each individual member of an all-University committee, inviting them to send us further nominations for appointments to specific committees and also suggestions as to possible ways in which the functioning of all-University committees might be improved. The information obtained from these additional sources has been quite helpful.

On the basis of all the replies received to its inquiries, the committee now has submitted to the President a panel of twice the number of faculty members to be appointed to each of the present standing committees of the Senate. We also have submitted panels for two other appointive committees which we believe should become standing committees of the Senate. On each panel except those which are largely ex officio, or which clearly should be drawn from the senior staff, we have included a number of nominees from the junior faculty. While the number of places to be filled is limited, and while only half of the number nominated can be appointed, the committee believes that the principles outlined by the Senate for our operations are sound, and that the procedures now being followed, while time-consuming, will result eventually in the better functioning of all-University committees.

Non-Senate Committees

The Committee on Senate Committees now has completed and submitted to the President its review of all University committees other than those reporting to the Senate. This review has included the 44 non-Senate committees reported in the Senate *Minutes* for November 1, 1962, plus 4 others in which our faculty survey revealed wide interest: the Committee on Closed-Circuit Television, the Advisory Committee on Programmed Learning, the Committee on Public Relations, and the Committee on Testing for Admission and Orientation.

As noted above, two of the existing non-Senate committees—The Board of Admissions and the Committee on Closed-Circuit Television—together

with the new All-University Council on Liberal Education have been recommended for establishment as Senate committees.

We are recommending to the President that the remaining 46 non-Senate committees on our list be divided into 2 groups: (1) those which clearly have all-University functions to perform, and (2) those which might be regarded, in our judgment, as advisory to certain specialized offices or agencies. We also are recommending that the three existing committees in the field of broadcasting (not including Closed-Circuit Television) be combined. We are now suggesting that the names of several other committees be changed slightly.

If our recommendations are adopted, then the following non-Senate committees and boards would be regarded as "all-University committees":

- Civil Service Committee
- Committee on Computer and Tabulating Facilities
- All-University Conference Center Committee
- Convocation Advisory Committee
- Defense Mobilization Committee
- University Committee on Fees
- Committee on Foreign Students
- Group Insurance and Retirement Committee
- Committee on University Honors
- Judiciary Council, All-University
- Minnesota Program of Continuing Education for Women—Advisory Committee
- Parking Advisory Committee
- Press Committee, University
- Committee on Programmed Learning
- Public Relations Committee
- Radio-Television Policy Committee (absorbing Radio Advisory Committee for KUOM and Television Program Advisory Committee)
- Schedule Committee, University
- Committee on Scholarships, University
- Single-Quarter Leave Committee
- Committee on Space Allocation and Use
- Committee on Student Behavior
- Committee on Summer Research Appointments
- Summer Session Advisory Committee
- Committee on Testing for Admission and Orientation
- University College Committee

Under the same plan, the following committees and boards would be regarded simply as advisory to certain offices or agencies:

- Advisory Committee on University Art Collections
- Band Committee
- Dight Institute Advisory Committee
- General Research Fund Advisory Committee (Graduate School)
- Hormel Institute Board
- Industrial Relations Center Faculty Committee
- Itasca Forestry and Biological Station Advisory Committee
- Memorial Fund Committee, University of Minnesota
- Minnesota Center for the Philosophy of Science—Advisory Board
- Patent Committee
- Placement Committee, All-University
- Public Administration Center Advisory Committee
- Radiation Hazard Control Committee, All-University
- Board of Review on Residence Status
- Safety Committee, All-University
- SPAN Committee, University

Staff Welfare Fund Committee
State Organization Service Advisory Committee
Tenure Advisory Committee

While there may be circumstances which will require the President to make changes in the foregoing classification, we believe that a division such as this will help to generate more interest by the faculty in the work of both types of committees—i.e., those which have all-University functions to perform, and those which are more limited or specialized, but nonetheless important.

As agreed upon earlier in the year, the committee also has submitted to the President the names of all faculty members who have expressed an interest in the work of each of the 48 non-Senate committees on our list, together with the recommendations we have received both from committee chairmen and from other sources.

During the coming year the committee plans to continue its study of the scope and functions of certain committees, non-Senate as well as Senate, with a view to making further recommendations.

Accepted

2. Reported for Action

The committee's recommendations for next year will require some changes in the By-Laws of the Senate, as we are suggesting the addition of three new standing committees and changes in the name or composition of several existing committees. If the Senate approves these recommendations, we suggest that the exact wording of the changes in By-Laws be referred to the Committee on Business and Rules, and that the appointment of Senate committees for 1963-64 proceed on the assumption that the implementing legislation will be in effect. Our recommendations are:

1. That the new All-University Council on Liberal Education be established as a standing committee of the Senate and be made responsible to this body, with the membership of the council to be determined as specified in the Committee on Education report adopted by the Senate in its meeting of May 2.

Approved

2. That the present Board of Admissions become a standing committee of the Senate, with a By-Law specifying that its membership shall be representative of all schools and colleges admitting undergraduates and that the board's powers in the field of policy will not interfere operationally either with the autonomy of any individual school or with the administrative responsibilities of the Admissions Office.

Approved

3. That the present Committee on Closed-Circuit Television also become a standing committee of the Senate, with a membership of at least 7 appointed faculty members, including the head of the Department of Radio and Television, and with provision for 2 members from the student body.

Approved

4. That the present standing Committee on General Extension become the Committee on All-University Extension, with not less than 16 appointive members, whose function shall be to consider and review the policies and activities of all those agencies of the University engaged in extension teaching.

Approved

5. That the name of the Committee on Education be changed to the Committee on Educational Policy—a name which appears to us more nearly descriptive of what we believe the functions of the committee to be. (Our committee originally voted to recommend the creation of a separate Committee on University Planning and Development, but decided to defer this recommendation for the present because we have been informed that the Committee on Education already has plans under way for a special “panel” in this same area.)

Approved

6. That the size of the Committee on Intercollegiate Athletics be increased from 14 to 17 members, so that the number of appointive members from the teaching faculty may be increased from 6 to 9 (one of whom may be from Morris), and that the designation of the “Director of Physical Education and Athletics” as an ex officio member of the committee be changed to read “Director of Intercollegiate Athletics.”

Approved

7. That the Faculty Consultative Committee consider the question of an amendment providing for representation in that committee from the Morris Campus, and that the Library Committee consider the advisability of an amendment providing for student representation in that body.

Approved for consideration

RAYMOND B. NIXON, Chairman

It was resolved to express appreciation to the Committee on Senate Committees for the excellent work done in connection with its current report to the Senate.

IV. REVISION OF BY-LAW 7 RECOMMENDED BY THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

7. Intercollegiate Athletics

(a) There shall be a standing Committee on Intercollegiate Athletics, composed of seventeen voting members, with the exception noted in (d) below, as follows:

1. Eleven faculty members, including the University Conference Representative who is to be appointed by the President of the University, subject to the approval of the Senate. At least nine of these shall be from the Minneapolis–St. Paul Campuses.
2. Two alumni members, to be nominated by the Board of Directors of the Minnesota Alumni Association and appointed by the President of the University, subject to the approval of the Senate.
3. Two students, to be recommended by the student government and appointed by the President subject to the approval of the Senate.
4. Two members ex officio, consisting of the Vice President, Business Administration, and the Director of Intercollegiate Athletics.

(b) The committee is responsible, under the authority of the Senate, for all matters of policy pertaining to intercollegiate athletics, and for all matters of eligibility of student-athletes, of scheduling intercollegiate contests, of awards, of policies concerning tickets to intercollegiate contests, and of the pricing of such tickets. Specifically excluded from the committee's responsibilities are the approval of budgets and recommendations pertaining to appointment of the Director of Intercollegiate Athletics, coaches, and administrative staff.

(c) The control and supervision of the sale of tickets, the depositing of funds, the care of funds, the financial reporting of games, and the accounting of all athletic funds shall be vested in the office of the Vice President, Business Administration.

(d) The Director of Intercollegiate Athletics shall serve as executive secretary of the committee and be entitled to vote on all matters excepting matters of eligibility. He shall be in general charge of and responsible for the detailed administration of intercollegiate athletics subject to the supervision and approval of the Committee on Intercollegiate Athletics.

Adopted

V. SENATE COMMITTEES FOR 1963-64

Reported for Action

The following Senate committees have been named by the President, from nominations submitted by the Committee on Senate Committees, subject to the approval of the University Senate, effective July 1, 1963:

Audio-Visual Aids: Neville P. Pearson (chairman), Allan A. Blatherwick, C. Luverne Carlson, Allen Downs, Clifton A. Gayne, Wesley J. F. Grabow (ex officio), Ralph H. Hopp, Gordon I. Swanson, Harold W. Wilson.

Board of Admissions: R. E. Summers (chairman), Paul A. Cartwright, H. Mead Cavert, Herbert G. Croom, William H. Edson, Robert J. Falk, Theodore E. Kellogg, Keith N. McFarland, Jack C. Merwin, Horace T. Morse, Roger B. Page, John E. Stecklein.

Business and Rules: Elio D. Monachesi (chairman), A. C. Caldwell, Eleanor S. Fenton, James L. Hetland, Jr., True E. Pettengill (ex officio).

Closed-Circuit Television: Willard L. Thompson (chairman), Allan A. Blatherwick, Harold C. Deutsch, James H. Jensen, Keith N. McFarland, Daniel C. Neale, Burton Paulu (ex officio), Donald K. Smith, E. W. Ziebarth. Students: 2 to be named.

Educational Policy: John G. Darley (chairman), Russell W. Burris, Ruth E. Eckert, Alexander C. Hodson, Robert J. Holloway, Robert T. Holt, Richard C. Jordan, Robert C. McClure, Roger B. Page, Merrill P. Rassweiler (secretary), Donald K. Smith, John E. Stecklein, John G. Turnbull. Students: Gail Cottrell, Philip Raup.

Faculty Welfare: C. Arthur Williams, Jr. (chairman), Robert C. Brasted, Gertrude Esteros, Robert L. Heller, Reynold A. Jensen, Norman S. Kerr, Eric Klinger, Willard L. Thompson (ex officio).

Institutional Relationships: Robert J. Keller (chairman), Milton Altschuler, Rodney A. Briggs, Paul A. Cartwright, David Cooperman,

Eleanor S. Fenton, John A. Goodding, M. Isabel Harris, Theodore E. Kellogg, Gisela Konopka, Jack C. Merwin, Norman W. Moen, Paul R. O'Connor, Mabel K. Powers, George Seltzer, D. Burnham Terrell, Gerhard E. von Glahn, Stanley J. Wenberg. Students: Daniel Paskewitz, Peter Wilson.

Institutional Research: Philip M. Raup (chairman), George R. Blake, Thomas W. Chamberlin, John N. Clausen, Ruth E. Eckert, Stephen G. Granger, Robert J. Keller, Paul R. O'Connor, William C. Rogers, Robert E. Summers, John E. Stecklein, Malcolm M. Willey. Students: Allan D. Gavere, Ram K. Gupta, Sara Streich.

