

SENATE MEETING

THURSDAY, FEBRUARY 2, 1967

3:30 P.M.

MURPHY HALL AUDITORIUM

The voting membership of the Senate totals 182 including the President and 181 elected members. For a quorum, a majority of the voting membership (92) must be present. Constitution changes require advance publication and 122 affirmative votes. By-Law changes require 92 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 1966-67

No. 4

UNIVERSITY OF MINNESOTA
THE SENATE
DOCKET
February 2, 1967

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

I. MINUTES OF DECEMBER 8, 1966

Reported for Action

II. SENATE COMMITTEES FOR 1966-67

Reported for Action

All-University Council on Liberal Education: Add: Forrest Harris (1966-69). Delete: Jeanne Lupton.

Faculty Welfare: Add: Richard Ashmun. Delete: Norman Kerr.

Library: Add: G. Robert Stange. Delete: J. C. Levenson.

University Functions: Add Donald Beatty.

III. NON-SENATE COMMITTEES AND BOARDS FOR 1966-67

Reported for Information
ALL-UNIVERSITY COMMITTEES

Group Insurance and Retirement: Add: J. Edward Gerald. Delete: John Borchert.

IV. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

1. 1967-68 *University Calendar.* Prof. Beatty presented the calendar as distributed to committee members and a few minor changes were made. He then took up the starting date for Summer Session classes, which on the proposed calendar for 1968 would be a week later than usual. He said the Schedule Committee had several reasons for suggesting the change: (1) If the normal pattern were followed, Summer Session registration would start on June 10 and classes would meet the next day, presenting the problem of pay for Summer Session faculty, whose appointments generally are effective June 15. (2) The housing office had informed the committee that students are allowed to retain their dormitory rooms until 24 hours after Commencement, resulting in an extremely busy period and involving payment of overtime rates to movers. (3) Each faculty member is required to submit grades to the recorder 72 hours after the final examination and also usually assists students with registration; the committee feels he has insufficient time to do both. (4) The College of Education would experience great difficulty in recruiting new faculty for the summer term if classes were to start June 10. (5) Classes in some Twin Cities public high schools continue until about June 15. (6) The recorder's office would experience considerable difficulty in processing approximately 4,000 June graduates and 15,000 Summer Session registrations if classes started immediately after Commencement. (7) Dean Page had indicated there was need for a reasonable period to permit new freshmen to register, and for time at the end of the week's interval for some advance registration. Prof. Beatty recognized that the proposal would mean there would be a small sacrifice in instructional time winter quarter. However, in view of the advantages cited, his committee recommended a period of trial for 1 year. It was recognized that problems could arise if the practice were continued into the future, and the President suggested that the schedule as proposed be adopted for 1967-68 and that, if there were empirical evidence that the later starting date for Summer Session was not satisfactory, then a change could be made on future calendars.

UNIVERSITY CALENDAR

ACADEMIC YEAR 1967-68

Fall Quarter

July 31-September 22			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 date to file application for fall admission to the undergraduate colleges
August 25	Friday		Graduate School application deadline for fall quarter
September 1	Friday		Last date to file fall request for change of college within the University
September 4	Monday		Labor Day, holiday
September 15	Friday		Payment of fall quarter fees for students registered through September 8. Application deadline for adult special students.
September 15	Friday		Camps for new students, September 15-17; New Students Parents' Day, September 17; Welcome Week (Twin Cities Campus), September 17-22; orientation and registration (Duluth, Morris, and Crookston), September 18-22
September 22	Friday		Last day for registration and payment of fees for undergraduates (including adult special students)
September 25	Monday		Fall quarter classes begin
September 28	Thursday		Opening convocation; IV hour classes excused (Twin Cities Campus)
September 29	Friday		Last day for registration and payment of fees for Graduate School students and for teachers in service
October 12	Thursday		Columbus Day, holiday
October 20	Friday		Parents' Day (Crookston)
October 21	Saturday		Homecoming (Twin Cities Campus)
October 28	Saturday		Homecoming (Duluth)
October 28	Saturday		Homecoming (Morris)
November 2	Thursday		Senate meeting
November 11	Saturday		Veterans Day, holiday
November 23	Thursday		Thanksgiving Day, holiday
November 24-25			Classes excused (except Medical School and College of Veterinary Medicine)
December 1	Friday		Last day to file application for winter admission to the undergraduate colleges or for change of college within the University
December 5	Tuesday		Deadline for application for admittance to Graduate School, winter quarter
December 7	Thursday		Senate meeting; last day of instruction
December 8	Friday		Review for final examinations
December 9-15			Final examinations
December 16	Saturday		End of fall quarter Commencement (Twin Cities Campus), 7:30 p.m.

