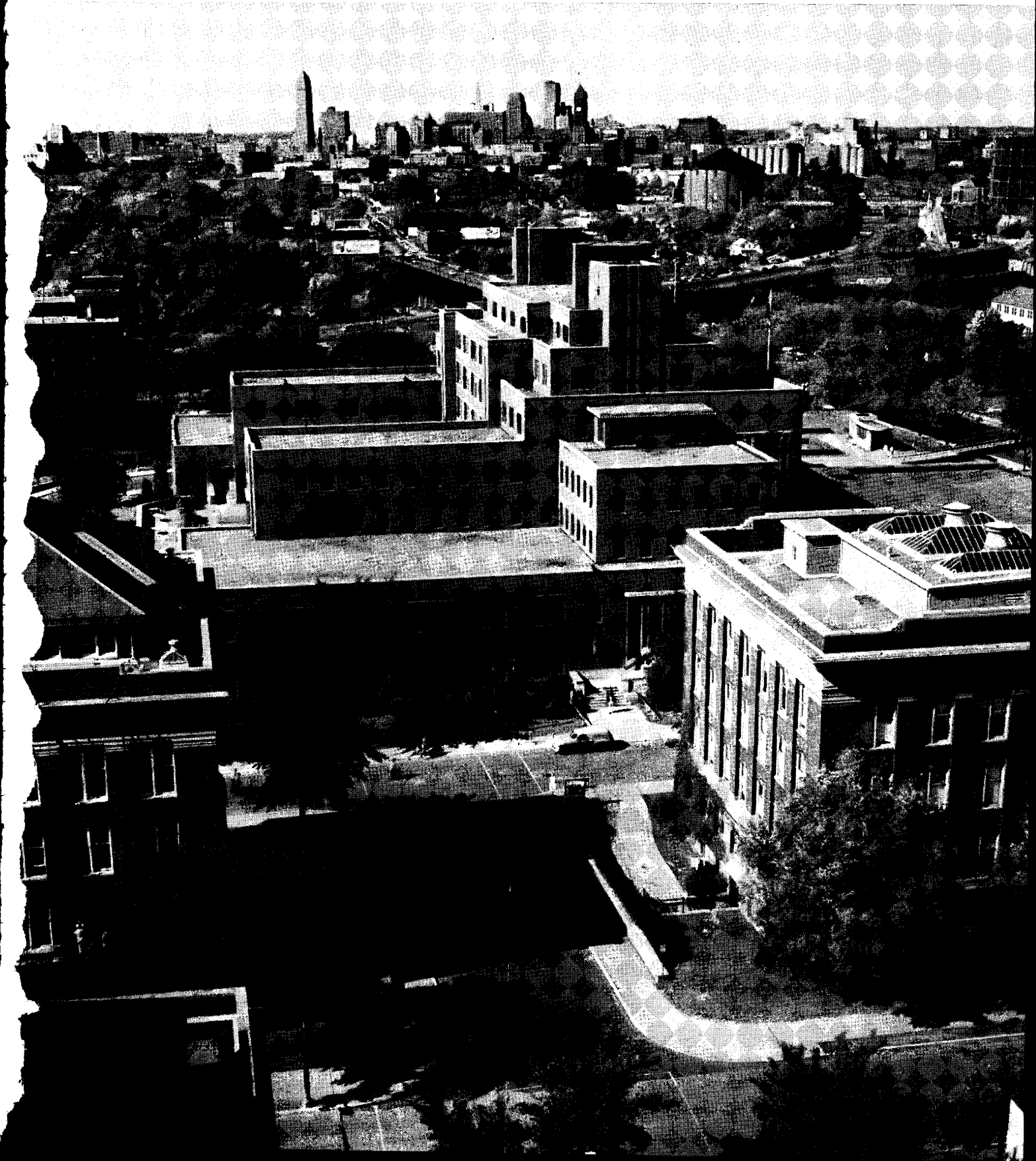


THE MINNESOTAN

The University Staff Magazine - October 1955



They Made Us Great

ONE OF the University's major benefactors, a quiet Maine lumberman, was unknown to the faculty during his lifetime and apparently never even visited the campus.

Nevertheless, the fund he donated to the College of Agriculture was described by the late Dean E. M. Freeman as "a nearly ideal educational gift," since it provided for students on every level from freshman to graduate, and included medals, prizes, and loans, as well as scholarships.

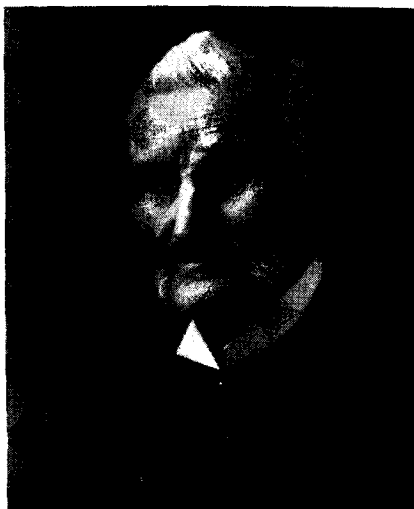
The man who gave this fund was Caleb Dorr. Born in Maine in 1824, he began working at 13 in the lumber mills there. After ten years of apprenticeship, he decided to go after the tall stands of timber farther west. So in 1847, Dorr made the long trip to Minnesota, at a time when the whole region from Galena to St. Paul was dotted with only occasional cabins and when the Falls of St. Anthony (now Minneapolis) had no private homes at all.

Dorr built a small log camp at St. Anthony and later constructed a boom at the St. Anthony dam. Deciding he liked this part of the country, he made an arduous six-week trip to Maine and returned with his new bride. For nearly 20 years he was superintendent of booms for the Mississippi and Rum River Boom Company, managing company affairs and directing log drives down the Mississippi.

He also found time for his other interests — steamboating and fishing. Deeply interested in the growth of Minneapolis, he liked nothing better than to wander around the city and watch new buildings going up. As late as 1915 — at the age of 91 — he could be seen driving around Minneapolis in an open Ford touring model!

One of Dorr's first gifts to the U was a drinking fountain near the old Physics building (now Jones Hall); a marker now stands at the spot. But

it wasn't until after Dorr's death in 1918 that the University received his major benefactions. Having had little formal schooling himself, he was eager that others should enjoy this privilege to the fullest and had been interested in education all his life.



Caleb Dorr, 1824-1918

Caleb Dorr left to the College of Agriculture a fund valued at \$50,000 — no small sum in 1918! The fund had been set up to "promote and improve the practice and study of agriculture throughout the state" and to encourage young people "of the right stamp and character" to pursue agricultural studies and to "fit themselves for usefulness in life."

To date more than 1200 students in the College of Agriculture and Schools of Agriculture have received fellowships and scholarships from the Fund, awards which, as Dorr fellowship holder Theodore Fenske (now assistant dean of the Institute of Agriculture) puts it, "often made the difference between going to college and not going." Countless others have been given loans, medals, and prizes from the Caleb Dorr Fund. Indeed, a list of Minnesota recipients reads rather like a "Who's Who in Agriculture."

in this issue . . .

LIFE MAY NOT *BEGIN* AT 40, but it certainly flourishes in the 40-year-old social service department of U Hospitals. Pages 3 through 6 show you in words and pictures what U medical social workers do to help people in crises.

HAIL AND FAREWELL . . . Introductions to new staff members on page 7; pictures from the annual retirement party last June, page 12.

DULUTH BANDSMAN Maurice Callahan abandoned the violin for the euphonium at age eight—a wise move, judging from his subsequent success in band music. You'll meet him on page 10.

IF YOU SHOULD SEE some two-year-olds on the St. Paul campus, rest assured that they are not studying but being studied. In the home economics play school, these youngsters give students a chance to work with children in preparation for careers as teachers and homemakers. Page 11.

on the cover . . .

This somewhat unusual shot of the campus with the Union building towering above it and the Minneapolis skyline in the background was taken by Wally Zambino, of the Photographic Laboratory from Mayo Memorial's roof.

THE MINNESOTAN

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William L. Nunn, Director
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The Minnesotan

Goal of U Hospitals social workers is

Helping Patients Help THEMSELVES

• A farmer has recently been admitted to University Hospitals; although he has a heart condition, he feels full of energy and cannot understand when he is told he will have to take up a less strenuous line of work. "But I have been a farmer all my life," he says. "What else can I do?"

• A little girl is brought into Pediatrics and also seen in U Hospitals' Child Psychiatry section. She is diagnosed as mentally retarded. Who can explain this diagnosis to her parents with the greatest kindness and honesty?

• A young man is admitted to the U Hospitals rehab dorm after having suffered an auto accident. When he is ready for discharge he has to go back to his own county and make a living at a new trade. Who will pay the allowance for his room and board and buy the special crutches and walking belt he needs?

THESSE ARE the kinds of problems with which the medical social workers at University Hospitals deal every day. Annie Laurie Baker, director of the social service department, explains their role this way: "The modern approach to medical care requires the assistance of many people. As medicine has become more scientific and complex, parts of the doctor's responsibility are shared by others who specialize in segments of the total care program.

"Social service, like occupational therapy and medical technology, is one of these specialties. They all have a common objective: restoring, preserving, and maintaining the patient's optimum health for as satisfactory and happy life as possible," Miss Baker continues.

Social work departments exist in hospitals specifically to facilitate medical care, to help patients accept their illnesses and deal with the problems arising from them.

"We make our special contribution in the areas of the patient's adjustment to his family, his home, and his community," Miss Baker says. "We help patients to make the most of 'what they have left' after their illnesses and to plan realistically."

What's special about U Hospitals

Working at the University Hospitals is very satisfying, according to Miss Baker, because of its "total concept" of patients — the idea that placing people in jobs and freeing them from the frustrations of illness are as much a part of treatment as drugs and exercises.

But along with its advantages, U Hospitals poses some special challenges as a teaching hospital and consultation center. "Nobody comes

here with a simple problem," Miss Baker explains. "Many of our patients have very complicated diseases. We rarely get patients with straight TB; we do get those who have TB plus cancer or some other serious condition."

In addition, many U Hospitals patients have been ill and under medical care for a long time. And a large number of the chronically sick have no friends or relatives — they've simply outlived their generation. For long-term medical and social problems like these, says Miss Baker, there are no easy answers.

Work at U Hospitals is made even more demanding by virtue of the briefness of patients' stay (average: 13 days), during most of which they may be very busy with examinations and treatment. This means the social worker must sandwich in visits whenever he or she can.

continued on next page

Getting to know a young U Hospitals patient are Audrey Niemi, medical social worker in Pediatrics, and Fred Gross, chief psychiatric social worker.



Social work "by mail"

Because 75% of the patients come from more than 50 miles away, much social work takes place by mail. Writing to county and regional boards in the patient's home community is a major responsibility of the medical social worker.

"Our job is to coordinate the resources of hospital and community for the benefit of people," Miss Baker summarizes. She shows, by way of illustration, a letter she is about to sign. Written by a U Hospitals social worker to a county welfare board, it explains what special diet an arthritic patient will require, as outlined by the doctor. The county is advised that it will have to advance additional money for this purpose.

Speaking of Minnesota welfare resources, Miss Baker comments on the great improvement in this field during the last 20 years. "Minnesota is not a wealthy state, but it is a generous and responsible one, with a liberal public welfare program," she says. She points to the fine cooperation U Hospitals social workers receive from the State Board of Health, the State Mental Health program, and those in charge of aid to dependent children, not to mention the county welfare offices, themselves.

What does a medical social worker do?

There are twenty positions in the hospital social service department. Two of these are held by supervisors Helen Kretchmer and Ruth Nyquist; the rest, by caseworkers—11 covering every clinic and hospital station of the medical services, and seven in psychiatric social work. (All are women except for two men in psychiatry.)

There are now two vacancies on the social service staff. Compared to most hospitals, this is only a slight shortage, but it is felt very keenly when 18 social workers must see some 9,000 patients (about 20% of those admitted to U Hospitals) each year. More than 60% are referred by hospital staff.

Indeed, close cooperation with the medical staff characterizes social

work at U Hospitals, where discussions of patients' psychological and social problems are usually team operations, with doctors, nurses, therapists, and social workers pooling their special skills and training.

Most of what a social worker does comes under the heading of casework, which means intensive contact with patients, relatives, and institutions. In general the U Hospitals social worker:

- Helps the patient to identify his problems and to formulate plans for overcoming them, supports him in carrying them out, and helps him use the community resources best able to meet his needs.

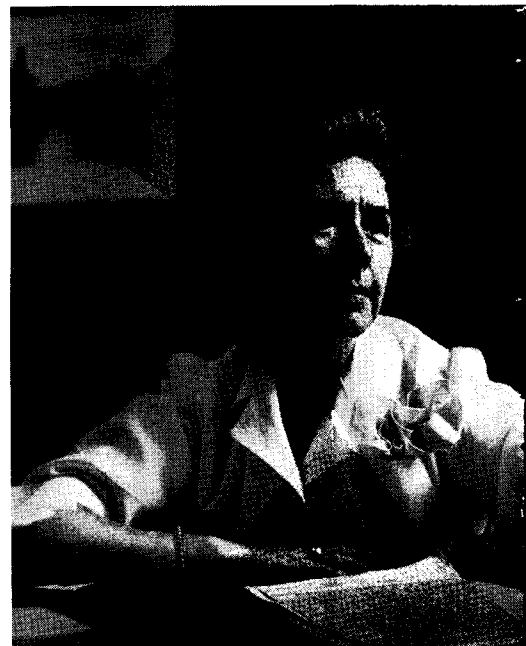
- Protects the medical care given by U Hospitals staff (for example, seeing that a diabetic patient will be able to get the special food he needs). Sometimes safeguarding medical care requires the help of another medical facility like a state mental hospital, tuberculosis sanitarium, epileptic colony, and so on.

- Acts as liaison between hospitals and community. U Hospitals social workers work with 120 agencies in all, exclusive of public health nurses and township officials. With no funds of its own (the social service department receives only \$900 a year, from the Hospital Auxiliary) it helps get thousands of dollars of aid each year for patients.

- Performs teaching functions. During the past several years social work has been integrated more and more into the U medical curriculum. Thus, in teaching conferences—particularly in psychiatry and neurology—social workers present their suggestions along with those of the doctors, to the increased benefit of medical students and residents.

Getting down to cases

Let's look in at a medical social worker on the job: pretty, pleasant Audrey Niemi, who is assigned to Pediatrics. She spends most of her mornings in her small, cheerful office on the second floor of U Hospitals, right off the pediatrics examining rooms. Here she "just talks" to parents and children who have been



Annie Laurie Baker is head of the U Hospitals' social service department.

referred to her. During the afternoon she is also on call and visits the pediatrics ward to chat with children whose progress she's been closely following.

Formerly a nurse, Miss Niemi got interested in the human problems of patients and forthwith took a degree in medical social work. "In Pediatrics," she says, "we work mostly with parents, of course. We try to be objective—neither sentimental nor hard-bitten. Because we can see more sides of a problem than those who are personally involved, we are in a special position to help."

Excusing herself, she goes out to talk to a couple of parents and their little girl in the hall. After a while, she returns to her desk and says, "You know, every day my faith in human courage gets another boost." The little girl, she explains, had been brought to the hospital several years ago in coma—she was an acute diabetic. The staff didn't want to discourage the parents, but the little girl's case seemed quite hopeless.

Nevertheless, day after day, the mother insisted on reading to the child, saying she was *sure* Joanie understood. The parents simply refused to give up hope after they'd

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taken her home. By a near-miracle, Miss Niemi says, the little girl has gradually "recovered," and although she can never lead a completely normal life, she is now at school and able to play with other children.

Then there is the little blind boy who comes to see Miss Niemi regularly. "He's just full of curiosity and inquisitiveness," she says. One of the problems in Richard's case was making his teacher understand that this child who appeared to be a "problem" because of his hyper-activity was just trying to make up for his loss of sight by touching everything.

Much of Audrey Niemi's work consists in giving a true picture to individuals and agencies in the patient's own community. If, for example, a teacher refuses out of fear and misunderstanding to allow a child with seizures to enter her class, Miss

Psychiatric social worker Katharine Murphy meets a patient's relative in the lounge of Station 60, psychiatry.



Niemi may show her how to deal with the child so that he need not be excluded from school and from necessary experience with other children.

One of the hardest jobs in talking to parents is maintaining the right tone. "We have to show parents what is available when they're ready to use it. Without telling them point-blank what to do we try to get them to state their problems in their own words and in this way to prepare themselves for possible solutions.

"We have to be especially careful in talking with parents of retarded children. These children are seen in Child Psychiatry as well as Pedes. For many of their parents U Hospitals is the last hope. We never push parents into a decision—say, for institutionalization. What we do is talk to them at length and give them a little booklet called *You Are Not Alone*. This sets the stage for further talks and makes parents feel that their problems are shared and that others care about them and their children."

Isn't such work awfully difficult and depressing? Miss Niemi shakes her head vigorously. "Not really," she counters. "There are wonderful moments of acceptance and of improvement. Besides, children are so resilient and so endearing, it's a joy to work with them."

This sentiment is echoed by social

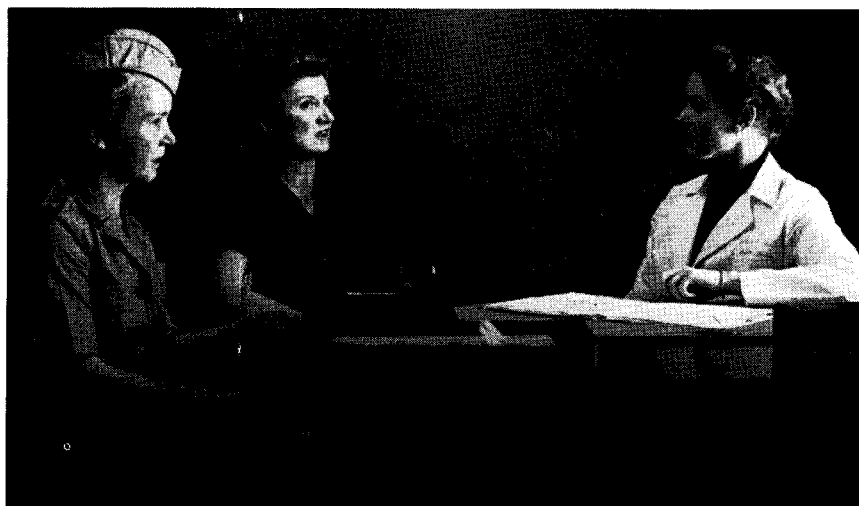
service director Annie Laurie Baker. A canny, kindly woman who manages to be both brisk and friendly at once, Miss Baker says that the staff derives encouragement not only from the progress of individual patients but from the continuous history of social service's achievements during its 40 years at the University.

It began back in 1915 when U Hospitals employed one person—Miss Marion Tebbets—to organize a program of social service. During the intervening 40 years much was accomplished to improve social service in Minnesota. For one thing, U Hospitals Director Ray Amberg, appalled by the condition of Minnesota nursing homes, which were often dirty and crowded, led a bill through the State Legislature requiring nursing homes to be licensed by the State Board of Health. Passed in 1942, it was the first such act in the U.S.

Another step forward was made through the efforts of Lydia Christ, a U Hospitals social worker. In seeing patients in the Eye Clinic, Miss Christ was dismayed at the number whose sight could have been saved. She interested Dr. Frank Burch, formerly head of ophthalmology, and through their work the Minnesota Society for the Prevention of Blindness was organized. With a present

continued on next page

Working with community agencies is part of the job. Here medical social worker Betty Brooks, r., talks with Ruth Armstrong, Red Cross motor corps volunteer, and Wahnia Tschida, the Anoka county welfare board supervisor.



membership of 3500, it has an ambitious sight-saving program.

During the years both the nature of illnesses and the means for treating them have changed. Throughout the Depression, acute need was often as much a problem as sickness itself, Miss Baker recalls. She remembers being asked by a doctor once about a child suffering from malnutrition. When she explained the hopelessness of getting food from the counties in those lean years, the doctor reluctantly wrote out a prescription for viosterol—at that time an expensive drug, but one which could be charged to the county. "The doctor said ruefully, 'We'll give him ten dollars worth of viosterol. But what he really needs is a bag of oatmeal and a pound of prunes!'"

Since those days some illnesses have been virtually conquered by new drugs (tuberculosis) plus education (venereal disease). Now, with the increase of life span, chronic illness and diseases of the aged increasingly challenge the medical profession.

Along with changes in medicine have come changes in medical social work concepts. Miss Baker says the emphasis today is on increased understanding of human behavior using clues from psychiatry, and on treating problems arising not only from the environment but from within the individual. "We are as concerned with the way people view their problems as we are with their solutions," she says.

Medical social work looks ahead

Perhaps most striking has been the increased emphasis on rehabilitation—a hopeful, forward-looking field in which Minnesota has been a leader, thanks partly to the excellent rehab center at U Hospitals.

Just one example of what the social worker does in rehabilitation is given by Claire Censky, who is attached to the rehab center. Miss Censky pulls out a letter she has just written to a county welfare board. It concerns a 21-year-old man—an unskilled laborer—who fractured his spine and was paralyzed from the shoulders down as the result of an auto accident.



Using a team approach to discuss post-discharge plans of a young polio patient in the rehab center are: social worker Claire Censky, occupational therapist Mary Van Gorden, vocational counselor Robert Walker, resident in physical medicine Dr. Bernard Sandler, and physical therapist Joyce Jensen.

After some time in U Hospitals and a rest home, he was admitted to the U rehab dorm. There he was given physical therapy until he reached a "maximum in self care and ambulation" (could dress himself, get in and out of bed, walk a short distance with crutches, climb stairs, all of which would help him care for himself).

Miss Censky writes that the patient needs attendance while walking and will require such equipment as a walking belt, crutches, and special shoes. The letter gives the prices of these items and also informs the county board where the patient will live and what his room and board will cost.

"Tests at the hospital indicate he has an aptitude and interest in architectural drafting," the letter says. "His incomplete high school education has been supplemented by special pre-vocational training in math, spelling, grammar, and speech." Because of excellent results in the

courses and in qualifying exams, the patient was given a certificate equivalent to a high school diploma and one year's credit in a vocational drafting course.

With the cooperation of several agencies—Aid to Disabled, the County Welfare Board, the State Division of Vocational Rehabilitation—and with the full support of his relatives, the patient will enroll in a two-year drafting course. Chances for job placement after graduation are excellent, Miss Censky's letter concludes.

All this, says Miss Baker, shows how agencies and people work together. "And it's the *people* who make medical social work so wonderful," she adds. "In the course of a year there's nothing in human experience we don't see—birth, death, illness, recovery, joy, sorrow. Knowing these people and helping them through their crises makes our work endlessly rewarding!"





Wezeman



Kelley



Donnelly



Glueck



Hoyt

University Welcomes New Staff Members

ALONG WITH THE THOUSANDS of students entering the University for the first time this fall are a number of new staff members. *The Minnesotan* wants to welcome all these newcomers to the campus. Due to space limitations we can provide introductions only to new faculty members of the rank of associate professor and above.

New addition to the History department as associate professor is Robert S. Hoyt. A native of Minneapolis, Professor Hoyt received his Bachelor's, Master's, and Doctor's degrees from Harvard University, where he was a teaching fellow and tutor and assistant dean of the College. Professor Hoyt comes to Minnesota from the State University of Iowa, having taught there for nine years. A specialist in medieval history, he has held a Guggenheim Fellowship and a Fulbright Award.

Coming here from Yale University, Professor Harold Harding Kelley will be a member of the research team in the Laboratory for Research in Social Relations. Born in Boise, Idaho, Professor Kelley received graduate degrees from the University of California and from Massachusetts Institute of Technology. Before his appointment at Yale, he taught at the University of Michigan, where he also served as study director in the Research Center for Group Dynamics. As associate professor of psychology, Professor Kelley will con-

centrate in his teaching and research on the psychology of small groups.

A third newcomer to the Arts College faculty is Frederick Wezeman, associate professor in the Library School. Educated in Chicago schools, Professor Wezeman received a Master of Education from Chicago Teachers College and a Bachelor of Library Science from the University of Chicago. After a three-year stint with the United States Navy and one year with the Veterans' Administration, Professor Wezeman held librarianship positions in Racine, Wis., and Oak Park, Ill. He has also taught library science.

The School of Business Administration is adding two new associate professors to its staff this fall; John Neter will teach in the field of statistics and John Somerset Chipman in econometrics and monetary theory.

A native of Mannheim, Germany, Professor Neter is now an American citizen and holds the Ph.D. degree from Columbia University. After teaching at the University of Buffalo, he went to Syracuse in 1949, becoming chairman of that university's Department of Business Statistics in 1952.

The other new faculty member in the School of Business, John Somerset Chipman, comes to Minnesota from Harvard University, where he has been assistant professor in economics and resident tutor in Lowell House. A native of Montreal, Profes-

sor Chipman was awarded the B.A. and M.A. by McGill University and the Ph.D. by Johns Hopkins.

A FORMER supervising psychiatrist at Sing Sing Prison is Bernard C. Glueck, Jr., associate professor of psychiatry and neurology in the College of Medical Sciences. (Professor Glueck has actually been here since June 1.) After receiving his M.D. from Harvard Medical School, Professor Glueck spent several years at the Columbia University Psychoanalytic Clinic. He next held the psychiatric post at Sing Sing and from 1952-1955 was director of the New York State Sex Delinquency Research Project. Having taught psychiatry in the United States Air Force and in Columbia University's College of Physicians and Surgeons, Professor Glueck will assist in teaching and service in the Division of Psychiatry.

Richard Joseph Donnelly joins the Physical Education and Athletics staff this fall as associate professor. A native of Michigan, Professor Donnelly served with the Navy during the war and took his M.A. and Ph.D. degrees at the University of Michigan. In addition to coaching and teaching secondary school in Michigan, he has since 1947 been associated with the University of Michigan—first as a teaching fellow and later as associate supervisor of physical education.

continued on page 14



Checking on Blue Shield contracts in Insurance and Retirement office are assistant I&R director Bob Foster and principal clerk Joan Holman.



Milo Peterson, head of agricultural education, is now in Japan doing research in adult education at the Chiba University, where he has a Fulbright research grant.

staff mem
YOU

Head of physical education for women, Gertrude Baker has been at the U 34 years, likes to combine teaching with her administrative duties.



Busy with the increasing volume of work on the growing UMD campus is Robert Falk, acting director of the Duluth office of student personnel services, in the absence of Chester Wood, who is in Korea for the UN. Mr. Falk came to UMD from the main campus, where he was counselor in the dean of students' office.





Dr. Francisco Grande, associate professor of physiological hygiene, has just left for a six-week tour of 12 Latin American medical centers, in which he will lecture on human nutrition. A New York pharmaceutical concern is the sponsor.

Principal secretary to Ike Armstrong in athletics, Ethel Anway has been at the U 20 years. Among her hobbies, naturally, are bowling and badminton (she gives an extension course in the latter.



SHOULD KNOW

Principal secretary Vi Chandler in the Institute of Agriculture office marked 30 years at the U on October 1.



Newly elected fellow of the American Society for Insurance Research is Professor C. A. Williams, business administration.



October 1955



UMD's Maurice Callahan copies score for his Duluth Branch Concert Band.

Professor Callahan Strikes Up the Band

AS AN eight-year-old student of the violin, Maurice Callahan could not have been called, by any stretch of the imagination, a child prodigy. After several years of strain and pain for all concerned, Maurice abandoned the violin and turned to the euphonium (a sort of tenor tuba). Thereafter, life for Maurice, parents, and teacher was far more euphonious. Presently, he developed into a young virtuoso with his own half-hour weekly radio program, and his career in band music was assured.

Today Maurice Callahan, a smallish man with a warm smile and a businesslike demeanor, is a leading college band man in America. A member of the American Bandmasters Association, he has established a name as an advocate of concert calibre band music.

Now assistant professor of music and director of the Duluth Branch concert band, Callahan is applying

his varied training and experience in a forceful way as he leads his students and his band toward better performance and appreciation of "serious" band literature.

