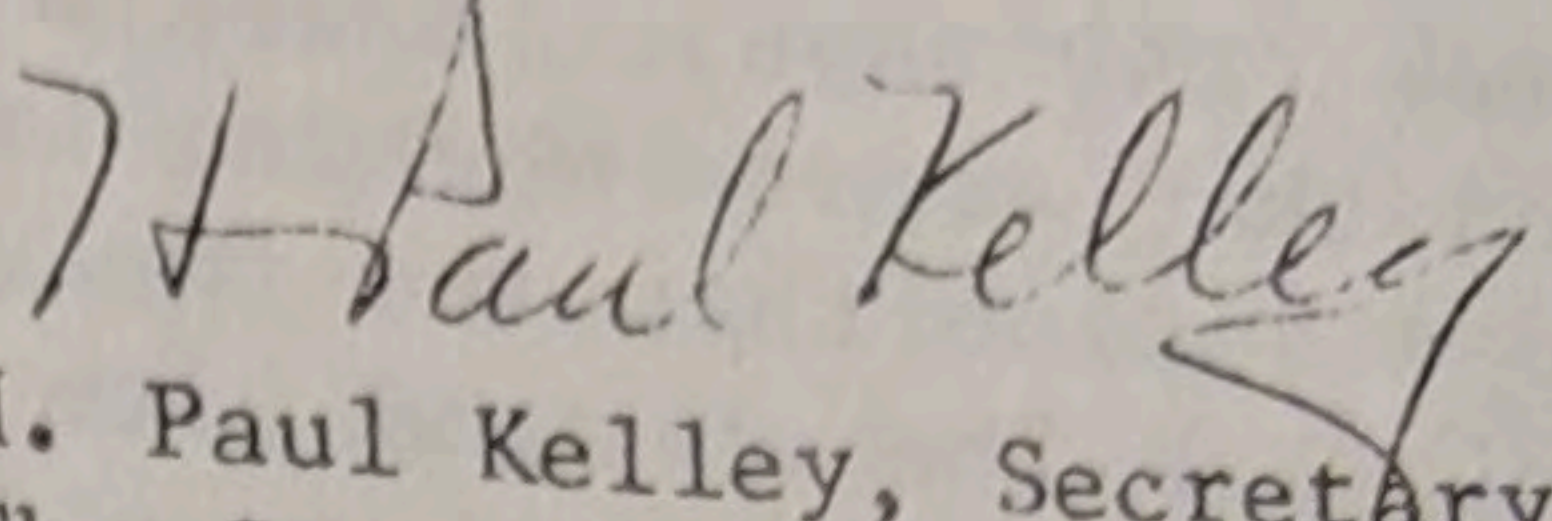


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DOCUMENTS AND MINUTES OF THE GENERAL FACULTY
AND
DOCUMENTS AND PROCEEDINGS OF THE UNIVERSITY COUNCIL

The Minutes of the University Council meeting of December 13, 1982, published below, have been prepared for the immediate use of the members of the University Council and are included in its Documents and Proceedings. They are also included in the Documents and Minutes of the General Faculty for the information of the members.


H. Paul Kelley, Secretary
The General Faculty

MINUTES OF THE UNIVERSITY COUNCIL MEETING OF DECEMBER 13, 1982

The fourth regular meeting of the University Council for the academic year 1982-1983 was held in Room 212 of the Main Building on Monday, December 13, 1982, at 10:00 a.m.; in the absence of President Peter T. Flawn, Vice-President William S. Livingston presided.

ATTENDANCE

Present: Lawrence D. Abraham, John R. Allison, Mark I. Alpert, Frank D. Bean, Jr., Paul E. Begala, Gerard H. Behague, Harold W. Billings, Betsy E. Bowman, J. Harold Box, Oscar G. Brockett, Heather L. Carter, Larry D. Carver, Ben H. Caudle, Randall J. Charbeneau, James H. Colvin, Mary S. Crockett, James W. Daniel, Patrick J. Davis, John D. Denson, James T. Doluisio, David J. Drum, James Duban, Carla F. Dunn, John R. Durbin, Toni L. Falbo, Parker C. Fielder, Gerhard J. Fonken, Donald J. Foss, G. Charles Franklin, Alan W. Friedman, Earnest F. Gloyna, Donald J. Grantham, Vickie L. Hampton, E. Glynn Harmon, Roderick P. Hart, Thomas M. Hatfield, Forest G. Hill, Robert C. Jeffrey, E. Earl Jennings, Eleanor W. Jordan, H. Paul Kelley, Lorrin G. Kennamer, Larry W. Lake, Sanford V. Levinson, William S. Livingston, Steven I. Marcus, R. Neill Megaw, Jack Otis, Dorothy K. Payne, Shirley B. Perry, David L. Phillips, Walter L. Reed, Elspeth D. Rostow, Ramon Saldivar, Joel F. Sherzer, James H. Sledd, H. Eldon Sutton, Mary P. Taylor, James W. Vick, Terry J. Wagner, Claire E. Weinstein, Stanley N. Werbow, Martha S. Williams, Roxanne K. Williamson, J. Robert Wills, Ronald E. Wyllys.

Absent: Frank N. Bash, Shirley F. Binder (excused), Leigh B. Boske, Robert E. Boyer (excused), Billye J. Brown (excused), Ronald M. Brown (excused), Brett M. Campbell (excused), William H. Cunningham (excused), William C. Duesterhoeft, Jr. (excused), Barbara J. Dugas (excused), Peter T. Flawn (excused), J. David Gavenda, William P. Glade (excused), Ira Iscoe, Thomas W. Kennedy, Robert D. King (excused), Robert D. Mettlen (excused), John F. Sutton, Julie A. Tindall.

Total members present: 66 Total members absent: 19

APPROVAL OF MINUTES OF MEETING OF OCTOBER 18, 1982 (D&P 8916-8938; D&M 14873-14895). (CORRECTED AND APPROVED)

The Minutes of the University Council meeting of October 18, 1982 (D&P 8916-8938; D&M 14873-14895) were corrected to indicate that Robert E. Boyer's absence was excused and then APPROVED.

APPROVAL OF MINUTES OF MEETING OF NOVEMBER 15, 1982 (D&P 8939-8949; D&M 14896-14906). (APPROVED)

The Minutes of the University Council meeting of November 15, 1982 (D&P 8939-8949; D&M 14896-14906) were APPROVED as distributed.

The Secretary's Report had been previously distributed as D&P 8999-9002. Stanley N. Werbow (Germanic Languages) asked the Secretary to clarify the statement on D&P 8999 concerning the current status of the Recommendation to Dissolve Two Standing Committees of the General Faculty -- the Advisory Council on Student Affairs, and the Student Faculty Committee (D&P 8846). Secretary H. Paul Kelley (Educational Organizations) reported that at its meeting on November 15, 1982, the Council had adopted a motion that the two committees be abolished, that the Council had broadened charge to explore all of the various avenues of relationship of faculty and students to the Office of Student Affairs, that the Committee on Committees "be charged with the setting up of one committee with a broadened charge to explore all of the various avenues of relationship of faculty and students to the Office of Student Affairs," that substantial input to the Committee on Committees be furnished by students, and that the Committee on Committees, if at all possible, report back to the Council at its March, 1983, meeting. The action of the Council had been approved by President Flawn on November 22, 1982.

James W. Daniel (Mathematics) noted that, with regard to proposed changes to the School of Architecture catalogue (D&M 14804-14813) and the College of Natural Sciences catalogue (D&M 14814-14838) to bring degree programs within the spirit of the report of the Committee on Basic Education Requirements (the Vick Committee), the Secretary had reported that the legislation had been approved by the President "with minor editorial modifications." He asked if a copy of the legislation as finally approved at all levels could be obtained in order to send copies to persons at other institutions. Secretary Kelley responded that such copies are not routinely prepared or distributed; however, the Office of the General Faculty would be glad to prepare upon request copies of the final version of any piece of University Council/General Faculty legislation.

QUESTIONS TO THE PRESIDENT - None

OLD BUSINESS - None

NEW BUSINESS

PROPOSED CHANGES TO THE COLLEGE OF FINE ARTS PART OF THE U.T. AUSTIN CATALOGUE, 1981-1983, TO BRING UNDERGRADUATE DEGREE PROGRAMS WITHIN THE SPIRIT OF THE REPORT OF THE COMMITTEE ON BASIC EDUCATION REQUIREMENTS (D&P 8950-8997). (ADOPTED)

Dean J. Robert Wills (College of Fine Arts) introduced the proposed changes to the College of Fine Arts part of the U.T. Austin catalogue for 1981-1983 to bring undergraduate degree programs within the spirit of the Report of the Committee on Basic Education Requirements (D&P 8950-8997). He reported that work to revise the degree programs had started with the College of Fine Arts Curriculum Committee whose recommendations had then been sent to each of the three departments. The departmental recommendations had then gone back to the Curriculum Committee and finally to the College faculty. The College faculty as a whole had held two meetings in May, one in October, and one as recently as November to approve the program changes proposed to the University Council.

Dean Wills noted that the Report of the Committee on Basic Education Requirements presented a unique problem for the College of Fine Arts. The College offers 24 different undergraduate degree programs; trying to find one set of requirements that fulfill educational needs in all 24 programs proved to be very difficult, partly because the degrees involved include the Bachelor of Arts, the Bachelor of Music, and the Bachelor of Fine Arts, which have significantly different educational goals. The various degree programs range all the way from a rather traditional Bachelor of Arts degree in various disciplines to very highly specialized professionalized programs in each department.

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Essentially, the College was proposing two sets of core requirements; the first would apply to all of those programs in the College of Fine Arts except those in applied music, and the second would apply to those six areas of study in applied music -- voice, piano, organ and harpsichord, harp, orchestral instruments, and applied church music. A summary of the proposed changes is shown on D&P 8996.

The basic education core for all baccalaureate degree programs in the College except those in applied music essentially conformed to the recommendations of the Committee on Basic Education Requirements. The Writing, Foreign Language, Natural Sciences and Mathematics, and Fine Arts components conformed. The Social Science component met the Committee's recommendation and, in addition, suggested that students in three areas -- Art Education, Music Education, and Drama Education -- might, if they wished, use 3 semester hours of Educational Psychology to meet the Psychology part of that component.

The basic education core for the baccalaureate degree programs in the six areas of applied music represented some significant changes from the present requirements for those degree programs, but they did differ in some instances from the recommendations. The Writing, Foreign Language, and Fine Arts components did conform. The Social Science component would require only the 12 semester hours of the legislative requirement instead of the 15 semester hours recommended by the Vick Committee. The Natural Science and Mathematics component would require 3 semester hours in Natural Sciences and 3 semester hours in Mathematics, while the Vick Committee recommended 6 additional semester hours of Natural Sciences, 3 of which could be in Mathematics. This was a fairly significant change for those programs because it has been possible under current requirements for students to graduate with no coursework in Natural Sciences and Mathematics.

Dean Wills then MOVED that the University Council adopt the proposed changes specified by the College of Fine Arts in D&P 8950-8997, and the motion was seconded.

James W. Daniel (Mathematics) recalled that in an earlier Council discussion a question had been raised as to whether transfer credit that was not specified to be equivalent to credit in a particular U.T. Austin course would meet the general education requirements. He understood that the Academic Affairs Office had been considering this issue. He asked if it was known yet whether such credit would meet the general education requirements and, if that question was still in doubt, whether the Council would be informed of the final resolution of it.

Mr. Daniel also recalled that the then-Acting Dean of the College of Fine Arts had started the process that had led all schools and colleges to comply with the spirit of the Vick Committee report. He understood that there had been great difficulty and a long struggle in the College of Fine Arts to arrive at the recommendations before the Council, and that they had been discussed at length with the Academic Affairs Office. He therefore asked if members could hear something from the College of Fine Arts about why it was necessary that the Council approve program changes that did not conform with the recommendations of the Vick Committee.

With regard to Mr. Daniel's first inquiry, Gerhard J. Fonken (Vice-President for Academic Affairs and Research) reported that he did not yet have an official answer to the question about course-unspecified transfer credit. He thought that the spirit of the official answer would be that if the credit being transferred here was not at a level equivalent to that of U.T. Austin courses that satisfy the general education requirements, the semester hours of transfer credit might show on the student's record but they would not satisfy the general education requirement.

