

**SENATE DOCKET  
REPORT OF THE COMMITTEE ON BUSINESS  
AND RULES**

TO THE UNIVERSITY SENATE:

Your Committee on Business and Rules respectfully presents the following matters for your consideration at the second regular meeting of the Senate, December 21, 1944:

- I. Approval of Senate minutes of October 19, 1944 and November 24, 1944.
- II. Report of the Administrative Committee.
- III. Report of the Committee on Education.
- IV. Report of the Committee on Relations of the University to Other Institutions of Learning.
- V. Letter from Dr. Morrill.

**I. APPROVAL OF THE MINUTES OF  
OCTOBER 19, 1944 AND NOVEMBER 24, 1944  
II. REPORT OF THE ADMINISTRATIVE COMMITTEE  
1. Reported for Action**

1. *University Calendar for 1945-46*. It is recommended that the University Calendar for 1945-46 be approved as follows:

**UNIVERSITY CALENDAR, 1945-46**

1945		<i>Fall Quarter</i>	
September	17	Monday	Extension registration, first semester begins
September	20	Thursday	Fall quarter fees due for students in residence spring quarter in the Institute of Technology, Business Administration, Dentistry, Dental Hygiene, Law, Nursing, Pharmacy, and Agriculture, Forestry, and Home Economics
September	24	Monday	Entrance tests <sup>1</sup>
September	24-25		Registration for Freshman Week for new students entering the freshman class
September	24-28		Freshman Week; Registration, <sup>2</sup> College of Science, Literature, and the Arts, and General College
September	27-28		Registration, <sup>2</sup> all colleges except Institute of Technology. Fall quarter fees due for all students in Science, Literature, and the Arts, General College, Education, Medical School, Medical Technology, Public Health, Physical Therapy, University College, and for new students in other undergraduate colleges
September	28	Friday	Registration, <sup>2</sup> Institute of Technology
October	1	Monday	Fall quarter classes begin 8:30 a.m. <sup>3</sup> First semester extension classes begin <sup>4</sup>
October	4	Thursday	Opening convocation 11:30 a.m.
October	6	Saturday	Last day for extension registration
October	13	Saturday	Last day for registration and payment of fees for the Graduate School, teachers in service, and adult special students
October	18	Thursday	Senate meeting, 4:30 p.m.
November	12	Monday	(Sunday, November 11, Armistice Day); holiday (except extension)
November	22	Thursday	Thanksgiving Day; holiday
December	14-15 and 17-20		Final examination period
December	20	Thursday	Senate Meeting, 4:30 p.m. Fall quarter ends 6:00 p.m. <sup>5</sup> ; Commencement, 8:00 p.m.
		<i>Winter Quarter</i>	
December	27	Thursday	Winter quarter fees due for students in residence fall quarter in undergraduate colleges
1946			
January	4	Friday	Entrance tests <sup>1</sup>
January	4-5		Registration <sup>2</sup> for new students in all colleges except Institute of Technology
January	5	Saturday	Registration for Institute of Technology. Registration and payment of fees for new students in all undergraduate colleges closes at noon
January	7	Monday	Winter quarter classes begin 8:30 a.m. <sup>3</sup>
January	19	Saturday	Last day for registration and payment of fees for the Graduate School, teachers in service, and adult special students
January	28	Monday	Extension registration, second semester begins
February	9	Saturday	First semester extension classes close
February	11	Monday	Second semester extension classes begin <sup>4</sup>
February	12	Tuesday	Lincoln's Birthday; holiday (except extension)
February	16	Saturday	Last day for extension registration
February	21	Thursday	Charter Day Convocation; Senate meeting 4:30 p.m.
February	22	Friday	Washington's Birthday; holiday (except extension)
March	15-16 and 18-21		Final examination period
March	21	Thursday	Spring quarter fees due for students in residence winter quarter in undergraduate colleges. Winter quarter ends 6:00 p.m.; Commencement, 8:00 p.m.
		<i>Spring Quarter</i>	
March	29	Friday	Entrance tests <sup>1</sup>
March	29-30		Registration <sup>2</sup> for new students in all colleges except the Institute of Technology
March	30	Saturday	Registration for Institute of Technology. Registration and payment of fees for new students in all undergraduate colleges closes at noon
April	1	Monday	Spring quarter classes begin 8:30 a.m. <sup>3</sup>
April	13	Saturday	Last day for registration and payment of fees for the Graduate School, teachers in service, and adult special students
April	19	Friday	Good Friday; holiday (except extension)
May	16	Thursday	Cap and Gown Day Convocation; Senate meeting 4:30 p.m.
May	30	Thursday	Memorial Day; holiday (except extension)
June	7	Friday	Second semester extension classes close
June	7-8 and 10-14		Final examination period
June	9	Sunday	Baccalaureate service
June	14	Friday	Spring quarter ends 6:00 p.m.; Seventy-fourth annual commencement, 8:00 p.m.
		<i>Summer Session</i>	
June	17-18		Registration, <sup>2</sup> first term. First term fees due for students in all colleges
June	19	Wednesday	First term Summer Session classes begin 8:30 a.m. <sup>3</sup>
July	4	Thursday	Independence Day; holiday
July	25	Thursday	Commencement, 8:00 p.m.
July	27	Saturday	First term closes
July	29	Monday	Registration, <sup>2</sup> second term. Second term fees due for students in all colleges.
July	30	Tuesday	Second term classes begin 8:30 a.m. <sup>3</sup>
August	31	Saturday	Second term closes

