

SENATE MEETING

THURSDAY, DECEMBER 10, 1964

3:30 P.M.

MURPHY HALL AUDITORIUM

The voting membership of the Senate totals 159 including the President and 158 elected members. For a quorum, a majority of the voting membership (80) must be present. Constitution changes require advance publication and 106 affirmative votes. By-Law changes require 80 affirmative votes. Other actions require only a simple majority of members present and voting. The members of the Administrative Committee are ex officio nonvoting members of the Senate.

All members of the faculty who hold regular appointment as defined in the Regulations Concerning Academic Tenure may be present at Senate meetings and are entitled to speak and to offer motions for Senate action, but may not vote.

Members of standing committees who are not faculty, 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.

Provision has been made for the University News Service to send the Senate Docket to the news media in advance of each meeting and to arrange a news conference at the close of each meeting with the vice chairman and others he may designate.

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.

NOT FOR RELEASE PRIOR TO THE SENATE MEETING

Year 1964-65

No. 2

UNIVERSITY OF MINNESOTA THE SENATE DOCKET

December 10, 1964

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

I. MINUTES OF NOVEMBER 5, 1964

Reported for Action

II. SENATE COMMITTEES FOR 1964-65

Reported for Action

The President reports an additional appointment as follows:
Reserve Officers' Training Corps: Ronald A. Lifson, student.

III. NON-SENATE COMMITTEES FOR 1964-65

Reported for Information

The President reports an additional appointment as follows:
Safety Committee: Donald W. Bates to replace Glenn Prickett.

IV. DESIGNATION OF ABSTRACTER

Reported for Information

The Senate vice chairman and the chairman of the Faculty Consultative Committee report that they have designated Professor Paul Cashman as Abstracter beginning with the present meeting.

V. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

1. *Proposed University Calendar for 1965-66*. During September, the recorder sent, as usual, a tentative University Calendar for the next academic year to the members of the committee. This proposed 1965-66 calendar was submitted also to the University offices and committees normally involved in its preparation and to the student groups thought to be concerned, along with a request for suggestions or supplemental data. A digest of the suggestions received, most of which were viewed as information routinely required, was placed before the Administrative Committee, November 4, 1964. The All-University Schedule Committee did suggest minor changes in the interest of establishing a recurring pattern of dates for such as application or change of college within the University, these in the interest of setting easily remembered cut-off times. It was moved, seconded, and voted to approve the amended calendar as a recommendation to the Senate for action. The proposed calendar follows:

UNIVERSITY CALENDAR

Academic Year 1965-66

Fall Quarter

August 2-September 24		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*	Last day to file application for fall admission to the undergraduate colleges.
September	1*	Last day to file fall request for change of college within the University.
September	6	Monday
September	16	Thursday
September	17	Friday
September	24	Friday
September	27	Monday
September	30	Thursday
October	1	Friday
October	12	Tuesday
October	16	Saturday
October	23	Saturday
November	4	Thursday
November	11	Thursday
November	25	Thursday
November 26-27		

Opening convocation, 11:30 a.m., IV hour classes excused (except Duluth and Morris).
Last day for registration and payment of fees for the Graduate School and for teachers in service.
Columbus Day, holiday.
Homecoming Day (Duluth)
Homecoming Day (Minneapolis-St. Paul; Morris).
Senate meeting, 3:30 p.m.
Veterans Day, holiday.
Thanksgiving Day, holiday.
Classed excused (except Medical School and College of Veterinary Medicine).

December	1*		Last day to file application for winter admission to the undergraduate colleges or for change of college within the University.
December	9	Thursday	Senate meeting, 3:30 p.m.; last class day.
December	10	Friday	Review begins.
December	11-17		Final examination period.
December	18	Saturday	Fall quarter closes. Commencement 8 p.m.
<i>Winter Quarter</i>			
December	25	Saturday	Christmas Day, holiday.
December	27	Monday	Winter quarter fees due for students in residence fall quarter.
December	28-30		Orientation program; registration and payment of fees for new students in all undergraduate colleges.
January	1	Saturday	New Year's Day, holiday.
January	3	Monday	Winter quarter classes begin.
January	7	Friday	Last day for registration and payment of fees for the Graduate School and teachers in service.
February	3	Thursday	Senate meeting, 3:30 p.m.
February	12	Saturday	Lincoln's Birthday, holiday.
February	22	Tuesday	Washington's Birthday, holiday.
February	20-26		University of Minnesota Week.
February	24	Thursday	Charter Day Convocation, 11:30 a.m., IV hour classes excused (except Duluth and Morris).
March	1*		Last day to file application for spring admission to the undergraduate colleges or for change of college within the University.
March	10	Thursday	Senate meeting, 3:30 p.m.; last class day.
March	11	Friday	Review begins.
March	12-18		Final examination period.
March	17	Thursday	Spring quarter fees due for students in residence winter quarter in undergraduate colleges.
March	19	Saturday	Winter quarter closes. Commencement, 8:30 p.m.
<i>Spring Quarter</i>			
March	23-25		Orientation program; registration and payment of fees for new students in all undergraduate colleges.
March	28	Monday	Spring quarter classes begin.
April	1	Friday	Last day for registration and payment of fees for the Graduate School and for teachers in service.
April	8	Friday	Good Friday, holiday.
April	28	Thursday	Senate meeting, 3:30 p.m.
May	11	Wednesday	Cap and Gown Day Convocation (Minneapolis-St. Paul), 11:30 a.m., IV hour classes excused.
May	25	Wednesday	Cap and Gown Day Convocation (Duluth), 2:30 p.m., VII hour classes excused.
May	30	Monday	Memorial Day, holiday.
June	1	Wednesday	Cap and Gown Day Convocation (Morris), 2 p.m., VII hour classes excused.
June	2	Thursday	Senate meeting, 3:30 p.m.; last class day.
June	3	Friday	Review begins.
June	4-10		Final examination period.
June	5	Sunday	Baccalaureate Service (Duluth), 8 p.m.
June	9	Thursday	Baccalaureate Service (Minneapolis-St. Paul), 8 p.m.
June	10	Friday	Commencement (Duluth), 8 p.m.
June	11	Saturday	Spring quarter closes. Commencement (Minneapolis-St. Paul), 7:30 p.m.
June	13	Monday	Commencement (Morris), 8 p.m.

