

SENATE MEETING

THURSDAY, MARCH 10, 1960

3:30 P. M.

MURPHY HALL AUDITORIUM

The membership of the Senate totals 160 including 122 elected members and 38 ex officio members (30 Administrative Committee and 8 Faculty Consultative Committee). For a quorum, a majority of the membership (81) must be present.

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

Members of standing committees who are not members of the Senate, including student members, may be present at a meeting of the Senate during such time as a report of their committee is under discussion and may participate in such discussion, but shall not have the privilege of making motions or of voting.

A special section will be provided for the seating of such faculty and such members of standing committees.

ATTENDANCE RECORD

A roll of elected and ex officio members will be circulated during the meeting. Members will please check their names to indicate their presence. If the list misses you please stop afterward to check your name. The roll, after adjournment, will be on the rostrum.

An attendance record for nonmembers will also be circulated and will be on the rostrum after the meeting.

As voted by the Senate, a summary of the attendance of members elected for the current academic year will be included in the June minutes.

Year 1959-60

No. 4

UNIVERSITY OF MINNESOTA

THE SENATE DOCKET

March 10, 1960

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

I. MINUTES OF FEBRUARY 4, 1960 Reported for Action

(There will be a pause in the proceedings to permit the seating of the non-Senate members of the Committee on Institutional Relationships and the Committee on Intercollegiate Athletics for the discussion of the reports of these committees.)

II. REPORT OF THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

1. Reported for Information

University Credit for Advanced Study in the High School

In response to questions raised both at the high school and university levels, the advisory subcommittee was appointed to review policies dealing with university credit for work taken in the high school and to make recommendations thereon. This subcommittee was appointed in December, 1958, by the Senate Committee on Institutional Relationships and Student Scholastic Standing. Membership on this advisory subcommittee consisted of: Keith McFarland (chairman), Harold W. Chase, Asher N. Christensen, Stuart W. Fenton, Theodore E. Kellogg, Samuel H. Popper, Merrill P. Rassweiler, Eleanor M. Salisbury, Carol Wilson, and Chester W. Wood. The present report is presented for information by the two Senate Committees and has been approved by both of them. A complete copy of the subcommittee report can be secured from 330 Burton Hall.

The basic questions were: Should college credit be granted for work taken in high school? Should consideration be given to the granting of college credit and/or course exemption for individual courses taken in high school? Procedures now exist at the University for granting credit by examination upon admission. Is further machinery needed?

Extent of Interest in the Problem

This is not a new question. Advanced placement has been granted to able students by various colleges and departments. However, some high schools are developing courses or programs that can be termed of collegiate level. The growing interest in the Advanced Placement Program of the College Entrance Examination Board is likely to have increasing effect in the future.

Questions Stemming from the Development of "College Level" Courses in Selected High Schools.

Three questions have been raised about the development of these high school programs which encourage advanced placement.

1. Is it possible for University-developed examinations to be given at the completion of advanced high school work and in advance of admittance to the University? Is this a matter to be decided by the department involved or should some all-University policy be stated?
2. Is it possible for the University to provide any statement concerning the possibility that a student receive credit for advanced high school work while the student is still in high school?
3. Is it appropriate for staff time and budget to be used in developing and scoring examinations administered in the high school at the completion of advanced work?

The attitude adopted by the University toward these programs will no doubt influence the action of other schools and colleges toward the acceptance of credit and/or advanced placement in the course areas concerned.

Existing Practices

1. *Recognition of the Advanced Placement Program of the College Entrance Examination Board.* During the period 1957-59, seven students applied for credit or advanced placement. Two students received some credit.
2. *Credit by University Departmental Examination.* The general University practice has been to award credit for many university courses by successful completion of examinations in the course content. (Page 8, *Bulletin of General Information, 1959-60*). This procedure has been little used by entering freshmen.
3. *Advanced Placement by University Departmental Examination.* This procedure has also been little used by entering freshmen. The two main programs of this type have involved the English tests and language validation tests. They have often resulted in exemption from certain degree requirements.
4. Some advanced placement has also been taken place through use of correspondence courses for which students enroll while still in high school, or by registration for regular University classes concurrent with high school registration.

