

UNIVERSITY OF MINNESOTA
Graduate School

Minutes of the Executive Committee
Tuesday, February 14, 1967
1:00 P.M. 306 Johnston Hall

Present: Professors Clarence M. Stowe, Dwain W. Warner, Warren S. Loud, Maynard C. Reynolds, David W. Thompson, George Seltzer; Dr. Leslie Zieve; Deans Francis M. Boddy and Millard L. Gieske; Dean Bryce Crawford, Jr., presiding; Mrs. Shirley McDonald, secretary.

1. The Ed.D. Degree - The proposed Ed.D. degree, which has been reviewed by all of the graduate group committees, the Executive Committee and faculty from various disciplines, is described in a Newsletter which has been sent to the Graduate Faculty.
2. Proposed Change in the Designation of the LL.B. Degree - Dean Crawford reported that a proposal to change the designation of the first degree in law from the LL.B. to the J.D. (Juris Doctor), has been made by the Law Faculty. The administration of the degree would, of course, remain in the Law School.

The LL.B. Degree was, at one time, awarded to graduates who had come into the Law School with only a high school diploma. Over the years, legal education has developed into a graduate-level education, with the requirement of three years beyond the Bachelor's degree. The proposal points out that there is a rapid trend towards replacing the LL.B. with the J.D. among the better law schools. The current designation, LL.B., is confusing since employers and prospective students are inclined to believe that the holder of the J.D. has had a better type of professional education.

Dean Crawford stated that he can see no conflict with philosophy or procedures in the Graduate School if this proposal is approved. He has indicated to the President Graduate School endorsement of the proposal. Copies of the proposal were distributed to the Executive Committee.

3. Graduate Faculty and Programs at Duluth - Deans Crawford and Boddy attended a meeting of the Duluth Graduate Faculty held on January 25. In the general discussion, it was suggested that regular monthly visits to the Duluth Campus by some of the Graduate School personnel might be useful, whether to discuss specific questions or just for general information. The plan has been initiated and Dean Gieske will travel to Duluth on February 27.

Another point coming out of this meeting concerned the assignment of Duluth Graduate Faculty to Ph.D. oral examining committees. Geographical limitations must be recognized; however, it would be well to provide the opportunity to serve to Duluth Graduate Faculty who have competence in a particular area. There also may be cases for which a sixth committee member would be desirable and a Duluth member might be appropriate.

Travel expense, which really is minimal, did not seem to present a serious problem to Provost Darland's Office.

4. Proposed M.S. and Ph.D. Programs in Computer and Information Sciences - Comments and recommendations have been sent by a number of group committee members. These and the proposal will be sent on to the University Advisory Committee on Computer and Tabulating Facilities for its consideration.
5. Continuing Graduate Faculty Status for Departing Colleagues - the Graduate School has had a number of queries regarding assignment of Graduate Faculty no longer at the University of Minnesota to examining committees of Minnesota students. While these faculty do not remain on departmental lists, they may normally continue on our Graduate Faculty with regard to their current advisees; they may continue as chairmen of the examining committees. It is advisable, and the usual practice, to appoint a resident faculty member as co-adviser and co-chairman when the original adviser leaves this University.

Travel expenses cannot be paid by the Graduate School, since the budget does not provide funds for this purpose; however, no real problem has developed since the returning colleague has generally been asked to give a lecture or seminar for which he receives an honorarium.

Professor Stowe asked whether this same policy might apply in reverse. Dean Crawford said that while each case is an individual decision involving practices at different Universities, it is normal for a new Minnesota faculty member to remain on the Graduate Faculty at his former University in the same way.

The Executive Committee agreed that this plan is sensible and that such arrangements can be made without any special permission from the Graduate School. Office personnel in the Graduate School must be notified, however, for purposes of recording.

6. Foreign Language Requirement - Discussion on this question has been continued over a long period. An ad hoc committee appointed to study the requirement submitted a report of recommendations in June 1966. Since that time, comments and suggestions from group committee members and other faculty have been received.