Dean Wills responded first to Mr. Daniel's other inquiry. The six programs that did not conform to the letter of the Vick Committee recommendations were those programs within the Department of Music the purpose of which is to train students for careers as performers of serious music. "Any person who is majoring in one of those six areas has done what most musicians do, which is start years before they arrive at the University in a kind of intense specialization on a single instrument, whether that instrument is a harp or a violin or a voice or a piano, and that study has brought them to our doors with the expressed intent of continuing their studies. Often they come here to study with a specific teacher, and that kind of teaching differs from most in the University in that it is one-on-one teaching. It is a student and a teacher closed in a studio and, along with the study and practice time involved for those students, there are ensemble laboratory requirements beyond it. The nature of the study is such that it is enormously consuming in terms of time. It is enormously consuming in terms of the competitiveness of the field. The response of both the Music faculty and, in turn, the College faculty, was to admit that very unique kind of educational experience that happens to those students [but] to insist that there be indeed a general education base ... that includes for really the first time for most of them some Science and some Mathematics, in a recognition that [a person who comes to this University] to study applied music [does so to get a general education as well. A person who] wishes to go to the conservatory or indeed, to many other universities ... can ... escape those other requirements without much difficulty whatsoever."

Gerard H. Behague (Music) responded further. "I wish to address myself to this question in terms both as a Music professor and as the Chairman of my department, especially in view of the fact that last year I heard some comments here on this floor that perhaps indicate lack of knowledge of the very nature of our programs. I think that we combine in our programs the training of performers, the training of music scholars, and teachers of music, and we also offer the possibility of a liberal arts approach to music within a general cultural education. I would hope that the intellectual integrity of our programs would not be in question."

"The aim of a program such as ours is not only to provide the finest professional music instruction but also to enrich the artistic/concert life of our own institution and community, as well as to provide a stable position for the artist/musician within the state and the country."

"Conservatories in this country, as Dean Wills just mentioned, have the longest continuing tradition of training particularly the performing musician, which is what we are concerned about in terms of their special degrees. Those conservatories have established the basic models for such training, and the university Schools of Music or Departments of Music cannot afford to fall behind in providing the highest level of artistic achievements in performance particularly ... that can be attained through formal education. This achievement entails the development of special talent, of extensive music repertory, the imparting of pedagogical theory and practice, and the presentation of numerous public performances."

"While I would say that most college education tends to be rather vague and at times contentious, it is supposed to provide practices and processes that fit a person to become a good member of his society (according to prevailing standards), or to fulfill some relatively and generally unspecialized function in that society; musicians are educated from childhood specifically to learn and master a skill. It seems to me that education is traditionally distinguished from training, and perhaps music training is what is at stake here. The general belief is that to train someone is to endow him with a skill or a self-contained set of skills without calling on his initiative or his creativity. If such a concept is maintained, teaching a child to play the violin is in and by itself not a part of education. However, this distinction between education and training is neither clear in principle nor sharp in practice. The notion of a purely mechanical skill unrelated to a

student's general mental capacities has, in my judgment, very limited application. Learning how to arrange fingers, lips, and breath to get an F-sharp from a flute seems to be a purely mechanical matter, but learning to play even the simplest tune involves something more -- something so complex as what we call musicianship, i.e., a deep understanding of how music fits together in a given system, and that pertains more, it seems to me, to education than simple training."

"Such an education can only be achieved, as Dean Wills mentioned, through the apprenticeship system -- that is to say, the one-to-one studio teaching/learning process. Music is taught, in those particular situations, as a branch of knowledge rather than as a body of practice or a means of recreation."

"The reason ... we felt that it was important ... to keep the general core within the 36 hours is that [at other universities] throughout the country, particularly in the state of Texas, ... the major schools [have a] general, non-music requirement [of about that amount or less]. I will give you some examples: University of Illinois School of Music requires 34 hours ... of non-music [coursework]; Indiana University requires 20 hours; University of Michigan requires 36 hours; Cincinnati, 36; and Northwestern, 22 1/2. In the state of Texas, the University of Houston requires 35 hours; West Texas State, 37 hours; Baylor, 30 hours; North Texas State, 29 hours. Specifically, I would simply reiterate that it is very important in our applied area that our degrees remain competitive degrees in the musical world at large. This is one of the reasons as to why we presented this particular proposal, and we urge your support."

Stanley N. Werbow (Germanic Languages) commented: "As the person who submitted the substitute proposal and introduced the language 'spirit of the [Report of the Committee on Basic Education Requirements]' I would like to say that [it was] not a gimmick to remove a 'hot potato' from consideration on the floor of the University Council; it was a genuine attempt to get the question of the content of the degrees in the several schools and colleges considered carefully and in detail by the faculties of those schools and colleges rather than [to] impose [requirements formulated] by a however careful and well intended committee or by the University Council. But the phrase 'spirit of the Report' was not an empty phrase. It was my expectation that the ironclad provisions of the Committee [on Basic Education Requirements] would not be held sacrosanct for every school and college down to the last jot and tittle, but that there would be some deviation as required by the degree programs involved in the several schools and colleges."

Mr. Werbow also agreed with Mr. Behague that there is great variation throughout the country in applied music programs and that they have special requirements that differ from other degrees. "We do have a choice; we can say The University of Texas should not offer applied music, that it should not try to attract those students who are devoting their lives to the performance area in music, or we can approve the proposal that has been made."

Vice-President Fonken stated that the programs offered by the College of Fine Arts had been examined very carefully. "Basically, what we are looking at is that The University of Texas has thirteen academic colleges and schools, and it has buried within one of them a conservatory of music. In some universities across the country the conservatory would be a wholly-independent operation; it would have no relationship to the more classical academic programs. Here it happens to be incorporated into an academic college. It is a matter of history, if you will. The differences between music conservatories and academic programs have already been laid out to you. While we have no authority to create a conservatory of music by statute, I think we should recognize it is there. It serves a completely different function than a college or school, and by the best judgments that have been brought to our attention during these

discussions, it must serve such different functions. Had we a stand-alone conservatory, my guess is it would have little or no traditional academic component to its instruction. As a state university, we would probably press for it to have some. If we press for it to be similar to or identical to the academic programs of the more classical sort, I think the conservatory would become non-functional; it would simply vanish. In summary, one cannot have a conservatory which also requires of students the full-fledged baccalaureate degree program in academic subjects. It does not work anywhere else in the world, and it probably could not work here. I think what you are looking at in the College of Fine Arts proposal is probably about as much as one can do without destroying that particular performance program."

E. Glynn Harmon (Library and Information Science) commented that it seemed to him that there should be general education requirements for musicians; furthermore, if there were to be any relaxation of requirements for musicians in the Liberal Arts area, it would seem that the persons in colleges like Engineering could use the same argument to seek relief from the Fine Arts requirements.

Frank D. Bean (Sociology) said that the Council seemed to be focusing on the slight extent to which the College of Fine Arts proposal did not conform to the recommendations of the Vick Committee. As a member of that committee three years ago, he commended the College of Fine Arts for the extent to which they had moved into conformity with the recommendations. The movement had been extensive, and he urged the Council to adopt the recommendations with dispatch.

Mr. Daniel concluded the discussion by stating that he thought the arguments that had been made by the representatives of the College of Fine Arts had been compelling and that, in fact, the University will be in the enviable position of being able to be proud of having a conservatory program which, at the same time, guarantees a general education component. By way of clarification, he asked if the six programs in applied music that had been discussed were all very clearly set aside as the Bachelor of Music degree, and that none of them were Bachelor of Arts or Bachelor of Fine Arts degrees. Representatives of the College of Fine Arts answered in the affirmative. The motion was then ADOPTED overwhelmingly by a show of hands.

RECOMMENDATIONS FROM THE ADMISSIONS AND REGISTRATION COMMITTEE
CONCERNING CHANGES TO CLARIFY THE GENERAL INFORMATION BULLETIN WITH
REGARD TO REQUIREMENTS FOR ENTERING FRESHMEN (D&P 8907-8909).
(AMENDED AND ADOPTED)

Martin T. Todaro (Speech Communication), Chairman of the Admissions and Registration Committee, presented the recommendations. "The first change proposed by the Admission and Registration Committee would affect the 1982-1983 General Information Bulletin pages 38-40, subject 'High School Preparation,' lettered paragraph G. The change involves an addition to the paragraph under the sub-subject 'Entrance with Deficiencies,' the purpose of the addition being to make more specific how certain deficiencies may be removed once the student is in the University. Since the time you received your Documents and Proceedings containing our committee's recommendations, Mrs. Binder [Director of Admissions] and I have discussed them again and we believe the recommendations have two defects. First, there is no explicit account taken in the recommendations of the fact that a high school student may have 1/2 unit or 1 1/2 units of foreign language credit. Second, the recommendations as they now stand would permit a high school student with 1 1/2 units of a foreign language to take the placement exam once he is admitted to the University, score low enough to be put in [the course numbered] 406, and remove his deficiency with that course, even though he has had 1 year or 1 1/2 years of language in high school. We believe the defects can be removed by the proposal to amend which you received at the beginning of this meeting; if some member of the Council agrees, he or she might propose the amendment

before you vote on the recommendations of the Admissions and Registration Committee." The proposed amendment, as re-worded slightly after University Council discussion, is reproduced below:

A student who is admitted with a one and one-half unit or two unit deficiency in Foreign Language must remove that deficiency in order to be graduated by earning credit for [a] Foreign Language or Classical Language courses numbered 406-407 or 506-507 (or [an] equivalent transfer courses). A student who is admitted with a one-half unit or one unit deficiency in a language must remove that deficiency by earning credit for a course numbered 407 or 507 (or an equivalent transfer course) in that language. ~~[Two semesters of college credit will be required to remove a two-year high school credit deficiency in Foreign Language. One semester of college credit will be required to remove a deficiency of one year or less of high school credit in Foreign Language.]~~ A deficiency may also be removed by earning an appropriate score on the placement examination given by The University of Texas at Austin. Credit for this course earned by examination or completed in residence will not be counted toward the student's degree.

"The second change proposed by the committee would affect those students who are deficient in Mathematics; the proposal simply specifies that the student may transfer credit for M. 301 or M. 304E in order to remove a deficiency. The third change is the addition of a general rule that applies to all deficiencies a student may have other than in Foreign Language and Mathematics; the statement is, 'For all other subjects, one semester of college credit will be required to remove a deficiency of one year or less of high school credit. Credit for these courses will not be counted toward the student's degree.' The final change deletes, on page 37 of the General Information Bulletin, the paragraph which begins with the word 'Variations' and ends with 'requirements'; the material deleted is contained in the statements concerning Foreign Language deficiencies on pages 38 and 40." It was then MOVED and seconded that the recommendations from the Admissions and Registration Committee (D&P 8907-8909) be adopted as amended by the proposal reproduced above.

David L. Phillips (Student Representative) asked if it was the intent of the committee that a student who completed the prescribed high-school requirement of two years of foreign language, who entered the University and took the foreign language placement examination, and who failed to meet the requirements to place out of the courses numbered 406 and 407 also would fail to receive degree credit for the courses numbered 406 and 407. Mr. Todaro replied that he thought that a student who brought two units of high-school foreign language credit with him to the University would not be required to take the placement examination. Mr. Phillips stated that the current rules were not being interpreted in that way.

Mr. Phillips next asked the same question about the proposed Mathematics requirement. He reported that he had completed all the requirements to enter The University of Texas, but when he entered he was required to take the Mathematics placement examination; he had then received a note that said he was weak in Mathematics and that to be an engineering major he would have to get special approval from the dean. He had taken the prescribed course, M. 305G; he had never opened the book and had made an A in the course. He thought the requirement was ridiculous, a waste of his time and the University's money, and he asked the reason for the requirement.

James W. Daniel (Mathematics) responded that the requirement in question is a prerequisite requirement; to take various specific Mathematics courses a student must have had either a certain preceding course

or a certain score on a placement examination. The score required to take M. 305G is just a bit above the median score of everyone who takes that examination nationally. The purpose of the requirement is to see that people are prepared for the courses that they take.

There was no further discussion, and the motion as amended was ADOPTED unanimously.

