

MINUTES OF THE MEETING OF THE FACULTY SENATE OF THE UNIVERSITY OF ARIZONA
Monday, February 6, 1961 Room 210, New Law Building

The Faculty Senate convened in regular session at 3:40 P.M. on Monday, February 6, 1961, in Room 210 of the new College of Law Building. Thirty members were present with President Harvill presiding.

PRESENT: Blitzer, Brewer, Carlson, Casaday, Conley, Denton, Forrester, Gegenheimer, Gillmor, Gustavson, Harvill, Haury, Hunt, Irwin, Little, Livermore, Lyons, McDonald, McMillan, Merritt, Murphy, H. Myers, L. Myers, Nugent, Pistor, Rhodes, Roy, Tucker, Windsor, Zapotocky.

ABSENT: Ewing, Gaines, Hausenbauer, Howard, Humphrey, Hurlbutt, Marcoux, Martin, Mead, Moore, Picard, Rosaldo, Slonaker, Wallraff.

APPROVAL OF MINUTES: The minutes of the meeting of January 9, 1961 were approved as distributed to members of the Senate.

SENATE COMMITTEE TO STUDY REGISTRATION, ANNOUNCEMENT OF MEMBERSHIP OF: President Harvill announced that he was asking the following persons to serve as members of the Faculty committee to study registration which was created by action of the Senate at its January meeting. Members of the committee will be: Edwin B. Kurtz, Department of Botany; Nestor R. Roos, Department of Finance, Insurance, and Real Estate; Richmond C. Neff, Department of Civil Engineering; Arthur T. Grant, Associate Registrar; and Garnet D. Percy, Department of Classics, Chairman.

CATALOGUE MATERIAL: ACCEPTANCE OF: The catalogue material forwarded to Senate members was accepted as follows:

Astronomy 210s Modern Progress in Astronomy (3) Carpenter

This special course of general interest is designed primarily for elementary and high school teachers interested in Astronomy. It deals with the new telescopes, radio telescopes, and equipment in space. It also involves an examination of the origin of the solar system, interstellar dust, the life-history of the stars, galaxies, and the expanding universe. Evening observations will supplement lectures as weather permits. P, 6 units of a natural science. (Identical with Natural Science 210s.)

Education 8249 Counseling for College (3) Gibson

An orientation to various programs of study in typical institutions of higher learning. Emphasis on curricula, factors related to success, high school training desired, and occupational opportunities as they relate to various colleges and departments of a major University. P, Ed. 240, 241, and 242. (Approved as a one-time offering only.)

H P E R 249s Health and Physical Education Workshop (4) Harris

Flexibly planned sessions for elementary, secondary, and college teachers in Health and Physical Education. Course will be focused on vital problems, resources, planning and action to improve the quantity and quality of Health and Physical Education. Open to men and women. P, 6 hrs. of Education, 9 hrs. of Physical Education, or 1 year teaching experience. Fee \$1.00.

Mathematics 205i

(NSF Summer Inst.) Coordinate Geometry (4) Foster

A review and extension of the basic concepts and techniques of analytic geometry. Geometry of the plane presented in such a way as to lead readily to the study of lines and planes in space. Use of determinants in the study of first degree equations in two or more unknowns. Application of matrices to solid analytic geometry; e.g., identifying a quadric surface. P, Calculus.

Mathematics 207i

(NSF Summer Inst.) Finite Mathematical Structures (4) Rogers

A selection of modern topics; elementary logic and set theory, elementary probability theory, introduction to linear algebra, convex sets, finite Markov chains. P, Calculus.

Modern Languages 297s New Directions in Modern Languages (3) Malik and Capponi

This course is designed to indoctrinate secondary teachers in the uses of the most recent materials, and the most effective adaptation of the aural/oral method in the secondary school level. P, 12 hrs. of undergraduate college work in modern languages.

Mathematics M.105i

(NSF Summer Inst.) SMSG Basic Concepts of Mathematics (4) Steinbrenner

School Mathematics Study Group junior high school mathematics program. The development of our number system, elementary number theory, introduction to non-metric geometry and coordinate geometry, elements of algebra, probability and statistics. P, Coll.Alg.and/or 5 yrs. teaching experience.

Mathematics M.107i

(NSF Summer Inst.) SMSG Modern Geometry (4) Myers

School Mathematics Study Group modern approach to Euclidean geometry. Basic concepts of non-metric and metric geometry, the nature of deductive reasoning, the place of experiment and of intuition in geometry, the language of sets as a basis for precise definitions and development of concepts. Parallel development of theorems of plane and solid geometry: relation of points, lines and planes; perpendiculars and parallel lines in planes and space; and other properties of Euclidean space. Introduction to coordinate geometry. P, Coll.Alg., trig., and/or 5 years teaching experience.

Education 262s

change to

History 219s

Education 262s

Arizona: Its Pioneer Heritage, Natural Resources and Current Trends, change to History 219s with the following description:

Arizona Past and Present (2) I Carroll

This special course is designed to bring understandings of the rich heritage of Arizona's past into perspective with appreciations of the potential of its future. The course is available to teachers and other graduate students who are particularly interested in social science. P, 6 hours in any social science. June 12-24.

PROCESSING OF STUDENT PETITIONS, DISCUSSION RE: The Senate gave attention to a matter referred to it by the Advisory Council, namely the procedure to be followed in the processing of student petitions and the annual summary reporting of these to the Senate. Several years ago the Senate established procedure whereby annual records are kept of all student petitions submitted during the year and a detailed report summarizing these is furnished members of the Senate each spring. The question had been raised whether or not the work involved in keeping the detailed annual records in the deans' offices and in the Registrar's office and in preparing the report to the Senate was justified.