Basic Assumptions

It is clear that no general policy statement can with fairness encompass the many variations in program acceleration that now exist or will occur. For the most part evaluation will be on an individual basis. Further, in line with accepted procedure, final decision upon the granting of advanced placement or credit for work taken other than at the University rests with the individual college.

However, action by the various colleges may be guided in the light of certain generally accepted principles or assumptions:

1. The high school should be encouraged to offer a good general education to all who come to it.
2. The high school should provide for individual differences within its student body; it should continue to develop programs that lead to the enrichment of subject matter in all areas of the high school curriculum; and it should devise more effective procedures for the identification of and assistance to talented students who might be ready for consideration for advanced standing at the University or elsewhere. The identification of the talented student to the college or university of his choice is most important.
3. It is assumed that if the preceding were to occur, then the University's responsibility would be to provide for those students who come to college ready for consideration for advanced standing.
4. A closer liaison resulting from formal and informal contact might well result in much profit to both secondary school and the University.

It is clear that care should be taken not to compromise the basic functions of the high school by placing undue stress on acceleration or special study at the college level. At the same time it is very apparent that participation in college level work while in high school is increasing and that provision must be made to accommodate such programming as does develop in Minnesota high schools.

Recommendations

The following recommendations were made in light of the above review of practices and assumptions as a basic framework for University policy.

1. Existing University procedures for proficiency testing and for special examinations for credit are sufficiently flexible to accommodate the majority of instances wherein special preparation or background experiences suggest that a student should seek advanced placement and/or advanced standing credit in an area. However, colleges and schools must publicize more effectively the availability and usefulness of these procedures, and must make the administrative aspects of the special examination for credit or the proficiency test as simple as is possible. Detailed information by college on special exam and proficiency test procedures should be given to the entering student at the time of admission, thus providing opportunity for correspondence where needed, for review in an area, if indicated, and for student action prior to the time he comes to the campus for programming.

If formal or informal contacts with secondary school administrators and teachers result in the identification to the University of those students with special talent or preparation in a subject area, departmental correspondence with the student is to be encouraged, with a view toward acquainting the student with opportunities for proficiency testing and/or special examinations for credit, where appropriate.

2. Advanced placement and/or credit by examination may be given for completion at acceptable levels of courses offered in the high schools under the aegis of the Advanced Placement Program, upon recommendation of the University department concerned to the appropriate college Committee on Student Scholastic Standing, and after the student has been admitted to the University.
3. The practice of granting prior approval or commitment to credit for courses offered in secondary schools at what is termed "advanced levels," though probably justified under very well controlled conditions, could raise questions regarding control of course content, qualifications of instructors, and conduct of the courses, and could create difficulties in administration and possibly lend encouragement to the development of college level programs in situations where such development is not warranted.

As programs develop wherein the resources utilized and the instruction presented suggest that consideration for advanced placement and/or credit by examination is in order, complete information descriptive of the course, the instruction, and the student's performance in the course may be presented by the school and the student concerned to the appropriate department at the time of admission. Departmental recommendations concerning the granting of advanced placement and/or credit by examination on the basis of the materials at hand may be forwarded to the college Committee on Student Scholastic Standing (or appropriate college committee).

4. At the present time, no clear pattern emerges for the future development of advanced standing for college credit programs. Departments of the University should be encouraged to continue to experiment with ways of meeting problems within the frame of reference delineated by the broad policy statements given above. English and foreign language departments have carried on such experiments for some time.
5. Even at the present time, the committee learned, there are more advanced standing projects afoot than is generally known. It seems essential that there be a body to co-ordinate such experiments both in order to keep the high schools informed of developments and to improve communication and effectiveness within the University.

It is suggested that a joint subcommittee of the Senate Committee on Student Scholastic Standing and the Senate Committee on Institutional Relationships might well assist in the implementation of the recommendations noted, and in addition perform the necessary services of:

1. Maintaining contact between experimenting groups.
2. Informing such agencies as are concerned with developments and projected experimentation.
3. Informing interested departments of the necessary clearances and lines of authority.
4. Keeping an over-all view of the growth of advanced standing programs both within the University and in the high schools.

