

The University of Arizona
Proceedings of the Faculty Senate

Meeting of Monday

December 3, 1962

PRESENT: Bartlett, Blecha, Brewer, Carlson, Delaplane, Gegenheimer, Gillmor, Gustavson, Harvill, Hillman, Hudson, Kassander, Kemmerer, Kurtz, Lacy, Little, Lynn, Lyons, McDonald, Martin, Moore, Muir, L.A. Myers, Patrick, Paylore, Powell, Rappeport, H.D. Rhodes, J.M. Rhodes, Rosaldo, Roy, Siegel, Simonian, Svob, Vavich, Wallraff, Windsor.

ABSENT: Blitzer, Conley, Ewing, Forrester, Gaines, Haury, Livermore, McMillan, H.E. Myers, Nugent, Russell, Slonaker.

UNIVERSITY-WIDE HONORS PROGRAM, REPORT RE: At the invitation of President Harvill, Dr. Arthur H. Beattie, Director of the Honors Program, Chairman of the Honors Council, presented to the Senate a report on the honors program.

Dr. Beattie reminded the Senate that about thirteen months ago this body had approved the establishment of a University-wide honors program which had got under way during the second semester of the 1961-62 academic year. He said that what has been done so far might seem rather slight and the progress made rather slow. It has been felt wise not to move on too many fronts simultaneously, however, he explained. All elements of the program have not yet been put into operation.

He reminded the Senate members that a group of second semester freshmen had been selected as honors program participants for the second semester of 1961-62. These students had been nominated by faculty members as individuals who had revealed themselves not only as students capable of earning good marks but individuals who had demonstrated genuine intellectual curiosity and who had the willingness to go beyond the normal limits of the requirements of their courses and do additional work on their own initiative. These candidates for honors work, generally speaking, were individuals who it was felt were probably strong candidates for future graduate work.

Dr. Beattie stated that although it is often difficult in the freshman course to find students with the qualities described, more than one hundred students had been nominated as participants, and seventy-six had been selected. He said that a high proportion of the selected students had been thoroughly exceptional ones, students of marked ability, with the qualities of mind and temperament that the Honors Council was seeking. The first value of the program, Dr. Beattie pointed out, had been to the participants themselves when they were identified as students of superior capabilities. They were put on their mettle by having been selected and when they met with their fellow participants they took pride in being members of a select group. They felt a sense of belonging, he explained, and realized they enjoyed a very special privilege. Virtually all of the students accepted the responsibilities which went with being picked as students of unusual capabilities.

Dr. Beattie explained that the next phase of the honors program had been the interviews where each participant met in an hour's interview with a faculty panel of three members. Dr. Beattie acknowledged the cooperation of members of the General Faculty in helping conduct these interviews. The purpose of the interviews was to provide the honors program participants early in their University experience the opportunity of sitting down with a group of faculty members representing various disciplines and engaging in an intellectual conversation. Honors program participants will undergo similar interviews throughout their University career so long as they remain in the program. Dr. Beattie explained that the interview experience was a new one for the participants and, as a matter of fact, was also a new one for most

of the participating faculty members. "Most of us," he said, "have had considerable experience in interviewing students who are on the point of flunking out of the University. It was a most refreshing and exhilarating experience to chat with superior students about their backgrounds, their intellectual ambitions, and their hopes for a scholarly career."

Dr. Beattie said that the initial seventy-six freshman participants had included only a few misfits who should not have been chosen, probably not more than two or three. The great majority had been fully acceptable and the interviewing faculty members had reported the satisfaction of realizing there were students of such high caliber in the freshman class. Fifty faculty members had participated in the interviewing procedure in addition to the members of the Honors Council. Every division of the University was represented in the interview panels. Dr. Beattie said he felt that the influence of these panel members will now be considerable as they serve as "missionaries in spreading the gospel of honors work" throughout the campus.

