

MAY
23
1945

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 regular meeting of the Senate, May 24, 1945:

- I. Approval of Senate Minutes of February 15, 1945.
- 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. Report of the Committee on Debate and Oratory.

I. APPROVAL OF THE MINUTES OF FEBRUARY 15, 1945

II. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Need for Post-war Educational Planning in Minnesota*—Mr. Willey read a statement, filed supplement to the minutes, proposing an all-inclusive study, under the sponsorship of the legislature, of public supported higher education in Minnesota to determine:

- (a) What are the educational needs of returning veterans, and students from civilian life.
- (b) How adequately can these needs be met by existing institutions of higher learning.
- (c) A sound comprehensive plan for higher education in Minnesota.

The committee was unanimous in approval of the statement and was of the opinion that the legislature should be urged to defer action on pending educational bills until a definite plan for higher education in Minnesota is formulated.

2. *Bulletins Nos. 76 and 77, American Council on Education*—The Committee on Education, House of Representatives, report of the Study of Higher Education and recommendations published in Bulletin No. 76 were discussed. The judgment was expressed that the financial provisions of Section 7 have no significance for the University of Minnesota and probably little significance for public-supported institutions generally. No serious objection was expressed regarding any of the recommendations.

Proposed legislation of 79th Congress affecting higher educational institutions as reported in Bulletin 77, American Council on Education was discussed. No action.

3. *Colorado Poll of Students in Service*—President Coffey called attention to the results of a questionnaire sent by the University of Colorado to students in service reported in the February 1, 1945 issue of *Higher Education*. The survey showed that:

- (a) A large majority plan to attend college after the war and most of them plan to return to the University of Colorado.
- (b) Major interest is in professional training.
- (c) 75% plan to continue in their pre-war major fields. 20% said they would change from non-technical to professional or technical fields. 94% stated they planned to continue until a degree is earned.
- (d) 48% prefer not to accelerate their programs of education, 48% do.
- (e) 61% said they will need or want review or refresher courses, 34% said no.
- (f) 46% want no changes in curricula or graduation requirements, 46% believe some changes would be desirable.
- (g) 90% want to be in regular classes with other students—not special classes for veterans.
- (h) Marital status—approximately two-thirds single, one-third married.

4. *Educational Bills in the 1945 Legislature*—Dean Peik discussed the status of various educational bills now before the legislature and effect passage would have on the educational program of the state and the University in particular. Summary of Bills filed supplement to the minutes.

President Coffey reported that the Association of Minnesota Colleges and the Minnesota Association of Junior College Deans have each submitted a recommendation to the legislature that an all-inclusive study, under the sponsorship of the legislature, be made of both public and private higher education to formulate a sound comprehensive plan for higher education in Minnesota. Both groups are urging the legislature to defer action on pending educational bills until the study recommended is completed. A bill has also been prepared by a joint committee of the two groups and introduced into the legislature to provide that such a study be made and to appropriate adequate funds for this purpose. The resolutions of each group and the bill submitted were read by Mr. Willey. Copies filed supplement to the minutes.

5. *New Selective Service Regulations*—Mr. Willey discussed new procedures and policies of selective service as they affect the University and staff. The president said that the National Research Council has arranged a meeting for March 28 in New York of scientists in various fields to consider the Selective Service Act—presumably to make recommendations in the event a new act is considered. Present act expires June 30.

6. *Death of President Roosevelt*—President Coffey announced that Governor Thye has proclaimed a period of mourning in the state for 30 days, and complete closing of all state activities Saturday afternoon, April 14, beginning at noon. President Coffey announced that all university activities will likewise close at 12 noon Saturday.

7. *Memorial Service, Sunday April 15*—President Coffey announced that there will be a memorial service in Northrop Auditorium Sunday afternoon at 4:30 p.m. conducted by the Navy in which the Army joins and in which the University has been invited to participate.

It was voted to accept the invitation to participate in the Memorial Services with deans and members of the faculty attending in academic dress.

Dean Fraser was named by the president to speak for the University.

8. *Senate Meeting*—A suggestion that the Senate Meeting be postponed from May 17 to May 24 to avoid conflict with Cap and Gown Day activities was discussed. There being no objection expressed the president indicated that the Senate Meeting would be held May 24.