* Other application dates are specified for Graduate School, Medicine, Dentistry, Dental Hygiene, and Practical Nursing. See respective college bulletin for requirement.

General Extension Division, 1965-66

Fall Semester

September	13	Monday	Registration for fall semester begins.
September	22	Wednesday	Last day for registration, fall semester.
September	27	Monday	Fall semester classes begin.
October	12	Tuesday	Columbus Day, holiday.
November	11	Thursday	Veterans Day, holiday.
November	25	Thursday	Thanksgiving Day, holiday.
December	18	Saturday	Christmas recess begins.
December	25	Saturday	Christmas Day, holiday.
January	1	Saturday	New Year's Day, holiday.
January	3	Monday	Classes resume.
January	29	Saturday	Fall semester closes.

Spring Semester

January	31	Monday	Spring semester registration begins.
February	9	Wednesday	Spring semester registration closes.
February	12	Saturday	Lincoln's Birthday, holiday.
February	14	Monday	Spring semester classes begin.
February	22	Tuesday	Washington's Birthday, holiday.
April	8	Friday	Good Friday, holiday.
May	30	Monday	Memorial Day, holiday.
June	11	Saturday	Spring semester classes close.

Extension classes offered on the quarter basis are on the same schedule as dayschool 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, 1966

First Term

June	13	Monday	Orientation and registration for first term.
June	14	Tuesday	First term classes begin 8:30 a.m., Minneapolis (east of river); 8 a.m., Minneapolis (west of river), St. Paul, Duluth, and Morris; fees due.
July	4	Monday	Independence Day, holiday.
July	15	Friday	Classes end at the close of VI hour. Commencement, 4 p.m.
July	16	Saturday	First term closes.

Second Term

July	18	Monday	Registration for second term.
July	19	Tuesday	Second term classes begin; fees due.
August	19	Friday	Classes end at the close of VI hour. Commencement, 4 p.m.
August	20	Saturday	Second term closes.

Extension Division and Summer Session final examinations are given at the last class meeting each semester or term.

2. *Policy Statement on the Selection and Designation of Professors to Named Chairs or for Professorial Awards.* The committee discussed professorial awards and named special professorships at the October and November meetings. In October, a revised report, including the ideas of the Committee on University Honors, offered suggestions about the name of "Regents' Professor" as against "Professor of the University." "Regents' Professor" was favored since it was noted that the designation does not necessarily involve a dutiful change. The committee believed that area of accomplishment of the professor should be identified. The plan for receipt and application of gifts for special named professorships or professorial awards was broadened.

The policy discussion continued in November. It was believed that the acquisition of funds for these purposes would be expedited, for example, by clarification of procedures. In reviewing the policy embodied in the revision of the document, Assistant Vice President Smith indicated that action on it would have the effect of bringing it before the Senate and to the Regents for approval. The Committee on University Honors had approved the revised report. After discussion of certain budgetary and assignment aspects of the proposal, it was voted to endorse the statement as follows, for consideration by the University Senate:

A RECOMMENDATION FOR THE ESTABLISHMENT OF REGENTS' POLICY CONCERNING

1. A plan for selecting and designating Regents' Professors.
2. The establishment of Professorial Chairs named in accordance with the wishes of donors to the support of such chairs.
3. The establishment of Professorial Awards.

* * * *

Introduction

Many universities have found it both useful and appropriate to establish procedures for giving special recognition to a small group of outstanding teachers and scholars on its faculty. A title of honor judiciously awarded can become one of the ways in which a University makes visible its standards of excellence. It can also serve as an appropriate recognition

of those whose work has brought great honor to the University. The University of Minnesota has in the past lacked any special title for selected members of its faculty. Part I of the document that follows proposed for Regents' consideration a plan for designating as Regents' Professors those staff members for whom the University wishes to give its highest academic recognition.

Universities have also found it useful to accept substantial gifts from private donors who wish to strengthen the academic enterprise of a given university by endowing particular chairs. It is appropriate that such endowed chairs be named after, or according to the wishes of the donor. Holding such a named chair is usually considered as an honor to the person selected for the position. The University of Minnesota has in the past lacked any clear policies regulating the conditions under which a chair could be named according to the wishes of a donor, and Part II of this document proposes policies for regulating the establishment of such chairs.

In common with other universities, the University of Minnesota has developed a number of professorial awards for varying purposes. These auxiliary awards are useful ways of recognizing certain scholars and teachers for particular achievements or merits. An example would be the awards given annually by some colleges for persons designated as "outstanding teachers." It is desirable that the University have policies regulating the establishment and administration of its various professorial awards, and also that it have a means of receiving grants of money from donors who do not wish to endow a chair, but who do wish to strengthen the University's ability to reward its outstanding teachers and scholars. Part III of this document proposes policies regulating the establishment of Professorial Awards, and policies making possible the naming of such awards according to the wishes of donors supporting them.

Each of the three policy statements here proposed concerns itself with a type of professorial recognition separable from the other two categories. Thus it would be possible for a single professor to receive more than one kind of recognition from the University. A professor holding a named and endowed chair might also be designated as a Regents' Professor, and might also receive a particular Professorial Award should he be judged the proper recipient.