The effort calls for a lot of perseverance not visible to the average person hearing or seeing the smooth performance of the 70-piece UMD concert band, which last spring made a highly successful tour of Iron Range high schools.

For instance, last spring Callahan asked his former teacher, Dr. Frank Simon, of the Cincinnati Conservatory of Music, for the original score of Herbert L. Clarke's professional band arrangement of Rimsky-Korsakov's "Scheherazade." He wanted the full score and the 35 instrumental parts for his own library.

But when other reproduction costs proved too expensive, Callahan decided to copy the scores himself. Thus, much of his first full summer

in Duluth was spent at a corner desk in the bedroom of his beautiful home in Woodland, carefully copying page after page of heavily inscribed music. His wife, a musician and music educator with extensive school and college experience, was understanding about the inevitable clutter.

Callahan's band experience has ranged from his own euphonium performances in the Parsons, Kans., junior college band to directing a football field full of high school bandmen.

He has conducted summer band camps and institutes at many American universities and colleges, including Missouri State at Springfield, the universities of Kansas, New Hampshire, and Miami, and Southwest Texas State college. In March, 1953, 12,000 persons heard his massed bands perform at the University of Miami. He founded and for five years directed the Bemidji State Teachers college band clinic.

Next spring Callahan will be adjudicator and guest conductor at the Canadian International Band Competition at Moosejaw, Sask. Edwin Franko Goldman and Dr. Frank Simon are among his predecessors.

Although he has directed many marching units, with as many as eighteen drum majorettes in the vanguard, he has not relaxed his firm standards of instrument performance. A student of band history in America, he wrote an M.A. thesis on the subject while at Colorado State college in 1947 and is still getting many inquiries on it. Callahan believes there are more good bands in America than ever before. And if he and colleagues of the same stamp have their say, more topnotch bands will arise all over the country.

Dr. Boynton Honored

Dr. Ruth Boynton, director of the University's Students' Health Service, was elected last summer to honorary membership in the British Student Health Officers' Association at its annual meeting in July. Dr. Boynton studied for five months in Britain on a Fulbright scholarship in 1951.

The Minnesotan

thanks to staff planning . . .

Lab is "Child's Play" To Home Ec Students

YOUNG FRY have invaded the School of Home Economics on the St. Paul campus! No, they're not dietitians or textile experts, j.g. They are pretty much the usual kind of children, and you can find them at play in Room 120 in the Home Economics Building—the child laboratory now in its third year in the School of Home Economics.

The idea of establishing a child laboratory came largely from Wylle B. McNeal, former director of the School, who felt that home economics students, as potential teachers and homemakers, needed a great deal of experience with children.

The laboratory was established to supplement home economics students' ordinary contact with children: all majors take a course in child training in the Institute of Child Welfare and observe in the Institute's nursery school on the Minneapolis campus. Home economics education majors are required to spend an additional 40 hours in nursery school work. In the child nutrition class, students help plan, serve, and prepare food in the Institute's school.

But for the past three years, this work has been supplemented by the child laboratory right on the St. Paul campus set up with the help of Elizabeth Fuller, principal of the Institute's nursery school. As part of the Personal and Family Living course, each freshman in home economics observes these children. Upperclass students in methods classes not only observe, but actually help in the play school. What they learn about the children and their behavior will aid them as homemakers and as teachers of child development units in secondary schools.

The various home economics classes approach their work in the lab from different viewpoints, says Ella Rose, professor of home economics

education. Related art students will concentrate on house planning and furnishing for the pre-school child. Clothing classes will learn what clothing is appropriate for the nursery-age child. And adult education classes are interested in the play school as a service to adult groups and what it affords in instructional material.

WHAT'S THE play school like? Its headquarters are Room 120, once a large storage room, which underwent a complete face-lifting to become the present lab. Now one end very much resembles a kitchen in any home—with a range, refrigerator, and good counter space. At the opposite end, an observation booth with

a one-way screen permits about ten students to observe the children.

One wall is partly lined by tiny lockers, each identified for its young user by a special picture. The children learn to put on and take off their wraps, and to hang them up, too.

The room is furnished with child-size tables and chairs, a piano, a combination sand- and water-table, and a slide. Books and blocks, dolls, toy dishes, equipment for playing house—including a "homemade" stove and a doll's cradle that was once a grape basket—all these make the play school a child's heaven.

What's more, the children choose their own activities, whether it's sliding, playing the xylophone, or painting a picture. "While this is primarily a training facility for students, the children themselves, naturally, regard it as simply a place to have fun," says Miss Rose.

Group activities include story-time,
continued on page 14

Home economics professor Ella Rose is seated at the table with Catherine Anderson (father, Elving, assistant director of Dight Institute), while Danny Miller (father, Ralph, associate professor, School of Agriculture) paints; sliding into the arms of home ec education assistant Mary Helen Haas is Carolyn Knorr (father, Philip, teaching assistant in forestry).





Reading counter-clockwise: Helen Teien, principal secy., U Relations, helps Dr. Frank McKinney to some punch. Physical plant head Roy Lund shakes hands with old friend Teresa Fitzgerald, retiring alumni office secretary. Three retiring from ag extension get together for a last chat: Henry Pflughoeft, Charlotte Kirchner, and Ina B. Rowe.

Opposite page: First row of candidates for certificates of merit. Sister act—May Swanson, retiring physiology lab assistant, and her sister, Mrs. Anderson. Alice Biester, home economics, shakes hands with VP Middlebrook as VP Willey and Ethel Phelps look on. President Morrill congratulates Dr. Luther Thompson, Mayo Foundation, as Dr. G. Needham, Bacteriology, Mayo, watches.



time to retire . . .

U Staff Members Ge

CERTIFICATES OF MERIT, for ten or more years of service to the University, went to retiring staff members at a party June 3 in the Main Ballroom of Coffman Memorial Union. Friends, relatives, and colleagues gathered in the ballroom to honor the retiring academic and civil service staffers whose combined University service totaled more than 1900 years.

This ninth annual presentation of the certificates was broadcast over station KUOM with Vice President Malcolm M. Willey, academic administration, acting as master of ceremonies. The Certificate of Merit, authorized by the Board of Regents, is the University's official way of saying "Thank you" to staff members who have given long and devoted service.

In his preliminary remarks, Vice President Willey said the occasion demonstrated that "there are many Americans, and many Minnesotans, who continue to take pride in their work, and to sink their roots deeply into the organizations to which they belong."

He went on to say that the records of these 82 staff members "indicate a strong and enduring sense of loyalty; they suggest also that there are special satisfactions in serving as a member of the staff at the University of Minnesota."

Before Vice President Middlebrook, Business Administration, read over the names of those retiring after ten or more years, he said: "The years have raced by almost unnoticed! Yet all of us, looking back, realize that our work has been more than personally satisfying. In working for such an institution as this University, we realize that our work has gone for *something*; and that it will endure."



Certificates of Merit

President Morrill spoke of the difficulty in a large university of giving each staff member a sense of belonging and importance. "But occasions like this 'farewell party,'" he went on, "give us perspective and remind us that together we *do* belong, and that what each of us has tried to do *is* important."

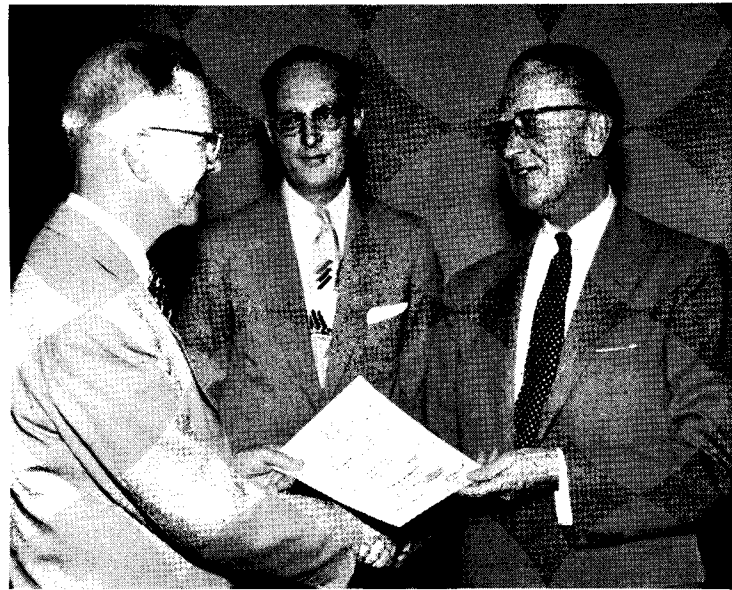
Faculty members who received certificates at the party included: Alice Biester, Arthur F. Bratrud, Leo J. Brueckner, Carlyle Campbell, Spencer B. Cleland, August C. Krey, Richard R. Cranmer, Edward W. Davis, Victor L. Fixen, Ernest A. Heilman, Kano Ikeda.

Blanche C. Kendall, Charlotte Kirchner, Frank S. McKinney, Paul R. McMILLER, William E. Morris, Henry A. Pflughoeft, Ethel L. Phelps, Alex B. Rolfe, Ina B. Rowe, Luther Thompson, M. A. Thorfinnson, Roland S. Vaile, and Edwin J. Volden.

Civil Service staffers getting certificates at the party were: Regine Aarestad, Albert Anderson, Talitha Andreas, Ellen Bercher, Katherine Boice, Nelle C. Cowles, Teresa Fitzgerald, Gustaf L. Fogelberg, Luena S. Gillen, Sarah M. Glenzke, Arthur B. Hanson, Caroline Hansrud, Carrie Hoiosen, Ella Johnson, Ida M. Johnson.

Nellie O. Jones, Mathilda Lambert, Louis A. Larson, Ragna Moe, Harry B. Orr, Helga M. Palmer, Carl T. Petersen, Marie C. Peterson, Mellie R. Phillips, Evangeline P. Pierson, John S. Reynolds, Peter H. Rocksted, Steven H. Rued, Ethel M. Slider, May W. Swanson, Margaret H. Trimble, Bror A. Wallin, and finally, Gladys C. Widing.

After the certificates had been presented, the retiring staff members took time out for punch and cookies as they visited with friends and co-workers.



University Welcomes New Staff

New professor in the Department of Naval Science is Captain Frank Bruner. Born in Randolph, Neb., Captain Bruner holds the B.S. degree from the U.S. Naval Academy, and in 1947 he completed the senior course at the Naval War College. He has served for 28 years as a commissioned officer in the U.S. Navy.

Professor Chih-Chun Hsiao joins the faculty of Mechanics and Materials, IT, as associate professor. Educated in China, Prof. Hsiao received graduate degrees from Massachusetts Institute of Technology and the University of Colorado. For the last two years he has been in charge of an electron microscope laboratory in Pittsburgh; before that (1947-53), he taught at Penn State.

IN ADDITION to permanent appointees, several new faculty members are here on a temporary basis this year. These include two visiting associate professors in the Political Science department of SLA: Professors Ralph Gray Jones and Ira Polley. Coming to Minnesota from the University of Arkansas, where he is associate professor of government and assistant to the vice president, Professor Jones will teach courses in the conduct of American foreign relations and in international law. Professor Jones has earned graduate degrees from Louisiana State University and Cambridge University. While in England, he read law and was admitted to the English bar.

A Minnesota Ph.D. is Ira Polley, acting associate director of the Political Science department's public Administration Center. Professor Polley also studied at the London School of Economics. His career has included teaching and research positions at Michigan State and Wayne University as well as numerous posts with the War Production Board, the National Labor Relations Board, and the Region Eight Wage Stabilization Board, Minneapolis, of which he was regional chairman.

Philip Paul Wiener will be visiting professor in the American Studies

continued from page 7

program of the Arts College. He will participate in an American Studies faculty research seminar being underwritten by the Carnegie Corporation and will also teach in the Philosophy department. A graduate of Columbia University and of the University of Southern California, from which he received the Ph.D. degree, Professor Wiener has been professor of philosophy at the College of the City of New York and has taught at such other universities as Harvard, Columbia, and Michigan.

No newcomer to the campus is Marshman Sharp Wattson, visiting associate professor in the Law School. Professor Wattson received his B.A. and LL.B. degrees from Minnesota and taught here for nearly five years. He has seen service in the Navy, has served as attorney for the Office of Price Administration, and was for a number of years in private practice. Since 1946 Professor Wattson has been on the law faculty of Indiana University.

To all these men and to the others who are here for the first time, *The Minnesotan* says, "Welcome!"

Three on Leave For Seoul University, Korea

Under the "sister university" agreement between the University of Minnesota and the Seoul National University of Korea designed to strengthen and develop the educational and research programs of the Korean school, three University of Minnesota faculty members went to Korea last month for three months.

Carl O. Graffunder, architectural lecturer in the University's Institute of Technology, left September 10 for Seoul to serve as adviser to the Korean faculty in architecture. After completing his work in Korea, he will continue on around the world.

Leaving for Korea later in September were Sidney C. Larson, associate professor of electrical engineering and Clarence E. Lund, professor of mechanical engineering. Both will serve as advisers to the Seoul university's engineering faculty.

Lab is "Child's Play"

continued from page 11

with Mary Helen Haas, home economics education assistant; listening to children's records; and even "baking." As in any home with several children, the youngsters learn to share and play together and to take part in home projects. If Mrs. Haas bakes cookies, the children may watch and take turns rolling the dough as they might at home.

The children who go to this play school are admitted in groups of eight. They come for several hours a day, two or three days a week, and each "session" lasts six to eight weeks. During one such period the group may be two- or three-year-olds; during the next, it may consist of four- or five-year-olds.

Although there is no restriction on residence or occupation of parents, it's not surprising that most of the children come from the area around the St. Paul Campus—from St. Anthony Park, Village Grove East, and Thatcher Hall. Many of the parents, naturally, are faculty members, and some of the mothers are home economics graduates.

Young as it is, the play school is a success, as evidenced by its long waiting-list. But for the Home Economics staff the laboratory's main contribution is the real-situation training it is giving future home economics teachers and homemakers to help them better understand young children.

Prof. Wells Goes to Japan On Fulbright Lectureship

Lemen J. Wells, University of Minnesota anatomy professor, has been awarded a Fulbright grant to lecture during the academic year 1955-56 at Ludwig Maximilian University, Munich, Germany.

Professor Wells, one of approximately 400 grant recipients for lecturing or conducting research abroad, will lecture on prenatal developmental anatomy.

Funds used for carrying out the program under the Fulbright Act are foreign currencies realized through surplus property sales abroad.

The Minnesotan

The President's Page

WHILE READING in Lotus Delta Coffman's *The State University* again, I came across his comment that "the chief danger inhering in university circles is that they will become intellectualized and standardized and that in consequence their pliability and usefulness as educational institutions will be diminished, if not destroyed." We seem to be reasonably well fortified against that danger today!

This autumn the mainstream of the community, state, and nation seems to be flowing through our doors at an almost unprecedented rate.

I am thinking, for example, of the parents of students who came here during the orientation week to see something of this University to which they have entrusted the education of their sons and daughters.

I think, too, of such honorary societies as Phi Beta Kappa, whose Triennial Council was held at the University in August, or of such professional groups as the American Chemical Society, whose members, some 7,000 strong, thronged from the four corners of our country into our classrooms and meeting rooms, to present and discuss the results of, and plans for, their important research. The University is indeed a fitting place for such meetings, and we are honored to have such distinguished visitors.

Late last month — on September 24 — we welcomed 1,200 guests to Legislators' and Editors' Day. This annual function permits the State's legislators and its newspaper editors and radio and television broadcasters — all of whom play so major a role in advancing our program and educating the public about our aims and methods — to meet with our staff and see at least small parts of the University in action. This year the group met the Regents, toured the Museum of Natural History, learned about student life from the Office of the Dean of Students, and attended the Minnesota-Washington game.

On October 15, the University will play host to a different group of friends — 415 members of the Veterans of Foreign Wars and its auxiliary who are coming to the campus for luncheon and a tour of the University's medical facilities. The VFW group has an understandable interest in these medical resources, for it has pledged itself to raise \$450,000 for a cancer research hospital at the University.

Another veterans' group — the American Legion — was represented on the campus last month when its top Minnesota officers came to meet Dr. Robert Good, who holds the American Legion Memorial Professorship, set up by the Minnesota Legion as a memorial to World War II dead.



THE SPIANS WILL HAVE their day at the University, November 3. At that time a dinner will officially mark the twenty-fifth anniversary of the University Theatre and the seventy-fifth year of drama on campus. The guests for this event will include present and former Theatre staff members and students.

In mid-September nearly 80 outstanding citizens met for a Ford Foundation-sponsored foreign policy seminar at our Itasca Park station. This meeting, under the auspices of three midwestern universities, including our own, is an experiment in joint government-citizen-university consideration of major foreign policy problems.

Experts in such diverse fields as biology and literature and Institute of Child Welfare alumni will come to the University from throughout the nation for a conference on human development, December 8-10. Special recognition will be paid John E. Anderson, University professor of Child Welfare, for his thirty years of teaching service and research in child development.

Later this year outstanding educators will join with a host of friends and alumni to participate in observances marking the fiftieth anniversary of our College of Education.

These examples are selected merely to illustrate my point of the wide-ranging vitality of a university such as our own, its partnership with the commonwealth and with sister institutions in performing the day-to-day tasks which help give meaning to the large and noble statement of purpose which is carved in stone on our campus.

f. l. Merrill

OCTOBER 15 TO NOVEMBER 15, 1955

University of Minnesota Calendar of Events

MINNEAPOLIS SYMPHONY CONCERTS

Subscription Series

Nov. 4—Gala opening concert. All orchestral program.
Nov. 11—All orchestral program.
(*Northrop Auditorium*, 8:30 p.m. Single tickets from \$1.75 to \$4.00. Sales begin the Monday before each concert at the Symphony Ticket Office, 106 Northrop. For reservations call University extension 6225.)†

UNIVERSITY ARTISTS COURSE CONCERTS

Oct. 24—Obernkirchen Children's Choir.
(*Northrop Auditorium*, 8:30 p.m. Single tickets from \$1.00 to \$3.00. Sold at 105 Northrop Auditorium beginning the Monday of the week before the concert. For reservations, phone extension 6126.)†

SPECIAL CONCERTS

Oct. 26—Mantovani and His New Music. Single Tickets from \$1.00 to \$3.00.
Nov. 7—Scots Guard Band. Single tickets from \$1.50 to \$3.50.
(*Northrop Auditorium*, 8:30 p.m. Counter sale begins the Monday of the week before the concert in 105 Northrop. For reservations, call ext. 6126.)†

THURSDAY MORNING CONVOCATIONS

Oct. 27—Edward Weeks, editor of *The Atlantic Monthly*, "In the Editor's Chair."
Nov. 10—John H. Noble, lecturer, "My Nine and One-Half Years in Russian Prisons."
(*Northrop Auditorium*, 11:30 a.m. Open to the public without charge.)

SPECIAL LECTURES

Nov. 6—Gideon Seymour Memorial Lecture: Arnold Joseph Toynbee, British historian, "The New Opportunity for Historians."
(*Northrop Auditorium*, 4:30 p.m. Open to the public without charge.)

UNIVERSITY GALLERY EXHIBITIONS

To Oct. 17—Photographs by Eugene Atget, French pioneer of modern photography.
To Nov. 4—Recent American Sculpture. The work of 13 artists in a variety of media.
Oct. 21-Nov. 8—Fifty Years of Prints by Picasso. Etchings, drypoints, aquatints, engravings, and woodcuts in a comprehensive survey of the artist's work.
Oct. 21-Nov. 8—African Negro Sculpture. Thirty pieces of primitive art.
Nov. 11-Nov. 25—Mexican Folk Art in Clay. Figures and decorative pieces from Metepec and Izucar de Matamoros. (*The Gallery*, on the third and fourth floors of Northrop Auditorium, is open to the public from 8:00 a.m. to 5:00 p.m., Monday through Friday. Concertgoers will find the Gallery open before performances and during intermissions.)

MUSEUM OF NATURAL HISTORY SUNDAY PROGRAMS

Nov. 6—"Superior Forest and Wilderness Travel," H. L. Gunderson, assistant scientist, Museum of Natural History.
Nov. 13—"Midwestern Fossil Elephants and Rhinos," color film.
(*Museum of Natural History Auditorium*, 3:00 p.m. Open to the public without charge.)

UNIVERSITY THEATRE PERFORMANCES

Nov. 3-5, 8-13—*Annie Get Your Gun*. Book by Dorothy and Herbert Fields; music by Irving Berlin.
(*Scott Hall Auditorium*. Performances at 8:30 p.m., except Nov. 8 and 13, which are matinees only at 3:30 p.m. Single tickets at \$1.20 may be purchased a week before the opening at the Theatre Box Office, 18 Scott Hall.)†

Young People's University Theatre

Oct. 15, 22, 23—*Huck Finn*, by Frank M. Whiting and Corrine Rickert.
(*Scott Hall Auditorium*, 3:30 p.m. Single tickets at \$4.00 may be purchased at the Theatre Box Office, 18 Scott Hall.)†

UNIVERSITY PRESS PUBLICATION DATES

Oct. 14—*The James Ford Bell Collection: A List of Additions, 1951-1954*, compiled by John Parker, curator of the James Ford Bell Collection at the University of Minnesota Library. \$3.00.

October—*Copy of a Letter of the King of Portugal Sent to the King of Castile Concerning the Voyage and Success of India*, translated by Sergio J. Pacifici, Yale University. Limited, numbered edition of 1,000 copies. \$5.00.

Nov. 2—*Occupational Mobility in American Business and Industry, 1928-1952*, by W. Lloyd Warner and James Abegglen, both of the University of Chicago. \$5.50.

Nov. 2—*The Poetic Workmanship of Alexander Pope*, by Rebecca Price Parkin of Dallas, Tex. \$4.00.

(Books are available at Minneapolis and St. Paul bookstores or may be ordered through local bookstores.)

SIGNIFICANT UNIVERSITY BROADCASTS

Public Affairs Forum . . . featuring speeches given on campus and throughout the community. The Macalester convocation will be broadcast every Tuesday on this program, the University convocation on Thursdays. Mondays through Fridays, 1:30 p.m.

Minnesota Football . . . a play-by-play account of the University's football games by KUOM sportscaster, Ray Christensen. Saturdays, 1:15 p.m.

Morals and Politics . . . a new series of Cooper Union Forum lectures. Talks by distinguished speakers on such topics as "Freedom of Information," "Who Becomes a Delinquent and Why," "Hate Roots," and "Anti-Minority Groups." Saturdays at 4:00 p.m.

(*KUOM*, the University radio station, broadcasts at 770 on the dial. Its complete fall schedule may be obtained by writing to the station.)

ATHLETIC DEPARTMENT EVENTS

Football Games at Home

Oct. 22—Michigan.
Oct. 29—University of Southern California (*Homecoming*). (*Memorial Stadium*, 1:30 p.m. Single tickets at \$3.60. Counter sale of any unsold tickets begins the Monday before each game at the Football Ticket Office, 109 Cooke Hall. For further ticket information call MAIn 8101.)

Cross Country Track Meet

Oct. 15—Minnesota vs. Wisconsin.
(*Lake Nokomis*, 10:00 a.m. Open to the public without charge.)

†Tickets for these events are also available at the Field Schlick Ticket Office in St. Paul and the Downtown Ticket Office, 188 Northwestern Bank Building in Minneapolis.

THE MINNESOTAN

The University Staff Magazine - November 1955

**Guy Bond:
Teaching Reading Around the World**



They Made Us Great

ONLY AN INDEFATIGABLE and enthusiastic man could find time from the work of directing the Research and Reference Branch of the Division of Medicine at the Food and Drug Administration in Washington to amass a library of over 3500 contemporary children's books.

Dr. Irvin Kerlan, initially a lover of good books in general, was attracted to the field of children's literature by the superlative examples it offers of illustration and design as well as its literary value. Staking out the field of current American juveniles in particular, he assembled not only the books, but also the illustrations.

In 1949 he presented to the University of Minnesota library his entire collection — which had grown so large that he was forced to move from an apartment to a three-story house! He continues to add new materials to the collection.

The Kerlan Collection of illustrated children's books now at the University Library is unique for several reasons. It is a remarkably strong selection of all the books published in this field in the United States within the last 10 or 15 years. Many volumes are valuable first editions, and a large number are inscribed by author or illustrator. All phases of book production are represented, including manuscripts, book dummies, and press sheets.

The collection includes the American Library Association's annual Newbery-Caldecott selections of the best-written and most attractively illustrated books for children. Original sketches by such outstanding artists as Paul Brown and Wanda Gag, both native Minnesotans, supplement this part of the collection. One of Walt Disney's sketches for *Bambi* is included, as is a winsome portrait of Christopher Robin in lace collar and velvet suit "sworn to by his father and collaborator, A. A. Milne."

Although Dr. Kerlan has concen-



Irvin S. Kerlan

trated on acquiring contemporary children's books, he adds important classics as he encounters them. A first edition of *Tom Sawyer* and a McGuffey's *Reader*, 1879 edition, for instance, are valuable finds. One of the oldest books in the collection is *The Daisy; or, Cautionary Stories in Verse, adapted to the capacities of children from 4 to 8*, published in 1808. For lighter moments, there is *Guess Again, or Easy Enigmas and Puzzles for Little Folks*. At least once a year the University Library prepares an exhibit from this rich store.

Dr. Kerlan's impulse for public service has found expression in his professional life as well as in his hobby. He has been with the Food and Drug Administration since 1939, and is often occupied with lectures and articles for medical and public health groups. He graduated from the University's College of Medical Sciences at the age of 20 (in 1933), and has since remained an active alumnus.

The Kerlan Collection continues to be Dr. Kerlan's main contribution to the University's resources. In 1952 the Board of Regents specially cited his "generosity and unflinching interest" in the collection.

in this issue . . .

WHAT'S BEHIND the construction work on the Mall? It's a long and, we think, interesting story, involving vital maintenance repairs and a plan for developing a useful, attractive area that could form the heart of the Minneapolis campus. See page 3.

A JOB THAT'S UNIFORM but never dull is that of Art Berge, who outfits Air and Army ROTC students. You'll meet Art on page 10.

MARTHA ZIEGLER'S HANDS are always busy — cooking, sewing, carpentering, and tending the equipment room in the UMD women's physical building. Page 11.

PIGS, CHICKS, AND CORN raised by new and old techniques serve as object lessons by which ag campus staff members demonstrate the superiority of new methods. Page 12.

on the cover . . .

Professor Guy Bond, education, recently returned from a sabbatical spent studying methods of teaching reading in English-speaking countries around the world. (See story, page 6.) The pile of readers in the background — all, incidentally, by Bond — represents texts used by pupils in U.S. schools, grades 1-8. Photo, Wally Zambino.

THE MINNESOTAN

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What's Ahead for Northrop Plaza

AN ARCHITECT'S PLAN, a badly leaking garage roof, a traffic problem, an alumnus' request—all these are parts of the complicated story behind the current and anticipated construction work on the University's upper Mall.

The story goes back to 1909, when the noted Minnesota-born architect, Cass Gilbert, won a nation-wide competition for a new campus plan. His drawings called for classroom buildings flanking a central Mall, terminated on one end by a grand auditorium and on the other by a campanile and plashing fountain.

