

SENATE MEETING

Thursday
April 26, 1956
3:30 P.M.

MURPHY HALL AUDITORIUM

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

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

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

UNIVERSITY OF MINNESOTA SENATE DOCKET

April 26, 1956

Your Committee on Business and Rules respectfully presents the following matters for your consideration at the meeting of the University Senate on April 26, 1956, in Murphy Hall Auditorium at 3:30 p.m.

I. MINUTES OF MARCH 8, 1956

Reported for Action

II. SENATE COMMITTEES FOR 1955-56

Reported for Action

The President recommends the following additional appointment:

Administrative Committee: Stanley J. Wenberg

III. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Budget for 1956-57.* On March 14, 1956, the President reviewed the pattern developed by the central administrative staff for the 1956-57 budget. He indicated that he had discussed this with the Regents and had received approval in principle with the further understanding that, if discussions by the Administrative Committee and Faculty Consultative Committee raised fundamental points, there would be further review. The President indicated some of the assumptions on which the budget pattern had been based, including an estimated enrollment for fall 1956 of over 26,000 students and also the conviction that in the allocation of new resources, as between new positions and salary increases, the latter should be given the major emphasis.

The prepared budget sheets on resources and proposed expenditures were examined line by line. Following a general discussion, it was voted that in the expenditure of the salary adjustment money, once floors had been met, the merit principle of distribution be endorsed. It was further voted to approve the budget allocation and plan as outlined by the President.

On April 4, 1956, the President reported that budgetary materials were distributed as planned. A proposed readjustment of the salary rate for research fellows was discussed, this being necessary to maintain the rate intermediate between that of a research associate and the minimum pay for an instructor. It was moved, seconded, and voted to give approval to such an adjustment.

2. *Long-Range Building Needs.* In discussing further materials pertaining to the Legislative Interim Building Commission, March 14, 1956, the President commented on the magnitude of the problems that the data reveal. He pointed out that the University did not make these problems; rather, they are reflections of existing situations and needs in the state itself. The University must take an over-all view; the solution of building problems, and of University problems in general, relates to the total economy of the state, not only in the state's available funds but also its total tax policy.

In this context the President also observed that he is conscious of the fact that various college units of the University are studying their own internal problems and taking actions with respect to them, or are contemplating action. He expressed some concern over the possibility that autonomous college actions might not have reference to over-all University policy. He stated that it was essential for the University to have common policy understandings, and that the colleges should not move independently without an opportunity for central consideration of the educational and fiscal implications of their actions. It was also important, he said, that colleges in contemplating policy actions that might affect other units of the University should take all the steps that insure co-operative consideration of these implications.

The Committee met in special session on March 21, 1956, to continue consideration of a report on building needs. Present were members of the Faculty Consultative Committee, chairmen of the group committees on the University Self-Survey, and other guests. Vice President Willey presided for President Morrill who was out of town at the time.

Vice President Middlebrook outlined the general plan of the report and introduced staff members who presented tentative additional sections of the work. Dean Summers exhibited a summary of the results of the study on student attendance and related needs for space to provide for the increases in instruction, research, and service. He commented on the provision for later adjustments in the program of the University and pointed out that the report assumes that activities will continue, in kind, much as at present. New activities will require additions to the program which he characterized as an all-University or all-campus assessment of needs.

Mr. Roy V. Lund, supervising engineer, summarized the net building requirements (expressed in square footage and in dollars) to be met before specified future years. He presented detailed schedules for the removal and abandonment of temporary or obsolete buildings and for the expected major building rehabilitation operations. He also discussed, on quite a different basis, a related program of building for the outlying schools and experiment stations. Professor Winston A. Close, advisory architect, explained schedules of land needs at the various campuses and indicated how those needs can be kept at a minimum by taking advantage of existing building facilities. He discussed the purposes to be served by the various required land parcels and proposed a schedule for the use of the land. Reference was made to the need for parking areas.