The three policy statements are proposed as a single document, however, since taken together they define the full set of contexts within which the University may seek and receive financial support from private donors for the purpose of strengthening the faculty.

I.

A Proposed Regents' Plan for Selecting and Designating Regents' Professors

The special title of Regents' Professor shall be granted to a limited number of University of Minnesota faculty members selected according to the policies here stated. This title shall be the highest recognition given by the University of Minnesota to a member of its faculty.

A. Selection

1. Nomination for such recognition can be made to the President of the University by any person or group.
2. Nominees will be reviewed annually by an anonymous committee, appointed by the President after consultation with the Committee on University Honors. It is assumed that this anonymous committee will serve at the President's pleasure and that its members will be drawn from whatever sources the President and the Committee on University Honors deem appropriate. It is further assumed that provision will be made for some continuity of membership on the committee, and that the committee will consult with persons from other universities, when appropriate to its deliberations.
3. Recommendations from the committee will be made to the President, and will be taken by the President to the Board of Regents. The Regents will designate those persons to receive the honorary title.

B. Criteria for Selection

1. Nominees should be judged according to the same criteria now used by the University in judging fitness for the rank of full professor: scope and quality of scholarly and/or artistic contributions; quality of teaching; and contributions to the public good. But only nominees whose academic distinction is clearly outstanding, and whose distinction is clearly recognized by the academic community locally, nationally, and perhaps internationally, should be recommended for the award.
2. The best guarantee of the significance of this award will be careful restriction of the total number of persons receiving the award. It is therefore proposed that as general procedure not more than one or two persons should be designated as Regents' Professors in any given year. It is recognized that there is no implication in this general stipulation that the award is mandatory in any particular year. It is further recognized that on the occasion of the establishment of the award, the Regents may wish to depart from this general stipulation.

C. Miscellaneous Provisions

1. The title of Regents' Professor, once awarded, would be held by the person thus honored as long as he remains a faculty member of the University of Minnesota. His academic field of accomplishment would continue to be part of his title, as for example, "Regents' Professor of _____ (academic department or field).
2. Designation as a Regents' Professor does not necessarily imply any changes in duties and responsibilities.
3. Persons named as Regents' Professor would be suitably recognized in public ceremony, and would receive from the University an appropriate medallion suitable for desk use, and for use with academic costume.
4. Appointment as a Regents' Professor would not imply any particular salary level for the person receiving such an honor. The University would welcome funds from private donors designed to support appropriate salary levels for persons receiving the award. However, no endowment would be accepted to underwrite the establishment of a position of Regents' Professor in any given department or college.
5. The budget items for Regents' Professor would be moved to the Office of the President.
6. At the present time there is a limited number of Distinguished Service Professors at the University. The persons currently holding such titles would continue to hold them, but it is understood that further designation of honorary titles to faculty would be limited to persons selected in the manner described in sections I and II of this document.

II.

Chairs or Professorships Named According to the Wishes of a Donor

The University welcomes support for particular chairs or professorships to be named according to the wishes of the person or group giving support. Such chairs might typically carry the name of the donor, or the name of a person or institution designated by the donor, or of a person in whose name the University seeks funds to endow a chair. It is understood that these chairs would not be named in a way implying unusual academic distinction for the person holding the chair, as in the use of the word "distinguished," or the title "Regents' Professor," as part of the name for the chair.

The following policies would govern the establishment of such named chairs:

- A. The donor should give a sum sufficient to fund initially more than 50 per cent of the salary associated with the named chair, and sufficient to fund this sum either in perpetuity or for a substantial number of years. Guarantee of a fixed level of support for a period of not less than 10 years, or guarantee of a fixed level of support for the academic life of a particular person holding a named chair would be considered as a substantial period of time.

It is understood that the sum sufficient to fund initially more than 50 per cent of the salary for a particular chair might become less than 50 per cent of the salary for a particular chair over a period of years, given the probability of salary increments for the holder of the chair.

- B. The University will be sole judge of the qualifications of a person holding a named chair. This does not preclude accepting support for a named chair from a given donor for the academic life of a particular professor under circumstances in which the professor's department, college, and the University agree to the suitability of the professor as occupant of the named chair.
- C. Proposals for establishing a named chair would require approval of the President's office and the Board of Regents, after consultation with the department and college concerned, and upon recommendation from the Committee on University Honors.
- D. Appointment of a staff member to a named chair would follow the University route usual to the unit in which the named chair is placed.

III. Professorial Awards

The University welcomes gifts designed to fund awards for particular faculty members, or designed to fund supplements to the support salaries of particular professors or professorships.

The awards or salary supplements made possible by such gifts shall be known as Professorial Awards. Such awards could be named after a donor, or according to the wishes of a donor or donors. Awards presented as prizes rather than as continuing salary supplements could also be named for the type of recognition implicit in the award, as in the case of an "Outstanding Teacher" award. A donor's name could also be combined with an award's purpose, as, for example, "The John Doe Outstanding Teacher Award."

The University will maintain maximum flexibility in receiving gifts designed to fund professorial awards. Thus any gift for a discreet sum over a discreet period of years could be used to fund a named professorial award. A number of options can be suggested for donors wishing to fund such awards. For example, the donor might wish to fund an endowment of substantial size which would generate income to be used for salary supplements for particular professorships, or he might wish to guarantee a fixed sum for salary supplements over a discreet period of years. These arrangements would permit the University to accept substantial gifts for salary supplements which might still be insufficient to warrant establishing a named chair. The donor could also endow a fund which would generate an annual award or prize of, for example, \$1,000 in perpetuity or he could fund such a prize for one or several years. The donor might wish to give the University discretion in using a particular named award; or he might wish to assign an award or salary supplement to a chair in a particular department or college; or he might ask that a gift be accepted for assignment to a particular professor. Acceptance of a gift for the latter purpose would require agreement from the professor's department, college, and the University that the assignment proposed was appropriate.