<sup>1</sup> Applicants are urged to take entrance tests a month in advance of the quarter for which admission is desired. Tests may be taken at the Student Counseling Bureau. See Admission, p. 11, Bulletin of General Information.

<sup>2</sup> Registration subsequent to the date specified will necessitate the approval of the college concerned. See privilege fees for late registration or late payment of fees, page 56, Bulletin of General Information. No student may register in the University after one week from the beginning of the quarter except in unusual cases wherein circumstances shall justify the appropriate committee of the college concerned permitting registration at a later date.

<sup>3</sup> First hour classes begin at 8:15 a.m. at University Farm.

<sup>4</sup> This date does not refer to correspondence study courses, which may be started at any time during the year.

<sup>5</sup> Extension classes continue through Friday, December 21, and will resume Monday, January 7, 1946.

## 2. Reported for Information

1. *Registration figures*—The secretary distributed a report of enrolment by colleges, fall, 1944, compared with fall, 1943, as of first day of classes showing an increase in total of 847 students or 11.8 per cent. Freshman enrolment increased 613 or 35 per cent. A summary of enrolment reports from other institutions was also presented.

2. *Military Training*—The president read a questionnaire received from the National Association of State Universities on the question of Universal Military Service. The committee reaffirmed its previously expressed judgment that action on compulsory military training in the postwar period should be postponed until need for such training can be more adequately determined.

3. *Observance of V E Day*—The president read a statement prepared regarding observances of V E Day (day when war with Germany ends). It was the sense of the group that an advance announcement regarding the manner in which this day will be observed on the campus should be made. It was agreed that there should be no interruption of classes except possibly for a short general assembly in Northrop Auditorium.

4. *Labor Situation*—Mr. Middlebrook reviewed grievances filed with the impartial investigation, his report, and the action taken by the Board of Regents.

5. *Uniform System of Reporting Teaching Loads*—Mr. Willey discussed the desirability of uniform information on teaching load for the University as a whole. Originally such information was compiled periodically by the President's office but for various reasons was discontinued. Since that time the information has been collected by most colleges but not uniformly and not by all. Dean McConnell distributed sample copies of the report form currently used by the College of Science, Literature, and the Arts. It was voted to refer the matter to a committee to be appointed by the President to consider the whole problem and report.

6. *Lectures and Public Meetings 1943-44*. Mr. Willey reported that in spite of decreased enrolment and war activity 542 separate public lectures were held on the campus during 1943-44.

7. *National Research Fellowships*—The president distributed an announcement of National Research Fellowships in the Natural Sciences for 1945-46. It was mentioned that although the present arrangement provides for post doctoral fellowships only this restriction may be relaxed in some fields and the suggestion was made that deans submit recommendations to the National Research Council if it is their judgment that this should be done in any specific field.