MOTION TO CHANGE ALL U.T. AUSTIN UNDERGRADUATE DEGREE PROGRAMS THAT ARE WITHIN THE SPIRIT OF THE REPORT OF THE COMMITTEE ON BASIC EDUCATION REQUIREMENTS (D&P 8910-8911). (ACTION POSTPONED)

James H. Sledd (English) MOVED that at every point where the new Writing Requirements for U.T. Austin undergraduate degree programs specify E. 346K, students shall be given a choice between E. 346K and a second semester of composition at the freshman level. The motion was seconded, and the Council extended privileges of the floor for purposes of this debate to James L. Kinneavy (English) and John M. Weinstock (Associate Dean, College of Liberal Arts). Mr. Sledd then opened the debate with the following statements: "I will begin with one correction in the document which I think you received last week -- on page 19, in item 6h. [A lengthy memorandum had been distributed to members of the Council by Mr. Sledd on December 7, 1982. A copy of that document is appended to these Minutes as Attachment A, which begins on D&P 9022; item 6h appears on D&P 9037.]" Vice-President Livingston interrupted to ask if he was referring to "the big, long" document, and Mr. Sledd responded, "Yes, the big, long one which nobody has read. The fifth line of that paragraph, 'At a recent meeting of the departmental Senate,' is inaccurate; the statement which I report from the Dean of Liberal Arts was made in his office and not at a meeting of the Senate. In any case, his position is now clearer in a letter which he sent to members of the Executive Committee of the English Department and to some of the lecturers there. Two statements are relevant: 1. 'Realistically, we will doubtless continue to need a substantial number of lecturers for the next several years at least.' 2. 'There can be no useful talk of permanence for the lecturer positions.' Permanent is precisely what the lecturers are not. I do not think those corrections have any serious bearing on what I am saying, but I wanted to be as accurate as possible.

"This is a very simple motion, and very similar to proposals which the Council has already considered. If the motion should pass, the resulting requirements in English would be close to those which are now in effect, close to the new requirements which you have recently approved, close to the Vick Committee's recommendations, close to David Edwards' proposal of a composition course between E. 306 and E. 346K. For that reason, I can argue from premises laid down by the spokesmen for the new requirements and accepted by the English Department, the Council, and the administration. I can show, I believe, that those premises fully justify my very limited motion, and that despite its simplicity, my proposal has distinct advantages which the new requirements lack. It is not an ideal motion. It is not the motion which I would have made if I had been a member of the Council two years ago. In present circumstances, however, I believe that it deserves approval.

"So far as I know, nobody in the whole debate has questioned the assertion that our undergraduates as a group should write better than they do and that the University should provide the needed instruction. The Vick Committee promised what would undoubtedly be an improvement: E. 306 and four courses in writing afterwards. Members of the Council will recall the Vick Committee's statement that at present, only 18% of our freshmen can place out of E. 306. A dozen years ago, about half of them could; and our exemption score of 550 is very low beside Stanford's 700, Ball State's 650, or our own required 600 some fifteen years ago. It is clear that we need E. 306, that we

will continue to need it, and that we need the four other courses in writing which the Vick Committee recommended. Spokesmen for the English Department acknowledged this need when they replied to David Edwards that a twelve-hour requirement in English would be excellent if the Department were able to staff it and when they argued strongly for continuity of instruction over several years--for a vertical rather than a horizontal requirement.

"There, then, are the acknowledged needs, the premises for my argument, which everyone has granted; and clearly those needs could be met, within both the letter and the spirit of the Vick report, by following E. 306 with one semester of writing in every undergraduate year--freshman, sophomore, junior, senior. That obvious program would include the first freshman course, E. 306; a second freshman course, E. 307; the new sophomore course, E. 316K; and two courses including 'a substantial writing component,' one of which could be the new junior-senior course, E. 346K.

"Why was that program not adopted when David Edwards in effect proposed it? The reasons given were logistic. The English Department maintained, as I have said, that the Department could not staff a four-course requirement. I will return to the question of logistics later, but meanwhile I will continue to argue from the premises of spokesmen for the English Department and the College of Liberal Arts.

"What those spokesmen called 'the most compelling reason' for adopting the new requirements has since been denied by the Dean of Liberal Arts himself and has been sufficiently disproved in the long document which I circulated a week ago: I mean the claim that my 1975 report of the wishes of faculty and students constituted 'a mandate,' 'practically a divine call.' Mr. Chairman, that puts me closer to God, than my normal relationship. Apart from that unfortunate misrepresentation and certain logistic arguments, the only other significant argument for the new requirements was the argument from continuity of instruction over several years. In fact, however, the new requirements do not provide such continuity. Under those requirements, both the second semester of freshman composition and two popular sophomore courses in composition will be abolished, to be replaced only by the new sophomore course E. 316K, which the English Department's spokesman described as 'a literature course with some writing' -- I have studied the proposals for that course and apparently it will require some twelve or fifteen pages as a minimum of writing during the semester; and from the new junior-senior course, E. 346K, a certain percentage of our own students will be exempted, as well as all transfers who offer a second semester of freshman composition.

"At this point, I believe that I have made a case for a more ambitious motion than the one which is before you -- namely, for the sequence E. 306, E. 307, and one course each for sophomores, juniors, and seniors, very much as David Edwards suggested. As I have said, however, my motion is limited, and I am asking only that my 1975 report, which was described as 'practically a divine call' for the new requirements, should not now be brushed aside as negligible. Though the students said that instruction in composition is most effective during the freshman year, the faculty voted in 1975 for a choice between a second semester at the freshman level and a semester in the upper division, and even the students said that they would be more motivated in an optional upper-division course. My motion is to provide that option. I am moving that the English Department should staff a nine-hour requirement -- E. 306, the first freshman course; either E. 307, the second freshman course, or E. 346K, the new course in the upper division; and in between, the new sophomore course, E. 316K. So this is not a motion for a twelve-hour requirement in English, it is a nine-hour requirement in English. My motion also presupposes the Vick Committee's two courses with 'substantial writing components.' Given that arrangement, students who

need two freshman courses could get them; students who prefer an upper-division course to the second freshman semester could make that choice; students who want both the second freshman semester and the upper-division course could make E. 346K one of their two courses with 'substantial writing components'; and those 'substantial writing components' would further guarantee the continuity of instruction which the English Department has urged. For the option which I am proposing there is of course long precedent in the English Department, where freshmen can now choose between E. 307 and E. 308, and where sophomores can choose among four or five courses.

"There remains the question of logistics, which, as Dean Werbow felt, has been the prime issue all along. The Chairman of the English Department has said that the problems of required courses and lecturers to teach them have 'eaten the Department alive' and that the main intent of the Department's proposal was 'to space out the student demand for required courses.' I hope I have made it obvious that I do not share the values which the Chairman's remarks betray, but I do take the question of logistics seriously.

"On the negative side, my proposal does not ask the English Department to staff a twelve-hour requirement. It asks for nine hours in English, along with the Vick Committee's two courses having 'substantial writing components.' Still on the negative side, I cannot see any difficulties which the motion would create for the curricula which different schools and colleges have thus far submitted; I went over all of those last night, and I cannot see that there would be any difference in any of them.

"On the positive side, my proposal has real advantages for students. By offering students an option, it gives them greater flexibility in planning their programs; it removes the temptation, which the English Department's proposal offers, to rush into a freshman course in a community college so as to avoid the requirement of E. 346K; the English Department's proposals -- and I stress that they are the English Department's proposals, not the proposals of any dean -- the English Department's proposals would be the greatest boon to Austin Community College that institution could receive. And since our own students could elect a second freshman course and transfer students could elect E. 346K, my motion removes the unfortunate distinction between the two groups of students which the Liberal Arts proposal makes.

"The one logistic argument which I am sure will be brought against me is that my motion would frustrate the English Department's main intent, 'to space out the student demand for required courses.' I would not be unhappy to face that very issue -- the issue of student need versus administrative convenience, and I would vote for meeting the needs of students; but I cannot see that the administrative inconvenience need be great. Just as the new requirements contemplate the offering of roughly the same number of sections of E. 306 in fall and spring, 'by prearrangement with Dean and President,' so, by my proposal, not all students need take E. 346K in their junior year or both E. 306 and E. 307 while they are freshmen; and though the English Department would have to teach more freshmen than under the new requirements, it would teach fewer than under the old.

"In any event, there are logistic difficulties in any scheme. The Dean of Liberal Arts has said, for example, that for the foreseeable future the English Department will have to have lecturers (despite the disgruntlement of the Chairman and the fears of assistant professors), and some lecturers, he insists, will always be hired late, and others 'at the last moment.' It is a fair conclusion, given the Dean's assertions, that the English Department will continue to be mildly chaotic, especially in the autumn, for as an exemption exam for E. 306, the Dean has chosen 'a one-hour essay,' to be written 'either during Freshman orientation or registration week' and to be graded 'immediately,' 'by English Department TA's and AI's.'

"To conclude on a lighter note: anyone who can swallow that logistic camel need not strain at my logistic gnat. 'Enrollment management,' I am sure, can deal with any slight difficulties which my proposal offers." Mr. Sledd ended by requesting the privilege of closing the debate.

James L. Kinneavy responded first to Mr. Sledd's statements. "Sometimes I get the idea that when I am dying Mr. Sledd and I will still be arguing. It has been running on for a long time. I was asked Friday by the Office of the Dean to make a brief statement about the motion before the floor and so, over the weekend, I tried to put such a statement together. I am not going to read the whole thing to you. [The written statement which formed the basis for Mr. Kinneavy's remarks is appended to these Minutes as Attachment B, beginning on D&P 9038; it has not previously been distributed to members of the Council. For the benefit of new members of the Council, it begins with a summary of the history, description, and rationale for the General Faculty legislation of May 28, 1981.]

"You have heard a good deal about this motion for a good number of years. I would, however, like to call attention to a few highlights. I am not going to remind the Council of the basic arguments for the advantage of an upper-division English course; I will, however, touch on them in some of the reasons which I will give for voting against this motion. I would like to call attention to one facet of the program which we proposed, which, in conjunction with the Vick Committee Report, gives us, I think, the best composition program on paper of any institution in the country. That is to say, we will have a freshman composition course E. 306; it is not a remedial course. We will have a sophomore literature course, with a substantial component of composition; the department voted on that. We will then have E. 346K at the junior level; it will ask the student, at a time when he has a fairly mature grasp of this content, to write prose on that subject matter, addressed to the general reader. That is the basic focus of one of the prototype programs which we are following in this; that is the Maryland program. Then in the senior year or the junior year, as a result of the Vick Committee Report he can write prose intended for the specialist, that is his own teacher. Mr. Sledd's proposal will not give the third component.

"Let me talk to that. Let me now just give five or six reasons why I think we should go along with the General Faculty legislation of May 1981.

"1. First of all, Mr. Sledd's proposal removes the heart out of the legislation of the General Faculty. Both the English Department and Mr. Sledd concede that the transfer of the freshman writing course to the junior level is the essence of the proposal.

"2. Why would it remove the heart out of it? Because it would deprive the student who chooses the freshman option of a professional teacher of writing to assist him in his writing in his major area at a time when he has a mature grasp of his field. The Sledd proposal would not do that.

"3. It would deprive the student who chooses the freshman option of the opportunity of systematically addressing a general reader when writing in his special field. This is probably more critical than addressing specialized audiences. The work that we are doing with the Law School, for instance, right now, shows that that is the major problem; the law students and young lawyers know what they want to say, but the problem of addressing the general reader is the critical issue.

"4. Fourthly, there are other options for the freshman level which Mr. Sledd has not mentioned:

"a. Built into our proposal and approved by the General Faculty and this Council was a provision that a certain

percentage (we are currently using 10%) of the students would have to take remedial work in the writing laboratory. We have been carrying that program out, even without giving the students credit, for the last year and a half with marvelous success. The people who are in the lowest 10% of the ECT scores are mandated to go into the writing laboratory to get tutorial help one or two hours a week; last year 600 people a week were helped. It has been working marvelously.

"b. The transfer students can count the second semester of the freshman English when they come into this institution. Given the way the catalogues are being written, I think that that is the spirit of the Vick Committee Report; I think it is very commendable. The people who come in from community colleges will take the second freshman course and count that as one of the two other writing courses with substantial writing requirements. That way we do not get into a hassle with community colleges and invade their terrain -- and the English department has tried to avoid that all along. Students would then go ahead and take the other courses in our English proposal; that is to say, all of them would still have to take E. 346K. That became very clear when the ramifications of the Vick Committee Report were thought out. In other words, we lost one of the big logistical savings which we were hoping to get, but we still supported the Vick Committee Report.

"c. Some departments do have courses [with a substantial writing component that] can be offered at the freshman level; for instance, Chemical Engineering has a writing course along with a computer course at the freshman level.

"d. E. 314L is an eligible course; it is a sophomore course in literature with some writing in it, too. My daughter has just finished it; she did a lot of writing in it. E. 314L is available to anybody in the second semester of the freshman year.

"e. The writing laboratory is useful not only for people who have to go there, but for referrals, and we are handling a good number of referrals.