The Executive Committee agreed that the recommendations embodied in the report (June 14, 1966) be adopted with one exception: there is to be no change in the current regulation in respect to foreign students. The use of the native tongue is acceptable where justifiable, but English cannot satisfy the requirement.

It is also to be noted that the credit requirement for the Collateral Field and Research Technique will be 9 credits. The phrase, "a minimum of 9 credits" will be inserted since departments may require more course work if these options are chosen.

Dean Crawford circulated a brief survey of language and minor requirements in the 19 other universities on our "Twenty Competitors" list. Four of these have no general language requirement for the Ph.D.; seven still

firmly require two languages. This survey also indicated that a majority of these schools do not require a minor and this revelation stimulated some discussion by the Executive Committee on the minor and the supporting program.

The new language requirements are intended to become effective at the beginning of the spring quarter, 1967. The dean pointed out that the new regulations do not preclude future changes. The subject of the minor and supporting program will receive further consideration.

Information about the language requirement will be included in a Newsletter to the Graduate Faculty.

7. The Candidate's Certificate - Dean Boddy referred to the most recent statement prepared by the CIC graduate deans at the Denver meeting in December. (This statement has been sent to the group committees). He said, again, that no decision to adopt the certificate must be made now, but that a statement of intent - that is, to adopt, not to adopt, or to wait - should be ready for the May meeting of the CIC deans. In response to Professor Reynold's question about the use of a Candidate's Certificate for Ed.D. majors, if the Ed.D. is approved, Dean Boddy said that he would bring the point up at the May meeting. At this time, the Certificate is meant just for the Ph.D. candidate.

The Executive Committee, following group committee recommendation, endorsed the suggestion that there be a Candidate's Certificate. Dean Boddy will report this endorsement along with the most recent information on the Certificate to the Graduate Faculty in a Newsletter. The item will be discussed again at the April Executive Committee meeting.

8. Transfer of Credit to Graduate Programs -

- A. From other Universities to the Ph.D. Program - the paper work and time involved in notifying Admissions and Records, the graduate adviser, and the student of the approval of transferred work is overwhelming. Since the Ph.D. is not a "credit" degree, there is no real need for an official transfer of credit and recording on the student's Minnesota graduate transcript. Coursework from other universities would be entered on the doctoral program and the supporting transcript from the other school and the current Minnesota transcript attached as usual. Graduate School personnel would check the grades and appropriateness of the coursework as always. Approval of the program by the group committees and the Graduate School would serve as official acceptance of the imported coursework. Any problems or questions would be handled by special notification. The Quarterly Progress Reports for students and departments also would continue to indicate transferred coursework by the symbol, "T."

The Executive Committee approved this change in procedure.

- B. Transfer of Adult Special Credits to Master's Programs - throughout the year, the Graduate School is flooded (and at times submerged) by petitions for transfer of Adult and Summer Special credits to Master's programs. Since May, 1961, only the first term's graduate level work

taken as an Adult or Summer Special student may be transferred. The Graduate School staff has suggested that these courses be entered on the Master's program at the time it is filed in the Graduate School Office. Both the Adult Special and current Graduate transcript would have to be attached. The adviser's signature on the program would serve to endorse the suitability of the coursework in the program. Transfers of such credit would not require a petition, but would be effected automatically on approval of the program. Additional residence credit supplied by the transferred courses is seldom needed by the student, but special arrangements could be made to indicate residence when necessary.

The Executive Committee approved and the new procedures will hopefully go into effect at the beginning of spring quarter, 1967. Both procedural changes described in A and B above will appear in a Graduate Faculty Newsletter and notices will be published in the Minnesota Daily Bulletin. Until instructions for the petition and program can be changed, flyers will be made available to graduate students.