8. *Proposed Employee Paper*—Mr. Middlebrook reported having received a request for establishment of an employee paper to be issued periodically, to include personal as well as informational items. The committee voted in favor of establishment of a paper for civil service employees of the University.

9. *Class Scheduling and Room Utilization*—The matter of class scheduling and room utilization was discussed. Mr. Willey reported that the last study of the situation showed classrooms to be in use less than 50 per cent of available time with concentrated use on Monday, Wednesday, and Friday and in the morning hours. It was the sense of the committee that the matter should be investigated again and steps taken to assure more efficient use of available classrooms. The president indicated a special committee would be appointed to make recommendations.

10. *Public Administration Service Survey*—Mr. Middlebrook introduced Mr. Lingle and Mr. Pieper, representatives of Public Administration Service, who discussed the objectives and methods of the Civil Service wage and hour survey they are conducting for the Board of Regents.

11. *Needs for the Biennium 1945-47*—President Coffey distributed copies of "Needs—for the Biennium 1945-47" and discussed the University legislative request.

12. *Report on "Counseling and the Colleges in Postwar Education" from the American College Personnel Association*—The president called attention to a recent report on counseling and indicated that copies would be distributed to committee members for information.

13. *Commencement Exercises*—The secretary called attention to the need for decision regarding time and place of commencement. Present indications are that the number of candidates for graduation this year will be as follows:

Commencement	Candidates
Fall, 1944 .....	254
Winter, 1945 .....	118
Spring, 1945 .....	774

On the recommendation of Mr. Pierce it was voted to hold all future commencements in the evening at 8:00 p.m. in Northrop Auditorium.

14. *Regents' Action on Gallagher Report*—Mimeographed copies of the Board of Regents Minutes, December 8, 1944 quoting action on Mr. Gallagher's second report were distributed and discussed. Copy filed supplement to the minutes. No action was taken by the Board on wage and hour proposals, it being the judgment of the Board that consideration of these matters should be deferred until the Public Administration Service wage and hour survey (recommended in Mr. Gallagher's first report), now in progress, has been completed. With regard to other items the Board has proposed certain amendments to the University Civil Service regulations on which a public hearing will be held.

## III. REPORT OF THE COMMITTEE ON EDUCATION

## Reported for Action

## 1. Audio-Visual Education in the University of Minnesota

## The University Program

The University of Minnesota has held a notable position among colleges and universities in the field of audio-visual education. The Visual Education Service, established on the campus in 1932, was the first university audio-visual aids service in the United States. In a recent year its gross business was \$22,000 and its 7,000 shows were probably five times the number presented by a similar service in any other university. The Visual Education service has also produced more than eighty films. At the present time the service employs eight full-time persons and twenty-five part-time student projectionists. The Extension Division of the University has for years had a service through which schools and other institutions or organizations could rent films, film strips, slides, and recordings. The College of Education of the University of Minnesota has offered courses in visual and radio education for several years. The American Council on Education and the Rockefeller General Education Board through their motion picture projects sponsored on this campus production of films and research in their effectiveness as a teaching aid.

The University Gallery, under the direction of Mrs. Ruth Lawrence, began in 1935 with NYA assistance, a campus and off-campus service in the collection, production, and loan of pictures, charts, posters, models, and other similar visual aids. This program was greatly expanded under the WPA in 1938. In the year 1941 material was loaned from the Gallery to classes on the campus 6,481 times, and 38 departments, exclusive of the Art Department, used the gallery materials. Sixty-six schools in the state and 272 other agencies or individuals used the gallery materials. There were also 564 exhibitions shown outside of the University in this one year of 1941. The Museum of Natural History has prepared an extensive loan collection of dioramas which are regularly sent out to schools. The Photographic Laboratory, the Medical Arts Shop, and numerous academic departments have either produced or assembled audio-visual materials for more limited campus use.