Membership on this joint subcommittee might well be drawn from groups represented in the subcommittee making the present report.

ROBERT J. KELLER, *Chairman*

III. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS Reported for Information

Approved Schedules

BASEBALL, Spring 1960	
March 21, 22	University of Texas, at Austin
March 23, 24	Sam Houston State Teachers College at Huntsville, Texas
March 25, 26	University of Houston, at Houston
April 1	Iowa State University, at Ames
April 2	Iowa State University, at Ames (2 games)
April 8	St. Mary's College, at Winona
April 9	Luther College, at Decorah, Iowa (2 games)
April 15	South Dakota State College, at Brookings
April 16	South Dakota State College, at Brookings (2 games)
April 22	Iowa State Teachers College
April 23	Iowa State Teachers College (2 games)
April 29	Michigan State University
April 30	University of Michigan (2 games)
May 6	Ohio State University, at Columbus
May 7	Indiana University, at Bloomington (2 games)
May 13	University of Wisconsin
May 14	Northwestern University (2 games)
May 20	University of Illinois, at Urbana
May 21	Purdue University, at Lafayette (2 games)
May 27	State University of Iowa
May 28	State University of Iowa (2 games)
FOOTBALL, 1962	
September 29	University of Missouri
October 6	U.S. Naval Academy
October 13	Northwestern University
October 20	University of Illinois
October 27	University of Michigan, at Ann Arbor
November 3	Michigan State University, at East Lansing
November 10	State University of Iowa
November 17	Purdue University
November 24	University of Wisconsin, at Madison

M. O. SCHULTZE, *Chairman*

(There will be a pause in the proceedings to permit the withdrawal of non-Senate committee members.)

IV. NEW BUSINESS

V. NECROLOGY FREDERICK MAYNARD MANN 1868-1959

Frederick Maynard Mann, professor emeritus of architecture, died on October 27, 1959, at Healdsburg, California, at the age of 91.

Professor Mann was born in New York City, May 1, 1868. He received a bachelor of civil engineering from the University of Minnesota in 1892, a bachelor of science in architecture from Massachusetts Institute of Technology in 1894, and a master of science in architecture from M.I.T. in 1895. In 1898 he was granted the degree of civil engineer by the University of Minnesota. From 1895 to 1899 he was an instructor at the University of Pennsylvania and practiced architecture in Philadelphia from 1898 to 1902.

In 1903 he founded the School of Architecture of Washington University at St. Louis and served as its head until 1910. From 1910 to 1913 he was head of the University of Illinois School of Architecture. In 1913 he was invited to organize the School of Architecture at the University of Minnesota, and for 24 years he served as its head. From 1914 to 1926 he maintained an architectural practice in Minneapolis and also served as advisory architect for the University. He was a pioneer in city planning and served on the Minneapolis Planning Commission from 1927 to 1936. During his service as advisory architect, Northrop Auditorium and Memorial Stadium were built and owe much of their success to his careful study and supervision.

Mr. Mann by his wisdom and foresight built up the School of Architecture to a position of national repute and established a pattern of architectural education for the entire region. His impeccable taste, distinguished scholarship, and complete integrity won him widespread respect and acclaim in his profession. He was one of the founders of the Association of Collegiate Schools of Architecture.

Professor Mann was a fellow of the American Institute of Architects and a member of the American Civil Engineering Association, Tau Beta Pi, Sigma Xi, Psi Upsilon, Alpha Rho Chi, Tau Sigma Delta, Scarab National Economics League, Minneapolis Engineers Club, College Art Association, Skylight Club, and Six o'clock Club.

He is survived by two daughters, Mrs. Donald Cordry, Cuernavaca, Mexico, and Mrs. Byron J. Olson, Bethesda, Maryland; and a son, Frederick M., Jr., who is advisory architect for the University of Washington at Seattle. Mr. Mann's wife, Grace, died in 1937.

