

THE UNIVERSITY SENATE
DOCKET SUPPLEMENT - JUNE 4, 1964

I. SENATE ROSTER FOR 1964-65
Reported for Information

1. Elected Members

	Unit	Term		Unit	Term
Abbe, Ernst C.	12	63-65	Faigl, Herbert	12	63-66
Abraham, Roland H.	01	63-66	Fenton, Eleanor S.	07	63-66
Adams, Paul	10	64-67	Fenton, Stuart W.	13	63-65
Allen, Harold Byron	12	63-65	Flaccus, Edward	05	63-66
Amundson, Neal R.	13	63-66	Flikke, Arnold M.	01	64-67
Anderson, Gaylord W.	10	63-66	French, Lyle	10	63-66
Armstrong, W. D.	10	64-67	Fritz, Edna L.	10	64-67
Auerbach, Carl A.	09	63-66	Gates, Charles E.	01	64-67
Barnum, Cyrus P., Jr.	10	63-66	Gault, N. L., Jr.	10	63-66
Beck, Robert H.	06	63-66	Gibbs, James L., Jr.	12	64-67
Benrick, William	03	64-67	Gisvold, Ole	11	63-66
Benson, Ellis S.	10	64-67	Glick, Wendell P.	05	63-65
Bearman, Jacob	10	64-67	Good, Robert A.	10	63-66
Berninghausen, D.K.	12	64-67	Graham, Kenneth L.	12	63-65
Borchert, John R.	13	63-66	Gullickson, Glenn	10	64-67
Cameron, Robert H.	13	64-67	Hansen, F. Lloyd	07	63-65
Cartwright, Paul	13	63-65	Hansen, Henry	01	63-66
Cashman, Paul H.	01	63-66	Hanson, Lester E.	01	63-66
Cavert, Henry M.	10	63-66	Harris, Forrest J.	08	64-67
Chambers, Clarke A.	12	63-65	Hastings, Donald W.	10	63-66
Champlin, Keith S.	13	63-65	Haxby, Bernard V.	13	64-67
Clark, John W.	12	63-66	Hess, Carroll V.	01	64-67
Crallier, R. O., Jr.	06	63-65	Hoebel, E. Adamson	12	63-65
Collins, Robert J.	13	64-67	Holland, Mellor R.	04	63-66
Corcoran, Mary E.	06	64-67	Hooker, Clifford P.	06	64-67
Crawford, Dean A.	05	64-67	Hueg, William Jr.	01	63-65
Curtin, James R.	06	64-66	Hurwicz, Leonid	12	64-67
Cutkomp, Laurence K.	01	63-66	Hustrulid, Andrew	01	63-65
Dahl, A. Orville	12	63-66	Ibele, Warren E.	13	63-66
Dahl, Reynold P.	01	64-67	Imholte, John Q.	15	63-66
Darley, John G.	12	63-66	Isaacson, Robert J.	04	63-65
Davidson, Emmett	05	63-65	Isbin, Herbert S.	13	63-66
Davison, Suzanne	01	64-67	Jackson, W. Carl, Jr.	12	63-66
Dawson, James R., Jr.	10	63-65	James, Harold L.	13	63-66
Dewitt, Norman J.	12	64-67	Johnson, Victor	14	63-66
Donnelly, Richard J.	06	63-66	Jordan, Richard	13	63-65
Downs, Allen	12	63-66	Kernkamp, Milton F.	01	63-66
Driggs, Orval T., Jr.	15	64-67	Kersten, Miles S.	13	64-67
Dugan, Willis E.	06	63-65	Kidneigh, John C.	12	63-65
Duncan, Donald P.	01	64-67	Kingsley, James, Jr.	12	63-65
Eckert, Ernst R. G.	13	64-67	Klinger, Eric	15	63-65
Edson, William H.	06	63-65	Koehler, Fulton	13	63-65
Edwards, Marcia	06	63-66	Kwiat, Joseph J.	12	64-67
Engene, Selmer A.	01	63-65	Lammers, Raymond J.	15	64-67
Esteros, Gertrude A.	01	63-65	Lazan, Benjamin J.	13	63-65

	Unit	Term		Unit	Term
Lazarow, Arnold	10	63-65	Sandalow, Terrance	09	63-65
Learn, Elmer W.	01	63-66	Schramm, Lee Clyde	11	63-65
Lease, M. Harry Jr.	05	64-67	Schultze, Max Otto	01	63-65
Lillehei, Richard C.	10	63-65	Seltzer, George	02	63-65
Lindgren, Bernard W.	12	64-67	Serrin, James B.	13	64-67
Lipscomb, Paul B.	14	64-67	Sibley, Mulford Q.	12	63-66
Lofgren, John A.	01	64-67	Sirny, Robert J.	01	64-67
Loken, Keith I.	03	63-65	Snyder, Leon A.	01	63-65
Low, Donald G.	03	63-66	Sprague, Randall G.	14	63-65
Lupton, Jeanne T.	08	63-65	St. Geme, Joseph	10	64-67
Magraw, Richard	10	64-67	Stecklein, John E.	06	63-66
Mather, George	03	64-67	Stein, Burton	12	63-66
McCutcheon, G.	08	63-66	Sullivan, W. A., Jr.	10	63-65
McKay, Gerald R.	01	63-65	Swalin, Richard A.	13	64-67
McLaughlin, C. H.	12	63-65	Swanson, Gordon I.	06	64-67
Miller, R. Drew	14	63-66	Tamminen, Armas	05	63-65
Mork, Gordon M. A.	06	63-65	Terrell, D. Burnham	12	63-65
Monson, Paul H.	05	64-66	Turritin, Hugh L.	13	64-67
Ney, Edward P.	13	63-66	Ulstrom, Robert A.	10	63-65
Nier, Alfred O. C.	13	63-66	Varco, Richard L.	10	63-66
Nixon, Raymond B.	12	63-65	Watson, Dennis W.	10	63-65
O'Connor, Paul R.	13	64-67	Weiss, Gerhard H.	12	64-67
Odlaug, Theron O.	05	64-67	Wernitz, James H., Jr.	13	64-67
Olson, Joseph C. Jr.	01	64-67	Wertz, John E.	13	63-65
Parham, William E.	13	64-67	Wickesberg, Albert	02	63-65
Pattison, Walter T.	12	63-66	Wilk, Roger E.	06	64-67
Pfleider, Eugene	13	63-66	Williams, C. A., Jr.	02	63-66
Plumb, Valworth R.	05	63-66	Winchell, C. Paul	10	63-65
Ramras, Herman	12	63-66	Witzig, Frederick T.	05	63-65
Rapson, Ralph E.	13	63-66	Woods, Donald Z.	07	64-67
Reed, Sheldon C.	12	63-66	Wyvell, Mary L.	08	64-67
Reynolds, Maynard C.	06	64-67	Christie, George C.	09	64-67
Rinke, Ernest	01	63-66	Gaumnitz, Richard K.	02	64-67
Rosenthal, William A.	05	64-67			
Ross, Ralph G.	12	63-65			

2. Ex Officio Non-Voting Members

Administrative Committee: Membership of the Administrative Committee will be reported at the November meeting.

Unit code: (01) Agriculture, (02) Business Administration, (03) Veterinary Medicine, (04) Dentistry, (05) Duluth, (06) Education, (07) Extension Division, (08) General College, (09) Law, (10) Medical Sciences, (11) Pharmacy, (12) Liberal Arts, (13) Technology, (14) Mayo Foundation (15) Morris.

II. SENATE COMMITTEES FOR 1964-65
Reported for Action

The President reports the following additional appointment:

Faculty Welfare: Luther J. Pickrel to replace Willard L. Thompson

Reserve Officers Training Corps: Arthur L. Johnson, George H. McCune

III. REPORT OF THE ADMINISTRATIVE COMMITTEE Reported for Information

Change in 1964 Summer Session Commencement Dates. At its November 6, 1963 meeting, the Administrative Committee voted to hold future Summer Session commencements on Friday afternoons rather than on Thursday evenings, as had been done in the past. When the 1964-65 calendar was approved, therefore, Summer Session commencements were scheduled for 4:00 P.M. on Friday, July 17, and Friday, August 21.

The Dean of the Summer Session later reported that commitments previously made to speakers for both 1964 Summer Session commencements for 8:00 P.M. Thursday, July 16, and Thursday, August 20, could not be changed, as neither speaker would be available for the Friday dates. Dean Thompson therefore recommended that for the summer of 1964 the earlier schedule be adhered to, with the understanding that the new Friday schedule would become effective in the summer of 1965.

The President, the Vice Presidents, and the Chairman of the Committee on University Functions approved this request, which was then referred to the other members of the Administrative Committee by a telephone poll. The Administrative Committee voted unanimously to hold Summer Session commencements in 1964 on Thursday, July 16 and Thursday, August 20, at 8:00 P.M.

R. E. Summers, Secretary

IV. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE Reported for Information

A high rate of turnover on the committee, resulting in a substantial portion of the committee being appointed by the committee itself rather than being elected by the faculty, led to the recommendation by the committee that the election procedures be reviewed and amended with the view of remedying the situation. This matter is now under consideration by the Senate Committee on Business and Rules.

During the past year the committee met on four occasions with President Wilson and on one occasion with Vice President Shepherd. It visited and met with the faculties of the Morris, Duluth and St. Paul campuses to ascertain their current interests and concerns. The major interests of the committee, arising from its response to expressed faculty concerns, have centered (1) on the pressing need for more effective overall planning, such as will give full scope to the realization of educational goals, in the physical development of the University, and (2) the issue of academic freedom. A special meeting was held with representatives of the Journalism faculty to become informed about the problems relating to student publications. As a result of this meeting the committee recommended to the President that a thorough examination of the organizational structure relative to student publications was in order.

