

MINUTES OF THE MEETING OF THE FACULTY SENATE OF THE UNIVERSITY OF ARIZONA
Monday, October 1, 1956

The meeting of the Faculty Senate convened in regular session at 3:40 P.M. on Monday, October 1, 1956, in Room 101 of the Law Building. Thirty members were present, with President Harvill presiding. Dr. Phillips of the College of Agriculture was present for Dean Myers.

Welcome of new member: President Harvill expressed a welcome on behalf of the Senate to Dean J. D. Forrester who today assumed Deanship of the College of Mines.

Approval of minutes: The minutes of the meeting of May 7, 1956 were approved as distributed to members.

Catalogue changes and additions, approval of: The catalogue material previously submitted to the Senate was accepted without change. The changes were as follow:

Regular Session, additions to current catalogue of 1956-57:

An.Sci. 103 Meat Processing (2) II Stanley-Staff
Slaughter, cutting, curing, packaging and freezing meat and
meat products. P, Animal Industry 1. 1R, 3L. Fee \$3.00.

Pl.Breed.237 Design and Analysis of Experiments (3) I Tucker
Populations and samples, confidence intervals, chi-square and
"T" tests, regression and correlation analysis, introduction to analysis of
variance.

Soc. 288 Penology (3) II Vedder
Origin and types of penal and correctional institutions.
Problems and trends in penal and correctional administration. P, 287.

Mus. 235 Compositional Technics (2-6) I, II Buchhauser-Johnson
Creative work in the fields of modern harmony, counterpoint,
and orchestration. The student may take work in any one or all of these areas.
P, 33b. May be repeated for credit to a total of 10 units. (Note: The
establishment of this course in substitution of Music 234, 242ab, and 243ab was
approved upon the recommendation of the Coordinating Committee, to which it had
been referred.)

Math. 230 Matrix Analysis (3) I Trifan
General introductory course to the theory of matrices.
P, 79b or 95b.

C.E. 210 Numerical Methods in Engineering (3) I, II Neff
Numerical approximation methods applied to engineering
problems: Numerical differentiation and integration, curve fitting, roots of
polynomial and transcendental equations, introduction to finite differences,
relaxation. Laboratory in programming and operating digital computers.
2R, 3L. Fee \$5.00.

- E.E. 200 Data Processing (3) I, II Nordstrom
 Applications of electronic devices to data processing
and data reduction problems. 2R, 3L. Fee \$5.00.
- B.A. 200 Same as E.E. 200.
- E.E. 201 Digital Computer Programming (3) I Featherston
 Characteristics of punched-card systems and electronic
computers. Machine logic and numerical methods necessary to program typical
scientific and commercial problems for a computer such as the IBM 650 Magnetic
Drum Data Processing Machine.
- E.E. 260 Elements of Nuclear Engineering (3) I Wittmeyer
 Neutron physics; introductory study of reactor physics,
materials, control, and economics; applications of nuclear phenomena in
chemistry, biology, and industry. P, EE 50 or Physics 218.
- M.E. 260 Same as E.E. 260.
- E.E. 301 Operations Research I (3) I Martin, Hessemer
 Illustrations of solutions of business and industrial
problems using the methodology of operations research; use of mathematical
models and their interpretations as aids in making executive decisions.
P, Math. 202a or permission of instructor.
- E.E. 302 Operations Research II (3) II Martin, Hessemer
 A critical discussion of game, decision, and information
theory, mathematical programming, models, and numerical simulation as applied
to problems in Operations Research. P, E.E. 301.
- E.E. 316 Reactor Engineering (3) II Wittmeyer
 Development of engineering-design problems arising from
the generation of heat in nuclear reactors, the removal of heat from reactors,
and the generation of electrical and mechanical power. P, E.E.260 or Phys. 218.
- M.E. 316 Same as E.E. 316.
- Ed. 197i The Teaching of Mathematics in the Secondary School
 (3) II 1956-57 and alternate years Steinbrenner
 The course includes a study of current problems in the
teaching of mathematics, teaching techniques, enrichment material, and nature
of the curriculum.