Intercollegiate Athletics: Alfred L. Vaughan (chairman), Allan A. Blatherwick, Rodney A. Briggs, Raymond W. Darland, Frank E. DiGangi, Willis E. Dugan, E. Adamson Hoebel, Laurence R. Lunden (ex officio), Ralph G. Nichols, William E. Parham, Marshall W. Ryman (ex officio), Max O. Schultze (faculty representative), John W. Williams. Students: Terry Cutts, Gerry E. Moen. Alumni: 2 to be named.

Judicial: Charles H. McLaughlin (chairman), Wallace D. Armstrong, E. Fred Koller, Allan H. McCoid, Timothy L. Smith.

Library: Clark A. Chambers (chairman), Gaylord W. Anderson, Robert H. Beck, A. Orville Dahl, Wayland E. Noland, Lloyd L. Smith, Jr., Edward B. Stanford, John G. Turnbull, Gerhard Weiss.

Reserve Officers' Training Corps: Rodney C. Loehr (chairman), Steve S. Barich, J. O. M. Broek, William T. Harris, Jr., Warren E. Ibele, Arthur J. Larsen, Charles S. Levy, Benjamin E. Lippincott, Robert McAdam, Keith N. McFarland, Harold P. Strom. Students: Gary Rose, George Schandel. Alumni: 2 to be named.

Student Affairs: Edwin Emery (chairman), Paul H. Cashman, David Cooperman, George S. Hage, Eloise M. Jaeger, William A. McDonald, Ralph E. Miller, William Schofield, John H. Schultz, George L. Shapiro, James H. Wernitz, Jr. Students: James Johnson, James Lander, Douglas Davis, Gloria Davis, Judy Erskine, Carol A. Gross, Bill Hossfield, Bruce D. Kronick, Susan M. Lampland, Jan Olson, Chip Peterson, Larry Rose, Jane Widseth, Denis Wadley. Alumni: 2 to be named.

Student Scholastic Standing: Frank Verbrugge (chairman), Harold J. Alford, Ralph F. Berdie, Francis M. Boddy, Iver Bogen, H. Mead Cavert, Charles J. Glotzbach, John A. Goodding, Keith R. Heller, Mellor R. Holland, Theodore E. Kellogg (nonvoting secretary), Leslie A. King, Cecil H. Meyers, Francis B. Moore, Charles V. Netz, Roger B. Page, True E. Pettengill, Mabel K. Powers, Stephen B. Scallen. Students: Karen Benson, Larry Kaplan.

University Functions: William L. Nunn (chairman), George Amberg, W. Donald Beatty, Frederick E. Berger, Robert J. Elliott, Wesley J. F. Grabow, Edwin L. Haislet, Ralph L. Kitchell, James S. Lombard, Truman R. Nodland, Paul M. Oberg, Louise A. Stedman, E. Barbara Stocking, Stewart C. Thomson, E. G. Williamson. Students: Jean Archbold, Barbara Robinson, Betsy Schwartz.

All-University Extension: W. Albert Sullivan, Jr. (chairman), Rodney A. Briggs, Paul A. Cartwright, Thomas W. Chamberlin, Eleanor S. Fenton, LaVern A. Freeh, Albert M. Fulton, Eugene C. Mather, Ralph G. Nichols, Luther J. Pickrel, Ray G. Price, Verna L. Rausch, Vera M. Schletzer, Timothy L. Smith, Willard L. Thompson (ex officio), Stanley J. Wenberg, John E. Wertz, Albert K. Wickesberg, E. W. Ziebarth.

chr. - *University Printing and Publications:* ~~Harold P. Swanson~~ (chairman), John Ervin, Jr., L. R. Lunden, Thomas A. Nelson, Jr., William Nunn, True E. Pettengill, Willard L. Thompson, Harold W. Wilson. Students: Judith Kreklau, Jan Latsha.

Approved

VI. ELECTION OF THE COMMITTEE ON SENATE COMMITTEES

1. Nominations

In accordance with Article III, Section 11 of the Senate By-Laws, the Faculty Consultative Committee nominates the following candidates for the Committee on Senate Committees. Each person has indicated willingness to serve if elected. Additional nominations, certified as available, may be made by the petition of 12 senators, provided that the petition is in the hands of the Clerk of the Senate the day before the Senate meeting. The election will be by secret ballot. Election ballots will be distributed at the meeting to be placed in the ballot box as you leave. Election results will be announced in the Official Daily Bulletin and in the Senate *Minutes*.

1. For the unexpired term, 1963-64, of Professor Paul D. Boyer (1 to be elected):

William A. Rosenthal
Arthur E. Smith

2. To fill the normal 3-year term, 1963-66 (2 to be elected):

Eleanor S. Fenton
William P. Martin
C. Robert Stange
Dennis W. Watson

2. Election Results

The following were duly elected to membership on the Committee on Senate Committees for the terms indicated, beginning July 1, 1963:

William A. Rosenthal, 1963-64
Eleanor S. Fenton, 1963-66
William P. Martin, 1963-66

VII. FACULTY CONSULTATIVE COMMITTEE MEMBERSHIP

Reported for Information

The Clerk of the Senate reports that the recent election of new members of the Faculty Consultative Committee resulted in the election of Professors Sherwood O. Berg and Donald K. Smith who will become members of the Administrative Committee in the next academic year and hence are ineligible for membership on the Faculty Consultative Committee.

This matter was referred to the Faculty Consultative Committee which, in accordance with the Senate By-Laws, has elected the following members of the faculty to fill these vacancies for a term of 3 years (1963-66) beginning July 1, 1963:

Alexander C. Hodson
E. Adamson Hoebel

The Faculty Consultative Committee has appointed Professor Henry Lepp to serve as representative from the Duluth Campus for the year 1963-64.

Accepted

VIII. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

Reported for Action

Proposed Changes in Constitution

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

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

PROPOSED CHANGES IN CONSTITUTION

(Additions underlined)

Article III. University Senate

2. Powers in General

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

Article VI. Faculties of the Institutes, Colleges, and Schools

2. Powers of the Several Faculties

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

E. D. MONACHESI, Chairman

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 ADMINISTRATIVE COMMITTEE

1. Reported for Action

1. *Addition of the Assistant Vice President, Academic Administration, to Membership on the Administrative Committee.* It was moved, seconded, and voted, on recommendation of the President, to approve membership on the Administrative Committee for the new Assistant Vice President, Academic Administration.

Approved

2. Reported for Information

1. *Report on Legislative Matters.* The President and some of his associates who assist with legislative activities commented, April 10, 1963, on developments related to the University's biennial request. While it was too early to anticipate probable outcomes, an appreciation for the thoughtful, able, and courteous manner in which the University's representatives had

been dealt with was noted. At the meeting of May 8, 1963, President Wilson complimented many staff members who had given special assistance at the legislature and noted the remarkably good work done by members of the committee and others having special responsibilities. He expressed optimism over the developing understanding of the University and friendship toward it. Members of the committee, particularly Director Amberg and Vice Presidents Lunden and Wenberg, commented on the situation of the University requests at that time, especially in regard to the maintenance requests on salary improvement and new positions and the building bill. The President discussed the present distribution of staff in different academic ranks and illustrated how the composition of the University staff is skewed toward the higher ranks, since there had been questions by legislators. General discussion followed.

2. *The 1963-64 Budget.* Although legislative conference results were not known, as of May 8, 1963, it seemed that some general budget principles for the 1963-64 year could be discussed. In respect to the maintenance budget, division of salary improvement funds between money to be added directly to salaries and money to augment faculty benefits, particularly the retirement programs, remained a problem. The retirement program, it was pointed out, is not only inadequate but bears an insufficient relation to prior salaries earned. Incorporation of improvements will generate questions as to how those improvements may apply to present faculty members as contrasted with new appointees. The President asked the deans to study the possibilities of best allocation of salary improvement money and to look forward to a report from Mr. Ray F. Archer on possible changes in the retirement program, when legislative results are known.

Although the number of new staff members to be provided for by additional funds was yet to be learned, and despite suggestions that the allotment would fall short of the carefully documented request, the President asked the deans and directors to make provisional plans in terms of numbers of people, rather than in dollar totals. Conferences between the deans and the Academic Vice President will be scheduled to discuss personnel needs of the biennium, with respect to legislative appropriations. As to new Civil Service staff, it also seemed that the requested numbers would not be provided. Despite the known commitments in the new budget, the lack of a prospect of additional supply money, and the generally stringent conditions under which the budget must be drawn, there was, at this point, optimism expressed for the suitable financing of work in the year ahead. The President hoped to discuss budget principles with the Regents on May 10.

3. *Report of the Committee on University Honors.* The Committee on University Honors proposed several candidates for the Outstanding Achievement Award and provided the Administrative Committee with documents outlining the accomplishments of these candidates. It was voted unanimously to approve the recommendations and to transmit them to the Regents for action.

The year 1964 has been designated as the Mayo centennial year; it is also the fiftieth year of operation of the Mayo Foundation as a unit of the University's Graduate School. Celebration of the centennial event will be climaxed by some 20 to 30 meetings of scientific and medical societies in Rochester, Minnesota, and a 2-day symposium attended by internationally renowned scholars. The honors committee had therefore transmitted extensive documentation on alumni of the Mayo Foundation for Medical Education and Research who were proposed to receive Outstanding Achievement Awards in the centennial year. It was moved, seconded, and duly voted to approve these nominations for transmittal to the Regents.

In its concern with campus names, the honors committee noted some confusion regarding the name given to the new area of the Minneapolis

Campus. An official term seemed desirable; after discussion it was voted to call this area *Minneapolis Campus, West Bank*. Use of this name will preclude reference to the area as the "West Campus" of the University.

4. *Information on Emeriti Available for Employment.* The committee had earlier discussed the desirability of the University's joining the Organization for Emeriti, which it has recently joined. The institution now receives a complete listing of all emeriti available for appointment. This list comes to the Vice President, Academic Administration who indicated that appointing officers might see it at his office, and it is his plan to duplicate the list for appropriate circulation on campus. It was noted that most candidates on the list are interested in only rather top-level appointments, and there is the presumption that persons appointed from this source will receive salaries consistent with the salary level of the appointing institution.

5. *The Consolidated Fund Drive in 1963.* Dr. N L Gault commented on the consolidated fund drive planned for the period of October 1 through 24, 1963. At the April meeting he said the staff is making a very limited use of the payroll deduction program in contributing to the United Fund and its associated charities. Although the per capita giving was somewhat higher last year, it perhaps had not been commensurate with that of other school organizations. He asked for assistance in the appointing of captains for the new canvassing teams and suggested that these people should be selected with their interest in the project in mind.

6. *Report on Recommendations of the Senate Committee on Printing.* The Senate Committee on University Printing and Publications had, for some time, been studying the manner of publishing college bulletins and related materials. At the April meeting Chairman Harold B. Swanson brought to the Administrative Committee the summary of a report of a subcommittee especially constituted for this purpose. This report was intended to inform the Administrative Committee and its constituent faculties and to obtain opinions of these agencies in regard to this matter. (This report is included in the University Senate *Minutes* for May 2, 1963.)

The Committee on Printing and Publications sets the standards and regulates the style of bulletins and encourages economic practices in their publications. Since the possibility of making improvements was very much in the minds of the members of the printing committee, studies have been made of similar work being done in other large complex universities. Professor Swanson said that he would like to have the deans and the faculties consider various combinations of different catalogue materials. His committee proposed the combination of much catalogue material, now separate, into one "big book."