The committee met a total of thirteen times during the year.

The committee wishes to record commendation and appreciation to the Board of Regents and the President for the forthright and constructive statement of December 14, 1963, entitled Freedom and the University, reaffirming the University's dedication to the principles of academic freedom. The statement,

prepared and released at a very difficult time, has been of inestimable value in clarifying the University's position.

The committee was consulted by the President on May 9 concerning the decision then pending in the matter of the request for approval to invite an off-campus speaker to participate in a public debate on May 18, 1964.

Professor Cyrus Barnum has completed the statutory maximum of six successive years on the committee. We feel confident the Senate joins the committee in expressing thanks to him for his devotion to the work of the committee.

Alfred O. C. Nier, Chairman

SENATE MEETING

THURSDAY, JUNE 4, 1964

3:30 P.M.

MURPHY HALL AUDITORIUM

The voting membership of the Senate totals 155 including the President and 154 elected members. For a quorum, a majority of the voting membership (78) must be present. Constitution changes require advance publication and 104 affirmative votes. By-Law changes require 78 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 1963-64

No. 7

UNIVERSITY OF MINNESOTA THE SENATE DOCKET

June 4, 1964

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

I. MINUTES OF APRIL 30, 1964

Reported for Action

II. CONSTITUTIONAL AMENDMENTS

Reported for Information

The constitutional amendments to provide that the minimum requirements for a liberal education shall be a matter of Senate concern, adopted by the Senate at its meeting on December 5, 1963, have been duly approved by the faculty, and subsequently approved by the Board of Regents at its meeting on May 8, 1964.

III. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

Reported for Action

On the recommendation of the Committee on Senate Committees the following changes in By-Laws are proposed:

By-Laws, Article III

Section 15. *University Printing and Publications*, change the second sentence—

From: It shall consist of eight members, the Vice President of Business Administration, the Recorder, the Director of University Relations, the Agricultural Extension Editor, three other members of the faculty, and a representative of the student body.

To: It shall consist of eleven members, the Vice President of Business Administration, the Recorder, the Director of University Relations, the Agricultural Extension Editor, a representative of the University Press, five other members of the faculty, and a representative of the student body.

Section 20. *Board of Admissions*, change entire section—

From: *Board of Admissions*. There shall be a standing Board of Admissions. Its membership shall be representative of all schools and colleges admitting undergraduates. Its powers in the field of policy shall not interfere operationally either with the autonomy of any individual school or with the administrative responsibilities of the Admissions Office.

To: *Admissions Policy*. There shall be a standing Committee on Admissions Policy, consisting of at least twelve members who shall represent major instructional units, the Office of the Dean of Admissions and Records, and the Office of the Dean of Students. This Committee shall study and recommend all-University policies concerning admissions and the educational problems involved therein. It shall provide liaison and coordination in accordance with the requirements for admissions established by the faculties of the several schools and colleges, the Senate, and the Regents of the University. It may also serve the Dean of Admissions and Records in an advisory capacity.

E. D. MONACHESI, Chairman

IV. SENATE COMMITTEES FOR 1964-65

Reported for Action

The following Senate committees have been named by the President, from nominations submitted by the Committee on Senate Committees, subject to the approval of the University Senate, effective July 1, 1964:

Admissions Policy: R. E. Summers (chairman), Paul A. Cartwright, H. Mead Cavert, William H. Edson, Robert J. Falk, Charles C. Hanna, Theodore E. Kellogg, Keith N. McFarland, Jack C. Merwin, Horace T. Morse, Roger B. Page, John E. Stecklein.

All-University Extension: Albert K. Wickesberg (chairman), Roland H. Abraham (ex officio), Hyman Berman, Paul A. Cartwright, Thomas W. Chamberlin, Eleanor S. Fenton, LaVern A. Freeh, Albert M. Fulton, Charles C. Hanna, Ralph G. Nichols, Luther J. Pickrel, Ray G. Price, Verna L. Rausch, Vera M. Schletzer, Timothy L. Smith, W. Albert Sullivan, Jr., Willard L. Thompson (ex officio), Stanley J. Wenberg, John E. Wertz, E. W. Ziebarth.

Audio-Visual Aids: Neville P. Pearson (chairman), Allan A. Blatherwick, C. Luverne Carlson, Allen Downs, Clifton A. Gayne, Wesley J. F. Grabow (ex officio), Ralph H. Hopp, George H. McCune, Gordon I. Swanson, Harold W. Wilson.

Business and Rules: Elio D. Monachesi (chairman), A. C. Caldwell, Eleanor S. Fenton, James L. Hetland, Jr., True E. Pettengill (ex officio).

Closed-Circuit Television: Willard L. Thompson (chairman), Allan A. Blatherwick, Harold C. Deutsch, Carl Heggstad, James H. Jensen, Keith N. McFarland, Daniel C. Neale, Burton Paulu (ex officio), Donald K. Smith, E. W. Ziebarth. Students: 2 to be named.

Educational Policy: John G. Darley (chairman), Carl A. Auerbach, Russell W. Burris, Ruth E. Eckert, Robert T. Holt, Richard C. Jordan, Benjamin J. Lazan, Roger B. Page, Merrill P. Rassweiler (secretary), Donald K. Smith, John E. Stecklein, Theodore W. Sudia, John G. Turnbull, Frederick T. Witzig. Students: 2 to be named.

Faculty Welfare: C. Arthur Williams, Jr. (chairman), Gertrude Esteros, N L Gault, Jr., Robert L. Heller, Norman S. Kerr, John C. Kidneigh, Eric Klinger, Willard L. Thompson (ex officio).

Institutional Relations: Jack C. Merwin (chairman), Frank T. Benson, Rodney A. Briggs, Paul A. Cartwright, Mary E. Corcoran, Donald E. Davis, Eleanor S. Fenton, Gerald R. Firth, John A. Goodding, M. Isabel Harris, Theodore E. Kellogg, Gisela Konopka, Paul R. O'Connor, Mabel K. Powers, George Seltzer, D. Burnham Terrell, Gerhard E. von Glahn, Stanley J. Wenberg. Students: 2 to be named.

Institutional Research: Philip M. Raup (chairman), George R. Blake, Thomas W. Chamberlin, John N. Clauson, Stephen G. Granger, Robert J. Keller, Paul R. O'Connor, William C. Rogers, Robert E. Summers, John E. Stecklein, William G. Shepherd, Harold W. Stevenson (ICD). Students: 3 to be named.

Intercollegiate Athletics: Alfred L. Vaughan (chairman), Allan A. Blatherwick, Rodney A. Briggs, Raymond W. Darland, Frank E. DiGangi, Willis E. Dugan, Laurence R. Lundon (ex officio), Ralph G. Nichols, William E. Parham, Ray G. Price, Marshall W. Ryman (ex officio), Max O. Schultze (faculty representative), John W. Williams. Students: 2 to be named. Alumni: 2 to be named.

Judicial: Charles H. McLaughlin (chairman), Wallace D. Armstrong, E. Fred Koller, Allan H. McCoid, Timothy L. Smith.

Library: Clarke A. Chambers (chairman), Gaylord W. Anderson, Robert H. Beck, A. Orville Dahl, William Flanigan, Wayland E. Noland, Lloyd L. Smith, Jr., Edward B. Stanford, Gerhard Weiss.

Reserve Officers' Training Corps: Rodney C. Loehr (chairman), Steve S. Barich, J. O. M. Broek, William T. Harris, Jr., Warren E. Ibele, Arthur J. Larsen, Charles S. Levy, Benjamin E. Lippincott, Robert McAdam, Keith N. McFarland, Harold P. Strom. Students: 2 to be named. Alumni: 2 to be named.

Student Affairs: Edwin Emery (chairman), Hyman Berman, Paul H. Cashman, David Cooperman, George S. Hage, Eloise M. Jaeger, Ralph E. Miller, Gerald L. Park, John H. Schultz, George L. Shapiro, James H. Wernitz, Jr. Students: 14 to be named. Alumni: 2 to be named.

Student Scholastic Standing: Frank Verbrugge (chairman), Harold J. Alford, Ralph F. Berdie, Francis M. Boddy, Iver Bogen, H. Mead Cavert, Charles J. Glotzbach, John A. Goodding, John Hafstrom, Keith R. Heller, Mellor R. Holland, Theodore E. Kellogg (non-voting secretary), Leslie A. King, Francis B. Moore, Charles V. Netz, Roger B. Page, True E. Petten-gill, Mabel K. Powers, Stephen B. Scallen. Students: 2 to be named.

University Functions: William L. Nunn (chairman), George Amberg, Frederick E. Berger, John W. Clark, Robert J. Elliott, Wesley J. F. Grabow, Edwin L. Haislet, James S. Lombard, Truman R. Nodland, Paul M. Oberg, Louise A. Stedman, E. Barbara Stocking, Stewart C. Thomson, E. G. Williamson. Students: 3 to be named.

University Printing and Publications: Harold W. Wilson (chairman), George Amberg, Ralph H. Hopp, L. R. Lunden (ex officio), Gareth B. Matthews, Jane McCarthy, William L. Nunn (ex officio), True E. Petten-gill (ex officio), Harold B. Swanson (ex officio), Walter K. Vivrett. Students: 1 to be named.

V. ELECTION OF THE COMMITTEE ON SENATE COMMITTEES

Nominations

In accordance with Article III, Section 11 of the Senate By-Laws, the Faculty Consultative Committee nominates the following candidates for the Committee on Senate Committees. Each person has indicated willingness to serve if elected. Additional nominations, certified as available, may be made by the petition of 12 senators, provided that the petition is in the hands of the clerk of the Senate the day before the Senate meeting. The election will be by secret ballot. Election ballots will be distributed at the meeting, to be placed in the ballot box as you leave. Election results will be announced in the Official Daily Bulletin and in the Senate Minutes.