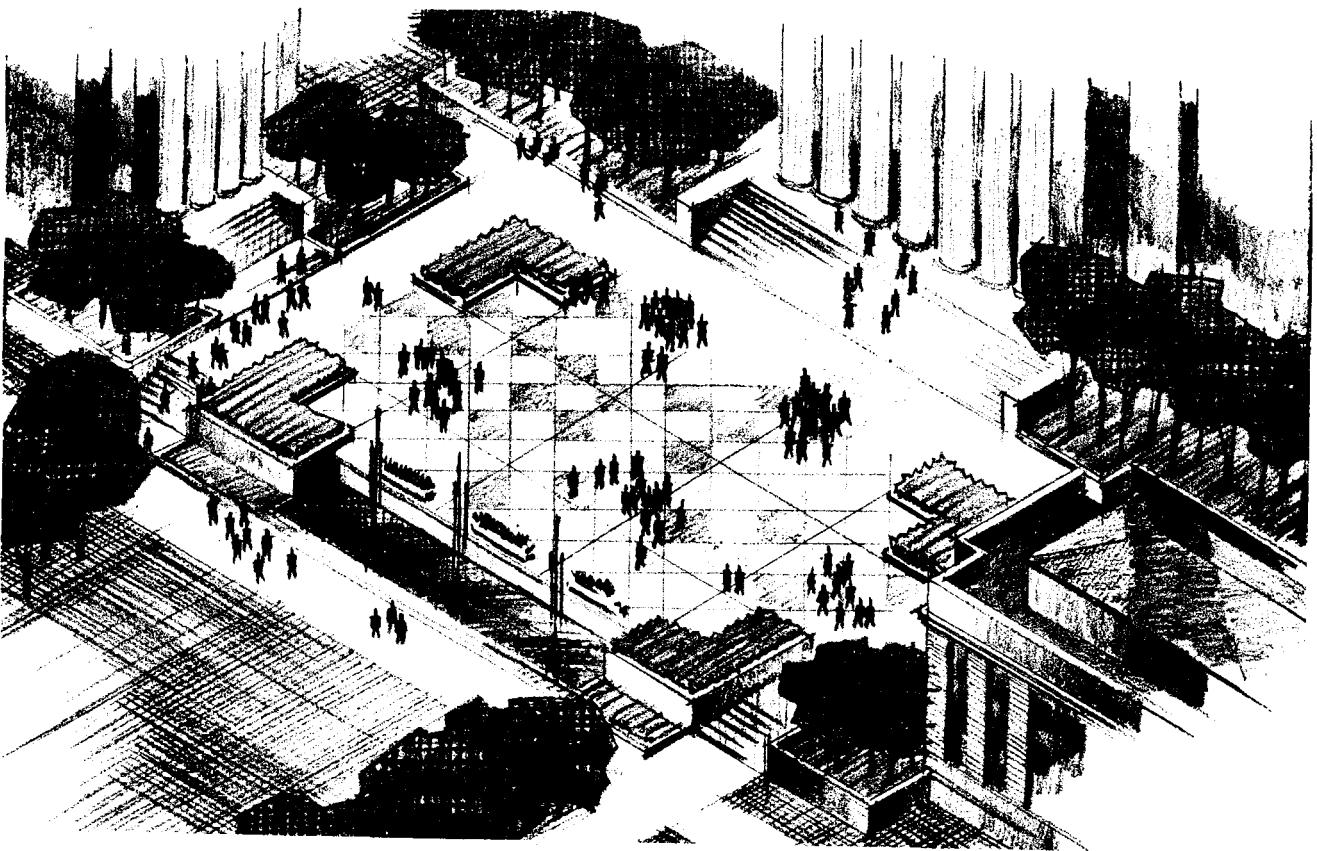
According to Gilbert's plan, the heart of the campus would eventually move from the Knoll to the new Mall (even then the plan envisaged the development of classroom buildings on the Knoll). And dominating the Mall would be a paved plaza in front of the auditorium to permit circulation in all directions and to provide outside assembly space. Gilbert saw this plaza as a square area in front of Northrop, geometrically laid out and decoratively paved. Its function: to provide aesthetic surroundings and give unity to the buildings at the head of the Mall.

Although the Gilbert plan was not followed to the letter, nevertheless the central idea of the Mall was preserved, and successive University architects have recognized the validity of the original conception.

Indeed, two later plans of 1922 and 1927, drawn up by the landscape architects, Morell and Nichols and approved by the University advisory architects, agreed with the Gilbert drawings in keeping the area in front of Northrop a paved plaza set off by decorative planting beds.

Now the story takes a somewhat
continued on next page

This architect's drawing shows what the Northrop Plaza area might look like ten years from now, if present plans materialize. Note the paved area in front of the Auditorium, the planting beds, and small pool with water jets.





Roy V. Lund, supervising engineer

different turn, with the focus on structural repairs.

In 1930, with the construction of Northrop Auditorium, the Northrop Garage was built. These were difficult days when funds were tight and compromises demanded at every step. As a result, the plan to pave the Northrop Plaza was postponed for lack of money, and temporary sidewalks were erected. These, as well as the steps to the upper level, were recognized at the time to be merely temporary: they had been built only one foot above the garage slab, without drainage tiles. "We all hoped," says supervising engineer Roy Lund, "that extra money would be forthcoming, possibly as a class gift, so we could finish the job right."

But the money wasn't given, and the maintenance headaches began.

Here's how Lund explains it: "Water kept seeping under the concrete from the wet grass. Then the sun shining on concrete in winter afternoons drew up the water by capillary action. At night, the moisture froze again. As this thawing-freezing cycle was continually repeated the concrete deteriorated further and further."

As a result, the sidewalks cracked no less than three separate times. Each time they had to be repaired. And each time, because of shortage

of funds, the repairs were only temporary.

In addition, this freezing-thawing action caused a shifting in the central stairs leading down from the terrace in front of Northrop. These were pushed forward and today are extremely irregular, with the treads all tilted. Lund points out that these walks and steps provided real accident hazards.

Finally, all this water freezing and thawing could not help but affect the roof of Northrop Garage. Because no permanent drainage system had ever been provided, the waterproof membrane on the Garage's south wall began leaking, and by 1954 water was at first trickling, then pouring, into the garage.



Winston A. Close, advisory architect

Clearly something had to be done — something permanent — to repair the surface concrete and to prevent further leaks into the garage. This being in Lund's department, Lund himself went to University advisory architect Winston Close in the winter of '54 and said: "Here is our engineering problem. We've reached the stage where we have to do something permanent about the water-concrete problem, something that won't need redoing every ten years. This would be an ideal time to look at the whole future development of the Northrop

area, and ask where we're going from here."

Close was extremely receptive to the idea of working out a consistent plan for Northrop Plaza. He had been concerned with a different kind of problem in the area — that of campus traffic. Before Johnston Hall was completed in 1951, there had been little cross-traffic over the grass in front of Northrop. But with the completion of that building, students and staff members were wearing tracks across the ground. And grass, Close explains, is no good in an area that gets heavy foot traffic.

CLOSE ALSO POINTED OUT that after the construction of Johnston Hall, the upper Mall was completed as envisioned in the Gilbert Plan, with the auditorium flanked by two major buildings. He agreed that clearly this was the time for re-examining the Northrop Plaza area. "We felt that this was a chance to make not only the imperative structural repairs, but to provide an area that could become a real center of campus life and an aesthetic unit that would dominate the Mall," he says.

The old Cass Gilbert plan was brought out from the files along with the later plans of Morell and Nichols. Conferences were held with members of the Art department and with the emeritus head of the School of Architecture, Roy Jones. Into the discussion was introduced a letter from an alumnus to President Morrill, urging that there be built some place — other than grass or steps of buildings — where people could sit on the Mall.

What came out of these conferences is, in Close's words, a "long-delayed realization of the original plan for Northrop Plaza, with some modifications." It combines vital maintenance measures with proposals for the functional and aesthetic treatment of the area, Close believes.

Here is the way, according to the plan, Northrop Plaza might look ten years from now:

• Unlike the square Gilbert foresaw, the Plaza, because of the size and arrangement of its buildings, is now a rectangle. According to the long-

range plans, the central area would be paved—either with granite or terrazzo, in a diamond pattern and, if granite, in two colors. This, Close believes, would not only add color to the area but would also provide a place where chairs could be placed and would afford excellent surface for cross-traffic. “Any area that gets concentrated foot-traffic needs to be paved,” Close says. This paving will also permanently eliminate the threat of water seeping underground through the earth into the garage.

• Raised planting beds would edge the central rectangle and flank the three plaza buildings (Johnston, Northrop, and Administration) on the front left and right. These planting beds would provide texture and color; (in the Northrop boxes, which are not over the garage, trees were planted when the building was constructed in 1929-30). In addition, these beds in repeated patterns will pull together visually the buildings

that dominate the upper Mall and will “modify the hardness of stone with living green,” according to Close. If present plans can eventually be realized, the flower bed enclosures will be faced with gray granite of bench width to provide extensive seating space.

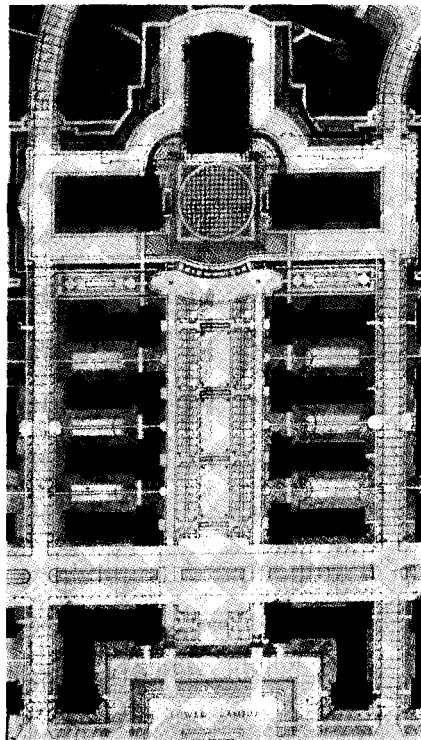
• There may even be a small pool on the campus, if the plan comes to maturity. This would be located where the sloping terrace is now. It would be fairly shallow, would measure about 80'x20', and would probably contain several water jets. (This too harks back to the Gilbert plan. Gilbert placed a fountain down where the Union now stands.) Close hopes that some important piece of sculpture could be incorporated into the pool—either free-standing or built into the walls. The whole plaza, he adds, could be flood-lit at night.

How far has the plan gone, and how far is it likely to go? Roy Lund says this: “We have no time limit. I'd

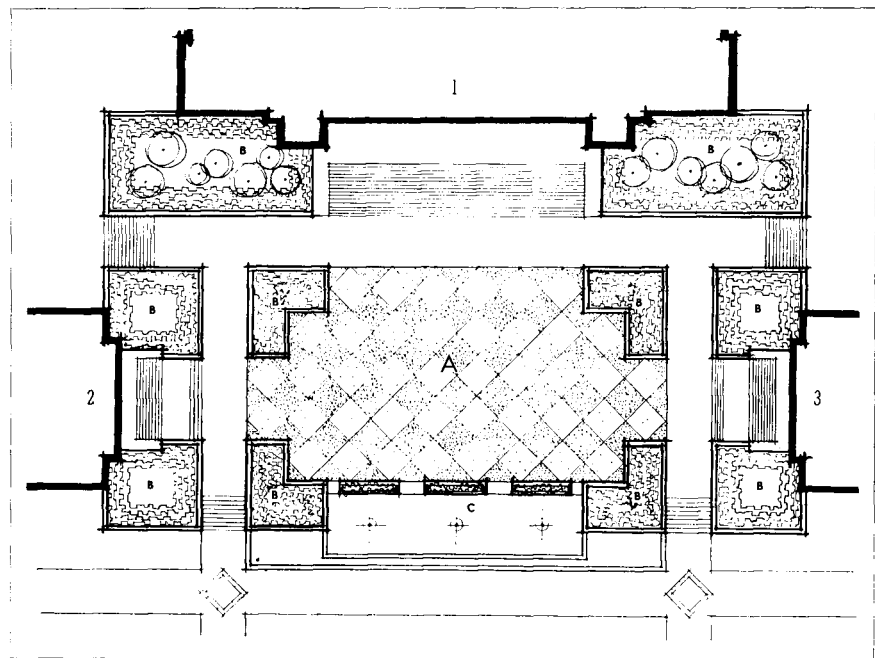
say it was at least a ten-year plan, of which last year (1954-55) was the first. During this period we have for the first time laid down permanent walks. We raised the whole cement structure one foot to provide extra drainage space under the concrete, and we have installed drainage tile. We have also built planting beds on three corners of the rectangle and in front of Administration and are repairing the steps on the right side of the Plaza.”

But Lund adds, “To date our construction expenses have come out of the regular Physical Plant budget, from which we pay for such repairs as fixing sidewalks and waterproofing. No special funds have been requested. Right now we are simply doing first things first and taking care of essential repairs like steps and sidewalks. We may not be able to do something every year. We will have to proceed gradually,” he concludes, “as time and funds permit.” ▲▲

Section from the Cass Gilbert plan of 1909 calls for a paved area in front of Northrop with ornamental planting.



This is a diagrammatic plan of the area shown in the perspective sketch, page 3. The key is as follows: 1—Northrop Auditorium; 2—Johnston Hall; 3—Administration Building. A represents the area that would be geometrically paved in granite or terrazzo; B, planting beds, some of which already have been constructed; and C, the projected shallow pool and fountain. This plan is at least ten years in the future, according to Lund's estimates.



*THE MOON comes up. The men say,
Make a big fire for the dance. We
boys carry wood to the camp. The
men dance the emu dance. The big
moon! The big dance! I stand beside
the fire in the camp. I sing, See the
kangaroo! My father spears the kan-
garoo. My mother is tired. She looks
at the yams in the dillybag.*

*The sun comes up. Up! Up! Up!
I see a snake in the camp. My mother
runs with my baby brother. My father
sees the snake. He spears the snake
with his big spear. I am happy, and
I say, My father is a big man.*

IN CASE you are wondering, this episode is part of a reader called *The First Australian's Third Book*. It is a paper book, published under the auspices of the Presbyterian Church of Australia for the children of aborigines in the Australian bush country. The type is bold and black, and the illustrations are of things familiar to its young readers—tall, black-skinned men and women carrying spears and clothed in native costumes.

This book is just one of many that

Guy Bond's been studying

How They Teach **READING**

Professor Guy Bond, education, brought back from his recent world tour. He spent his sabbatical leave, from December through June, traveling with his family to learn how reading is taught in countries all over the world.

Bond, a ruddy and genial man with crisp, graying hair, has been absorbed by the complexities of teaching reading for most of his adult life, having taught in this field and having written and/or edited 72 different elementary reading texts.

What was the purpose of his tour? Bond says he wanted to learn what they were doing in reading in those English-speaking countries where the goal is 100% literacy. Thus he concentrated on Australia, New Zealand, England, and Scotland, with briefer

stops in Egypt and India.

"On this trip I wasn't talking so much as listening," says Bond, "hearing what teachers and supervisors had to say, sitting in on reading classes, and going through a large number of textbooks, syllabi, and teachers' manuals."

He was struck with the similarities rather than the differences between reading problems and methods here and in the countries he visited. "In all countries we found that the texts are much like those used in this country—except that Janet and John may be substituted for our Alice and Jerry series." Thus, New Zealand children often read cowboy stories in their schoolbooks, and even in England American culture is so pervasive that one primer is called *John's Indian Set*, replete with illustrations of an Indian suit, headdress, tomahawk, and bows and arrows. (Note: The English book has John "playing at Indians," a distinctly British locution!)

In all four places—New Zealand, Australia, England, and Scotland—reading-readiness is accomplished, as in the U.S., through the use of preliminary workbooks which aim to train children to recognize relationships between objects—in size, shape, color, and function.

Children abroad read earlier

Teachers in these countries share the American concern over teaching methods and are often, according to Bond, more radical than we. For example, they mostly delay introducing phonics until the fourth book, whereas American children are getting phonics in context with their reading by page 10 of their first primer, as a general rule.

Children learn to read earlier (at the age of five) in those places Bond visited. But despite the seeming head-

Prof. Bond points out English use of nursery rhyme to prepare young pupils for subsequent heavier reading. In England children start reading at five.



round the World

start, these countries, too, have their "problem readers." Even in Edinburgh, with its model program, good material, and first-rate texts, 48 remedial reading teachers are kept busy.

Bond doesn't believe in making comparisons, when there are so many variables at work. He will say, though, that our materials and our physical plant are better by and large, and our teachers are at least as well-trained. For better or worse, he noted, teachers abroad tend to stick to their manuals a little more closely.

Techniques we might use

What can we learn from these distant places? This was the primary object of Bond's study, and while he insists that any good ideas will have to be tested thoroughly in this country, he suggests the following as possibilities for teaching in American schools:

- *More emphasis on writing.* Bond observed that children in the countries he visited did a lot more writing in connection with their reading. Some of it was just copying, but even this activity seems to reinforce reading facility, he feels. In addition, children all keep daily diaries in these English-speaking countries abroad. Their teachers take a very liberal attitude toward these first efforts at composition, and instead of marking the student down for spelling errors, they praise him when he's used an especially good construction. Bond plans to do further research on the relationship between writing and reading.

- *Less "mileage" for young students.* By this Prof. Bond simply means less pages for students to cover. He found that in New Zealand, Australia, England, and Scotland, readers were only about half as long as in the U.S. They introduce about 300 words a year, compared to 400 in American texts. This, he feels, gives teacher and



**The moon comes up. The men say,
Make a big fire for the dance.
We boys carry wood to the camp.
The men dance the emu dance.
The big moon! The big dance!**

Page from a reading text for aborigines—The First Australian's Third Book.

student more time to do the exercises suggested in manuals.

"We have fine exercises based on word recognition and comprehension, but our teachers are often too pressed for time to use them to the fullest," Bond says. He intends to see how shortening texts effects reading progress.

- *Special arrangements for special audiences.* A couple of schemes that work well abroad might not be necessary here, but they illustrate the way education can be adapted to local needs:

Some children in Australia live 75-100 miles from any school. But, thanks to an alert government, these children can learn their elementary reading and mathematics skills by correspondence course, administered by a parent or supervisor.

And in New Zealand, there has been another interesting innovation. Being a sparsely populated country (it has only two-thirds the population of Minnesota), it can't afford fancy textbooks. Therefore, New Zealand imports those it does use from England, and these texts, as Bond mentioned, are often adaptations of American readers. To get around the problem of "Cowboys and Indians" and to introduce a specific native flavor, the New Zealand government issues an inexpensive monthly magazine full of news and information of

special interest to New Zealand children.

Bond thinks American states or regions which have a particularly strong local culture might consider something like this. Another example, for which there is no parallel in this country, is the "First Australians" series issued for the bushmen.

Speaking of these aborigines brings Bond back to an extracurricular reminiscence. "Near Darwin," he recalls, "we sat in on some classes for these 'first Australians,' held in a three-room schoolhouse on their reservation. Enroute we saw a number of tribesmen walking along the road carrying spears; they had scars on their chests where ashes had been rubbed in to produce the characteristic patterned weals.

"It seemed," he continues, "as though we were miles apart in every way. What could we talk about with these people, whose culture and tradition were so different from ours? Yet, surprisingly, we did find something to talk about with the children. It seems the school officials had recently taken them up to Darwin to see the Harlem Globetrotters. Well, since our family had seen them play in Minneapolis, we made common cause immediately, and, in the heart of Australia, found we could all talk happily about 'Goose' Tatum!"



Professor John C. Kidneigh, director of U School of Social Work, is national VP of the newly-formed National Association of Social Workers.

Audio-visual extension adviser Erwin C. Welke plans to distribute some 50,000 educational films on a non-profit basis to schools all over the country this year.



Herbert S. Isbin, associate professor, chemical engineering, represents the U on the operating committee of the Minnesota Nuclear Study Group. Formed last spring by Northern States Power, Mpls-Honeywell and General Mills, the group will study the peaceful uses of atomic energy for Minnesota.

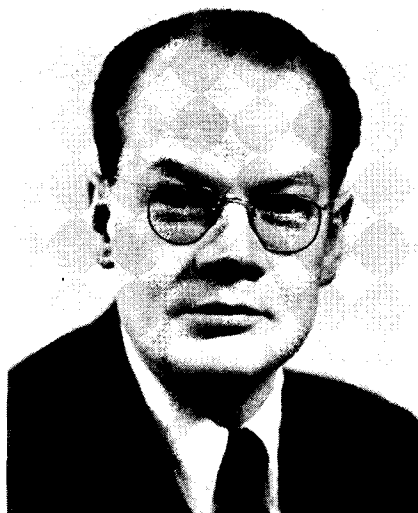


staff members

YOU

Dorothy H. Christensen, senior clerk-typist in Information Service office on Ag campus, says her chief ambition is "just to get my husband through graduate school." She's been at U for three years, two in her present job.





New School of Chemistry chairman, Professor Bryce L. Crawford, directed U rocket research for three years.



Flying fan Eleanor Kestermann is VP William T. Middlebrook's new secretary. She's spent 20 months on Okinawa, 2½ years supervising business office steno dept.

SHOULD KNOW

with Lentz, first director of research for the U's course in hospital administration, and Bruce Butters, course alumnus who will assemble text materials, examine program library.



November 1955



Art Berge Finds Variety in "Uniformity"

ART BERGE, supervisor of the Army and Air Force supply room in the Armory, has worked at the U "practically all my life." As a young boy he milked cows (for \$12.00 a week) on the St. Paul campus. At 16 he was working on the livestock pavilion and often rode President Vincent's horse to herd cattle on the grazing land that is now the State Fair grounds.

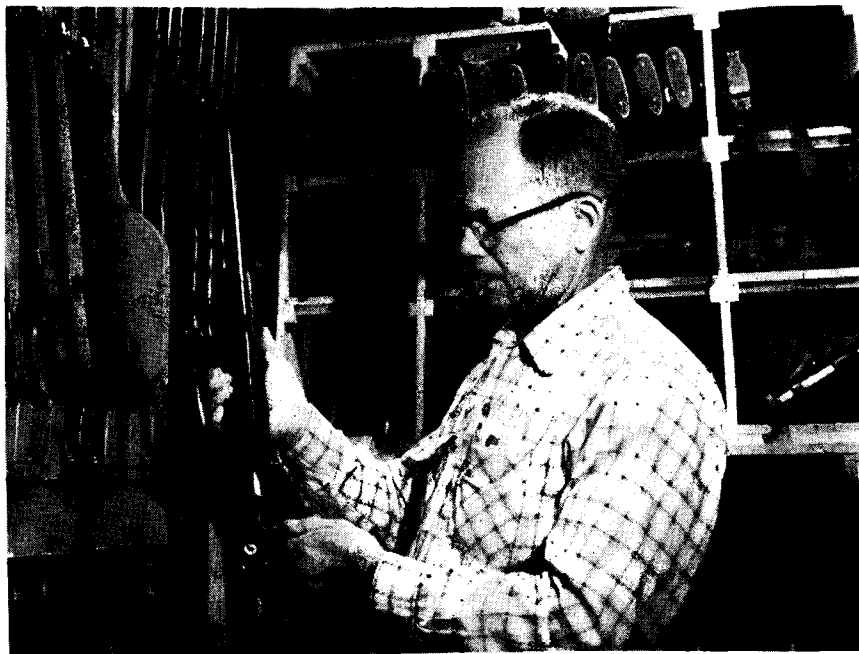
He's been at the U off and on ever since — under Herbert Hayes in agronomy and plant genetics; under E. C. Stakman in plant pathology, taking care of cereal grains in experimental plots; under Fred Haralson in the horticulture greenhouse.

His last major switch was to the Minneapolis campus in 1924, when he started working for J. C. Poucher, former head of University Services. After two years in Inventory he was transferred to military supplies, where he's been ever since.

Berge, a forthright man with sandy, thinning hair and remarkably candid blue eyes, can be seen in his Armory headquarters generally wearing khaki pants and a somewhat violent sport shirt. In the office are stores clerk Carl Johnson and stenographer Marilyn Lange. The main equipment room looks rather like an army-navy store, with its endless racks of blue, blue-gray, and khaki-colored coats, pants, and jackets and its shelves of gloves, trousers, and shirts.

Art pauses in front of a rack of Air Corps uniforms to explain: "When I came here in '26, drill was compulsory. Those days I'd suit up about 2200 students each fall — all military. Now we outfit the Air Force as well as the Army (the Navy has its own supply room) — about 500 for each branch in the basic group and 300 more each in the advanced."

Berge's main responsibility is taking care of uniforms: issuing them to



Berge checks a rifle in his small "vault" containing valuables, firearms.

students and seeing that they're checked in, dry cleaned, and kept in proper repair. The basic uniform — for ROTC students in their first two years — costs \$85 and is paid for by the Service. It includes: jacket, trousers, overseas cap, topcoat, belt, tie, and shirt. It is returned to the supply room.

For the advanced student — junior or senior in Air or Army ROTC — the uniform is similar but more expensive. It, too, is paid for by the Service, but unlike the basic uniform is made to measure and belongs to the student for keeps.

Berge also gives out books — an average of six per student per year — for Army and Air ROTC, as well as band equipment for these two branches. Consequently, the back room is bulging with tubas and sousaphones; next to these are stacked Army and Air Corps office supplies, which Art also distributes.

He keeps a close watch, too, over arms and equipment. Taking you into the basement he points out a miniature arsenal with a sloping floor. "This," he explains, "used to be a swimming pool until Cooke Hall was built in 1934." Here on the graded tile floor are rows of Garands totaling nearly 600, plus a good number of carbines and bazookas. These are used for student practice; Art explains they've all been carefully "demilitarized" — had their firing pins removed. "We've only had one rifle taken since I've been here," he reflects.

Speaking of weapons brings Berge back to his locked vault near the upstairs office. Here is kept an assortment of machine guns, 75 mm. recoilless rifles, and other mean-looking weapons. Art picks up a bazooka by way of illustration. "You hold it like this. Then PFFLUMP —" He

continued on next page

carpenter, seamstress, "nurse" . . .

UMD's Busy Martha Ziegler Cultivates Locker-Room Calm

TWO HUNDRED UMD COEDS find the able hands and kindly manner of Martha Ziegler, who has charge of the women's health and physical education equipment room at Duluth, always at their service. They look for Mrs. Ziegler when a swim-suit needs a few stitches, a gym suit requires a tuck, or a scratch demands first-aid.

With the understanding of one who has raised a family of her own, Mrs. Ziegler handles the minor problems of locker-room discipline in a masterly way. She modestly discounts her successes, and says simply, "All of

our girls are just lovely to work with."

One of her supervisors comments, "We gave up trying to set down any firm pattern of operation for Martha. We could set down rigid rules governing the locker-room, but in the long run, the Ziegler method seems to work out better."

At the Duluth campus since 1944, three years before it became a branch of the U, Martha was a Main building custodial worker until the physical education building was opened in 1952. Her Main building colleagues knew that "Mrs. Ziegler was here," not only from the sparkling offices and classrooms but from the birthday or anniversary remembrances she often brought in—an apple pie made from her home-grown fruit, a plate of cookies, or a bouquet of garden flowers.

Berge

continued

pretends to fire. "That'll even shatter a tank!" (Berge himself has never been in service—too young for World War I, too old for World War II, he explains.)

In a locked chest within the vault he keeps such sensitive items as pistols, binoculars, and compasses; the latter are checked every year by men from the ordnance department. Art himself is occasionally called away from totting up budget figures or giving out uniforms to repair a rifle or tinker with a camera.

Why does he like his job? "It's the people," he answers. "I like working with students. We get an awfully nice lot of boys. I remember how Harold Stassen—he was on the rifle team—would come over just to bat the breeze. And there've been so many others . . ."

Berge lives as close to the campus as possible—1407 University Ave. His daughter attends the U now. After 33 years on the staff, Art can't get over the general friendliness of the people he's known and worked with. "Being here that long you just kinda get to know everyone, and everyone gets to know you!"



Mrs. Ziegler tends one of her plants.

the west side of the physical education building.

In her own Kenwood home, Mrs. Ziegler most enjoys gardening and cooking. Her specialty is potato pancakes. These she makes for special occasions and invites friends in to enjoy them with her.

Never idle, when her equipment room is in order down to the last piece of soap or towel, she can generally be found mending a softball seam, polishing golf irons, repairing a soccer shinguard, or helping make costumes for a college dance performance!

But through all her activities and despite such provocations as muddy feet tracking up her spotless floors in damp weather, Martha keeps her even temper, and makes things pleasanter for those around. Confides an admiring associate: "Martha's real talent isn't cooking or sewing or cleaning or carpentering. It's the way she gets along with students. She'll say the right thing at just the right time and relieve a tense situation with a joke."