Winter Quarter

December 25	Monday		Christmas Day, holiday
December 27-29			Orientation program; registration and payment of fees for new students in all undergraduate colleges (including adult special students)
December 28	Thursday		Last day for payment of winter quarter fees for students in residence fall quarter
January 1	Monday		New Year's Day, holiday
January 3	Wednesday		Winter quarter classes begin
January 9	Tuesday		Last day for registration and payment of fees for the Graduate School students and for teachers in service
February 1	Thursday		Senate meeting
February 12	Monday		Lincoln's Birthday, holiday
February 22	Thursday		Washington's Birthday, holiday
February 23	Friday		Graduate School application deadline for spring quarter
February 29	Friday		Charter Day Convocation; IV hour classes excused (Twin Cities Campus)
February 25-March 2			University of Minnesota Week
March 1	Friday		Last date to file application for spring admission to the undergraduate colleges or for change of college within the University
March 7	Thursday		Senate meeting; last day of instruction
March 8	Friday		Review for final examinations
March 9-15			Final examinations
March 14	Thursday		Payment of spring quarter fees due for students in residence winter quarter in undergraduate colleges
March 16	Saturday		End of winter quarter Commencement (Twin Cities Campus), 7:30 p.m.

Spring Quarter

March 19-22			Orientation program; registration and payment of fees for new students and all undergraduates (including adult special students)
March 25	Monday		Spring quarter classes begin
March 29	Friday		Last day for registration and payment of fees for Graduate School students and for teachers in service
April 12	Friday		Good Friday, holiday
April 25	Thursday		Senate meeting
May 20	Monday		Graduate School application deadline for first term of Summer Session
May 22	Wednesday		Cap and Gown Day Convocation (Duluth), VII hour classes excused
May 23	Thursday		Senate meeting Cap and Gown Day Convocation (Twin Cities Campus), IV hour classes excused
May 30	Thursday		Memorial Day, holiday
May 31	Friday		Cap and Gown Day Convocation (Morris), VII hour classes excused Review for final examinations
June 1-7			Final examinations
June 2	Sunday		Baccalaureate Service (Duluth), 8 p.m.
June 7	Friday		Baccalaureate Service (Twin Cities Campus), 4 p.m. Commencement (Duluth, Crookston, Morris), 8 p.m.
June 8	Saturday		End of spring quarter Commencement (Twin Cities Campus), 7:30 p.m.

GENERAL EXTENSION DIVISION, 1967-68

Fall Semester

September 11	Monday		Registration for fall semester begins
September 20	Wednesday		Last day for registration, fall semester
September 25	Monday		Fall semester classes begin
October 12	Thursday		Columbus Day, holiday
November 11	Saturday		Veterans Day, holiday
November 23	Thursday		Thanksgiving Day, holiday
December 16	Saturday		Christmas recess begins
December 25	Monday		Christmas Day, holiday
January 1	Monday		New Year's Day, holiday
January 3	Wednesday		Classes resume
January 17	Saturday		Fall semester closes

Spring Semester

January	29	Monday	Spring semester registration begins
February	7	Wednesday	Spring semester registration closes
February	12	Monday	Lincoln's Birthday, holiday
February	13	Tuesday	Spring semester classes begin
February	22	Thursday	Washington's Birthday, holiday
March	16	Saturday	Easter Recess
March	25	Monday	Classes resume
April	12	Friday	Good Friday, holiday
May	30	Thursday	Memorial Day, holiday
June	8	Saturday	Spring semester classes close