Dr. Beattie next described the Frontiers of Knowledge lecture series which had been another important feature of the new honors program. He explained that these lecture-discussions had been designed not to serve for the recruitment of majors into particular fields but to acquaint the honors program participants with various fields of study, to provide a notion of what the academic life is, and to acquaint the students with the excitement that can exist in real scholarship. Dr. Beattie said that he felt the lecture series thus far has been an outstanding one. Dr. Edward H. Spicer, Professor of Anthropology, had described the scholarly activities of recent recipients of the Ph.D. degree in Anthropology; Dr. Matthew Gaffney, visiting Professor of Education, had described what the schools of the future will be like. Other speakers had included Dr. Neal D. Houghton, Professor of Government, who spoke on "Some Joys, Hazards and Responsibilities of Superior Intelligence in Pursuit of Social Understanding;" Dr. Leon Blitzler, Professor of Physics, who spoke on "Modern Science in a Troubled World;" Dr. Paul E. Damon, Associate Professor of Geology and Geochronology, who discussed "Atomic Clocks and Geologic Time;" and Dr. Beattie, whose subject had been "Two Thousand Years of French History." Dr. Beattie reported that the series had continued this fall with a lecture by Dr. Arthur P. Coleman, Visiting Lecturer in Russian, followed by lectures by Dr. Reuben Gustavson, and Dr. Frances Gillmor. Dr. Beattie pointed out that that very evening the honors program participants would hear a lecture on "Human Evolution" by Dr. Sherwood L. Washburn, Professor of Anthropology at the University of California, who is spending several days on the campus under the Phi Beta Kappa Visiting Lecturer Program. He explained that Dr. Washburn's visit to the campus was sponsored by the Alpha of Arizona Chapter of Phi Beta Kappa, the Department of Anthropology, and the Special Master's degree program. Dr. Washburn was addressing various University classes, in addition to speaking that night before the Honors Program participants and the participants in the Special Master's Degree Program. He was to deliver a public lecture the following evening.

Dr. Beattie explained that of the seventy-six Honors Program participants in the spring of 1962 all but a few had returned in the fall. It was expected that perhaps three or four would be dropped from the program as a result of the recent fall interviews, and one student - Miss Barbara Pierce - is on leave of absence from the program inasmuch as she is participating in a round-the-world study tour which will take her to various educational centers in many countries of the world. Miss Pierce won a scholarship to the study tour.

There remain in the program seventy of the original participants, Dr. Beattie explained. Shortly requests will be issued asking faculty members to nominate additional participants in the program. These should come primarily from the freshman class, but an effort will be made to identify also students who are now sophomores and who were overlooked at the time students were selected a year ago. Dr. Beattie explained that a few such late nominations had been made this past fall and several new participants were invited to enter the program. He said that an effort would always be made to bring into the program students who have been overlooked at the time selections are first made from the freshman class. He explained that approximately sixty students would be brought into the program at the end of the present semester so that about one hundred forty participants should be included in the Honors Program as the University moves into the spring semester of the present year.

Dr. Beattie then described briefly the special program for candidates for the Master of Arts degree and the Master of Science degree, commonly referred to as the Special Master's Degree program. This was established at Arizona in the spring of 1962 under the provisions of a special grant from the Fund for the Advancement of Education of the Ford Foundation. Dr. Beattie explained that under this program departments seek to identify as early as the sophomore year students of such scholarly potential that it is felt they should be groomed from that point on for advanced studies on the graduate level with the goal of their becoming college-level teachers. Last spring several departments had selected their first participants. These students engaged in summer reading programs. They are now doing a considerable amount of independent study as juniors and will do further independent work during their senior year. It is expected that research projects during their senior year might well form the beginning of their master's degree theses. Because these students are at present carrying heavier than normal study loads, it is expected that they will be able to carry extra course work for graduate credit during the final semester of their senior year. There are twenty-two participating juniors in this program now, drawn from six departments of the University - Anthropology, English, Geology, History, Physics, Romance Languages (French and Spanish).

Dr. Beattie explained that the Department of English had a particularly well organized plan for its participants in this program. Juniors engage in a special program of study that replaces the normal course work in the Survey of English Literature. One class meeting is held a week in seminar fashion, where the participants submit reports. The participants also have regular conferences with their instructors. The program is closely supervised with a full and definite program of reading. Individual study programs are carefully directed. Dr. Beattie said it was felt that the prospective graduate students in the Special Master's Degree Program group are students of such unusual ability that by the time they have reached their graduate year under this program they will have completed preparation that is definitely superior to that of the typical student undertaking his graduate work. "We are confident," Dr. Beattie said, "that this program will lead to the production of superior graduate students."

Dr. Beattie mentioned that the University of Arizona is keeping in touch with other institutions so far as similar programs are concerned. He pointed out that Dr. Thomas W. Parker, Director of the Special Master's Degree Program, who is also a member of the Honors Council, had attended conferences in Madison, Wisconsin and Princeton, New Jersey, on Special Master's Degree programs. Similar programs are now in operation in thirty universities in twenty-three states.