To fill the normal 3-year term, 1964-67 (two to be elected):

Wallace D. Armstrong
J. Edward Gerald
Wendell P. Glick
William A. Rosenthal

VI. FACULTY CONSULTATIVE COMMITTEE MEMBERSHIP

Reported for Information

The Faculty Consultative Committee has appointed David K. Berninghausen to fill the unexpired term (1964-66) of E. Adamson Hoebel who will be on leave during the coming year and George Seltzer to fill the unexpired term (1964-65) of Robert Keller who having become a member of the Administrative Committee is no longer eligible.

The committee has also appointed Dean A. Crawford to serve as representative from the Duluth Campus for the year 1964-65.

VII. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Report of the All-University Schedule Committee.* The all-University Schedule Committee is made up primarily of those persons who originate schedules in the various teaching units, with the University recorder as its chairman. This committee reports periodically to the Administrative Committee, and recently it has bent its efforts toward promoting effective use of facilities. At the April 11, 1962, meeting of the Administrative Committee, a general plan had been introduced. This plan aimed at effecting better scheduling and at the same time at keeping decisions on academic matters within the instructional units, rather than permitting the choices among course and hour scheduling to be influenced unduly by the availability or lack of availability of facilities. The Schedule Committee now recommended a revision of the earlier policy on distribution of classes by hours and days of the week and put its recommendations before the Administrative Committee in a written report.

To provide a more even distribution of classes by hours and days, the Schedule Committee report recommended the following class scheduling policy for the Minneapolis and St. Paul Campuses, effective fall 1964: (a) one-half of the sections in a multi-sectioned course meeting on Monday-Wednesday-Friday shall be scheduled after 12:30 p.m.; (b) one-half of the sections in a multi-sectioned course meeting Tuesday-Thursday shall be scheduled after 12:30 p.m.; (c) single section courses meeting 3 days a week shall be scheduled so that not more than two-fifths of them are on Monday-Wednesday-Friday mornings; The other three-fifths shall be offered either on Monday-Wednesday-Friday afternoons or on Tuesday-Thursday; (d) single section courses meeting 4 or 5 days a week shall be scheduled so that half (in any given department or college) are in the morning and half are in the afternoon.

Further, the Schedule Committee, in response to requests for the scheduling of certain classes at 7:30 a.m. (hour 0), proposed that such scheduling be tried on the East Bank, Minneapolis Campus, fall quarter 1964, on departmental recommendation. This early hour was used for classes shortly after World War II. There was also in the Schedule Committee report the following proposed time schedule for 75-minute classes, which have already been used to an appreciable extent on a Tuesday-Thursday basis: 8:00-9:15, 9:30-10:45, 11:00-12:15, 12:30-1:45, 2:00-3:15, 3:30-4:45. Schedule Committee chairman, Recorder True E. Petten-gill, discussed the proposals. The Administrative Committee voted to endorse the report and recommendations as working rules for scheduling, beginning with the fall quarter 1964.

2. *Excusal of Classes for Cap and Gown Day Convocation.* At the April 8 meeting, the chairman called attention to the University practice of excusing classes for Cap and Gown Day Convocation. This year the convocation for the Minneapolis and St. Paul Campuses was to be at 11:30 a.m., Wednesday, May 13. Not only was excusal of fourth hour classes made mandatory by the official calendar, but, it was noted, seniors expected to participate needed early release from third hour classes and students returning to the St. Paul Campus or the West Bank of the Minneapolis Campus required free time during the fifth hour. The President's Office was to prepare an appropriate notice.

3. *Report on the Proposed Taconite Amendment.* Vice President Wenberg reported on the status of the proposed amendment of the Minnesota State Constitution, known as the Taconite Amendment Number 1, and called for discussion. Apart from the usual difficulty of amending the constitution, this measure faces opposition for several specific reasons. Great diversity of opinion was expressed in the discussion, but there emerged the suggestion that, for a variety of reasons, the proposal merits and needs support. The amendment's failure, some thought, could be damaging to the state's economy. There was no official University position on the proposed amendment; nor had the Regents taken any action.

4. *The Consolidated Fund Drive, 1964.* At the May 6, 1964, meeting, Vice President Wenberg introduced Mr. James P. Schroeder, chairman of the October 1964 Consolidated Fund Drive, and Professor David K. Berninghausen, associate chairman. Mr. Schroeder commented on the University's past co-operation and successful participation in this community work and spoke of the need for the project and of the importance of good and interested departmental captains and solicitors.

Discussion indicated that the University truly participates in four such consolidated programs, one related to each of its campuses, and that announcements pertaining to the work should therefore not give the impression that the project is restricted to co-operation in the United Fund of Minneapolis and Hennepin County and associated charities. Campuses other than the Minneapolis Campus are involved and other fund drives supported. By general understanding, the employee normally gives to the fund drive where his work is located. It was noted that some University staff members encounter a conflict in participating, as the drive is scheduled at a time of maximum work load in certain University offices, early in each academic year.

5. *Recommendations from the Committee on University Honors.* At the April 8 meeting of the Administrative Committee, the Committee on University Honors, reporting through its chairman, Dean Morse, recommended the renaming of two buildings on the St. Paul Campus: the Crops Research Building, to be named the Plant Science Building, and the Plant Science Field Building, to become the Crop Service Building. There was discussion of the appropriateness of action of this kind by the Honors Committee, during which it was agreed that by custom and as the result of the wishes of President Wilson, the Honors Committee functions in the naming of buildings or portions of buildings. It was then moved, seconded, and voted to endorse the recommendation.

Professor Harold C. Deutsch had written to the Committee on University Honors in behalf of the History Department, asking that room 710, Social Science Building, Minneapolis Campus, West Bank, be designated the Guy Stanton Ford Memorial Library and that the room formerly used for the Ford Library (room 628) be designated the Ford Library Annex. The Administrative Committee approved the former designation and supported the latter, subject to the room's having been assigned for the purpose indicated and to action by the Honors Committee. (Subsequently, that committee approved the first request but took no action on the second.)

At the April 8 meeting, three candidates for the Outstanding Achievement Award were indicated by Dean Morse, who presented information provided by interested departments. It was moved, seconded, and voted to endorse the nominations. At the May 6 meeting, Dean Morse again presented five nominations, with documentation, for that award, and it was moved, seconded, and voted to endorse these. The committee noted that the Honors Committee sometimes experiences difficulty in obtaining complete documentation on nominees and that, once prepared, the documents are regarded as confidential and should normally be retained for use by the President's Office until the Regents have taken action and official announcements are made.

6. *Information on Faculty Recognition and Awards.* The President's Office is desirous of receiving complete information on any award or special recognition accorded a faculty member. It was asked that department heads assist in providing the President with copies of announcements of such awards and with information useful in his taking note of these. The President wishes to be well informed on such matters, since, in many instances, he writes an acknowledgment to the individual faculty member.

7. *Office of International Programs.* Vice President Shepherd said that the President wished to announce the role and general responsibilities of the new Office of International Programs and had asked that an appropriate

statement be prepared. Discussion of a draft distributed to the committee chiefly concerned distinctions to be made between matters reported for information, for awareness of the office, or for review, as against issues on which approval might be expected. It was left to Dean Myers and Dean Boddy to initiate action on rewording the proposed memorandum before it is circulated to deans and directors. The redraft will give particular attention to external grants and the initiation of research, drawing as appropriate on the University's experience in establishing the Graduate School Research Center.

8. *Reference to Bomb Scares on Campus.* There was reference to recent anonymous telephone calls reporting the presence of time bombs in buildings of educational institutions. Each unit of the University will take appropriate action as required.

R. E. SUMMERS, Secretary

VIII. REPORT OF THE ALL-UNIVERSITY COUNCIL ON
LIBERAL EDUCATION
Reported for Information
UNDERGRADUATE LIBERAL EDUCATION AT THE
UNIVERSITY OF MINNESOTA
Introduction

The Council and Its Purposes

The All-University Council on Liberal Education was established in principle by action of the faculty Senate in June 1962. The structure of the council and manner of its appointment were established by Senate action in May 1963. The council was formed and began meeting in October 1963.

The council has been charged by the Senate with developing policies which will establish a "liberal education" floor, or component, for programs leading to the Bachelor's degree offered by any college of the University. This charge was made as the product of two positions widely supported by the University faculty. The first position was that all Bachelors' degrees offered by the University of Minnesota should have some common meaning. That is, some educational purposes held in common by all colleges of the University should be represented in the form of the educational program followed by all students seeking the Bachelor's degree. *The All-University Council is to seek policies that will assure these common purposes and forms in undergraduate education at Minnesota.*

The second faculty position was that persons charged with the responsibility for undergraduate education at the University of Minnesota, as elsewhere, need constantly to address themselves to the problem created by the rapid growth of knowledge. This problem is often described as the fragmentation of any general community of educated men and women. Under the pressures of expanding knowledge and an increasingly complex society, departments of instruction have multiplied rapidly; the range of materials represented by instruction is increasingly beyond the compass of any person; the specialized vocabularies, skills, and methods of inquiry used by academic disciplines have become increasingly unavailable to any but those who give long years of rigorous attention to their mastery. The product of growing and increasingly specialized knowledge seems to be a loss of power on the part of educated men and women to communicate with one another on matters relating to their special interest and competence, or even on matters which should be of common interest to all men. The loss of any general culture characteristic of the well educated intensifies their separation not only from one another but also from the community at large. *Presumably the All-University Council is to seek policies and procedures in undergraduate education which will ameliorate the fragmentation of the academic community.*

The Purposes of This Report

This paper reports the product of council deliberations to the present time. The report is made for two purposes: (1) to provide the faculty generally with a summary of the framework of ideas about liberal education on which members of the council have been able to reach reasonable consensus; and (2) to serve as the basis for discussion between members of the council and appropriate faculty groups in the several colleges. Such discussion can test the extent to which the ideas and language of the council represent a possible University-wide point of view toward undergraduate liberal education. With the help of such discussion the council will seek to modify this statement appropriately.