TODAY and YESTERDAY

U agriculture staff demonstrates superiority of modern methods

NOT LONG AGO we were taking pictures of three pigs in an unusual demonstration on the U's St. Paul Campus. The largest pig, a 200-pounder, and the second largest, perhaps 50 pounds smaller, were docile. But the little pig was nervous. He spotted some rich green grass along a fence row, broke away from the group and began a frantic feast. As we watched, the herdsman mercifully let him feed a few minutes, then reluctantly shooed him back into the cement-bottomed pen.

The hungry little pig weighed about 75 pounds, yet he was a litter-mate — a "brother" of the two larger pigs, one 150 pounds, the other 200. And this little pig had in his short 135-day lifetime eaten twice as many pounds of feed per pound of gain as his healthy 200-pound brother. What was the answer?

The hungry little pig had been fed a hog ration thought good in 1910. His nearly-three-times-heavier brother had received only half as many pounds of feed per pound of gain, but his ration was modern formula — full of the correct amounts of everything animal nutritionists believe necessary for growing hogs.

Prof. Lester E. Hanson, animal husbandry, set up the demonstration to show the improvement of today's hog rations over those of 40 years ago.

The three pigs, one trio of a total of nine in the demonstration, were probably the most photographed pigs that ever lived. The picture (on next page) appeared in numerous farm magazines and in LIFE, which sent its photographers here for the story.

EARLY THIS summer, Elton L. Johnson, head of the University's poultry department, and Assistant Professor Paul E. Waibel set up

a similar demonstration with baby chicks.

In paging back through history to learn what farmers fed baby chicks in 1905 — 50 years ago — they could find no University of Minnesota recommendations. They took their 1905 feeding plan from the Curtiss Poul-

try Book, published by *Farm Journal*.

It suggested chick-cracked corn, finely cracked wheat, a seed mixture — clover, timothy and wild seeds — and grit, charcoal, dry bran, corn meal, and ground hard-boiled eggs. Charcoal was thought helpful in "absorbing" disease organisms in the chick's system.

The 1955 ration looks a good deal different — ground yellow corn, soybean oil meal, tallow, ground meat and bone scraps, alfalfa meal, fish meal, dried whey, distillers' dried solubles, iodized salt, ground limestone, and bonemeal. And look at the vitamin and mineral re-enforcement in the 1955 ration: manganese, methio-

Standing behind Corn Yesterday (left) and Corn Today (right) are U extension agronomist E. H. Jensen, farm owner's son Paul Wenzel, and extension soils specialist H. E. Jones. Baskets prove superiority of modern methods.

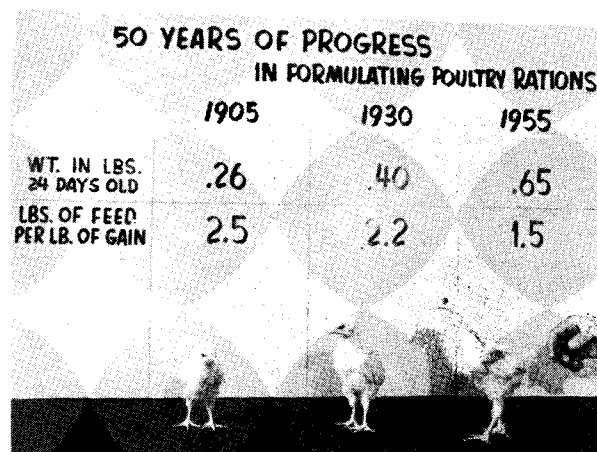


nine, vitamins A, D and B₁₂, riboflavin, niacin, pantothenic acid, choline chloride and antibiotics.

The results were evident after only 24 days. The chicks on the 1905-style ration weighed less than half as much — 119 grams — and required nearly twice as much feed to gain a gram as the 1955-fed chicks, even though they had been given a Vitamin D supplement actually unknown in 1905.

Now, soils and agronomy staff members asked themselves, would this kind of demonstration work for farm crops? Extension Soils Specialist Harold E. Jones and Extension Agronomist Edwin H. Jensen, working with Goodhue County Agent Glenroy J. "Dick" Kunau and his Extension Soil Conservation Agent, Arnold Wiebusch, at Red Wing, set

Poultry research associate Paul E. Waibel, notes differences in the three chicks. This demonstration proves the efficiency of modern poultry rations.



These three are probably the world's "most seen" pigs. Their photos have appeared on TV and in Life magazine. Pig at right weighs more than twice as much as his brother at far left, yet ate only half as many pounds of feed. The secret: a food ration specially designed for the needs of pigs.

up a "Corn — Yesterday and Today" demonstration early this summer on the Walter and Paul Wenzel farm.

Corn Yesterday was an open-pollinated variety, famous Minnesota No. 13, raised under cultivating and fertilizing practices considered wise in the 1920's. Corn Today was a University hybrid, Minhybrid 508.

Here's how they compared at harvest the first week of October: Corn Today yielded 123 bushels at \$1.25 a bushel, for a total value of \$153.75

per acre. It cost \$64.33 an acre to produce and thus gave a return over cost of \$89.42.

Corn Yesterday, only a few feet away on the same type of soil, yielded only 59 bushels at \$1.25 a bushel for a total value of \$73.75 per acre. It cost less to produce Corn Yesterday — \$39.13 an acre — but it earned less than half as much over cost per acre. The farmer's profit per acre from Corn Yesterday was \$36.42, compared to \$89.42 for Corn Today.

Jones and Jensen estimate that raising an acre of corn under modern methods takes seven man-hours of labor and five-and-a-half hours of tractor time. But Corn Yesterday, based on World War I production figures, cost 27 man-hours and 53 horse-hours per acre. Thus Corn Today costs only a fourth of the man-hours, and today's farm tractor does the work of 10 horses, cutting power-time down to about one-tenth of what it was 25 to 30 years ago.

University scientists have, in this way, presented graphic proof of the improvements wrought by research in the field of agricultural and livestock-raising methods.

Prof. Ray Price, Education, Is Named to Two New Posts

Ray G. Price, professor of education, recently acquired new duties in two organizations.

He was elected to a three-year term on the Consumers Union board of directors and also received an appointment to the publications committee of the United Business Education Assn.

Price is editor of the "Dollars and Sense" column of the NEA Journal and president of the Council on Consumer Information. He also has written a number of books and articles on consumer education.

Bell Collection Adds Items

A description of the first Dutch voyage around the world (1593-1601) is just one of approximately 200 rare additions to the University library's James Ford Bell collection obtained in Europe last summer by Curator John Parker. Many of the items have not yet arrived in the United States.

Another new addition to the collection is a map which exhibits the history of the growth of world trade, theme of the entire Bell collection. The colorful drawing shows commercial Europe in 1489, three years before Columbus' voyage. Parker purchased the map in Milan, Italy, and he obtained the manuscript description of the Dutch voyage from a British merchant.

NOT ONLY does the collection receive acquisitions, but it also leads to publications, three of which have recently been released. One, *The James Ford Bell Collection: A List of Additions, 1951-54*, was compiled by Parker and lists 393 works.

Copy of a Letter of the King of Portugal Sent to the King of Castile Concerning the Voyage and Success of India is a translation by Sergio J. Pacifici, Yale University (formerly of Minnesota), of an account of the first commercial sea voyages to India by the Portuguese. It was published in 1505 in Rome. Both this translation and the catalogue by Parker have been published by the University of Minnesota Press.

A third new publication, *Antilia and America*, describes a 1424 nautical chart and the Waldseemuller globe map of 1507, early maps of America added last year to the collection. Showing how the Western Hemisphere was opened up and how the American continents were named, these are the only known copies of both such maps.

The Library's James Ford Bell room is a gift of Regent Bell, founder of General Mills. His collection is housed in a locked vault adjoining the room, and the books are available to scholars under the usual conditions of a rare book library.



Regents' Scholarship winners include, front row, l. to r.: Alice Carson, Mary Dopheide, Mary A. Simonds, Evelyn Munro, Marietta Becker, and Lois Wolter. In the back row, from l.: Charles Friedman, Helen Donahue, Clyde M. Scroggins, Dorothy Hervey, Roland H. Daugherty, and Lester Mattison.

Fall Quarter Sees 19 Staff Members Attending U on Regents' Scholarships

NINETEEN STAFF MEMBERS are studying everything from Gregg Shorthand to Scientific German on Regents' Scholarships during fall quarter, according to the civil service committee announcement of the scholarship winners.

The scholarships pay tuition for full-time University employees to take courses related to their jobs. Winners take up to six credits and are not required to make up time taken from work to attend classes.

Fall quarter recipients are: Margie L. Adolphson, head hospital nurse, University Hospitals; Don E. Battles, lab animal attendant, pediatrics; Marcella Becker, clerk-typist, agricultural education; Doris Blanz, junior scientist, hospital lab service; Alice M. Carson, principal secretary, dairy husbandry.

Roland H. Daugherty, engineer, aero engineering research; Helen Donahue, lab technician, surgery;

Mary E. Dopheide, clerk-typist, bureau of recommendations; Hilda Ernst, principal clerk, veterans' activities, comptrollers' office; Charles Friedman, lab technologist, analytical chemistry; Kenneth M. Hanson, principal lab attendant, physiology.

Dorothy B. Hervey, principal clerk, Rosemount research; Lester Mattison, principal clerk, library; Anna Evelyn Munro, assistant to director, University press; Clyde M. Scroggins, utility man, art gallery; Mary Simonds, senior clerk-typist, physiology.

Barbara Stein, clerk-typist, University program service; Lois Wolter, senior clerk, admissions and records; Ruth Zimmerman, assistant administrative nursing supervisor, University Hospitals.

Application blanks and further details about Regents' Scholarships are available at the civil service personnel office, Room 14, Administration Building, Minneapolis campus.

What the Land-Grant Idea Means Today

WHEN THIS President's Page appears, a sizeable University delegation representing many areas of interest will be at Michigan State University, attending the annual meeting of the Association of Land-Grant Colleges and Universities. This is an Association with which I have been closely connected for many years, having served as its president and with many of its committees. It has always seemed to me an Association that has had a most profound effect on the course of higher education in this country.

The term "land-grant college" is far more than an historical concept. Our own University of Minnesota is one of the great land-grant universities of the nation. We share with our sister institutions in an intrinsically American contribution to higher education in the world.

In all the long traditions of higher education in the Western world, ancient and modern, the land-grant college has been unique. It created what has been described as "the most comprehensive system of scientific, technical, and practical higher education the world has ever known."

The Land-Grant Act of 1862, passed by Congress and signed by Abraham Lincoln, was designed to establish in each state an institution of higher learning offering instruction in "such branches of learning as are related to agriculture and the mechanic arts . . . in order to promote the liberal and practical education of the industrial classes in the several pursuits of life."

Here was a response to America's needs when the very existence of the nation itself was in doubt. These needs were new and different, practical and urgently immediate. A departure from both the liberal arts heritage of the medieval and Renaissance universities, transmitted to us through Oxford and Cambridge, and from the German tradition of pure research — a departure was demanded, and the land-grant college was America's response.

WHAT DOES the land-grant idea involve? Not only "liberal" but "practical" education. Not only the traditional scholastic and professional subjects, but workaday "agriculture and the industrial arts" brought into the academic environment — gaining dignity and academic acceptance and the methodology of science and scholarship thereby, contributing the challenge of useful relevance to a concept of culture too often remote from the problems of daily life and work. Education not only for men but equally for women. The opportunity of learning, not only for an intellectual elite but for all who must carry the burdens of citizenship in a great and growing democracy.

These have been the goals of the "land-grant idea," richly realized, changing the whole character of American

higher education, strengthening the sources of the democratic ideal.

Some younger or newer staff members may regard the land-grant movement as little more than an interesting milestone in the history of American higher education. But actually, its impact continues with unprecedented vitality, right down to the present day. Much is said, for example, about the place of federal aid to higher education. Indeed, a few years back the President's Commission on Higher Education recommended a vast expansion of federal assistance. Some view this with alarm. But there is nothing sudden or revolutionary in all this. The land-grant schools for almost a century have been deeply involved in working out patterns for constantly changing relationships with the federal government. With continuous vigilance for institutional interests these relationships have been generally harmonious and fruitful.

This is but a single illustration of the role of the Land-Grant Association and its member schools in the changing educational scene.

THE IMPORTANCE of the land-grant tradition was recognized by Mr. John Cowles in a recent address at Pennsylvania State University. Mr. Cowles ventured the prediction that "it is inevitable that in the immediate and continuing future the responsibilities and the scope of the land grant institutions are going to be immeasurably larger than they ever have been, not only actually but also in relation to the other segments of our over-all educational system.

"Second, if the land grant institutions should fail, quantitatively or qualitatively, to play to the full the role which destiny is assigning them, I doubt that we will have a free society and a democratic form of government in the United States a century hence."

What is that "full role"? The land-grant institution began as a changing society's response to crisis. It must continue to act with daring and generosity in these days of crisis — of greatly increased enrollments and ever-growing specialization. It must continue to educate people in all fields for lives of worth and dignity, for enlightened leisure, for citizenship, and for professions and careers. In this way we do more than educate. As Mr. Cowles points out, we strengthen the very sources of American democracy.

In an address at Ohio State University some years ago, James B. Conant underscored the quotation that "the passage of the Morrill Act was an act of faith — faith in our democratic institutions, faith in education and faith in the future greatness of the nation."

This faith is as much our charge today as in 1862.

NOVEMBER 15 TO DECEMBER 15, 1955

University of Minnesota Calendar of Events

MINNEAPOLIS SYMPHONY CONCERTS

Subscription Series

Nov. 18—Geza Anda, Pianist (Début).
Nov. 25—All orchestral program.
Dec. 2—Alexander Uninsky, Pianist.
Dec. 9—Jascha Heifetz, Violinist. (Sibelius Program).
(Northrop Auditorium, 8:30 p.m. Single tickets from \$1.75 to \$4.00. Sales begin the Monday before each concert at the Symphony Ticket Office, 106 Northrop. For reservations call University extension 6225.) †

Twilight Concerts

Nov. 20—Gershwin Program.
Dec. 4—Viennese Program.
Dec. 11—"The Nutcracker," Tchaikovsky.
(Northrop Auditorium, 4:30 p.m. Sundays. Admission \$.75. Sales open at Northrop Box Office at 3:30 on day of concert.)

UNIVERSITY ARTISTS COURSE CONCERTS

Nov. 22—Jerome Hines, Bass. Single tickets from \$1.00 to \$3.00.
Dec. 6, 7—Ballet Russe de Monte Carlo. Single tickets from \$1.50 to \$3.50. (Dec. 7 concert is separate from Artists Series.)
(Northrop Auditorium, 8:30 p.m. Tickets may be purchased at 105 Northrop beginning the Monday of the week before the concert. For reservations, call extension 6126.) †

MUSIC DEPARTMENT CONCERTS

Nov. 29—Fall concert, University Symphony Orchestra with Edouard Blitz, cellist of the Minneapolis Symphony.
Dec. 1—U Concert Band, Gerald Prescott, bandmaster-conductor.
(Northrop Auditorium, 8:30 p.m. Open to the public.)
Tuesdays, at 11:30 a.m., Scott Hall Auditorium. Weekly Music Hours, to be announced. Open to the public.

THURSDAY MORNING CONVOCATIONS

Nov. 22—Max Shulman, author. "So You Want to Be a Writer, You Fool You."
Dec. 1—Gerald Moore, piano recital-lecture: "The Accompanist Speaks."
Dec. 8—Football Convocation.
(Northrop Auditorium, 11:30 a.m. Open to the public without charge.)

SPECIAL LECTURES

Dec. 8-10—Child Welfare: Conference on the Concept of Human Development.
(Time and place of public lectures to be announced.)

COMMENCEMENT

Dec. 15—Honorable C. F. Hellström, Consul General of Sweden.
(Northrop Auditorium, 8:00 p.m. Admission by guest card only.)

UNIVERSITY THEATRE PERFORMANCES

Nov. 16-20—"The Male Animal," by Elliot Nugent and James Thurber.
(Arena Theatre, Shevlin Hall, Nov. 16-19 at 8:30 p.m.; Nov. 20 at 3:30 p.m. Tickets at \$1.20 on sale at Scott Hall; Box Office.)
Nov. 24, 25, 29, 30; Dec. 14—"The Crucible," by Arthur Miller.
(Scott Hall Auditorium, Nov. 24, 25, 30, Dec. 1, 2, 3 at 8:30 p.m.; Nov. 29, Dec. 4, at 3:30 p.m. Tickets at \$1.20 on sale at Scott Hall Box Office.) †

MUSEUM OF NATURAL HISTORY SUNDAY PROGRAMS

Nov. 20—"Colorful High Country," Dr. Clayton Rudd, Minneapolis dentist.
Nov. 27—"The Bob-White Quail," color sound film.
Dec. 4—"Administering Conservation in Minnesota," Dr. George Selke, Commissioner of Conservation for Minnesota.
Dec. 11—"Spectacular Upper Midwest Birds," Dr. W. J. Breckneridge, Museum Director.
(Museum of Natural History Auditorium, 3:00 p.m. Open to the public without charge.)

UNIVERSITY GALLERY EXHIBITIONS

Nov. 23-Dec. 13—Pablo Picasso, studies for the mural painting, "Guernica."
Dec. 1-Dec. 23—Survey of Contemporary Italian Painting and Prints; 60 paintings, 75 prints.
(The University Gallery, on the third and fourth floors of Northrop Auditorium, is open to the public from 8:00 a.m. to 5:00 p.m. Monday through Friday. Concertgoers will find the Gallery open before performances and during intermissions.)

UNIVERSITY PRESS PUBLICATION DATES

November—*Land of Their Choice: The Immigrants Write Home*, edited by Theodore C. Blegen, Dean of the Graduate School, University of Minnesota. \$5.75.
November—*Whoop-Up Country: The Canadian-American West, 1865-1885*, by Paul F. Sharp, Department of History, University of Wisconsin. \$5.00
(Books are available at Minneapolis and St. Paul Bookstores or may be ordered through local bookstores.)

SIGNIFICANT UNIVERSITY BROADCASTS

Man's Right to Knowledge and the Free Use Thereof . . . A series of programs concerned with "Present Knowledge and New Directions," originating from CBS and Columbia University. From November 15th through December 15th, the topics covered will be: "Physical Well-Being," "War and Peace," "Religion," "Visual Arts," and "Literature." Wednesdays at 3:45.
(KUOM, the University radio station, broadcasts at 770 on the dial. Its complete fall schedule may be obtained by writing to the station.)

ATHLETIC DEPARTMENT EVENTS

Football Games at Home

Nov. 19—Wisconsin. (Dads' Day)
(Memorial Stadium, 1:30 p.m. Single tickets at \$3.60. Counter sale of any unsold tickets begins the Monday before each game at the Football Ticket Office, 109 Cooke Hall. For further ticket information call MAIn 8101.)

Basketball Games at Home

Nov. 29—Preview Game. Open to the public without charge.
Dec. 3—DePaul.
Dec. 10—Southern Methodist.
(Williams Arena, 8:00 p.m. Unsold single reserve tickets at \$1.75 go on sale the Monday of the week before the game at the Athletic Ticket Office, 103 Cooke Hall. General admission, \$1.25 at the gate.)

Hockey Games at Home

Nov. 22—Preview: Alumni vs. Varsity. 8:00 p.m. Open to the public without charge.
Dec. 1, 2—St. Boniface.
(Williams Arena, 8:30 p.m. Unsold single reserved tickets at \$1.50 go on sale the Monday of the week before the game at the Athletic Ticket Office, 103 Cooke Hall. General admission, \$1.00 at the gate.)

†Tickets for these events are also available at the Field Schlick Ticket Office in St. Paul and the Downtown Ticket Office, 188 Northwestern Bank Building in Minneapolis.

THE MINNESOTAN

The University Staff Magazine - December 1955



They Made Us Great

ABOUT THREE years ago, a worried man came to the University's Cancer Detection Center. "What causes cancer?" he wanted to know. "How can it be cured?" He explained that a relative had just died of that disease and it was important to him to get the answers to these questions.

The man, whose name was Gunnerd Nafstad, was eventually taken to Surgery Chief Owen Wangenstein. Dr. Wangenstein explained that the causes of cancer were not yet fully known. He told Nafstad about the many-pronged attack being made on cancer and spoke of the pressing need for further research on the disease that strikes one in four Americans.

Nafstad, a member of the Veterans of Foreign Wars, spoke to some of his colleagues, and they agreed that the VFW should do something about cancer research. At the Minnesota VFW's 1953 encampment in St. Cloud, Dr. Wangenstein and William L. Nunn, director of University relations, spoke to the group about the urgent need for a cancer research institute at the U and pointed out what the VFW could do to get it. As a result the group passed a resolution proposing to raise \$450,000 for a VFW Memorial Cancer Research Institute at the University.

Since that time, the Minnesota VFW and its women's auxiliary has raised about \$160,000 from local posts—through bingo games, card parties, dances, white elephant sales. The money continues to flow in steadily, and the VFW reasserted its support at a recent meeting at the University when members toured the University's cancer research facilities.

Plans for the two-story brick building near or adjoining U Hospitals are still somewhat tentative. They presently call for an 11-bed "ward" with 11 or 12 laboratories.



Among those who visited the University's cancer facilities this fall were VFW National Commander Timothy Murphy and Robert Hansen, chairman of state VFW cancer committee.

This would be a research, not a treatment unit. "We will combine the resources of chemistry, surgery, radiation, and isotopes in studying cancer treatment in human patients," says Dr. Wangenstein.

"Since most of our research is presently done on animals, the pressing need in cancer research is for facilities to study the disease as it naturally occurs in human patients. For this reason, the VFW Institute will be invaluable," Wangenstein adds.

Spearheading the cancer fund drive is the VFW cancer committee. Its members, representing such diverse occupations as insurance agent, housewife, bartender, aeronautics commissioner, fire chief, garage mechanic, and house painter, include: Robert Hansen, chairman; Reverend Norman G. Anderson, Joseph Bobleter, Ray Brabant, William Halsey, Ann Kennedy, Mrs. Harmaine Lilly, Frank Murawski, Gunnerd Nafstad, Harold Nymon, Mitchell Perrizo, Ann Saari, Chuck Setger, Rudolph Tersch, and William Toivonen.

in this issue . . .

THE LADIES HAVE THEIR DAY as *The Minnesotan* features the Faculty Women's Club, an enduring organization with a present membership of 800. To find out what the energetic women have accomplished over 44 years, see the story and pictures beginning on the opposite page.

ATTENTION, CIVIL SERVICE STAFF! No doubt you've heard some talk about the new pay plan that goes into effect Jan. 1. On page 6 you'll learn what's behind the plan, what improvements it offers, and how it affects you.

KEEPING IT CLEAN — 75,000 pounds of University wash weekly — is the job of the U Laundry, newly ensconced in spacious quarters at Oak & University. You'll see the staff in action on page 10.

on the cover . . .

This bleak and snowy shot was taken on the St. Paul campus one quiet Sunday afternoon. Incidentally, that cannon near Coffey Hall was contributed by the Carry-On Club, a group of disabled veterans in the U Agricultural College as a memorial to World War I soldiers.

THE MINNESOTAN

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William L. Nunn, Director
Ellen Siegelman Editor
Claire Sotnick Assistant Editor
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*FWC proves:
When it comes
to accomplishment...*

Look to the LADIES

NEVER UNDERESTIMATE the power of a faculty woman!

Collectively, as the Faculty Women's Club, these women have helped establish such campus institutions as:

- The University Artists' Course
- The Winchell cooperative cottages for Women
- The University of Minnesota Memorial Fund.

Now a matronly 44 years old, the Club numbers some 800 women faculty members and wives of men faculty, puts out an impressive year-book listing scores of yearly meetings, has in addition to the general club some 16 subsections ranging from Drama to Youth Activities.

The history of the Faculty Women's Club mirrors the life of the University and the march of world events in the exciting and often difficult years from 1911 to the present.

A look at the official history reveals that in 1911 Mrs. John F. Downey, wife of the dean of the Arts College, invited a group of representative campus women to discuss the idea of a club "to promote acquaintanceship and fellowship among the faculty women." Mrs. Downey felt such a group could also serve the immediate purpose of providing a united gesture of welcome to Mrs. George Vincent, soon to become "first lady" of the University.

As a result of this initial meeting, invitations were sent to all women



Picture of a receiving line: Mrs. Morrill and FWC President Mrs. Burtrum Schiele greet newcomers at a tea in Coffman Union Main Ballroom Oct. 20.

faculty and to wives of the teaching staff (this was later amended to include wives of administrative staff). And on March 18, 1911, a group of 143 women gathered in Shevlin Hall to organize the club formally.

First president was Miss Ada Comstock (who went from professor and dean of women at Minnesota to become president of Radcliffe). Dues in those good old days were a mere 50¢ a year. And the club's united gesture at the Vincents' arrival on campus was to present "a large group of the younger women doing Morris Dances on the green," in a May fete.

Mrs. Vincent writes a play

The group's first two years were formative and largely social. But in 1914 it sponsored a money-earning project whose financial success has to date been unsurpassed. Fostered and engineered by Mrs. Vincent, the project was a play written by that energetic woman herself. Its title: "A Cowboy in a Kurhaus." It was given at the old Shubert theater in Minneapolis, with Twin Cities socialites playing the stellar roles and "Town and Gown" joining in a costume parade through downtown Minneapolis! A huge success, the performance brought in more than three

thousand dollars in profit. Thus was launched, "with great éclat," as one member puts it, a loan fund for University students.

Those early years were marked by pleasant evenings at the Vincent home, and by continually expanding membership and interests which finally resulted in the formation of special sub-groups, called Sections. First of these was the Mothers' Section, formed by a group interested in child study, and headed by Mrs. Guy Stanton Ford.

Another early project, reflecting an interest which long occupied the club, was securing adequate housing for women students. During the presidency of Mrs. Carlyle Scott (wife of the music professor after whom Scott Hall was named), \$1250 was netted for this purpose from a minstrel show in which prominent staff members appeared in blackface and Donald Ferguson—now professor emeritus of music—did a specialty number in kilts!

The Students' Section early began its good works by furnishing and managing a cottage for students near the campus. Room rent in those World War I days was \$2.50 to \$5.00

continued on next page

FWC FUTURE ATTRACTIO



Chatting about future programs at the fall tea are the Mes. Tom Stovall, Geo. McCune, William Shepherd (secretary) and E. D. Monachesi (1st V.P.).

per month. Within a few years the student section was managing, with the backing of the Board of Regents, four homes for women students near the campus. Some of these were later moved and formed the nucleus for the Winchell cooperative cottages near Sanford Hall.

U Artists Course begins

Turning its attention to scholarships, this section again drew on the talents of Mrs. Scott. In 1919 she wrote up a proposal for a money-raising concert series featuring such performers as the Minneapolis Symphony Orchestra, to be brought to the campus for the first time. With the support of President Burton, the Music Department, and the Regents, the series was launched and brought in some \$3500 for scholarships. So successful was it that the University decided to sponsor such a series on a continuing basis. It has since become the University Artists Course.

"The records for the years 1920-27 have unfortunately disappeared," notes the club's official history, written by Mrs. Clarence M. Jackson, wife of the late professor and head of Anatomy. In 1927 the club's first yearbook came out, and in 1928 the

club was diversely occupied in sponsoring a lecture by Edna St. Vincent Millay and unanimously supporting the Kellogg Multilateral Treaty.

Spartan retrenchment was the order of the day during the early 'thirties. "The teas that had been characterized by an air of elegance and leisure in Shevlin Hall were no longer suitable in a period of unemployment and breadlines," the history relates. National concern with financial practices had its effects on the club, too. Its finances were fully investigated and "a more businesslike policy begun," when a \$1,000 savings account, previously "overlooked," was suddenly discovered. During this era, the club showed its social awareness by contributing money to the Minneapolis Peace Council, by sewing for the Red Cross, and by giving books and magazines to U Hospitals.

The Club finds a home

In the fall of 1940 the Faculty Women's Club realized a long-standing dream when it got its own meeting room—Room 324 in the newly opened Coffman Memorial Union. To celebrate this milestone, Mrs. Leo Rigler and Mrs. Raymond Brink wrote a skit called "The Union For-

ever," which was set to music by the club's Music Section and given a public performance in 1941.