Dr. Beattie explained that he also had attended meetings where he had been able to become better acquainted with the honors programs of other institutions. He was pleased to note that there was considerable interest in this institution's program, particularly its Frontiers of Knowledge lecture series, which is rather unique.

Dr. Beattie pointed out that other features of the Honors Program still to be developed will include a colloquium for students on the sophomore level. Attention is being given to the possibility of establishing a colloquium to deal primarily with the natural sciences. This would be an inter-departmental program similar to that which now exists in the course "Introduction to the Humanities." In this connection, Dr. Beattie explained it would be helpful if a specialist in the history of science might be available to counsel in the organization of this program. Such a man is not at present available on this campus, he pointed out.

Dr. Gustavson remarked he had heard the Special Master's Degree program referred to as the Three-year Master's Degree program. Dr. Beattie said this had been the original label placed on the program because the participating students normally start the program at the beginning of their junior year and complete the master's degree three years later. The terms had been found confusing, however, and an effort was being made at Arizona to call the program the Special Master's Degree program.

Dean Brewer asked if the level of these programs was comparable to that found in European institutions. Dr. Beattie replied that British institutions traditionally have provided for a considerable amount of individual work and close direction of honors candidates. He pointed out that in general European universities use what amounts to an "honors program approach" for all of their students.

Dr. Kurtz asked if in their interviews the honors students had indicated there were influences on this campus either detrimental or beneficial to academic or scholarly attainment. Dr. Beattie pointed out that the interviews have reflected some student opinion about this matter. The interview panels have inquired of students to what degree they participated in the intellectual and artistic opportunities available. Students were also asked about influences which seemed detrimental to intellectual life. There is evidence, Dr. Beattie said, that some students feel it is a problem to devote oneself to superior academic attainment in the face of a certain indifference to such activity on the part of many fellow students in their residence halls or houses. Dr. Beattie said he had been pleased, however, to note that most of the participants feel that they can by their own determination overcome detrimental influences such as poor study facilities. They will make for themselves an opportunity to do superior academic work and will rise above the situation.

Dean Moore inquired what were the career objectives of the honors participants, particularly whether or not all of them were planning to teach in college. A good many of them do foresee teaching careers, but certainly not all, Dr. Beattie explained. He referred to one student in the College of Mines who is definitely planning a career in industry. He pointed out that some of the women students plan to teach at the elementary or high school level and are not particularly interested in graduate work preparatory to teaching on the college level.

Dr. Beattie stated that one piece of information that had been surprising to him was the large number of students who as early as the second semester of the freshman year already were definitely planning long-range educational programs which would lead them to the Ph.D. degree.

Dr. Kemmerer asked if participants in the Special Master's program would be as broadly trained as the student who has followed the more traditional undergraduate program. Dr. Beattie said that a man in the new program would receive both broader and more specialized training. Such a program is more intensive, he said, because the man is being intensively groomed by his department for later graduate work. The man, of course, has the initial desire to accomplish high attainment in the field of his specialization. The student meanwhile is doing extra work, carrying heavier course loads, completing extra summer reading. Thus there is no sacrifice of breadth. Advisers in this program are giving attention both to the attainment of breadth and to the attainment of skills in the specialization. Dr. Beattie said he personally was confident these students will have received a broader general education than the ordinary student.

Dean Rhodes pointed out that one evidence of the point Dr. Beattie was making was that all of these students will have a reading competence in two foreign languages, something rare indeed among master's degree candidates.

President Harvill asked Dr. Beattie if he felt there was sufficient information about both the Honors program and the Special Master's program either within the University or in the state. Dr. Beattie said he was sure there was not enough coverage. He said he personally had been concerned with getting the program under way rather than seeking publicity. He had not wanted too much publicity before there was something to report. He commented that the University News Bureau had seen to it that the hometown newspapers of all the participants in the Honors program had been sent news stories about the students concerned. Dr. Harvill asked how many of the participants were from outside the state of Arizona. Dr. Beattie replied that ten of the seventy-six participants were from states other than Arizona. The President remarked that this represented approximately the same proportion of non-residents as exists in the undergraduate student body.