9. *June Commencement Exercises*—Dean Blitz and Mr. Pierce reported for information that to accommodate the estimated class of 1500 the Committee on Functions is considering holding an outdoor exercise at the bowl end of the stadium in the evening on June 16.

10. *Guiding Principles in Preparation of the Budget, 1945-46*. President Coffey discussed the University appropriations bill and principles to be followed in the preparation of the budget for 1945-46.

11. *Navy College Training Program*—President Coffey introduced Captain Arthur S. Adams, Director of Administrative Division of Training, Bureau of Naval Personnel who discussed the Navy College Training Program and its future.

12. *Vote of Appreciation to President Coffey*—By unanimous vote the committee expressed thanks and appreciation to President Coffey for his devoted and unremitting efforts to obtain from the legislature appropriations adequate for the needs of the University and for his emphasis upon the needs of the academic staff.

13. *Textbooks*—It was voted to approve the following:

- Identification and Judging, by H. K. Wilson and A. H. Larson. Published by Midway Book Company, St. Paul, 1st edition. Price \$1.00.
Methods of Plant Breeding, by H. K. Hayes and F. R. Immer. Published by McGraw-Hill Book Company, New York, 1st edition. Price \$4.00.

T. E. PETTENGILL, Secretary

III. REPORT OF THE COMMITTEE ON EDUCATION

Reported for Action

Postwar Housing Facilities for Students

The University of Minnesota is facing a housing crisis of *appalling* proportions.

Within three years after the cessation of hostilities, according to reliable estimates, 21,500 students will be enrolled in the University during the fall quarter and 24,500 individual students during the school year.

Where will these students live?

The Senate Committee on Education believes that the facts of this impending crisis should be faced squarely, a program adopted and vigorous action taken to carry it into effect.

Four central factors are involved in a University housing program:

1. The Main campus is hemmed in by the river and by industrial sections. This circumstance places severe limitations upon the University in its efforts to develop sufficient and adequate housing facilities now and in the postwar period.
2. The available housing in southeast Minneapolis, to a marked extent, is inadequate because of obsolescence of buildings.
3. The financial capacity of students to pay for adequate and acceptable housing is *generally modest*.
4. The parents of students, particularly those from other sections of the state, expect the University to make every reasonable effort to provide acceptable housing facilities and services.

In meeting the need for better and additional housing facilities, the University may select one or more of the following possible courses of action:

1. Additional facilities may be secured or built.
2. A maximum limit may be established on student enrollment, to be determined in terms of the University's capacity to provide for the requirements of students, including housing facilities.
3. Students may be dispersed to a much greater extent and to a much greater distance from the campus into the residential districts of Minneapolis and St. Paul.
4. Students may be directed to live where they wish—in substandard over-crowded residences if they choose.

Not all of these possible courses of action need extended discussion in this report. Number one is discussed at length in the following sections. Number two is outside the scope of this present study but must be considered unless adequate housing facilities are provided. The third and fourth possibilities scarcely need discussion because of the self-evident undesirable effects upon the University as a public educational institution. In this report, therefore, major attention is directed toward the first of the above courses of action: namely, ways and means of increasing the housing facilities for students.

How Much Increase in Housing Is Needed?

Where will 21,500 students reside? The answer to this question is best made in terms of an answer to the question: where did students reside before the present war? The following table gives an analysis of the residential status of students as of the school year 1941-42, the first year for which complete statistics are available. Approximately 21 per cent of the students lived in private rooming houses and an additional 55 per cent lived in parents' homes in Minneapolis and St. Paul. University dormitories and Cooperative Houses provided a little more than 10 per cent of the available housing facilities (dormitories 9.5 per cent and Cooperative Houses 0.8 per cent). The other students distributed themselves in relatively small groups among a number of types of residences.

In the last two columns to the right of the following table, the percentages of the year 1941-42 are applied to the predicted enrollment of 21,500 students to arrive at an estimate of the possible housing needs of the future. For example, in 1941-42, a total of 7,642 students, 55.1 per cent of the total of 13,862, lived in parents' homes in Minneapolis or St. Paul. Applying this percentage to 21,500, we conclude that 11,846 students, an increase of 4,204, are expected to live in parents' homes. If students continue, in the postwar period, to distribute themselves among the various types of housing facilities in relatively the same proportions as in the year 1941-42, then the estimated increase of 8,635 students will be housed as indicated in the two columns to the right in the table below.