## War Training and Audio-Visual Education

The war has, however, been the occasion for a critical review of the university program. The Armed Services have had to inaugurate training programs of a scope and with a speed never before realized. The Armed Services have been able to command almost unlimited financial resources and trained personnel to carry out this program. It was inevitable that audio-visual materials and instructional aids would be used. These materials and aids were known when the war began, almost all types were used more or less extensively in most of the elementary and secondary schools of the nation, and some colleges were aware of their usefulness. The war has, however, accelerated the use and development of these aids. The appended report of Mr. Wendt and Mr. Anderson summarizes in the following statement, the extent and implications of the programs of audio-visual education in the Armed Services:

1. The Armed Services are using audio-visual aids in teaching to an unprecedented extent.
2. This use (and production) is very definitely facilitated by the almost unlimited funds which are available to the Services.
3. Educators are active in the programs and the programs follow well-established educational principles.
4. Audio-visual aids are doing a "teaching job" which cannot be done through any other medium.
5. The use of audio-visual materials by the Armed Services will definitely accelerate production and utilization in colleges and universities after the war.

## What Is Audio-Visual Education?

Audio-visual education is a field of education which is assuming a place of increasing respectability for research, experimentation, and collegiate instruction.

A ten-page report on "Visual Education" appears in the *Encyclopedia of Educational Research*. This review states that:

"The term 'Visual Education' usually applies to the changes in behaviour which result from the school utilization of such materials as the following, (a) motion pictures, silent and sound; (b) school journeys (also popularly labelled 'field trips' and 'excursions'); (c) still pictures, which may be viewed directly or projected in the form of film strips, film slides, or glass slides; (d) museum materials, models, and exhibits; (e) charts, maps, and graphs."

Audio materials include phonograph records, transcriptions, sound tracks, and the radio.

The report by Dale and Hoban from which we have just quoted makes the following statement concerning the values of visual materials. It is in part relevant for audio materials.

"The following claims for values of visual materials used adequately in the teaching are supported by research evidence:

1. They supply a concrete basis for conceptual thinking and hence reduce verbalistic responses of students.
2. They have a high degree of interest for students.
3. They supply the necessary basis for developmental learning and hence make learning more permanent.
4. They offer a reality of experience which stimulates self-activity on the part of pupils.
5. They develop a continuity of thought; this is especially true of motion pictures.

6. They contribute to growth of meaning and hence to vocabulary development.
7. They provide experiences not easily secured in other materials, and hence they contribute to the depth and variety of learning.<sup>4</sup>

Audio-visual materials were probably not used more extensively before the war for the following reasons:

1. They were considered to be expensive.
2. They were and are often difficult to obtain and to distribute. Likewise, facilities for production were and are limited.
3. Teachers were often not trained or otherwise prepared to use them as aids to learning.
4. They required special equipment (projectors, etc.) which were often considered expensive or were not feasible to use in classrooms as they have been constructed.

It is likewise probably true that tradition, academic inertia, and limitations in the training of their staffs have caused colleges and universities to be somewhat slow to introduce or use audio-visual materials in their instructional programs.

That the University of Minnesota is ready to make increased use of audio-visual materials seems evidenced from a survey made among the departments and divisions. A two-page questionnaire was submitted to the department.<sup>5</sup> A letter accompanied the questionnaire to explain the work of this committee. By means of the questionnaire the departments were able to inform the committee as to their present use of audio-visual aids and their opinions concerning future use. Judging from the replies to certain questions, it seemed to be the opinion of the departments in the ratio of two "yeses" to one "no" that the departments should be using audio-visual material much more extensively. About one third of the departments responding felt that they had been handicapped in their use of aids because the University had had no adequate provisions for producing them. More than half of the departments felt that they would make more use of these teaching aids if they were less expensive. More than one third of the departments said they would use them more if they had better facilities for display, projection, or sound reproduction.

<sup>1</sup> Edgar Dale and Charles F. Hoban, Jr. "Visual Education," *Encyclopedia of Educational Research*, pp. 1323-32. New York, Macmillan, 1940.

<sup>2</sup> *Ibid.*, p. 1323.

<sup>3</sup> It is of interest to recall that President Coffey in his letter to the staff, dated April 6, 1944, suggested the educational possibilities "in our radio programs if staff time were available for the purpose."