Dr. Beattie said that insofar as publicizing the program is concerned, the new biennial catalogue will include a statement describing the program. Study is being given to the possibility of preparing a brochure announcing the program. Dr. Beattie said he felt that the University faculty themselves are not adequately informed about the program but hoped that as more and more faculty members serve as members of interviewing panels, this situation can be improved.

Dr. Harvill remarked that if Dr. Beattie wished his periodic reports on the Honors program to be reproduced for distribution to the full faculty this could be arranged.

Dr. Beattie said that he had failed to mention one aspect of the interviewing program. The Honors Council is accumulating what Dr. Beattie feels are invaluable dossiers on each participant. Each of the three interviewers rates each student on his appearance, capabilities, manner, breadth of reading, probability for success, etc. Dr. Beattie said it was his impression that when the time comes to recommend these students for major graduation awards, graduate fellowships, etc., these dossiers will be most valuable and will permit the University to put the full weight of the institution behind its best students.

Dr. Harvill thanked Dr. Beattie for his report to the Senate.

ADVANCED PLACEMENT PROGRAM, REPORT RE: Mr. Windsor gave a report on the Advanced Placement program for 1962 so far as students entering the University of Arizona were concerned.

He explained that this was the fourth year that this institution had participated in the Advanced Placement program administered by the College Entrance

Examination Board. The first year only a few students had participated in this program, - 22 students had participated in 1960, 36 students in 1961, and 53 students in 1962. The fifty-three students had taken sixty-five examinations, some of them taking tests in more than one subject.

Mr. Windsor explained that under this program students complete during their senior year of high school college level courses in one or several of a variety of subjects and then take national standardized examinations in these subjects. The examination papers are forwarded to College Board headquarters for grading. The grade reports, with the original examination papers, are then sent to the institutions concerned and the papers are re-examined by the appropriate departments. A decision is then made by the appropriate department whether or not a student should be given neither placement nor credit, or advanced placement only, or actual units of graduation credit.

Mr. Windsor explained that thirteen of the advanced placement candidates this year had come from Catalina High School of Tucson; twelve from Rincon High, Tucson; two from Pueblo High School, Tucson; nine from Tucson High; and five from Ajo High School, Ajo. The other twelve students had come from eleven different out-of-state high schools.

10 students had taken the Advanced Placement Examination in Chemistry - 3 from Catalina High, 2 from Rincon High, and 5 from Tucson High.

12 students had taken the Advanced Placement Examination in Mathematics - 5 from Catalina High School, 3 from Rincon High School, 2 from Tucson High School, and 2 from out-of-state high schools.

13 students had taken the Advanced Placement Examination in Biology - 7 from Catalina High, 4 from Rincon High, and 2 from out-of-state high schools.

25 students had taken the Advanced Placement Examination in English - 1 from Catalina, 2 from Pueblo High, 4 from Rincon High, 6 from Tucson High, 5 from Ajo High, and 7 from out-of-state high schools.

2 students had taken the Advanced Placement Examination in German, both from Rincon High School.

2 students from out-of-state had taken the Advanced Placement Examination in American History.

1 student from Ohio had taken the Advanced Placement Examination in European History.

Mr. Windsor commented that while this from one point of view seemed like good progress in the growing number of students participating in the program, it was regretted that in the state of Arizona the program was developing primarily only in the Tucson area. This is despite the fact that the University has sponsored in recent years two conferences on the Advanced Placement program, well attended by high school counselors and administrators from all sections of the state.

Dean Moore explained that in the Phoenix area there was rather open opposition to the idea of Advanced Placement. Further, he pointed out that not enough time had elapsed for the University to see the results of its conferences on the Advanced Placement program. A certain amount of time is required to implement such a program after a school system decides to adopt it. Mr. Windsor pointed out also that the budgeting of public school funds for the financing of such a program must be planned well in advance.

Dr. Patrick pointed out that one reason for slowness in getting such a program started is that most high schools are faced with a real problem in establishing a college-level course inasmuch as the courses leading up to it must first be revised to be of the proper stature.

Dr. Patrick asked what correspondence there was between the grades awarded by the examination graders in Princeton and the grading in the departments at the University of the same examination. Mr. Windsor said that while several years ago there was often little correspondence, this year it is close.

Dean Moore pointed out that another reason why some high schools are hesitant to establish the program is that the number of colleges and universities which will grant degree credit for Advanced Placement work completed in high school is still quite limited.