9. Registration of the Thesis and the Thirty-day Rule - The current Graduate School Bulletin statements (pages 13 and 25) concerned with the registration of the thesis and the scheduling of the final oral examination stemmed from a number of requests for a reasonable period of time in which to read the thesis. It is apparent that this period of time may vary in different disciplines. Recognizing this, an amended statement was prepared and discussed by the Executive Committee.

When the thesis is registered, it is assumed that it is a single copy - a clean and complete draft - and that it must be circulated to three readers. This, of course, takes time. (Registration of "final" copy is dangerous because substantial revisions may be required.) In general, the final oral examination can be scheduled to take place one month after the thesis is registered. If the student can furnish multiple copies of the draft, and if it is agreeable to his department and reading committee, a shorter period of 14 days will be allowed. This minimum of fourteen days is set simply to take care of normal emergencies which do occur. A reader may be away or indisposed. This minimum will also serve to prevent last minute substitutions on the reading committee.

The group committees are asked to discuss and give their reaction to the following proposed revised regulations:

Registration of thesis and scheduling of final oral examination-- The final oral examination must be scheduled at least one (1) week in advance in the office of the Graduate School. Prior to the scheduling of this examination the student must register a clean and complete copy of his thesis in the Graduate School Office in a form suitable for reading by the committee. The final oral examination may be scheduled for any date thirty days or more after the thesis is registered. In appropriate fields the group committees may approve a shorter reading period provided that multiple copies of the thesis are available for the reading committee and the readers agree to the shorter period of review; in these selected fields the reading committee will be allowed a minimum of 14 days for final review of the thesis. Two bound copies of the thesis must be on file in the Graduate School Office three weeks before the date of

commencement.

10. Plan B Master's Program in Anthropology - Dean Crawford reported that the Department of Anthropology will offer the Master's program under Plan B. It has, in the past, been limited to Plan A. This is reported for information purposes only since it does not require any special action by the Graduate School.

Executive Committee meeting dates were set for March 14 and April 18.

Respectfully submitted,

Shirley McDonald,
Secretary

February 20, 1967

JAN 31 1967

LAW SCHOOL • MINNEAPOLIS, MINNESOTA 55455
PHONE 373-2717

Office of the Dean

January 31, 1967

Dean Bryce Crawford
321 JohH

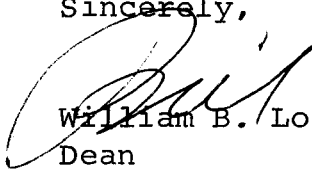
Dear Bryce:

I called you the other day about the Law School's recommendation that the first degree in law be changed to the J.D. degree (Juris Doctor) rather than the LL.B.

I enclose a draft of a letter to President Wilson asking that he seek approval by the Board of Regents and explaining the reasons for the proposed change. I would appreciate your discussing the matter with your associates before I submit this letter. I hope that after you do so, I can amend the letter to state that you join me in making the recommendation. I will welcome any suggestions you may have for revising the presentation.

I have sent a similar draft to Gerry Shepherd.

Sincerely,


William B. Lockhart
Dean

WBL/pas

Enclosure

DRAFT

President O. Meredith Wilson
202 MorH

Dear President Wilson:

On my recommendation, the Law School faculty voted on January 27, 1967 to recommend to the Board of Regents that the University award the J. D. degree (Juris Doctor) as the first professional degree in law to all Law School graduates, effective with the June 1967 class, and that the new degree be retroactive to all holders of the LL.B. degree who apply to replace their LL.B. with the J. D.

It is my request that you recommend to the Board of Regents the adoption of the following resolution:

"Be it resolved that the first professional degree in law conferred on graduates of the Law School shall be the J. D. degree (Juris Doctor) effective with the June 1967 graduating class, replacing the LL.B. degree. Be it further resolved that all former graduates who received the LL.B. degree shall, upon application, be awarded the J.D. degree in place of their LL.B. degree."

I summarize briefly the reasons for this action.