<sup>4</sup> *Ibid.*, p. 1323.

<sup>5</sup> A copy of the questionnaire with returns is appended to this report.

#### The Committee Recommends

It has therefore seemed appropriate to the Committee because of (1) the history and activity in the area of audio-visual education at the University of Minnesota, (2) the respectable place that audio-visual education is coming to have as a field for research, experimentation and collegiate instruction, (3) the experiences which the Armed Services have had with audio-visual materials as aids to instruction and (4) the apparent desire of some departments to make increasing use of audio-visual materials, that it should recommend that:

1. The program of audio-visual education at the University of Minnesota be reorganized and expanded according to certain principles later set forth, and

2. Certain measures be taken immediately to increase the financial support for this program and to consolidate certain services.

In order to guide the development and growth of the audio-visual education program of the University, the Committee has formulated eight general principles. These statements are the result of individual and group analysis of problems associated with the present program and of analysis of the course the program should take in the future.

#### Principles To Govern the Expansion of the University Audio-Visual Education Program

1. All services of the audio-visual type should be co-ordinated and the responsibility for such co-ordination should be assigned to a specifically designed university department. The department to which such responsibility is assigned should be considered an integral part of the educational program and administration of the University. Such a department will be closely analogous to the University Library in its responsibilities, functions, and administrative relationships to other university departments.
2. There should be a permanent all-University Senate Committee to formulate policy concerning production and use of audio-visual aids.
3. The audio-visual services should be supported by a direct appropriation.
4. The University should set up and co-ordinate facilities for the production of all audio aids, films, and photographic and non-photographic aids, such as charts, graphs, models, etc. Technical advice and equipment for producing audio-visual aids should be centralized.
5. The University should, at the earliest possible moment, co-ordinate, and stabilize all the services which loan or rent audio-visual materials and should initiate the loaning or renting of materials not now loaned or rented.
6. Production of films, models, charts, graphs, and other audio-visual materials for instructional purposes and as research records must at all times be initiated by and be under the close supervision of the University department or division concerned.
7. It should be recognized that formal courses and research in the production and use of audio-visual materials and the in-service training of teachers of the state to use audio-visual materials are properly in the province of and the responsibility of the College of Education.
8. The University Administration should assure itself that in all future building programs at the University, adequate provision is made so that audio-visual aids can be readily used.
9. The University Administration may well inaugurate a program for the in-service training of the university staff in the use of audio-visual aids.
10. This statement of principles will need modification or interpretation as it is put into practice. If a permanent Senate Committee on Audio-Visual Education is appointed, this should be one of its functions. Questions of policy and special equipment needs for instruction and research departments should be referred to this committee.

*Co-ordination of Services of the Audio-Visual Type*—All services (both campus and off-campus) of the audio-visual type should, in principle, be co-ordinated, or perhaps organized into one department. This does not necessarily refer to centralization of physical facilities, but rather to administrative control. This principle would mean that such services as the showing of films, preparation of models, charts, graphs, slides; loaning of films, models, pictures, art objects, etc., would all be co-ordinated and cleared through a central agency. This recommendation should not be interpreted so that present existing services which are satisfactory will be disturbed. The effecting of such an organization would mean that all requests from staff members and off-campus agencies could be directed to and distribution of such materials be made from a single office, economy of personnel could be realized, and duplication in services could be avoided. It should be recognized that any service the University offers to off-campus groups in the way of renting or lending audio-visual materials is properly in the province of the Extension Division. This does not mean, however, that there should be an off-campus service and an on-campus service which are divided in their materials, personnel, etc., but rather, that insofar as services are rendered to off-campus groups, it is proper to recognize this service as an Extension function. All publicity materials, catalogs, etc. should go out as bulletins from the Extension Division. The director of the Extension Division should be charged with the responsibility for seeing that the service is properly rendered, that it has sufficient publicity, and that it has adequate support. In all instances, the Extension Division should use the personnel which renders the on-campus service to render the off-campus service.