There was extensive discussion of various types of catalogue materials and of the desire on the part of certain colleges to present their offerings in new ways. Professor Swanson pointed out that implications of these suggestions might mean the following:

- (a) Greater over-all costs.
- (b) Designation of a catalogue editor.
- (c) Drastic change in the operation of the Printing Department.
- (d) Growing concern with counseling and with possibly recruiting students.
- (e) A charge system for some of the publications.

Whatever new system is used, it should be adapted to the special interests and needs of the University of Minnesota. Professor Swanson asked the deans to discuss these proposals in detail with their staff, especially since he planned a similar presentation to the Senate in the near future.

No decision was made, since catalogues probably could not be changed prior to about the year 1965-66. Although a year or more of planning would be necessary after a decision is made, some changes might take effect earlier. There were references to whether the Graduate School catalogue should be made a part of a major catalogue, to mailing costs, preparation schedules, and the need to consider a loose-leaf binder. Counselors and institutional staff members who would use a consolidated catalogue should be consulted extensively about the usefulness of such a publication, it was suggested.

7. *Arrangements for CIC Traveling Scholars.* Associate Dean Francis M. Boddy reported on arrangements planned for the new CIC traveling scholars who will work in the Graduate Schools of the 11 participating universities represented by the Committee on Institutional Cooperation. During an experimental period with this program, every effort will be made to keep operating procedures simple and at a minimum. For the student coming to the University of Minnesota, initial contacts will be made by the major adviser with the faculty member here under whom the student is to work; the graduate deans must approve each visiting arrangement. The Graduate School office will issue a statement certifying the student as being duly registered at his home institution and eligible for local instruction. Central records kept here for such students will be compiled, at least initially, by the Graduate School. The student going out from the University will register here as a graduate student and his records and fee payments will be kept here. It was asked that the procedures be kept flexible in the interest of getting the program started and that administrative details not become barriers to the promotion of a program in some single or standardized pattern.

8. *Grade Reporting Difficulties Related to the Study Break, Winter Quarter.* Dean Summers reported that at the end of winter quarter, 1963, an unprecedented number of grades were received by the Recorder too late to be included in the planned computer run. After delaying the machine work on grades more than 24 hours, approximately 20 per cent of the courses were still not yet reported, requiring a second and a third computer run. Hence, the majority of students received more than one grade slip, and the machine-computed grade averages were relatively meaningless. Delays of this character are frustrating and give rise to extensive hidden costs, the dean said. He proposed to refer the matter to the All-University Schedule Committee, since a similar problem will undoubtedly arise at the close of winter quarter, 1964.

This situation, Dean Summers thought, was the result of the change in both the examination schedule and the deadline time for reporting of grades. He said that the delayed reports followed no discernible pattern as to department, class size, or examination time. The reduction in the time allowed for submitting grades to the Recorder after the last examination (from 90 hours to 72 hours) had been given widespread publicity in committees and in the Senate (see Senate *Minutes* of December 7, 1961) and had the apparent faculty understanding and acceptance which accompanied endorsement of the study break. The deans were asked to obtain from their faculties suggestions for solving grade reporting difficulties occasioned by scheduling of the study day.

The Recorder believes the problem is a question of what the faculty regards as more important: the study day or the last day of instruction in the winter term as that is now scheduled. Although a variety of different aspects of the scheduling problem were discussed, the consensus seemed to agree that an attempt should be made to evaluate the new study day arrangement by considering whether it might be eliminated from the winter quarter schedule, how it might be provided for, and by obtaining judgments from student and staff groups.

9. *Time Limit on Transfers into the General College.* Dean Morse reported that several hundred students transfer into the General College from other colleges of the University each year. There is a great rush to accommodate these transfer people at the end of the fall and the winter terms, although good transfer arrangements cannot be effected in the first days of classes in any term, he said. In fact, there are arguments for requiring the student who has given no advance notice of transfer to wait out of school for a quarter. The dean announced at the April meeting that, on a trial basis for the 1963-64 year, the General College will not take students transferring from other units of the University who have made application for transfer later than the eighth week of the term preceeding that in which General College work is to be started.

R. E. SUMMERS, Secretary

Accepted

X. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE

Reported for Information

The Faculty Consultative Committee has had five meetings with President Wilson during the year. At these meetings a variety of topics have been discussed which have been reported in the Faculty News Letters which provide avenues of communication between the Faculty Consultative Committee and the faculty. In addition to its consultative activities with the President, the Faculty Consultative Committee has also been represented at the meetings of the Minnesota Coordinating Council and the Legislative Steering Committee. Members of the Faculty Consultative Committee have attended legislative hearings. The committee has visited each of the campuses of the University during the year and has discussed the issues raised at these meetings with President Wilson. During the year the Faculty Consultative Committee was consulted by the dean of the Graduate School relative to the expansion of the role of the Graduate Research Center and by Vice President Wenberg relative to the University's plans for the reorganization of intercollegiate athletics and physical education.

The Faculty Consultative Committee reports to the Senate that Professor Beck has completed the statutory maximum of 6 successive years on the committee. We believe the Senate will share with the committee in expressing thanks to him for his effective and devoted service.

W. G. SHEPHERD, Chairman

The Senate accepted the report and went on record as expressing appreciation to Professor Robert H. Beck for his services on the Faculty Consultative Committee, through a period of 6 years of membership on that committee.

XI. REPORT OF THE COMMITTEE ON FACULTY WELFARE

Reported for Information

During the winter quarter, the Senate Committee on Faculty Welfare sent questionnaires to approximately 1,730 faculty members asking them to indicate in order of their importance the five faculty welfare items which were of major concern to them. The committee received replies from 577 faculty members or one-third of those contacted. The committee wishes to thank these respondents for their participation and the Bureau of Institutional Research for assistance in preparing the questionnaire and tabulating the responses. The major findings are presented in the two tables which appear at the end of this report.

SENATE COMMITTEE ON FACULTY WELFARE, WINTER, 1963,
SURVEY RESULTS

Per Cent of Times Each Item Was Ranked First in 577 Replies¹

Item	Campus					
	Minneapolis		St. Paul	Duluth	Morris	All Campuses
	East	West				
1. Waiver of tuition and tuition exchange plan	18.6%	14.3%	21.7%	9.7%	13.3%	17.6%
2. Retirement plan	15.3	17.6	23.6	9.7	0	16.5
3. Salaries	15.9	6.7	8.5	19.4	33.3	13.2
4. Health insurance	9.0	9.2	5.7	16.1	6.7	8.7
5. Housing for new faculty members	9.0	6.7	.9	0	13.3	6.6
6. Travel expenses to professional meetings	2.3	2.5	14.2	0	6.7	4.9
7.5. Parking	5.6	3.4	1.9	0	0	4.0
7.5. Library facilities	3.3	8.4	1.9	3.2	0	4.0
9.5. Teaching loads	2.0	3.4	2.8	25.8	0	3.8
9.5. Research and teaching facilities	5.0	1.7	4.7	0	0	3.8
11. Research grants and opportunities	1.0	5.9	1.9	3.2	6.7	2.4
12. Housing for retired faculty members	3.0	2.5	.9	0	0	2.3
13. Promotion and tenure ..	1.3	0	2.8	3.2	6.7	1.6
14. Public relations activities7	.8	1.9	6.5	6.7	1.4
15.5 Life insurance7	.8	1.9	0	0	1.0
15.5 Visiting professorship exchange program	1.3	.8	0	0	0	1.0

Per Cent of Times Each Item Was Mentioned in 577 Replies¹

Item	Campus					
	Minneapolis		St. Paul	Duluth	Morris	All Campuses
	East	West				
1. Travel expenses to professional meetings	31.6%	51.3%	52.8%	35.5%	60.0%	40.8%
2. Waiver of tuition and tuition exchange plan	36.2	49.5	33.0	51.6	66.7	38.3
3. Retirement plan	40.2	42.0	30.2	48.4	13.3	38.1
4. Salaries	30.9	13.4	34.0	41.9	40.0	28.8
5. Parking	32.2	26.1	17.9	0	13.3	26.3
6. Health insurance	21.9	26.9	17.9	22.6	40.0	22.5
7. Visiting professorship exchange program	15.9	15.1	30.2	16.1	33.3	19.1
8. Research and teaching facilities	17.9	17.6	17.0	19.4	26.7	18.2
9. Research grants and opportunities	14.3	19.3	18.9	32.3	20.0	17.3
10. Library facilities	13.3	26.9	7.5	3.2	13.3	14.6
11. Promotion and tenure	13.0	6.7	16.0	16.1	26.7	12.7
12. Teaching loads	9.0	16.8	9.4	38.7	6.7	12.3
13. Housing for new faculty members	9.6	13.4	15.1	3.2	20.0	11.3
14. Housing for retired faculty members	11.6	4.2	8.5	0	0	8.5
15. Public relations activities	8.6	3.4	14.2	9.7	6.7	8.3

¹ The 577 replies were distributed as follows: 301 from the East Bank, 119 from the West Bank, 106 from the St. Paul Campus, 31 from the Duluth Campus, 15 from the Morris Campus, and the remainder undesignated.

The first table shows the per cent of the respondents who considered each of the enumerated faculty welfare items to be the item of most concern to them. The second table shows the per cent of the respondents who considered each of the enumerated items to be 1 of the 5 faculty welfare items of most concern to them. In addition to indicating the percentages for the University as a whole, the tables show the results for each campus of the University.

Two faculty welfare items rank among the top three in each table: (1) a waiver of tuition and tuition exchange plan, and (2) the retirement plan. The Senate Committee on Faculty Welfare intends to continue its work on these two items and to use the information derived from the survey to develop other courses of action.

C. ARTHUR WILLIAMS, JR., Chairman

Accepted

XII. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Action

The Senate Committee on Education, subsequent to an intensive study of problems of accreditation of college level courses offered by television undertaken by a subcommittee under the chairmanship of Dean E. W. Ziebarth and in consultation with the Committee on Institutional Relationships, submits for Senate action the following statement of policy:

Policy on Accreditation of College-Level Courses Offered by Television

The accreditation of courses offered over the medium of television involves several areas of University policy which deserve serious consideration.

A. Substantive issues:

1. Televised courses offered by other colleges and then presented for transfer to the University.
2. Courses offered by network television, such as Continental Classroom, which are accepted for credit by other colleges and then presented for transfer to the University.
3. Courses offered by educational television, independent of any college, for which transfer is requested. The "Junior College of the Air" proposed by KTCA-TV is of this type.
4. Courses offered for credit on either closed or open circuit television when produced under the control and direction of University staff.
5. Direct acceptance of network courses by the University for placement on a University transcript.

B. Procedural issues:

1. The agency of the University which should carry the accreditation function.
2. Regulations which should apply to the amount of television course credit to be accepted for undergraduate or graduate degrees.

President O. Meredith Wilson early indicated his attitude toward new instructional techniques when he said:

"We must see the increased student population as an opportunity, not as a threat. If we are forced into self-examination, what begins as a

burden may prove a blessing. Why should we cling to traditional educational techniques in a world which in every other respect has changed radically? We claim credit for much of the change about us and experiment with new techniques in every department but our own. Now we must change, or reject change only after giving novel methods a fair test. I do not ask for irresponsible experiments. But not to experiment now would be irresponsible." (Inaugural Address, February 23, 1961.)