The LL.B. degree has become an anachronism. It was originally awarded as the first degree to graduates of law schools who had completed only a high school education. Then it was truly a "Bachelors degree." Since that time, legal education has evolved to the point that the three years in law school are a truly graduate education, embodying high-level independent work of a graduate nature deserving recognition by a graduate degree. Today at Minnesota, the B.A. degree or its equivalent is required for admission, apart from a very few exceptional admissions granted after three years of outstanding undergraduate study. There are only 7 such students in our entire student body, and this number will likely continue to shrink. Even these exceptional students receive a B.A. degree upon completion of their first year of law, so that for them the law degree represents two full years of graduate work after their bachelor's degree. It is our view and the view of the leaders in the legal profession that the baccalaureate degree is not appropriate for the demanding graduate work required of all Law School graduates, which should be recognized by a professional doctor's degree parallel in nature to the professional doctor's degree given to physicians and dentists, the M.D. and D.D.S. degrees.

The evolution of legal education toward a truly graduate-type education has caused confusion over the proper degree to represent the successful completion of the first professional degree in law. Three different degrees have been used, but the most common have been the J.D. and the LL.B. Some schools, such as Chicago and Northwestern have used the J.D. degree for many years in the manner in which we propose to use it. Others, such as Michigan, have used it in the past only to designate higher ranking students in their graduating classes. The result has been misunderstanding among the public, and the government employment circles, so that the recipients of the LL.B. degree have in many cases found themselves at a disadvantage in comparison with the recipients of the J.D. degree, though both represent exactly the same educational experience.

For example, there have been instances in government employment and in appointments in education in which the holder of an LL.B. degree has been discriminated against in salary and advancement as compared with the holder of a J.D. degree with equivalent experience. I might also mention that increasingly I find confusion among prospective law students, who are being misled into thinking that the law schools granting the J.D. degree provide a better type of professional training than those using the LL.B.

Both because of the confusion and the anachronism of a bachelor's degree for graduate education, the Legal Education Section of the American Bar Association has recommended that uniformity in the first degree in law be achieved as quickly as possible by changing from the LL.B. degree to the J.D. This proposal has been endorsed by the Committee on Graduate Study of the Association of American Law Schools, and the Legal Education Committee of the Minnesota State Bar Association.

The result of these recommendations has been a rapid trend toward replacing the LL.B. with the J.D. At this time, 70 of the 136 A.B.A. approved law schools have adopted the J.D. as their first degree in law. In the midwest, the strongest schools, apart from Minnesota, are now using the J.D. as the first degree in law for all their graduates: Chicago, Northwestern, Michigan, Wisconsin, and Illinois. The last three took action just recently. As yet, the strongest eastern schools, Harvard, Yale and Columbia have not taken this action, but I see no advantage in playing follow-the-leader with these tradition-bound schools.

We have proposed that this change to the J.D. be made retroactive for past graduates who may desire it because we cannot fairly dis-

tinguish between the present graduates and those of the past. The confusion resulting from the lack of uniformity in degrees would be compounded if we granted the J.D. only to the 1967 and later graduates. All of our graduates since about 1930 have had a total of at least six years of combined college and law school work, and at least two years of graduate work after earning their first bachelor's degree. Approximately half had the bachelor's degree before starting law school. Prior to 1930, some graduates had only two years of college followed by three years of Law School, but we think it neither necessary nor feasible to discriminate against the few pre-1930 graduates who may wish to exchange the LL.B. for the J.D. The J.D. is still appropriate for them as the officially-approved first professional degree in law.

In order to award the J.D. in the June commencement, early action by the Board of Regents is needed. I hope this can be put on the agenda in March.