Extension classes offered on the quarter basis are 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 1968

First Term

June	13-14	Thurs-Friday	Freshman orientation; advance registration, students not in residence spring quarter
June	17	Monday	Registration for first term
June	18	Tuesday	First term classes begin; fees due
June	25	Tuesday	Graduate School application deadline for second term of Summer Session
July	4	Thursday	Independence Day, holiday
July	18	Thursday	Classes end at close of VI hour
July	19	Friday	First term closes Commencement, 4 p.m.

Second Term

July	22	Monday	Registration for second term
July	23	Tuesday	Second term classes begin; fees due
August	22	Thursday	Classes end at close of VI hour
August	23	Friday	Second term closes Commencement, 4 p.m.

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

It was voted to adopt the calendar for 1967-68 with the understanding that certain ceremonial dates would depend on negotiations between Prof. Beatty and Mr. Nunn.

2. Reported for Information

1. *Introduction of Academic Intern.* President Wilson presented to the committee David G. Brown, professor of economics from the University of North Carolina, who is spending the current year at the University of Minnesota as academic intern under the American Council on Education program.

2. *Recommendations of the Honors Committee.* Acting Chairman Ziebarth presented two nominations for the Outstanding Achievement Award, which were approved by common consent. There was also a report, for information, on names being proposed to the Regents for certain University buildings, and the Administrative Committee expressed deep gratification at the names proposed for the West Bank Classroom Building and the Museum of Natural History.

In response to an inquiry from Dean Ziebarth concerning procedure, Mr. Nunn indicated that the President writes the letter informing the intended recipient of the award and inviting him to the function at which it would take place. President Wilson reminded the committee of the confidential nature of all such proposed awards and building names which have yet to go to the Regents, and stressed the importance of secrecy until publicity has been released.

3. *Extension.* The President summarized events leading up to the acceptance on November 3 by the Senate of recommendations by the Senate Committee on Educational Policy, one of which was amended during the debate, and he reported that the matter had been presented to the Regents November 18 for information. He further reported central administration plans for a meeting within a few days with the Advisory Council of the Institute of Agriculture and Institute of Agriculture administration.

4. *Use of Human Subjects in Research.* President Wilson explained that the University was obligated by the ground rules of the U. S. Public Health Service to submit by November 21 a statement of assurance of an established policy and plan for surveillance to insure the protection of the welfare and rights of human subjects in research investigations. The statement was prepared by an ad hoc committee chaired by Dr. Ivan Frantz and was approved by the Regents November 18. Mrs. Wirt added that the committee would concern itself with all projects including those not under the National Institutes of Health and that all departments should be advised, so that they may know of the existence of the committee. Vice President Shepherd pointed out the possible future need for subcommittees within the various collegiate units involved, and the President mentioned the social sciences as an area where such a subcommittee could be particularly useful. Dean Ziebarth spoke of the importance of having a representative of the humanities on the committee, and Mr. Smith discussed briefly the statement of institutional assurance which indicated that the University will provide group review by institutional associates of the investigator who are independent of him and with no vested interest in the specific project.

5. *Election Implications.* President Wilson discussed some of the changes in membership of legislative committees which are concerned with the University.

6. *Teaching Assistants.* Vice President Shepherd spoke on the union of teaching assistants which was being discussed at the University, and a discussion of its objectives and those of a similar organization at the University of Wisconsin, as well as the proposed affiliation with another group, ensued. It was recognized that teaching assistant responsibilities vary widely throughout the University. It was suggested that Dean Crawford's study, and one by Mr. Willey in 1948-49, be used in working toward more effective relationships with teaching assistants.