No sooner had the club weathered the depression years and achieved a permanent home than World War II broke out. During the successive presidencies of Mrs. T. C. Blegen, Mrs. A. B. White, and Mrs. Robert Cram, the group worked untiringly on Red Cross and British War Relief projects. In rooms adjacent to the clubroom faculty women, students, and others rolled thousands of bandages—some 217,000 in 1943 alone—and knitted hundreds of sweaters.

During the postwar years, club in-

At Newcomers' Tea FWC President, Mrs. Schiele, leads new member Mrs. Loren Nelson into Union Ballroom.



The Minnesotan

terests have ranged from advocating fair employment practices to allotting money to SPAN. It has continued to advance the interests of students and the entire university community by offering six \$100 scholarships yearly (four from the general club, two from the students' section) and by establishing an Emergency Loan Fund under the Bureau of Loans and Scholarships which allows students to borrow money without interest for short periods. (The \$750 fund is in constant circulation, and in 1953 alone, 49 students borrowed from it a total of \$1800.)

FWC sponsors U Memorial Fund

One of the club's most recent enterprises has been the University of Minnesota Memorial Fund. A special project of the Greater University Fund, it is administered by a committee of five, which includes two members of the Faculty Women's Club, and it has been set up to perpetuate the memory of deceased faculty and staff members and their families. Gifts to the fund can be earmarked for scholarships, research, books and equipment, or can be unrestricted. A "Memory Book," inscribed with the name of each person



Participating in a Gay Nineties revue at the club's spring meeting last year were, in the usual order: the Mmes. Earl George, Robert L. Jones, James Jenkins, Henry Allen, Clarke Chambers, Alvin Sellers, and C. Gilbert Wrenn.

memorialized will be publicly displayed on the campus, thus honoring individuals through one central fund which can accomplish more than scattered individual funds.

But the Faculty Women's Club has extended its horizons beyond the university community to keep pace

with the increased role of women in the community and in world affairs. Thus, it has supported such undertakings as the Joint Committee for Equal Opportunity, the UN Rally, & Minneapolis World Affairs Council.

Its president—trim, attractive Mrs. Burtrum Schiele—feels that nothing promotes fellowship better than to work for a common cause or toward some desirable goal. With emphasis on assuming increased responsibility in the community, interest and enthusiasm in the club has grown. Today the general club numbers some 800 members. "And it is the general club," says Mrs. Schiele, "which forms the policies and sets the pace for all the sections, which accounts for our prestige in the community."

Upcoming general meetings this year include: on Feb. 16, a "Bijou Night at the Ballroom," with home talent and husbands as guests; on April 14 the annual spring luncheon, this year featuring a style show; and on May 17, the annual business meeting and tea. Dues are \$3.00 a year, of which 50¢ goes for scholarships.

The desire to share special interests with congenial faculty women accounts for the fact that 577 of the 800

continued on page 14

Student Section meets at home of Mrs. T. C. Blegen to hear political science professor Lloyd M. Short discuss his recent trip to the Philippines. Men faculty members are frequently "resource people" at the section meetings.



in line with state scale . . .

University Civil Service Staff To Get New Pay Plan January 1

THE LONG-AWAITED new pay plan structure will be put into effect by the University and State Civil Service on January 1, 1956. The University has kept in close touch with the State Civil Service Department to maintain comparability of pay between University and State rates.

According to civil service personnel director Hedwin C. Anderson, "The new pay plan will provide a sounder and more workable pay structure on which to base rates for our various Civil Service classes." The new pay structure, Anderson points out, will eliminate some shortcomings in our present plan by providing:

- *A constant 4% difference between each of the 38 pay ranges, thus eliminating the gaps existing in the old plan and making it easier to establish fair pay relationships between all job classifications.*

- *A 4% difference (to the closest dollar) between the various steps within each pay range. This makes the spread between the minimum and maximum salary for the range substantially greater than in the old plan. It means that each merit increase you get will be larger than under the old plan. In addition, the dollar amounts of the steps will increase as you advance within the pay range, thus giving larger merit increases as your service becomes more valuable.*

- *A system of longevity pay by which an employee who has had eight years of continuous University service in the same class, at least three of which have been at the maximum, is eligible for a one-step merit increase. After he has been at this rate*

for an additional five years, he is eligible for a second merit increase. As most employees' classes will be placed in ranges with higher maximums on January 1, few benefits from this change will be realized for three years.

It is important to note that the new pay plan does *not* provide a general, across-the-board salary increase, but rather is an attempt to fit University employees into the new pay scale. Most University employees will get increases as a result of this plan. Some will not. (As in the past, the only over-all salary increases University employees get will depend on a four-point or 4% increase in the cost-of-living index. When the index rises 4%, all U employees will get a one-step or 4% salary increase.)

WILL I receive a salary increase after January 1?" To answer this question, you need to know these things: The University will follow State Civil Service policy in determining an employee's salary in the new pay structure. Your salary will remain the same if your present rate coincides with a rate in the new pay range. If it doesn't, your salary will be increased to the next higher rate.

You can find out what your salary will be by consulting the Salary Range table on the opposite page. Suppose you are now making \$276 a month. You can see from the chart that there is no \$276 pay-step in the revised plan. Therefore your salary will go into the next highest amount on the table, or \$281. Similarly, if you are making \$185 now your salary will go up to \$189 after January 1.

If, on the other hand, you are now making \$240 a month you would get

no increase since there is a \$240-step on the new pay plan. Likewise, if you are presently earning \$400 a month you would get no increase, because a \$400-step has been provided on the new plan.

In addition, however, if you did not receive a merit increase on July 1, 1955, because you had already reached the top step of your pay range, you will be eligible for a one-step increase on January 1, if you are below the top step in the new pay range.

In order to find out just what pay range your class has been assigned to, and at just what step you come in the range, you should talk to your supervisor or department head, who will have this information during the period December 15 to January 1.

As it actually works out, in moving into the new pay structure most employees will receive a small increase. "Even though the immediate gains are slight," says Mr. Anderson, "the new plan with its wider pay ranges gives employees further to go and offers them the opportunity of additional long-term merit increases. While it doesn't correct all the University and State salary problems, the new pay plan is, nevertheless, an important step in the right direction."

● Hoebel Elected to Post

Prof. E. Adamson Hoebel, chairman of the University's anthropology department, has been named president-elect of the American Anthropological Association.

Hoebel, elected to the post at the association's recent annual convention in Boston, will serve as president in 1957.

University of Minnesota

CIVIL SERVICE MONTHLY SALARY RANGES *Longevity Pay*

Effective January 1, 1956

	MIN.						MAX.	
	1	2	3	4	5	6	3 years	5 more years
Range No. 1	175	182	189	197	205	213	222	231
Range No. 2	182	189	197	205	213	222	231	240
Range No. 3	189	197	205	213	222	231	240	250
Range No. 4	197	205	213	222	231	240	250	260
Range No. 5	205	213	222	231	240	250	260	270
Range No. 6	213	222	231	240	250	260	270	281
Range No. 7	222	231	240	250	260	270	281	292
Range No. 8	231	240	250	260	270	281	292	304
Range No. 9	240	250	260	270	281	292	304	316
Range No. 10	250	260	270	281	292	304	316	329
Range No. 11	260	270	281	292	304	316	329	342
Range No. 12	270	281	292	304	316	329	342	356
Range No. 13	281	292	304	316	329	342	356	370
Range No. 14	292	304	316	329	342	356	370	385
Range No. 15	304	316	329	342	356	370	385	400
Range No. 16	316	329	342	356	370	385	400	416
Range No. 17	329	342	356	370	385	400	416	433
Range No. 18	342	356	370	385	400	416	433	450
Range No. 19	356	370	385	400	416	433	450	468
Range No. 20	370	385	400	416	433	450	468	487
Range No. 21	385	400	416	433	450	468	487	506
Range No. 22	400	416	433	450	468	487	506	526
Range No. 23	416	433	450	468	487	506	526	547
Range No. 24	433	450	468	487	506	526	547	569
Range No. 25	450	468	487	506	526	547	569	592
Range No. 26	468	487	506	526	547	569	592	616
Range No. 27	487	506	526	547	569	592	616	641
Range No. 28	506	526	547	569	592	616	641	667
Range No. 29	526	547	569	592	616	641	667	694
Range No. 30	547	569	592	616	641	667	694	722
Range No. 31	569	592	616	641	667	694	722	751
Range No. 32	592	616	641	667	694	722	751	781
Range No. 33	616	641	667	694	722	751	781	812
Range No. 34	641	667	694	722	751	781	812	844
Range No. 35	667	694	722	751	781	812	844	878
Range No. 36	694	722	751	781	812	844	878	913
Range No. 37	722	751	781	812	844	878	913	950
Range No. 38	751	781	812	844	878	913	950	988



Prof. Alfred L. Burt, history, looks relaxed in his study contemplating January publication of his *British Empire Since the American Revolution*. A Rhodes Scholar in 1910, he's been at U 25 years.



Marvin Stein, new in IT math department, initiated course in digital calculator computation this year.

staff members

YOU S



Ruth J. Livingston, supervisor of pharmacy students, isn't grating cheese; it's cocoa butter for a pharmacological compound. She buys all equipment for pharmacy dispensary. Mrs. Livingston is a Pharmacy grad, '21, a registered pharmacist, and an ex-schoolmarm.

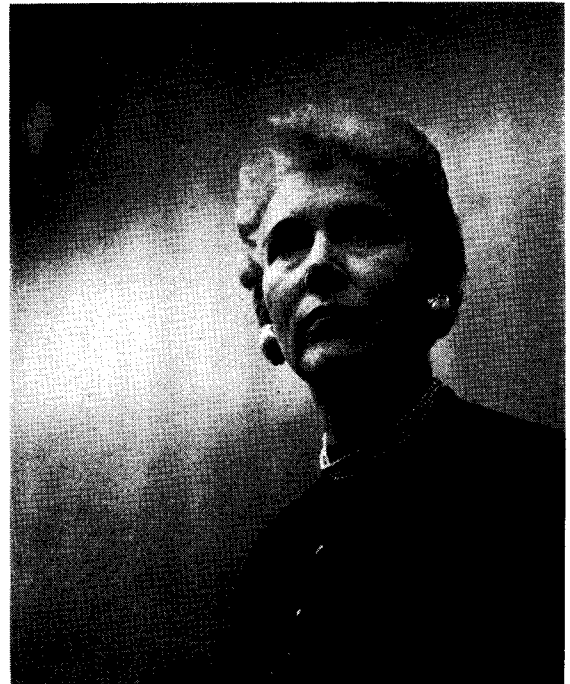
Thomas H. Canfield, department of poultry husbandry, is Poultry Science Association's "outstanding teacher" for



The Minnesotan



Myril Jensen, architectural librarian, has headquarters on Third floor, Engineering. She's adding an MA in art to her library BA.



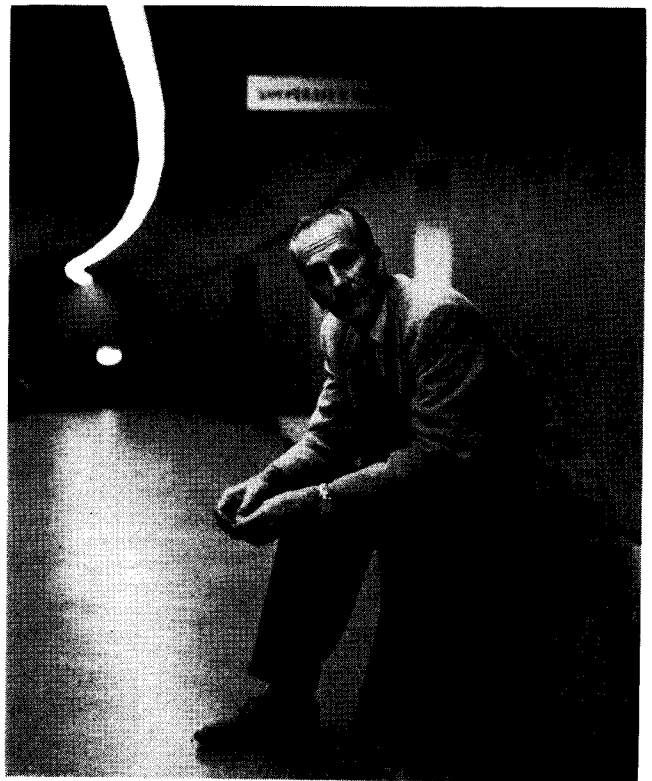
Mrs. Alice Stanford, who has been looking out at you over Coffman Info Desk for a year, says her "native heath" is Boston. PTA work and young son Charles, 9, keep her busy after hours.

DULD KNOW

Kathryn Bellows, principal secretary, has worked under two Child Welfare directors since '36.



After six years at St. Paul Gallery, Montfort Dunn returns to U Gallery, where he's the acting director.

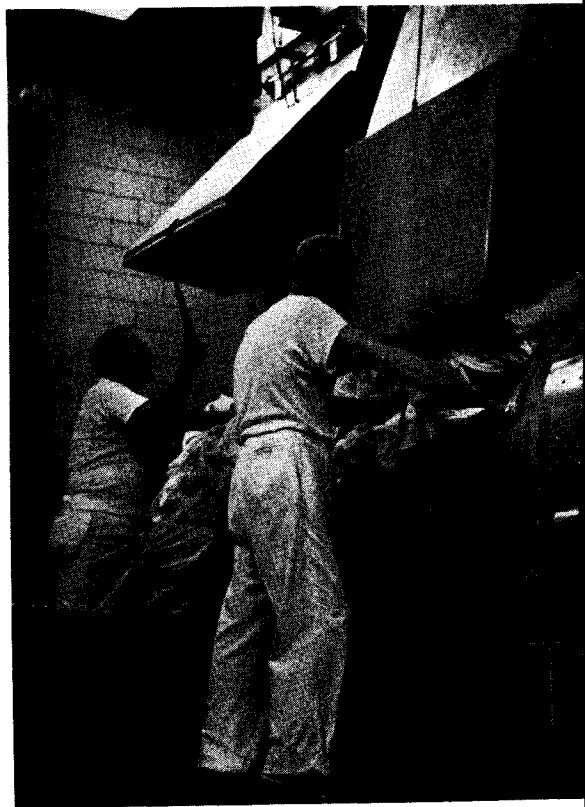




Typical of U laundry's mechanical marvels is this Foldmaster, which folds, stacks, and even counts towels.

EIGHT hundred muddy towels... how's that for Monday's wash? In the University laundry, that was only part of business as usual the Monday after the Homecoming game. Laundry manager Don Sable admits that 800 towels is a somewhat extraordinary toll for the post-game cleanup of the Minnesota team, due to the slushy weather Oct. 29.

Below: Sorting laundry, left, is Russell Peterson, who is in charge of sorting, tumbling and washing at U Laundry. Don Sable, manager, watches. Right: Louis Closmore, washer, and John Hayda, helper, empty chutes of sorted linen into 400-pound capacity washing machine for a 39-minute wash.



U Laundry theme song:

“This Is the Way We Wash Our Clothes —AUTOMATICALLY”

While some university laundries do students' personal wash, this one restricts itself to the laundry of U departments. At that, it handles nearly 18,000 pounds a day, 75,000 pounds a week of dirty wash. Of this total, 78% comes from University Hospitals, while the athletic department, U dorms, and the Union account for the rest.

“We maintain our own laundry,” says U Services director Cliff Johnson, “because it's cheaper and provides faster, more careful service than local commercial laundries. These things are particularly important to our biggest supplier of wash—University Hospitals.”

Under Mr. Sable, who ran a commercial laundry in Winona until he

came to the U three years ago, and his staff of 50, the U handles more volume than most hospital laundries—more, in fact, than any other University laundry in the country.

The answer to this minor output miracle is SCIENCE. Although the laundry has been installed in its spacious new Oak Street & University Ave. headquarters only two months, it is well on its way to becoming an institution in laundry circles, a notably mechanized institutional laundry with one of the most modern physical plants in the U.S.

These new facilities, Sable points out, were designed with a view to the continuous increase in University needs expected in the next 25 years. “Our present capacity is about 2½

times that of the old plant in the U Hospitals basement," he adds. "We can handle up to 90,000 pounds a week—or 15,000 pounds more than what we pick up now," he continues.

LET'S FOLLOW those 800 towels through the U laundry. The Monday after the Homecoming game a delivery truck driven by Fred Henkel deposited its load on the elevator that opens on the second floor sorting room. Louis Hogan then put the towels on a power-driven carrier, which leads to the sorting bins.

Jennie Halverson and two co-workers next separate colored things and sort the wash according to the kind of finish it requires — tumbling, flat-ironing, or pressing. The towels went from the bins into one of the twin chutes that open over the 400-pound dry-weight capacity washing machine on the floor below.

After washing—one load takes 39 minutes—the dripping towels went into another ceiling-tracked carrier (power-driven, naturally) which opens

over a huge stainless steel extractor. When Stan King has completed this twelve-minute moisture-extracting operation, the damp wash is again loaded into the carrier, rounds a corner, and is dropped into waiting carts for dispersal to flatironer, presser, or tumbler.

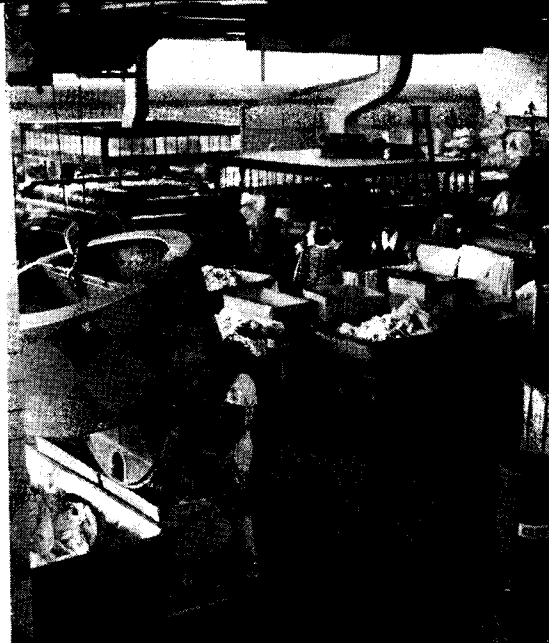
Right now hand-power is used to feed towels and sheets into flatironers. Soon this, too, will be done automatically. Now the 800 towels, no longer sullied with the unhappy Homecoming mud, are ready for the supreme accomplishments of modern science. As they come off the flatiron they are caught on a stand called a stack-rite and are draped to preserve their press. Operator Anna Sendecky slides them off this machine and feeds them into the nearby fold-master, an uncanny device which folds, stacks, and counts the towels (by shooting forward every fiftieth one). They are then ready for accounting, packing, and delivery and are checked out by long-term employee Susan Hibben.

Uniforms require more complicat-

It must be clean work and congenial company that's kept these women working at the U laundry so many years. Feeding towels into the flatiron are, l. to r.: Louise Antolik, a veteran of 25 years; Hazel Besnah, head of the flatwork department after 27 years; and Agnes Crawford, a laundry worker for 26 years, now in charge of dry-cleaning and laundry pressing departments.



December 1955



Vastness of laundry's main floor can be seen from this long-shot. In foreground wash is unloaded for pressing.

ed care. From the extractor, they bypass the flatiron and are wheeled to the pressing section. When the presser has completed a uniform, she hangs it on a moving rack which deposits it at the far end of the floor.

HOW DO the employees take to this scientific "invasion"? "It's so much pleasanter than our old place," says Hazel Besnah, glancing around the vast, uncluttered room. Hazel, who is in charge of the flatwork department, points out the cork squares that dot the floor at appropriate places. "It's much easier standing on the cork flooring than on the hard stone," she adds. "And another thing—in the laundry we all do several jobs instead of just one. This breaks up the routine."

Hazel has been with the laundry 27 years. A number of others have worked there more than 20 years, including pressers Margie O'Neill and Bonnie Rotschka.

The least mechanized aspect of this cleaning (and pressing) business is the occasional curio which finds its way into the piles of dirty linen—rings, pencils, and watches have been retrieved—and once, even a pair of false teeth. Perhaps in the future some Isaac Newton of the laundromats can eliminate this hazard. Engineers, please note!

a moving experience . . .

UMD Library Gets Spacious New Home

OVERHEARD in a classroom of UMD's Old Main: "You mean the library used to be in *here*?" (incredulously). "But where did they put 50,000 books? And how?"

To anyone unfamiliar with the growth of the Duluth Branch, that's a natural reaction to the statement that just a few months ago a classroom housed the Duluth Branch

library. So quickly and effectively have the marks of library use been erased that even Duluth Branch seniors have difficulty recognizing its former site.

The 17-member library staff, though, has no such trouble. For years, six professional librarians,

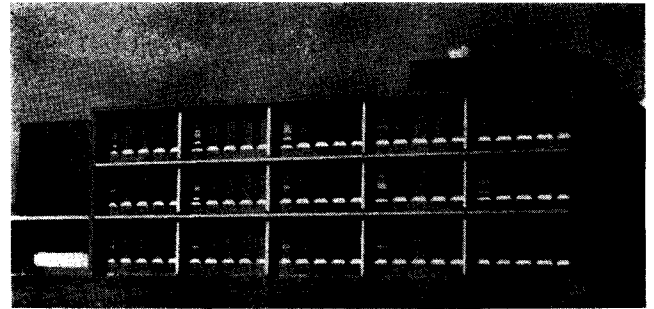
three clerical employees, and eight part-time workers have been working shoulder to shoulder, literally as well as figuratively, in the cramped Old Main quarters. The change of scene to the wide open spaces of the new \$700,000 building on the upper campus was the biggest moving project in Duluth history—and possibly the most welcome.

A good deal of the credit for the ease with which this Herculean task was accomplished goes to Joseph A. Richardson. (See picture, *Minnesotan*, Jan. '55, p. 9.) Now senior librarian at Duluth, he took his library work at the University of Minnesota, then accepted a position at Washington State. He recalls a library moving job he witnessed at Washington: "I was just a casual, across-the-street observer then, but when I got into this Duluth project I wished that I hadn't been quite so casual!"

In preparation for the book move, he read many articles on similar projects. Most of them advised slide-rule attention to space problems. "We had about five weeks from the end of our summer session to the beginning of the fall term," he says. "Instead of all this close measuring of shelves, we made sure that each section moved in proper sequence."

After the plans were complete, the physical plant crew was mobilized. Hammers and saws went into action immediately after each tier of books disappeared, converting the space to classroom use in time for the large numbers of new students. (UMD enrollment has jumped 38% in two years.) A chute leading from the window of the Old Main library to

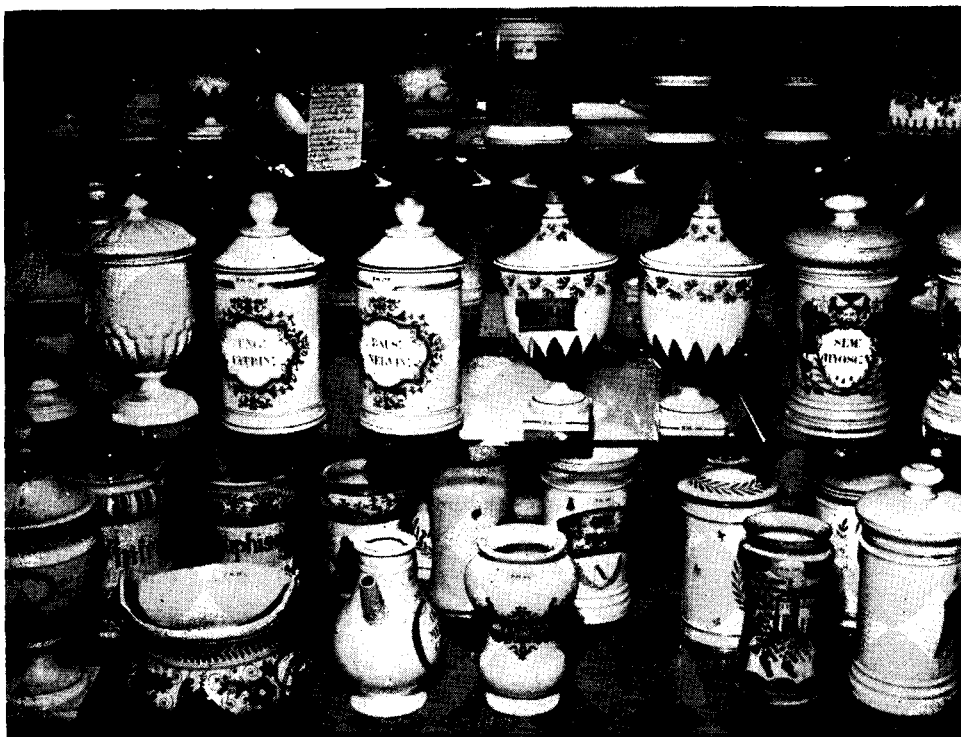
continued on page 14



UMD library also provides some office, classroom space.

This steep, specially constructed chute was used to load books from Old Main onto the truck that took them to the new building. L. to r., at top: librarian Joseph Richardson & physical plant employee Gary Gustafson; bottom, l. to r.: Richard Macdonell, Gene Davy, utility man John Johnson.





Rarest jar in the Pharmacy collection is Napoleon's (Ong:Popul) on the bottom shelf.

U Collection Tells Age-Old Story of Pharmacy

THERE ARE NO alchemist's pots in Wulling Hall to brew up love potions or turn base metals into gold, but there is a rare collection of medical and pharmaceutical instruments reminiscent of less knowing eras than our own.

College of Pharmacy Dean Charles H. Rogers points out that the display's real value lies in the record of pharmacological history it presents to students of pharmacy, who have ready access to the museum in classroom 202b. And during National Pharmacy Week, local pharmacists occasionally borrow from the collection for display purposes.

To the pharmacists, the past half-century has meant a great leap in knowledge which has, among other things, demanded longer training. In 1892, when Dean Emeritus F. J. Wulling established the College of Pharmacy, only two years of pharmacy training was necessary. Starting last fall, the College of Pharmacy has re-

quired four years of work for the degree plus a year of pre-pharmacy.

Today, with 10,000 to 20,000 drugs at his disposal, the pharmacist must economize on storage space. But in the past, his workroom resembled a china shop, with its rows of jars, prettily decorated and labeled, its hand-scales, mortar and pestle, and assortment of medical instruments.

Fittingly enough, the tall apothecary jars filled with colored liquids are the first thing to catch the eye in the display. Mrs. Ruth J. Livingston (see picture, p. 8), who is in charge of the collection, has no difficulty conjuring up the history of pharmacy. Pointing out two cylindrical brass grinders nearly six inches long, she tells you they were used by caravans on their long journeys across Arabian deserts hundreds of years ago, probably to grind spices such as aloes.

She gives you a capsule description of medical treatment in an earlier

day: for hundreds of years bleeding was one of the most widely-used methods of medication; plaster, mainly of heat-producing drugs, was another; and infusions, or drinkable solutions extracted from drugs by steeping in hot water, a third. (Tea, she points out, is just such a preparation.)

As she talks, you look at the case of wickedly gleaming bleeding-knives. One is constructed like a Boy Scout's all-purpose pocket knife, but most are longer. Nearby stand the bleeding-cups in which blood was collected after the incision was made. Sometimes this blood-letting was accomplished by leeches, blood-sucking worms stored in leech jars like those in this collection. Mrs. Livingston says this treatment was not ineffective for high blood-pressure patients.

The pearly white jars in another case bear the names of commonly used compounds. One of the largest

continued on next page

U Collection Tells Age-Old Story of Pharmacy

continued from page 13

is labeled *Fruct. Capsici*, for fruit of the pepper, which, along with mustard, was used for hot plasters. These plasters were applied with plaster-irons containing charcoal burning compartments, of which the collection boasts several examples.

Most distinguished items in the collection are the two one-quart ointment jars from Napoleon Bonaparte's private pharmacy. They are decorated with the gold-leaf "N" surrounded by olive leaves which identifies Napoleon's possessions, and are the only such jars in this country, says Mrs. Livingston.