Mr. Clinton T. Johnson, director of University Services, presented the needs for the housing and feeding of students on the different campuses over the next 15 years. He commented on the changing proportion of students who need to be housed on the campus compared to those who can find housing in the surrounding city areas and on the probable demand for housing for married students.

A discussion followed. Questions were asked and answered on the source of funds for student housing. It was pointed out that the proposals made in this report do not fix rigidly any specific legislative program, although no part of the educational activities envisioned in the report can have new activities substituted therefor without probable neglect of existing work. Moreover, the methods of estimation envision improved use of facilities which must be realized if the program is to be adequate even for the activities now on campus. The anticipated needs were said to be not staggering, in view of the trend toward higher real income in the state and in consideration of the period of years over which they will have to be met.

3. *Report of University Scheduling Committee.* The All-University Committee on Scheduling had made a study of the class scheduling problems of the University, in view of increasing enrollment and as the result of discussion in the Administrative Committee. A report and certain recommendations from an especially constituted subcommittee of the Scheduling Committee was submitted to the Administrative Committee as a plan of action, with concurrence of the Scheduling Committee. It was proposed that there be accomplished under educational direction an orderly improvement in the use of physical facilities.

A very extensive discussion followed, during the course of which guests described studies of the Senate Committee on Education and its subcommittees concerned with length of the class week, length of class hours, numbers of credits per course, relationship of meetings per week to course credits, relationship of class hours a week to educational achievement, and the like. Little evidence is available in the literature on some of the pertinent questions. Research is called for and is projected by these and other committees. Certain innovations in scheduling have been made in the Summer Session and well-controlled studies are under way on those. Some loss of flexibility will be encountered in any shift from 3-credit courses to 5-credit courses or 2-credit courses. As enrollments increase, better use of class hours throughout any 1 day will automatically become possible and necessary. The matter of class sizes can and should be given careful attention.

There was discussion of the importance of utilization of facilities on Saturdays and, especially, of the use of Tuesday-Thursday-Saturday class sequences. Provision of civil service help on Saturdays is an unresolved problem in many instances. Admittedly, Saturday classes may run contrary to community mores. There was the suggestion that week-day afternoons could be better used.

Positive and aggressive action on more even filling of facilities throughout the class day was urged. This improvement is an all-University problem which needs collaboration of the various units, it was pointed out. A mechanism for co-operation exists in the representation of colleges in the central scheduling committee and in the college committees from which the representatives come.

A suggestion was made that action is so necessary that it should be taken in the context of an emergency. This is because the student attendance anticipated for next fall is within a thousand of the previous peak Twin Cities attendance. It was moved, seconded, and voted to adopt the following recommendations, drawn largely from the report: (a) Multi-sectioned courses should be so scheduled that within 2 years' time (by 1957-58) the number of sections meeting Monday, Wednesday, and Friday mornings will comprise no more than $\frac{1}{2}$ the total; for next year (1956-57), they shall comprise no more than $\frac{3}{4}$. (b) Single-section courses should be scheduled so as to provide a rich offering both morning and afternoon by scheduling certain courses in the afternoon regularly and by alternating courses between the morning and afternoon in succeeding quarters. Courses offered more than once in any year should be alternated each time offered. Departments should also consider alternation of 3-quarter sequence courses on an annual basis. (c) Two-credit classes should meet on Tuesdays or Thursdays, insofar as possible. (d) It is necessary that deans and directors discuss these matters with their respective faculties, appoint or reactivate college scheduling committees, and make clear to faculties why they should accept responsibility for the adjustments in their personal class schedules which will effect the improvements. (e) There is a grave need for concerted and immediate action, such that these measures should receive the support of all administrative heads.

4. *Request for Material for President's Report.* The Committee was reminded of the recent request for preparation of manuscript for the biennial report for 1954-56. The last such report was prepared on schedule and was therefore available in the 1955 legislative session. Prompt compliance with the request for the new material can result in publication of it in time for it to be useful in the 1957 session.