"5. The fifth argument for not voting for the proposal is the staffing problem. If both a freshman writing course (beyond E. 306) and a junior writing course are offered, many departments will simply satisfy twelve hours of the writing requirement by mandating four courses in the English Department. That is a very simple way out of the fifteen-hour requirement. We simply cannot staff four composition courses for the entire University. Very few English departments across the country staff three courses; most staff two or one, and many do not staff any. Institutions comparable to us normally staff one or two. We are staffing three courses. We could not staff four.

"6. My final argument against the proposal is a procedural argument. Already through many years of parliamentary procedure in discussion and debate, the English Department has spoken, the College of Liberal Arts has spoken, the University Council has spoken, the General Faculty has spoken, the President has spoken. Should we reverse all of these decisions without giving their program a try? In the cases of the parliamentary discussions, all were by very convincing majorities; in the case of the General Faculty, there were two pro- tests out of 1,749 Voting Members.

"Finally, in the lengthy document which Mr. Sledd distributed to the members of the Council, there have been some charges made against the English Department and the College of Liberal Arts, and in general against the University's attitude about composition, about which I would like to say a few things.

"1. The charge that the primary motivation behind the English proposal is mainly logistical.

"a. The charge is irrelevant. Why? No one denies that there were logistical concerns in the Department discussions about the composition program. We still have not solved some of our major problems. But, as the implications of the Vick plan became increasingly evident, it was clear that most of the logistical advantages of the English proposal would be wiped out. Nevertheless, the English Department cooperated with the Vick Committee and did not oppose it at any level. In the meantime it continued to support its own program, which it felt was compatible with the Vick plan. This support had to be based on educational reasons since the logistical ones had been abolished. I will explain this in detail if anybody wants me to do it. Basically, it has to do with two concerns:

"First, the largest gain would have been from the people coming from the community colleges into the junior year; they would have taken a second freshman course and that particular course would count for the junior course. Now with the Vick Committee report asking for two additional courses, the transfer freshman course will simply count as one of those two additional courses and everybody will take the general sequence of the English Department. We lost that large logistical gain which we had originally envisaged.

"Second, before the Vick Committee report we thought that some departments such as those in the College of Communication and others would pick up some substitute courses for E. 346K. Now since the Vick Committee requires courses with substantial writing components in addition to the three courses in the English sequence, we do not pick up these substitutes either. In other words, we are supporting our proposal, not on logistical grounds, but on educational grounds.

"b. The charge is inaccurate. Mr. Sledd says that there was a "Content" committee of the English Department which did not have much to do with the departmental discussions. As a matter of fact, the so-called "Content" committee, one of the eight committees appointed by the Chairman, met more frequently and offered more alternatives than all the other committees. Eventually it absorbed all of the other committee recommendations, it became the basis for the Task Force recommendations, and it was the foundation of the Department's final proposal. Critical content issues were debated at length. I can document this if anybody wants me to. The reason Mr. Sledd does not know that is because he did not participate in any of these departmental meetings; he participated in the first departmental meeting, none of the Task Force meetings, and none of the subcommittee meetings.

"2. The charge that the English Department has not strengthened the staff of the lower division classes. I agree with Mr. Sledd that there has not been an adequate resolution of the staffing problem for composition teachers in the English Department. We have hired many new regular faculty each year, but we have also hired many lecturers. Their status has been improved, but it remains a major problem. The reticence of some members of the Department to hire twenty additional members when it was not even certain they would have permanent status was, however, understandable. I am referring to something in the Sledd document; if you have not read the document you may not understand that allusion.

"3. The charge that the English Department is planning to discontinue its sophomore writing courses. E. 316K, that is the second one in the required sequence, Masterworks of Literature, must have a substantial writing component; the Department voted on this. Consequently, there is a sophomore writing course required of everyone in the University; previously there was no requirement of this nature. The courses in technical writing (E. 317) and in expository prose (E. 310) are upgraded to the different sections of E. 346 (four options, not two, as formerly).

"4. The charge that the English Department denies and defies the expressed opinions of students and faculty. The students and the faculty expressed a favorable reaction to the possibility of a junior level course; the Department is meeting that reaction. The students also expressed the need for a freshman course; the Department is also meeting that need. The reasons why the junior level course is not being presented as an option are given above.

"5. The charge that the English Department misrepresented the effectiveness of the current composition program. This is again in the document; if you have not read the document, you may not know what I am talking about. This is a charge which I do not understand. As far as I recollect, neither I nor anyone else made any extravagant claims about the effectiveness of our composition program or of E. 306 in particular. We are very aware of the deficiencies of the program, and this proposal is one attempt to improve it. I did say that we have made some twenty empirical studies to assess various aspects of the program. And we will continue to assess it.

"6. The charge that there is 'a good deal of evidence to suggest that abolition of Freshman English is the ultimate intent.'

"a. The English Department has no intention of lowering the exemption scores. In fact, contrary to what Mr. Sledd says, the exemption scores were decided in the departmental discussions and are in the documents he alludes to. As I said in my statement to the Department, they are somewhat more rigorous than the current scores. We also plan to use a writing sample, if the details and funds can be worked out. We are not limiting ourself to the writing samples, we are using those in conjunction with the other scores.

"b. Secondly, the suggestion that the President, the Dean, and the Department engaged in a conspiracy in this matter must have come as a surprise to all of the parties involved. The President and the Dean of the College of Liberal Arts have insisted on the importance of composition at every turn....

"I would like to give my personal impression of the comparative emphasis on composition at this institution and others which I am acquainted with. During the past 15 years I have worked with and consulted with some 45 institutions of higher learning across the country,

ranging from humble community colleges to large and prestigious public and private universities, concerning their writing programs. I can honestly say that, on a comparative basis, The University of Texas, the College of Liberal Arts, and the Department of English invest more money in composition teaching, require more composition courses, hire more faculty to teach composition, train prospective assistant instructors more assiduously, assess their composition program more meticulously, support a better graduate program in rhetoric and composition, and in general worry more about composition for the students than any other institution I have ever visited. We are not perfect; we could be much better, but most comparable institutions are much worse. I ask you to defeat the amendment."

Joseph J. Moldenhauer, Chairman of the English Department, was given the privileges of the floor in order to participate in the debate. Mr. Moldenhauer heartily seconded Mr. Kinneavy's observations that the energies of the English Department are very heavily invested in training in composition and have been for a number of years. "Over the past four or five years, as you recall, the total student count at this university rose from something like 40,000 to pretty close to 50,000. It is very difficult even for departments which teach non-required courses, and teach those non-required courses in large lecture sections where the ratio of students to teacher can range in the vicinity of 150-250 students to a teacher, to adapt to enrollment and admission increases of the sort that this institution has undergone. I ask you to bear in mind that a concern with numbers is not contemptible; a concern with numbers is furthermore intimately related at every step with the question of quality of the educational services that an institution can deliver.... We cannot blithely ignore the question of numbers, the distribution of inherently and necessarily limited resources on the part of an educational establishment in the presence of very heavily swelling demand. There comes a point at which physically it might be possible to satisfy the growing numbers of students, but the educational quality will necessarily suffer. I think all of us have had numerous experiences of precisely that kind of development.

"Finally, ... by way of attempting to gain the understanding of the members of the Council for some aspects, educational as well as numerical, of the situation that we have had at The University of Texas the past five or more years, I would ask you to imagine the course offerings of your several departments as involving a three-course, nine-hour requirement in your subject.... Imagine that those courses have to be taught in student-teacher ratios of 25 to 1 -- in at least two of those three courses a maximum of 25 students for every teacher in a classroom, and for the third of those courses a maximum of 40 students for every teacher in the classroom. Imagine furthermore that every student in the University who has to take those nine hours of coursework in your department is inclined to satisfy all of those nine hours before the end of the sophomore year, and that the enormous majority of those students do indeed take their courses in your department by the middle, or at least the end, of the sophomore year of study. And imagine that you have ... 5,500 freshman students admitted to the University and taking the courses required of them -- three courses, nine hours at the lower-division level -- in classes where the maximum number of students is 25 per class. Imagine that in your department. The English Department is currently ... the largest department in this University...; we have, in addition to our 90 or so tenured and tenure-track faculty, 70 individuals with high-level terminal degrees -- Ph.D. in most instances, and we have in addition to that 100 T.A.'s and A.I.'s, roughly 60% of whom are conducting study in the English Department, the remainder conducting study in closely-related departments. We have a teaching staff of close to 260; imagine that in your department, also."

John M. Weinstock (Associate Dean, College of Liberal Arts) stated, "I would just like to make a very brief statement on behalf of the College of Liberal Arts. We have been working for four years with the

English Department on this new program and, though Professor Moldenhauer has just pointed out some of the problems concerning the numbers of students, I would like to stress that never has there been anything more important than the quality of the writing education that we are providing our students. That has been the number one concern throughout all of the discussion. We have always had as a primary aim improving the writing of the students here at The University of Texas."

R. Neill Megaw (English) spoke in favor of the motion. "I think it is important to disabuse you of any idea that the English Department is a united phalanx in opposition to Dr. Sledd on this issue. I think it would be a pity if we conveyed in this discussion the idea that we have some sort of party line on this matter. I think it is quite clear that there are conscientious people on both sides of the issue within our department.

"I do not want to address the huge document that Dr. Sledd has circulated. I just want to return to the issue, a very simple one; he is urging that students be given the choice of the second freshman semester or the junior-level course. I sympathize very, very much with the difficulties that Professor Moldenhauer has outlined to you and, in particular, the existence of those 70 individuals on one-year contracts; and I recognize that if, in point of fact, the Sledd motion passes, we will have a little less success in immediately launching very strong E. 346K's in the different areas of study. I do not however, agree with the case made by Professor Kinneavy to the effect that we would be denying the students E. 346K's. I think that, if the English Department gets the support of the administration and our colleagues in other departments, we can get those things launched and sold to the students in sufficient quantities so that we can give E. 346K courses a test.

"It is clear to me that the performance of students entering the University has declined very substantially in the last ten years or so, and I think that the mandate that I have been hearing in the discussions for the last five years or so is to the effect that the English Department, although it is already performing a prodigious amount of work as Professor Kinneavy correctly said, simply must do more, and that is the position that I would like to support, so pace the arguments of Professors Kinneavy and Moldenhauer, I think we should support the Sledd motion, give the students a choice between the second freshman semester and the E. 346K, and run an experiment for at least several years until we have stronger data on the results that we get in the second freshman semester as against E. 346K's. So I would urge you, as against those who have spoken from the Department so far, to support the Sledd motion."

Paul E. Begala (Student Representative) also supported the motion. "Speaking for the student delegation to the University Council, we have conferred on this matter, and it has been our experience as students that freshman-level composition has been the most effective and the most valuable to us. For this reason, and especially for the reason that Dr. Sledd's proposal gives students the flexibility to choose an option of second-semester freshman composition or taking it as an upper-division course, we urge the University Council to accept the Sledd motion and we, in fact, support it very strongly."

Vice-President Livingston then called on Mr. Sledd to close the debate. Mr. Sledd responded: "I would like to do so with a motion, which I hope is in order. What I have heard strikes me as again simple misrepresentation. I do not believe that most people present have read my document. I think if they do read it they will see that that has been simple misrepresentation, so I therefore want to move, Mr. Chairman, that a vote on this motion be deferred until the January meeting, when people will have had time to read the document and to read the text of Mr. Kinneavy's remarks. I am quite content to stand on the document; I think it makes my case quite well. So I MOVE that we postpone the vote on this and make the conclusion of this matter as Special Order for the January meeting of the Council." The motion to postpone was seconded.

Dean Robert C. Jeffrey (College of Communication) opposed the motion to postpone. "Mr. Chairman, we have heard this debate. We have heard it, some of us, for many years. I think we have heard enough, and I see no reason to postpone it until the next meeting where we will simply hear the same arguments again. I think for Dr. Sledd to assume that people have not read his document is demeaning to the members." Dean Jeffrey asked for an indication of the members who had read the document, and Vice-President Livingston announced that the show of hands suggested that most members had indeed read it.

James W. Vick (Mathematics) supported the motion. "I would just like to say briefly that I am in favor of the motion to postpone. There have been a few things that have been raised in discussion today that have brought new questions to my mind that I would like to have cleared up before I vote on the motion. I did not agree with all the things in Professor Sledd's document. I think some of his statements about our committee's position were not accurate, but that should not necessarily be a reason for voting against the motion. So I would support the motion to postpone, not liking to have this debate drawn out, but just so we will have the best possible vote on a difficult issue."