Sincerely,

William B. Lockhart
Dean

Report of the Graduate Language Committee
June 14, 1966

Committee: Professor Armand A. Renaud
Professor Alexander C. Hodson
Professor John D. Hurrell
Professor William P. Martin
Professor William A. McDonald
Professor Raymond B. Nixon
Professor Herman Ramras
Professor Carl D. Sheppard, Jr.
Professor John G. Turnbull
Professor Tibor Zoltai
Professor William E. Parham, Acting Chairman

LANGUAGE REQUIREMENTS

The student's program for satisfying the graduate language requirement must be submitted to the Dean of the Graduate School for approval by the end of the second quarter in residence. A student is expected to have satisfied one of the language requirements before the end of the first year in residence and the other before the end of the second year in residence. In any case, before being admitted to the oral preliminary examination he must have presented satisfactory evidence of completion of the Graduate School language requirements.

Department listings should be examined to determine whether there are language requirements beyond the minimum prescribed by the Graduate School, and which languages and options are acceptable to the department. The criteria to be used in deciding the appropriateness of a language proposed to satisfy the graduate language requirement will be its usefulness to research and its communication value in a projected career.

In general, a reading knowledge of two foreign languages is required of all Ph.D. candidates. However, with the approval of the student's major department and the Dean of the Graduate School, this requirement may be satisfied with a reading knowledge of one foreign language, and the substitution of one of the following options for the second language:

1. Higher order of proficiency in one language. This option must be satisfied by an additional examination on reading and conversational ability conducted by the language department concerned. Normally, this will require preparation the equivalent of 3 continuous years of a language at the college level with grades of B or better. A student who is prepared to demonstrate this higher order of proficiency during his first year in residence may satisfy the language requirement by passing this test without having taken the reading examination referred to in the paragraph above.

2. A research technique or a collateral field. This option may be satisfied by a special examination, or may comprise 9 credits of courses numbered 100 or above completed with no grade lower than C. The special research technique should represent the acquisition of any special skill that will effectively contribute to the research proficiency of the student. The collateral field of knowledge is expected to broaden the student's scholarly background by permitting exploration of knowledge in a field related to the major and/or minor. The burden of proof of the significance or relevance of the proposed research technique or collateral field rests upon the student and his major department. In no case may these options be met by courses or experience normally included in the student's major or minor fields of study. Credits earned or proficiency demonstrated at another institution may be transferred if completed no more than 5 years before entering this Graduate School.

Foreign students. A student whose native language is other than English and has passed the English comprehensive test without reservation may use this to satisfy one language requirement. The student's native language cannot be used to satisfy a foreign language requirement, and he may not apply the option of a higher order of proficiency in English to satisfy the second language requirement.

Proficiency in a language may be established in one of the following ways:

1. Completing as a Graduate student at the University of Minnesota three quarters of language with no grade lower than C, or an intensive course approved by the Dean of the Graduate School.
2. Presenting evidence of completion, within 5 years preceding certification, of 2 years of a language at the college level with a C average, or 1 year of a language at the college level with an average of B or better and a grade no lower than B in the final quarter or semester. Courses may have been taken at the University of Minnesota or at another accredited college or university.
3. Passing a language proficiency examination administered by a foreign language department. The level of the examination is such that a student who has completed one year of college foreign language with emphasis on reading, and who has shown higher than average proficiency (approximately a B record) would be considered adequately prepared.

The Graduate School permits transfer of language certification from any institution in the United States whose credits are regularly accepted by the Graduate School, and whose language tests are administered by procedures approved by the Graduate School at Minnesota. Language certification will not be accepted from institutions where the examinations are administered by the student's major department.

Certification of language proficiency demonstrated more than 5 years before a student enrolls at the University of Minnesota will not be acceptable.

Where certification at another institution is not possible, and where it would work a hardship on the student to come to Minneapolis for an examination, the language departments will send written examinations to be taken wherever the candidate may be, provided proper arrangements for proctoring can be made. This provision cannot apply when a candidate is to be examined in depth in one language, because of the requirement of demonstrable conversational ability as well as superior reading proficiency.