5. *Policies on Use of Television.* The President and Dean Nolte spoke with reference to the opportunity and the obligation the University may have in applying television and related media to teaching, research, and public service. The Radio Policy Committee, of which Dean Nolte is chairman, has recently sought to obtain a knowledge of all television-related activities on campus so that it can formulate a policy in dealing with these activities and to make recommendations to the University.

Assistant Dean Huntington Miller, in commenting on activities elsewhere, said that he believes the University needs to make plans of its own with reference to the employment of television in its educational and service functions. It was stated that the Self-Survey summary report will contain recommendations on uses of television and other suggestions are planned. All departments should interest themselves in the possibilities for them.

6. *Recommendations of the University Committee on Honors.* There was a recommendation presented before the Administrative Committee by the Committee on Honors nominating 6 persons for the Distinguished Service Award and 2 for honorary degrees, presumably to be awarded at the June 1956 commencement. On separate motions, duly seconded and passed, it was voted to approve these recommendations and to transmit them to the Regents for action. Another recommendation of the Committee on Honors pertained to a name for the new laundry building on University Avenue. This was similarly approved for transmittal to the Regents.

7. *Addition of the Assistant to the President to Administrative Committee.* It was remarked that Mr. Stanley J. Wenberg, assistant to the President, has for some time been accorded the privilege of attending meetings of the Administrative Committee as a nonvoting member. This participation by Mr. Wenberg has proved to be eminently useful to the President and to Mr. Wenberg in the discharge of his duties. It was, therefore, moved, seconded, and voted that he should be made a full member of the Committee.

8. *Notification of the President's Office Concerning Distinguished Guests on Campus.* From time to time there are on campus certain distinguished guests or high state officials, such as the Governor. The President's office is interested in knowing of the appearance here of these persons and would welcome having deans see that information is made available.

R. E. SUMMERS, Secretary

IV. REPORT OF THE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

Reported for Action

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

Blake School, Hopkins
Cotter High School, Winona
Good Counsel Academy, Mankato
Guardian Angels High School, Chaska
Hillcrest Lutheran Academy, Fergus Falls
Holy Trinity High School, New Ulm
Loretto High School, Caledonia
St. Anthony High School, Minneapolis
St. Felix High School, Wabasha
St. Mary's High School, Graceville
St. Paul Academy, St. Paul

The above schools have been recommended for accredited status after review of reports of visiting committees, annual reports, and other supplementary information submitted by each school. In each case the recommendation favoring continued accreditation has the concurrence of visiting committees comprised of from 3 to 8 representatives drawn from the University, public and private high schools. At least 1 person from each of these 3 sources served on each committee. Committee chairmen were Alfred Vaughan (Blake), Robert J. Keller (St. Anthony and Cotter), Roger Page (Good Counsel), Leo Marx (St. Paul Academy), and Earl Ringo, administrative assistant for the Senate Committee (the remaining high schools). A total of 47 different persons participated in this visitation program, each spending 1 day at each high school.

ROBERT J. KELLER, Chairman

V. REPORT OF THE COMMITTEE ON STUDENT SCHOLASTIC STANDING

Reported for Action

Exception to University Uniform Grading System for Students in Doctor of Medicine Program. On May 20, 1943, the Senate voted a uniform grade and honor point system for the University, using the five permanent grades A, B, C, D, and F. Registration of students across college lines and transfer of students between colleges made uniformity desirable. The 1 exception to this University-wide system is the use of S (satisfactory) for graduate students in courses numbered 200 and above, adopted by the Senate in 1927. Last year the Medical School, after long and careful study, indicated a desire that students in the doctor of medicine program be graded other than on the A-B-C-D-F system. The question was referred to the Senate Committee on Student Scholastic Standing for recommendation to the Senate. The proposal of the Medical School is as follows:

1. That the use of A, B, C grade be discontinued.
2. That a student's performance in a given course be reported to the Dean's office as a percentage of the total possible points for that course.
3. That these percentage scores be translated in the Dean's office to a percentile rank.