Residential Status of University Students

Type of Residence	1941-42*		Predicted†	Needed Increases†
	No.	Per cent		
Parents' Homes	7,642	55.1	11,846	4,204
Commuters	323	2.3	494	171
Dormitories	1,316	9.5	2,042	726
Fraternities—Sororities	841	6.1	1,311	470
Cooperative Houses (Women)	109	0.8	172	63
Apartments	233	1.7	365	132
Relatives' Homes	277	2.0	430	153
Employers' Homes	189	1.4	301	112
Friends' Homes	61	0.4	86	25
Private Rooming Houses	2,871	20.7	4,450	1,579
Total	13,862	100.0	21,500	8,635

* As of December 21, 1941.

† Based upon a report by Professor R. S. Vaile to the Senate Committee on Education, June 22, 1943. This study anticipates that, within three years of the close of the war, the fall quarter enrollment in the University will increase to 21,500 and the total annual enrollment will increase to 24,500 students. In the above table, the percentages of 1941-42 are applied to the figure 21,500, assuming that increases in housing capacities may be somewhat proportional to the distribution of 1941-42.

Where Will These 8,635 Additional Students Live?

Perhaps the expected increase in number of students residing with their parents is reasonable if the University continues to enroll a large number of students graduated from Minneapolis and St. Paul high schools. But the predicted increase of 1,579 students residing in private rooming houses is not possible under the present conditions. As far as is known, the total of 2,871 students living in private residences in the year 1941-42 represents the largest number of students ever accommodated in private homes. It is not likely that many more than 2,900 to 3,000 students can be housed in homes in the restricted area of southeast Minneapolis without sacrificing standards of health and safety.

But not even the 2,871 housing units of 1941-42 are available to students at the present time and may not be available for some years. Many private homes formerly occupied by students are now occupied by non-students, presumably many of them war workers. In September of 1943 and 1944, the Housing Bureau experienced great difficulty in securing a sufficient number of rooms in private homes for students. If enrollment increases again in 1945-46, similar difficulty will be experienced in September of 1945. Housing shortages may be expected each year in the future, at least until the University and Minneapolis have passed through the peak of expansion in residents. The University's housing needs may reach a peak before war workers in Minneapolis vacate rooming houses in sufficient numbers to relieve shortages of housing for students.

Even if all of the 2,871 rooms of 1941-42 were made available to students in the postwar period, there would still be a deficit of 1,579 student units for the total enrollment of 21,500 students. This deficiency of 1,579 units is almost three times the present capacity of Pioneer Hall and is approximately four times as great as Comstock Hall. If private rooms cannot be found for 1,579 more students (a total of 4,450), then other types of housing must be provided—dormitories, apartments, fraternities, and sororities.

Other possible discrepancies between prediction and expectation in the above table should be noted. For example, to conform to this table fraternities and sororities would increase from 841 to 1,311 or an increase of a little more than half of the housing capacity of 1941-42. This would be a large increase representing a tremendous building program, which in many cases would be beyond the financial capacity of the fraternities.

In the preceding table an increase was predicted from 233 to 365 students living in apartments. This number should be greatly increased because of the expected increase in the number of married war veterans. As of September 30, 1944, in all training institutions of the country there were 1,571 or 26.8 per cent of the 5,855 veterans now in training, who had a wife or other dependents, presumably requiring special housing facilities. Of the 152,143 veterans of World War I rehabilitated and trained, 65.1 per cent had one or more dependents. The University may, therefore, experience a great increase in the number of married students, both graduate and undergraduate, and also correspondingly in the number of married students with young children who will need special housing facilities. Indeed married graduate students may be unwilling to accept appointment as teaching assistants or instructors unless adequate facilities are made available. This unwillingness would mean a serious situation for the University in terms of its basic educational and research programs. For these reasons, more dormitory apartments will be needed to make unnecessary the crowding of married students with children into substandard improvised housing facilities. The financial earnings of these married graduate students in many cases is so low as to preclude the renting of regular housing, even if enough apartments and cottages were available near the two campuses. It might be added that a similar state of affairs exists for many instructors.