VERVAL JUNE MUELLER 1908-1960

Verval June Mueller, professor in the School of Social Work, died at the height of her teaching career, after 12½ years of service at the University of Minnesota.

She was born in the community of New Ulm, Minnesota, attending grade school and high school there. In 1929 she received the B.S. degree from the University of Minnesota, majoring in history, minoring in English and education. She was an active member of Zeta Tau Alpha sorority.

The beginning of Miss Mueller's professional life coincided with the depression. From 1929 until 1934 she was engaged in teaching as well as in sales and personnel work. By 1934, she had moved into social casework, first with State Emergency Relief Agency, then with the Nobles County Relief Offices and in 1936 as visiting teacher.

After a year's graduate education in social work at the University of Minnesota, she became parole agent for northern Minnesota. She then returned during the academic year of 1939-40 to complete her M.A.

degree in social work and chose as her area of concentration the field of medical social work.

For 2 years thereafter Miss Mueller worked as a medical social worker at the Society of New York Hospital in New York City. From 1942 until 1947, when she accepted a teaching position at the University of Minnesota, she was a member of the staff of the American Red Cross. In this capacity, Miss Mueller served for 2 years as field supervisor of ARC Hospital Services in the midwestern area, working out of St. Louis, Mo. She then moved to the responsible position of assistant chief, and soon to chief, Hospital Services, Domestic Section, American Red Cross, Washington, D. C. When she joined the staff of the School of Social Work at the University of Minnesota as associate professor in 1947, she became the member of a professional school which, shaped by her and other members of a congenial faculty, was forging ahead to a leadership position among schools of social work in this country. Miss Mueller remained a dependable and active member of the staff, a recognition of her professional skills being reflected by her rise to the rank of professor of social work in 1956.

The concept of "team membership," so vital in medical social work practice was not only well taught by Professor Mueller but exemplified repeatedly by her responsible activities as a member of committees and associations and the numerous offices which she held in them. She was active in many community, state, national, and religious (Episcopalian) social work oriented bodies and committees.

In her role as teacher, Verval Mueller undoubtedly made her deepest and most lasting professional contribution. She was valued by all who knew her as teacher, colleague, and friend.

Surviving is one sister, Miss Viola Mueller, New Ulm, Minnesota.

HERALD KENYON PALMER

1900-1959

Herald Kenyon Palmer, assistant professor of mechanical engineering, died November 20, 1959 at his home in Minneapolis, Minnesota. He is survived by his wife, Lucy, and two daughters, Patricia Lou and Diane Jean, both students at the University of Minnesota.

Professor Palmer was born June 9, 1900, in Hetland, South Dakota. Following his graduation in 1924 with a bachelor of science degree in general science from South Dakota State College, he spent several years teaching science courses in high school and working for the South Dakota State Highway Department. He then resumed his studies at South Dakota State and was granted a bachelor of science degree in electrical engineering in 1930.

After spending a summer on the staff of Westinghouse Electric and Manufacturing Company in Pittsburgh, he joined the Mechanical Engineering Department at the University of Minnesota as an instructor in September 1930. He received his master of science degree in mechanical engineering from the University of Minnesota in 1938 and was shortly promoted to the rank of assistant professor.

During a leave of absence in 1941-42 he worked on submarine detector problems for the National Defense Laboratories in New London, Connecticut. He received a professional engineering degree in mechanical engineering from South Dakota State in 1949.

During the period from 1938 until his death he taught courses in the area of machine design, mechanisms, and kinematics. He was a member of Sigma Xi and A.S.E.E.

EDWIN J. VOLDEN

1887-1959

Edwin J. Volden, former assistant professor at the University of Minnesota, West Central School and Station, Morris, Minnesota, died on October 20, 1959. He had retired at the end of the fiscal year 1955. He and Mrs. Volden had retained their residence in Morris since that time.

Professor Volden was appointed to the University staff in May 1915, as a business training instructor and in charge of the Business Office at the West Central School and Station. His service to the University for over 40 years was a long and commendable career filled with many professional achievements.