4. That the faculty of the department concerned indicate to the Dean's office that all scores above a given level are considered clearly satisfactory.

5. That during the course of the academic year an examination committee, composed of representatives of each department offering courses to medical students for any particular year, review the total performance of any student not having been certified as doing clearly satisfactory work and, in consultation with the student, point out the need for improvement.

6. That at the end of the academic year the examination committee evaluate the whole year's performance of any student whose work had not been clearly satisfactory in one or more courses and reach a decision in their mind, again after consultation with the student, as to whether the student was adequately prepared to continue with the succeeding year's work.

7. That at the end of the academic year, the Dean's office submit to the Office of Admissions and Records grades of satisfactory (S) or unsatisfactory (U) for all students for each of the courses completed during the year. An S would be submitted for each course in which a student had been considered to have done clearly satisfactory work. An S would also be submitted for all courses for those students whose over-all performance during the year had been considered by the examination committee to have satisfactorily prepared them to continue with the work of the succeeding year. Students who had done less than clearly satisfactory work in 1 or more specific courses and who were not considered by the examinations committee to be adequately prepared would be given a U for the 1 or more courses in which their performance had been less than clearly satisfactory. The proposed grading system is only for courses offered to students in the doctor of medicine curriculum, and any other students in such courses (who are in a very small minority) would be graded separately according to the regular University system.

The Medical School faculty believes that the proposed system would to some degree decrease the intense competition for grades in the Medical School (since a few points on a test would no longer throw a student from the B to the A category, for example) and would emphasize the total performance of the student in all courses and take into account improvement over the year. A number of medical schools have already adopted a similar grading program.

The Scholastic Standing Committee did not take its task to be a criticism of the usefulness to the Medical School of the proposed system, respecting the traditional autonomy of colleges in the University in curricular and educational matters affecting only their own students. The committee rather studied possible undesirable effects upon the Recorder's Office and other colleges caused by a deviation from the University's uniform grading system.

From its careful review of all problems which might grow out of granting the requested exception and mindful of the significant educational gains which the Medical School faculty believes to be attained by the change, the Scholastic Standing Committee recommends to the Senate that the proposal of the Medical School, as outlined above, be permitted as an exception to the University's uniform grading system, with the amendment that F be used instead of U and with the further amendment that some symbol other than S be worked out, if convenient, to avoid conflict with the Graduate

School symbol S. If such an alternative symbol cannot be conveniently worked out, the Committee recommends endorsement of the requested exception nevertheless.

ROGER B. PAGE, Chairman

VI. NECROLOGY
EMORY N. KEMLER
1906-1955

Emory N. Kemler, professor of mechanical engineering in charge of the Machine Design Division, Department of Mechanical Engineering, passed away on Tuesday, December 6, 1955. His death was the result of a stroke which occurred suddenly as he was driving to the University.

Kemler was known throughout the country for his contribution to mechanical engineering progress in the petroleum industry. His research activities included work in the fields of mechanical vibration and fluid flow. He was author of 2 texts on vibration and 1 on heat pumps, as well as 5 bibliographies on petroleum offshore operations, rotary percussion drilling, hydraulic pumping, the Williston Basin, and automatic control. His publications included over 200 articles and papers and he held 16 patents covering dynamometers, heat pumps, and glider pickup devices.

Kemler was born in Basehor, Kansas, on July 21, 1906. He graduated with the B.S. degree from the University of Kansas in 1927 and then attended the University of Pittsburgh where he obtained the M.S. degree in 1931 and Ph.D. in 1934. In 1931 he married Doris McCabe, who survives him.

In 1929 Kemler became an instructor at the University of Pittsburgh where he taught courses in mechanical engineering until 1936. He also worked as research engineer for Gulf Research and Development Corporation in Pittsburgh during this period. In 1936 he moved to Tulsa, Oklahoma, where he was in charge of production engineering for the Gulf Oil Corporation, Gypsy Division. In 1940 he became associate professor of mechanical engineering at Purdue University, Lafayette, Indiana. During the war years he worked on research problems for the U. S. Army Ordnance and Air Force.