A Comprehensive Housing Program for the University of Minnesota

What should the University do regarding the housing of students? Under date of March 9, 1945, the Board of Regents adopted a policy outlining the Board's acceptance of responsibility for the housing of students living away from their homes and stating its intention of taking steps to improve and increase the available facilities. The Senate of the University desires to express its appreciation of this action by the Board and to recommend certain policies, actions, and next steps for consideration and action by the Board and the proper administrative officers. These suggestions are designed to develop an adequate housing program consistent with the Board's adopted policy.

THE SENATE OF THE UNIVERSITY MAKES THE FOLLOWING RECOMMENDATIONS TO THE BOARD AND THE PRESIDENT RELATIVE TO THE HOUSING OF STUDENTS:

The Need for an Aggressive Program of Assistance to Students—For many years, the Student Housing Bureau in the Office of the Dean of Students has functioned largely as a listing agency, making available a file of rooming houses and apartments in southeast Minneapolis. During the present period of limited housing facilities caused by war conditions and during the period of equally limited facilities caused by the postwar expansion of the University, a more aggressive service is needed for assisting the individual student to secure adequate housing.

Parents and students expect the University to provide this type of assistance in securing rooms or apartments. New housing areas adjacent to both campuses but farther away from currently used residential districts must be found. Continuous solicitation must be carried on for the next several years for all types of student housing if adequate facilities are to be made available for an expanding student body.

1. *Because of the greatly restricted available space for expansion of housing facilities near the campuses, steps should be taken to preserve and protect the limited areas suitable for rooming houses, dormitories and apartments from further encroachments by industrial and other non-housing developments.*

2. *The Student Housing Bureau should change its procedures from listing available houses to searching for facilities and assisting students to find adequate quarters.* The Bureau's staff should be increased to provide needed services for both campuses. This staff should develop a plan for a continuous inventory and survey of available housing facilities for students, graduate and undergraduate.

3. *The Senate Committee believes that there are positive educational values and advantages in keeping a large proportion of the student body living within the University community, rather than encouraging or permitting an extreme development of a commuter's institution.* The proper officer should therefore hold to a minimum any necessary dispersion of students in housing facilities farther removed from the two campuses. Such dispersion should be made as orderly as possible according to plan and with the assistance of the Student Housing Bureau.

Construction of Low-Rent Housing Units—The limited financial resources of many University students restricts the amount of money they have available for housing. Unless care is exercised, these students will be forced to rent substandard attics and basement rooms which are within their capacity to pay. For years, the University has provided a number of low-rent housing units known as "Cooperative Cottages" for women students with limited financial resources. Still other low-rent housing facilities will be needed, possibly to the extent of 1,000 student units. No precise estimate can be made of this, but it is known that several hundreds of students are not able to pay the usual prices of the present dormitories. *If the University is to continue to serve all economic levels of the state's citizenry, then means should be found to house and educate intellectually-able but economically-poor students without necessitating their residing in substandard basements and attics.*

4. *Efforts should be made to secure funds, including gifts, that would make possible the construction of dormitories to be rented to students at lower prices than those necessary for self-liquidating projects.*

5. *There should be increased subsidy of students. In addition to a reasonably broad range in rental prices, it will be desirable to increase subsidy of student housing in all dormitories through the greater use of part-time student employment so that students with moderate financial means will be able to enjoy the best of dormitory facilities. This will be necessary to avoid a social-caste system among students and associated with resident halls.*

Securing Other Funds for Construction of Dormitories—If the University is to increase its dormitory facilities in time to care for the greatly augmented student body, new financial assistance will be needed beyond the normal earnings of the present dormitories. This means that funds in some form must be sought, including gifts, which will permit the building of dormitories, at both low and medium rentals, for undergraduate and graduate, married and single.

6. *The University should explore possibilities for substantial aid and liberal loans to educational institutions for the constructing of dormitories. If the federal government in the postwar period should institute a program of public works and special aids to educational institutions, the University should consider the possibility of including University dormitory construction among the objectives of such federal action.*

Expansion of the Medium-Cost Dormitories for Men and Women—The type of dormitories exemplified by Pioneer Hall and Comstock Hall, which rent at a higher figure than do the Cooperative Cottages, should be greatly expanded to take care of a part of the augmented student population following the war. This increase in dormitory space of a medium-cost type is needed because fraternities and sororities, apartments and other types of housing may not be expanded in a proportionate way as indicated in the above table.