Extension Division - New courses:

- Met. 315-E Thermodynamics of Metals and Alloys (3) I Taylor
 Thermodynamic functions for solid, liquid, and vapor phases.
Thermodynamic basis of phase diagrams. Discussion of experimental techniques,
estimation and use of thermodynamic functions. (This course will be given
in Phoenix.)

Soc. 227-E Workshop in Human Relations and Intergroup Education (2) Jordan
Primary objective of this workshop is to provide the opportunity for gaining increased knowledge and understanding of the principles and techniques conducive to good intergroup relations in a democracy. Causes of friction, tension and misunderstanding among groups will be examined, and proposed remedies and solutions for intergroup problems will be studied.

Lectures, including lectures by resource personnel, conferences with resource personnel, readings and group discussions will be employed. Because of its accessibility, the Tucson community will be used as a source of illustrative situations. (Note: The Graduate Study Committee indicated its approval of graduate credit for this course on a trial basis. Unqualified approval was withheld because the syllabus includes more topics than can be covered satisfactorily in two lectures a week for one semester and because the groups enrolled for the course are so heterogeneous that it will be difficult to find a common base on which to proceed. Also, it was not made clear as to what extent the lectures will be given by persons other than Dr. Jordan nor is information available about them. This point of view was concurred in by the Coordinating Committee.)

B.A. 214-E Survey of Geography (3) Wilson
Designed especially for the practicing elementary teachers, this course offers a regional survey of the geography of the world with special emphasis on climates, physiography, and human occupation.

B.A. 273-E Interstate Commerce Law (3) I Gifford
A study of the vast body of law and supporting cases involving the movement of goods in interstate commerce. The elements of practice and procedure before the Interstate Commerce Commission are combined with the law to prepare the student for the Class B practitioner's examination. P, B.A.272-E.

B.A. 70-E Credit Union Management (No Credit) I Staff
Management techniques in all phases of Credit Union management. State and Federal credit union laws; history, spirit, and motives underlying credit union work.

B.A. 52a,b,c,d,e-E Chartered Life Underwriter Review (No Credit) Yr. Roos
To provide a course of study for Life Underwriters for preparation to take the Chartered Life Underwriter examination. (Note: This course will run throughout the year. The fee will be \$45 per year and the student will enroll for both semesters at one time.)

Math. Y-E Review of Mathematics through Calculus (No Credit) Staff
Review of college mathematics through integral calculus for students who have had the latter course.

Fr. 2a-1E Spoken French for Beginners I (2) I Hammond
A course in conversational French for those primarily interested in learning the spoken idiom. Practical use of the language will be taught by oral recitation, tape recordings, records and films. Reading and fundamentals will be subordinate to conversation.