7. *Relationships with State High Schools.* Dean McFarland stated that under the present system University admissions officers are unable to find fully qualified people who are able to interpret programs and are competent to discuss them. He suggested funding for professionals who could ably relate the University to the high schools. The President requested that Dean MacFarland and Dean Keller communicate with the chairman of the Senate Committee on Institutional Relationships, Mr. Kellogg, and return with a report for the Administration Committee to consider.

8. *Recommendations of the Honors Committee.* Acting Chairman Ziebarth presented five nominations for the Outstanding Achievement Award which were approved by common consent. There was also a report, for information, on a change of name for one building and on the reaffirmation of a previous action naming another building, both of which are being proposed to the Regents.

9. *Overseas Projects and Campus-Based International Research or Study Centers.* Vice President Shepherd reported that on October 17 a document on the organization of the Office of International Programs was sent to deans, directors, and department heads and that the memorandum which was distributed at the current meeting would serve to emphasize the importance of the role of that office in overseas projects and campus-based international research or study centers. He pointed particularly to the section concerning the necessity for discussion with the Office of International Programs prior to the initiation of contracts with outside funding agencies which might support either institution-to-institution overseas projects or campus-based international research or study centers and to the statement that any proposals forwarded to outside agencies for such support must be transmitted to central administration with approval and recommendation for support from the Office of International Programs. President Wilson emphasized that Dean Cochrane and he could be useful in writing up such contracts and, indeed, that such contracts must be made up at the institutional level.

10. *Relations with Legislature and Governing Bodies.* President Wilson reported on recommendations of the Legislative Building Commission and on a meeting with the Governor, and commented on Vice President Wenberg's constant effort and dedication toward maximum results.

MARILEE WARD, Secretary

V. REPORT OF THE COMMITTEE ON SENATE COMMITTEES

Reported for Action

PROPOSED BY-LAW FOR SENATE COMMITTEE ON PLANNING

There shall be a standing Committee on University Planning composed of at least nine members. The co-ordinator of University Planning shall be a member ex officio. The committee shall consider circumstances and developments which relate to the future of the University, in terms of its basic purposes, educational program, geographical and social context, organizational patterns and relationships, financial resources, physical facilities, personnel policies, state-wide patterns of higher educational development, and all other matters which may affect the University's long-term development and make appropriate recommendations to this end. The committee shall co-ordinate its concerns and activities with other Senate committees, in particular the Committee on Educational Policy and the Committee on Institutional Relationships.

Maynard Reynolds

VI. NEW BUSINESS

VII. NECROLOGY

JOHN EDWARD ANDERSON
1893-1966

John E. Anderson, the first director of the Institute of Child Development, died on May 10, 1966 after a long illness. Professor Anderson served as the director of the institute from 1926 until 1954. Although he had chosen to give up administrative duties, he continued research and graduate instruction until his retirement from the University in 1961. His years of retirement were spent on Lookout Mountain at his wife's childhood home in Chattanooga, Tennessee. He was born in Laramie, Wyoming on June 13, 1893.

John E. Anderson was a recognized leader in the field of psychology. Early in his professional career he had already become one of the psychologists who were to establish the field as both an applied and a basic science, and his contributions continued throughout his professional years. While still an undergraduate at the University of Wyoming he published his first research article with one of his instructors. After graduation in 1914, he went to Harvard on a scholarship and received the Ph.D. degree in 1917. He entered the Army during World War I as a first lieutenant and became associated with the pioneering use of mental tests on a large scale. In early 1919 he joined the psychology faculty at Yale University. In 1925 he came to the University of Minnesota and launched an extensive program of research, teaching, and parent education in the Institute of Child Welfare. To this task he brought the rigorous standards of a scholar and scientist, an unusual depth and breadth of knowledge and interests, a philosophy of freedom for investigation, a respect for the ideas of others, and an insistent concern that knowledge be made useful in its application.