7. *The dormitory facilities of the type represented by Pioneer Hall and Comstock Hall should be expanded as soon as adequate funds are available.*

Need for New Apartment Dormitories for Married Students—No reliable estimate can be made of the number of married students who will enroll in the University following the war or who will be employed as instructors on the staff. In a normal pre-war year, only a few such students were enrolled in the University, other than in the Graduate School. It may be expected, however, that with the federal subsidy of veterans there may be a marked increase in married students for several years beyond the present war. At the present time, apartments in southeast Minneapolis for married students are not available in the number needed. Unless such apartments are provided, married students and married instructors may be forced to live under unsatisfactory and unhygienic conditions for themselves and for their children.

8. *The University should secure special additional facilities for married students to be rented at a reasonable price.*

9. *The need for adequate housing for younger members of the staff should be considered an important part of the total housing program of the University and efforts made to develop plans for securing needed facilities for an enlarged staff.*

Encouragement of Private Capital to Build Apartments—Unless the University takes an aggressive stand with regard to increasing housing facilities, either insufficient capital may be invested in the needed housing or else the constructed housing units may be unsatisfactory from the standpoint of hygienic conditions. This type of facility is especially needed for junior members of the staff, instructors, teaching assistants and fellows, who do not have the financial capacity to rent the limited and more expensive facilities available in southeast Minneapolis or to pay the extra expense involved in living many miles away from the campus.

10. *The University should consider the desirability of enlisting the cooperation of private capital in the building of private apartments for instructors and married students to supplement those built by the University.*

Temporary Housing Units—It is desirable that the University's over-all housing program be of such a nature that it provides a greatly increased—perhaps doubled—permanent dormitory capacity for the future. However, it would be undesirable to over-expand during the period of peak enrollment, which may not last beyond the period covered by the federal subsidy for veteran students. If it is estimated conservatively that 18,000 to 20,000 will be the "permanent" enrollment following the "temporary" increase to 21,500, then the difference between the two figures would represent the amount of "temporary" housing needed. Some temporary housing can be provided by dispersing students farther away from the campus in private homes. But a larger number of students will need to be taken care of in temporary buildings.

These temporary buildings might be secured by purchasing or renting wooden dormitories from Rosemount and Wold-Chamberlain Naval Aviation Field. Bus service then could be provided to those fields for students or these wooden dormitories could be moved to vacant property adjacent to the Agricultural campus but within walking distance of the Inter-Campus street car line. Another solution might be the emergency use of the rooms in the Stadium and the 4-H Club Building at the State Fair Grounds. Also special prefabricated and demountable buildings might be used for married graduate students and instructors. When the emergency is terminated, these facilities, if they have been purchased, should be sold so that they will not become a permanent part of the housing facilities.

11. *The University should provide temporary housing facilities to take care of part of the excess student enrollment beyond the estimated "permanent" enrollment. Extreme care must be exercised to maintain proper hygienic, safety and social conditions in such temporary housing.*

Fraternities and Sororities—If fraternities and sororities, working through their alumni building corporations, plan expansions, it should be limited and undertaken only after consultation with the proper University officials and committees. It would be highly undesirable to repeat the type of unrestrained over-expansion which followed the last war and which resulted in financially weak chapters because of excessive property mortgages.

12. *The Senate Committee on Student Affairs and the Director of the Student Activities Bureau should work closely with fraternities and sororities, both academic and professional, to develop a sound program of housing for these organizations.*

Special Facilities—Special consideration should be given to the housing of certain groups, such as foreign students. It is anticipated that a very large contingent of foreign students from many different countries will reside in the Twin Cities, thereby enriching the international features of the University. Special attention must be given to housing facilities or else these individuals will encounter embarrassing relationships, if not actual rebuff, from those who do not possess that type of outlook upon international and interracial relations which is consistent with the purposes and program of an institution of higher education.

The fact must not be overlooked that the University of Minnesota is one of the great universities of the world with an international reputation. If its policy regarding housing is discouraging to graduate and foreign students, they will naturally enroll in other universities and Minnesota will jeopardize its international standing and, at the same time, sacrifice the international educational values that come to its home student body through the presence of students and scholars from other parts of the world.