When viewed in this framework, the University should undoubtedly take the position of positive encouragement for responsible new educational techniques. This encouragement should permit the widest possible latitude in accreditation of experimental programs, and recognition that initial accreditation is not a final action that cannot be reviewed or revoked if the experimentation proves to be unsuccessful. With accreditation should go positive suggestions for the development of sound educational programs. Educational television is one technique that needs this positive encouragement.

The Senate Committee on Education recommends that the Senate adopt the following provisions as a first step toward providing active encouragement for development and use of television as a medium for instruction.

1. Television courses offered for credit by existing colleges and universities whose programs are already approved by the University should also be accepted by the University for transfer purposes in the same manner as regular classroom courses. No distinction should be made as to method of course presentation, television vs. classroom, in such credit acceptance. It is assumed that the transferring colleges will provide appropriate course content descriptions in their catalogues or supplementary materials to permit judgments as to applicability of the material to degree work at the University.
2. The University should follow its usual procedure for evaluating course credits for transfer purposes from the original schools offering such courses, and not base transfer on a second college's acceptance of such credits (e.g., when students transfer to the University after attending two other colleges, credit allowances are made from original transcripts from both colleges rather than from the transcript of the institution most recently attended).
3. Television courses accepted by other colleges from sources other than their own production, e.g., Continental Classroom, will be accepted by the University in the same manner as in recommendation No. 1 above if it is clear that these colleges have been actively involved in offering the course for credit by separate examinations or appraisal techniques based on student performance. In other cases, the University will make an original judgment as in recommendation No. 2.

For direct acceptance by the University, programs offered by an independent agency (such as the proposed "Junior College of the Air," KTCA-TV, Channel 2) or by network television (such as Continental Classroom) should be individually approved by the departments which regularly offer such instruction within the University.

- a. To facilitate such appraisal in all campuses of the University and in the several departments which may be involved, co-ordination and administrative procedures need to be developed. The Senate Committees on Education and Institutional Relationships are requested to establish a joint subcommittee on accreditation of televised courses to develop appropriate procedures for such

review during the initial exploratory or experimental phase of such use of televised courses. The two Senate committees should seek to identify an appropriate department or agency of the University to handle this function on a regular basis once operating procedures have been developed and the scope and size of the task have been defined.

- b. The approval procedure should treat the courses not as exact duplicates for existing courses on campus, but as "equivalent" courses, similar to classroom courses transferred from other institutions. Such courses may be used to fulfill major or minor sequence requirements, group requirements, or for elective credit. Upper or Lower Division credit will be assigned in transfer or for University-approved or offered courses in the same manner as is presently done for classroom courses.
 - c. The departments which decide to use their own examinations over the course content should be encouraged to use the materials developed by the national programs. Examinations should be based on the television course plus such supplementary work as might be prescribed in advance by the department or departments involved.
4. Courses offered by University departments over television should be accepted in the same manner as classroom courses. This means the credit would be accepted as resident credit for regularly enrolled day and evening students. The usual correspondence limitations would apply for persons registered only for the television course by correspondence study. However, these persons must make advance registration for the course.
 5. The present regulations pertaining to the amount of graduate work to be transferred from the Extension Division to the Graduate School of the University shall also apply to television courses for which a student is enrolled only through the Extension Division. (See *Bulletin of the Graduate School, 1962-64, page 7.*)
 6. The procedures now available for obtaining credit by examination for material mastered outside of class are also open to regularly enrolled students whose preparation is based on television courses viewed without preparation.

The Committee on Institutional Relationships concurs in recommending the adoption of the above provisions by the Senate.

E. ADAMSON HOEBEL, Chairman

Approved

XIII. REPORT OF THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

Reported for Action

1. Renewal of Accredited Status for Private Minnesota High Schools

In accordance with the procedures and standards for renewing accredited status outlined in the *Criteria for the Accreditation of Private Secondary Schools* (Senate Minutes, November 20, 1952, pages 24-33), the following schools are recommended for accreditation by the University

of Minnesota for the usual 5-year period subject to the submission of annual reports which satisfy the above *Criteria*:

Bethlehem Academy, Faribault
Loyola High School, Mankato
Northrop Collegiate School, Minneapolis
Sacred Heart High School, Waseca
Saint Joseph's Academy, St. Paul
Saint Mary's High School, Sleepy Eye
Stanbrook Hall, Duluth
Villa Maria Academy, Frontenac

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 12 representatives drawn from the University, public and private colleges, and public and private high schools. Committee chairmen were: Luvern L. Cunningham (Bethlehem Academy), Earl N. Ringo (Loyola High School), Gerhard E. von Glahn (Stanbrook Hall), Richard E. White (Northrop Collegiate School, Sacred Heart High School, Saint Mary's High School, and Villa Maria Academy), and Bob G. Woods (Saint Joseph's Academy). A total of 42 different persons participated in this visitation program for renewal of accreditation, each spending an evening and the full day following in reviewing each of the high schools on the above list.

2. Accreditation of Regina High School

During 1962-63 the application of one private high school, Regina High School, Minneapolis, was reviewed for possible accreditation by the University of Minnesota. This school had completed an institutional self-study utilizing the *Evaluative Criteria of the National Study of Secondary School Evaluation*.

Procedures followed by this Senate committee were those outlined in the *Criteria for the Accreditation of Private Secondary Schools* (Senate Minutes, November 20, 1952, pages 24-33). This included a 2½-day site visit to the school on April 22-24, 1963, by a 15-member visiting committee composed of representatives from public and private schools and colleges as well as the University and chaired by Bob G. Woods, associate professor of education. Also reviewed were the self-study and annual reports.

On the basis of this self-study and visitation report, this Senate committee recommends:

That Regina High School (Minneapolis) be added to the list of private secondary schools accredited by the University. This recommendation is made for the usual term of 5 years, subject to submission of annual reports which satisfy this University's *Criteria for the Accreditation of Private Secondary Schools*.

3. Accreditation of Minnesota Colleges

One private college and one public junior college have sought University recognition during 1962-63: Dr. Martin Luther College of New Ulm and Willmar Community College of Willmar. In both cases the institutions have been reviewed by outside visiting committees, under the guidance of the chairman of this Senate committee. Dr. Martin Luther College prepared a detailed self-study covering its philosophy and purpose, faculty qualifications, curriculum, instruction, student personnel procedures, administration, financial support, and other phases of college operation following the general outline of the North Central Association Commission on Colleges and Universities. This self-study was carefully reviewed and supplemented

by classroom visitations, conferences with faculty, administrators, students, and board members. Willmar Community College being a newer institution, provided only first-year college work for freshmen during 1962-63. The visit in this case was made in co-operation with the State Department of Education. Separate recommendations were made for each institution as noted below:

Willmar Community College—This institution opened in the fall of 1962 as the eleventh public junior college in Minnesota. One of the first concerns was accreditation because of the need for developing transfer relations with other Minnesota colleges and for approval by the State Department of Education. A preliminary visit was requested from the University and the State Department of Education. Robert J. Keller, chairman, and Richard E. White, acting director, of the Committee on Institutional Relationships, and Elmer M. Weltzin, director of secondary schools and junior colleges, State Department of Education, visited the college on April 17-18, 1963. They reviewed the progress of the school, its plans for the future, the objectives, administration, library, curriculum, instruction, facilities, faculty, guidance, and other areas of institutional development. Recommendations were made for future steps toward a fully accredited status. As an interim procedure, the committee recommended, and the Committee on Institutional Relationships has approved, the following policy:

That the University of Minnesota accept credits earned by students from Willmar Community College during their freshman year, 1962-63, upon validation by successful completion of 1 year's additional work at the University.

This recommendation should be reviewed annually until full accredited status is secured by the institution.

Dr. Martin Luther College—This institution serves the Wisconsin Evangelical Lutheran Synod as a teacher preparation college for teachers in its Christian day schools. It was organized 79 years ago as an academy and has grown until in 1950 a 4-year curriculum was developed. The institution has been studying the accreditation procedure for the past 5 years and has completed an extensive self-study during this past year. Upon completion of the self-study, the college requested an evaluation visit from the Senate Committee on Institutional Relationships.

An 8-member committee visited the college on May 1-2-3, 1963, and consisted of the following persons: Carl V. Goossen, professor of elementary education, University of Minnesota; F. E. Heinemann, director of teacher personnel, State Department of Education; Joseph M. Mjolsness, registrar, Mankato State College; Harold Opgrand, librarian, St. Cloud State College; Jan Pavel, chairman of humanities, Concordia College, St. Paul; B. W. Teigen, President, Bethany Lutheran College; Richard E. White, acting director, Committee on Institutional Relationships; and Robert J. Keller, professor of education (chairman). On the basis of this visit, the committee made the following recommendation which was subsequently adopted by the Committee on Institutional Relationships, and is herewith submitted for Senate action:

That Dr. Martin Luther College be added to the list of accredited Minnesota colleges for acceptance of credit by the University of Minnesota based upon its program of elementary education (the only program offered) and the following conditions:

1. Students who rank in the top half of their class or who have maintained a C+ average at Dr. Martin Luther College shall be permitted to transfer credits directly from courses which are relevant to the programs which they seek to enter.

2. Students who are unable to meet this scholastic record at Dr. Martin Luther College shall be considered for transfer with the understanding that credits transferred from Dr. Martin Luther College shall be validated by successful completion of 1 year's work at the University of Minnesota.
3. Dr. Martin Luther College shall be revisited by a committee appointed for evaluation purposes in 5 years or earlier at the option of either Dr. Martin Luther College or this University. In the interim and before Dr. Martin Luther College is revisited, the University offers its co-operation in assisting this college with its program development.

4. Concordia College Upper Division Program

Concordia College, St. Paul, is a junior college accredited by the University of Minnesota and the North Central Association of Colleges and Secondary Schools. Its primary purpose is to prepare workers for the preaching and teaching ministry who plan to serve in the churches and schools in the Lutheran Church (Missouri Synod). Following an extensive development program study conducted by M. G. Neale, professor emeritus of educational administration, University of Minnesota, the Lutheran Church (Missouri Synod) gave approval in 1962 for the expansion of Concordia College to a 4-year institution granting the bachelor of arts degree. The college administration, concerned with obtaining acceptance for this new program, requested the Senate Committee on Institutional Relationships to conduct a review of the development program and the proposed new curriculum as a step in seeking accredited status for this upper division work. A subcommittee, chaired by James Curtin, professor of elementary education, was appointed to review the materials. The committee met with representatives of the Concordia College staff, reviewed the entire program, and made visits to the Concordia College campus. During this time the college also invited the North Central Association of Colleges and Secondary Schools to conduct a preliminary evaluation of the upper division program. On March 16, 1963, the senior college program at Concordia College was granted preliminary accreditation by the North Central Association. This action was taken although only junior students are presently enrolled and senior students will not enroll until the fall of 1963. The North Central Association approval will be reviewed when the program is in full operation.

In conjunction with this North Central approval, and based on its own evaluation of the materials and program, the subcommittee recommended and the Committee on Institutional Relationships approved, the following statement concerning approval of the upper division program:

That upper division courses offered during 1962-63 and 1963-64 be accepted in transfer by the University of Minnesota. Further evaluation and recommendations should be made when the program is in full operation, unless the college receives final North Central Accreditation of the upper division before the evaluation is completed. If this occurs, it is recommended that the University follow the North Central Association recommendations.