His professional activities were not focused on children alone, but reached persons throughout the age range. He made important contributions to the welfare of children in the state of Minnesota and throughout the nation. He was chairman of the section of the White House Conference in 1930 that produced the first definitive description of child rearing practices of the various social strata in this country, and he was active in successive White House Conferences. During the depression and the World War II years he participated both in the state of Minnesota and nationally in the Emergency Nursery School program. He served as a member of the Boards of the Minnesota and the National Congress of Parents and Teachers. He served on national, state, and local commissions, committees, and boards concerned with planning for the aging.

John Anderson was an active participant in many professional organizations. In 1942-43 he was concurrently president of the American Psychological Association and of the Society for Research in Child Development. He was secretary of the American Psychological Association when it was incorporated, and played an important role in the reorganization of the association. He was one of the founders of the Society for Research in Child Development, a multidisciplinary organization. He served on the National Research Council, the Social Science Research Council, and various educational commissions. He was a vice-president of the American Association for the Advancement of Science, and of the Minnesota Academy of Sciences, and in 1952-53 he was a delegate to the Third and Fourth National Conferences of the U.S. National Commission for UNESCO.

His active interests in professional applications of science did not restrict his own scientific work. Among his many books and articles that interpreted developmental theory and its place in general psychology, his work on the relation of developmental points to terminal status is widely recognized as a major theoretical contribution.

After 17 years as associate editor of the *Psychological Bulletin*, Professor Anderson served for 4 years as editor. At various times he was associate editor of the *Journal of Genetic Psychology*, *Comparative Psychology Monographs*, *Mental Measurement Monographs*, *Genetic Psychology Monographs*, and the *Annual Review of Psychology*. He was advisory editor to *Parent's Magazine*, and to *Childhood Education*, and made important contributions to a number of the *Yearbooks* of the National Society for the Study of Education.

Professor Anderson was a member of Phi Beta Kappa, Sigma Xi, Delta Sigma Rho, Psi Chi, and Phi Delta Kappa, and was awarded the degree of LL.D. from the University of Wyoming.

John Anderson had an eager zest in all of his activities. He worked hard and he accomplished much. He had interest and competence in a wide range of hobbies—photography, golf, fishing, bridge, painting, reading—and to each he brought his self-discipline, creativity, and thoroughness. He responded to people with a simplicity and a sense of humor and a directness that was reminiscent of his ancestry and his place of birth.

In December 1955, Professor Anderson was honored at a dinner as part of a 3-day conference on the Concept of Development commemorating the 30th anniversary of the institute. In 1961, following his retirement, the John E. Anderson Lecture Series was established at the University of Minnesota to bring prominent investigators in child psychology to the campus each year. In 1963, the John E. Anderson Research Fund was established for the support of publications and research of institute faculty and graduate students. The functional nature of these memorials fittingly acknowledge his impact on the field of developmental psychology.

John E. Anderson is survived by his wife, Dorothea Lynde Anderson, and 5 children: Frances (Mrs. Louis J. Moran) of Austin, Texas; John L. of Orlando, Florida; Richard D. of Baton Rouge, Louisiana; Theodore R. of Iowa City, Iowa; and Dorothea (Mrs. Martin A. Antman) of Satellite Beach, Florida. He is also survived by 2 brothers, Charles E. of Denver, Colorado, and L. Dewey of Alucha, Florida; and 21 grandchildren.

J WILLIAM BUCHTA
1895-1966

Professor Emeritus J William Buchta died in Washington, D.C., on October 23, 1966, after a brief illness. He was born on a farm near Osceola, Nebraska, in 1895 and received the Bachelor's degree in electrical engineering in 1920 and the Master's degree in physics in 1921 from the University of Nebraska. He continued his graduate education at the University of Minnesota and earned the Ph.D. degree in physics in 1925. He remained on the staff and served as chairman of the Department of Physics from 1938 until 1953.