- Span.124-E The Mexican Novel (2) I Davis
A survey of novelistic writing in Mexico, from Fernandez de Lizardi's El Periquillo Sarmiento (1816) to the present day, and including the principal romantic, realistic, naturalistic, and Revolutionary novels. The course would include the reading of 5 or more complete novels and excerpts from others, class discussion of same, and lectures on the field.
- Port.131-E The Modern Brazilian Novel in Translation (2) I Brown
Representative Brazilian novelists from Machado de Assis to the present-day writers, with selected readings from their works in English translation. This course cannot be used to meet the foreign language requirement nor as a part of the major in Spanish.
- Ed. 330-E Reading Workshop for Secondary School Teachers (2) Johnson
This course has two main purposes, (1) to give classroom teachers a factual background relative to reading instruction in the high school, and (2) to furnish practice in gathering, constructing and arranging instructional materials for classroom use. (This course will be given in Phoenix.)
- Span.-E Spanish for the Spanish-Speaking (No Credit) I Reynolds
A course designed to meet the particular needs of Spanish-speaking persons who wish to write correct Spanish. Emphasis on spelling, accentuation and certain grammatical difficulties of frequent occurrence among speakers of Spanish. (Note: Dr. Brooks explains that this course is in Extension only and will fill a need of more mature Spanish speaking people, but can be helpful also to some regular session students.)
- B.A. 275-E Introduction to Operational Data Systems (3) I Worthington
Overall system approach to information requirements of business, military, and government organizations. Emphasis on management logic communication, and how one system feeds another to comprise an integrated system for accomplishing the mission of the organization. Characteristic system patterns, techniques, and hardware; of each, the purpose, pattern, concept, principles, data required, methods, terminology, and organizational service rendered. Presented from the point of view of a potential manager, officer, or administrator; aim is toward fundamental knowledge of the data systems by which an organization operates, and of the area involved in determining requirements and specifications for electronic data systems.
- B.A.276-E Planning for Business Electronics (3) II Worthington
Concepts, principles, and procedures for determining information requirements and establishing a program that will result in an appropriate electronic data system to meet the major operating and control requirements of a business, military, or government organization. Covers period from inception of management interest through establishment of management's program; composite case history of a hypothetical organization; general methods used by experienced system engineers in arriving at an overall system pattern based on looking at a company as an integrated operation acting to reach some goal set by management. Layman's language; no prior knowledge of electronics required. Pre-requisite is first semester course, Introduction to Operational Data Systems, or equivalent experience.

The following additional courses in the Extension Division were approved as offerings in Tucson for the first semester 1956-57:

C.E. 3RL-E	Engineering Drawing	(3)	Staff
4-E	Descriptive Geometry	(3)	Staff
Math. 79a-E	Analytic Geometry & Calculus I	(5)	Staff
95a-E	Calculus I	(4)	Staff
C.E. 279-E*	Reinforced Concrete Construction	(3)	
M.E.270-E*	Theory of Automatic Control	(3)	

(Note: At Dean Park's request, this course (E.E.270) is also listed with the Department of Mechanical Engineering. The pre-requisite is the bachelor's degree in Mechanical Engineering or Electrical Engineering or its equivalent, including credit in Differential Calculus and Basic Electricity.)

M.E.301-E*	Vibrations	(3)	
------------	------------	-----	--

* Approved subject to listing by Extension Committee

In connection with the above offerings in Extension, President Harvill suggested it was timely to consider the whole matter of enrolling students in the University, whether it be daytime or evening classes, and that the time was not too far distant when the evening classes could be regarded as a part of the regular session schedule. Dean Patrick pointed out several advantages of separate enrollment in the Extension Division on the graduate level. After a brief discussion, the Council recommended to the President that a committee be appointed to consider the relationship of the Extension Division to the regular session of the University in connection with enrollments.

COOPERATIVE WORK-STUDY PROGRAM IN ENGINEERING: Dean Park explained that most institutions which conduct the cooperative work-study program in engineering require students to register for the work period of the program for a minimum fee. This permits the student to obtain an activity ticket at the student rate and to retain his seniority insofar as housing and other matters are concerned. He suggested that a committee be appointed to study and report on the question of registration in the University during the work period. Accordingly, Dr. Nugent appointed the Registrar, Dean Park, Comptroller Tench, and Dean Slonaker or, in his absence, Assistant Dean Shutt.

Dean Park explained briefly the nature of the cooperative work-study program, explaining that it had been approved by President Harvill. The general statement which has been published includes a description of the program together with an open letter to industry and other employers of engineers in Arizona from Dean Park, and a typical schedule in the Mechanical Engineering curriculum for cooperative students. The general statement and the cooperative curriculum in Mechanical Engineering are recorded herewith.

"Cooperative education, initiated by the University of Cincinnati in 1906, now is available in many American universities and colleges, particularly those located in industrial areas.