The council believes that a necessary condition for the success of any University-wide program of liberal education is the existence of reasonable faculty consensus on purpose, and on procedures relevant to such purpose. For this reason we solicit widespread faculty discussion of the positions advanced by this paper as a step to be taken prior to the formulation of any policies. We emphasize: this report is not a policy proposal. It does not advance any specific policy recommendations for Senate action. It does advance positions which can serve as a frame of reference for developing policy proposals, and it does set forth the steps the council proposes to follow in developing such proposals.

The Contents of This Report

Synopsis

The report is divided into four sections:

- I. A statement of the general goals of a program in liberal education. In this section liberal education is viewed in terms of such goals as contributing to the development of men and women who are well informed, broad in their interests, free from intellectual or cultural provincialism, persistent and skillful in the pursuit of knowledge, and humane and reflective in their judgments and behavior. These abstract goals are translated into a statement of the more specific ends a University program in liberal education might take.
- II. A set of four specific positions about undergraduate liberal education at the University of Minnesota. The council has framed its position on a University-wide distribution requirement; on the problem of course work for the nonspecialist; on the relevance of specialization to liberal education; and on the relevance of instructional quality to the ends of liberal education.
- III. A. A tentative categorization of the curriculum in terms of subject matter divisions.
B. A tentative categorization of the curriculum in terms of three ways of knowing or examining the content of experience.
- IV. A statement of six lines of action which the council proposes to follow in the further development of its work.

I. *The General Goals of a Program of Liberal Education*

In our age liberal education is often defined in terms of the end sought through the liberating influence of the search for knowledge. Thus we speak of a liberal education as one which frees the mind, or which develops increased power of informed judgment and choice, or which encourages men to be well informed, broad in their interests, free from intellectual or cultural provincialism, persistent and skillful in the pursuit of knowledge, and humane and reflective in their judgments and behavior. Such definitions are not without meaning, but they tend to set ends for education so visionary in their implications that the program maintained by any college or university can scarcely hope to do more than assist some students toward these ends. These sweeping definitions serve also to remind us that the process of liberal education is not co-terminous with a program of liberal studies maintained by a college or university. To realize its ends the process should begin in childhood, include both formal education and experiences not under institutional direction, and continue throughout life. Persons with little formal education sometimes pursue the process successfully; those with much formal education sometimes demonstrate values and behavior far removed from the ends of liberal education.

It is clear that universities do not devise or control the whole of the process of liberal education. What a university can hope to do is to maintain a *program* in liberal education. This program will reflect institutional choices on curriculum design, the materials of courses, the nature of instruction, and the nature of the nonclassroom environment supported by the university. The university's program should be designed to promote as effectively as possible the process of liberal education for students able to pursue advanced formal education.

With these cautionary observations in mind, the Council on Liberal Education has sought to frame a definition of liberal education which will reflect the form that a university-wide program might take. We define this program as one which: (a) provides instruction in the general intellectual instruments useful to acquiring and communicating knowledge, primarily the instruments of language and number; (b) provides instruction in a range of disciplines concerned with varieties of knowledge: knowledge of self, natural environment, society, and artistic creation; (c) provides experience in intellectually disciplined judging and choosing; (d) provides a campus environment which models the values, interests, and ways of living appropriate to a well-educated society; and (e) promotes the habit of continuing search for knowledge.

We believe that a program of liberal education thus defined can be translated into operational terms. Points (a) and (b) speak to the range of skill and knowledge that liberally educated persons should pursue and demonstrate. Points (c), (d), and (e) speak to the relationship of skillful instruction and of campus environment to the ends of liberal education. In the next section we seek further clarification of the form we see for a university-wide program in liberal education by setting forth a series of particular propositions about this program.

II. *Specific Positions About Undergraduate Liberal Education*

The general definition given in the foregoing section can be further clarified by stating a series of particular positions on undergraduate liberal education now held by the council.

A. *All Bachelor's degree programs should require students to distribute some part of their study among several of the categories of knowledge represented in the curriculum.* These categories are named in Section III of this paper. The purpose of such a distribution requirement should be first, to assure that all graduates of the University hold in common some skill in managing the instruments of inquiry and communication; second, that they hold in common some significant knowledge about man, nature, and society; and third, to assure that all graduates hold in common some understanding of the methods and purposes of scientists, humanists, social scientists, and artists. The council makes certain stipulations about the proper nature of a distribution requirement:

1. *While the distribution requirements may properly require some particular courses, insofar as possible students should have available a variety of paths for achieving the purpose of a particular requirement.* The size and diversity of the University offer unusual opportunity for a variety of college programs, and for experimentation with the development of courses, course patterns, and methods of instruction which will best support the purposes of a distribution requirement.
2. *It would be desirable that students do some study outside the province of their major interest throughout the full period of time spent in undergraduate education.* That is, insofar as possible the University should avoid curriculum patterns which emphasize the concentration of distribution requirements in the first 2 years of instruction and total specialization in the later years.
3. *Distribution requirements should be framed in ways which will cause students and their advisers to look beyond any gross classifica-*

tion of departments and divisions of departments as offering work relevant to particular requirements. The range of experience provided by different courses within one department or division of the University may be almost as great as the range provided by the entire curriculum. Therefore distribution requirements which assume equivalence of experience for all courses in a given department or a given division are obviously vague. Description of the nature of the student experience or competence sought through a particular distribution requirement needs to be stated specifically so that the suitability of any particular course for meeting this requirement can be judged. The council appreciates the difficulty of implementing this type of judgment.

4. A specific goal which should appear as part of a University-wide distribution requirement should be to assure that each student study some culture removed in time and space from the one in which he is now living. Given the condition of the modern world the council believes it essential that liberally educated persons be freed, insofar as possible, from cultural provincialism or lack of perspective on the nature of their own culture.
5. Effective procedures should be established so that students may satisfy minimal distribution requirements by appropriate examinations, advanced standing and the like, in lieu of courses.

B. Particular attention must be given to the nature of the courses provided for students taking work outside the area of their own special interest and competence. The viability of any distribution requirement can be assured only if students taking limited work outside an area of specialization can be directed to courses using materials and methods of instruction suitable for such students. The council foresees the need for extensive discussion among representatives of professional schools and the several divisions of departments in the College of Liberal Arts seeking the identification or development of courses suitable to the purposes of the nonspecialist.

C. A commitment to study in depth in a particular discipline is a necessary part of a true liberal education. The idea of a liberal education should include not only the concept of breadth across several provinces of knowledge, but also the concept of breadth and profundity within a single coherent discipline. Properly organized study in depth is needed to prevent a course of study from becoming a patchwork of disconnected pieces. It can generate increased motivation and capacity for further learning, insight into the manner in which a given field of knowledge develops interaction with other fields, and a point of reference from which to seek understanding of the whole of man's intellectual enterprise.

D. Efforts at curriculum design and development should be accompanied by equal effort to strengthen instruction. The liberating potential of any course can be frustrated by the form of instruction; the most improbable subjects may become liberating through the instructional skill and intellectual example of the teacher. It cannot be said strongly enough that an institution whose undergraduates meet enough teachers who are themselves liberally educated can scarcely fail in its purposes, while the most skillfully devised set of courses or requirements may fail absolutely through poor instruction.

Liberating study requires that students experience a genuine engagement with subject matter. Passive learning, that is, accepting uncritically the products of other men's study, has been properly criticized as illiberal. The best instruction seeks to engage the student in the experience of becoming at some level a scientist or historian, an artist or critic.

In emphasizing the importance of effective instruction, the council is not saying that one course is potentially as good as any other course for achieving certain ends of the curriculum. A course in calculus can scarcely be expected to provide a sense of historical perspective on the nature of society; a course in history might do little to provide understanding of experimental design. Thus the council reiterates the simultaneous importance of inquiry into the content of courses taken by undergraduates and into the way in which these courses are taught.

III. A Tentative Set of Categories for Describing the Curriculum

In order to talk about such matters as distribution requirements, the council finds it necessary to formulate some description of the various provinces of knowledge represented by the curriculum. This effort has proved perilous. Departments of knowledge are administrative realities in modern higher education; the several departments represent disciplinary groupings given status and form by such agencies as national professional societies, academic publications, and the like. Yet few of our contemporary departments represent a single intellectual discipline with a coherent body of knowledge, studied and augmented by a single method of inquiry. However, if faculty members are to talk about the form of the curriculum as a whole, or to talk about its several provinces, they need some common set of categories to use in the conduct of such conversation. The council has attempted two methods of classification. The first divides the curriculum in terms of divisions and subdivisions which we believe are broadly representative of the various types of subject matter found in the curriculum. The second describes the curriculum in terms of ways of knowing or ways of examining the content of experience. These two systems are not mutually exclusive nor correlative. Rather they seem to represent two perspectives for examining the curriculum.