John D. Denson (Student Representative) also supported the motion. "One of my reasons is that we have only half of the Student Representatives here today; we are in the middle of our final exams. We would like to have a fuller opportunity for the student members to give their input before the final vote is taken. As a courtesy to the student members, we ask that you support the proposal to postpone the final vote."

The motion that the vote on the Sledd proposal be deferred until the January meeting of the Council was then ADOPTED by a vote of 28 to 25. Dean Jeffrey then asked for clarification of the parliamentary situation resulting from the motion just adopted, and Vice-President Livingston indicated that the question had been postponed and would be open for further debate at the January meeting.

Parker C. Fielder (Law) made "an impassioned and earnest plea to those who have further written communications to address to the Council on this matter to do so preferably several days, but certainly not merely several minutes, before we next convene."

ADJOURNMENT

The meeting was adjourned at 11:45 a.m. The University Council will next convene at 2:15 p.m. in Room 212 of the Main Building on Monday, January 24, 1983.

ATTACHMENT A.

Department of English
Parlin Hall 110

December 7, 1982

From: James Sledd
To: Members of the University Council
Subject: Misleading statements by the English Department
about its new requirements

A member of the Council has asked me to document my statement that the Council has been misled by the English Department. Here is my reply. The reply is long, detailed, and supported by precise references to official documents. Please read it carefully; for many thousands of students, from 3 to 5 of a total of 40 undergraduate courses are involved. In argument, please remember the facts and figures which are here established, even if attempts are made to ignore them.

For your convenience, an abstract follows.

I should add that I personally collected the documentation, typed the statement, and paid for its duplication.

Abstract

1. The new English requirements are those proposed by the Department of English, with only inessential modifications. From start to finish, the discussion which led to the Department's proposal was primarily logistic, not educational; yet the proposal was offered to the Council as primarily educational.
2. Spokesmen for the English Department have acknowledged that a twelve-hour requirement in English would be "very desirable" but have argued that the Department cannot staff four required courses; yet as recently as 1978 the Department voted to refuse an administrative offer to strengthen the freshman and sophomore staffs by the appointment of a substantial number of new assistant professors, and since the new nine-hour requirement was imposed, the departmental chairman has predicted a large reduction in staff size--a reduction which in fact was a primary motive for the new requirement.
3. Under the new scheme, the English Department plans to discontinue not only its second-semester work for freshmen but its two

sophomore courses in composition as well. This plan, which the Department's representatives did not stress in University Council, makes a joke of the Department's argument from continuity of instruction (a "vertical" requirement).

4. Spokesmen for the English Department alleged as their "most compelling reason" for the Department's proposal "the desire of the U.T. faculty and student body"; yet available evidence indicates that the Department's proposal denies and defies the expressed opinions of students and faculty.

5. There is substantial evidence that spokesmen for the English Department represented the present composition program in general and E.306 in particular as more effective than they are; but for any failings in the composition program, the administration and the general faculty must share the responsibility.

6. Unless and until placement tests, exemption scores, and course content are more closely specified, the new requirements in English are mainly a list of numbers and titles. In effect, the English Department can abolish the first required English course, E.306, simply by lowering the exemption score; and there is a good deal of evidence to suggest that abolition of Freshman English is the ultimate intent. If, as seems likely, almost 50% of juniors and seniors are exempted from the third required course (E.346K), what will remain of the composition program?

Documentation

1. The English Department has never acknowledged that its scheme is primarily a logistic device. But cf. the following documents:

1a. The Chairman's call for the first departmental meeting to discuss the freshman composition program asked for proposals "relevant to the present circumstance of heavy student demand and limited faculty resources" (call for meeting of January 25, 1980).

1b. Minutes of the departmental meeting of January 25, 1980: The Chairman "observed that the problems could be understood in logistical terms: most simply, increasing student demand and limited departmental resources and controls. The logistics are severely taxing for the Dean, for the departmental administration, for individual members of the teaching staff, and for students (some of whom do not have composition teachers for several class days)." Plainly, "student demand" gets the short end of the stick.

1c. Though the Chairman tried to keep the discussion on January 25 centered on logistics, the minutes also show that "a desire to discuss the question of 'content' (course purposes, philosophy, etc.)" was repeatedly expressed from the floor. The Chairman then "said he would attempt to schedule another meeting within a week, with course content and procedures for further work as the agenda items." That meeting was duly scheduled for February 1, 1980, and its minutes show that after inconclusive waffling a veteran full professor "surmised that the English Department as a whole would never degree to one definition of the 'content' or 'purpose' of freshman composition, and he moved that the Department proceed to the study of logistics. The motion was seconded and obtained general assent." The Chairman next "suggested that the teaching staff divide into groups, or teams, to study different aspects of freshman composition. Each team would work on proposals affecting logistics in the area of its concern. . . . A task force would then be formed from the various teams to coordi-

nate the proposals, and the department as a whole would debate and vote on the final package of proposals." The concerns which the Chairman then assigned to each team were all logistic concerns.

1d. Memo dated "Feb 6 1980" from the Chairman to "Department of English Teaching Staff" on "Further Work on Freshman Composition": "By departmental agreement at the end of the 1 February meeting, we are now proceeding to form study groups or teams to generate and research proposals in the various areas where freshman composition logistics can be affected." The Department's concentration on logistics was so extreme that on February 14, the Associate Dean of the College of Liberal Arts sent the Chairman a threatening letter of rebuke. I know no evidence either that the rebuke did any good or that the proposals which eventually came before the Council were different in any essential way from the English Department's essentially logistic plan. When the Chairman listed the membership and concerns of his eight "study groups or teams" (memo dated "15 February 1980"), exactly one team of the eight was asked to consider "educational philosophy and objectives of the freshman composition courses."

1e. The actual reports of the teams are in the Department's minutes for March 21 and March 28, 1980, and in the memo which the Chairman distributed on March 26 in preparation for the meeting of March 28. The nearest approach to a discussion of "philosophy and objectives" is in the minutes for March 28, pp. 2-5. Logistics were a major part of even that discussion, and when the Department warily approached the question of objectives, the discussion (p. 5) was as inconclusive as the veteran professor had said that it would be (1c above).

1f. Departmental minutes of May 5, 1980: The Department was now ready to consider the proposals of the "task force" (1c above). The Chairman opened the meeting by reviewing "the history of the task force. Early in the spring semester of 1980 he proposed departmental study leading to action on what everyone on the department recognized as a major problem of at least four or five years' duration: the collision between sharply increasing demands upon departmental resources in the area of the required composition courses and the orderly functioning of the department with regard to administration and governance, faculty workload, and effective pedagogy. The problem is most obviously a logistical one, but it has pedagogical aspects as well."

Plainly, what began as a primarily logistic discussion ended as it had begun: primarily logistic. The Chairman himself emphasized that fact in his response to a suggestion that freshmen might be allowed to take the required sophomore course (the second in the proposed three-course sequence) in their freshman year. He said: "This would only compound the problem the task force was attempting to solve: to space out the student demand for required courses. Not only did this spacing alleviate unpredictable enrollments and, thus, staffing problems, but it also forced the student to take one English course per year for the first three years of college work."

A professor asked if the task force could project how the proposal might alleviate staffing problems. The Chairman estimated "a reduction in staffing demands of roughly 20-25%." Another professor "suggested that the proposal may temporarily solve logistical problems but that eventually the problem of numbers would recur; he didn't think the English Department should decide English requirements on a logistical basis." The Associate Chairman "said that this may be true but that to remain the same would be worse; the situation is not going to improve."

I take that to mean that freshmen will continue to be admitted in great numbers but that the English Department doesn't want to teach them.

1g. The proposals by the "task force" can themselves be found in a memo from the Chairman to the Department dated "1 May 1980" and revised May 9. All the proposals were approved by the Department, and they remain heavily logistic.

1g(i). A substantial though unspecified proportion of entering freshmen are to be exempted from the first required course (E.306). The proposal on May 1 was for 30%--an increase of 12% from the figure of 18% reported as current by the Vick Committee. The revision of May 9 leaves the percentage of exemptions unspecified, so that, if it chose, the English Department could exempt 90% just by lowering the exemption score.

1g(ii). There will be "roughly equal numbers of E306 sections in fall and spring semesters, by prearrangement with Dean and President [emphasis added], to prevent fall semester overload on departmental resources." The intent is plain: to require about half the entering freshmen to postpone their first English course until their second semester so that the English Department can reduce its staff; and since the Chairman could write so confidently of "prearrangement with Dean and President," I cannot avoid the conclusion that the English Department's logistic proposal was brought before the Council with the prearranged approval of President and Dean.

1g(iii). Either "top ca. 15%" of students (May 1) or "top ca. 10%" (May 9) will be exempted from the third required English course (presently numbered E.346K), and "transfer credit for a composition course beyond E306 satisfies this [third] requirement." It will therefore be perfectly simple for any student who wants to evade the third requirement to evade it, simply by taking a second freshman course at a community college. The point of the proposal is to reduce enrollment in the third required course even more than 10 or 15%; many of our entering freshmen will get flunked out before they reach the upper division; of those who reach it, that 10 or 15% will be exempted; and exemption without examination will be automatic for transfer students, who have sometimes totaled almost 40% of UT's juniors and seniors. Thousands of students will not get the teaching that they need, but a logistical problem for the University will be solved. The English Department's plan as passed by the Council, defended by the Dean, and approved by the President assumes "major reductions of pressure on departmental teaching resources."

1h. The Dean of Liberal Arts made inessential revisions of the English Department's proposals of May 9, 1980. His revisions are attached to the minutes of the Liberal Arts meeting of October 6, 1980. Some of them seem cosmetic only; and he kept both the provision for "roughly equal numbers of E306 sections in fall and spring semesters, by prearrangement with Dean and President, to prevent fall semester overload on departmental resources," and the provision for exempting from the third required course all transfers who offer "a composition course beyond E306" as well as the "top ca. 10%" of those among our own students who survive to become juniors or seniors. In 1975, those provisions would have exempted about half the population of the upper division (Sledd survey; cf. 5b(i) below; more recent statistics requested from Registrar, but request denied). Thus the Department's argument for a "vertical" requirement is reduced to window-dressing. A "vertical" requirement isn't seriously intended if half the population is excused.

1i. About as close as the English Department came to public admission that its concerns were mainly logistic is a story in the Texan for February 9, 1981, where the acknowledged spokesman of the English Department is quoted as saying that the new English requirements would "solve staffing problems." Michelle Locke,

the writer of the story, then went on to let one now familiar cat well out of the bag: "Some University freshmen do not go on to receive an undergraduate degree. Under the proposal, students who would normally have taken a second-semester English course their entering year will have left the University before course the course as seniors." Thus the University refuses the help which might prevent flunk-outs and instead assumes the help tial to the solution of "staffing problems."

1j. When the College of Liberal Arts introduced the new requirements in English for discussion at the University Council's meeting of February 16, 1981, logistics were represented as secondary. "Certainly the most compelling reason for the suggestion," the Council was told, "is the desire of the UT faculty and student body" (document reproduced at the Council's request in On Campus, March 2-8, 1981). A study of mine was then cited as "a mandate"--another misrepresentation (see 4 below). But the main point at the present moment is that logistic considerations had been primary but were presented to the Council as secondary.

1k. At the Council meeting on March 23, 1981, the English Department's spokesman "reported that under the proposed program, the Department of English would not have to hire as many temporary faculty to teach composition courses; however, he reiterated that educational advantage to the student was the major thrust of this particular proposal." The relative importance of logistics and education was thus inverted again. A former dean proceeded to contradict the spokesman: "While I recognize and respect [his] statement that the thrust of the legislation is academic, I cannot overcome the gnawing feeling that the motivation for the change was, in my judgment, largely logistical" (emphasis added).

1l. The President of the University in the Daily Texan, May 8, 1981: "The Department of English has been the victim of a lack of an enrollment management system." He said the problem of too many students and not enough teachers has been 'endemic in English for a number of years.'" The quotation does not explain why more teachers were not hired if they were needed, but it does suggest the real nature of the English Department's proposals: "an enrollment management system." Cf. "prearrangement with Dean and President" in 1g(ii) above.

1m. Memo of about October 20, 1982, to the English Department's lecturers, from the lecturers' representatives in the departmental Senate: "When asked how the new English requirements would affect the number of lecturers needed," the Chairman replied, "'All things being equal' the department could expect a 60-70% or greater reduction in temporary staff." Cf. paragraph 3 of 1f above, 1g(ii) and 1g(iii), 1h, 1i, 1k, 1l; and cf. 2 below.