In 1945 Professor Buchta became assistant dean for the Senior Division of the College of Science, Literature, and the Arts and in 1953 was appointed associate dean for the entire college, a position he held until his retirement from the University of Minnesota in 1962. "Jay," as he was known to his countless friends, took an early interest in broad problems in higher education and played an active part in establishing interdisciplinary programs at the University of Minnesota. He was active in establishing the Liberal Arts Honors Program, the Joint Program in Education and the Arts College, and the English Proficiency Test. He was interested in having students find a small college atmosphere within a large university, and he personally performed that way. For many years he was a member of the Scholastic Committee of the college and brought to the consideration of student problems a rare combination of understanding, insight, and willingness to spend endless hours. His concern for the special needs of the individual student led to his appointment as chairman of the committee guiding the University College. In this position, which he held for many years, he saw each applicant personally, often many times.

Long before science education attracted widespread attention, he recognized the problems and did something about them. Before World War II he organized an annual series of evening lectures at the University for high school students. Even before Sputnik and the questions it raised about the state of science teaching in our high schools and colleges, he organized summer institutes for high school and college teachers and was director of one of the first summer institutes sponsored by the National Science Foundation. He was an active sponsor of the national program for inviting visiting scientists to small college physics departments. In the late 1950's, in addition to all his other responsibilities, he taught a physics course in our University High School so he could learn first hand the problems of high school science teaching.

Professor Buchta was elected president of the American Association of Physics Teachers, filling the post from 1948 to 1950. From 1953 to 1956, and again from 1958 to 1961, he served on the Governing Board of the American Institute of Physics. During his career he sat on numerous committees sponsored or cosponsored by the AIP and contributed broadly to the improvement of physics teaching at the national level. He was assistant editor of the *Physical Review* and *Reviews of Modern Physics* for many years, and acting editor of both journals from 1942 to 1945. From 1949 to 1957, he was editor of *Reviews of Modern Physics*.

The year 1954-55 was spent as executive secretary of the National Science Foundation's Advisory Committee on Government-University Relationships, and for 5 years he was the chairman of the American Association of Science's Committee on the Teaching of Science and Mathematics. One year he headed the Institute Section of the National Science Foundation.

A highly imaginative individual, his lectures were generously supplemented with exciting demonstrations. In his relations with colleagues, one could always expect new and sometimes highly unorthodox approaches to problems. For example, in the late 1940's, while he was chairman of the Physics Department, the problem of recruiting new staff was compounded by the extreme difficulty in finding housing. After being turned down by several individuals for this reason, he determined it would not occur again, whereupon he bought a house that came on the market, with the understanding he would offer to sell it at cost to the next good prospect approached. The venture was successful, and he recruited one of our most illustrious faculty members by this means. The man later indicated that he came not only because his housing problem was solved but also because he thought it would be good to work for someone who was so ingenious and so thoughtful.

Years in advance, he discovered that a total eclipse of the sun was to be observable from Minneapolis on a day in late June of 1954. He promptly invited the American Physical Society to hold its summer meeting that year at the University of Minnesota, and this truly unique phenomenon appeared on the program just as if it had been arranged.

In 1958 at the joint meeting of the American Physical Society and the American Association of Physics Teachers, the latter organization

awarded him their highest honor—the Oersted Medal—given only to one individual per year “for notable contributions to the teaching of physics.” The chairman of the selection committee, in presenting him to the president of the association at the ceremony, put in words a summary of the traits by which he was known wherever he went. “One could go on for a long time in discussing Professor Buchta’s achievements, but those who know him best also know that no mere catalog of accomplishments could give anything like a complete picture of the man. His warmth, his deep intellectual honesty, his understanding of human problems, his willingness to work whenever asked to do so in a worthwhile cause—these characteristics would qualify him for recognition even if he had never succeeded in his efforts. I believe it was you, Mr. President, who once said, ‘Jay’s greatest source of trouble is his inability to say “No.”’ He has given unsparingly of his time, of his apparently unlimited energy, and of his great intellectual ability; everyone in this room has benefited from his gifts.”

Upon retirement from the University in 1962, he, in effect, took on three new jobs in Washington, D.C.—as executive secretary of the American Association of Physics Teachers; as editor of a new journal of his own design, *The Physics Teacher*, a subject-matter journal for high school teachers; and as chairman of a committee to give special awards to outstanding high school physics teachers.