A. The Curriculum from the Point of View of Subject Matter

1. Communication, Language, Symbolic Systems
 - a. English language communication skills
 - b. Linguistics and language theory
 - c. Foreign language communication skills
 - d. Mathematics and logic
2. The Natural Sciences
 - a. The physical sciences
 - b. The biological sciences
3. Man and Society
 - a. The analysis of human behavior
 - b. The analysis and nature of social, political, and economic institutions
 - c. The development of civilization: historical process and change
 - d. Value systems—ethics, aesthetics, philosophic and theological systems
4. Man and Artistic Expression
 - a. Literature
 - b. The arts—music, visual arts, theater, the dance

The council is aware of the ambiguities produced by the preceding system. For example, literature and the arts are readily viewed as symbolic systems; the analysis of human behavior clearly overlaps the biological sciences, etc. Nevertheless, the system pays decent attention to the type of communities within which varieties of scholars tend to move and perceive themselves in the present period of history.

B. The Curriculum in Terms of Ways of Knowing

Man relates to, manages, or understands his "world" in a variety of ways. For example, it is commonly observed that a scientist, as a scientist, may observe nature in ways markedly different from those used by the poet, as a poet. The former seeks increasingly precise descriptions of the structure of natural phenomena and of the conditions under which certain antecedents result in certain consequents. The latter understands nature in terms of the quality of human experience; he seeks to give form and meaning to experience through a work of art. If science and art seem to comprehend the polar extremes of ways of knowing, neither seems to encompass fully the way in which men make many political, social, religious, economic, or technological choices. For example, we commonly observe that the judgments of a politician or businessman or teacher must make are neither wholly scientific nor wholly aesthetic. They are practical judgments of policy or value answering questions for which no one "right" answer can be known. Frequently they are forced judgments. That is, man must judge and act even in the presence of incomplete knowledge.

As a very gross classification of the ways in which man experiences his world, the council proposes a three-fold view of man as scientist, artist, and practical judge and decision maker. The categories produced by this way of looking at the curriculum should not be thought of as simply another form for labeling the more traditional classifications of subject matter presented in Section A. Discussions in the council have made it clear that particular courses located in all subject matter divisions may involve students in one, two, or all three of these ways of knowing. Thus it is quite wrong to assume that a course located in a science department necessarily includes only the scientific way of knowing; or that a course in a humanistic discipline involves only, or even predominantly an aesthetic way. In short, we emphasize that the classification system in this section provides a way of looking at the curriculum which would locate particular courses in groupings not anticipated by traditional departmental or divisional subject matter groupings.

The three ways of knowing or examining the content of experience are:

1. The scientific way: Concerned with precise description of phenomena, and the formulation of theories susceptible to experimental test.
2. The way of practical judgment: Concerned with human judgment and choice in situations involving complex interactions in which choices must be based on probable or plausible inference.
3. The aesthetic way: Concerned with giving form and meaning to experience, with understanding experience, the ways in which it may be expressed, and the insights the arts yield.

IV. Lines of Action Proposed by the Council

A. Distribution of this report, followed by discussion with curriculum committees of the several colleges, and with other interested faculty members and administrators. As the product of such discussion, appropriate revision of this report will be undertaken.

B. Development of a University-wide policy setting a "floor" distribution requirement for all candidates for the Bachelor's degree at the University. This policy will be submitted for action to the Senate.

C. The formulation of one or more experiments with instructional or curricular innovations. The council has held preliminary discussion of a possible experimental University-wide course to be developed as part of the distribution requirement. It has also discussed certain actions designed to strengthen undergraduate instruction.

D. The development of faculty discussions seeking to define the optimal experiences for students seeking work outside the area of their specialization. Such discussions might lead to curricular or instructional innovations or experiments.

E. Examination of the feasibility of a University-wide examination system related to a distribution requirement.

F. The initiation of research designed to provide information on the relationship between courses, instructional or curricular patterns, and the achievement of the ends of liberal education.

DONALD K. SMITH, Chairman

IX. REPORT OF THE COMMITTEE ON FACULTY WELFARE**1. Reported for Information**

The Senate Committee on Faculty Welfare has been working on a variety of problems this year. On three of these problems, the committee wishes to make a progress report: (1) waiver of tuition and tuition exchange plans, (2) co-operative housing facilities for retired faculty members, and (3) travel expenses to professional meetings.

Waiver of Tuition and Tuition Exchange Plans. The committee has investigated a number of avenues whereby children of members of the faculty might receive special attention in the matter of tuition waiver at the University of Minnesota or other institutions, possibly other universities in the Big Ten. In the 1963 survey conducted by the Faculty Welfare Committee, this item was listed more frequently than any other as the most important item for the committee to study. The committee is continuing its investigation but it has determined that benefits of this sort are associated for the most part with private colleges and that many private colleges have questioned the desirability of continuing their plans. Some faculty members have also questioned whether a plan which favors some faculty members more than others is the most appropriate use of the University's limited financial resources. At present the committee, with the help of the Faculty Consultative Committee, is seeking the views of the University administration on the feasibility and desirability of a waiver of tuition plan at the University of Minnesota.

Co-operative Housing for Retired Faculty Members. As a result of a letter received from Professor Marguerite Burk, the committee has become interested in an arrangement under which faculty members could buy shares in a co-operative apartment development which they might occupy when they retire. Until they retire or near retirement age, faculty members could either occupy these quarters or rent them to graduate students or new faculty members. In order to determine whether there is any interest in such a housing project, the committee has sent questionnaires to about 90 retired faculty members and 250 faculty members who will retire in the next 10 years. Preliminary results indicate considerable interest in the concept.

Travel Expenses to Professional Meetings. The committee has reviewed the current status of travel expense reimbursement at the University and is currently gathering information concerning travel policies at other institutions.

2. Reported for Action

After analyzing the present University medical expense insurance program, the best evidence available on the kinds of benefits faculty members prefer, and the possible alternatives, the committee voted to recommend that the University administration make certain changes in the program which are described in the next paragraph. These changes were developed as a result of a joint investigation by this committee and the Committee on Economics Status of the Minnesota Chapter, American Association of University Professors. The AAUP committee has voted to recommend this change to the chapter membership.

Under the proposed change, the University would continue to permit a faculty member to choose and pay for basic medical expense insurance under the Blue Cross, MII, or Group Health plans. The new feature would be major medical expense insurance for faculty members paid for by the University and providing protection against most expenses up to \$20,000 or \$25,000 in excess of the basic plan benefits selected, if any, plus some "corridor" deductible. The "corridor" deductible would vary with the base plan selected; for example, the deductible would be largest if the insured did not purchase any base plan benefits. The objective would be to provide major medical expense insurance for each faculty member which would cost the University about the same amount, regardless of the basic plan selected, if any. Faculty members would be expected to pay the extra premium required to cover dependents. This plan is feasible; indeed, similar plans already exist at several other universities. The annual cost to the University should be less than \$50 per faculty member.

C. A. WILLIAMS, JR., Chairman

X. REPORT ON INTERNATIONAL PROGRAMS**Reported for Information**

On recommendation of the Ad Hoc Committee on International Programs Development, the advice of the Senate Committee on Educational Policy has been sought regarding the constitution and use of the University Council on International Programs and of the other advisory committees to the dean, Office of International Programs. The Ad Hoc Committee on International Programs Development had recommended establishment of a University Council on International Programs.

It was agreed that the following might be most appropriate:

1. A University Council on International Programs, broadly representative of all units of the University, to provide advice and assistance in carrying out the functions of co-ordination, implementation, and information. Considering the number of areas to be represented, approximately 18 was suggested as the appropriate size.
2. A planning and policy committee, consisting of 8 to 10 faculty members, appointed by the dean from suggested nominees.
3. An executive committee consisting of the officers of the Office of International Programs, the programs co-ordinators and, perhaps, certain other officers of the University.

Steps are now being taken to have the council appointed.

W. M. MYERS, Dean

Office of International Programs

XI. REPORT OF THE LIBRARY COMMITTEE**Reported for Information**

The Senate Library Committee had as its major area of concern this year the planning for a West Bank Library, a building which had been authorized by the 1963 State Legislature with an appropriation of \$4,200,000 for planning and for construction of a first phase. The University retained Cerny and Associates as architects of the proposed library and appointed an advisory building committee on which the chairman of the Senate Library Committee and Professor Gerhard H. Weiss of the committee served. The Building Committee began its deliberations early last fall with two field visits to observe major libraries which had been recently built on other campuses—Harvard, Massachusetts Institute of Technology, Cornell, Michigan, Notre Dame, Washington University, and St. Louis University. On the recommendation of the committee, the administration retained Keyes Metcalf, former librarian of Harvard University and distinguished expert in library planning, to counsel with the committee during the year. During the early stages of planning, the central administration of the University accepted the long-standing recommendation of the Senate Library Committee that the West Bank Library include temperature and humidity controls in order to provide optimum conditions for the preservation of library materials and to maximize the efficiency of the library for year-round study and research.

In March 1964, preliminary planning had advanced far enough to permit a careful presentation of the over-all tentative plan first to the Senate Library Committee and then, in three open meetings, to faculty and students on both the East and West banks of the Minneapolis Campus. The Senate Library Committee appreciated the care and effort that went into these presentations by Winston Close, advisory architect and chairman of the Library Building Committee, by Edward B. Stanford, director of University Libraries, and by Donald Drews of Cerny and Associates.

The plans, at this stage of development, were summarized in the University of Minnesota Staff Bulletin for March 15, 1964. Upon completion the West Bank Library is expected to have six levels, two below ground and four above—a subbasement, which will contain mechanical equipment as well as areas for library collections; a ground floor, whose major space will be devoted to periodicals and reserve reading; a plaza floor, which will contain the acquisitions and catalogue departments, the main card catalogue, the loan desk, and reference materials; two levels of stack areas, graduate carrels, and faculty studies; and a top floor which will house library administration offices, rare books and special collections, and government documents. As planning goes forward, and as construction begins, there will undoubtedly be some changes made in design and allocation of space; the committee has sought to keep the planning procedures flexible.