From 1945 to 1947 Kemler was head of the Engineering Research Division at Southern Research Institute, Birmingham, Alabama. His next appointment was at New York University in 1947 where he was assistant director of research and research professor of mechanical engineering. He came to the University of Minnesota in 1949.

Kemler served the American Society of Mechanical Engineers as chairman of the Mid-Continent Section, 1934; secretary of the Petroleum Division, 1952, chairman of the Advisory Committee and chairman of the Petroleum Division in 1953; chairman, Minnesota Section, 1954; and chairman, Student Committee, Petroleum Division, 1955. He was a member of two committees of the American Petroleum Institute, the Engineers' Sub-Committee on Tubular Goods and the Pumping Unit Committee.

Kemler is survived by his wife, Doris, a son Emory, a daughter, Nancy McNeill, and grandson, Christopher McNeill. He is also survived by his parents, Mr. and Mrs. Elmer Kemler of Basehor, Kansas, 1 brother, Arden Kemler, Athens, Georgia, and 2 sisters, Mrs. Wylie Ward, Colton, California, and Mrs. Vestal Watson, Colton, California.

WALTER CASTELLA COFFEY
1876-1956

Walter Castella Coffey, 7th president of the University of Minnesota and for 20 years director and dean of the Department of Agriculture, died January 31, 1956, a few hours before his 80th birthday.

He was born on a farm near Hartsville, Indiana, February 1, 1876, and attended Hartsville and Franklin colleges before entering the University of Illinois, where he received his bachelor of science degree in 1906 and his master of science degree in 1909. His scholarship and faithful, energetic service in the field of agriculture and as educator-administrator later won for him honorary degrees from Hamline University, Franklin College, and the University of Minnesota. Further honor was bestowed upon him by elected memberships in Sigma Alpha Epsilon, Alpha Zeta, Sigma Xi, Phi Kappa Phi, and Gamma Sigma Delta. His many accomplishments also brought such wide recognition as the distinguished service medal of the American Farm Bureau Federation, his portrait-placement in the gallery of the Saddle and Sirloin Club in Chicago as a result of his selection by the American Society of Animal Production, inclusion among the "100 living great in Minnesota," and the naming of Administration Building on the St. Paul Campus in his honor as "Coffey Hall."

Dr. Coffey actually began his professional career at the age of 17, in 1893, when he began teaching in the public schools of Indiana. In 1903 he became a shepherd, with the title of flockmaster, for the Agricultural Department of the University of Illinois, and again he became a student, beginning his brilliant, productive career in agriculture. He became an assistant professor in 1907 and, 4 years later, professor of sheep and meat and acting head of the Department of Animal Husbandry. He continued in that post until he came to Minnesota in 1931 to become dean of the Department of Agriculture and director of the experiment stations. Climaxing his nearly a quarter of a century at the University was the presidency. He served in this capacity from 1941 to 1945 with "fair-minded, conscientious, judicious and with constructive imagination."

Dr. Coffey often expressed his interest in young people and emphasized his strong faith in their abilities. As dean of agriculture, the cheerful, witty educator became popular with the students. He enjoyed student contacts and later regretted that his duties as wartime president allowed him so little time with them.

His many outstanding services to the field of agriculture can be pinpointed under such broad classifications as animal husbandry, northwest development, and drought relief. He was a leader in the struggle to advance through research the frontiers of understanding, especially in the field of nutrition in its effects upon human life and health.

As a nationally recognized authority in agriculture, the dynamic University dean served as a member of President Coolidge's Agriculture Conference, a member of the board of directors of the International Livestock exposition, and a member of the executive committee of the Association of Land-Grant Colleges and Universities.

His sound and stable leadership during World War II enabled the institution to undertake and carry to distinguished completion many complex and intricate programs of training and research. Problems were met with maturity of judgment and with the perspective that comes with deep understanding of human problems.