Upon acceptance of this report by the Senate, these recommendations will be transmitted to the other Minnesota colleges with the suggestion that they may wish to follow the same procedure.

ROBERT J. KELLER, Chairman

Approved

XIV. REPORT OF THE COMMITTEE ON INSTITUTIONAL RESEARCH

Reported for Information

In the course of the academic year 1962-63 the committee received and reviewed progress reports upon the following items of current research now under way in the Bureau of Institutional Research:

1. Development and refinement of an orderly procedure for the systematic collection of information on the professional activities of the faculty.
2. The fourth in a series of 10-year analyses of faculty characteristics based on 1961-62 faculty (previous studies were based on 1930-31, 1940-41, and 1950-51).
3. Development of research designed to study the admissions pattern, scholastic achievements, academic progress, and patterns of study of students who engage in intercollegiate athletics.
4. A descriptive and quantitative study of the current involvement of the University of Minnesota in international education.
5. An analysis of curricular offerings of all public institutions of higher education in Minnesota, in co-operation with the Liaison Committee on Higher Education in Minnesota.
6. Preliminary investigation of personnel needs required for participation in a continuing program of evaluation of college instruction by closed circuit television.

The committee reviewed and supported the participation of the Bureau of Institutional Research in the continuing study and evaluation of any international educational projects in which the University may participate.

The committee has explored during the year the following provisional topics for future research and study:

1. A study of the extent and implications for long-range planning of recent trends toward 5-year undergraduate programs and greater emphasis on graduate training. What is its significance for the University in its various parts, and with particular reference to staff requirements for advanced and specialized training?
2. The significance of the virtual disappearance in some universities of the "instructor" level in the academic tenure ladder and the emergence of a "super-grade professor," variously designated "university professor," "distinguished professor," or "research professor." How prevalent is this practice among sister universities and what is its significance for faculty structure and university administration?
3. A study of problems involved in the organization and the administration of research in the arts, humanities, and the social sciences. What organizational and administrative principles and structures seem best suited to the promotion of a research dimension in departments and disciplines that have not in the past enjoyed extensive, systematic financial support for research?
4. What are the roles played by the various types of research institutes within or affiliated with universities, how are they related to the instructional and academic responsibilities of the universities, and what should be the role of research or other special institutes within the University of Minnesota?

PHILIP M. RAUP, Chairman

Accepted

XV. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

Approved Schedules

CROSS COUNTRY 1963

Sept.	28	Drake—Des Moines
Oct.	5	Wisconsin
	19	Iowa State
	26	South Dakota State
Nov.	2	Iowa—Iowa City
	11	Conference—Illinois

SWIMMING 1963-64

Nov.	23	Minnesota Time Trials
Jan.	4	Michigan State Invitational Relays—East Lansing
	11	Indiana
	18	Iowa
	25	Ohio State—Columbus
Feb.	1	Michigan State
	8	Purdue—Lafayette
	14	Michigan
	22	Iowa State—Ames
	27	Varsity-Freshmen (7 p.m.)
Mar. 5, 6, 7		Conference—Minnesota
26, 27, 28		NCAA—Yale

BASKETBALL 1963-64

Nov.	30	Kansas State—Manhattan
Dec.	2	Houston—Houston
	3	Iowa State
	14	South Dakota
	16	Bradley—Peoria
	19	Wichita
	21	Drake
26, 28, 30		Holiday Festival—New York City
Jan.	4	Purdue
	11	Ohio State—Columbus
	14	Michigan State
	18	Northwestern
	21	Michigan—Ann Arbor
	25	Northwestern—Evanston
Feb.	1	Wisconsin
	8	Iowa—Iowa City
	15	Illinois
	18	Michigan
	22	Illinois—Champaign
	29	Iowa
Mar.	2	Wisconsin—Madison
	7	Indiana—Bloomington

A. L. VAUGHAN, Chairman

Accepted

XVI. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

1. Reported for Information

1. Alleged instances of discrimination at other colleges were reviewed by the Student Affairs Committee to see if our student organizations practice biased discrimination in the selection of their members. During the year the committee investigated three incidents of alleged membership discriminating practices at other colleges for their implications for our local organizations.

In each set of circumstances—Delta Gamma Sorority at Beloit College, Kappa Sigma Fraternity at Swarthmore College, and Delta Theta Phi Law Fraternity at Duke University—no proof of discrimination was found. In all three instances, the Committee on Student Affairs received assurances from the national officers that no student at the University of Minnesota would be denied admission to the fraternity by reason of race, color, or creed. Two of these statements explicitly stated that these guarantees were the same for all colleges in the country. No action was taken by the committee against these groups, but the secretary will continue to keep the committee informed of further alleged discriminatory actions by these and all other national organizations.

2. *Delta Theta Phi Law Fraternity*

The committee, by unanimous vote, disestablished Delta Theta Phi Fraternity last December for objectionable activities in their house. Following the dismissal of all active members, the closing of the house, and the reconstitution of an active and responsible set of alumni officers, the alumni officers in May requested that their organization be re-established. The committee approved this request after receiving definite assurances concerning responsible student actions and unbiased national membership practices in the future.

3. *Review of the Board of Publications Action*

The committee reviewed the Board in Control of Student Publications' recommendation that a full-time graduate business manager be employed to manage the business affairs of the *Minnesota Daily* and *Gopher*. The request for a review was referred to the committee by Dean Williamson because of jurisdiction through the Senate's By-Laws which state that the committee "shall maintain supervision over the financial affairs of all student organizations . . . and shall have supervision of all publications issued by students."

After investigation and consultation a subcommittee requested the Board of Publications to reconsider its action. The Board subsequently recommended that a part-time faculty adviser from the School of Journalism, with knowledge of the business part of publications, be appointed. The Committee on Student Affairs endorsed this action.

4. *Other Actions*

The committee heard the reports of the student unions on the implementation of the committee's policies by the unions. They reviewed the plans for the University's orientation programs. They approved the off-campus programs of student organizations and approved a change in the policy on the use of University facilities by student organizations. Following the "egg-throwing" incident at a rally in front of Coffman Memorial Union, a subcommittee drafted a policy on the responsibility of students to maintain conditions that allow for freedom of speech. This policy was approved by the full committee.

2. Reported for Action

Amendment to the Senate Committee's Policy on Speakers Brought to the Campus by Student Organizations

The Senate approved a policy on off-campus speakers on campus on March 2, 1956. Last year a copy of the policy and the procedures by which it is implemented by the Office of the Dean of Students was sent to all Senate members. The policy states that a speaker may be denied approval "only if it can be clearly judged his presentation would serve no educational purpose or if the presentation would violate the law of the state of Minnesota or of the United States."

The 1956 policy spells out the following procedures:

1. Recognizing that the responsibility for administering policies, regulations, and 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 accord with procedure 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 procedures 2, 4, and 5 above.

Since last fall quarter, the policy was reviewed by a joint committee of members from this committee and from the Minnesota Student Association. This joint committee recommended two modifications to the present policy. One sentence was added to procedure 1. It stated: "Decisions modifying the program should not substantially affect the opportunity of the speaker to present his remarks on the requested subject." Four words were deleted from the present policy. They were the first four words of the

second sentence in procedure 5: "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 . . ."

The committee endorsed the present policy with the above two revisions and stated in their minutes that they believe the policy encourages maximum expression of diverse points of view on campus.

The committee approves these changes and recommends them to the Senate for action.

Approved

EDWIN EMERY, Chairman

XVII. REPORT OF THE LIBRARY COMMITTEE

Reported for Information

In the spring of 1959 the Library Committee reported to the Senate on the critical need for an increase in the book budget for the University Libraries (see *Minutes* for April 30, 1959, pp. 69-75).

At that time it was pointed out that during the previous decade the University of Minnesota Library had dropped in rank, among major U. S. universities, in its annual expenditures for books, periodicals, and binding, from 3rd to 12th place. The report included a table showing that among the 16 institutions then spending \$300,000 or more for this purpose, Minnesota ranked at the very bottom of the list in both the amount and the per cent of its increase in such expenditures during the period.

Today, although the magnitude of Minnesota's total expenditures for publications has increased significantly, largely because of the new income derived from the reinstated library portion of the student incidental fee, our relative position among other institutions reporting library expenditures has changed only slightly. Last year (see Table 1) Minnesota seemed to rank ninth in its expenditures for books, periodicals, and binding; but it should be noted that our total included a single nonrecurring \$50,000 legislative grant for books, which was not repeated in 1962-63 and has not been included in the appropriation for either year of the coming biennium. But for this special, 1-year fund, Minnesota would have ranked eleventh, only one place above its 1959 position.

Table 1.

ACTUAL EXPENDITURES FOR BOOKS, PERIODICALS AND BINDING* 1957-58 and 1961-62

For the 9 University Libraries Spending over \$600,000
(ranked according to 1961-62 Expenditures)

Institution	1961-62	1957-58	Dollar Increase	% Increase
1. Texas	\$1,242,171	\$362,764	\$879,407	242.4
2. California (Berk.)	1,097,589	545,865	551,733	101.1
3. California (L. A.).....	1,085,073	474,054	611,019	128.9
4 Harvard	1,023,889	661,847	362,042	54.7
5. Yale	855,516	543,940	311,576	57.3
6. Illinois	810,445	486,289	324,156	66.7
7. Cornell	684,283	361,724	322,559	89.2
8. Michigan	627,514	537,120	90,394	16.8
9. Minnesota	613,345	344,094	269,251	78.2

* *Library Statistics of Colleges and Universities, 1961-62*. U. S. Office of Education, 1963. (These represent the latest nation-wide published data obtainable.)

The increased national cost of maintaining University libraries to meet expanding demands, rising prices, and the flood of new scholarly publications that are appearing each year is illustrated by the fact that 5 years ago only 1 university library in America spent over \$600,000 for books, periodicals, and binding, while today the expenditures of 9 institutions exceed this amount. In California alone, each of the 2 major state universities now spends more than \$1,000,000 annually for this purpose.

Since 1957-58 the University of Minnesota's expenditures for books, periodicals, and binding for all libraries on all 4 campuses have risen from \$344,094 to \$613,345 (including the \$50,000 special 1961-62 grant). Yet at no time in the past 5-year period have expenditures for books, periodicals, and binding comprised as much as 1 per cent of the University's total expenditures for general, educational, and research purposes. It should be noted that considerably less than half of this amount is available to meet the current, day-to-day book requests of the faculty, since the remainder is committed to ongoing journal subscription costs, to binding, to the continuation of serial sets, to newspapers, microfilm series, maps, duplicates for course reserves, and similar recurring obligations.

During 1962-63, in spite of the addition of incidental fee income, the Library has not been able to purchase many publications requested by members of the faculty to support their various teaching and research commitments. In recent months the Acquisitions Department in the Walter Library has had to limit its orders largely to "priority one" items (those designated as urgently needed for immediate curriculum related use). In March, the Library was holding faculty requests in an amount exceeding \$70,000 (mostly designated as high priority items) that could not be acquired this year for lack of funds. Since an allocation from the University's NSF unrestricted grant was made last fall for science materials, most of these unfilled requests represent publications for the social sciences and the humanities. A plea has been made to the University administration for a special allotment to permit the purchase of some of these, pending faculty request, if possible, before June 30.