The following policies and procedures govern the receiving and assignment of gifts to fund Professorial Awards:

- A. The establishment of a Professorial Award requires the approval of the President's office and the Board of Regents, after consultation with and recommendation from any University unit whose operations might be directly affected by the award.
- B. Since various awards might be managed at various levels (department, college, university), the procedures for managing any named Professorial Award should be established in writing at the time of the initial funding of the award, and such procedures should receive the approval of the President's office and the Board of Regents.
- C. Insofar as possible, awards used not as salary supplements but as a recognition of a particular merit or achievement should be established as tax exempt prizes.

2. Reported for Information

1. *Salaries of Teaching Assistants and Teaching Associates*—The President asked Vice President Shepherd to discuss the problems of recruiting and financing the junior teaching staff. He referred to practices elsewhere and to the cost of raising the rates of teaching assistants, as well as to the uncertainty of adequate funds for general raises in this classification. In planning, the choices seemed to be (a) to adhere to rigid stipends and risk shortages, (b) to develop flexibility in the rates by creating a range of salaries extending upward from the present rate, or (c) to spread the resources among a smaller number of positions.

The President indicated that administrators, deans, and department heads should view the teaching assistant as a potential regular teacher and as a person of superior quality among graduate students. He asked for an expression of attitude toward a range of salaries for this position as against the present fixed salary. There was a substantial concurrence on establishing ranges; therefore, Vice Presidents Lunden and Shepherd were asked to prepare the details and a suitable announcement.

2. *Report of the Liaison Committee on Higher Education*—Professor John E. Stecklein was asked to outline and discuss the report of the Liaison Committee on Higher Education in Minnesota as developed in September 1964. He dealt briefly with the sections on student admissions philosophy, instructional and research functions of the state colleges and the University, and technical-vocational education and extension services. He commented that the committee now has representation from the State Junior College Board and the private colleges.

The admissions philosophy of the report indicated continuing support of the basic land-grant college concept and the broad educational mission of the University. It rejected the multi-level hierarchy of institutions plan based on differential admissions requirements developed elsewhere in favor of continuing the present practices of institutions in Minnesota which accommodate students with varying levels of intellectual ability and diversified talents.

The functions listed for the state colleges were: (a) to offer programs in the liberal arts and sciences and in certain professions . . . requiring more than 2 years of study; (b) to offer preprofessional programs; (c) to be permitted to develop collegiate terminal programs in liberal arts and technical education in communities where state colleges are located but no junior colleges exist; (d) to continue to emphasize teacher education . . . ; (e) to continue emphasis on a broad liberal arts program as an essential base for teacher education and for the development of future graduate programs; (f) to offer Master's degree programs in fields where strong undergraduate programs and qualified faculty exists; and (g) to offer adult education courses.

It was indicated that the University of Minnesota should: (a) provide course work at the lower division, upper division, and graduate levels in the liberal arts, sciences, and professional fields . . . ; (b) offer courses for the professions of dentistry, law, engineering, medicine, and veterinary medicine; (c) give graduate work in all professional fields; (d) award the doctorate in any field of learning; (e) offer adult education courses; (f) make available 2-year terminal programs in the liberal arts and vocational-technical fields with purposes and consistencies noted in detail. There was extensive reference to and discussion of the research functions of the University.

This brief liaison committee report might afford practical and constructive measures, the deans remarked. Attention turned to the proposed budget and resources of the liaison commission, and relationships of the commission to the new educational facilities commission. The President complimented Messrs. Stecklein, Earl Ringo, and S. Walter Harvey, research director for the State College Board, for their work on behalf of the commission.

3. *Recurring or Continuing Professional Commitments Outside the University*—On December 11, 1963, a discussion of recurring or long continued professional service by the faculty outside the University in capacities requiring approval under policies of the Regents had occurred. There had been before the committee a draft of a proposed policy statement to apply to such recurring outside assignments and that statement was revised by a special subcommittee to take into account the questions and suggestions received. Vice President Shepherd, subcommittee chairman, pointed out that the statement makes no reference to remuneration, its intent is to gather information on commitments often made or continued without any established termination date, and this policy statement is not intended to apply to brief or single consultations. A concern of the Regents is with the accumulation of duties. There is often benefit in more effective reporting, it was said, but there is no intent to discourage or restrict participation in professional activities or work contributory to the staff member's regular assignment. For example, no reference is made in the document to writing activities.

Questions were asked concerning the detail of the Regents' regulations and the ways in which duplication of reporting or unnecessary reporting might be avoided. There appeared to be some doubt as to what would or would not be reported and further discussion was desirable after inclusion in the document of reference to points raised. No action was called for since this was a matter on which guidance for administrative purposes was sought. Faculty members should, in general, consult with their department heads or deans in cases where doubts arise on the reporting of consultants and outside services.

4. *Recommendations of Committee on University Honors*—Dean E. W. Ziebarth, reporting for the Committee on University Honors, submitted personnel data and recommendations for three outstanding achievement awards and two alumni service awards. These were approved for action by the Regents. He also submitted a name proposal—"Medical Alumni Student Adytum"—suggested by the Medical School and the Minnesota Medical Alumni Association, and approved by the Honors Committee, for the new medical student facilities located on the first floor of the Mayo Memorial Building (University of Minnesota Hospitals) identified prior to finishing as Mayo D-195. It was moved, seconded, and voted to approve the proposal.

5. *University Statement on Smoking in Classrooms*—The committee was reminded that the University has a policy prohibiting smoking in classrooms and there was reference to earlier statements and to the discussion in the Administrative Committee on November 6, 1963. It was understood that a similar letter will be circulated from the President's office in the near future.