His human touch and kindly personality inspired the staff and gave it confidence. Long remembered will be the parables he used so generously when illustrating his points of view. Throughout his administration and up to the time of his death, he displayed a notable skill at building good will for the University. Personally, he raised almost \$300,000 to help pay for a student union on the St. Paul Campus. A mere few weeks before his death the Regents took steps which cleared the way for construction of that union this summer.

In addition to a career in education which saw Dr. Coffey take over the presidency of Hamline University for a short time at the age of 76 years, he was a devoted churchman. He urged spiritual development along with intellectual growth and encouraged churches to establish themselves alongside the University campus.

Dr. Coffey became a member of the Federal Reserve board of directors in 1938 and was named chairman in 1940. He served as director for 7 years. His activity as a leading Methodist in Minnesota included membership on the educational board of the Methodist Episcopal Church.

Dr. Coffey became known as the elder statesman of agriculture. As the most industrious retired college president in America, he chose to give his time as a free will offering to public service.

He was the author of several books, including *Productive Sheep Husbandry*, co-author of *Livestock Enterprises*, and wrote numerous bulletins and circulars on agricultural subjects while at the University and at the University of Illinois.

During his career of many disparate interests he also served in various capacities on other governmental, civic, and church organizations.

Dr. Coffey is survived by his widow, Mrs. Jennie Coffey, 2 sons, Dr. Walter Coffey, Jr., and Lardner Coffey, a sister, Mrs. Margaret Anders, and 4 grandchildren.

PAUL RAYMOND McMILLER
1887-1956

Paul R. McMiller, soil chemist and professor of soils (emeritus) in the Department of Soils, University of Minnesota, died at his home in Minneapolis on February 27, 1956. He was born May 3, 1887, at Unity, Wisconsin.

Professor McMiller received the B.S. degree from the University of Minnesota in 1911 and M.S. degree in 1915 with majors in chemistry and soil chemistry. Following graduation in 1911 he joined the staff of the Department of Agricultural Chemistry and Soils as an assistant and served the University continuously for 44 years, rising through all ranks until he attained a full professorship. He reached retirement age on June 30, 1955.

Professor McMiller's early interest was in soil chemistry and he published a number of scientific papers on the subject. Later his interest turned to soil genesis and classification and it was in these fields that he made his major contribution and in which he became known and respected throughout the profession. He prepared the first soil map of the entire state of Minnesota and directed and authored many of the individual county soil survey maps and reports now available.

In addition to soil survey responsibilities, Professor McMiller's duties included teaching and research. His numerous scientific publications and the affection and respect his students came to have for him attest to his abilities in these fields also.

Professor McMiller was a member of many scientific societies including the Soil Science Society of America, Sigma Xi, Phi Lambda Upsilon, Minnesota Academy of Science, and American Society of Agronomy. He was a member of the First Congregational Church of Minneapolis.

The past 40 years have been times of great change and progress in our knowledge of soils and Professor McMiller will take his place with the other prominent scientists whose accomplishments have helped make the history in this comparatively new field of soil science.

THE UNIVERSITY SENATE

DOCKET SUPPLEMENT - APRIL 26, 1956

I. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Information

Progress Report on Survey of University Departmental Practices Regarding Course and Curriculum Changes. Ruth E. Eckert, Chairman of Sub Committee. The information reported below was obtained from 126 heads or chairmen of instructional departments (95 per cent of those eligible to respond). Using an eight-page inventory devised for this purpose, each chairman reported on departmental policies in adding, deleting and modifying course offerings and on what had actually been done during the preceding five years (1946-51). Various factors contributed to delay in the analysis of these data, one being an analysis made in a form that could be utilized by the Self-Survey Committee. The following summary, which is reported without suggestion as to the desirability or usefulness of the reported practices, may be helpful in stimulating discussion of these problems in individual departments and colleges. A complete report of the study, together with Committee comments as to policy implications will be transmitted to the Senate at a later date, this Spring or Summer.