Why, in spite of some increase in support in the past 5 years, is the University Library still unable to meet the needs of the faculty at the present time? It is because most of the factors that affect the cost of maintaining adequate library collections for the University have been increasing at a much faster rate than the funds that are made available annually for this purpose. The rapidly increasing factors include:

1. Books and periodical prices.
2. The output of publications in all fields.
3. The specialized areas of faculty research.
4. The fields in which teaching and graduate study are offered.
5. Geographic areas of concern to the University of Minnesota.
6. Graduate School enrollment (from 2,957 fall quarter 1957 to 4,989 in 1962)

As one example of rising prices, during the past 2 years the cost of furnishing *Chemical Abstracts* to the Bio-Medical Library, Chemistry, Pharmacy, and the St. Paul Campus rose from \$320 to \$2,000 a year. Last year the Library had to assume a new annual charge of more than \$8,000 in order to participate in the Public Law 480 program for obtaining publications from India and Pakistan. Translated editions of Russian scientific journals initially ordered a few years ago at a cost of \$1,500 now cost more than \$3,000 annually. Since 1957-58, in response to faculty demands, the Library's periodical subscriptions increased from 9,451 to 12,194 titles and its newspaper list rose from 166 different publications to 277. The added items included only those requested as essential by individuals in the various academic departments.

Owing largely to the addition of faculty members with specialized research interests, the Library has recently experienced intensified demands to develop resources in the following fields, each representing an area of substantial additional cost: Renaissance Government and Roman Law, Medieval Russian History, Hungarian Literature, the Development and Influence of the Greek Orthodox Church, the Handling of Radioactive Materials, Pollen Research, Indian Philosophy, Early Liturgical Music, Eurasian Geography, Crystallography, and Chinese History. If a significant expansion occurs in Latin American studies, other area programs, and in offerings in religion, further heavy demands on the Library for the development of collections in these fields will also arise. The establishment of 14 new Master's degree programs and more than 20 at the Ph.D. level during the past decade represent developments that have also confronted the Library with demands for expanding its resources in depth in many additional areas.

Over the years the University Library, like most research libraries, has purchased, on its own initiative, the basic publications that are essential to maintaining strong collections in areas of long-standing University concern, without waiting for individual title recommendations. Gradually, because of the increasing numbers of high priority faculty requests, it has been forced to discontinue this procedure in several major fields. It now orders only items specifically asked for by faculty members in such areas as European and Canadian history, modern language and literature, and foreign documents. It is, therefore, continually failing to acquire needed publications that will eventually have to be obtained through the more costly out-of-print book market.

Expenditures for the purchase of books and periodicals, of course, comprise only one element in the cost of maintaining University Library services. Equally important is the development of staff, facilities, and assistance to readers and research workers. In these areas also the Library budget is insufficient to meet present needs. New units (such as the Education Library and the West Bank Branch Library) require personnel, and more help is still needed to handle the ordering and processing of increased acquisitions and to staff the heavy service load resulting from such factors as increased enrollment, strengthened upper division and graduate work, and the demand for longer hours of opening various libraries. As the planning of a permanent West Bank Library goes forward, it is clear that some additional staff will be needed for this facility.

Since 1957, except for funds given for 1962-63 to alleviate a critical situation in acquisitions and cataloguing, no new positions have been provided to handle the increased demands on the various library service desks, resulting from rising enrollment. Positions were authorized to staff special new installations, such as the Ames Library of South Asia, the Education Library, and the West Bank Branch Library; but this furnished no relief for the long overloaded regular service departments of the Walter Library.

During the past year the University administration has made a number of individual allotments to meet special or emergency needs, for equipment, for improved lighting, and for building alterations. In budgeting for 1963-64 some additional help is now approved, and an increase has been granted in the nonrecurring portion of the book fund.

With the Walter Library and the several departmental libraries on the Minneapolis Campus long overcrowded with books and readers, additional space for growing collections and for patron use of library resources was one of the needs President Wilson discussed during his first legislative presentation, in 1961. At that time, with all building appropriations held up pending the results of the referendum on Amendment 2, it was not possible to obtain even planning funds to relieve the library space problem.

Significantly, in 1963, an initial appropriation for library expansion through the construction of a permanent library facility to serve the West

Bank area was a high priority item in the University's legislative request. Funds for this have now been authorized, and planning of the building will go forward during the coming year. This facility will be an integral part of the Minneapolis Campus library system. The first unit will only provide partial relief for the library space problem, but it is hoped that when its construction is well under way, it will be possible to obtain funds for phase 2, so that the entire structure can be completed in time to meet the seating and shelving demands that will confront the Library well before 1970.

At its final meeting in May, the committee instructed the chairman to urge the University administration to make certain that library officials and representatives of the academic departments most concerned be consulted, at both early and subsequent stages in planning the new West Bank structure, so that their thinking may be reflected in the formulation of the building plans.

GAYLORD W. ANDERSON, Chairman

Accepted

XVIII. NEW BUSINESS

Resolution

The Senate, on a motion by Professor Wright, voted to approve a communication to the University of Alabama subject to modification by a committee on style. Professors Smith, Terrell, and Wright were appointed by the President for this purpose. The resolution as transmitted follows:

We, the Faculty Senate of the University of Minnesota, desire to express to our faculty colleagues at the University of Alabama our strong support and encouragement for their continuing efforts to insure the protection of the civil rights of all citizens with respect to education and to insure the legal conduct of academic matters by the University without political interference.

We share with you the belief that academic criteria form the only just basis for admission to a public university. Appreciative of the external pressures being exerted upon the faculty and administration of the University of Alabama, we warmly commend the Board of Trustees for its announced intention to admit two qualified Negro students in compliance with a recent U. S. District Court order.

XIX. NECROLOGY

PHILIP A. ANDERSON

1890-1963

Philip A. Anderson, who retired in 1958 after 43 years on the University of Minnesota staff, died March 30, 1963 in St. Paul, following a long illness.

Mr. Anderson was born in St. Paul, May 1, 1890 and was graduated from the University of Minnesota School of Agriculture in 1909 and from the College of Agriculture in 1914. He became an instructor in the Department of Animal Husbandry in 1915 and in 1918 was promoted to assistant professor in charge of meat and sheep sections. He was promoted to the rank of associate professor in 1943.

During his long period of service on the University staff he taught many different animal husbandry courses, not only in the college curriculums but also in the former School of Agriculture. He enjoyed working with students and especially the teaching of the several courses in meats and sheep production. In 1926 and from 1933 to 1951 Mr. Anderson

coached the University Meat Judging Teams. These teams compete annually in various national intercollegiate contests.

His work with students and his teaching was characterized by pleasant wit, patience, fairness, and compassion, yet he was firm and did not tolerate shoddy work either in the classroom or the laboratory. When Mr. Anderson retired, students in the Block and Bridle Club demonstrated their affection for him by organizing and sponsoring a dinner in his honor at which they paid special tribute to him for his years of service to students and the public.

Mr. Anderson was an exceptionally fine co-operator and much of his research was done in co-operation with others. He contributed to research in meat curing, record of performance testing in swine, the marketing of slaughter hogs and cattle by carcass weight and grade, and numerous nutrition and carcass studies with swine. He also served in an advisory capacity in meat investigations conducted by the School of Home Economics. He was the author or co-author of several University bulletins and folders, and journal articles.

Mr. Anderson was a nationally recognized judge of sheep and of meats. Thus he served as judge of sheep at the International Livestock Exposition at Chicago, American Royal Show at Kansas City, Missouri, several state fairs and many county fairs throughout Minnesota. In addition he has judged many meat animal carcass shows and was superintendent of the carcass show of the Junior Livestock Show at South St. Paul.

He served as superintendent of the sheep division of the Minnesota State Fair from 1919 to 1962; as director and president of the American Shropshire Sheep Association; and was secretary-treasurer of the Minnesota Sheep Breeders Association. Mr. Anderson served as an adviser to A. D. Wilson, state food administrator during World War I. He was a charter member of the Meat Investigation Committee, which was the predecessor of the Reciprocal Meats Conference, a national organization of college and nonprofit organizations doing research in meats. In 1958, he received special recognition from the National Livestock and Meat Board for meritorious and continued service to the meat industry. Mr. Anderson was a member of the American Society of Animal Science and the American Association for the Advancement of Science.

Professor Anderson enjoyed hunting and fishing and in his youthful years he was active in baseball, a sport which he continued to follow with great interest. His major personal interest, though, was his family. Mrs. Anderson died unexpectedly on March 11, 1963. They are survived by 2 sons, Philip A., Jr., of Forest Lake and Leonard W. Anderson of St. Paul, and by 9 grandchildren.

WENDELL LOUIS BARTHOLDI

1911-1963

Wendell L. Bartholdi was professor of dentistry and chairman of the Division of Oral Diagnosis. He was born on March 26, 1911, in Duluth and died in Minneapolis on March 21, 1963. He had suffered a heart attack several days before while at work.

Dr. Bartholdi is survived by his wife, Lois; mother, Mrs. R.A. Bartholdi, Duluth; 2 brothers, Herbert Bartholdi, White Bear Lake, John Bartholdi, Duluth; 3 sisters, Mrs. Richard O'Niell, Fargo, North Dakota, Mrs. Jack Otto, Duluth, and Mrs. Lester Crickson, St. Paul.

He was broadly educated in the fields of horticulture and dentistry. He received the B.S. in 1934, University of Minnesota, M.S. in horticulture in 1936, Ohio State University, the Ph.D. in horticulture in 1940, and the D.D.S. degree in 1946.

Dr. Bartholdi had an interesting career in teaching and dental practice

which included assistant resident professor in agronomy, Rhode Island State College, 1940-41; assistant professor in agronomy at University of Wyoming, 1941-43; professor, department head, and clinical director, Creighton University, 1948-1952; research investigator, V.A. Center, Wood, Wisconsin, 1952-53; assistant professor, chairman, Division of Oral Diagnosis, University of Minnesota, 1954-55; professor, chairman, Division of Oral Diagnosis, University of Minnesota; private practice, Duluth, Minnesota, 1946-48 and 1953-54.

His undergraduate honors included Gamma Sigma Delta; graduate honors, Sigma Xi, Omicron Kappa Upsilon, Phi Beta Phi, and Gamma Alpha. He was a member of the Minneapolis, Minnesota and the American Dental Associations.

Dr. Bartholdi is certainly not a difficult person to talk about. He was a quiet, unassuming man who had dedicated his life not only to a profession of service, but had compounded this by spending his energies as a teacher of dentistry. He was well qualified for this role—a scholar by virtue of his extensive academic training, with membership in five honor scholastic societies, and by his wealth of experience not only in dentistry, but pedagogy as well. He had qualities that are perhaps best placed in the category of the intangibles, that part of professional life that must be taught by example, not by demonstration or lecture.

Dr. Bartholdi was a genuine person, a man with the courage of his convictions regardless of what the opposition held, and a man with a very personal concern for people. His position in school as chairman of oral diagnosis and admissions brought him in contact with all of the patients that came to us for counsel and treatment, whereas the rest of us saw only those concerned with our particular discipline. It is certain that these patients could sense his desire to help them whether we were able to provide treatment necessary at the school or not. In this day of assembly line automation, he refused to treat the patient as a registration number, but as an individual in search of professional guidance. He gave freely of himself and of his talents.