*All-University Committee on Audio-Visual Aids*—There should be a permanent All-University Senate Committee to formulate policy concerning production and use of audio-visual aids. It should meet at appropriate times, consider major policies with regard to audio-visual service, and give assistance, advice, and support to the campus program. The head of the university department which is charged with the responsibility for co-ordinating the audio-visual education services should be a member of this committee and should turn to the committee for advice and counsel in the administration of the program.

*Budget Support for General Services of the Audio-Visual Type*—A campus service, such as that outlined in the preceding paragraph, should be supported by a direct budget appropriation, and should not charge departments for general services rendered. General services are those services which are widely used by instructional departments, such as showing of slides, and films, holding previews, borrowing of flat prints, posters, and playing of records and transcriptions. A complete listing of such general services should be made by the co-ordinating department and approved by a Committee on Audio-Visual Education. The central staff of such a service department should be supported by a general budget item, independent of fees received for services rendered. Perhaps a nominal fee could be collected from all students to assist in the support of an audio-visual program.

The audio-visual aids provided for classroom instruction are at present charged against departments at an almost completely self-supporting rate. The bookkeeping alone involved in making these thousands of small charges costs the University a considerable sum each year. This could be saved if the services were completely subsidized. At the University of Indiana, audio-visual aids are furnished free except for rental charges on films brought in from outside the University. The results of this program are economy, better service, and improvement of instruction. The service at Indiana University has one-seventh the number of showings made at the University of Minnesota, yet the Indiana service receives an annual subsidy of \$8,000.

It is proposed that only the general services of audio-visual aids be provided free to the instructional staff. Most audio-visual services are aids to instruction. They are analogous to the services performed by the University Library. Such specialized services as production of films, providing entertainment, as in the Union, public address systems for athletic events and similar special functions should continue to be self-supporting.

*Establishment and Co-ordination of Production Facilities*—The University should have as part of its program of audio-visual education, facilities to produce all types of aids. At the present time there are adequate facilities for producing photographic aids, although the production of films and of still pictures and slides is not co-ordinated. The University should re-establish the type of service performed by the University Gallery which not only loaned several types of non-photographic aids but assembled or prepared such aids. General information and technical advice about the production of all types of aids should be centralized in an audio-visual education service. This principle should be adhered to in order to avoid the great waste of time and materials entailed when inexperienced staff members attempt the production of aids, particularly motion pictures.

*Initiation and Co-ordination of a System for Loaning Audio-Visual Materials*—The University should have a service which can provide all types of audio-visual materials and aids to campus departments. A single organization should render this service as has been indicated in a previous paragraph. The University, through the Extension Division, should provide for the loaning of all types of audio-visual materials—models, charts and pictures, as well as films, as is now done—to off-campus groups, e.g., public schools, women's clubs and institutes, and public libraries.

*Production of Audio-Visual Materials.* Production of films for instruction and as research records and production of other aids should at all times be initiated and carefully supervised by a university department other than the film production agency itself. The present practice should be continued of having production originate in an academic or administration department. The direction of the production of the aid should be under a university staff member who knows the field concerned, the production should be carried out by an audio-visual education service, and costs should be charged to a university department or paid for from special administrative or research grants. The experiences of the Armed Forces in the production of films has shown the need on each project of (1) an education specialist, (2) a specialist in the technical field represented, and (3) a specialist in production. It is also true that all production of aids for the Armed Services must be initiated by request for such aids from the field.

*Courses in Production and Use of Audio-Visual Materials and Research a Function of the College of Education*—It should be recognized that formal courses and research in the production and use of audio-visual materials as teaching aids are properly in the province of the College of Education. Audio-visual materials and materials of instruction or aids to instruction have traditionally been dealt with in the courses of the College of Education. Much of the research which has been done in this area up to the present time has been done by persons trained in education and educational psychology. The College of Education is the only division of the University which is at the present time offering courses in visual education and in radio education. The principle does not abrogate the right of other colleges or divisions to inaugurate or conduct courses which show the relevancy of audio-visual material to the work of those colleges or divisions. For example, the School of Business Administration may institute and conduct a course in the use of films as a technique for recording and improving production methods. The Medical School may have a training program in the use of films as research records in medicine or in the production of medical visual aids (e.g., films, charts, or photographs) to improve teaching.