*Ex-Dean Park says
1/16/59 -
Coop program plans
began + letters were
sent out
fall of 1954 -
First students in program started
Fall of 1955 (possibly summer
of 1955). (announcement in
1954 was too late to get
into that catalogue)
the 1955-57 cat.*

"Briefly, it may be described as a method which affords a student an opportunity to gain considerable work experience before graduation. Through the cooperation of employers of engineering with the college, a schedule is arranged for a student to attend school for a term or semester, work for a like period of time, and continue alternating school and work periods until graduation. It may be more convenient for the employer if the students operate in pairs - one working while the other is in school. Generally, placement of the students is made by the college staff, the aim being to place the student with the organization which offers the type of work experience which will best fit his educational objective. Other factors being equal, geography may influence the placement. The student is paid by the employer at rates commensurate with the type of work done, the rates increasing slightly each year. While the cooperative program requires a longer period of time to complete requirements for a bachelor's degree, the student gains valuable experience and earns a large portion of the funds necessary to pay for his college education.

"The cooperative program has many advantages. The student makes an early acquaintance with engineering work and quickly learns whether its demands and his talents are compatible. He becomes acquainted with the type of work done, the men who do it, those who direct and supervise and those subprofessionals and mechanics whose work is based upon engineering plans and specifications. He learns how to work, how to get along with people, and gains a valuable experience which will be helpful to him after graduation. Furthermore, this work experience may be an incentive for better accomplishment in his school work.

"To make a cooperative program work, the curriculum must be rigidly prescribed. A student must complete successfully at the proper time all of the courses scheduled and in addition must perform satisfactorily on the job assigned. A student who successfully completes a cooperative program needs no further recommendation.

"The University of Arizona Plan

"The College of Engineering of the University of Arizona decided to establish a cooperative program after an investigation disclosed great student interest and the desire of most of the employers of engineers in Arizona to cooperate. The program will start with this year's freshman class in civil, electrical and mechanical engineering and continue indefinitely.

"The plan of operation is, briefly, as follows:

"Upon graduation from high school, the student will register in the Engineering College and complete the freshman year at his own expense. If he passes all of the required courses and has a grade average of 3.20 (which is the average required for graduation) or better, he will be certified as eligible to enter the program. If he elects to enter the program, he will be assigned to such a job as best seems to fit his educational objective. He will then alternate work and study at intervals of about six months. If he passes all of his courses with average grades of 3.20 or better and his work is satisfactory to his employer, he should finish the four-year course in a total of five elapsed years.

"He will be either in school or working during the summers and will have only two short vacations per year. The group of students who are in school during the last term of summer school and the first semester of the regular school year will have a short vacation period between the end of summer school and the beginning of the regular semester and another short vacation at Christmas. The group of students who are in school during the second semester and the first term of summer school will have ten days at Easter and a short vacation between the end of the first semester and the first term of summer school.

"The University does not guarantee any student a job, but it is quite evident that there will be more jobs than there will be students available. The student will pay all of his own school expenses. During the period in which he is working he will be paid by the company for which he works at the regular rates for the type of work which he does. It is hardly possible to expect that a student can live twelve months on what he can earn in a period of six months; however, if a student can manage to get through the freshman year, he should be able thereafter to pay almost all of his school expenses with the money he will earn during his working periods. The University reserves the right to place students in the jobs which it is felt will best fit their training program. However, it will be possible for any company to place its own employees in the program. This means that if a student goes to work for some company before entering school, it may be possible for his company to put him into the program.

(see pages 281 and 282 for Curriculum).