1. Typically about a fourth of the time given to departmental staff meetings had been devoted to curriculum matters. For the preceding academic year this had ranged from "very little or no time" (reported by 22 per cent of the chairmen) to "upwards of three-fourths of the time" (reported by 19 per cent of them.) In terms of clock hours, the total time spent in various types of staff discussions of this type had averaged 24 hours per department for the academic year.
2. Proposals for adding, dropping, or changing courses were normally considered by the departmental staff as a whole. Occasionally a smaller committee or the chairmen acted for the staff in these matters. A few departments had specified definite types of information which staff members proposing course additions or revisions were expected to provide.
3. Curriculum changes recommended by the departments were usually adopted by the school or college faculties involved. Sixty per cent of the departmental chairmen stated that every proposal they had submitted during these years had been approved; another 23 per cent reported only occasional rejections; most of the remainder had submitted no recommendations.
4. The number of courses added during this five-year period totaled 1304; the number deleted was 412. Omitting the Duluth unit, where shift to University branch status had resulted in many changes (400 additions and 65 deletions) the ratio of courses added to those dropped was about seven to three. A recent check, covering the 1952-55 period in one large University division, suggests that curriculum expansion has been continuing at about this same rate. Departments differed notably in this respect, though, with 18 making no additions and 7 adding upwards of 30 courses each during the five-year period studied.

5. The greatest relative expansion in course offerings had occurred at the senior college-beginning graduate level (courses numbered 100-199). Advanced, professional, and technical courses had multiplied much more rapidly during these years than had courses designed for "general education".
6. These course additions were attributed to a number of factors, with student demand, expansions in professional opportunities and in the subject field, and the availability of staff to teach new types of courses heading the list. Much less importance was attached to recommendations of national societies, revisions in certification requirements, and other pressures beyond the campus.
7. The chief reason reported for dropping courses had been the incorporation of materials in other courses. Lessening student demand and the loss of staff members especially qualified to teach these courses were mentioned by occasional chairmen. Were greater economies in instruction required, most departmental chairmen would favor eliminating or consolidating certain offerings and increasing class size in the retained courses.
8. Recent steps had been taken in most departments (71 per cent) to articulate more closely course offerings within their own department. Forty-four per cent reported informal consultations with staff members in other departments and colleges, aimed at relating more effectively the programs provided in these different divisions. A third of the departments to which the question applied reported efforts to articulate their lower-division courses with current high school courses in the same field.
9. Most departments (72 per cent) were making some effort to assess students' attitudes toward the curriculum. Usually this involved conferences with student groups or the use of rating forms in selected courses. In 15 per cent of the departments the opinions of all students electing work in the field were periodically inventoried.
10. Gaps or inadequacies in the departmental program were specified by four-fifths (78 per cent) of the chairmen. Forty-three per cent of the chairmen recommended setting up additional sections of their current courses.
11. Some study had commonly been given to parallel offerings in other colleges and universities, usually based on a survey of catalog descriptions or correspondence with selected persons. Three-fifths of the chairmen expressed interest in having a more detailed analysis made of curriculum practices in other leading universities.
12. Roughly half of the departments (53 per cent) had made some use of the extensive materials gathered in the 1941-42 University curriculum survey. A fourth of the chairmen stated that one or more staff meetings had been devoted to discussions of these findings. In the majority of these cases, this has led to dropping certain courses, reducing overlapping among some of the retained ones, and other specific improvements in the departmental program.

C. Gilbert Wrenn, Chairman

II. DISCUSSION OF POLICY WITH RESPECT TO THE
FORTHCOMING RISE IN UNIVERSITY ENROLLMENT

This item was placed on the docket pursuant to the motion adopted at the March 8, 1956 meeting of the University Senate:

Resolved That the next (regular) meeting of the Senate discuss its policy with respect to the forthcoming rise in University enrollment.

III. NECROLOGY

Correction: The date listed in the 4th sentence of paragraph 3 in the report for Walter Castella Coffey should be 1921 instead of 1931.