The Napoleon jars were actually the first acquisition in the collection, made possible by a gift of \$1200 for a pharmacy museum from the Minnesota Veteran Druggist Association in the 'twenties. Dean Wulling had planned to assemble such a collection from his first year as dean in 1892.

MMORTARS AND PESTLES line another cabinet in the collection. These were useful in preparing plaster compounds and other mixtures. They vary in shape and origin—from the crude, squat stone-and-adobe of Central America to the enormous 46-pound bronze example from America.

UMD Library Gets New Home

the driveway was constructed for top speed in emptying the bookshelves.

"With a little more time than other libraries have had for such a job," librarian Richardson says, "we managed without too much trouble."

But it was a big job, and there were gleeful spirits among staff members when it was over. The comparatively palatial new building has abundant natural light. New work areas for staff — Richardson no longer shares his office with proliferating shipments of new books—and more elbow room for students make the old library seem like a bad dream.

Some problems remain:

From a nineteenth-century American home medicine cabinet come such items as hot-water bottles of pewter and porcelain. One weighs as much as ten pounds! Of the same vintage is a sort of do-it-yourself first-aid kit. You wonder what kind of results could be obtained from a kit containing such dubious items as needle and thread, camel's hair brush, and sticking plaster. It also includes, besides an instruction book, home remedies such as liniment, pain drops, worm medicine, toothache drops, and asthma tablets. Other early American articles include bear-grease (regarded as a respiratory cure-all), and Winstow's Soothing Syrup, a patent medicine.

Since the Druggists' Association's initial gift, individual donations have greatly augmented the collection. In 1930 Dean Wulling set up a trust fund the income of which has been used to buy many of the more valuable items. "Someday soon," says Dean Rogers, "when Pharmacy gets newer quarters, we hope to move these pieces out of the classroom where they are now and into a more appropriate setting." Meantime staff members and others are welcome to view the display in Room 202b, Wulling Hall.

continued from page 12

- Students and faculty on the "lower" campus have a six-block trek to the new library.

- With rising enrollment, the seating capacity for 250 may soon be as inadequate as the facilities for 100 in the Old Main.

- Space for books has been increased from 50,000 to 75,000 capacity, but with campus expansion this too may prove inadequate.

But all that's in the future. Right now, Richardson, his colleagues, and Duluth students are busy learning to live with their new-found comfort, stretching their arms and saying, "Look! Space!"

Faculty Women

continued from page 5

members belong to one or more of the 16 sections. These run the gamut from mostly social (Bridge, Newcomers, Young Married) to mostly service (Mothers, Social Service, Student, University Hospitals Auxiliary).

Some sections concentrate on culture and self-improvement: Drama (playreadings and discussion); Pen (a new section devoted to reading and criticizing members' manuscripts); Music (with emphasis on member participation); Modern Literature; and International Affairs. Some of the sections are largely practical—Child Care, Craft, Home and Garden, and Youth Activities.

But, as Mrs. Schiele points out, "Even those sections that seem mostly aimed at fellowship also make their useful contributions to the community." Thus, Young Marrieds have given gifts to children on the Red Lake Indian Reservation, Child Care has donated to organizations for underprivileged children. Music offers Artists Course tickets to U music students. Drama donates U Theatre tickets and has contributed to the projected University Fine Arts Center. Home and Garden delivers flowers during the summer to the Veterans' Hospital. And so it goes.

That the club continues to appeal to newcomers (some 69 have joined this year so far) is attested to by Mrs. Arnold Lazarow, herself a newcomer and chairman of this section. "The general club and especially the newcomers sections gives us a chance to make friends with other new wives from all departments of this big lively University community."

Equal enthusiasm is felt by the long-term members. Mrs. Theodore C. Blegen, who joined in 1927, believes that "in an atmosphere of genuine and heartwarming friendliness, the Faculty Women's Club, with its broad program, offers every member the opportunity to find that niche where she may gain satisfaction and develop her own talents, skills, and interests—among friends."

The Minnesotan

The President's Page

IN EARLY NOVEMBER representatives of all higher educational institutions of the state met on our campus, coming from fifteen private colleges, five teachers colleges, and the University. Invited also were representatives of the eleven public and private junior colleges of Minnesota, the State Department of Education, and the Minnesota Education Association.

This meeting—the regular fall gathering of the Association of Minnesota Colleges—was held here on my invitation with the idea that all of us in higher education in Minnesota needed to counsel together, candidly and purposefully, as we now faced our shared and steadily mounting enrollment problem.

It is about these relationships with our sister institutions in Minnesota that I want to write this month.

The private four-year colleges, with the teachers colleges and the University are organized in the Association of Minnesota Colleges. This Association took initial form at a meeting in the residence of the President of Macalester College in December, 1927—twenty-eight years ago this month.

President Lotus D. Coffman represented the University of Minnesota at this first organizational meeting of the "Minnesota College Presidents Association" and was elected its first president. The organization became known as the "Association of Minnesota Colleges" the following May.

THE PURPOSES OF the Association adopted at the time constituted Article 3 of its Constitution:

"The objects of this association shall be the following: To provide the medium for closer acquaintance and better understanding among the representatives of the several colleges. To foster a spirit of cooperation among the colleges and to work upon a common plan in relation to those questions which call for common action in the best interests of higher education in the State of Minnesota. To provide the channel through which studies of higher education on a state-wide basis can best be made. In general, to work out the highest possible function for higher education in the State of Minnesota and to coordinate the several colleges in such a way as best to serve that function."

While this statement has been somewhat modified since, the history of the organization has validated the hopes of its founders that these purposes would be substantially served.

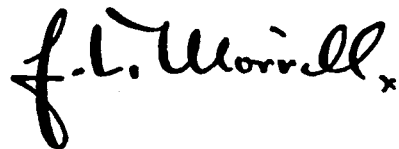
From its founding, when President Coffman carried on the University's primary relationship with the Association, we have been represented in its proceedings and on its committees by such outstanding Minnesota educators as Professor Charles Boardman, Deans Melvin Haggerty, T. R. McConnell, Royal Shumway, and J. B. Johnston. These relationships continue to be the important concern of many members of the staff today.

For example, the Minnesota state-wide testing program allows virtually all Minnesota high school students to be given common tests of college aptitude and high school achievement; conducted by the University's Student Counseling Bureau, the program has achieved national recognition. Our own Office of Admissions and Records and all members of the Association use a common application-for-admission form. The Association's Study and Research Committee, chaired by Dean H. T. Morse of our General College, has this year made a remarkably comprehensive and illuminating study of "The Provisions of Special Opportunities to Stimulate Performance in College on the Part of Students with Superior Ability." Dean Morse reports the most sincere and enthusiastic cooperation by every participating institution.

The same effective cooperation also prevailed in a study of institutional enrollment trends in Minnesota completed this autumn by Professors Robert Keller and John Stecklein and the University's Bureau of Institutional Research. Conducted in the Association's behalf, this study also inquired into planning in connection with those enrollments.

A MAJOR OUTCOME of the November meeting was a resolution unanimously approved to establish a continuing study committee—including representatives of the junior colleges—to appraise and evaluate the college and university enrollment picture of our state. This was a logical outcome of a session in which the mutual concern for this problem on the part of everyone present was so apparent.

These are but selected illustrations of the effective working cooperation between the University and our sister institutions. The understanding achieved through all this is an obvious antidote to divisiveness and undesirable kinds of competition. But even more than that the kinds of cooperation I have mentioned, the interchange of staff members and shared educational programs, joint sponsorship of publications and studies—all of these collectively bode well for Minnesota as we look to the years ahead and the challenge of providing both the diversity and the quality of higher education in our state which are the rightful heritage of the youth of this commonwealth.



DECEMBER 15, 1955 TO JANUARY 15, 1956

University of Minnesota Calendar of Events

MINNEAPOLIS SYMPHONY CONCERTS

Subscription Series

- Dec. 16—All orchestral program.
 Dec. 30—Rafael Druian, violinist.
 Jan. 6—Claudio Arrau, pianist.
 Jan. 13—Fernando Previtali, guest conductor. All orchestral program.

(*Northrop Auditorium*, 8:30 p.m. Single ticket from \$1.75 to \$4.00. Sales begin the Monday before each concert at the Symphony Ticket Office, 106 Northrop. For reservations call University extension 6225.)†

Twilight Concerts

- Jan. 8—"The Mikado," by Gilbert & Sullivan. The Choralists, soloists.
 Jan. 15—Rachmaninoff Concerto No. 2, Daniel Kunin, pianist; Ravel "Bolero."

(*Northrop Auditorium*, 4:30 p.m. Sundays. Admission \$.75. Sales open at Box Office at 3:30 on day of concert.)

COMMENCEMENT

- Dec. 15—Honorable C. F. Hellström, Consul General of Sweden.

(*Northrop Auditorium*, 8:00 p.m. Admission by guest card only.)

UNIVERSITY GALLERY EXHIBITIONS

To Dec. 23—Survey of Contemporary Italian Painting, Prints, and Sculpture; 60 paintings, 75 prints.

Jan. 6-27—Paintings by California Artists.

Jan. 6-27—Exhibit of Prints by Worden Day.

Jan. 6-27—International Print Exhibition. Invitational exhibit from Washington University in St. Louis.

(*The University Gallery*, on the third and fourth floors of Northrop Auditorium, is open to the public from 8:00 a.m. to 5:00 p.m. Monday through Friday. Concertgoers will find the Gallery open before performances and during intermissions.)

SIGNIFICANT UNIVERSITY BROADCASTS

On Radio

Public Affairs Forum . . . transcriptions of speeches given on campus and throughout the community. Among the major talks to be broadcast are: "Federal Centralization and the Press," Henry Steele Commager, Dec. 23; "The New Opportunity for Historians," Arnold Toynbee, Dec. 30. The program is heard Monday through Friday, 1:30 p.m., KUOM.

(*KUOM*, the University radio station, broadcasts at 770 on the dial. Its complete winter schedule may be obtained by writing to the station.)

On Television

Doctor's Digest . . . half-hour discussions of important health problems by Dr. James Rogers Fox, of the Minnesota Health Association. Produced by KUOM TV Workshop. WTCN-TV, Channel 11, Mondays at 10:00 a.m.

University Guestbook . . . Interviews, talks, and demonstrations by U faculty and visiting teachers and lecturers. Produced by the KUOM TV Workshop. WTCN-TV, Channel 11, Fridays at 10:00 a.m.

MUSEUM OF NATURAL HISTORY

SUNDAY PROGRAMS

Dec. 18—"Glamour Birds of Florida": color sound film.

Jan. 8—"Conserve Our Heritage": color sound film.

Jan. 15—"Moles and Shrews—Among Our Least Known Mammals": Dr. Berry Campbell, Associate Professor of Anatomy, University of Minnesota Medical School.

(*Museum of Natural History Auditorium*, 3:00 p.m. Open to the public without charge.)

UNIVERSITY PRESS PUBLICATION DATES

Dec. 20—*Human Relations in Interracial Housing*, by Daniel M. Wilner, Director, Baltimore Study of Health and Adjustment, School of Hygiene and Public Health, Johns Hopkins; Rosabelle Price Walkley, Research Associate, Johns Hopkins School of Hygiene and Public Health; and Stuart W. Cook, director, Research Center for Human Relations, New York University. \$4.00.

Dec. 20—*The Origins of the British Labour Party*, by J. H. Stewart Reid, chairman, Department of History, United College, University of Manitoba. \$4.50.

Dec. 27—*Vocational Interest Measurement: Theory and Practice*, by John G. Darley, associate dean, Graduate School, University of Minnesota, and Theda Hagenah, assistant director, Student Counseling Bureau, University of Minnesota. (A volume in the Minnesota Library on Student Personnel Work.) \$5.00.

Jan. 3—*The New Japan: Government and Politics*, by Harold S. Quigley, professor emeritus, University of Minnesota, and John E. Turner, assistant professor of political science, University of Minnesota. \$5.00.

(Books are available at Minneapolis and St. Paul bookstores or may be ordered through local bookstores.)

ATHLETIC DEPARTMENT EVENTS

Basketball Games at Home

Dec. 16—Notre Dame.

Jan. 7—Michigan.

Jan. 9—Indiana.

(*Williams Arena*, 8:00 p.m. Unsold single reserved tickets at \$1.75 go on sale the Monday of the week before the game at the Athletic Ticket Office, 108 Cooke Hall. General admission, \$1.25 at the gate.)

Hockey Games at Home

Dec. 16—Colorado College. At St. Paul Auditorium.

Dec. 17—Colorado College.

Dec. 22-23—Michigan State.

Jan. 6—U. S. Olympics.

Jan. 7—U. S. Olympics. At St. Paul Auditorium.

(*Williams Arena*, unless otherwise noted; 8:30 p.m. Unsold single reserved tickets at \$1.50 go on sale the Monday of the week before the game at the Athletic Ticket Office, 108 Cooke Hall. General Admission, \$1 for adults, \$.60 for those under 16, at the gate.)†

Gymnastics at Home

Jan. 7—Wisconsin. Tickets on sale at the door of Cooke Hall. 2:00 p.m.

Swimming at Home

Jan. 14—Ohio. Tickets on sale at the door of Cooke Hall. 7:30 p.m.

†Tickets for these events are also available at the Field Schlick Ticket Office in St. Paul and the Downtown Ticket Office, 188 Northwestern Bank Building in Minneapolis.

THE MINNESOTAN

The University Staff Magazine - January 1956



They Made Us Great

IN THE SICK-BED where he spent the last months of his life, Stephen R. Kirby, donor of \$400,000 toward the Duluth Branch student center, knew only from photographs of the most recent progress on the beautiful building begun about a year before.

But by the time of his death in October, 1955, construction had progressed sufficiently so that Mr. Kirby could be certain he had left a gift in keeping with his wish to "repay at least in part the happiness and success I have found in a rewarding career and life in northern Minnesota."

He had come to the state as a youth in 1896, looking for work. His first job: janitor in a Little Falls bank at \$35 per month, which was \$10 more than he had expected. The next year he moved to Hibbing with his bride. After five years there he had become president of the Hibbing First National Bank and held controlling interests in banks in five other Iron Range communities.

In 1900 Mr. Kirby moved to Duluth and presently became chairman of the executive committee of the Northern Minnesota National Bank. When Ford began putting out his new car, Mr. Kirby, alert to its possibilities, set up Ford agencies in Duluth and along the Iron Range. He and his banking interests figured prominently in other new industries in that area.

Active in banking circles until his final illness, Stephen Kirby still found time to relax and enjoy the beauty and recreational advantages of northern Minnesota. He paid tribute to this region in a speech at a "campus progress dinner" in 1953, at which his magnificent gift was announced.

Addressing the more than 100 civic, business, educational and professional leaders who gave him a standing ovation, Mr. Kirby said at that time: "I have countless memories of rich experiences in the beautiful northwoods wilderness, in my business relationships, in my associations with fellow residents. . . . I have de-



Stephen R. Kirby

cidated that the most enduring repayment I could make in return for the success and happiness I have found here is to help provide for the better education of its youth."

Mr. Kirby's \$400,000 gift rounded out the approximately \$1,200,000 needed to construct the UMD student center (the balance had been raised by a one-mill levy on St. Louis county property and a \$400,000 appropriation by the 1953 state legislature). Major part of a construction project which includes the first eight units of a dormitory design for the Duluth campus, the handsome new student center will be completed this spring.

The center will provide dining rooms, lounges, meeting rooms, and a bookstore wing for the Duluth campus. Picture windows across the entire south front will overlook the campus, the city, and Lake Superior.

"This structure will become the very heart of campus life and will dominate the UMD campus socially and physically," UMD Provost Raymond W. Darland has said. "Stephen Kirby's generosity and public spirit has, in a large part, made this building possible. For this we at the Duluth Branch will always be grateful."

in this issue . . .

YOUNGSTERS — IN THE AUDIENCE and in the show. They're the subject of an article on the U Young People's Theater beginning on the opposite page.

A NEW KIND OF RESPIRATOR that offers life-saving hope to polio, pneumonia, and tetanus patients has been developed by a crew of U Hospitals anesthesiologists headed by Dr. Frederick Van Bergen. You'll learn how the new precision-volume respirator works, what its advantages are, on page 10.

OTHER STORIES ON: Blue jeans subject of St. Paul campus research project, page 12; U Press gets clippings on books, authors from all over the world, page 13.

PICTURE CREDITS: Page 6, Rod Tibbetts, Ivory Tower; pages 10 & 11, respirator pictures, Lloyd Wolf, U medical photographer.

on the cover . . .

No, it isn't a set from *Mr. Roberts*. It's the high scaffolding erected by the U's wall-washing crew to clean a tall Pillsbury Hall corridor. On the top row are James Aydt and Bryce Bunton; middle, William Stickels and Robert Mayberry; bottom, John Bergren. More about the crew on page 7. Photograph by Walter O. Zambino.

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William L. Nunn, Director
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Claire Sotnick Assistant Editor
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From Ali Baba to Huck Finn . . .

Theatre-goers, j.g. Find Adventure at U

Dear Mr. Graham,

I enjoyed the play *Tom Sawyer* very much. I liked the play because you had such very good actors in it. The scenery was very beautiful too.

Was the whitewash real?

What was in the gun that shot Injun Joe?

Sincerely yours,

David Nelson, Whittier School

THIS IS JUST ONE of hundreds of letters from young theatre-goers that crowd the files of Kenneth Graham, supervisor of the Young People's University Theatre series.

Theatre for children at the U goes back to 1939 with a production of *Peter Pan* directed by Frank Whiting as part of the regular season. So popular was the play that Lowell Lees, then head of University Theatre, got together a group of civic-minded women (including Faculty Women's Club drama section members like Mrs. Leo Rigler and Mrs. R. E. Summers) and organized the Junior Community Theatre which lasted one year, put on three plays.

In 1940 Kenneth Graham came to the University and helped start the Young People's series. "That year," says Graham, "we called together representatives of every Twin Cities youth group we could reach. We wanted to work out a theatre series which would parallel the Young People's Symphony programs for which even then children were being excused from school and brought over in chartered buses."

The Minneapolis and St. Paul Boards of Education, convinced this was a worthwhile venture, approved dismissing children from classes, and the PTA's provided transportation for the special matinees. Thus the U Theatre became the first in the country to offer plays for children as part of the regular school program during school hours.

Over the years the young people's seasons have been marked not so much by a change in nature as by ever-increasing popularity. So great is the demand that productions are now limited to fifth and sixth grade classes only.

"And even now," says Merle Loppnow, U Theatre business manager and occasional director of children's plays, "we would have to put on many more than our ten school matinees of two plays a year to keep pace with the demand." Loppnow estimates that about 12,000 children from 110 elementary schools in the Twin Cities and suburbs attend the 20 school matinees each year.

Most of the plays have been dramatizations of classic children's stories such as *Tom Sawyer*, *Huckleberry Finn*, *Hansel and Gretel* (the opera), *Aladdin*, *Treasure Island*, *Alice in Wonderland*, *Oliver Twist*, and *Heidi*.

Perhaps the most popular offering has been *Peter Pan*, which has been given three times and, according to its director and head of U Theatre Frank Whiting, is due for another run soon.



Skippy is hand puppet Prof. Kenneth Graham made 20 years ago; he's been charming young audiences ever since.

University staff members have not only directed but also adapted and written many of the plays. Premiered here was an adaptation of *Caddie Woodlawn* by Carol Ryrie Brink (wife of Raymond Brink, mathematics), as were *Huckleberry Finn* (adapted by Frank Whiting and Corinne Rickert), and *Alice in Wonderland* (adapted by Robert and Marion Moulton and Tad Ware). Every so often the Young People's Theatre departs from straight plays to offer

continued on next page

such experiments as *Ali Baba* — a dance pantomime, and Benjamin Britten's *Let's Make an Opera*, to be given this spring.

INTO EACH children's play offered at the U go hours of thought, research, and planning. Professor Graham explains some of the special problems this way:

"What is desirable for a child audience is still a somewhat unknown quantity, about which there needs to be a lot more research. Some things we have learned from experience:

- "We need an uninterrupted story line without excessive complication. We need action—dramatic action—and we must avoid 'talky scenes.'

- "Children should have some central character—like Huck Finn or Robin Hood—with whom they can strongly identify.

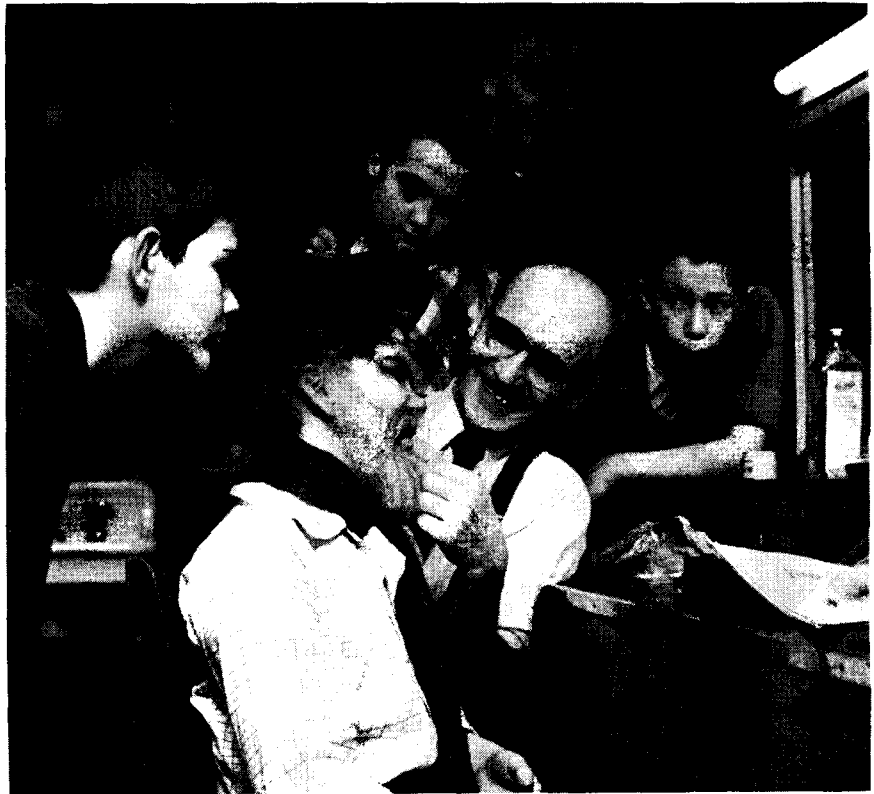
- "Acting must be bold and forthright, yet convincing. This puts a load on the actors, because it's hard to act broadly without hamming. And while the young audience may get confused by excessive subtlety, it may be offended by excessive simplification.

- "Staging must be colorful and compelling, but not necessarily spectacular. One reason we bring youngsters in rather than troop out to their own schools is that our greater resources here permit more ambitious staging.

- "Finally, there are special things to consider in choosing plays for a fifth- and sixth-grade audience. We know from research in the field that these 11-year-olds have passed beyond the 'age of fantasy' (about 6-9) when they responded most strongly to fairy tales, and have now reached an 'age of adventure.' Therefore the Theatre offers them plays of action like *Ali Baba*, *Marco Polo*, *Hiawatha*, *Robin Hood*, and so forth," Graham concludes.

THERE'S MORE to a Young People's Theatre production than meets the eye in Scott Hall auditorium.

Once a play has been chosen, the staff sends out a mimeographed



In a burst of high spirits the faculty youngsters who played Tom and Huck in Huckleberry Finn insisted that director Frank Whiting make them up in other parts. Here Whiting turns Mark Naftalin (father, Arthur) into the King, as John Whiting (father, Frank), John Hoyt (father, Cyril), U Theatre business mgr. Merle Loppnow, and Greg Druian (father, Raphael) watch.

teaching aid to the teacher of each class that will attend. This aid contains background information on the play, bibliography for teacher and students, notes on background music, and a plot summary.

The teacher's aid for this fall's *Huckleberry Finn* production points out, for instance, that it would be well to read or tell the original Mark Twain story to the class, or at least to go over the sections of the novel to be dramatized. It adds that while this won't do justice to the unity of Twain's classic, it may inspire the children to read the entire novel at their leisure.

The teacher's aid also mentions the date and time of two 15-minute pre-showing broadcasts over KUOM's Minnesota School of the Air. Supervised by Miss Betty Girling, these programs are offered during school hours and are regularly heard by more than 15,000 school-children.

One program is an interview with the director or writer, while the other is an actual excerpt from the play.

What's next? The teacher collects 30 cents from each child in the class and sends a check to the University Theatre. The date of attendance is scheduled and seating arrangements carefully worked out. (Business Manager Loppnow tries to rotate seating so that a school which sat in the balcony one year will be up front in the orchestra the next.)

Then some time before 1:15 on the ten school matinee days, the bright orange chartered school buses ply their way through 15th Ave. traffic and deposit their loads of excited young pupils—some 600 for each performance—at the entrance to Scott Hall. (Each children's play also has several week-end matinees with 40-cent tickets to which children come with parents.)

The children are directed to their

The Minnesotan

seats. The lights lower, the popping of bubble-gum subsides—and the show is on!

IS DISCIPLINE a problem with young audiences? Prof. Graham says he's never found it so. For one thing, teachers attend with their classes. For another, the plays are held to about an hour and one-half, without intermission. For a third, children just plain lose themselves in the play.

And, for a fourth, there's Skippy!

Skippy is a hand-puppet Graham made about 20 years ago, as an undergraduate at the University of Iowa. With his clown-like face and polka-dot garb, Skippy's been a fixture of the Young People's U Theatre for 15 years. For the plays which Graham has directed he generally

operates Skippy himself, although students now often handle him most successfully.

At the very outset, Graham appears in front of the drawn curtains and has the puppet tell the children what is expected of a good theatre audience:

"In a movie," Skippy whispers while his operator interprets—"if you laugh or talk, the movie just keeps on going. But in a play with real live actors, you not only hear the actors, but the actors hear *you!* And if you are a good audience, the play is much better. Does that mean you shouldn't laugh at something funny or squeal if it's exciting?" Skippy cocks his head, then proceeds. "Oh, of course not. Go right ahead, but just quiet down quickly, so the play can go right on. Now

lean back, relax, and have fun . . ."

For 15 years children have been heeding Skippy's injunctions beautifully. In fact, the puppet gets at least as much fan mail as Graham and the other directors!

BESIDES COPING with young audiences, the Young People's Theatre staff (all of whom are affiliated with the regular U Theatre) must also deal with a related question: how to direct child actors.

Graham, who is associate director of the U Theatre, points out that children are only used in Young People's plays to portray child roles. "In fact, we use almost as many children in our regular series—there were ten in *Annie* [*Annie Get Your Gun*, given this fall] alone."

The theatre staff usually recruits U elementary school students for children's roles—partly because of their accessibility, partly because the school is very understanding and cooperative about letting its young pupils off for rehearsals.

What does the children's director need? First of all, says Graham, he must be patient. Secondly, resourceful. "You can't expect children to rehearse or concentrate as long as adults," he explains. "You almost always double-cast children's parts to prevent excessive strain. You need to keep them occupied while they're off-stage—we've found comic books work like a dream."

If a play features children who are too young to read a script, the director must work out special techniques. For the hefty part of Pud in *On Borrowed Time*, Graham cast two children of U faculty members—Kendrick Hastie and Jimmy Gilkinson. Graham then recorded the entire play, reading Pud's part himself, and gave the recording to the two boys to memorize aurally—a fine solution.

In general, both professors Whiting and Graham agree that child actors learn lines faster than adults. If it's explained to them that they must really "be their character" the whole

continued on next page

U theatre students interested in children's play production learn about costume design from Robert Moulton, who has directed U children's plays.



time they're onstage, thanks to their remarkable power of empathy they usually play without stagefright, giggles, or sidelong glances at the audience. So fully do they live their roles that they can often ad lib completely in character and without the least trace of nervousness or self-consciousness.