A number of his techniques and practices were adopted for use in other departments of the University. Many of his students followed careers in business that were inspired by his ability to motivate young people. He was respected for his ability to audit and make financial analyses of many different types of organizations and businesses.

Mr. Volden was born at Canby, Minnesota, on March 14, 1887, and was graduated from Canby High School in 1905. He attended the Mankato Business College and taught school in Yellow Medicine County. In 1910 he went to Arlington, South Dakota, as secretary of a land and loan company. He was employed for a time in 1911 in a steamship agency in Winnipeg, Canada. Between 1911 and 1915 he was employed as a cost accountant for firms engaged in the construction business.

Mr. Volden was married at Jewell, Iowa, to Hilda Larson on August 25, 1915. She preceded him in death. To them were born two sons and a daughter. He was married to Lilly Wrolson at Morris on December 20, 1936.

He is survived by his wife, a son, John E. of Wheaton, Illinois; a son, William J. of Minneapolis; and a daughter, Mildred (Mrs. Ednar Gilbertson) of Minneapolis; two sisters, Mrs. Paul Hoepfer of Wausau, Wisconsin, and Mrs. Claude Brotner of Marshall, Minnesota; and a brother, Paul Volden of Canby, Minnesota.

HENRY G. ZAVORAL

1894-1959

Henry G. Zavoral, 65, former professor and extension animal husbandman at the University of Minnesota, died of a cerebral thrombosis Friday, January 8, 1960, at Midway Hospital, St. Paul. He had been ill since December 1959.

He was known around the state as an avid proponent of "meat type" hog production. He had promoted systems of raising and caring for swine that are now widely adopted, and was himself a noted breeder of Duroc hogs. He was also popular as a state fair swine show superintendent, show ring judge, and moderator.

Mr. Zavoral was born in McLeod county April 2, 1894, attended the University of Minnesota, and served with the U. S. Army Veterinary Service in France during World War I. He served as Nobles county agent from 1918-21, then came to the St. Paul Campus as extension animal husbandman, a position he held until his retirement in early 1959.

In the early years, he organized colt and stallion clubs and conducted demonstrations around the state on how to hitch large numbers of horses to a single load.

When frozen food lockers came into being, he gave hundreds of demonstrations on their use and value.

In 1930, Mr. Zavoral went to Russia for a year as American adviser on livestock production for the Soviets' first 5-year plan. While in Berlin, Germany, to buy breeding stock for the Russians, he was joined by Angeline Keenan, his fiancée from Minneapolis. The couple was then married on Berlin's Unter Den Linden.

During the 30's, Mr. Zavoral's interest turned to hogs, and he saw a need for changed ways of hog farming. He noted that people no longer wanted as much fat as they used to get from the 300-pound and heavier hogs of earlier years. So, in co-operation with county agents, he helped farmers conduct meat-type hog demonstrations, evaluate carcasses of leaner hogs, and adopt better swine raising practices. He wrote a bulletin "Hog Health Makes Wealth" which has been used widely by agents and farmers around the Midwest.

Mr. Zavoral was superintendent of the National Swine Show at Peoria in the early 20's and directed the Junior Livestock Show at South St. Paul from 1924-30. For 12 years, he was moderator for the National Barrow Show at Austin and since 1955 was superintendent of the swine show at the Minnesota State Fair. He organized the first Spring Barrow Show at Albert Lea in 1945 and helped set up many district barrow shows.

Starting 16 years ago, the University, under Mr. Zavoral's supervision, annually named a "swine honor roll," a group of farmers who have shown top efficiency in hog production.

Mr. Zavoral is survived by his wife and son, James.

Voted

THE UNIVERSITY SENATE
DOCKET SUPPLEMENT - MARCH 10, 1960

ADDITION TO THE
MINUTES OF FEBRUARY 4, 1960

Reported for Information

Discussion of item 3 (page 33)

The following sentence should be added for clarification:

The Administrative Committee reference was to travel on University supply budgets rather than to travel on research funds.