6. *The Role and Functioning of the Administrative Committee*—The President suggested that meetings of the Administrative Committee ought to provide for extended and freer discussion of issues going beyond routine business traditionally brought before the group. In at least one meeting each month, there might be seminar-type discussions of topics, especially those which would be suggested by the members as timely. He thought

that the more formal part of the docket of each monthly meeting could be disposed of first, and that the second part of the meeting might be given over to these discussions with the span of the meeting extended through the luncheon hour. The best schedule of time and dates was discussed and it was taken by common consent that the regular December meeting will begin at 10 a.m. in the Regents' Room and be continued to approximately 1:30 p.m. with movement to Coffman Union for lunch during the remaining course of the meeting. In anticipation of these new seminar discussions, there was consideration of topics of immediate importance to the University.

R. E. SUMMERS, *Secretary*

VI. SENATE COMMITTEE ON FACULTY WELFARE

Reported for Action

1. Tuition for Faculty Children

According to the faculty survey conducted by the Senate Committee on Faculty Welfare during the spring of 1963, waiver of tuition and tuition exchange plans for the children of faculty members were listed more frequently than any other faculty welfare item for study by the committee. During the past year and a half, the committee has been gathering information concerning this benefit at other schools and discussing the advisability and feasibility of having such a benefit at the University of Minnesota.

The committee has been privileged to meet with Professor Mark Ingraham of the University of Wisconsin who is currently conducting a study of faculty welfare items other than insurance and pension plans. According to the data gathered by Professor Ingraham, only about 13 per cent of the public colleges and universities waive part of the tuition for children of faculty members. Less than 3 per cent participate in Tuition Exchange, Inc., and only one public college makes cash grants toward the tuition costs of faculty children. Private colleges and universities, on the other hand, frequently provide such benefits; 90 per cent waive part of the tuition costs, 26 per cent participate in Tuition Exchange, Inc., and 20 per cent make cash grants.

Arguments in favor of a waiver of tuition and tuition exchange plan include (a) the intense interest of a large segment of the faculty in such a plan, (b) the probable favorable impact of the benefit upon faculty attraction and retention, and (c) the tax advantages of such benefits as opposed to salary increases. Disadvantages are (a) the loss of revenue to the University with potential adverse effects on salary levels, (b) the unevenness of the benefit since it is of direct value only to faculty members with children attending or planning to attend some college included under the plan, (c) possible poor public relations if tuition is waived for a select group at a state university, and (d) the reluctance of public universities, including most of the Big Ten, to provide such a benefit.

After considering the matter carefully, the committee has decided to seek formal Senate endorsement of a proposal which was first described in the Autumn 1963 issue of the *Bulletin of the American Association of University Professors*. At a Senate meeting last June, President Wilson indicated that he has already suggested a similar idea in correspondence with President Clark Kerr of the University of California. Under this proposal, which may be viewed as a reciprocal tuition reduction plan, participating institutions, all of which would be public universities, would agree that children of faculty members at those institutions would always be treated as residents for the purpose of determining tuition and fees even if they chose to attend a public institution outside their home state. This plan appears to the committee to be both highly desirable and feasible. Because the proposal will involve only a small loss of revenues for participating institutions, it should be possible to benefit greatly one segment of the faculty without any significant effect upon salaries for the other faculty members. The committee, therefore, recommends that the Senate indicate to the President its strong interest in having the University of Minnesota participate in such a plan.

2. Faculty Travel Expense

It is a truism that competent scholarship depends heavily on the facility and quality of the scholar's communication with his colleagues, through books, periodicals, visits, and conferences. American universities have traditionally accepted the advancement of learning as one of their most central obligations, and the better among them have sought to ensure the availability of adequate facilities for this end. Thus, the great universities provide adequate libraries, both to ensure the continuation of humanity's heritage as a force in contemporary scholarship, and, in their collection of current periodicals, to keep scholars abreast of the rapid growth of knowledge that stems from the activities of their colleagues.

The expansion of the body of knowledge in modern times has so accelerated in nearly all fields that the mechanical problems inherent in the retrieval and exchange of knowledge have themselves come to constitute a rapidly expanding field of technology. Books and periodicals have multiplied, but still the capacity of these traditional media to cope with the task of recording and communicating new developments has declined proportionately, and the lag between event and publication impairs their ability to communicate fresh developments among scholars who share a field but not a geographic area.

Aided by the greater ease of travel in contemporary times, most fields of knowledge have come to rely increasingly on conferences to disseminate and scrutinize ideas and data. Because of the possibility of rapid interaction and instant feedback among many scholars from diverse geographic areas, conferences provide a parsimonious method whereby faculty may enhance their knowledge of current developments and remain up to date in their technical competence in research and teaching. Foundations, both public and private, have recognized the value of conferences by funding travel to meetings as a routine part of large scale research support.

The increasing importance of the scholarly conference, as much as the underlying forces that gave rise to it, constitutes a major shift in the academic realities, and exacerbates some already existent problems. Unlike publications, interchanges at conferences are limited in time and space, never to occur in precisely the same form elsewhere or again. By the time their contents have reached the stage of publication, they are generally no longer fresh. Increasingly, a scholar's inability to attend such conferences impairs his competitive position, and that of his university, by limiting his capacity to maintain his competency.

The effects of isolation from the current mainstream of scholarship ramifies widely through a university's structure. Senior faculty become less able to serve as channels for the postdoctoral training of younger men. Departments become less able to produce up-to-date graduates. Recruitment of faculty and students, alike, becomes more difficult.