YOUNG PEOPLE'S THEATRE at the U is not regarded as a sub-activity of the University Theatre, but as an important undertaking in its own right. Believing, as Frank Whiting puts it, that "only the best is good enough for children," the theatre uses the same directors, staff, and technical crews as are involved in major productions.

Adult plays often use young actors. Here Kenneth Graham directs a crew of young 'uns and a somewhat older soloist for Annie Get Your Gun this fall.



"I think it's extremely essential for any theatre group, especially a University group, to give children's plays," says Graham. "First of all, we are training our own students who are interested in play production for children. And then, by providing good living theatre for the youngsters in our community, we are building up our own future audience and, indeed, our future performers.

"Many of our present theatre majors have been coming to our performances since they were small children. And some of them lisped their first lines on our Scott Hall stage—among them a youngster named Arlene Dahl who, 15 years ago, was one of the 'unborn children' in *The Bluebird!*"

▲▲▲

U Speech Staff Participates In Los Angeles Conventions

The University's Department of Speech and Theatre Arts was well represented on the program of the Speech and Theatre conference held in Los Angeles last month. National conventions of the Speech Association of America, the American Educational Theatre Association, and related organizations were held at this conference.

Professor Frank M. Whiting, director of the U Theatre and president-elect of AETA, was in charge of coordinating the program of that group. Also attending was Kenneth Graham, associate professor, and AETA executive secretary-elect.

Others from the University speech and theatre arts department who participated in the sessions included: William S. Howell, professor and chairman of the department; Arthur H. Ballet, assistant professor; Wendell Josal, lecturer and theatre technical director; Donald Smith, associate professor; and Calvin Quayle, instructor.

Two on Staff Get Grants

Two University staff members, E. G. Williamson and Ralph Berdie, have been awarded Fulbright grants, it was announced recently.

Dean of students and psychology professor E. G. Williamson has been asked to lecture on student counseling during the 1956 spring semester at Tokyo University. The State department has granted Dean Williamson a Fulbright award to accept the invitation from Tokyo, and the dean will take a leave of absence from the University for the period.

Dean Williamson was chairman for three years of an American Council on Education committee which has sponsored two counseling institutes at Tokyo University.

Ralph Berdie, who is director of the University counseling bureau and professor of psychology, will spend the 1956-57 academic year doing research in social psychology at the Australian Council for Education Research, Melbourne, on his grant.

The Minnesotan

wall-to-wall washing

U Crew Keeps It Clean

PILLSBURY HALL has some 90,000 square feet of walls and ceilings.

This bit of intelligence may not mean much to you, but it's mighty important to five utility men on campus—the University's wall-washing crew. This Physical Plant crew under foreman Art Lundberg, is at this writing engaged in cleaning the Pillsbury interior—a job that poses a number of challenges due to 30-foot high corridors and corrugated metal ceilings.

"The four other men on the crew can cover about 4,000 square feet a day, which means about three weeks for Pillsbury," says assistant foreman William Stickels. "But we're always getting pulled off these big cleaning jobs for some emergency. Like this month—Child Welfare needed painting before a big conference. So off we go to wash the walls."

How does the crew work? After Stickels has surveyed the situation and determined how and where scaffolds are to be erected, the men begin washing the walls. The basic equipment is fairly simple: a trowel-like contraption covered with terry-cloth toweling is connected to a wall-washing machine (really two pressure tanks, one containing clear water, and one, water mixed 8 to 1 with detergent). When a trigger on the trowel is released, water is fed onto the terry-cloth pad and thence onto the walls.

Changing each towel after 20-25 square feet, the crew uses some 150 towels a day. After being washed, the area is rinsed with clear water, and finally it is dried by hand.

January 1956



As William Stickels (l.) checks, Bryce Bunton rinses and Robert Mayberry washes a wall in basement of Pillsbury Hall. In foreground is water-tank,

Stickels thinks walls should be washed every four or five years, at least. "Paint lasts longer that way. A good paint job could last 15 to 20 years, with proper in-between clean-ups," he says. The crew finds the most satisfactory color to wash is yellow. "It fades," says Stickels, "but it fades even." A few much lived-in buildings on campus like Sanford, Comstock, and the Continuation Center, have their walls washed every year. On such big jobs the cleaning is sometimes contracted off-campus.

OF THE CREW MEMBERS, John Bergren has been with Physical Plant 30 years, Bryce Bunton, 6 years, and Robert Mayberry and James Ayt for shorter periods. Stickels, who took this job two years ago, had previously done "a little bit of everything" — carpentry, sheetmetal work, and even farming.

He likes his present job because, "We're always on the move, pretty near. And then, each building has its own problems." Examples:

- Some colors require constant watching lest they fade. "Some of that bright red you see around—it fades like crazy. Seems it's all color and no paint base," Stickels chuckles.

- Washing must be arranged so it doesn't interfere with classes, labs.

- Scaffolding must be set up with special care in buildings with high ceilings. The Pillsbury corridors (about 30 feet high—see cover) are about as high as they get,

Toughest job so far—and the dirtiest, the men agree—was the Main Library. "There was so much stuff to move. We had to sort of work around the students all the time," says Stickels. "And those stacks—that was a mean place to clean!"

Another toughie was the infirmary room of Dentistry. Because its tile floors were hollow underneath, they wouldn't stand the weight of the scaffolds, so the men had to reinforce the floor with plywood specially cut to fit around the fixed dental units.

The crew also cleans woodwork, pipes, and transoms—but not windowpanes. "Occasionally, if there's a painted cabinet we'll do that too—just so the whole place looks good," Stickels says.

One thing the wall-washers don't clean is marble. A special crew of two U workmen is entrusted solely with the fitting and polishing of all marble on the campus.

So much for this specialized age!



Long division gave Ella Thorp trouble in public school, but a “wonderful” eighth grade teacher pulled her out of it. She retires as assistant math professor this June, after 40 years of teaching here.



Pausing between calls in the art library on third floor, Northrop, Jocelyn Ronning, junior librarian, says she’s interested in art history and music, likes to travel. She spent last summer in Mexico, began at the library in September.



Starting the new year right: Dr. N. L. Gault Jr. joins the College of Medical Sciences as assistant dean this month.

staff members

YOU S

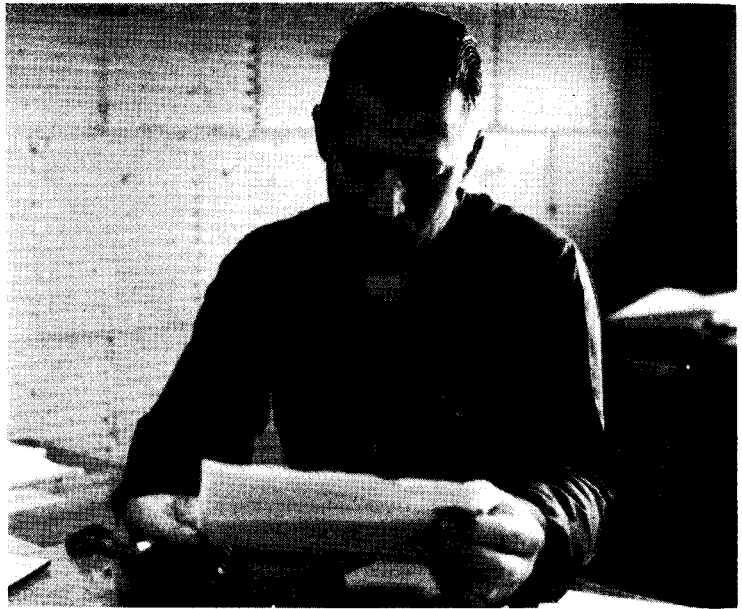
Concerts and Lectures’ reorganized Program Service provides school assemblies, lectures, concerts, plays and summer convocations for midwest audiences under supervision of Theodore E. Stall.



The Minnesotan



Acting Dean of the Law School David W. Louisell replaced his predecessor, Maynard E. Pirsig, in October.



He's hardly *ever* bowled over! Arthur E. Lundberg, general mechanic foreman, physical plant, captained the shops employees' bowling team to second place in U league this fall. He spent 10 of his 20 years on the U staff as a heating plant mechanic.

OULD KNOW

Like to hunt? So does assistant geology professor Robert Sloan; but he looks for ancient rocks and animals, like this 12- to 15,000-year-old local bison skeleton on his desk.

of Mrs. Miriam Schroeder's many jobs as principal service supervisor at the Duluth Branch cafeteria checking salads before they go on the display shelf.





Dr. David Seibel, obstetrics, himself a respirator patient for some months, is examined by Dr. Shirley Cedarleaf.

BREATH OF LIFE to helpless lungs: that's the new respirator developed by U Hospitals anesthesiologists!

Actually, it's an artificial lung which leaves the patient free to lie in bed on his stomach, side, or back, or to sit up in a wheelchair. At his side is a cabinet, thirty inches high, about the size of a TV set. From it a plastic tube connects to the patient's windpipe. The small control panel on top of the cabinet governs the ebb and flow of room air into his lungs. A weight of only half a pound rests on the patient; the whole machine weighs 125 pounds compared to the iron lung's 800.

All this is a far cry from the picture presented by the devastating '52 polio outbreak in Minnesota. Dr. Frederick H. Van Bergen, associate professor of anesthesiology and head of the department, watched carefully the effect of the iron lung on patients caught in that epidemic.

"The iron lung has been a lifesaver countless times," he says, "but there have always been some patients adversely affected by being enclosed in the tank. Because the patient can't move, he can't exercise his muscles sufficiently—that's often very important for recovery. His temperature

comfort plus safety . . .

U-Developed Respirator Gives Patients New Hope

may rise as a result of being enclosed. His lungs may fill with fluid. He is completely dependent, psychologically as well as physically. And nurses and doctors can't examine and care for him very easily," Van Bergen adds.

These problems gave Van Bergen an idea: why not design a new kind of respirator, one which would imitate the bellows action of the lungs but would not produce the harmful side effects that often resulted from enclosure in a tank?

Hand operated bellows had been employed occasionally on patients who couldn't use the iron lung, and Van Bergen's idea was to construct a piston-cylinder unit that would pump air into the lungs. Unlike the hand-operated bellows, this unit would be rigid; none of the air destined for the lungs would be wasted by the effort to pass through a flexible container, and the precise amount of air needed by the patient would reach his lungs.

With the rigid unit in mind, Dr. Van Bergen enlisted the efforts of his fellow anesthesiologists. "This was no one-man project," he insists. "Seven doctors worked out the respirator with me—Joseph J. Buckley, D. S. P. Weatherhead, John R. Gordon, Earl H. Schultz, Shirley J. Cedarleaf, James Matthews, and Charles Field," he ticks them off, "plus more than 20 nurses who volunteered to work with patients using the respirator. All of them were very helpful in their comments.

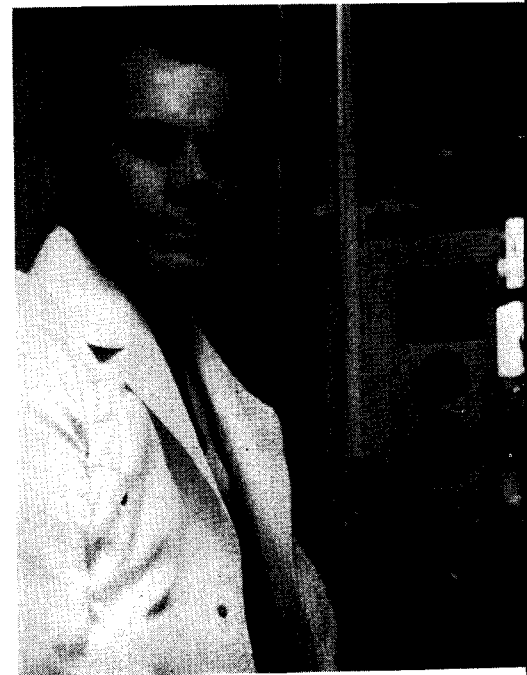
"At Smith Welding company, Minneapolis, chief engineer Tage Falk and his staff did a fine job producing

the machine. You just can't manage a project like this alone," he says.

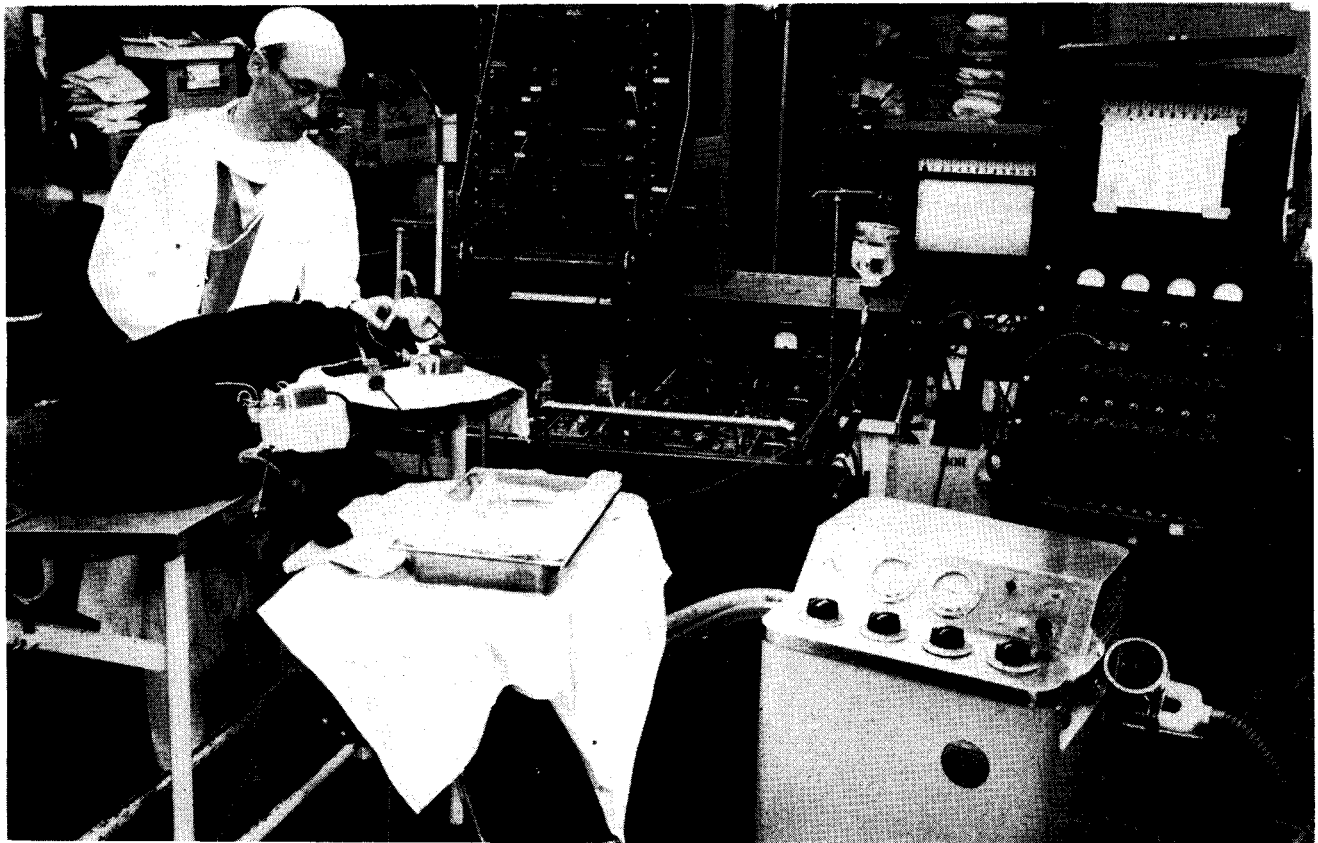
IT TOOK two and a half years to develop the respirator. The first job was to work out what normal breathing accomplishes for the body and how it does so. As a beginning, Drs. Schultz and Buckley culled this kind of information from records of medical experience with breathing and artificial respiration. Dr. Cedarleaf developed a new system by which individual breathing needs could be determined.

Together, the eight anesthesiologists worked out the most important

Dr. F. Van Bergen, who had original idea for respirator, stands near device gauging carbon dioxide in blood.



The Minnesotan



In cardiovascular dog lab, Dr. Donald Weatherhead, surgery, made preliminary tests of the U-developed respirator, using complex measuring equipment. Respirator connects to dog's windpipe; the controls are in cabinet, front right.

requirement for an artificial breathing machine: it should insure the arrival of enough air to the lungs at the proper time in the breathing cycle so that the heart and all the other organs involved in breathing would work normally. And—just as important—the new respirator must do this *safely*. As part of the exploration of methods by which these two requirements could be met, Dr. Matthews constructed a model human lung and tested its resistance to pressures.

The deceptively simple control panel on the respirator is the result of the joint effort. There are several dials. One governs the exact amount of air to be delivered to the patient's lungs—this precision control is the great achievement of the machine.

The second dial controls the rate of breathing per minute. A third governs the amount of pressure required to get the selected volume of air into the patient's lungs. This cor-

responds to inhaling; natural action of the lungs expels the air for exhaling.

Two safety signals notify the nurse attending the patient that the respirator must be adjusted. An amber light blinks when the patient is not receiving all the air he should. A red light flashes if a leak develops anywhere between the respirator and the patient's lungs.

SIMPLICITY is the keynote of the respirator: an ordinary electric outlet supplies the power to run it. In case of power failure, a hand crank insures continued operation; if the patient is up to it, he can operate the machine this way himself.

First the machine was tested on dogs. Drs. Weatherhead, Gordon, and Schultz did most of this testing during a six-month period in the lab, with Dr. Field monitoring the machines. The results were extremely encouraging.

Finally came the acid test: would it work for human patients? An eight-year-old girl with tetanus and pneumonia was the first to use it. Within 24 hours after she was breathing with the machine's aid, the pneumonia diminished. After nine days she was much improved. She used the machine for 30 days in all. Soon other patients were being helped by the respirator.

Victoria A. Norberg, graduate staff nurse, attended this girl as well as a two-year-old boy who used the respirator for nearly a month during a siege of tetanus which required relaxation of all his muscles. She can talk about the respirator from the nurse's point of view: "It's much easier to work with the patient," she says, "because you can position him and turn him easily. The patient is much more comfortable too. And there's just one little 'dashboard' to keep your eye on, instead of the

continued on page 14

an overall view . . .

Blue Jeans Are Subject Of Farm Campus Research

IF YOU SHOULD SEE Mary Ann Morris, assistant professor of home economics, and her research assistant, Mildred Bell, removing an assortment of nails, arithmetic papers, empty spools, gumdrops, pencils, and what-have-you from the pockets of a pair of boys' blue jeans, you wouldn't suspect that they were at work on a research project.

But research project it is—and one that has no connection with the miscellany of articles found in a small boy's pockets. What they're studying is rather the serviceability of the blue jeans the small boy wears.

Most mothers will tell you that blue jeans don't last long enough for the active boy. With that fact in mind, the two textile researchers are conducting a study for the U Agricultural Experiment Station to determine what fabric qualities and what types of construction of blue jeans will take the most rugged wear, and also how both wear and laundering affect the garments.

The Minnesota experiment is part of a North Central textiles and clothing research project in which agricultural experiment stations of nine states are cooperating to study various items of boys' clothing.

Miss Morris reports that western-style blue denim jeans of two different fabric weights—all in size 12—are being tested in the Minnesota study. Thirty boys in the fourth grade or above—most of them in the St. Anthony Park area—are the interested and willing cooperators.

During a typical week Miss Morris and Miss Bell will deliver jeans to one group of boys. The jeans are worn one day for school and play, and are then collected by the two researchers.

That's where the laboratory work

begins. After emptying the pockets, the women inspect the denims for wear and make necessary repairs. The garments are then measured, laundered, and re-measured at hip, waist, and leg for shrinkage. A square area of fabric is also measured for a more accurate gauge of shrinkage.

When the tests began in November a second group of boys received two pairs of jeans apiece. These, too, are being worn for school and play, but unlike the others, they are being laundered by the mothers at home. At the end of designated periods (of 10, 20, or 30 weeks), these jeans will be tested in the textiles laboratory. Eventually, they will be put through

a whole series of trials, including tests of abrasion and breaking-strength; for these measurements the two researchers will use special machines in the Home Economics conditioning room.

When the overall (no pun intended!) project is completed, textiles and clothing researchers expect to have definite recommendations for consumers—suggestions on what fabric quality and construction features to look for in long-wearing blue jeans.

This research project, Miss Morris notes, is just another addition to the long list of clothing wearability studies by the School of Home Economics. Others have included surveys on the durability of different fabrics for nurses' uniforms, and the serviceability of men's serge trousers and of flannel skirts made from new and re-used wool. All the University-staffed studies have one thing in common—they are designed to help Mr. and Mrs. Consumer get more from their clothing dollar!

Willing cooperators in jean-testing project are Mrs. A. C. Caldwell (wife, soils professor) and son Kenny. Here they are receiving three pairs of blue jeans from Mary Ann Morris, U assistant professor of home economics.



literary notes from all over...

Foreign Reviews Reveal Prestige Of U Press Books Around the World

ALL OVER THE WORLD, University of Minnesota Press books are spokesmen for the Press which published them and for the scholarly reputation of the entire University," wrote Vice President Malcolm M. Willey, academic administration, in submitting to President Morrill a recent report on reviews of University Press books. Mr. Willey, who has administrative supervision of the Press, attributes the extensive and favorable mention of its Books to the direction of the Press first by Mrs. Margaret Harding and now by Miss Helen Clapesattle, with the assistance of a skilled staff including sales manager Helen L. MacDonald and production manager Jane McCarthy.

Last year, for example, of 781 reviews and articles about U Press books, 10% were published in foreign newspapers and magazines. These reviews appeared all over Europe and in Latin America, India, Israel, and Australia. They turned up in Argentina's *Imago Mundi*, and Italy's *Bancaria Rassegna*, in Sweden's *Nyt Fra Historien*, and New Delhi's *Hindustan Review*. And eventually, copies of most of the clippings found their way back to U Press for filing.

U Press publicity manager Janet Salisbury keeps tabs on reviews of Press books coming in from around the world.



Books on medicine and the social sciences seem to attract the most attention abroad, says U Press publicity manager Janet Salisbury. Thus, Physiology Professor Ernst Gellhorn's *Physiological Foundation of Neurology and Psychiatry* has been reviewed in 18 foreign medical journals. Several books by U political science professor Werner Levi have been discussed in the European and Asian press. The *Calcutta Statesman* called his *Free India in Asia* "an able and lucid exposition of a complicated subject," and England's *Manchester Guardian* hailed it as "the best book to appear about the foreign policy of the new India," adding the warning that the Americans are publishing more and better books in the Far Eastern field than the British. Miss Salisbury points out that more than their American counterparts, English reviews generally use books under review as the jumping-off points for long, thoughtful essays.

Even books that seem to be almost totally regional in interest sometimes get the critical nod from abroad. Thus a German scientific journal and England's *Animal Breeding Abstracts* took the pains to review *Mammals of Minnesota* by Harvey Gunderson (Museum of Natural History assistant scientist) and James R. Beer (assistant professor of entomology and economic zoology). The *Bulletin of the Kew Royal Botanical Gardens*, England, gave considerable space to a review of *Trees and Shrubs of the Upper Midwest* (by Professor Emeritus Carl Rosendahl, botany), possibly on the ground that Britons ought to display a similar interest in their native flora.

When a book is re-issued after being out of print for a while, it may be reviewed all over again, thanks to a new climate of opinion or changing social or political developments. Thus when the Press re-issued Ernest S. Osgood's *The Day of the Cattleman* in 1954, after it had been out of print 15 years, the volume was widely reviewed. (Osgood is professor of history.)

Similarly, cartoon upon cartoon of foreign reviews of the original edition bear witness to the popularity of U Press Director Helen Clapesattle's best-seller, *The Doctors Mayo*. While the abridged re-issue of the work (in 1954) drew less attention, it nevertheless piled up its share of favorable reviews here and abroad.

AS AN ILLUSTRATION of the power of such publicity, the Press received 96 queries and 25 outright orders for—of all books—*Common Edible Mushrooms* by Professor of Plant Pathology Clyde M. Christensen after a popular outdoors columnist for the *Pittsburgh Press* had recommended the volume to a reader wanting a book

continued on next page

U-Developed Respirator Gives New Hope

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portholes in the iron lung; you don't have to worry about leakage around the collar, which is always possible in the tank type respirator."

In the physiotherapy department, seventh floor, Mayo, where polio and tetanus patients get help in re-educating muscles which have been affected by illness, there's the same sort of agreement about the advantages of the new respirator. "We can actually treat patients using this respirator," Dr. Glenn Gullickson, Jr., assistant director of the Rehabilitation Center, points out. "You can't do much by sticking your hands through the windows of the tank respirator.

"This way," he goes on, "we can treat the patient like any other who's bed-ridden. We can get at his extremities, devise exercise programs for weak muscles. In addition, we can bring him upstairs to the eighth floor Hubbard tank and put him in the swirling water, which makes it easier for weak muscles to exercise. Our physical and occupational therapists have worked with one polio patient and two or three tetanus patients using the pressure-breathing

respirator to date, and we feel it's a great advantage."

So far, seven months is the longest time any patient has used the respirator. A University staff member, ironically, has himself demonstrated the success of the new device over long periods. Dr. David Seibel of the U Hospitals obstetrics staff was stricken with bulbar polio in February, 1955. At first he was put into the iron lung. He did not do well, so his doctors decided to move him from the tank to one of the mobile respirators in an urgent attempt to improve his condition. The attempt was successful, and his recovery has proceeded in relative comfort.

More than 35 patients have used the new respirator. The U hospital has three in action now, with more models in production. Dr. Van Bergen says that twenty units are being shipped to various strategic locations throughout the country for further evaluation. At half the cost of the iron lung, and with the advantages of mobility, comfort, and safety, this precision-volume respirator is expected to be of great use in the future.

Masons View University Cancer Research Facilities

Minnesota Masons visited the University of Minnesota campus Jan. 14 to get a firsthand view of the University's cancer research program and to discuss its relation to the Masonic program for a million-dollar Masonic Memorial Cancer Hospital at the University.

The Masons launched a statewide campaign in November to raise \$500,000 for the proposed hospital, with federal funds expected to provide the balance. The 50-bed building will care primarily for patients with advanced stages of cancer. Construction is scheduled to start in 1957.

Masonic Cancer Day began at 10:30 a.m. in the junior ballroom of Coffman Memorial Union when Willard L. Hillyer of Winona, Grand Master, welcomed the Masonic Cancer Hospital workers. Lunch was served to 400 at 11:30 a.m. in the Union main ballroom. Dr. Owen H. Wangenstein, chief of the University's surgery department, was principal luncheon speaker.

A tour of cancer facilities was scheduled for the afternoon.

U Press Books Around the World

that described and illustrated mushrooms he had seen on hunting trips.

The list of review copies is made up about a month before publication of a U Press book. Certain standard book and library journals and the Book Review sections of the *New York Times* and *Herald Tribune* get virtually every U Press publication. The rest of the review list will depend on the character of the book: Robert Murray's *Red Scare* was sent to mass-circulation publications all over the country, because of its general interest, while a book on the philosophy of Epicurus may go only to philosophical journals.

As tear sheets come in they are clipped by Carolyn Olin at the U Press information desk and circulated among the staff. The clippings are later mounted and filed and the author is invited to look at them.

Although the entire procedure of sending books out and getting them reviewed is a fairly routine one, it often turns up some unexpected sidelights in the form of letters from abroad. Thus, the U Press files reveal a letter from a Yugoslav official who requested a copy of Lennox Mills (Professor of Political Science) and Asso-

continued from page 13

ciates: *The New World of Southeast Asia*. "This book would be extremely useful and most valuable for my study," he explains. "Therefore it is my ardent desire to possess and to study it. But because of my very great poverty I cannot buy it." Therefore he makes a "great and insolent request" for "a somewhat damaged copy of the book which is unfit for sale." (P.S. The Press obliged with a water-damaged copy).