External dimensions of the library, which will be built to the south of the cluster of buildings already occupied on the West Bank, will be approximately 230 by 210 feet. The gross area of the building as now planned is 327,000 square feet, of which approximately 215,000 square feet are assignable. The plans now indicate 32 faculty studies, and 136 assigned graduate carrels on each of the stack floors. When completed the library will hold approximately 1,500,000 volumes and seat up to 2,000 readers. The new library will be open-stack and self-service, although the library staff will provide expert assistance, of course, to all library patrons in locating and using library resources. Area for expansion on the ground and subbasement levels has been explicitly reserved to the north and west of the site. When, in a final phase of construction, these areas are incorporated into the library building, the library will have reached a maximum size that can be effectively administered as a single unit.

During the year the central administration, after conferring with representatives of the Building Committee and the Senate Library Committee, determined to submit the West Bank Library as the project to receive its first federal dollar-matching funds under the new academic facilities bill. At this date the Congress has not yet appropriated the moneys to establish the program it has authorized. There is some anxiety that because of the pressure of other legislative business, Congress may not make appropriations this session. If funds were to be made available and if the proposed request of the University were to be granted and added to the moneys already appropriated by the State Legislature, the architects hope that it would be possible to construct the "envelope" or "shell" for the entire six-floor library, including a subbasement, and to finish the ground and plaza levels and one stack floor. The precise dollar figures needed to complete this amount of work are presently under study. The Senate Library Committee believes that a viable and working library, at time of occupation, requires the finishing of these floors as a minimum first phase construction project.

The Senate Library Committee wishes to express its gratitude for the clear understanding of library needs demonstrated by the President of the University and by other members of the central administration, and for their vigor and imagination in pressing toward implementation of these plans. Among the many factors that go toward the making of a great University, richness of library resources is surely of crucial importance. Recognition of the need to maintain, expand, and improve the services and facilities of the University libraries has been central to all University planning, both short and long term.

After prolonged committee discussion of the problem of providing special services for undergraduate honors students, the library administration inaugurated, on a trial basis, a procedure by which special borrowing privileges were extended to such students who were engaged in writing honors theses or in doing intensive research projects. The expansion of

honors and independent study projects will demand a substantial increase in library facilities, resources, and services.

With the co-operation of the office of the Graduate School dean and the office of the dean of International Programs, the library worked out means for the explicit identification of library needs in research project proposals which have major library implications.

The Library Committee has had under review this spring policies in regard to departmental libraries. The increasing specialization of individual faculty interests in almost every discipline and the simultaneous interdisciplinary character of teaching and research that cut across traditional departmental lines make the organization of special library collections and services particularly difficult. Given the complexity of this issue and the need to co-ordinate policies with the construction of the West Bank Library, the committee wishes to deliberate carefully upon planning in this area.

CLARKE A. CHAMBERS, Chairman

(There will be a pause in the proceedings to permit the seating of the nonfaculty members of Senate committees.)

XII. REPORT OF THE COMMITTEE ON EDUCATIONAL POLICY
Reported for Action

The Senate Committee on Educational Policy, as specified in its report on University reorganization (Senate Minutes, June 4, 1962, page 162), has considered the organizational problem presented by the three professional schools now in the College of Liberal Arts. The committee has interviewed and met with representatives and administrators of these three schools during recent months.

The following factors were considered by the committee in the course of reaching a decision:

1. The Schools of Journalism, Social Work, and Library Science have their closest academic affiliations with units of the College of Liberal Arts.
2. It is generally desirable to reduce the number of units of the University that report directly to the President's Office.
3. In accordance with its earlier concern that resource allocation should not be influenced by administrative location, the committee finds no present problem of resource allocation in these professional schools which is related to their administrative locus.
4. The faculty of the College of Liberal Arts as well as its new administration have not yet had the opportunity to implement fully the existing recommendations concerning reorganization.
5. The development of professional work in these three fields in other institutions shows no clear pattern of organization, either as independent schools or as parts of a collegiate structure, that appears to be related to excellence.

The Committee on Educational Policy therefore makes the following recommendations to the Senate:

1. That the Schools of Journalism, Social Work, and Library Science remain within the College of Liberal Arts.
2. That the administrative officers of these three schools, in conference with the dean of the College of Liberal Arts, work out appropriate administrative relations of these schools with other parts of the college program.
3. That future consideration of the administrative location of these units proceed through the normal administrative channels of the University, with recognition that matters concerning University-wide educational policy, as outlined in the Senate Constitution, are within the jurisdiction of this committee.

JOHN G. DARLEY, Chairman

XIII. REPORT OF THE COMMITTEE ON
INSTITUTIONAL RELATIONSHIPS
Reported for Action

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

- St. Felix High School, Wabasha
- Holy Trinity High School, Rollingstone
- Cathedral High School, Crookston
- St. Joseph's Academy, Crookston
- St. Mary's Hall, Faribault
- St. Francis High School, Little Falls
- Crosier Seminary, Onamia
- Father Pierz Memorial High School, Pierz
- Breck School, Minneapolis
- Academy of the Holy Angels, Minneapolis
- Our Lady of Peace High School, 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 4 to 14 representatives drawn from the University, public and private colleges, and public and private high schools. Committee chairman were: Earl N. Ringo (St. Francis High School), Gerald R. Firth (Crosier Seminary), Daniel C. Neale (Breck School), William E. Gardner (Academy of the Holy Angels), and Richard E. White (St. Felix High School, Holy Trinity High School, Cathedral High School, St. Joseph's Academy, St. Mary's Hall, Father Pierz Memorial High School, and Our Lady of Peace High School). A total of 52 different persons participated in this visitation program for renewal of accreditation, each spending an evening and the full day following in reviewing the high schools listed above.

2. *Accreditation of St. Anne Area High School*
During 1963-64 the application of one private high school, St. Anne Area High School, Wabasso, was reviewed for possible accreditation by the University of Minnesota. This school had completed an institutional self-study utilizing the *Evaluative Criteria* of the National Study of Secondary School Evaluation.

Procedures followed by this Senate committee were those outlined in the *Criteria for the Accreditation of Private Secondary Schools* (Senate Minutes, November 20, 1952, pages 24-33). These included a 1½-day site visit to the school on April 22-23, 1964, by a six-member visiting committee composed of representatives from public and private schools and the University, and chaired by Richard E. White, assistant to the vice president for educational relationships. Also reviewed were the self-study and annual reports.

On the basis of this self-study and visitation report, this Senate committee recommends:

That St. Anne Area High School (Wabasso) be added to the list of private secondary schools accredited by the University. This recommendation is made for the usual term of 5 years, subject to submission of annual reports which satisfy this University's *Criteria for the Accreditation of Private Secondary Schools*.

3. *Accreditation of Minnesota Junior Colleges*
Two public junior colleges have sought University recognition during 1963-64; Fergus Falls Junior College, Fergus Falls, and Willmar Community College, Willmar. In both cases the institutions have been reviewed by outside visiting committees, under the guidance of the executive secretary of this Senate committee. Fergus Falls Junior College prepared a detailed self-study covering its philosophy and purpose, faculty qualifications, curriculum, instruction, student personnel procedures, administration, financial support, and other phases of college operation following the general outline of the North Central Association Commission on Colleges and Universities. This self-study was carefully reviewed and supplemented by classroom visitations, conferences with faculty, administrators, students, and board members. Willmar Community College, being a new institution, provided second-year college work for the first time during 1963-64. The visits in both cases were made in co-operation with the State Department of Education. Separate recommendations were made for each institution as noted below:

Fergus Falls Junior College—This institution opened in the fall of 1960 as the tenth public junior college in Minnesota. One of the first concerns was accreditation because of the need for developing transfer relations with other Minnesota colleges and for approval by the State Department of Education. Preliminary visits were conducted each year, as requested, from the University and the State Department of Education. Robert J. Keller, chairman, and Richard E. White, executive secretary of the Committee on Institutional Relationships and Elmer M. Weltzin, director of secondary schools and junior colleges, State Department of Education, visited the college twice during the 1960-61 school year and once each during the 1961-62 and 1962-63 school years. On the basis of these visits, the school was recommended for provisional accreditation by the University, originally for the freshman-year offerings and subsequently for the second-year offerings. The provisional accreditation recommended:

That the University of Minnesota accept credits earned by students from the college upon validation by successful completion of 1 year's additional work at the University or other accredited institution.

During the 1963-64 school year, the college faculty and administration conducted an institutional self-study following the general outline of the North Central Association Commission on Colleges and Universities. They then requested a formal evaluation visit from the University. A seven-member evaluation committee, chaired by Richard E. White, visited the institution on May 3-5, 1964, to review the findings of the self-study and for further evaluation of the program. Other members of the committee were Elmer M. Weltzin, director of secondary schools and junior colleges, State Department of Education; Donald W. Gray, librarian, University of Minnesota; Morris; Bernard R. Gelbaum, professor of mathematics, University of Minnesota; Martin H. Lutter, professor of history, Concordia College, Moorhead; Frank M. Noice, chairman, Department of Natural Sciences, Moorhead State College; and Harold E. Wilson, dean, Itasca Junior College, Coleraine. On the basis of this visit, the committee made the following recommendation which was subsequently adopted by the Committee on Institutional Relationships, and is herewith submitted for Senate action:

That Fergus Falls Junior College be added to the list of accredited Minnesota colleges for acceptance of credit by the University of Minnesota.