There is, in reality, some relief from the dismal possibilities pictured above. Research grants provide travel funds, scholarly travel can sometimes be combined with administrative purposes, and, perhaps most commonly, faculty pay for their own travel, unreimbursed. Nevertheless, such a situation is undesirable. It further penalizes the fields of knowledge with the least access to other support for research, and it penalizes those younger or less highly supported members of departments who perhaps stand to gain most from the stimulation of scholarly conferences. Finally, it requires faculty to make substantial monetary sacrifice for activities which are coming to attain the stature of necessities in the maintenance of quality and relevance in modern scholarship. Support of travel, like support of libraries and support of research plan and equipment, is a wholly legitimate part of the university's function of advancing learning.

In view of the place of conferences in the realities of modern scholarship, the Senate Committee on Faculty Welfare urges the Senate to express formally its opinion that support for faculty attendance at such conferences is important to the educational purposes of this University, and to suggest that the University's administration explore means by which the costs of faculty travel to professional conferences might be funded. The committee is prepared to assist the administration in whatever way it may be useful.

C. A. WILLIAMS, JR., *Chairman*

(There will be a pause in the proceedings to permit the seating of the non-Senate members of the Committee on Intercollegiate Athletics for the discussion of their report.)

VII. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

Approved Schedules

BASEBALL 1965	
March 22	Texas—Austin
	Texas Lutheran—Seguin
23	Texas—Austin
	Texas Lutheran—Seguin
24	Texas A & M—College Station
25	Texas A & M—College Station
26	Sam Houston (2)—Huntsville
27	Sam Houston (2)—Huntsville
April 2	Iowa State (2)—Ames
3	Iowa State (2)—Ames
6	Mankato State (2)
9	North Dakota State (2)
10	Augsburg (2)
13	St. Thomas
16	South Dakota State (2)—Brookings
17	South Dakota State (2)—Brookings
20	Carleton (2)
23	Purdue
24	Illinois (2)
30	Iowa—Iowa City

May	1	Iowa (2)—Iowa City
	7	Michigan—Ann Arbor
	8	Michigan State (2)—East Lansing
	14	Indiana
	15	Ohio State (2)
	21	Northwestern—Evanston
	22	Wisconsin (2)—Madison

FOOTBALL 1965

September	17	Southern California—Los Angeles (8:00 p.m.)
	25	Washington State
October	2	Missouri
	9	Indiana
	16	Iowa—Iowa City
	23	Michigan
	30	Ohio State—Columbus
November	6	Northwestern
	13	Purdue—Lafayette
	20	Wisconsin

A. L. VAUGHAN, Chairman

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

VIII. NEW BUSINESS

IX. NECROLOGY

JONAS J. CHRISTENSEN

1892-1964

Jonas J. Christensen was born on August 22, 1892, in Hutchinson, Minnesota, one of nine children of a Danish farm family. He assisted in the farm work and at the age of 14 he left home for his first job, also farm work; during the 12 months he worked he earned \$100. The desire for an education made him return to school in the seventh grade, and from then through high school in Hutchinson, he continued to pay his own way by working on odd jobs. He graduated from high school in 1913 and worked several more years before matriculating in the College of Agriculture, University of Minnesota, in 1917.

He was constantly badgered by the need of money and at one crucial point he was faced with the prospect of dropping out of college because of the lack of it. He told Professor E. C. Stakman that he would have to quit school. Professor Stakman endorsed his personal check and handed it to Jonas. Christensen said later, "Of course the money really saved me then, but even more important was the realization that someone believed in me, had faith enough to help me continue. I've tried to show the same faith to others ever since." He graduated from the University with the B.S. degree in 1922, and continued graduate work under the world-renowned Professor Stakman, earning the M.S. in 1922 and the Ph.D. in 1925.

Mr. Christensen's education was aided and abetted by the various jobs he had during this formative period. His first one was teaching in a rural school in Mercer, North Dakota, 1915-1916. His college education was interrupted by World War I during which he became a sergeant in the U.S. Army Medical Corps. He also worked as field agent for the Federal Horticultural Board, and as state potato inspector.

Before his senior year in college he was appointed instructor in agricultural botany in the School of Agriculture, University of Minnesota. While he was a graduate student he was an agent (part-time), U.S. Department of Agriculture, and later, instructor, College of Agriculture.

From 1925 to 1931 he was an assistant professor of plant pathology, and in 1927 he was appointed a full member of the Graduate Faculty. He served as agent (part-time), Division of Cereal Crops and Diseases, U.S.D.A., from 1930-1937. In 1931 he became associate professor and was advanced to professor of plant pathology in 1938.

He was acting chief of the Division of Plant Pathology and Botany on many occasions between 1938 and 1953 when he was appointed professor and head of the Department of Plant Pathology and Botany. In 1961 he became professor emeritus. Also during the period 1953-1961, he was collaborator, U.S.D.A., and was in charge of the Cooperative Rust Laboratory located at St. Paul.

During his 41 years of research and teaching Professor Christensen was dedicated to two basic food problems: (1) to the understanding of genetic variations of microorganisms that damage food crops, and (2) to keep ahead of the dynamics of plant pathogens by developing new disease-resistant crop varieties. Likewise he dedicated his professional life to the training of young scientists to continue the fight against ravages of plant diseases.

Professor Christensen remembered the disastrous rust epidemic of 1916 in North Dakota and other states when 260,000,000 bushels of wheat were destroyed. He lived and worked through the rust epidemic of 1935 that destroyed the wheat variety, Ceras, that was grown almost exclusively in the hard red spring wheat area. Again in 1950, he saw rust reduce the yield of Durum wheat from 35,000,000 bushels to 12,000,000 bushels.

Professor Christensen said he was never hungry, but he knew that life was hard and he knew the value of food. In later years when he traveled extensively he saw more vividly the value of food and the problem of providing food in lands of hungry people.