13. *All of the University dormitory facilities and housing services should be made available to individual students without group distinctions as to nationality, race, or creed. The University Housing Bureau should work continuously with the private rooming-house operators of both campuses to encourage the adoption of a similar policy.*

Housing Standard for Students

Equal in importance to the quantity of housing facilities is the quality of conditions regarding hygiene, safety and social relationships. A housing program which neglects the quality of housing invites conditions which may seriously interfere with the health of students and with their scholastic and personal adjustments in the University. Careful supervision and control of hygienic and safety conditions is especially necessary because of the character of the available housing adjacent to the two campuses—especially to the Main campus. Many rooming houses are very old and not particularly well adapted to rooming-house purposes. Rooms are often small, bathrooms are few, lighting may be insufficient and temporarily installed, and there are sometimes too few fire escapes. All these conditions may constitute serious hazards to students' health and welfare. The following recommendations are made with regard to quality of housing conditions and relationships:

14. *The annual hygienic inspection of all private rooming houses by the staff of the Student Health Service should be continued and a comparable inspection made of all fraternities and sororities and all apartments rented by students—graduate and undergraduate, married and unmarried—who do not reside with their parents, guardian or relatives. The Student Housing Bureau staff should continue to work with the landlords of both campuses to improve the conditions that have been judged unsatisfactory by the Health Service inspectors.*

15. *The staff of the Student Housing Bureau should make periodic checks of overcrowding in the private rooming houses and apartments and of the prices charged to students.*

16. *The Student Housing Bureau staff should continue to work with the rooming-house operators of both campuses to maintain high standards of social and personal conditions enlisting the assistance of the Student Activities Bureau and other departments. The students who live in private rooming houses should be encouraged and aided in making use of the many cultural and social privileges available to other students who live in dormitories, fraternities, and sororities. Assistance by members of the staff is necessary to achieve equalization of social activity and cultural opportunities for students living in the many types of residences. A more aggressive action in this respect is necessary because at the present time students living in private rooming houses are in some respects the "forgotten students" of the campus. One fifth of the students, most of them from homes in other sections of the state, need special assistance in profiting from their intellectual, personal and social opportunities in the University.*

17. *There should be a continuance of the Student Housing Bureau's work with landlords of both campuses with regard to their relationships with students. In effect, there are several hundred private business firms in the rooming-house business in southeast Minneapolis, and the University Housing Bureau must maintain frequent contacts with them in order to secure satisfactory conditions for students, not only with respect to hygienic conditions but also for the prompt identification of the students who are in need of counseling and other personnel services. With appropriate encouragement and assistance, these operators can and will perform as important and helpful assistance to students in their adjustments to University life as do directors of dormitories, housemothers of sororities and graduate counselors of fraternities. Without continuous*

face-to-face supervision by the Housing Bureau's staff, relationships between landlords and students quite frequently deteriorate into impersonal commercial contacts and disturbing bickering and quarreling.

18. *It is recommended that a written contract be required by the Housing Bureau of students living in private rooming houses and apartments without liability to the University.* Relationships between rooming-house operators and student renters would be materially improved through the use of a standard, written contract defining the privileges and obligations of each party and the relationships of each party to the University.

Housing, A Part of the Educational Program

Students grow—intellectually, socially and physically—not only in the classrooms and laboratories, but also in the places where they live and associate with other students. The educational program of the University functions at its best when dormitories, rooming houses and classrooms are coordinated in an over-all program. Without such coordination, housing facilities may provide shelter and little else. The Committee on General Education of the College of Science, Literature and the Arts believes that: "Very important educational values may also be derived from the living situation if properly provided for." To derive these values, plans and programs for University housing should include browsing libraries and discussion rooms, as well as stimulating dormitory staff leadership, selected and trained in terms of educational functions in addition to social, custodial and business affairs.