Those who knew him best saw a central theme which ran through his many activities—his deep concern for the individual. His colleagues found him ready at all times to counsel and help them in either personal or professional problems. He was firm but fair with students, and they were always welcome in his office. His many and diverse activities were aimed at helping individuals lead more effective lives. When he was asked to make a summary statement at the time of his retirement, he indicated he would miss most the activities which had to do with working with the individual student.

HENRY B. CLARK, JR.
1911-1966

Henry B. Clark, Jr., M.D., D.D.S., professor and chairman of the Division of Oral Surgery in the School of Dentistry, died on December 3, 1966, at the age of 55 years.

Born in Oak Park, Illinois, he attended University High School in Minneapolis and received his liberal arts education at the University of Minnesota. Here he also earned a degree in medicine in 1933 following which he served a 1-year internship at the Indiana University Hospitals. He then entered our School of Dentistry, graduating in 1936.

Dr. Clark was associated with Dr. Carl W. Waldron in the field of maxillofacial surgery before joining his father in the private practice of oral surgery in St. Paul.

During World War II, Dr. Clark spent 31 months in Africa, Sicily, and Italy with a team of U.S. Army plastic and maxillofacial surgeons. He was discharged in 1945 as a lieutenant colonel.

He was an active member of many professional organizations, having served on the Board of Directors of the Minnesota Cancer Society from 1948-1950. He founded the Minnesota Society of Oral Surgeons, acting as its president in 1949-50 and counselor in 1950-51. He made significant contributions to the literature, was widely read and well known for his concise, understandable style of writing. He had served on the editorial boards of *Practical Dental Monographs* and *Yearbook of Dentistry*. His textbook, *Practical Oral Surgery*, now in its third edition, is used in many schools in this country and abroad. He was also a member of Omicron Kappa Upsilon, Sigma Xi, the American Society of Oral Surgeons, and was a diplomate of the American Board of Oral Surgery.

Dr. Clark was a modest, humble, scholarly man whose wit and wisdom were immediately apparent. He will be remembered and respected by all in his profession who knew him—colleagues, friends, undergraduate and graduate students—for to each he had something to give.

He is survived by a son, Henry B. Clark III; three daughters, Mrs. Francis T. Willis; Carol, a dental hygiene student; and Stephanie, a senior high school student.

JOHN R. DUPRIEST
1882-1966

John R. DuPriest, professor emeritus of mechanical engineering, died December 26, 1966, in Minneapolis. Professor DuPriest was born January 3, 1882, in Campbell County, Virginia. From 1901 to 1905 he taught mathematics and shop in the Bayfield, Pennsylvania, high school. Between 1905 and 1911, he held various professional engineering positions with General Electric Company, Niles Crane Works, Ingersoll Rand Company, C & G Cooper Company, and Columbus Machine Company. From 1911 to 1913, he held the position of instructor in machine design at Cornell University, and during the same time obtained both his M.E. degree and his M.M.E. degree from Cornell.

In 1913, Professor DuPriest moved to Madison, Wisconsin, where he held the position of instructor in steam and gas engineering at the University of Wisconsin. In 1915, he moved farther west and held the position of head of the Mechanical Engineering Department at the University of Idaho, and from 1917 to 1920 that of professor of steam and gas engineering at Rensselaer Polytechnic Institute at Troy, New York. From 1920 to 1922, he served as a consulting engineer to the Ellicott Machine Corporation and then again moved west where he served as head of the Mechanical Engineering Department at Oregon State College between 1922 and 1927. During the same period of time, he served as a consultant to the Port of Portland, Oregon, where he was involved in research and development of very large hydraulic dredging systems. He moved to Minneapolis in 1927 and joined the staff of the University of Minnesota where he served as professor and head of the Mechanical Engineering Department from 1927 to 1941 and continued as professor of mechanical engineering until his retirement in 1950.