"Mechanical Engineering Curriculum for Coop Students

Year	Term	Group A	Group B
2nd	Summer I	Physics 10a 5	Make up deficiencies
	Summer II	Work	Math 79b
	Semester I	Work H & S Elect. 3	Physics 10a 5 M.E. 21 3 Met. 116 3 M.E. 100 3 Math. 201 or H & S Elect. 3 Military 1 <u> 18</u>
	Semester II	Math. 79b 5 Physics 10b 5 C.E. 113 5 Met. 116 3 Military 1 <u> 19</u>	Work H & S Elect. 3
3rd	Summer I	M.E. 21 3 C.E. 114 3 <u> 6</u>	Work
	Summer II	Work	C.E. 113 5
	Semester I	Work H & S Elect. 3	Physics 10b 5 C.E. 114 3 M.E. 118a 4 M.E. 102 3 Military 1 H & S Elect. 3 <u> 19</u>
	Semester II	M.E. 102 3 M.E. 118a 4 M.E. 100 3 M.E. 125 4 Military 1 Elective 3 <u> 18</u>	Work B.A. 32 3

Year	Term	Group A		Group B	
4th	Summer I	M.E. 121R Elective	3 <u>3</u> 6	Work	
	Summer II	Work		M.E. 125	4
	Semester I	Work B.A. 32	 3	M.E. 121R E.E. 126aR, L M.E. 118b M.E. 228R, L M.E. 235a Electives	3 3 2 4 3 <u>4</u> 19
	Semester II	M.E. 118b M.E. 235a M.E. 228R, L M.E. 121L M.E. 242 Electives	2 3 4 1 2 <u>6</u> 18	Work H & S Elect.	 3
5th	Summer I	E.E. 126aR, L Electives	3 <u>3</u> 6	Work	
	Summer II	Work		Econ. 101 E.E. 126bR, L	3 <u>3</u> 6
	Semester I	Work Econ. 101	 3	M.E. 242 M.E. 246 M.E. 238R, L M.E. 235b M.E. 121L Electives	2 2 4 3 1 <u>6</u> 18
	Semester II	M.E. 238R, L M.E. 246 M.E. 235b E.E. 126bR, L Electives	4 2 3 3 <u>4</u> 16	Work Elective	 3

Election of Members-at-Large: The President called attention to three vacancies in the Senate membership-at-large occasioned by the absence on leave of Dr. Leon Blitzer and the retirement of Dr. Mary Caldwell and Dr. Melvin Solve. He explained that in the past the procedure of the Senate in electing members has been to select from persons next in order on the list for the last faculty election. This, however, is not a requirement.

At the President's request, the secretary read the list in the descending order of votes received of the last election.

Dr. Roberts nominated Dr. James E. McDonald of the Institute of Atmospheric Physics.

Dr. Carpenter recalled that Dr. Blitzer, anticipating his absence, had nominated Dr. McDonald as his successor and it was his understanding that this nomination was valid. The President acknowledged this fact and asked the secretary to check the minutes of the Senate meeting in this regard. Mr. Leshner read from the minutes, which stated that Dr. Blitzer suggested that Dr. James E. McDonald of the Institute of Atmospheric Physics be nominated. Dr. Blitzer felt it would be advantageous to have the new member of the Senate elected to serve at the first meeting in October, but after some general discussion the Senate voted to hold over the election of the new member until the fall.

Dean Roy nominated the first three persons on the list read by the secretary, including Dr. George W. Barr of Agricultural Economics, Director James F. McKale of Physical Education for Men, and Dr. Frederick J. Schmitz of the Department of German.

The ballot was taken and the secretary reported the election of Dr. Barr and Dr. McKale, with a tie vote for Dr. Schmitz and Dr. McDonald. A second vote was taken on these two nominees and the secretary announced that as a result of this vote, Dr. Schmitz had been elected as the third new member of the Senate.

The President stated that the terms of the three new members would be concluded at the end of the present calendar year, in December.

College of Agriculture member in Senate, proposal re: President Harvill called attention to a resolution received last spring from the Committee of Eleven that the College of Agriculture and the Agricultural Extension Service each be permitted to elect a college representative in the Senate. This proposal had been referred by the Senate to the College of Agriculture and was returned to President Harvill by Dean Myers with a report that it had received the favorable vote of the college faculty.