Willmar Community College—This institution opened in the fall of 1962 as the eleventh public junior college in Minnesota. A preliminary visit was requested from the University during the 1962-63 school year and the institution was visited by a committee composed of Robert J. Keller, chairman, and Richard E. White, executive secretary, of the Committee on Institutional Relationships, and Elmer M. Weltzin, director of secondary schools and junior colleges, State Department of Education. They

reviewed the progress of the school and its plans for the future and recommended at that time:

That the University of Minnesota accept credits earned by students from Willmar Community College during their freshman year, 1962-63, upon validation by successful completion of 1 year's additional work at the University.

The institution added sophomore-year courses during the 1963-64 school year and a second preliminary visit was held on May 5-6, 1964, by a committee composed of Richard E. White, assistant to the vice president for educational relationships, Bernard R. Gelbaum, professor of mathematics, and Deane A. Turner, education specialist, Agricultural Extension Service, University of Minnesota, and Elmer M. Weltzin, director of secondary schools and junior colleges, State Department of Education. They reviewed the progress of the school, its plans for the future, the objectives, administration, library, curriculum, instruction, facilities, faculty, guidance, and other areas of institutional development. Recommendations were made for future steps toward a fully accredited status. On the basis of this review, the committee recommended and the Committee on Institutional Relationships approved extending the accreditation to the sophomore-year program with the following policy statement:

That the University of Minnesota accept credits earned by students from Willmar Community College upon validation by successful completion of 1 year's additional work at the University.

This recommendation should be reviewed annually until full accreditation status is secured by the institution.

4. Concordia College Upper Division Program

Concordia College, St. Paul, is a 4-year college whose lower division work is accredited by the University of Minnesota and the North Central Association of Colleges and Secondary Schools. Its primary purpose is to prepare workers for the preaching and teaching ministry who plan to serve in the churches and schools of the Lutheran Church—Missouri Synod. Following an extensive development program study conducted by M. G. Neale, professor emeritus of educational administration, University of Minnesota, the Lutheran Church—Missouri Synod—gave approval in 1962 for the expansion of Concordia College to a 4-year institution granting the bachelor of arts degree. The college administration, concerned with obtaining acceptance for this new program, requested the Senate Committee on Institutional Relationships to conduct a review of the development program and the proposed new curriculum as a step in seeking accredited status for upper division work. A subcommittee, chaired by James Curtin, professor of elementary education, was appointed to review the materials. The committee met with representatives of the Concordia College staff, reviewed the entire program, and made visits to the Concordia College campus. During this time the college also invited the North Central Association of Colleges and Secondary Schools to conduct a preliminary evaluation of the upper division program. On March 16, 1963, the senior college program at Concordia College was granted preliminary accreditation by the North Central Association. This action was taken although only junior students were enrolled and senior students would not enroll until the fall of 1963. The North Central Association approval will be reviewed when the program is in full operation.

In conjunction with this North Central approval, and based on its own evaluation of the materials and program, the subcommittee recommended and the Committee on Institutional Relationships approved and recommended, and the University Senate adopted the following statement concerning approval of the upper division program:

That upper division courses offered during 1962-63 and 1963-64 be accepted in transfer by the University of Minnesota. Further evaluation and recommendations should be made when the program is in full operation, unless the college receives final North Central accreditation of the upper division before the evaluation is completed. If this occurs, it is recommended that the University follow the North Central Association recommendations.

During the 1963-64 school year, Concordia College invited the State Department of Education and the University of Minnesota to evaluate the upper division program for consideration for approval as a teacher-training institution and for full accreditation by the University of the upper division program. An evaluation visit was conducted on February 25-27, 1964, by a committee composed of James Curtin, chairman, Charles Glotzbach and Richard E. White, of the University of Minnesota, Junet Runbeck of Hamline University, Benjamin Buck of Mankota State College, and F. E. Heine-mann of the State Department of Education.

Subsequent visits to explore in greater detail the liberal arts offerings were made on May 11-12, 1964, by professors Robert F. Berkhofer, Edwin F. Menze, Paul R. O'Connor, and D. Burnham Terrell of the University of Minnesota. On the basis of these visitations, the visiting committees recommended and the Committee on Institutional Relationships approved the following statement concerning approval of the upper division program:

That upper division courses offered by Concordia College, St. Paul be accepted in transfer, and the college be awarded fully accredited status, by the University of Minnesota.

The committee also recommends that Concordia College, St. Paul, be revisited in 5 years to evaluate the progress of the college's program development.

Upon acceptance of this report by the Senate, these recommendations will be transmitted to the other Minnesota colleges with the suggestion that they may wish to follow the same procedure.

ROBERT J. KELLER, Chairman

XIV. REPORT OF THE COMMITTEE ON INSTITUTIONAL RESEARCH

Reported for Information

In exercising its primary function, the committee during the year has counseled with the staff of the Bureau of Institutional Research on the planning of research relating to the state-wide educational mission of the University. Particular emphasis has been placed on the setting of research priorities. In the course of its meetings, the committee has reviewed the following studies completed during the year, or on which a substantial research effort is well under way:

1. Statewide curriculum analysis (report being drafted).
2. Midwest interstate student flow in selected high cost professional areas of training (report being drafted).
3. Student reaction to closed circuit TV in Biology 1 and 1A instruction (completed).
4. Study of patterns of study and academic achievement of participants in intercollegiate athletics (report being drafted).
5. Statewide study of off-campus and evening instruction (report being drafted).
6. A comparison of publication forms used by the faculty, 1935-36 and 1955-56 (completed).
7. Characteristics and activities of the 1962-63 full-time academic staff of the University of Minnesota (completed).
8. Tenth annual enrollment study (completed).
9. Comparisons of faculty characteristics, over five decades (report being drafted).
10. Survey of international programs of the University (completed).
11. Follow-up of phase IV of the faculty attraction and retention study (report being drafted).
12. Study of dental education costs.

The committee has had under consideration, but has not yet resolved the question of the extent of emphasis which the bureau should give to statewide or regional studies, working with such groups as the Liaison Committee for Higher Education in Minnesota, the Association of Minnesota Colleges, the Committee on Interinstitutional Cooperation (CIC), or other regional groups. Although major emphasis has been on studies of the internal operation of the University, increasing demands for statewide and regional studies represent increasing pressure on bureau staff and facilities.

Proposed areas of research for the coming year include an extensive evaluation of the TV courses to be offered by the Extension Division, special studies for the Central Planning Committee, and a survey of examination practices and philosophy. Bureau personnel will continue to be heavily involved with the work of the Liaison Committee, and will continue the annual or uncompleted studies listed above.

The committee also stressed two areas of needed research generated by immediate problems but with long-term implications: the impact of enrollment increases on the quality of the University's educational effort, and the impact of fees and tuition costs on the decisions of prospective students to enter the University or of enrolled students to continue their educational efforts.

The major expansions in total enrollment anticipated in 1964, and in subsequent years, pose serious problems in terms of the optimum use of space, time, and faculty. Committee discussion has reflected a concern that although space problems are most visible, better use of total available instructional time may make the greatest contribution to the accommodation of enrollment increases. This concern is reflected especially in an interest in the continued study of problems of faculty recruitment and retention, including research that will contribute to an expansion in the numbers of students who choose careers in college teaching, and that will contribute to improved counseling at freshman, sophomore, and pre-professional school levels.

In reviewing research priorities, the committee has been impressed with the importance of reserving a part of the capacity of the Bureau of Institutional Research for long-run and basic research undertakings. The temptation is great for the administration and the faculty to urge or insist upon research relating primarily to short-term or operational problems. The bureau is the only agency in a position to undertake basic educational research in the state. This entails an obligation to insure that the opportunity is not subverted by operational questions of the moment.

On May 17-20, 1964, the University was host to a conference of representatives from universities and colleges throughout the United States interested or involved in institutional research. The committee invites the attention of the faculty to this further evidence of the growth of nationwide interest in the promotion of research into operational and policy dimensions of higher education, a field in which the University of Minnesota is playing a leading role.

PHILIP M. RAUP, Chairman

XV. REPORT OF THE COMMITTEE ON STUDENT AFFAIRS

1. Reported for Information

1. Actions Under the Membership Policy

The Senate Committee on Student Affairs in checking on alleged discrimination on other campuses discussed a number of related situations. They reviewed the progress of Phi Delta Theta fraternity in its efforts to eliminate its *de facto* membership clause. Spokesmen for the fraternity indicated that a resolution giving chapters local autonomy will be passed this summer.

Six sororities, all with chapters here, were suspended at Portland State College following the dropping of the only two Negro girls in the

first stages of rushing. The Portland administration insisted that each sorority had to prove it was not discriminating against persons on the basis of race, religion, or color. The sororities could not prove this and have remained suspended.

At Long Beach State College, five sororities were dropped as student organizations. During the check into the reasons for this action, we found that the sororities did not wish to abide by the college regulations and are now existing as nonrecognized off-campus collegiate chapters.

2. *Young Socialist Alliance*

An officer of the Young Socialist Alliance met with the committee for three meetings regarding its recognition. Questions regarding membership, purposes, and affiliation with outside organizations were finally resolved, and it was recognized.

3. *Student Publications*

The new constitution of the Board in Control of Student Publications was approved. The committee asked for and obtained representation on the President's ad hoc committee to study student publications. The SCSA adopted a statement that the original appointment and composition of the ad hoc committee was contrary to the spirit of the consultation policy.

4. *Speaker Policy*

The committee did not concur with Dean Williamson's disapproval of a debate between Mr. Peter W. Reiss and Prof. Mulford Sibley on the day before the Minnesota Senate Sub-Committee's initial meeting to inquire into the University's faculty hiring and firing practices.

5. *Other Actions*

The committee heard reports on the implementation of its policies by the unions. They reviewed the plans for the University's orientation programs. They approved the off-campus programs of student organizations. They discussed the summer rushing plans of the fraternities and sororities, and established a subcommittee to look into the appropriate relationships between student organization and the off-campus groups that they might be affiliated with.