19. *The housing facilities of the University and the adjacent community therefore should be conceived as an important part of the total educational program. The present program of coordination and supervision of student activities and organizations in the dormitories and other phases of the dormitory counseling, personnel and educational programs should be continued. Responsibility for coordinating and developing the educational and personnel phases of the dormitory and other housing facilities should be assigned to the Dean of Students and his staff working with the dormitory directors and the deans of the colleges. Policies and regulations concerning student activities, educational programs and conduct in housing and dormitory units and other policies and regulations concerning student housing should be established by the Senate Committee on Student Affairs.*

The Senate recognizes that these recommendations call for review and decision by the President and by the Board of Regents. It is the hope of the Senate that proper plans may be initiated as soon as possible for the housing of undergraduate students and the younger members of the staff pursuing graduate work. Because of the Senate's interest in the effects upon scholarship of adequate housing, it respectfully requests that the President report to it at intervals upon progress being made in planning and providing for housing facilities.

T. R. McCONNELL, Chairman

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

Reported for Action

1. *ESMWT Courses*—A letter from Mr. Robertson was read reporting that departments concerned recommend that no credit be allowed for the Under Engineering Program offered through ESMWT. The same judgment was expressed by the engineering faculty when other ESMWT courses were referred for evaluation last spring. It was voted to recommend to the Senate that no credit be given for ESMWT courses except by advanced standing examination with the approval of the college concerned.

2. *Lutheran Bible School, Fergus Falls*—On the basis of the inspector's report it was voted to recommend to the Senate that the Lutheran Bible School be removed from the list of accredited schools because of failure to meet and maintain minimum standards.

3. *Credit for Army and Army Air Forces Officer and Officer Candidate Schools*—On the recommendation of the Military Department it was voted to recommend to the Senate that the policy established December 17, 1942 regarding credit for military training be amended to provide that:

Students who present evidence of having attained a commissioned grade, second lieutenant or higher, in the Army or Army Air Forces shall (in addition to Basic Drill, 6 credits and Physical Education, 2 credits allowed for basic training, Senate Minutes, October 19, 1944) be allowed credit as follows:

ROTC (Advanced Drill) 18 credits.

This recommendation is made on the basis that men who have attained a commissioned grade in the service have mastered and practiced the lessons taught during the entire four-year peace time ROTC curriculum.

4. *High School Graduates Who Entered the Armed Forces during Their Senior Year*—It was voted to recommend to the Senate that:

No high school graduate who is otherwise qualified shall be denied admission to any college of the University because of subject-matter deficiencies resulting from having entered the Armed Forces during his senior year in high school.

To be "otherwise qualified" the applicant must have met the scholarship and aptitude requirements of his college and must have followed the high school subject-matter pattern prescribed by his college to the date of his induction.

Applicants not "otherwise qualified" may be considered for admission by aptitude test.

R. R. SHUMWAY, Chairman

V. REPORT OF THE COMMITTEE ON DEBATE AND ORATORY

Reported for Information

At the first meeting of the Western Conference Debating League held at Northwestern University November 30 and December 1, 1944, women students debated the proposition, "Resolved: That the federal government should enact legislation requiring the compulsory arbitration of all labor disputes." Because of the short time intervening between the announcement of the subject and the debate tournament, combined with lack of sufficient number of experienced women debaters, we did not participate.

On March 3, 1945, student representatives of the University of Minnesota, Esther Olson, Gunnar Hoglund, Frances Usenik, and Patricia Maloney, engaged in a practice debate with student representatives of the University of Wisconsin on this campus. The proposition for debate was "Resolved: That Germany after the war should be dismembered so as to make her militarily impotent." The same students represented the University of Minnesota in the annual spring discussion and debate tournament at Northwestern University March 8 and 9. On March 8 each student representative participated in three panel discussions of the question, "What shall we do with Germany after the war?" On March 9 each student participated in three debates on the proposition, "Resolved: That the United States should apply economic controls to Germany for at least 25 years."

The annual contest of the Northern Oratorical League for the Frank O. Lowden prizes of \$100 and \$50 was held in the auditorium of the Museum of Natural History on Friday, April 13. The universities, besides the University of Minnesota, represented in this contest were: Indiana, Iowa, Northwestern, and Wisconsin. The first prize was awarded to Karl O. Hoepfner of the University of Wisconsin, who spoke on the topic "Moral Neutrality." Second prize was awarded to Lydia Clarke of Northwestern University, whose topic was "The Day after V-Day." The representative of the University of Minnesota was Marguerite Rush, Arts senior, who spoke on "Forays in Education."

F. M. RARIG, Chairman