The President explained that several questions had been raised as to what the Senate records showed with respect to representation from the College of Agriculture and asked that the Secretary present this information. Mr. Leshner reported that the records indicate that during the past nine years, a college representative has four times been elected from membership of the Experiment Station group and five times from the Extension Service group. Among members-at-large in the Senate, the College of Agriculture Teaching and Research Faculty has had seven different representatives during the same period, and none of the members-at-large have been chosen from the Extension Service faculty. He stated that the Extension Service member who has represented the college is a Tucson resident and is closely

in touch with the rest of the college faculty, and there is nothing in the record to indicate that the college as such has not always been represented effectively in the Senate. He added that the Committee of Eleven, also, has included one or more members from the Experiment Station faculty during this same period.

Dean Roy remarked that perhaps somebody from the Committee of Eleven could tell the Senate why the Committee of Eleven made this proposal. The secretary explained that the extension group includes about fifty members while the Experiment Station group exceeds one hundred.

Dr. Vavich pointed out that in the nomination of candidates, it has happened more often than not that the Experiment Station group will nominate four members while the Extension Service group will select only one man. This results in a scattering of Experiment Station votes, with the likelihood that the Extension Service representative is elected.

President Harvill suggested that the election of an Extension Service faculty member may be due to the ability and popularity of the individual and that there would be nothing unusual in the circumstance of such a person's reelection to represent the College of Agriculture.

Dr. Houghton stated that it was his impression that the Extension Service faculty itself was interested in proper recognition and that they would like to be sure that they had a representative in the Senate.

Dean Roy felt that this argument was not strong and stated in the College of Liberal Arts for a number of years the English Department had provided the elected representative in the Senate. Such members as Dr. Solve and Dr. Muir have been chosen because of their outstanding leadership and accomplishment and this has not created a problem. Other departments have not indicated they would like to be similarly represented.

President Harvill explained that he had been working hard to eliminate in the minds of the public generally any real distinction between members of the Experiment Station group on the one hand and members of the Agricultural Extension Service on the other. It is important to have the members of the Extension Service faculty feel a unity with the University faculty as a whole, and it would be regrettable if this feeling cannot be fostered. He stated that it was his desire, and that of Dean Myers as well, to develop something more definite in the way of a program whereby Extension Service faculty members will at all times be somewhat more aware of their position as University of Arizona people.

Mr. Leshar supported this point of view and said that it was most important that Extension Service members be made to feel equally a part of the University faculty and it would be a serious mistake to distinguish between Experiment Station and Extension Service groups by electing a Senate representative for each. He reminded the Senate that the situation here is no different from that in other divisions of the University, including Arizona State Bureau of Mines, Tree-ring Laboratory, Carbon-14 Laboratory, and other groups.

Mr. Leshar moved that the recommendation of the Committee of Eleven be denied. This was seconded by Dean Roy.

The secretary was asked to summarize the consideration of the matter to date, and explained that the original resolution came to the Senate from the Chairman of the Committee of Eleven. The Senate referred it to the College with request for opinion, and Dean Myers reported to the President under date of May 17, 1956 to the effect that at a meeting of the general faculty of the College of Agriculture on May 15, 1956, the matter was brought to the attention of the group and the proposal was approved.

Dr. Roberts asked that if the Resolution were approved by the Senate, would it in effect constitute an amendment to the Faculty Constitution. The President replied that it would. Dr. Roberts then asked if the Constitution would be amendable in that way. Dr. Houghton stated that it would constitute a proposal to amend the constitution. At this point the President referred to the Constitution and explained that procedure would have to be as set out in Article VI. If the Senate wishes it can propose an amendment to the general faculty as would be in order under Article VI. If the Senate does not wish to propose such an amendment, it can vote denial of the recommendation.

When the question was called for, the motion to disapprove the Resolution was passed.

Academic calendar, arrangement of: President Harvill reported that he had been asked to appoint a committee to study a possible adjustment of the academic calendar which would involve consideration of a three-quarter or ~~three~~ semester plan rather than the two semester plan and summer session. He stated that he would arrange the appointment of a committee for this purpose.