His enthusiasm for life, science, and teaching was boundless. One of his most outstanding characteristics was his stimulating, unorthodox, and provocative method of teaching. No student went away from his classes unscathed from the barbs of the Professor's questions fired with the rapidity of a machine gun. Woe to the student who could not give an opinion when asked. He constantly drove students to think. The mere accumulation of facts and knowledge was not enough. All scientists and scholars must make use of their knowledge or the knowledge was useless, according to Professor Christensen.

He pioneered in a course on genetics of plant pathogens and improved on another course on insects in relation to plant diseases. For years he taught a course on diseases of field crops that became a classic in the Department of Plant Pathology.

Professor Christensen's research was both intensive and extensive. His first publication was a 42 page Minnesota Agricultural Experiment Station Technical Bulletin entitled, "Studies on the Parasitism of *Helminthosporium sativum*." This launched him on a productive career during which he authored or co-authored approximately 150 scientific and semitechnical papers. His most recent publication was Monograph No. 2 published by the American Phytopathological Society entitled, "Corn Smut Caused by *Ustilago maydis*"; and at the time of his death he and a colleague had almost completed another monograph on corn diseases.

He published extensively on the cause, nature, and frequency of genetic variation in plant pathogens, particularly *Helminthosporium sativum*, *Fusarium graminearum*, and *Ustilago maydis*. He did research on the nature of resistance to disease, the relation of environment to disease development, losses in yield from disease, and nature of inheritance to resistance. The latter was done in co-operation with his colleagues in the Department of Agronomy and Plant Genetics. His inquisitiveness led him into research on long distance dissemination and insect transmission of plant pathogens. In addition to many other scientific interests he was keenly interested in the interrelations, mutual relations and antagonistic relations of microorganisms with each other. He liked to refer to this as "microbiological warfare."

Recognition for Professor Christensen's service has come to him in various ways: honors, awards, prizes, assignments of great scientific and intellectual prestige, membership in honor societies, and election to offices in scientific fraternities and societies. He was a member of Alpha Zeta, Gamma Sigma Delta, Gamma Alpha, and the Society of the Sigma Xi. He was vice president of the Minnesota Chapter of Gamma Sigma Delta in 1943. He held offices of vice president and president of the Minnesota Chapter of Sigma Xi in 1944-1945, and 1948-1949, respectively.

As a senior in college, in 1920, he was awarded a \$200 Caleb Dorr Prize. In 1929-1930 he was a fellow of the Guggenheim Memorial Foundation and studied in the University of Berlin, Germany. He was an honorary member of the Minnesota Academy of Science, honorary member of the Phytopathological Society of Japan, and honorary premier seed grower of the Minnesota Crop Improvement Association. In 1959, he received the Elvin Charles Stakman Award for excellence in researches on diseases of cereal crops, and in 1963 he received the Outstanding Achievement Award, Minnesota Chapter, Society of the Sigma Xi. Just prior to his death he was recommended for the Outstanding Achievement Award of the University of Minnesota.

He was a member of the American Association for the Advancement of Science, American Genetics Association, Mycological Society of America, American Society of Agronomy, Minnesota Academy of Science, American Association of University Professors, the Indian Phytopathological Society, and the American Phytopathological Society. In the latter society he held the following offices: associate editor of *Phytopathology*, 1934-1937; counselor, 1937-1939; vice president, 1943; president, 1944.

Professor Christensen's prestige was reflected by demand for his services in various other assignments. During his career he served as a consultant to the U.S. Department of Agriculture; consultant to the U.S. Army Chemical Corps in South America, 1950; consultant, Advisory Panel on Biological and Chemical Warfare, Office of Secretary of Defense, 1960; and consultant to the Rockefeller Foundation in Mexico, 1951. Following World War II he was visiting expert for the Supreme Allied Commander of Allied Powers in Japan, 1950.

In 1964, three years after his retirement, he was invited to lecture on genetic variation in plant pathogens in the Royal College of Agriculture

and Veterinary Medicine, Copenhagen, Denmark. He received a Fulbright grant to support his travels and mission in Denmark where he spent his last days. On June 20, 1964, four days after his return from Denmark, he suffered a fatal heart attack.

He retained his enthusiasm for life, science, and education until the very end. His devotion to his wife and family is part of his life he rarely mentioned. Only his close friends knew Mrs. Christensen has been ill for many years and an invalid in recent years. He attended her, comforted her, and cared for her and still accomplished so very much in his chosen professional and scientific field. He was truly a great human being and will be remembered affectionately by his many friends for as long as they shall live.

MERLE V. HALVERSON
1920-1964

Merle V. Halverson was born near Hallock, Minnesota, on September 23, 1920 and died suddenly August 17, 1964, of a heart attack while returning from an extension meeting.

He was currently instructor and extension specialist soils, Agricultural Extension Service, at the University of Minnesota. He received his B.S. in soils from the University of Minnesota in 1956, graduating with high distinction. He was completing work for his M.S. degree on soil phosphorus at the time of his death.

Previous to his appointment as soils specialist, he served 8 years in the Navy as a pilot where he compiled a distinguished record in combat in the South Pacific. He later held the position of sales representative for Allied Chemical Corporation in Minnesota and the Dakotas before beginning his graduate studies. Merle Halverson's chief professional interest was in the soil fertility problems of the Red River Valley area where he carried out fertilizer placement and time of application studies and demonstrations on small grains, sugarbeets, potatoes, and forage crops. He won the high respect of his colleagues in the thoroughness of his experimental work and his ability to teach principles of soil management to extension audiences.

In addition to being a member of the Society, he was a member of Alpha Zeta and the Soil Conservation Society of America.

He is survived by his wife, Evelyn and two daughters, Ellen 4, and Betsy 2.

MONICA LANGTRY
1894-1964

Monica Langtry, who taught for 43 years on the St. Paul Campus of the University of Minnesota, died in Los Angeles on September 16, 1964. She failed to gain strength after heart surgery late in March.