Dean Livermore explained that he had raised this question in the Advisory Council initially. He said it was not his intention to eliminate the report to the Senate each year. Rather he was seeking a simpler way of handling the petitions and keeping the records which are incorporated in the annual report. He then proposed that a new type of petition form be devised, to be used in processing routine course adjustments. He hoped that a snap-out carbon form similar to this institution's "drop and add" slips could be used. Such a form would provide carbon copies of the petition and the action taken on it to the various offices concerned. These would then be easily available for compiling reports.

Senate members were asked if they saw any objection to such a new type of petition form. No objection was expressed. It was agreed, however, that it would be necessary to retain the present 8 $\frac{1}{2}$ x11" size "pink form" to take care of petitions which are not of routine nature and which are needed in cases where the petitioner's statement of his case requires a considerable amount of space.

The Registrar explained that new forms of the type desired, once they were designed, would be somewhat expensive. An effort would be made, however, to obtain these in the next fiscal year. It seemed to be the consensus of the Senate members present that the new form as proposed by Dean Livermore would be desirable.

SABBATICAL LEAVE POLICY, DISCUSSION RE: President Harvill reviewed with members of the Senate the institution's policy governing sabbatical leaves. He pointed out that one provision of the policy states that the years of service which may be counted toward eligibility for consideration for sabbatical leave begin with the year of appointment to the rank of instructor or above. However, he explained, except in an unusual situation, a person still holding the rank of instructor could not be granted a sabbatical leave. In other words, only persons holding the rank of assistant professor or higher normally could be granted sabbatical leaves. Of course years spent in University service with the rank of instructor are applicable toward the number of years required to qualify for a leave, Dr. Harvill pointed out.

The president referred also to the situation which occurs when a faculty member resigns from the University, completely severing his affiliation with the institution, and then after a few years rejoins the staff. In cases such as this, could the individual apply years of service before the period of interruption toward the minimum number of years required to qualify for consideration for sabbatical leave? Dr. Harvill explained that such service could not be counted. He pointed out that the administration makes a clear distinction between interruptions of this sort and interruptions involving approved leave of absences (military leave, for example.) Dr. Harvill asked if members of the Senate thought the administration's attitude toward this point was incorrect. No objection was expressed.

The President stated that attention would be given to applications submitted for sabbatical leaves for 1961-62 at as early a date as possible.

DISCLAIMER OATH (HOUSE BILL 35), DISCUSSION RE: Several members of the Senate asked Dr. Harvill whether or not in his judgment House Bill 35, recently introduced in the current session of the Legislature, had chance of passage. This Bill would require every public employee in the state to sign an oath disclaiming membership in certain organizations and disclaiming belief in certain principles. Dr. Harvill stated he was in no position to predict whether or not the Bill would pass. Certain groups in the state seem to be in a witch-hunting mood, he explained. The President said he felt some quiet work should be begun at once in opposition to the Bill. He felt that formal action by the University faculty as a group would not be helpful. He said he would hope that the legislators could be convinced that no need exists for a disclaimer oath. In its place a simple affirmative oath to support and defend the government of the United States could be required. Few persons would object to this sort of oath, he felt.

COMMITTEE TO STUDY SUBCOLLEGIATE ENGLISH PROGRAM, CREATION OF: Dr. Tucker said he felt a Senate committee to give special study to the Freshman program in sub-collegiate English should be created. He reminded the Senate members that the program in English X, subcollegiate English, is an expensive one. He said that he has discussed the matter with members of the English faculty and he realized that the problem could not be easily solved. He said he knew that the answer is not simply to abandon English X. He stated that the real problem is that students are not learning basic English fundamentals sufficiently well in high school.

Dr. Harvill explained that members of the University English Department have been working closely with high school English teachers in recent years and the Arizona high schools have been sending students to the University better prepared in English fundamentals. Dr. Harvill said he assumed this was a question which could be given attention by the Arizona High School-College Relations Committee which is made up of representatives of all of the colleges and universities in the state as well as representatives of the Arizona high school principals and superintendents.

Dr. Tucker then moved that the Senate create a special committee to study the general question of the University's program in subcollegiate English.

Dr. Gegenheimer stated that the English Department certainly would prefer not to have to teach English X. However, few colleges or universities in the country feel that freshmen are coming to them well enough prepared in English. The colleges have felt they could not place poorly prepared students in the regular English program. As a result, it has been felt necessary to offer a subcollegiate program.

Dr. McDonald then seconded Dr. Tucker's motion. He further stated that he felt the cutting score on the English Placement Examination was too low and that students were being permitted to register in English I who really do not have an adequate proficiency in communications skills. He said he had been interested enough to go to the English Department himself and take the placement examination several years ago and was, therefore, acquainted with the English Placement testing program. He stated that he hoped that the proposed study committee would be created and that as a result of its review of the matter it would recommend to the Senate that an adequate ability in English skills be set as a requirement for admission to the University. He pointed out that a very small proportion of those students who enroll in English X ever graduate from the University.

President Harvill remarked that he hoped that any committee which might be created to study this matter could find a means of improving the ability in English of entering freshmen. However, he hoped the Senate realized that there certainly is no simple solution to this problem.

The Question was then called for and the motion carried with some negative votes.

The meeting adjourned at 5:10 P.M.


David L. Windsor, Secretary