He was a person with inner spiritual resources too. Many outward activities we observe in people are only evidence of poverty of spirit. This was not true of Dr. Bartholdi. He had an easy going warmth and sincerity about him that made you feel that you had always known him from your first meeting. What he confessed on Sunday, he lived seven days a week. His interest in music perhaps was not widely known, but in addition to all his other accomplishments, he was a talented organist.

We would like to borrow some words from Richard Evans where he says, "The institutions of men confer an infinite variety of honors, titles, degrees and awards of one kind or another. Almost every organization of any description that has brought two or three or more together in a common purpose, issues its credentials, its recognitions, its citations, to which often much publicity is given, and for which there is much demand, and much acclaim. All are in one form or another recognitions from one man to another of some degree of excellence in some field of thought or action. But amid all this variety and multiplicity of citations and honors, of awards and medals, of fame and notoriety, there is one achievement of highest distinction, seldom mentioned and yet, happily not so rare. It is a distinction that receives little of the world's publicity for which perhaps no medal was ever made, no citation ever written, no degree ever conferred, but which enables him who has it to take from life its greatest enjoyment and gives him the approval of his own conscience, the confidence of children, the respect of neighbors, the trust of friends. In short it is the high distinction of having earned the right to be called a 'good man.' He it is that is the steadying influence of neighborhoods and communities. He is the backbone of all nations that endure. He it is that makes life worth while and the world worth saving. And even though he may never see

his name in lights or in print merely for being a Good Man, yet he is the reason people can live in decency, he is the factor that makes property safe, that makes virtue possible, and has made civilization as good as it is, despite all its weaknesses.

"A good man may have all other things besides, he may have received many other honors and citations, but the quality of goodness transcends them all. Of this the ancient philosopher spoke when he said: 'In goodness there are all kinds of wisdom.'"

THEODORE H. FENSKE

1904-1963

Theodore H. Fenske, associate dean of the University of Minnesota's Institute of Agriculture on the St. Paul Campus since 1956, died March 28, at the age of 58.

As associate dean, he had been responsible for co-ordination and supervision of the University's outlying Schools of Agriculture and Experiment Stations, and performed other duties as administrative associate to Dean Harold Macy.

He was born in Bemidji in 1904 and graduated with distinction from the University of Minnesota in 1929. He received his M.S. from the University in 1939 and was named honorary doctor of science by the University of North Dakota in 1954.

He joined the teaching faculty at the West Central School and Experiment Station in 1929 and was named superintendent there in 1938 and full professor in 1944. He was named associate director of field operations for the entire Institute of Agriculture in 1947, was promoted to assistant dean January 1, 1953, and became associate dean on July 1, 1956.

Dean Fenske spent several weeks in Scandinavian countries in 1953, studying agricultural experiment stations and farm practices. He was 1 of the 4 state winners in the National 4-H Alumni Recognition program in November, 1955. He was named an honorary premier seed grower in the Northwest Crop Improvement Association in February, 1958, and was grand president of Alpha Gamma Rho, national agricultural fraternity, from 1960 to 1962. During 1962 he served as a member of the Executive Committee of the Governor's Conference on Agriculture and Country Life.

In 1949-51, Dean Fenske was vice president of Kiwanis International. He served as governor and secretary-treasurer of the district Kiwanis organization and in 1960 served his third term as chairman of the Kiwanis International Committee on Agriculture. At the time of his death he was also president of the Minnesota-Dakotas Kiwanis Educational Foundation.

He was a member of the National Civic Relationships committee, Boy Scouts of America, served as commissioner of the Indianhead Council of the Scout organization and was a member of the Board of Directors of the St. Paul YMCA. He was chairman of the Committee on Agriculture for the Minnesota Statehood Centennial Commission during the centennial year of 1958.

He was also a member of the National Board of Charities for the American Lutheran Church and was to have been an official visitor to the Lutheran World Federation in Helsinki, Finland, this summer. He was president of his local congregation at St. Anthony Park Lutheran Church.

Dean Fenske was senior author of the book *Arithmetic in Agriculture*. He also wrote *North Shore*, the story of the territory from Duluth to Port Arthur and Fort William, Ontario, and wrote several articles and chapters of a book on the subject of Minnesota agricultural history.

Survivors are his wife, Teckla; 3 daughters: Mrs. Charles Arnason (Margaret), Minneapolis; Mrs. James Heltzer (Marilyn), Minneapolis;

Mrs. Chester W. Saunders (Maureen), St. Paul; his son, Theodore Fenske, Jr., living at home, St. Paul; 3 brothers, 3 sisters, and 4 grandchildren.

As a member of the University staff, Dean Fenske worked tirelessly for the best interests of the University of Minnesota. His many friends recognized him as a devoted family man, faithful to his church, community, state and country, always attentive to the needs of his fellow men.

ROBERT TAYLOR JONES

1884-1963

Robert Taylor Jones, professor emeritus of the School of Architecture, Institute of Technology, was born November 27, 1884, in Cincinnati, Ohio, and died March 31, 1963, in Minneapolis, Minnesota.

Mr. Jones attended Vincennes University (1905-1907) and the University of Illinois (1907-1910). He received the degree, bachelor of science, from the University of Illinois in 1910.

From 1911 to 1920 Mr. Jones was a member of the staff of the University of Illinois. In 1920 he came to the University of Minnesota as an assistant professor in architecture; he retired June 1953.

Mr. Jones was general manager (1925-1936) for the Architects' Small House Service Bureau; editor (1932-1938) of the *Small House Magazine*; and editor of a syndicated newspaper column on small house construction. He was the author of *Small Homes of Architectural Distinction*, published in 1928.

Mr. Jones was a member of President Hoover's Conference in Housing in 1928; he was a member of the Minneapolis Mayor's Housing Conference, 1931 to 1936. He was regional supervisor of the Federal Home Owners' Loan Corporation from 1934 to 1935. Mr. Jones was a member of the Minneapolis Planning Commission for 14 years (1942-1956) and served as president of the commission from 1945 to 1950. Mr. Jones was consulting architect and planner of Babbitt and Beaver Bay, Minnesota, new towns for the taconite industry.

As an educator, Mr. Jones was particularly concerned with developing the strongly analytical mind in young architects; he was ever mindful of the significance of basic issues as opposed to the temporary values in changing architectural styles. In the 1930's he turned his attention to the problems of city planning and the place of civic design in the hierarchy of architectural work.

Mr. Jones was a fellow of the American Institute of Architects. In 1958 he was cited for his service by the regional chapter of the American Institute of Architects. He was a member of Tau Sigma Delta, national honorary fraternity for architects, and of Scarab architectural fraternity, of which he was a past national president.

Mr. Jones is survived by his widow, Leone TeWalt Jones, Minneapolis, Minnesota; a son, Talbot Jones, Wayzata, Minnesota; and three sisters, Mrs. Helen Jockardy, Indianapolis, Indiana, Mrs. C. Raymond Miller, Indianapolis, Indiana, and Mrs. Margaret Keys, Bradenton, Florida.

HARRY J. OSTLUND

1885-1963

Harry J. Ostlund, associate professor emeritus in the School of Business Administration, was born on May 26, 1885, on a farm near Sugar-grove, Pennsylvania, in the northwestern corner of that state. He died in Minneapolis after a brief illness on April 13, 1963, at the age of 77. He began his education in a one-room country school, graduated from Ohio Wesleyan University in 1913, and took graduate work intermittently at the University of Chicago. He began his teaching career at Parkers College

in Winnebago, Minnesota. When the School of Business Administration was established at the University of Minnesota in 1919, he was appointed a member of the original faculty. He rose to the rank of associate professor in 1939, and retired in 1953.

Harry Ostlund was a student and teacher of cost accounting. His interest and capabilities made him much sought after as a consultant on a wide variety of cost accounting problems. He was recognized as an authority on problems of certain industries such as the wholesale drug industry during the depression years of the 1930's. His professional stature was recognized by election to office in local and national cost accounting associations.

One of Harry Ostlund's major contributions to the University was his firm but sympathetic counsel to the students who were in scholastic difficulty. During his many years as chairman of the Student's Work Committee, his advice encouraged and guided many students. He believed in the human intellect, and salvaged many discouraged and unpromising candidates who vindicated his faith by earning a degree.

Harry Ostlund's modesty and reticence hid a quiet wit and an extraordinarily wide range of knowledge about the world in which we live. He continued his academic pursuits until his last illness with intensity matched by few others. To him, the pursuit of knowledge was a self-sufficient objective.

RICHARD REES PRICE

1875-1963

It is always unpleasant to be compelled to note the death of one of the emeritus members of the University of Minnesota staff, but there is also a deep satisfaction when such a leader after 34 years of notable professional eminence and a period of post-retirement service in a kindred field, achieves the distinction of nearly a further score of years of cultural and civic community life. Richard Rees Price, born on May 23, 1875 at Hafod, Wales, came to the United States at the age of 6. His parents went to Kansas, where he attended school and high school at Hutchinson. He then attended the University of Kansas at Lawrence, from which he was graduated in 1897. Thereafter he went to Harvard, receiving a second baccalaureate degree and a doctorate. Returning to Kansas, he headed the extension program at the University of Kansas for 4 years, and was the founder of the Kansas League of Municipalities.

In 1913, extension activities of the University of Minnesota (first started in 1881) were organized by President George E. Vincent into a University Extension Service, and Richard Price was selected by the President to become director of the General Extension Division, to which was soon entrusted all extension activities of the University save those in agriculture. He served in this capacity until retirement in 1943.

Mr. Price was the progenitor of the League of Minnesota Municipalities and was made by virtue of his office in the University a permanent trustee of the league by its constitution. Upon his retirement he was named by the league as honorary president, a distinction which he valued most highly.

He was one of the founders of the National University Extension Association in 1915 and was a past president of that organization.

Richard Price was a forceful and culturally oriented man with an intense and inmitigable faith in the ability of people of this nation to rule themselves competently upon their own responsibility provided that the tools of judgment could be provided by reasonable opportunity for education. His life was devoted to making such tools available to all adults, specifically such as could be extended to Minnesota adults from the resources of the University he served. He was a stickler for standards

and set the pattern for the academic philosophy of excellence which has continuously guided the division he supervised. His influence and counsel were felt and valued throughout the United States by co-workers in his chosen field and by many university faculty members not only in Minnesota but elsewhere. His pride in the knowledge and services of educational institutions was boundless and sincere, and without cant or any feeling that knowledge should be restricted to a group of pundits or dispensed grudgingly. To him, as to Thomas Jefferson, the safety and survival of the American republic depended upon the prompt and general propagation of the useful and the aesthetically rewarding.

Richard Rees Price died on March 5, 1963 in Hutchinson, Kansas. He is survived by his wife, Louise and his daughter, Mrs. G. J. Smith, Stanford, Connecticut.

Adopted by a rising vote

The University Senate adjourned.

T. E. PETTENGILL, Clerk of the Senate

Appendix I

ABSTRACT OF DISCUSSION

President Wilson opened the final Senate meeting of the year by pointing out that there were items on the docket requiring changes in either Constitution or By-laws. Since there was not a sufficient quorum for Constitution change, he suggested that we could handle the By-laws matters but probably could not revise the Constitution. Mr. Wilson suggested that we might want to refrain from discussing the latter and thereby save some time.