2. *Reported for Action*

A subcommittee was formed to make a policy on human relations in an effort to promote a positive educational approach in this area by student organizations. The committee approved the policy below and recommends it to the Senate for approval.

POLICY ON HUMAN RELATIONS

The University of Minnesota believes that an educated person recognizes the existence of and understands diversity in attitudes, beliefs, and practices with respect to racial, religious, cultural, and socio-economic groups.

The goal of this policy is to overcome prejudice and discrimination. The University atmosphere should be one in which participation in extracurricular activities will lead to a commitment to values based upon knowledge, familiarity, understanding, association, and respect for individuals from divergent backgrounds.

Implicit in the framework of the University's educational goals is the development of students:

1. Who are respectful of members of other races and religions
2. Who understand the interests, needs, and desires of people from other socio-economic groups
3. Who have worked with people from different cultural, racial, and religious backgrounds on projects and programs of common interest.

Advisers and student officers are responsible for implementing this policy in their work with student organizations.

EDWIN EMERY, Chairman

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

XVI. NEW BUSINESS

XVII. NECROLOGY

NED L. HUFF

1876-1964

Ned L. Huff was born September 21, 1876, in Pendleton County, Kentucky. He was the fifth of eight children born to Michael D. Huff and Nancy Jane Elliot Huff. At the age of four he was brought to Minnesota with the family. His father took a homestead in Morrison County, in the center of the state. The farmstead, timbered with oak, maple, birch, basswood, and elm had to be cleared for farming and as a boy he assisted in this work.

He attended school in the small one-room country schoolhouse through the 8th grade. His father then sold the farm in 1892 and moved the family to Little Falls, the county seat; this gave his children the chance to attend school there and to obtain an education which had been denied him. Ned graduated from high school in 1897, having lost a year of school on account of illness. He then came to Minneapolis where he attended the old Minnesota Academy for a year to obtain credits in some subjects he lacked for entry into the University. This academy was located on Harvard Street on land now part of the University campus. He then entered the University and was graduated in 1903 with a B.A. degree. During these years he worked at various jobs and paid all his own expenses. One of the jobs was as custodian of the old YMCA which at that time was in a small building, later occupied by the University Music Department. Following graduation he taught for a year in the high school at Fergus Falls. He then returned to the University in 1905 as a graduate teaching assistant under Professor Conway MacMillan in the Department of Botany, which was then in the basement of Pillsbury Hall; he received his master of arts degree in 1906, with a major in botany and minor in geology and sociology. He was elected a member of the Sigma Xi honorary scientific society in 1906.

In the meantime the family had moved from Little Falls to Minneapolis where two brothers and a sister also attended the University; all but one of these later became teachers. Ned remained on the staff of the Department of Botany, as instructor, 1906-1910, and assistant professor from then until his retirement at age 68 in June 1945. During his years in the Department of Botany he was associated with such well known botanists as F. E. Clements, F. K. Butters, C. O. Rosendahl, Frances L. Long, H. F. Bergman, Josephine Tilden, and W. S. Cooper, all of whom he outlived except Professor Cooper. During his early years on the botany staff he spent several summers at the Minnesota Seaside Station located near Port Renfrew on the southwest coast of Vancouver Island in British Columbia. One of those summers he and several other members of the staff hiked all the way across Vancouver Island.

His teaching duties involved especially the general botany course which in later years enrolled a thousand students or more per year. Many of his students were majors in agriculture, in pharmacy, and in education as well as in the liberal arts. Other courses he taught covered the mosses and ferns, timber and timber diseases, structural botany, evolution of plants, and general plant morphology. In later years (1935-36) he initiated a course entitled "Minnesota Plant Life" which he presented in the night school extension program to large classes, including many teachers and laymen of the Twin Cities; this course did much to popularize the knowledge and study of the most conspicuous wild plants including seed plants, ferns, mosses, liverworts, lichens and fungi, which occurred in the prairie, savanna, deciduous and evergreen forest with which Minnesota was then still richly endowed. He realized that the native vegetation he so appreciated was doomed to destruction and wanted people to learn to appreciate it while it was still available.

The course in Minnesota Plant Life, intended for teachers, camp and scout leaders, and for all who wished to know more about the native plants and habitats of Minnesota, was his great love; it gave him free opportunity to select illustrative material from among the about 1,200 photographic slides which he had made of Minnesota plants and had spent endless hours hand-coloring, before the advent of color photography. He had used these earlier in illustrated public lectures at the Museum of Natural History and Minnesota Botanical Club at the Minneapolis Public Library, and had discovered their great potential educational value. This course also provided an opportunity to display the wealth of pressed and otherwise preserved plant specimens which he had collected and prepared during his summer vacations on camping trips throughout the state, especially in the northern counties.

Although the academic years were very busy, with heavy teaching loads and conferences with advisees, he found time to carry on still another scientific activity; this was his keen interest in birds. This has been acknowledged with gratitude by Thomas S. Roberts in his book, *The Birds of Minnesota*, for his "especially notable contributions . . . bird-banding records, first nest and eggs of the Connecticut Warbler found in Minnesota, and many notes and photographs." He operated several live-traps from 1924 to 1929, on the rear of his residence lot in the thickly settled neighborhood in southeast Minneapolis. He banded 1,401 birds representing 30 species, a surprisingly large number considering the locality. He demonstrated that robins returned to the same place for as many as three successive years after their migrations to the south, and that some individual blue-jays remained in Minneapolis throughout the year.

In addition to the mimeographed course outlines and laboratory guides he prepared, he found time to publish results of his scientific studies and ideas on education; eight articles appeared in the years 1916 to 1929, mainly on techniques of treating city water supplies with copper sulphate to rid them of the bluegreen algae and their objectionable odors. His four most important papers are: "Response of micro-organisms to copper sulphate treatment" published in 1916 in *Minnesota Botanical Studies* 4: 407-425; "Algae in water supplies" in *Journal of the American Water Works Association* 15 (5): 496-504, 1926; "Botany in the secondary school" in *School Science and Mathematics* 29 (1): 35-38, 1929; and "The nest and habits of the Connecticut Warbler in Minnesota" in *The Auk* 46: 455-465, 1929.

He never married, but was devoted to his family. He maintained the Minneapolis home for nearly 50 years, for father, mother, and three sisters as long as they lived. After the death of the last sister in 1955 he gradually became blind and remained in the home with a housekeeper until he entered a nursing home; he passed away at age 87 on January 22, 1964.

He was brought up as a Baptist and during the early years in Minneapolis was a member of the Olivet Baptist Church which later became the University Baptist Church.

While he lived a quiet life, unmarked by any spectacular happenings, his devotion to his chosen work has left its mark on his many students. His thoughtful and cheerful personality and devotion to his family and to his many friends are still fondly remembered.

CHARLES FREDERICK MORGAN

1911-1964

Charles F. Morgan, professor, assistant head, and co-ordinator of graduate studies, Department of Anatomy, University of Minnesota College of Medical Sciences, died at the age of 52 of a heart attack on March 10, 1964 while seated at his desk in his office. He had been preparing some questions for the final examination in his course on Gross Anatomy.

He was chairman of the Medical School's Committee on Careers in the Health Sciences, chairman of the recently formed Minnesota Citizens' Committee for Health and Research, and one of the nine associate editors

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of *The Anatomical Record*. He also was a member of the Board of Directors of the Good Samaritan Methodist Church, Edina, Minnesota.

Burial was in National Memorial Park, Arlington, Virginia. Surviving are his wife, Betty Jean, and four children, John, Alice, David and Bruce.

Charles Morgan was born November 30, 1911, in Cherokee, Oklahoma. His undergraduate studies were made at Southwestern College, Winfield, Kansas, and at the University of Wichita, Kansas. At Wichita, he was granted the degree of bachelor of arts in 1933. He was principal of the Gore High School, Jefferson, Oklahoma, 1934-37; principal of the Preston High School, Kansas, 1937-38; director of the Science Department at the Hillsboro High School, Kansas, 1938-39. He had studied chemistry in the Graduate School of Johns Hopkins University during the summer of 1936.

He came under the influence of Carl R. Moore at the University of Chicago. His study there was supported by scholarship in 1939-40, by fellowship in 1940-41, and by teaching assistantship in zoology in 1941-42. He was granted the degree of doctor of philosophy in zoology in 1942. His dissertation dealt with the hormonal control of reproduction in the American opossum (*Didelphis marsupialis virginiana* Kerr).

His versatility was demonstrated by his leadership in the basic medical sciences for many years before he became professor of anatomy at the University of Minnesota in 1959. At Georgetown University he was assistant professor of pharmacology, 1942-43; associate professor of pharmacology, 1943-46; professor of physiology and chairman of the department, 1946-58. While at Georgetown University, he served as consultant to the U. S. Naval Medical Center, Bethesda, Maryland; consultant on physiology from 1953; consultant on pharmacology from 1954. According to the March issue of *Events Affecting Research Administration*, Rochester, Minnesota, he was "one of the principal leaders in the work of the National Society for Medical Research for 16 years . . . one of the key figures in the founding of WARDS, a Washington-based organization devoted to promoting better care of laboratory animals."

In research he contributed to knowledge in three fields: endocrinology, physiology of reproduction, pharmacology. For the 1964 meeting of the American Association of Anatomists, March 31-April 3, he and four of his students recorded abstracts of five scientific papers. These students were Harold H. Traurig, Bruce M. Carlson, James R. Morehead, and Frank M. Saccoman.

His many colleagues, students, and friends will remember him for the kindness, warmth, and sympathetic understanding that he brought into all relationships. In words of a close friend, "He had the gift of resolving problems and of creating confidence."