Correspondence study course grades, status of: The President explained that from time to time the Advisory Council receives petitions from students who wish to use correspondence study course grades in adjusting the scholarship average requirement for graduation. The Council had no recommendation to make in this regard but felt that the present policy might be reviewed by the Senate. At the present time, correspondence study course credits and grades are applicable to a degree up to a maximum of sixty units, but they do not effect in any way the requirements involving attainment in scholarship. The question is not whether we should place authority to approve petitions at some particular point, but, rather, how the status of correspondence study course credits and grades should be interpreted.

Dr. Gegenheimer asked for information as to how many students in residence during the course of a year enrolled for correspondence study courses. Mr. Leshar explained that he did not have any definite figures but he thought the number was relatively small. During the Senior year, there might be twenty-five or thirty, but among seniors with four years of work in residence there might be several hundred cases. He explained that petitions which come to the Council and which customarily are denied represent so-called hardship cases. An example is that of a senior who fell slightly below the 3.2 average last spring, was married about that time and accepted a full-time position in a Texas city early in the summer. This student found it impossible to return to the University to do additional work in residence and asked if he might not raise his scholarship average for graduation through a correspondence study course. Under present regulations he may not transfer a credit and grade given in residence work in another institution. The question is, can some adjustment be made to the end

that the student may be given his degree. A satisfactory solution to such a problem, he felt, would be that the requirement for graduation be changed from 3.2000 to 3.2.

Dean Brown asked if it were not true that extension class courses given in Tucson could count as residence credit. The distinction between this credit and that of correspondence work raises a question as to the quality of the latter.

Dr. Gegenheimer felt that in order to discuss the question effectively the Senate should have some information illustrating the distribution of grades in correspondence work over a period of years as compared with distribution of grades for residence work. He pointed out that one difference in correspondence study is each student is graded individually whereas in residence work he is graded generally on a normal curve.

President Harvill asked Mr. Leshner to obtain some information on the distribution of correspondence study grades to be presented to the Senate. The President added that he is considering the appointment of a committee to study the whole matter of extension work on campus; that the University has reached the point where extension classes are a very important part of the total University program. It will not be long before we have twenty-five hundred to three thousand students in evening classes, and the question is just how to integrate this program into the general university program. At Arizona State College at Tempe, he stated, the registration figures are based upon all students enrolled in both day-time and evening courses and the class schedules of the instructors are arranged on this basis, whether the teaching is scheduled in the morning or in the evening. It is becoming difficult, he said, for regular faculty members to continue evening class teaching on the present basis. It is important that the University study this matter to the end that the problem can be resolved as soon as possible.

Pre-registration plan, approval of: At the request of the President, the secretary read a report forwarded by a special committee appointed by the President to study a Pre-registration Plan. The report was adopted, and the plan approved is as follows:

"Advanced Registration for Seniors

"The Committee wishes to recommend a plan for the consideration of the Council and the Faculty Senate which is believed capable of relieving, at least partially, the congestion occurring during the present two-day registration period. This is to be an experimental advanced registration for graduating seniors only, held on the Saturday morning prior to the beginning of the regular examination period toward the end of the first semester. This will be the morning of January 12. The plan embraces the following points:

(see page 287)

- "1. Registration materials including schedule of hours are to be available at the Registrar's Office beginning at 8:00 A.M. to seniors who present their Candidacy for Degree application forms.
- "2. Senior student schedules are to be approved by their advisers and the usual class cards and signatures made available in the office of the department heads.
- "3. All steps through the approval of the academic deans are to be completed by 12 noon.
- "4. Checking tables and cashier services will be open from 9:00 A.M. to approximately 3:00 P.M. for the payment of fees.
- "5. Further consideration of advanced registration for the year 1957-58 should be withheld until after the results of this experiment have been observed."

The meeting adjourned at 5:30 P.M.


C. Laner Leshner, Secretary