His professional activities were wide and varied and in addition to the consulting and professional positions listed, he served as a member of the Field Administration Division of the Travel Consulting Board and as Field Aide in Washington for the half year prior to the Armistice of World War I. He was a member of the American Society of Mechanical Engineers, the Engineers’ Club of Minneapolis, Sigma Xi and Phi Kappa Phi fraternities, Minneapolis Lodge No. 19 A.F. and A.M., Scottish Rite, and Zuhrah Temple Shrine.

During his active years, Professor DuPriest’s contributions to the University of Minnesota were many and varied and he will be greatly missed by his professional colleagues and his friends, associates, and former students.

Professor DuPriest is survived by his widow, Gladys, one son, John R. Jr., Tacoma, Washington, four grandchildren, one brother, James W. DuPriest, three sisters, Emma DuPriest, Mrs. Stella Camdem, and Mrs. Frank Scraggs, all of Lynchburg, Virginia.

CARLOS MARTINEZ
1914-1966

Carlos Martinez, American Cancer Society professor of physiology, and director of the Laboratory of Experimental Biology of the College of Medical Sciences, University of Minnesota, died at the age of 52 of myocardial infarction on August 24, 1966. He is survived by his wife, Maria Teresa, two daughters, Maria Gertrudis and Maria Teresa, and two sons, Carlos, Jr. and José. He was born in Cordoba, Argentina, on April 8, 1914, educated at the Colegio del Salvador, Buenos Aires, the Colegio del Monserrat, Cordoba, and the Universidad Nacional de Cordoba from which he received the M.D. degree in 1939 and the doctor in medicine and surgery in 1943. He came to the University of Minnesota first to work in the Department of Physiology as a Rockefeller Foundation fellow for a year in 1943 and 1944. He returned to Argentina to work at the Instituto de Biología y Medicina in Buenos Aires where he remained until 1951, except for a period in 1949 which he spent as a special research fellow at the National Institutes of Health in Bethesda, Maryland.

In 1951 Dr. Martinez returned to the University of Minnesota to accept appointment as assistant professor of physiology in the Division of Cancer Biology under the William A. O’Brien Professorial Fund of the Minnesota Division of the American Cancer Society. He was promoted to associate professor in 1955 and professor in 1958. In 1960 he was awarded the high honor and opportunity of a lifetime professorship of the American Cancer Society under the Additional Faculty Level Appointment Program of that organization. His scholarly services were sought by other institutions, and he served as visiting professor for short periods in the Department of Pathology at the Universidad Degli Studi di Perugia, Perugia, Italy in 1957, the Department of Biochemistry at the Universidad Nacional de Cordoba, Argentina in 1962, and in 1964-65 at the Instituto de Biología y Medicina Experimental, Buenos Aires.

Three lines of scientific work occupied his life—endocrinology, cancer biology, and transplantation immunity. In each area he made significant original contributions. His lifetime bibliography consists of 190 scientific papers, and several more will be published posthumously by his collaborators on work which was in progress at the time of his death. His more notable contributions in endocrinology included the demonstration of the protective action of sulfhydryl compounds against induced diabetes mellitus and that autotransplantation or isografting of the anterior hypophysis yielded functionally useful organs only when the site of the implant was in the region of the sella turcica. In the field of cancer biology he elucidated the roles of various factors upon the occurrence of metastases. In the field of homotransplantation, Dr. Martinez has been among the world leaders in important discoveries. His genius for setting up clear-cut biological tests to settle significant questions was used to investigate this field. He demonstrated, for example, that homograft tolerance can be induced by neonatal implants of donor cells and that the thymus is the source of elements important to the maturation of immune capacity in mammals. He was known as a world leader in the field of transplantation tolerance and immunity. He was a successful team worker, both with his students and senior colleagues. He carried on many collaborative studies in recent years with experts in immunology. His superb biological investigative skills implemented the combinations of ideas of his own and of his collaborators and resulted in important discoveries in both basic immunology and the homograft field.

Not only the world of medical science, but the public at large has suffered a severe loss in the early death of Carlos Martinez.