Dr. McDonald asked what proportion of the students who had taken the examinations had been given credit. Mr. Windsor gave the following report: Of the ten students who had taken the examination in Chemistry, seven had been given college credit, some receiving four hours and some eight. The other three had received neither placement nor credit. Of the twelve students who had taken the examination in Mathematics, three had received credit. The remaining nine had received neither placement nor credit. Of the thirteen students in Biology, seven had received credit and six had received neither placement nor credit. Of the twenty-five students who had taken the English examination, nine had received advanced placement and credit, six had received advanced placement only, and ten had received neither placement nor credit. Of the two students in German, one had received credit and one had received no placement or credit. Of the two American History students one had received credit and one received no placement or credit. The one student in European History had received degree credit.

Dean Roy pointed out that the University has had an advanced placement program of its own for some years in foreign language courses and in some mathematics and science courses. On the basis of special examinations taken during Orientation Week, students are given advanced placement and sometimes degree credit. Their performance on the examinations is based on course work the students have completed in high school.

Dean Brewer asked if the high schools screen the results of the tests of their students and submit the scores only for selected students. Mr. Windsor said he was not certain but he would doubt this. He assumed that all examinations are sent to College Board headquarters by the high schools for grading and then forwarded to the universities where the students are planning to enroll. Mr. Windsor pointed out that many students perhaps do not take the examinations since they know they are going to attend colleges which do not award advanced placement or credit. Dr. Patrick pointed out that some students take advanced placement courses but come to realize they are not doing well and decline to take the advanced placement examination at the end of the course.

The President thanked Mr. Windsor for this report.

CHANGES IN ADMISSION REQUIREMENTS AND PROCEDURES, APPROVAL OF: Vice President Delaplane presented to the Senate certain recommendations concerning admission requirements and procedures as proposed by a special ad hoc Committee on Admissions which included the following: Dean Francis A. Roy, Dr. Robert A. Crowell, Dr. Lewis Hertz, Mr. M. R. Clausen, David L. Windsor, Arthur T. Grant, and Dr. Walter H. Delaplane, Chairman. The recommendations of the Committee had been approved by the Advisory Council.

The proposals presented by Dr. Delaplane were as follows:

1. The Committee recommends the insertion of a new sentence as the second sentence in the paragraph on page 83 on "Nonresident Admission," and of changes in the third sentence so that the paragraph will read as follows, with the changes indicated by underscores: "Applicants for admission from accredited secondary schools will be considered for admission if the transcript shows that the applicant has been graduated and has completed an acceptable program of secondary school subjects (as required below) and has ranked at least in the upper two-thirds, preferably the upper one-half, of his graduating class. All out-of-state students are required to take either the Scholastic Aptitude Tests of the College Entrance Examination Board or the American College Tests (preferably the ACT), the test scores to serve as a basis for guidance, counseling, and placement. Satisfactory American College Test Scores (ACT) or College Entrance Examination Board scores (Scholastic Aptitude Tests) may be an acceptable substitute for rank in the graduating class."
2. The committee recommends to the Advisory Council for submission to the Board of Regents a proposal that all Arizona high school students be required to take the American College Test (ACT) as a condition of their admission to Arizona State College, Arizona State University, and The University of Arizona, the test score to serve as a basis for guidance, counseling, and placement but not to be used as a criterion for admission. The Committee recognizes that some Arizona students will take the CEEB tests for admission to other universities and, failing to be accepted, will seek admission to The University of Arizona. In such cases the CEEB (SAT) scores would be acceptable by the Universities and State Colleges as an alternative to ACT scores.
3. It is recommended that the scholastic levels of probation listed on page 100 of the present Catalogue be changed as follows:

	Cumulative grade average required to remain in good academic standing	
	<u>Present</u>	<u>Proposed</u>
Fewer than 25 units of work completed	3.9000	3.6000
From 25 through 55 units of work completed	3.6500	3.4500
From 56 through 86 units of work completed	3.4000	3.3500
87 or more units of work completed	3.1500	3.1500

The probation level for graduate students was not considered and would presumably continue to be shown at its present level.

4. The Committee recommends that a summer reading list together with appropriate explanation and statement be prepared for mailing to entering freshmen along with the letters of acceptance.

Dean Moore pointed out that the recommendation regarding the requiring of ACT scores for state residents had the approval of the Arizona High School-College Relations Council.

The Senate approved all four of the recommendations, subject to the approval of the Board of Regents.

David L. Windsor, Secretary