1n. Finally, there is one document which I can't quote, because the defenseless person who let me have it might be punished; but if push came to shove and I were driven to say all I know, that document would add significant evidence that the new English requirements are indeed mainly a device to deal with "the problem of too many students and not enough teachers" (1l above) by refusing to teach the students and that the framers of those requirements know it.

2. Spokesmen for the English Department have acknowledged that a twelve-hour requirement in English would be "very desirable," but have argued that the Department cannot staff four required courses; yet as recently as 1978 the Department voted to refuse an administrative offer to strengthen the freshman and sophomore staffs by the appointment of a substantial number of new assistant professors, and since the new nine-hour requirement was imposed, the departmental chairman has predicted a large reduction in staff size.

2a. In University Council on March 23, 1981, David Edwards moved that the proposed nine-hour requirement in English be increased to twelve hours by adding a second semester of freshman composition. His motion would have guaranteed the continuity of instruction in composition which had been used as a major argument for the English Department's nine-hour proposal. The Edwards motion was also in full accord with the Vick Committee's recommendation of twelve hours of "writing" after E.306. Two spokesmen for the English Department said that Edwards' proposal was very desirable; but they refused it on the grounds that the Department "cannot really staff four required courses of English."

2b. Letter of James Sledd, November 8, 1978, on the staffing of English courses: "At a recent departmental meeting, the chairman of the department reported that the administration would allow the department to hire a large number of new assistant professors (perhaps as many as twenty, if memory serves), so that dependence on graduate students and on people not 'on the tenure track' could be reduced. The English Department voted NOT to hire so large a number of new tenure-track teachers, for two reasons. First, it was said that the appointment of so many people to teach composition would change the nature of the department. Second, it was said that so many appointments would cause 'a tenure crunch.' That is, if there were a very large number of assistant professors, their chances for tenure would be much reduced."

2c. For the Chairman's prediction of a large reduction in "staffing demands" under the new requirements, see paragraph 3 under 1f above. Staffing demands, the Chairman predicted in 1980, would be reduced by "roughly 20-25%."

2d. For the Chairman's more recent prediction, see 1m above. In October, 1982, he predicted "a 60-70% or greater reduction in temporary staff." Note that a 25% reduction in staffing demands would mean a reduction of temporary staff far greater than 25%, since the reduction is in the lower-division courses, especially in freshman composition, where the temporary staff has always done far and away the larger part of the teaching.

2e. A little arithmetic is in order. A twelve-hour requirement in English, the Department has calculated (Report of the Requirements Team, 26 March 1980, p. 2), would demand a hundred

more sections per semester than a nine-hour requirement. In the fall of 1982, 44 graduate students are teaching 54 sections of the first freshman course, 31 lecturers are teaching 64 sections, and 9 tenured or tenure-seeking faculty are teaching 10 (Dean of Liberal Arts, Minutes of the College, October 13, 1982, p. 3). Those graduate students and lecturers are also teaching a good many sections of other courses; for some 49 lecturers are presently teaching 4 sections each (report of lecturers from the departmental Senate, October, 1982). The Department's 1982-1983 Faculty Roster, finally, lists 70 lecturers and 76 assistant instructors (graduate students), for a total of 146. Sixty per cent of that temporary staff would number 87. If each of 87 people averaged teaching 1½ sections of freshmen, as the temporary staff does now, the total would come to 132 sections--more than enough to handle the difference between 12-hour and 9-hour requirements.

3. Under the new requirements, the English Department plans to discontinue not only its second-semester work for freshmen but two sophomore courses in composition as well. This plan makes a joke of the Department's argument from continuity of instruction (a "vertical" requirement).

3a. The Department's "Proposals on Composition and English Requirements" (May 1, 1980), the Department's revision of those proposals (May 9), and the Dean's further inessential revision of E.310 and E.317 as well as E.307 and E.308. The latter two, E.307 and E.308, are the second semester of freshman work; but E.310 is a sophomore course in "Expository Writing," and E.317 is a sophomore course in "Technical Writing." The latter sections of those two courses are listed in the Course Schedule for Spring, 1983. Those sophomore courses will be replaced by E.316K, "Masterworks of Literature" (my emphasis). In University Council on March 23, 1981, the Department's spokesman called E.316K "a literature course with some writing" (emphasis added). Between their first semester in freshman composition (E.306) and their junior or senior year (E.346K), the new requirements thus abolish both the second freshman semester and the two sophomore composition courses, leaving only "a literature course with some writing" to fill a gap of 1½ years or more. Remember, too, that perhaps as many as half the juniors and seniors won't have to take E.346K (1h above).

3b. At the same Council meeting, the Department's spokesman admitted that two of the three versions of E.346K would be the sophomore course, "English 317, Technical Writing, upgraded to the junior level," and that the third version would be "very similar" to existing upper-division courses "in literary criticism" (emphasis added), like E.321 and E.321K. A hiatus of a year and a half is created, and the required junior-senior course, even for the students who aren't exempted from it, may be a course like "lit crit"--all this in the name of continuity in the teaching of composition.

3c. For the spokesman argued from continuity. "We can get most out of our staff [by spreading the writing courses] across the student's undergraduate experience rather than crowding it at the freshman year" (D&P 8286). I cannot see how a deliberately created gap of 1½ years or more, filled only by "a literature course with some writing," gives continuity; but if anybody really took seriously the Vick Committee's recommendation of twelve hours of writing beyond E.306, one could very well guarantee continuity by two semesters at the freshman level and one semester each for sophomores, juniors, and seniors. E.g.:

Freshman year

First semester: E.306

Second semester: E.307 or E.308

Sophomore year

For students who elected E.307 ("Literature and Composition"), a sophomore course in composition like E.310 or E.317

For students who elected E.308 ("Rhetoric, Logic, and Expository Writing: Popular Culture"), E.316K

Junior year: Upper-division course "with a substantial writing component"

Senior year: Upper-division course "with a substantial writing component"

That program even limits the requirement in English to just nine hours and thus removes every argument from the difficulty of staffing twelve hours.

4. Spokesmen for the English Department called a study which I did in 1975 the primary argument for the new requirements; but (a) when I made that study, it was either ignored or attacked by the Department, and (b) when the Department resurrected the study in order to solve logistic problems, departmental spokesmen grossly misrepresented the study--and repeated their misrepresentations despite my public protest in the University Council.

4a. I will violate chronological order by first quoting the English Department's spokesman.

4a(i). Spokesman (D&P 8214): "Certainly the most compelling reason for the suggestion is the desire of the U.T. faculty and student body. In the Hereford-Sledd report of 1976, 78% of the 1,358 faculty respondents (including Teaching Assistants) favored such an upper-division course, and 83% of the 2,114 student respondents said that students would be more motivated in such a course. Yet 77% of the students also favored a freshman composition course. Such a response is a mandate for our suggestions."

4a(ii). Spokesman in University Council, March 23, 1981 (D&P 8285-6): "At the last Council meeting . . . Mr. Sledd suggests that that is not really a mandate. I will withdraw; Mr. Sledd is right. . . . 78% of the faculty and 83% of the students--that is not a mandate, Mr. Sledd, that is practically a divine call."

4b. Since the spokesman chose simply to ignore the argument which in fact I had made (D&P 8249), I here provide the documentation which proves that no mandate existed and that the alleged "desire of the U.T. faculty and student body" was never expressed. In presenting the documentation, I revert, now, to chronological order.

4b(i). As early as 1967, the English Department was already trying to reduce the requirements in composition, even though there has never been any evidence that the quality of our entering students justifies such reduction. In 1970, a subcommittee under the departmental Chairman surveyed the opinions of a number of officials, including chairmen of departments in Arts and Sciences here at Austin and chairmen of English departments at other Texas institutions. In his report (November 24, 1970), our Chairman wrote: "Almost without exception we were urged to retain and strengthen our work in composition. . . . We also discovered a surprising amount of resistance to any lowering of the requirement from 12 hours." A typical reply from another UT chairman was the statement that "in general, science students appear to me to be deficient in grammar, composition, and general understanding of word origins and meanings."

4b(ii). When the English Department, however, did recommend a reduction of the requirement from 12 hours to 9 (D&P 4994-5, with attachment), I resisted; and despite great bureaucratic pressure, I defeated the 9-hour proposal by the Gibbs Committee of Arts and Sciences. Though I could not prevent the eventual adoption of a 9-hour requirement (in effect until this year), I did make sure that the requirement gave as much attention to composition as to literature (D&P 5205). The President will remember (D&P 5250-52) that on occasion even the University Council seemed more concerned about the English requirements than the administration did. At one point in the long debate, over 60 members of the Humanities faculty voluntarily signed a public protest against reducing the English requirements. The protesters wrote that our freshmen's knowledge of the English language "is already so woefully inadequate that any reduction in the present requirement would be grievous." The protests were of D&M 10605-6 (see statement by then President, D&M 10705).

4b(iii). Items 4b(i) and 4b(ii) establish the fact that there has always been significant opposition among the faculty to any 9-hour requirement in English. In 4b(iii), I come to my 1975 study, which the English Department's spokesman claimed as the "mandate" for the new 9-hour requirement. Please re-read his statements in 4a above. Remember that he was speaking of a required shift of one semester of composition from the freshman

year to the upper division--a shift which he called "the main feature of this particular proposal" (D&P 8285).

"78% of the 1,358 faculty respondents," the spokesman said, "favored such an upper-division course"--that is, a required upper-division course. But my survey didn't even ask for faculty opinion about a required shift from freshman year to upper division. It asked about a shift "at the student's option" (emphasis added). The specific question was this: "If one of the required lower division courses in English Composition could, at the student's option, be replaced by one of several upper-division composition courses adapted to meet the needs of students pursuing different majors, my attitude toward such an option would be: (1) approval (2) disapproval." IT IS A GROTESQUE MISREPRESENTATION TO IGNORE THE DIFFERENCE BETWEEN "MAY" AND "MUST." Note also that the faculty was asked about an upper-division COMPOSITION course--not about an upper-division course which the spokesman himself described as "very similar," in one of its variants, to E.321 ("Shakespeare: Selected Plays") and E.321K ("Introduction to Criticism"). See D&P 8292.

"83% of the 2,114 student respondents," the spokesman alleged, "said that students would be more motivated in such a course"--that is (again), a required upper-division course. But students, like faculty, were asked just nothing about a required upper-division course; they were asked about an OPTIONAL upper-division course, as the question itself will show: "Suppose that undergraduate students at U.T. Austin had the choice of substituting for one of the required lower division courses in English composition one of several upper division English composition courses specially adapted to meet the needs of students in different major fields. In comparison with the motivation of students in required freshman English Composition courses, how would you describe the probable motivation of students in the upper division specialized English composition courses?" In reply, 37% of the students said that in an optional upper-division composition course, students would be much more motivated; 46%, somewhat more motivated; 14% "not differentially motivated"; 2.5%, less motivated. The English Department's spokesman misrepresented that response in just the same way as he misrepresented the faculty response: he ignored the differences between may and must and between composition and literary criticism.

"77% of the students," the spokesman said, "also favored a freshman composition course." The students actually expressed no such opinion, because they were not asked if they favored a one-semester freshman course. Instead, they were asked, "At what point in a student's undergraduate career do you think systematic instruction in English Composition would be most helpful?" (1) freshman year (2) sophomore year (3) junior year (4) senior year. The answers were these: freshman year 1,023 or 76.6%; sophomore year 399 or 16.8%; junior year 128 or 5.4%; senior year 30 or 1.3%. That amounts to an overwhelming vote against either optional or required shift of one semester of composition from the freshman year to the upper division. Yet the English Department's spokesman stated as his "most compelling reason . . . the desire of the U.T. faculty and student body."

4b(iv). In 1975 I was warned in advance, by a colleague in English, that the Department intended to deny that my study (a "mandate" in 1981) had any significance; and the warning proved correct. The English Department promptly published its own statistics in an attempt to discredit my report; the report was criticized by the Chairman of the English Department in an article in the American Statesman for December 1, 1975; and both Dean and President simply ignored my suggestion (letter of January 8, 1976,

from Sledd to President via Dean) that "we should expand our offerings in upper-division composition, adapting them to the needs of special groups." Two similar suggestions were later rejected by members of the English Department. Yet my study became a "mandate" when the Department set out to devise "an enrollment management system" (11 above).