Language Examinations--Examinations to meet the language requirement of the Graduate School, unless otherwise arranged with the language departments, shall be held on the second Thursday of each quarter and on the second Thursday of each term of the Summer Session.

A repetition of the language examination is considered a special examination for which a fee of \$5 is charged.

The statement on page 9 of the present Graduate School bulletin, which describes the way in which the language requirement may be satisfied by Masters' degree students, should be revised as follows.

Language Requirement. Reading knowledge of a foreign language, modern or ancient, the language to be determined by the major department and the appropriate graduate group committee, is required of candidates for the Master's degree unless the requirement is specifically waived by the major department.

The requirement can be satisfied in one of the following ways:

1. Completing as a Graduate student at the University of Minnesota three quarters of language with no grade lower than C, or an intensive course approved by the Dean of the Graduate School.
2. Presenting evidence of completion, within 5 years preceding certification, of 2 years of a language at the college level with a C average, or 1 year of a language at the college level with an average of B or better and a grade no lower than B in the final quarter or semester. Courses may have been taken at the University of Minnesota or at another accredited college or university.
3. Passing a language proficiency examination administered by a foreign language department. The level of the examination is such that a student who has completed one year of college foreign language with emphasis on reading, and who has shown higher than average proficiency (approximately a B record) would be considered adequately prepared.

For further information, consult the Graduate School office and the major department. Forms for making application for the language examination may be obtained in the Graduate School office. The language department concerned will submit to the office of the dean of the Graduate School a certificate of proficiency in the designated language. The language requirement must be completed before the student may be admitted to the written or oral examinations required for this degree. For regulations on transfer of language certificates from other institutions, see page (0000). For regular dates of language examinations, see page (0000).

The language declaration form statement on page 14 of the current Graduate bulletin should be revised as shown below.

Language Declaration Form--On this form, which is to be filed by the end of the second quarter in residence, the student will indicate and justify the appropriateness of the foreign languages to be presented in fulfillment of the requirements for the Ph.D. When a collateral field of knowledge or a research technique is offered as a substitute for one of the foreign languages, he will indicate on the reverse side of the form the course work he has completed or proposes to complete to satisfy the requirement.

The committee makes the following recommendations to supplement the proposed bulletin revision given above:

1. The language examinations administered by the various language departments should be designed to test:

a) A knowledge of grammatical structure by translation (without dictionary) of short sentences with an easy vocabulary.

b) Comprehension by answering questions (perhaps multiple choice) from material read (without dictionary).

c) Translation (with dictionary) of approved text material from the student's specific area of specialization.

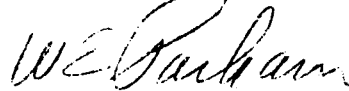
2. The committee strongly recommends that attention be given to mechanisms whereby graduate language requirements can be brought to the attention of high school students and undergraduates at an earlier date.

3. The committee is not in favor of charging graduate students for taking a language examination for the first time; however, the committee does feel that the Graduate School should explore methods of providing funds to assist the language department in administering graduate language proficiency examinations.

4. In view of the complexity of administering the language examinations, the Graduate School may wish to consider using "The Graduate School Foreign Language Testing Program". Use of these

examinations would require a thorough study of the available examinations by a selected committee, and funds would have to be provided to implement such a study.

Respectfully submitted,



William E. Parham
Acting Chairman
Graduate Language Committee
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University of Minnesota
Minneapolis Campus
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Comments on the Graduate School Executive Committee Minutes

June 9, 1966

In view of the extensive debates that were held by the Language Committee during the year on all phases of the graduate language requirements, it was judged by the acting chairman that a special meeting to discuss the Executive Committee Minutes of June 9 would not prove fruitful. The acting chairman has, therefore, taken the liberty of presenting the Committee's point of view to the Executive Committee. If I have misrepresented, in a gross way, the feelings of the Committee on these matters, then I am sure that the Graduate Dean will hear about it promptly.