From 1919 until 1960 she was an instructor in the Department of Rhetoric, teaching classes in the School of Agriculture. Although public speaking was her special interest, she also taught courses in composition and literature. In addition, she coached debating and was in charge of an annual extemporaneous speaking contest and the Caleb Dorr essay competition. The class of 1960, the last class to be graduated from the School of Agriculture, elected her as their "godmother." When the school was discontinued, she was appointed an assistant professor in the College of Agriculture, Forestry, and Home Economics and taught courses in public speaking and freshman communication until her retirement in 1962.

Miss Langtry was a life-long resident of the Twin Cities until her retirement. She was born in Minneapolis, June 12, 1894, attended East High School in that city, and was graduated from the University of Minnesota in 1919. Shortly after she began teaching at the University the family moved to St. Anthony Park in St. Paul where they were active in the cultural and religious life of the city and of the Corpus Christi parish. Except for intervals of travel, she lived in St. Paul continuously until her retirement to California. She is survived by two sisters, Mrs. O. M. Meland of Los Angeles and Mrs. John F. Cassidy of Washington, D.C.

Monica Langtry was a person of dignity and graciousness and, at the same time, of friendliness and kindly concern for others. She had a ready wit and gaiety of spirit that were appreciated in the classroom and valued by her colleagues and friends. But those who knew her best will remember her for her sincerity and integrity and for her deep loyalties—to her family and her friends and to her church.

FREDERICK C. RODDA
1880-1963

Frederick C. Rodda, clinical professor of pediatrics of the University of Minnesota College of Medical Sciences, died at the age of 83 on December 10, 1963. Dr. Rodda, son of a Cornish miner was born in Atlantic, Michigan on September 16, 1880.

He graduated from the Medical School of the University of Michigan in 1905. He served an internship at the Milwaukee General Hospital in 1906 and subsequently did general practice in North Dakota for a brief period prior to undertaking post-graduate study in diseases of children in Vienna and in Berlin in 1913 to 1914. Following World War I, Dr. Rodda joined the American Red Cross and went to France in an attempt to help in the rehabilitation of French children following World War I. Subsequently, Dr. Rodda was in private practice of pediatrics until his retirement in 1950.

As clinical professor of pediatrics at the University of Minnesota until his retirement in 1950, Dr. Rodda contributed significantly to the undergraduate and graduate teaching programs in the University Hospitals and at the Minneapolis General Hospital. He was an excellent teacher with the finest of clinical judgment. His superior qualities as an outstanding clinician were recognized by his selection to the American Pediatric Society and the American Academy of Pediatrics.

ELLA JOY ROSE
1891-1964

Ella Joy Rose, a member of the home economics education staff for 31 years, died in Providence, Rhode Island, October 15, 1964, at the age of 73.

She was born in Westminster, Massachusetts, September 4, 1891.

Two years after her appointment in 1925 as assistant professor of home economics education, she was made head of teacher training in home economics. In 1942 she was promoted to the rank of associate professor, and in 1944 to full professor. She served as acting director of the School of Home Economics from October 1950 to August 1951. In 1956 she retired because of ill health.

Before coming to Minnesota she had taught in Technical High School, Providence, Rhode Island, at Connecticut State College, Storrs, Connecticut, and for 3 years was state supervisor of home economics in Connecticut.

She held a Ph.D. degree from Ohio State University, a master of arts degree from the University of Minnesota, and a B.S. from Simmons College, Boston, Massachusetts.

Active in professional organizations, Miss Rose had served as vice president of the home economics department of the National Education Association, president of the Minnesota Home Economics Association and of the Minnesota Vocational Association, chairman of the home economics teacher trainers of the American Vocational Association and a member of that organization's advisory council. For 4 years she was an advisory editor of the national *Journal of Home Economics*. From 1950 to 1952 she was a member of the Minnesota State Commission on Vocational and Higher Education.

In recognition of her educational work in Minnesota, she received an award for leadership in 1949 from the Minneapolis Star and Tribune.

Among the organizations in which Miss Rose held memberships were Pi Lambda Theta, Omicron Nu, Phi Upsilon Omicron, the American Association of University Professors, the American Association of University Women, the American Academy of Political and Social Science, and the American Educational Research Association.

She was the author of numerous articles published in educational and home economics journals.

She is survived by two nieces, Margaret and Elizabeth Rose, both of Providence, Rhode Island.

CHARLES E. SMYITHE
1883-1964

Charles E. Smyithe, emeritus professor of pharmacognosy in the College of Pharmacy, was born January 29, 1883, in York, England, where he completed his education before coming to the United States. He died October 16, 1964. Services were held on Monday, October 19, 1964, at the Holy Trinity Episcopal Church in Minneapolis.

Mr. Smyithe joined the staff of the College of Pharmacy as a laboratory assistant on February 15, 1915, where he served successively under Drs. E. L. Newcomb and E. B. Fischer in the pharmacognosy department. He was promoted to instructor in 1927 and to assistant professor just before retirement on June 30, 1951.

During his many years with the University, Mr. Smyithe had varied duties. In addition to teaching in the pharmacognosy department he developed the photography of medicinal plants and their components to a high degree of excellence, as attested to by the many illustrations still found in textbooks and other literature. For many years he also served as departmental librarian and he was active on a number of committees of the Minnesota State Pharmaceutical Association. Just before his retirement he was presented the Regents' Certificate of Merit for devoted service to the University. Mr. Smyithe was a member of the Minnesota State Pharmaceutical Association, and of Kappa Psi, national pharmacy fraternity, and a charter member of University Lodge No. 316, A.F. & A.M. He is survived by his wife, C. May, 710 Fourteenth Avenue S.E. in Minneapolis and by his son, the Reverend Frederick K. Smyithe and family of Mandan, North Dakota.