4b(v). The English Department first showed real interest in my report in the autumn of 1979 (letter from Chairman to Sledd, dated "13 Sept. 79"). When I allowed the report to be used, the Chairman promptly misrepresented it. In a letter to "Interested Persons," dated "31 October 1979," the Chairman said that the study "was primarily aimed at ascertaining whether part of the required composition requirement should be moved into the upper division." That statement suggests that already in 1979, the Chairman and his backers intended the shift which is now embodied in the new requirements; but as I told him in a note which as usual he ignored (March 15, 1980), "I can't imagine where (he) got the idea" that my study primarily concerned the shift. In fact, when I asked permission from the President to make the survey, I sent the letter via Chairman, Dean, and Provost; and the permission I asked was "for the planning of a University-wide survey of the kinds and amounts of writing that students are actually required to do" (emphasis added).

4b(vi). In a letter of June 8, 1981, the Dean of Liberal Arts wrote as follows to the English Department's Chairman and to its spokesman: "I do not believe that any mandate for the English revision can or should be derived from that earlier report. I urge you not to speak of that report as a 'mandate,' nor indeed to regard it as a 'mandate' for the revision. Further, I urge you to convey to others who in future serve as spokesmen for the English revision that they should not speak of or regard the earlier report as a 'mandate.'" The Dean wrote that letter because I had charged him, in writing and to his face, with having joined Chairman and spokesman "in a double misrepresentation: (1) the pretense that the revision was an educational and not a logistic move; (2) the pretense that my six-year-old study, which had been condemned or ignored from the time it was made, provided a 'mandate.'" That letter destroys what the spokesman called "the most compelling reason" for the new requirements; yet the new requirements are being put into effect. The real reasons, that is, have never been acknowledged, though they are transparently obvious in the logistic deliberations of the English Department (1 above).

4b(vii). There is further evidence, easily available to the spokesmen for the new requirements, that in fact those requirements are a CONTRADICTION OF EXPRESSED FACULTY SENTIMENT. In 1977, the chairwoman of a committee appointed by the President to evaluate the existing 9-hour requirement which had replaced an earlier 12-hour requirement in English (see 4b(i) and 4b(ii) above) polled the University faculty. As her first question, she asked, "Do you favor returning to a 12-hour English requirement with 5 hours of composition and 6 hours of literature such as we had 'before 1974-1975'?" The chairwoman, a professor of English, reported that "50.8 percent of the respondents favored a return to the 12-hour English requirement" (D&M 12499). As her third question, the chairwoman asked, "Do you favor reducing the freshman composition requirement to 3 hours (i.e., eliminating the 2nd semester freshman course in composition)?" She reported the response on D&M 12499: "89.2 percent opposed reducing the freshman composition requirement to 3 hours." That is to say: with 89% of those faculty respondents against him, the spokesman for the new requirements in English maintained that they would meet "the desire of the U.T. faculty."

4b(viii). One last point here: "By margins of four to one, the Senate opposed using the English Department's proposal for a new English sequence (adopted by the University Council last spring but delayed by President Flawn) as a way of implementing the Vick Report's recommendation" of "12 hours of writing beyond English 306" (On Campus, January 18-24, 1982, reporting the Senate meeting of December 7, 1981). Yet the President proceeded thereafter to approve the English Department's proposal.

4c. I conclude my discussion of Misrepresentation 4 with my own interpretation of our situation. Why was it necessary to misrepresent? I believe that a logistic device for "enrollment management" was invented and has been installed without regard to faculty opinion or the needs of students and that for precisely that reason the pretense was made that students and faculty wanted it all the while.

5. I also believe that the spokesmen for the English Department have represented the present composition program in general and E.306 in particular as more effective than they are.

5a. The "Proposal by the College of Liberal Arts for an Undergraduate University Requirement in English" (University Council, February 16, 1981; On Campus, March 2-8, 1981) reports that "there have been empirical research studies on many aspects of the current programs"; but the paragraph devoted to the listing of such studies doesn't describe them or state their results. Without a great deal of additional information, the list remains only a list, perhaps rhetorically impressive but logically empty.

5b. With no pretense to suggest what the merely listed studies show or to deny that they may show successes, it is possible to cite rather numerous facts which indicate that E.306, whatever its accomplishments, is inadequate as the one course in composition for U.T. freshmen.

5b(i). My own study--the famous "mandate"--showed general dissatisfaction by the faculty with the quality of student writing and very considerable dissatisfaction by students with the quality of the Freshman English program.

Question 6 in the faculty survey asked respondents to fill the blank in the statement, "My impression is that undergraduates in my field generally write _____." The five possible choices were very well, well, adequately, rather poorly, quite poorly. Of the respondents, .2% chose very well; 3.6% chose well; 32.2% chose adequately; 51.9% chose rather poorly; 12% chose quite poorly. Thus almost 2/3 of the 1,365 respondents to that question said that undergraduates in their fields write less than adequately.

About 450 of the roughly 1,500 respondents to the whole survey volunteered some special comment on some aspect of it. Many comments were on the quality of student writing. When I allowed a colleague, John Trimble, to read those comments, his own written response to them began very simply: "It was like sharing a nightmare with you." The English Department, on the other hand, pooh-poohed the faculty's remarks.

Question 7 on the student questionnaire was this: "How helpful have you found the required freshman course(s) in English composition at U.T. Austin to be?" The fifth of the possible answers was that the question was not applicable, because the respondent had not taken Freshman English here. The other four answers were very helpful, moderately helpful, slightly helpful, not at all helpful. The first significant fact which the answers show is that 39.9% of the juniors and 37% of the seniors had

taken Freshman English elsewhere. That fact is significant because the new English requirements will not require transfer students who have already taken two courses in composition to take our new upper-division writing/literature course, E.346K. If E.346K had existed in 1975, between 35 and 40% of the juniors and seniors would not have been required to take it--to say nothing of the exempted 10% of our own students. For almost 50% of our juniors and seniors, unless some drastic change has occurred since 1975, the new requirement of E.346K may not apply.

Of the students in 1975 who had taken Freshman English here, or who were taking it at the time, the responses went like this:

Very helpful	206
Moderately helpful	447
Slightly helpful	483
Not at all helpful	394

If we add very helpful and moderately helpful, that is, we get a total favorable vote of 653; if we add slightly helpful and not at all helpful, we get a total unfavorable vote of 877. Of all four classes of students, only the freshmen favored very helpful and moderately helpful; all the other classes favored slightly helpful or not at all helpful, and the percentage of unfavorable votes increased from year to year.

5b(ii). My study is not the only relevant evidence. In 1975-76 the Freshman English Policy Committee appointed a subcommittee on evaluation, which made a survey in the spring of that academic year. Pre-test and post-test essays by a random sample of students showed that after a semester of instruction in composition, grades had fallen from an average of C+ to an average of C-. A total of 77 instructors in the course thought "that the course seldom or never improves the student's skills in writing logical prose"; and an experiment with the Journalism test in grammar, spelling, and punctuation showed that "if . . . all the students in freshman English were to" take that test, "well over 50% would flunk," though the passing score was only 70% and though the percentage of actual takers who flunked it was then only about 30. I would add, very insistently, that I have selected only unfavorable results from our subcommittee's report and that even so, I don't have much faith in its evidence; but such as the evidence is, it certainly provokes unhappy speculation.

5b(iii). On November 1, 1982, Dean Robert Jeffrey answered my question "how many students who fail the G(rammar) S(pelling) P(unctuation) test in the College of Communication had passed English 306." Dean Jeffrey gave me statistics for "all students who have attempted the GSP examination since May, 1981." Of 637 students who failed on their first attempt, 522 had passed E.306; of 230 students who failed on their second attempt, 214 had passed E.306; of 93 students who failed on their third attempt, 90 had passed E.306; of 36 students who failed on their fourth attempt, 35 had passed E.306; of 10 students who failed on their fifth and last attempt, all 10 had passed E.306. The GSP test, I add, is relatively simple, yet between 1975 and 1977 (the only years for which I have comparisons) the failure rate increased significantly. (Wayne Danielson in the Texan, September 15, 1977). I am quite prepared to entertain an argument that E.306 doesn't and maybe shouldn't teach what the GSP examination tests; but it is un-

questionable that a high proportion of our freshmen still can't handle the conventions of the English writing system even though they have passed E.306. The new requirements will offer those who are not exempted "a literature course with some writing" in their sophomore year (3a above) and a course which counts as both literature and composition in their junior or senior year (D&P 8797, Item 6; 8821, Item 6; etc.).

Members of the Council will recall that in addition to the English sequence, students will also be required to take two upper-division courses "with a substantial writing component"; but that requirement makes no improvement on the present situation unless, at the moment, not one upper-division course in ten takes writing seriously.

5b(iv). D&P 6937, the report of the Faculty Welfare Committee for 1976-77: ". . . we feel . . . there is a general degradation in the quality of teaching and that the undergraduate students are not being trained or educated as well as they should be. As an aside about 50% of the engineering graduates with whom the chairman is intimately acquainted are functional illiterates, not being able to express themselves in writing in a coherent manner." The chairman of the Welfare Committee was a professor of chemical engineering.

5b(v). The most elaborate recent study which I have seen was done, so far as I know, by two junior members of the English Department, from one of whom I borrowed his only copy. As I recall (I don't have the copy before me), the study shows an improvement from pre-test to post-test of $\frac{1}{2}$ a point on a scale from 2 to 8--that is, an improvement of somewhat less than one letter. What the study does not show, so far as I could tell, is what caused that improvement. The improvement may have been the result of any number of causes besides instruction in Freshman English--instruction in other courses, simple presence in the University community, mere maturation, etc.

5b(vi). I do not hold the English Department primarily responsible for the quality of the presently required freshman courses. From personal experience as a director of Freshman English, I can say that the administration has never supported those courses strongly enough to give them a really fair chance. Administration and general faculty must share the responsibility.

6. Unless and until placement tests, exemption scores, and course content are more closely specified than they have been so far, the new requirements in English are mainly a list of numbers and titles. In effect, the English Department can abolish the first required English course, E.306, simply by lowering the exemption score; and there is a good deal of evidence to suggest that abolition is the ultimate intent.

6a. To a painful degree, the present debate is simply a repetition of arguments which have continued at least since 1967. On March 23 in that year, the English Department voted to recommend a requirement of "nine hours of English beyond E.301, including six hours of literature and three hours of expository writing and analysis of expository prose." Notice that the requirement was phrased then, as it is being phrased now, in terms of hours beyond the first freshman course (then numbered 301) and that the English Department was giving up three hours of composition but was keeping the six hours of literature in the then existing twelve-hour requirement. The Department was acting in collaboration with the administration of the College of Arts and Sciences, and "anticipated the gradual fading out" [sic] of the first freshman course. The present Chairman of the Department said then "that the long-range intention seemed to be" to deny credit for the first course "and put pressure on the high schools to adequately teach composition." Just how the high schools could do what UT couldn't was never explained, but the ultimate intention to abolish Freshman English seems clear.

6b. The first step in that direction was the phrase nine hours of English beyond E.301, which meant that E.301 would not "count toward the English requirement" for the B.A. degree; and by February of 1968 Dean John Silber was proposing that the first composition course should "no longer be counted toward the total hours required for degrees in the College of Arts and Sciences" (Arts and Sciences D&P 289). The reason given was the wild prediction by the Chairman of the English Department "that between 2/3 and 3/4 of freshmen entering the College in September, 1968," would place out of the first semester of Freshman English.

6c. There was never the least evidence that that prediction would come true, but by May of 1969 Dean Silber announced that students who didn't place out of the first English course would have to take it at their own expense in the Division of Extension (memo from Silber to principals of all Texas high schools). The result would have been that in the fall of 1970, some 2,900 entering freshmen would have been required to take a supposedly remedial course in the Division of Extension without credit and at their own expense. I organized a movement which prevented that disaster.

6d. Meanwhile, since the exemption rate from the first course had never approached the predicted heights, another device had been adopted. As late as February, 1968, the required score had been 600 on the College Board's English Composition Achievement Test (the ECT); but under my predecessor as director of Freshman English, a decision had been taken to lower that already low score to 550 (even at Ball State in Muncie, Indiana, the exemption score was 650; at Stanford it was 700). Further moves were afoot to make exemption still easier. The alleged reason (reported in a letter from Paul Kelley, May 13, 1969) was that the first English course would serve "only to provide remedial work for a small number of students, and therefore credit for it ought not to count toward the degrees."