The first item of business took in several parts of the Docket. Raymond B. Nixon, professor of journalism and chairman of the Committee on Senate Committees, reviewed the several items having to do with that committee. The Docket contained a listing of proposed Senate committee membership. Mr. Nixon pointed out that the committee report needed to be accepted by the Senate before it could approve committee membership, since the report proposed some changes in the By-laws which would affect committees listed. Of the 7 changes of the committee's report, the first 6 were passed. Number 6 had to do with the Committee on Intercollegiate Athletics. Since there also was in the Docket a report from the Committee on Intercollegiate Athletics, Mr. Wilson called on Max O. Schultze, professor of biochemistry and member of the Committee on Intercollegiate Athletics. Since there were slight variations in wording between the recommendations of the 2 committees on the same subject, Mr. Wilson asked that the Senate vote on both, having gotten an opinion from each of the 2 committees that the differences were easily reconcilable. The Senate then passed the report from the athletic committee. Recommendation 7 was not voted on since Mr. Wilson pointed out that it really did not require Senate action. The Senate then returned to the list of Senate committees and membership and accepted the list.

Bryce Crawford, dean of the Graduate School, moved appreciation to the Nixon committee for an excellent job and a fine report. It was passed.

William C. Shepherd, professor and head of electrical engineering and chairman of the Faculty Consultative Committee, presented the slate of nominees for the Committee on Senate Committees. There were no nominations from the floor. Results of the election will be in the *Minutes*.

The report of the Committee on Business and Rules called for changes in the Constitution. Mr. Wilson asked for an opinion from the committee chairman. Elio D. Monachesi, head of sociology and chairman of the Committee on Business and Rules, said that the items were noncontroversial and he could see no reason why there needed to be a discussion at this time. Mr. Wilson agreed and suggested that the clerk of the Senate place the item on the Docket for consideration again at the fall meeting.

R. E. Summers, dean of admissions and records and secretary of the Administrative Committee, presented the first part of the Administrative Committee report. This was a suggestion that the new assistant vice president for academic administration be added to the Administrative Committee. Mr. Wilson commented that the faculty used to be sensitive about the size of the Administrative Committee because any addition to it added to the size of the Senate. The recommendation was passed.

Warren B. Cheston, professor and associate chairman of physics, offered a resolution thanking Robert Beck for 6 years of service on the Faculty Consultative Committee. It was passed.

C. Arthur Williams, Jr., professor of economics and insurance and chairman of the Committee on Faculty Welfare, presented that committee's report. He drew the Senate's attention to a report of his committee in the February *Minutes* and said that a retirement plan similar to

the one proposed in that report was to be prepared and presented. Mr. Wilson said that at the opening of the next academic year the question will come up again. Ray Archer, director of insurance and retirement, will be available at that time to the Administrative Committee and he suggested that Mr. Williams also be available.

E. W. Ziebarth, dean of the summer session, gave the report of the Committee on Education, substituting for the committee's chairman who was not present. Mr. Ziebarth was chairman of the subcommittee preparing the report, which submitted a new policy on accreditation of college level courses offered by television. Wallace Armstrong, professor and head of biochemistry, asked if this was to apply only to closed circuit television. Mr. Ziebarth said that it would apply to all television, both open and closed. The Senate voted separately on recommendations 1, 2, and 3 and then accepted the entire report.

The report of the Committee on Institutional Relationships was presented by its chairman, Robert J. Keller, professor of education and director of University High School. It had to do entirely with accreditation of high schools and colleges in the state. All of its recommendations were accepted by the Senate.

Edwin Emery, professor of journalism and chairman of the Committee on Student Affairs, also had a report for action by the Senate. Major part of the report had to do with the speaker policy. The changes seemed minor but Mr. Emery felt that had they been in effect during the current year the controversy that arose during the current year over interpretation of the speaker policy could have been avoided.

Gaylord Anderson, professor and head of public health and chairman of the committee, reviewed the report of the Library Committee which was for information. He drew the Senate's attention to 2 or 3 parts of the report. Even though the University of Minnesota's rank in library expenditures has dropped nationally, expenditures have increased considerably. Yet, we are still lagging badly. He noted that the report of the Committee on Faculty Welfare indicated considerable interest in the library. Although the legislature did not appropriate the \$50,000 that was added last year to library support, it was his understanding that some adjustment was to be made for the coming year. He concluded by reminding the Senate that the West Bank Library was not a new library but an addition to the old one.

Edward B. Stanford, professor and director of University libraries, explained the story that was in the *Daily* recently. A reporter called and asked if he could interview Stanford, and he agreed. Mr. Stanford particularly asked that the story include a statement about the excellent support the library receives from the President and top administrative officers. Mr. Stanford was surprised to read the story, which made it look as though his major arguments were that students should not have to pay directly for library books and that the legislature no longer appropriated money for books, a stand which simply was not true.

John C. Wright, assistant professor of child development, told the Senate that a statement is being circulated among the faculty for signature to be sent to the faculty of the University of Alabama. He proposed at this time to offer a resolution for the Senate's action. Mr. Wright said that he was assured there was precedent for this and used the Senate's action on Amendment 2 as an example. The resolution was a commendation to the University of Alabama faculty for its position on admission of Negro students. Mr. Wilson suggested a substitution for the word "endorsed," which he thought sounded patronizing. He suggested that we want to give our strong approval but that the wording must be very carefully drawn. Mr. Wright agreed. Burnham Terrell, associate professor and head of philosophy, suggested the addition of the words "within constitutional limits." Mr. Wright again agreed, but Donald K. Smith, professor and head of speech

and theatre arts, said that in his opinion this was implicit and did not need to be stated.

Mr. Wilson again suggested that the resolution be worded so as to indicate strong support for the Alabama faculty but not in a way that might be annoying. John Buttrick, professor and chairman of economics, suggested that a subcommittee redraft the resolution to make it sound warmer. Mr. Wilson asked if a vote could be taken subject to modification by a committee on style to be appointed by the mover. The Senate passed the resolution and then Mr. Wilson suggested that Mr. Terrell, Mr. Smith, and Mr. Wright constitute the committee.

The President at this point said that it seemed appropriate at the final Senate meeting of a legislative year for the president to give a report on the legislature's actions. It being close to five o'clock, "simple charity" suggested there be no lengthy report. Briefly, then, we did get across the river with the library; otherwise we succeeded only in part. On balance, in the President's opinion, since the legislature first had to ratify the previous session's building bill (Amendment 2), the building budget was fairly good. In the support budget we did get funding for 301 new positions. In a sense this may make it more difficult than when we got nothing, because now the decisions have to be made as to where these positions will be placed. Over all, we got about 60 per cent of our request. The President concluded his remarks by saying that he was grateful for what the faculty had accomplished in a difficult year.

ELEANOR S. FENTON, Abstracter

Appendix II

SENATE MEETING ATTENDANCE OF ELECTED MEMBERS 1962-63

As voted by the Senate on March 12, 1959, the attendance of Senate members elected for the current academic year, based on attendance rosters circulated at each meeting, is reported for information. During the year there were six meetings held subsequent to the Senate election. Senate members and number of meetings attended follows:

Ernst C. Abbe	6	Henry J. Griffiths	4
Evan R. Allred	4	George A. Hallenbeck	0
Gaylord W. Anderson	2	Anna T. Hampel	2
Robert K. Anderson	2	Donald W. Hastings	2
W. D. Armstrong	4	Alexander C. Hodson	3
Paul M. Arnesen	1	Fred W. Hoffbauer	4
Carl A. Auerbach	1	Mellor R. Holland	5
Donald W. Bates	6	Robert Holt	1
Ralph F. Berdie	2	William Hueg, Jr.	3
Florence M. Brennan	4	Leonid Hurwicz	5
Allan H. Brown	4	Andrew Hustrulid	5
John A. Buttrick	5	Warren E. Ibele	1
Paul Cartwright	4	Herbert S. Isbin	2
Henry M. Cavert	3	Victor Johnson	5
Clarke A. Chambers	4	Richard Jordan	3
Harold W. Chase	0	Richard K. Juberg	4
Warren B. Cheston	5	Hugh Francis Kabat	5
R. O. Collier, Jr.	2	Robert J. Keller	3
David Cooperman	3	Norman S. Kerr	5
Dean A. Crawford	3	John C. Kidneigh	6
John A. Dettmann	6	G. Gordon Kingsley	6
Harold C. Deutsch	2	Eric Klinger	5
Norman J. DeWitt	3	Fulton Koehler	2
Richard J. Donnelly	2	David L. LaBerge	0
Donald P. Duncan	6	Jean W. Lambert	3
Ernst R. G. Eckert	2	Benjamin J. Lazan	1
William H. Edson	6	Henry Lepp	3
Marcia Edwards	6	Robert J. Levy	2
Selmer A. Engene	4	Gardner Lindzey	0
Gertrude A. Esteros	6	Keith I. Loken	4
Eleanor S. Fenton	5	Jeanne T. Lupton	2
Stuart W. Fenton	6	Edgar L. Makowski	2
Edward Flaccus	4	Charles W. Martin	2
Lyle French	4	William P. Martin	3
Albert M. Fulton	6	Hugh J. McCardle	5
Joseph G. Gall	5	Gerald R. McKay	4
William E. Gardner	3	C. H. McLaughlin	4
N L Gault, Jr.	3	David J. Merrell	5
James E. Gerald	4	Robert H. Miller	5
James L. Gibbs, Jr.	4	Norman W. Moen	3
Wendell P. Glick	5	Gordon M. Mork	4
Robert Good	0	Clarence E. Mueller	4
John Alan Goodding	5	Shirley T. Munson	5
Kenneth L. Graham	6	John S. Myers	4
Stephen G. Granger	3	Daniel C. Neale	5

Ralph G. Nichols	2	Richard A. Swalin	4
Raymond B. Nixon	5	Armas Tamminen	2
Truman Nodland	6	D. Burnham Terrell	3
Paul R. O'Connor	6	James E. Thompson	4
Theron O. Odlaug	2	Dimitri Tselos	4
Maurice Ostrander	3	Hugh L. Turriffin	6
Wentworth Quast	6	Robert A. Ulstrom	1
Herman Ramras	2	Richard L. Varco	3
Raymond V. Randall	2	John W. Wakely	2
Robert C. Rathburn	5	Philip G. Walther	6
Maynard C. Reynolds	3	Lewis Wannamaker	2
Ralph G. Ross	3	S. E. Warschawski	4
Herbert W. Schmidt	2	Dennis W. Watson	3
Max Otto Schultze	6	Gerhard H. Weiss	6
Dorothy Simmons	5	John E. Wertz	5
Donald K. Smith	4	Albert Wickesberg	5
Marvin E. Smith	4	Roger E. Wilk	5
Cyrus F. Smythe	2	C. A. Williams, Jr.	6
Leon A. Snyder	3	C. Paul Winchell	4
Sherwood Snyder	5	Frederick T. Witzig	3
Robert F. Spencer	2	Herbert Wright, Jr.	2
John Spizizen	1	Donald H. Yardley	3
Martin Steinmann	2	Sarah H. Youngblood	5