- A. Time of Submission. - The Committee reached no consensus about the establishment of a definite time by which the declaration should be filed; however, students should be urged to file programs and declarations early to avoid the possibility of disapproval after languages and/or courses have been completed and that the language declaration form should be filed no later than the three-year program.

Comments. - The Committee recognizes that some students do not decide upon the Ph.D. program until later in their graduate work, and that perhaps there is no bulletin terminology relative to this point that will apply in all cases. The Committee shares the Executive Committee's point of view that programs should be filed early and that this point should be made crystal clear to the students. The Committee has no objections to stating the reasons ("to avoid the possibility of disapproval after languages and/or courses have . . ."), and such a statement could be incorporated.

The Committee felt that "no later than the second quarter" was definite and put more pressure on the student to conform even though exceptions and judgment would obviously have to be applied in some cases.

The Committee felt that "by the time the three-year program was filed" was generally unnecessarily late, and that such an approach condoned procrastination. After all, if a student is expected to complete one language the first year and the second the second year, then his plans should be filed no later than the second quarter.

- B. Higher Proficiency. - There are some fields in which little or no literature exists, but competence in a foreign language is necessary in order to conduct research. Here, conversational ability and oral communication would be stressed. Professor Renaud suggested, and the Committee agreed, that such proficiency would require the equivalent of three continuous years of a language at the college level. The Committee also endorsed Professor Renaud's suggestion that this option should be recommended by the departmental graduate study committee since it should probably be reserved for students in special fields of interest.

Comments. - This section is in keeping with the Committee's point of view. The word continuous is part of our recommendation in option 1.

Relative to the second point, the first paragraph preceding option contains the italicized sentence "However, with the approval of the student's major department and the Dean of the Graduate School, this requirement may be satisfied with a reading knowledge of one foreign language, and the substitution of one of the following options for the second language."

It should be noted that some departments do not have Graduate Study Committees.

- C. Research Technique and Collateral Field. - It should be stressed that the Research Technique and Collateral Field subjects would be in addition to the normal program requirements. Dean Gieske pointed out that the Collateral Field is meant to broaden the student's background in a field related to the major and/or minor and that only 9 credits would not really serve this purpose. Some discussion followed in respect to courses used for the Collateral Field or Research Technique options eventually becoming a required part of a major and minor (i.e. statistics, computer programming); however, the current terminology probably takes such normal progress into account. The Committee concluded that the current Collateral Field and Research Technique options should be retained.

Comments. - The Committee feels that the current position on this is unacceptable, and was unanimous* in their recommendation.

The Committee was unable to make a clear distinction between Research Technique and Collateral Field. Many of the members of the Committee have served on Graduate Group Committees, so that we speak with some assurance when we advise that Graduate Group Committees find it awkward to make such a distinction. Such a separation, with different requirements (9 and 15 credits, respectively) is confusing to students and advisers.

Nothing precludes any department from setting up whatever requirements it chooses; however, in general the Committee feels that the distinction between Research Technique and Collateral Field should be minimized, and that uniform minimum requirements equivalent (9 credits) to what is required to satisfy a language requirement (paragraph 1 under establishing proficiency) should be operative.

- D. Foreign Students. - Dean Boddy pointed out that the recommendation set forth in the report reverses the present regulation. English has not been acceptable as a foreign language and the use of the native tongue has been accepted if its use is justifiable. The Executive Committee endorsed the recommendation modified as follows: "A student whose native language is other than English and has passed the English comprehensive test without reservation may use this to satisfy one language requirement. The student's native language cannot be used to satisfy a foreign language requirement, and he may not apply the option of a higher order of proficiency in English to satisfy the second language requirement".

Comments. - This was the intent of the Committee and is so documented in our final report.

*After a conversation with Professor Renaud on June 14, I find that our decision is not unanimous, and that his point of view coincides with that of the Executive Committee.