6e. The extent of our students' "improvement" may be judged from the Vick Committee's report that at present, only 18% of entering freshmen make the required score, so that the whole argument for treating the first freshman course as remedial and trying to abolish it has always been phony; yet the Vick Committee still follows the cloud with the Silber lining: "It is our opinion that students with sufficient high school preparation should be able to obtain credit for E.306 by advanced placement, although presently only 18% of the entering freshmen do so. Consequently our writing requirement is formulated in terms of courses beyond E.306" (D&P 8155). A dozen years ago, the exemption rate was between 40 and 50%. Today, it is 18%. Yet the Vick Committee refuses to face the fact that in the foreseeable future the vast majority will still be unable to place out. The desire to abolish E.306 could hardly be made plainer.

6f. At the Liberal Arts meeting of October 13, 1982, a member of the Vick Committee, Chairman of the Department of French and Italian, gave an explicit rationale for abolishing freshman composition. He said that the Vick Committee took very seriously the argument that it is impossible to teach freshmen to write, because they haven't read enough. The only logical conclusion, if that argument indeed is taken seriously, is to abolish freshman composition and to move students immediately into literary courses, where verbal cripples will be asked to analyze the complexities of verbal art.

6g. On Campus, Nov. 9-15, 1981, reporting the Senate meeting of November 2: "The Senate endorsed the Vick Committee's recommendation not to grant any credit for English 306, which is to be considered a remedial course. The Senate also, by a large margin, favored a competency test after English 306 and a second English or composition course." As in the days of Silber (6a--6c

above), a non-credit remedial course is not long for this world. In fact, we have been assured on the highest authority that UT Austin must not offer remedial courses. Significantly, nothing has been done about the recommended competency test--perhaps because the failure rate on Journalism's GSP test shows that a competency test is politically impossible. THUS WE SEE THAT A COMPLEX DILEMMA. THE AMBITION IS PRAISEWORTHY TO MAKE U.T. AUSTIN "A GRADUATE RESEARCH INSTITUTION OF INTERNATIONAL REPUTATION," BUT UT AUSTIN IS ALSO AMONG THE BIGGEST UNDERGRADUATE INSTITUTIONS IN THE USA. IT IS ANOTHER POLITICAL IMPOSSIBILITY TO TELL THE CITIZENS OF TEXAS THAT THEIR CHILDREN CANNOT COME TO THEIR "FLAGSHIP UNIVERSITY": FOR YEARS TO COME, THOUSANDS OF ENTERING FRESHMEN WILL NEED MORE HELP WITH THEIR WRITING THAN E.306 CAN GIVE THEM (cf. 5b and 6e above); YET THE PLAIN DIRECTION OF THE VICK REPORT IS TOWARD ABOLITION OF THAT ONE COURSE. One of two results is inevitable: either we will continue (6d) to lower our standards while claiming to raise them (that is, we will give semiliterates passing grades), or we will enrage our constituents, the tax-payers of Texas.

6h. Report to the English Department's lecturers by their representatives in the departmental Senate, received 12/1/82: Some months ago, the Dean of Liberal Arts appointed some five "super lecturers," whose positions at the time were reported to be permanent. At a recent meeting of the departmental Senate, the Dean reportedly said that "those positions are to be considered 'permanent' (he doesn't like the word permanent) for those five people now holding them as long as five lecturers are needed." Which means, of course, that the positions are NOT permanent--and suggests that the Dean anticipates a situation in which the number of lecturers will be greatly reduced. Again, the possibility of abolition of freshman composition comes to mind at once.

6i. The English Department can, in fact, effectively abolish E.306 whenever it wants to, simply by lowering the exemption score so that only basket cases will have to take the course (D&P 5250). Two facts prove that the Department is not averse to such actions. (1) In 1969, when I became director of Freshman English, I had to block just such an attempt to lower the exemption score still further than the low point to which my predecessor had lowered it (6d above). (2) The compromise which I forced in the days of the Sagik Committee specified E.306 in the first freshman semester and either of two courses in the second semester: either E.307, "Literature and Composition," or E.308, which was to "emphasize the writing of expository themes exploring problems, suggesting and testing hypotheses, while providing in depth study of inductive and deductive evidence." In short, E.308 was not to "utilize the belletristic approach" of E.307 (D&M 10728) but would be a hard-nosed course in rhetoric, logic, and composition. Shortly after the Sagik report had been accepted, a T.A. in English, Marty Lewis, came to me and said that he had been assigned to prepare the syllabus for E.308, though a large committee including at least two full professors had worked for most of an academic year on the syllabus for E.307, the "belletristic" course. Today, most sections of what was to have been the hard-nosed E.308 have the further label "Pop(ular) Cult(ure)."

To sum up Point 6 and so to conclude: I believe there is strong evidence that the new requirements in English are intended as a step toward the complete abolition of freshman composition, even though our entering freshmen score much worse on their exemption test than they did a dozen years ago; but the new requirements have not been presented in that light.

ATTACHMENT B.

OUTLINE OF REASONS TO RETAIN THE RECENTLY APPROVED GENERAL FACULTY LEGISLATION ON THE ENGLISH REQUIREMENT

The following statement is a brief summary of reasons for the University Council to retain the legislation adopted by the General Faculty on May 28, 1981, concerning the English requirement. This outline will be discussed and filled in at the December 13 meeting of the University Council. The general intent of this presentation is to oppose the amendment proposed by Mr. James H. Sledd, which would give the students a choice between a junior level course in English (E. 346K) and a second semester of composition at the freshman level.

I. HISTORY, DESCRIPTION, AND RATIONALE FOR THE GENERAL FACULTY LEGISLATION OF MAY 28, 1981. (Background information for new members on the Council)

1. History. The legislation was approved by convincing majorities in the English Department in spring, 1980; by the College of Liberal Arts in fall, 1980; by the University Council in spring, 1981; by the General Faculty in May, 1981 (2 protests out of 1749 voting members); and by President Flawn in fall, 1982. It has been incorporated into three catalogues, which have been approved by the University Council.

2. Description. There is a required sequence of three courses: E. 306, Rhetoric and Composition, in the freshman year; E. 316K, Masterworks of Literature, a course with a substantial writing component, in the sophomore year; and E. 346K, Writing in Different Disciplines, a course in writing at the junior year with the subject of the themes to be drawn from the major of the student.

3. Rationale. The detailed justification for the program can be seen in the original draft of the legislation, circulated February 13, 1981 (D&P 8212-8216), and in the discussion of the Council for March 23, 1981 (D&P 8285-8294), and for April 20, 1981 (D&P 8333-8337). An outline presentation of some of these reasons is given below:

a. For E. 306 -- the necessity of a beginning freshman course for the majority of our students can be seen from entrance scores; they need training in fundamental mechanics and rhetorical strategies. But the course is not a remedial course.

b. For E. 506 and E. 406 -- at least the lower ten per cent of our entering students need remedial work; this we achieve by work with tutors in the writing lab. It is currently being implemented and was implemented last year also.

c. For E. 316K -- some colleges previously had no introduction to literature; this course will provide this and, because it is accompanied with a substantial writing component, will monitor the student's writing skills at the sophomore level.

d. For E. 346K -- numerous exit interviews at Michigan, a faculty and student survey here, the experience at many other institutions, the necessity of a mature grasp of content for successful writing, the necessity of supervision by a professional writing teacher, and the need of the career writer to be able to address both the general reader (his client) and the specialist (his colleagues) are some of the reasons given for the usefulness of a junior level course.

e. Most efficient use of English department resources and maybe some savings in staffing.

f. The effect of this plan in conjunction with the Vick plan should provide the University with the best composition plan in the country. It combines the advantages of the two prototype programs, the Michigan plan which emphasizes writing to the specialist and the Maryland plan which emphasizes writing to the general reader. It gives the student a monitor on his writing at each grade level.

II. REASONS TO VOTE AGAINST THE MOTION BEFORE THE COUNCIL.

1. It removes the heart out of the legislation of the General Faculty. Both the English Department and Mr. Sledd concede that the transfer of the freshman writing course to the junior level is the essence of the proposal.
2. It would deprive the student of a professional teacher of writing to assist him in his writing in his major area at a time when he has a mature grasp of his field.
3. It would deprive the student of the opportunity of systematically addressing a general reader when writing in his special field. This is probably more critical than addressing specialized audiences.
4. There are other options for the freshman level:
 - a. English 406 and 506 for our poorer students.
 - b. Transfer of second semester of freshman English by students from other institutions.
 - c. Some departmental courses (engineering).
 - d. E. 314L.
 - e. The writing lab.
5. Staffing problems. If both a freshman writing course (beyond E. 306) and a junior writing course are offered, many departments will simply satisfy 12 hours of the writing requirement by mandating four courses in the English Department. We simply cannot staff four composition courses for the entire University.
6. Mechanical problems of checking previous courses. Checking future or previous courses, particularly from other universities, would be infeasible.
7. Procedural arguments. The English Department has spoken, the College of Liberal Arts has spoken, the University Council has spoken, the General Faculty has spoken, the President has spoken. Should we reverse all of these decisions without giving their program a try?

III. SOME SUMMARY REPOSSES TO MR. SLEDD'S MEMORANDUM OF DECEMBER 7, 1982.

1. The charge that the primary motivation behind the English proposal is mainly logistical.
 - a. The charge is irrelevant. No one denies that there were logistical concerns in the Department discussions about the composition program. We still have not solved some of our major problems. But, as the implications of the Vick plan became increasing evident, it was clear that most of the logistical advantages of the English proposal would be wiped out. Nevertheless, the English Department cooperated with the Vick committee and did not oppose it at any level. In the meantime it continued to support its own program, which it felt was compatible with the Vick plan. This support had to be based on educational reasons since the logistical ones had been abolished. I will explain this in detail at the meeting if anyone desires clarification.
 - b. The charge is inaccurate. The "Content" committee of the English department met more frequently, offered many more alternatives, eventually absorbed all of the other committee recommendations, became the basis for the Task Force recommendations, and was the foundation of the department's final proposal. Critical content issues were debated at length. I will document this at length if necessary.

2. The charge that the English Department has not strengthened the staff of the lower division classes. I agree with Mr. Sledd that there has not been an adequate resolution of the staffing problem for composition teachers in the English Department. We have hired many new regular faculty each year, but we have also hired many lecturers. Their status has been improved, but it remains a major problem. The reticence of some members of the Department to hire 20 additional members when it was not even certain they would have permanent status was, however, understandable.

3. The charge that the English department is planning to discontinue its sophomore writing courses. E. 316K, Masterworks of Literature, must have a substantial writing component; the Department voted on this. Consequently, there is a sophomore writing course required of everyone in the University; previously there was no requirement of this nature. The courses in technical writing (E. 317) and in expository prose (E. 310) are upgraded to the different sections of E. 346K (four options, not two, as formerly).

4. The charge that the English Department denies and defies the expressed opinions of students and faculty. The students and the faculty expressed a favorable reaction to the possibility of a junior level course; the Department is meeting that reaction. The students also expressed the need for a freshman course; the Department is also meeting that need. The reasons why the junior level course is not being presented as an option are given above in Section II.

5. The charge that the English Department misrepresented the effectiveness of the current composition program. This is a charge which I do not understand. As far as I recollect, neither I nor anyone else made any extravagant claims about the effectiveness of our composition program or of E. 306 in particular. We are very aware of the deficiencies of the program, and this proposal is one attempt to improve it. I did say that we have made some 20 empirical studies to assess various aspects of the program. And we will continue to assess it.

6. The charge that there "a good deal of evidence to suggest that abolition of Freshman English is the ultimate intent."

a. The English Department has no intention of lowering the exemption scores. In fact, contrary to what Mr. Sledd says, the exemption scores were decided in the departmental discussions and are in the documents he alludes to. As I said in my statement to the Department, they are somewhat more rigorous than the current scores. We also plan to use a writing sample, if the details and funds can be worked out.

b. The suggestion that the President, the Dean, and the Department engaged in a conspiracy in this matter must have come as a surprise to all of the parties involved. The President and the Dean of the College of Liberal Arts have insisted on the importance of composition at every turn.

I would like to give my personal impression of the comparative emphasis on composition at this institution and others which I am acquainted with. During the past 15 years I have worked with and consulted with some 45 institutions of higher learning across the country, ranging from humble community colleges to large and prestigious public and private universities, concerning their writing programs. I can honestly say that, on a comparative basis, The University of Texas, the College of Liberal Arts, and the Department of English invest more money in composition teaching, hire more faculty to teach composition, train prospective assistant instructors more assiduously, assess their composition program more meticulously, support a better graduate program in rhetoric and composition, and in general worry more about composition than any other institution I have ever visited. We are not perfect; we could be much better, but most comparable institutions are much worse.