*Building Plans Should Provide for Use of Audio-Visual Aids.* It has been stated elsewhere in this report that one bar to effective utilization of audio-visual education has been the fact that classrooms have not been constructed in the past to accommodate these aids. Rooms could not be effectively darkened, electric outlets were not always provided, visibility was often poor, and acoustics were imperfect. As rapidly as possible, classrooms should be remodeled to facilitate the use of audio-visual aids. It should be a standard procedure in future building at the University to equip classrooms and auditoriums so that audio-visual aids are effectively utilized.

*In-Service Training of the University Staff in the Use of Audio-Visual Aids*—Because the use of audio-visual aids will be greatly accelerated by the war, there will be many innovations in types of material and techniques for their use. It seems important that the university staff be given information about these aids and some help in using them. The university administration, perhaps through delegation of the responsibility to an audio-visual service department, might well inaugurate a program for the in-service training of the staff in the use of audio-visual aids. The program should include some systematic procedure for informing all university staff members of services which can be rendered to them, procedures for getting aids produced, and so on. It might be desirable to prepare a brief monograph on the use of audio-visual aids in higher education, to be published for example, by the University Press and distributed to all staff members. Annual displays of materials might possibly be arranged. A system for previewing of films and other aids at regular intervals might be set up.

#### Immediate Steps

Many of the recommendations of this report can be accomplished only over a period of years. However, some steps to put them into operation can be taken immediately.

1. The co-ordination and perhaps unification of the present Visual Education Service and the film loan service of the Extension Division should be begun. The work of the Photographic Laboratory, the loan of materials from the University Gallery, and the Visual Education Service should be closely co-ordinated.

2. A direct budget appropriation for a reorganized campus audio-visual education service should be made. Sufficient funds should be provided that the campus loan service of the University Gallery can be guaranteed and the off-campus loan program be renewed.

3. A unit within a reorganized audio-visual education service for the production of non-photographic aids (posters, charts, models, mounted pictures and sketches, etc.) should be started.

T. R. McCONNELL, Chairman

#### IV. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTITUTIONS OF LEARNING

##### Reported for Action

1. *American Council on Education, Guide to the Evaluation of Educational Experience in the Armed Services*—It is recommended that the American Council on Education, Guide to the Evaluation of Educational Experience in the Armed Services be adopted as a basis for credit allowance.

2. *University High School and Schools of Agriculture, Credit for Educational Experience in the Armed Services*—It is recommended that the University High School and the Schools of Agriculture be authorized to follow the recommendations of the Minnesota State Department of Education and the American Council on Education, Guide to Evaluation of Educational Experience in the Armed Services as a basis for credit allowance.

3. *Admission of Applicants in Upper 10 Per Cent of High School Graduating Class*—It is recommended that as an experimental matter the University admit as a regular student any high school graduate who ranks in the upper 10 per cent of his high school class regardless of the pattern of his work, provided he presents those subjects required as prerequisites for the curriculum he wishes to follow.

4. *St. Agnes High School, St. Paul*—It is recommended that this school be placed on the published list of accredited preparatory schools subject to review after one year.

R. R. SHUMWAY, Chairman

#### V. LETTER FROM DR. MORRILL

THE UNIVERSITY OF WYOMING

Office of the President

Old Main

LARAMIE, WYOMING

November 27, 1944

Mr. T. E. Pettengill  
Clerk of the Senate  
Office of Admissions and Records  
University of Minnesota  
Minneapolis, Minnesota  
My dear Mr. Pettengill:

May I acknowledge with sincere appreciation the generous resolution adopted by the University of Minnesota Senate as reported by courtesy of your letter of November 25th.

And may I ask that you convey to the Senate my thanks for this heartening message of greeting and cooperation. The challenging significance of partnership in service with the distinguished faculty of the University I fully recognize, and I reciprocate earnestly the hope that, "working together," we may meet jointly our high expectations for the vigorous on-going of the University and its greater development.

With all good wishes,

Respectfully,  
J. L. Morrill, President