Another time, a Japanese youth who had read of the University of Minnesota Press, wrote "I am interested in all the phases of your American way of living and thinking, though I haven't been there, and my approach to it is thru the books." He expressed an interest in fiction and in volumes dealing with racial issues and social problems, saying he would be glad to take defective copies.

He closed by "wishing you all the success and prosperity and go-ahead in your work." The Press couldn't give away copies at random. But they did circulate the letter in the office. Result: a package of 8 or 10 books donated by the staff soon found its way to the young man in Japan. Just another instance of the U Press winning friends abroad!

cation, noted: "Toward the end of World War II the colleges of the state found themselves facing a rapidly growing demand with facilities and resources inadequate to meet that demand."

These circumstances are now being repeated.

While the sheer numbers problem confronting our Minnesota colleges today is not unlike that of a decade ago, today's swell is of a markedly different character. Then we were catching up on an unfinished educational job. Our present problem arises from the sharply increased birthrate of the late 'thirties and of the war and post-war years. There is a long range permanence to our present enrollment bulge that did not characterize the veteran bulge of 1945 to 1950.

Moreover, those were veterans for whom we felt a grateful sense of obligation to make room. There was, understandably, a high degree of patriotic response among the colleges and universities—and this was a response to a short-term emergency. The University, for example, expanded its enrollment 100% almost overnight. The higher educational institutions of the state increased enrollment 50% on the average.

TO DEAL with our present problem patently requires a longer range reconciliation of educational philosophy with practices that are to be implemented, in our instance largely at public expense. Certainly there is no ambition—and there shouldn't be—simply to expand to the disadvantage of other institutions in the state. Nor can there be any intelligence in a haphazard short range approach which would unwittingly relegate the University to a less important place and function than it has proved it deserves and can carry out.

Our University of Minnesota is today the result of two things: a tremendous determination on the part of the people of this state to underwrite the education of their children to the highest levels, as well as the research and services of the University; it is also the result of intelligent and far-sighted planning and outlook by its own staff. The faith of Minnesota's people in education we are committed to carry forward, and this we must do persistently and effectively. Most of us will, at some point, be involved in planning in one way or another.

At the state level our Bureau of Institutional Research, early in the autumn, conducted a survey for the Association of Minnesota Colleges on the intentions of all the higher educational institutions of this state, looking as far forward as 1970 in the matter of enrollment. The problems of these next 15 years are so imminent and so concrete that the pressing need is to focus now on *them*,



rather than on problems of the more distant years of 1980 and beyond.

The President of the Association—Dr. Nels Minné, President of Winona State Teachers College—has named a committee to deal with the Association's interests in various aspects of this problem. The Governor, I understand, is also planning to name an advisory committee on higher education. We shall want to cooperate with both groups in every possible manner.

WITHIN THE UNIVERSITY we are conducting—in addition to our University self-survey, which is looking forward into the next decade as well as into our present pattern of operation—a long range building survey that relates closely to the enrollment, teaching, research and service picture of the University. We are participating institutionally in the California-Big Ten Cost Study which is making an analysis of costs in higher education that has no precedent in current educational practice.

Moreover, there have been within certain colleges of the University surveys and studies on curriculum content, student morale, instructional methods, departmental organization and inter-relationships, and numerous others.

All of these efforts, it seems to me, add up to a healthy alertness in our University and state to the need for effective response. This is in the finest Minnesota tradition, both of experimentation internally and of cooperation with sister institutions.

f. l. Merrill

JANUARY 15 TO FEBRUARY 15, 1956

University of Minnesota Calendar of Events

MINNEAPOLIS SYMPHONY CONCERTS

Subscription Series

Jan. 20—Mozart opera, "Cosi Fan Tutte," in concert form.
Jan. 27—Robert Casadesus, pianist. All Mozart program.
Feb. 3—Blanche Thebom, mezzo-soprano.
Feb. 10—All orchestral program.
(Northrop Auditorium, 8:30 p.m. Single tickets from \$1.75 to \$4.00. Sales begin the Monday before each concert at the Symphony Ticket Office, 106 Northrop. For reservations call University extension 6225.)†

Twilight Concerts

Jan. 22—Liszt, "Hungarian Fantasy"—music of Victor Herbert. Lenore Engdahl, pianist.
Feb. 5—Tchaikovsky program.
(Northrop Auditorium, 4:30 p.m., unless otherwise noted. Admission \$.75 unless otherwise noted. Sales open at Box Office at 3:30 on day of concert.)

UNIVERSITY ARTISTS COURSE CONCERTS

Jan. 24—Zino Francescatti, violinist.
Feb. 14—Walter Gieseking, pianist.
Mar. 5—Teresa Stich-Randall, soprano.
(Northrop Auditorium, 8:30 p.m. Single tickets from \$1.00 to \$3.00. Sold at 105 Northrop Auditorium beginning the Monday of the week before the concert. For reservations, phone extension 6126.)†

SPECIAL CONCERTS

Jan. 18—Artur Rubinstein, pianist.
Jan. 29—University chorus presentation of Mendelssohn's "Elijah;" accompanied by University Symphony Orchestra conducted by Prof. James Aliferis. 3:00 p.m.
Feb. 4—William Warfield and Leontyne Price, baritone and soprano.
Feb. 11—Parade of Quartets. 8:00 p.m. Single tickets from \$1.50 to \$3.50.
(Northrop Auditorium, 8:30 p.m. unless otherwise noted. Single tickets from \$1.00 to \$3.00 (unless otherwise noted) go on sale the Monday of the week before the concert at 105 Northrop Auditorium. For reservations, call 6126.)†

MUSIC DEPARTMENT CONCERTS

Jan. 17—Aksel Schjotz, Danish baritone. Schumann song cycle, "Dichterliebe".
(Scott Hall Auditorium, Tuesdays at 11:30 a.m. Other programs to be announced. Free to general public.)
Feb. 3—Special event to be announced.
Feb. 6—Graduate recital. Katherine Hennig, soprano, Twin Cities soloist.
(Scott Hall Auditorium, 8:30 p.m., Free to general public.)

CONVOCAIONS

Jan. 17—"Two's A Company," scenes and sketches from the world's great literature. Edith Atwater and Albert Dekker.
Feb. 2—"Report on Europe," by Eddy Gilmore, former AP Moscow Bureau Chief.
(Northrop Auditorium, 11:30 a.m. Open to the public without charge.)

UNIVERSITY GALLERY EXHIBITIONS

Jan. 6-27—Paintings by California artists.
Jan. 6-27—International Print Exhibition.
Jan. 11-Feb. 1—Herbert Matter: Design in Industry. Circulated by A.F.A.
Feb. 10-Mar. 2—Fifty great Photographs. Circulated by Museum of Modern Art.
(The University Gallery, on the third and fourth floors of Northrop Auditorium, is open to the public from 8:15 a.m. to 4:45 p.m. Monday through Friday. Concertgoers will find the gallery open before performances and during intermissions.)

SIGNIFICANT UNIVERSITY BROADCASTS

The Great Lakes—Pathway to Progress . . . a 13-program series designed to create an appreciation of the inter-relationship of the complex factors which have influenced the phenomenal development of the eight-state Great Lakes region. Wednesdays, 3:45.
Saturday Concert . . . an hour and a half of world masterpieces heard every Saturday afternoon from 2:00 to 3:30. During January and February the first half hour of the concert will feature cellist Edouard Blitz, accompanied by Eva Knardahl, in an unusual series of cello concertos. (KUOM, the University radio station, broadcasts at 770 on the dial. Its complete winter schedule may be obtained by writing to the station.)

MUSEUM OF NATURAL HISTORY SUNDAY PROGRAMS

Jan. 22—"New Light on the Origins of Man," Dr. Edward A. Hoebel, professor of anthropology, University of Minnesota.
Jan. 29—"Bats' Radar and Other Odd Mammal Adaptations," Mr. Harvey L. Gunderson, assistant scientist, Minnesota Museum of Natural History.
Feb. 5—"Condors, Flamingos, and Geese," color sound film.
Feb. 12—"History and Uses of Glass," color sound film. (Museum of Natural History Auditorium, 3:00 p.m. Open to the public without charge.)

UNIVERSITY PRESS PUBLICATION DATES

Jan. 16—*Travels and Traditions of Waterfowl*, by H. Albert Hochbaum, director, Delta Waterfowl Research Station, Manitoba, Canada. \$5.00.
(Books are available at Minneapolis and St. Paul bookstores or may be ordered through local bookstores.)

UNIVERSITY THEATRE PERFORMANCES

Jan. 26, 27, 28, 31; Feb. 1-5—"Thieves' Carnival" by Jean Anouilh.
(Scott Hall Auditorium. Performances at 8:30 p.m., except Jan. 31 and Feb. 5, which are matinees only at 3:30 p.m. Single tickets at \$1.20 may be purchased a week before the opening at the Theatre Box Office, 18 Scott Hall. For reservations call Extension 6106.)†
Feb. 8-12—"The Haunted House," by Plautus.
(Arena Theatre, Shevlin Hall, Feb. 8-11 at 8:30 p.m.; Feb. 12 at 3:30 p.m. Tickets at \$1.20 on sale at Scott Hall Box Office.)

ATHLETIC DEPARTMENT EVENTS

Basketball Games at Home

Jan. 28—Northwestern. 2:00 p.m.
Jan. 30—Illinois.
Feb. 13—Michigan State.
(Williams Arena, 8:00 p.m. unless otherwise noted. Unsold single reserved tickets at \$1.75 go on sale the Monday of the week before the game at the Athletic Ticket Office, 108 Cooke Hall. General admission, \$1.25 at the gate.)†

Hockey Games at Home

Jan. 20-21—Michigan Tech.
Feb. 3-4—Denver.
(Williams Arena, 8:30 p.m. Unsold single reserved tickets at \$1.50 go on sale the Monday of the week before the game at the Athletic Ticket Office, 108 Cooke Hall. General admission, \$1.00 for adults, \$.60 for those under 16, at the gate.)†

Wrestling Matches at Home

Jan. 28—Cornell. After Northwestern basketball game.
Feb. 4—Illinois.
Feb. 10—Indiana.
(Williams Arena, 2:00 p.m. unless otherwise noted.)

†Tickets for these events are also available at the Field Schlick Ticket Office in St. Paul and the Downtown Ticket Office, 188 Northwestern Bank Building in Minneapolis.

THE MINNESOTAN

The University Staff Magazine - February 1956



They Made Us Great

A BRONZE PLAQUE in the College of Medical Sciences thirteenth-floor Mayo conference room bears the legend, "Dedicated to Mrs. George Chase Christian, in recognition of her many years of devoted service to the Medical School of the University of Minnesota."

This statement is almost an understatement. Since 1923, after her husband had died of cancer, Mrs. Christian, both personally and through the Citizens Aid Society, founded by the Christian family, has contributed hundreds of thousands of dollars for medical care and research at the University.

First of these contributions was a large grant in 1923 for a 50-bed cancer hospital as part of University Hospitals. The gift provided for constructing and equipping this unit and for purchasing precious radium.

Since that time Mrs. Christian and the Citizens Aid Society have supported the Cancer Institute at U Hospitals by providing funds for clerical and research assistants, fellowships, and the latest x-ray equipment. They also endowed the George Chase Christian Professorship in Cancer Biology, for which Prof. John Bittner was brought to the campus in 1942.

Mrs. Christian has also contributed to the building of the Mayo Memorial, as one of its Committee of Founders, and to Dr. Owen Wangensteen's ulcer research project.

But her interest is not confined to medicine. Now past 80, she lives near the Minneapolis Art Institute, which she has generously supported. Friends describe Mrs. Christian as "an impressive, active woman who loves people, music, and flowers, and whose concerns range broadly over the arts, sciences, and human welfare."

Born in Denver, Colorado, she came to Minneapolis as a child, attended Central High School here, and the Burnham School in Northampton, Mass. In 1897 she married George



Mrs. George Chase Christian

Chase Christian, an outstanding citizen of Minneapolis.

Over the years Mrs. Christian has contributed to the University zoology museum, to Carleton College, and the Minneapolis Symphony, among other organizations. For her devotion to public welfare and the arts, and for her continuing support of medical research and treatment at the University, the Regents in 1949 awarded her a Builder of the Name medal.

This award, inaugurated in 1947, has been presented to outstanding benefactors of the University, among them Donald C. Balfour, Donald J. Cowling, Edward M. Freeman, E. B. Pierce, Henry Schmitz, and Fred B. Snyder.

Says Dean Harold S. Diehl, College of Medical Science, "Mrs. Christian's gifts actually helped us get started in the field of cancer research and have been vitally important in supporting the significant program of research and treatment in this field which we have carried on over the years. Along with the scientists and doctors on our staff, Mrs. Christian has indeed helped to make us great."

in this issue . . .

WHAT DO FACULTY MEMBERS DO on their one-quarter-with-salary leaves from the University? Everything from studying arctic flora to excavating in Greece. The story on page 3 tells why this leave plan was begun, how it works, and how some faculty members use their time off.

MAKING A BIG UNIVERSITY SEEM SMALL—that's one of the objectives of the SLA senior college counseling office. You'll meet warm-hearted Mabel Powers, senior counselor, on page 7.

THERE'S MORE TO FARM LIFE than animal husbandry, these days—namely, a lively and growing interest in art. Ag library staff members Harald Ostvold and Rudolph Johnson talk about the very successful Rural Art Show recently held on the St. Paul Campus, page 10.

OTHER STORIES ON: UMD basketball coach Norm Olson, page 13; Henry Allen, coordinator of student religious activities, page 11.

on the cover . . .

It was one of those glittering winter mornings when Warner Clapp caught this frosty scene on the St. Paul Campus. You're looking toward the ag library, with the horticulture building at left.

THE MINNESOTAN

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William L. Nunn, Director
Ellen Siegelman Editor
Claire Sotnick Assistant Editor
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The Minnesotan



This is the all-University selection committee for single-quarter faculty leaves: Dr. Robert Howard, director of continuation medical education; Prof. Bryce Crawford, chemistry; Associate Dean Marcia Edwards, education; Prof. George Thiel, geology, chairman; Prof. Tracy Tyler, secretary; Prof. Howard Kernkamp, veterinary medicine; Dean T. C. Blegen, Graduate School. Also on the committee is Academic Vice President Malcolm M. Willey.

Faculty Welcomes Quarter Leave Plan

“THE IMPORTANCE of an unrestricted block of time in the work of a scholar cannot be overestimated,” says Malcolm M. Willey, vice president, academic administration. He points out that when a professor is busy teaching classes, doing research, and serving on committees—not to mention carrying on the day-to-day obligations of family and community life—he frequently cannot find the concentrated time needed to bring a long-term project to fruition.

It was from such considerations and also from a survey made by a committee headed by Graduate School Dean Theodore C. Blegen on the use of traditional seven-year sabbatical leaves for faculty that the present single-quarter faculty leave system was begun about a year and one-half ago.

The report was submitted in March 1954 and brought up to date an earlier study of sabbatical leaves, 1939-49, made by Prof. Tracy Tyler. This was what the committee found:

- Because sabbatical leaves pay half salary only, relatively few faculty members can afford to take them. Only 183 faculty members—out of a possible 795—took advantage of sabbatical leaves from 1939-54.

- Some who had been on the U faculty more than 20 years had never taken a sabbatical, because expenses during these years on leave are often higher than during a regular year in residence. A number of staff members commented that, barring a special grant, the half-time salary means ending up the year with a deficit.

- Nevertheless, most faculty members felt the traditional sabbatical system should be maintained, but should be supplemented with short-term leaves at full salary. Such single quarter leaves, especially if preceding or following the summer, could, the committee felt, “enable many of our University scholars to carry through to completion research and scholarly writing that might otherwise be much delayed.”

- Pointing out the particularly profitable effect on young staff members “whose highly productive years in University service lie ahead of them,” the committee report emphasized the benefit to the University at large through the “knowledge and insight gained by our faculty from first-hand observation of teachers and scholars in other universities,” as well as through study and research.

The committee report, approved by

the Regents in June, 1954, set down these working recommendations for the one-quarter leave plan:

1. Awards would be on a competitive basis, rather than a periodic right, like sabbaticals. Applicants must submit a complete description of the proposed project, and after completion of the leave must present a full report on results.

2. A faculty member is eligible after he or she has received tenure (normally after not less than three years at the University).

3. The appointment is for a single quarter on full salary.

4. Purpose of the grants is “to forward special studies, researches, scholarly writings, and investigations that will enrich and strengthen individual knowledge and understanding in the domain of scholarship and University teaching.” The leave is *not* for writing textbooks, or for travel. Faculty members are not to accept other employment during the period; however, they may apply for an outside grant or fellowship.

5. Of the full-time faculty with tenure, five per cent (or 40 people at present) are eligible for such leaves each year. They are allocated by col-

continued on next page



Ernest Abbe, botany, wrote up arctic flora research.



Gina Wangness, German, attended Munich University.

leges, and applications go through the following channels: a college committee makes recommendation to an all-University committee, which in turn presents its suggestions to the President's office for the final official approval.

6. In general the work within a department is to be reassigned so that no extra staff is hired during the professor's leave. (There are rare exceptions in the case of very small departments.)

7. The sabbatical leave system is retained, as is the present plan of faculty summer research appointments.

The initial all-University committee on faculty leaves headed by former geography professor John Weaver made its recommendations in fall '55, and that winter quarter saw the first group of faculty members off on one-quarter leaves. The committee (see picture, page 3), now under Professor George Thiel, geology, continues to review applications and make recommendations.

WHAT DO THESE LEAVES mean to individual faculty members? How successful has the plan been? *The Minnesotan*, choosing virtually at random, asked some of the recipients in diverse fields these ques-

tions. Here are excerpts from answers:

Writing a botanical monograph

Professor Ernest Abbe, botany, spent his leave during fall quarter, 1955, putting in order material he has been collecting since 1939 on arctic flora both in Labrador and in Northeast Minnesota. Abbe has spent several summers on the Labrador peninsula—the Hudsons' Bay side of which is very similar to the cliffy areas in extreme northeastern Minnesota. With the late Professor F. K. Butters he also studied arctic flora growing on the North shore of Lake Superior and discovered that Northern Minnesota has developed several new species of arctic flowers not found elsewhere.

Abbe spent fall quarter putting in order the result of much of this field research—including boxes and boxes of specimens. One end-product, with a somewhat formidable title, is a completed monograph: "A Study of Floristic History of Western Labrador, Especially in Relation to Recent Glaciation."

Says Abbe, "This one-quarter leave system is the best thing in decades. Free from classroom responsibilities and on full salary, you can concentrate entirely and wholeheartedly on your own research."

Visiting European art centers

Gerald Hill teaches, in addition to music, the General College course in General Arts. This basic course in the humanities attempts to introduce the student to masterpieces of sculpture, painting, architecture, music, and literature. Until his one-quarter leave during spring 1955, Prof. Hill had never been abroad. "It's extremely difficult to lecture on St. Paul's Cathedral or Botticelli's *Primavera* without having seen the original yourself," he explains. The leave made it possible for him to study at first-hand the works of art he had been discussing in his classes.

Ranging from Anacapri to Helsinki and Vienna to London, he visited museums, galleries, symphony halls, churches, and opera houses. In Vienna he fortuitously became acquainted with the nephew of Karl Bohm, president of the Vienna Opera House. "Thus I was able to get past the high board fence that at that time (May) still surrounded the reconstructed opera house. And so it went in almost every city I visited. I made a lot of friends and saw places under the best circumstances."

In the course of his travels he exposed some 1,400 frames of color film, from which he was able to process about 1,000 slides. Many of these

he will use in his classes. The whole trip, he says, was "invaluable" for his University teaching.

Editing, writing, public service

In a sense William Anderson, professor of political science, never left home on his leave of spring quarter, 1955. He asked for and got the appointment of a visiting professor to teach his classes during that time, agreeing, however, to carry on his committee work and other duties as fully as possible.

Professor Anderson's experience may point a moral to future applicants. He did accomplish many of the things he set out to do: He helped the Federal Commission on Intergovernmental Relations, of which he was a member, complete its work by its June 30 deadline. This took 25 days of his time, including five separate trips to Washington. He also wrote Monograph No. 8 ("Intergovernmental Fiscal Relations") in the University's Intergovernmental Relations Re-

Gerald Hill, General College, visited centers like the Milan Cathedral.



February 1956

search series, of which he is director; and he edited Monograph No. 7 in the same series.



William Anderson, political science, spent an "intergovernmental" leave.

But Professor Anderson's calendar also shows that he spent six mornings at his office getting out correspondence and seeing graduate students and attended 5 meetings of the U Self-Survey Committee, 3 of the General Research Advisory Committee, and 3 of the Senate Consultative Committee, not to mention 1 Senate meeting, 2 department meetings, 2 department committee meetings, and a number of Ph.D. oral exams and small administrative conferences.

Anderson says he is not boasting or complaining, and that he was truly thankful to have been relieved of his classes for the quarter, "but I have yet to convince Mrs. Anderson that I was 'on leave'—and she is an observant and a not unreasonable woman!"

Studying at a German university

Gina Wangsness, associate professor of German, spent her quarter leave (spring, '55) in Europe, mostly at the University of Munich. "Having always concentrated on language and literature courses, I now decided to include some history lectures in my program, notably by Prof. Franz Schnabel, who lectured in a room

seating 1100 students. He was so popular that I had to go an hour early to get a good seat."

Miss Wangsness also attended lectures by Prof. Wolfgang Clemen on "The Beginnings of the Drama." Here again, seating soon became a problem. When the 300-capacity first floor lecture room began overflowing, the class was moved to a room twice as large—and 94 steps up. It was worth the climb, Miss Wangsness says.

"To me personally having this quarter off had a most salutary effect," she adds. "I came back completely refreshed, eager to get back to my classes, full of new ideas and the sense that I could now with some understanding talk to my German classes here of conditions in Germany today."

Gathering forestry data

Fall quarter, 1955, saw Donald Duncan, associate professor of forestry, traveling in the Rockies, the Great Plains, and the Eastern United States to gather information for a new course in forest influences. Prof. Duncan was seeking answers to such questions as: What is the influence of forest management techniques upon the total flow of water from the forest? How do timber-cutting methods effect the quality and amount of water flow? How can windbreaks and shelterbelts be best designed?

In the remaining 25% of his time, he collected pine and spruce seeds in southern Canada, the northern Rockies, and the Black Hills. This is part of a research project designed to find trees better suited for windbreak and shelterbelt planting in western Minnesota than are native Minnesota trees, which are not sufficiently drought-resistant.

Traveling by auto, Duncan had frequent recourse to air mattress and sleeping bag. It was a pleasure, he reports, to explore the back country for research material. However, the mountain-hiking and tree-climbing required soon made him feel how truly he had become a "chair-bound professor." He describes his quarter leave as "stimulating, instructive, and

continued on next page

pleasant." Having visited four or five forestry schools and talked with state and federal forest workers all over the country, he adds, "A primary value is renewal of perspective through personal contact with professional colleagues."

OTHER FACULTY leave projects have run a wide gamut: Professor Allan Brown, botany, visited academic institutions in Japan and continued his research at the U on photosynthesis, during spring '55. That quarter found Prof. William McDonald, classics, excavating for ancient habitation sites in southwest Greece, and doing research in Turkey and Sicily. (Says Prof. McDonald, "These one-quarter leaves are especially important to the scholar in the humanities who doesn't need big equipment or cyclotrons, but merely has to be able to keep the wolf from the door while he reads or writes. And we find it harder to get outside grants than our colleagues who are working in the natural and social sciences.")

Donald Duncan, forestry, studied forest influences, collected seed varieties.



A book on "The Condition of Innocence in American Literature"; (William Van O'Connor, English); a monograph on U.S. Savings bonds research (Cecil Meyer, economics, UMD); a survey of printing research centers and typography collections (Harold Wilson, journalism); a study of respiratory infections of poultry (Benjamin Pomeroy, veterinary medicine) — all these are among the completed or forthcoming projects for faculty one-quarter leaves.

Tribute from Dr. Spink

Perhaps the most enthusiastic summation of this leave plan was given by Prof. Wesley Spink, medicine, who wrote the following in a letter to President Morrill last March:

"Now that I have completed a . . . leave of absence of three months, I want to express my deep appreciation to you and to the Administration of the University . . . for this privilege. It has been an unique experience for me coming at this time in my career. It is the first time in my



Wesley Spink, medicine, compiled reams of brucellosis research data.

life that I have been able to study without interruption.

"As a student I had to work to support myself . . . And in academic medical life, I have not found the hectic life of a clinician always conducive to brooding and meditation, so necessary for creative work.

"During the three months, I worked at home in my study and also in the University Library. It would have been wasteful for me to have traveled elsewhere to accomplish my purpose. We do have a wonderful library, and the people were very kind to me, and generous with their time. I was able to crystallize the work of 17 years on brucellosis, all done here at Minnesota, and I have completed about 80% of the writing of what will be a definitive product on 'The Nature of Brucellosis' . . .

"I have never worked harder in my life, nor have I ever enjoyed working so much. Besides accomplishing what I set out to do, I have had an opportunity to take inventory of what we have done and what remains to be accomplished . . . Brucellosis can be used as a tool to investigate many of the basic problems in infectious diseases, and I intend to continue my efforts along these lines for several more years . . ."

**Senior College answer to
student counseling questions —**

More POWERS to You!



Senior counselor Mabel Powers ushers SLA senior Lowell Drotts into her office in 225 Johnston to discuss his program for the spring quarter '56.

YOU MIGHT SUPPOSE that the march of student feet, the sound of student voices, and the complications of student problems would dim the lustre of any counselor's eyes after a time. But not in the case of Mabel K. Powers, senior counselor and director of the SLA Senior College Counseling office.

Attractive, well-groomed, her brown-gray hair combed back, Miss Powers gives the impression of friendliness and easy competence. Looking thoughtfully at you from across her desk in 225 Johnston Hall, she says with quiet emphasis, "Everything I do involves counseling. I see students every day eleven months of the year—that, essentially, is my job."

Even when she talks about her job

from an administrative standpoint, Miss Powers emphasizes human contacts. "Admission to senior college, which is one of our office's functions, doesn't mean arbitrarily shuffling papers and forms; it means dealing with human beings—talking, sometimes at length, to students about their records and aspirations."

Student applications for admission and for waiving certain college regulations are handled by the Committee on Scholastic Standing. For the senior college this committee consists of Associate SLA Dean J. W. Buchta, Assistant Deans Roger B. Page and Russell M. Cooper, and the four members of the senior college counseling staff (Miss Powers; Kenneth A. Kirkpatrick, counselor; Thomas C. Laugh-

lin, placement consultant; and Elvet G. Jones, instructor.

Other functions of the senior college counseling staff include: *conducting orientation meetings*, with individual students or small groups, for the 1600-odd new SLA juniors and seniors each year; *acting as major advisers* for pre-professional and interdepartmental majors in the college; *counseling students*, primarily in educational-vocational areas, but inevitably also on financial and emotional problems; and *maintaining a placement service* for Arts college graduates.

"And of course," Miss Powers says, "I am an all-round liaison person for information about senior college students. Our office works midway between the U's faculty major advisers and the student counseling bureau; we supplement their work, and act at times like each."

MISS POWERS describes her work with characteristic warmth: "For instance: a student comes to see me for approval of his quarter program—he's an interdepartmental major and I'm his faculty adviser. I discover from his record that he's become a 'joiner'—too many outside activities in relation to his school work, which has suffered a bit. I try to help him strike a balance between these two aspects of his college career. We try in all sorts of ways to help students find their bearings in their senior college years."

Very dear to Miss Powers' heart is the placement service conducted by her office. From 1948 until last spring she took charge of this; it is now directed by Thomas Laughlin. Some 50 to 75 companies throughout the country list openings with the office in 225 Johnston Hall; and during the fall quarter alone, 30 to 40 graduates found jobs through the office.

"This service is just for SLA grads," Miss Powers points out. "Interest in *good* liberal arts graduates is growing, you know," she continues, "and in ten years or so I think it will be reaching a new peak. The

continued on page 14



The varied clientele at Shevlin Hall cafeteria appreciates the apple-pie order induced there by Mrs. Ida Thompson, supervisor.

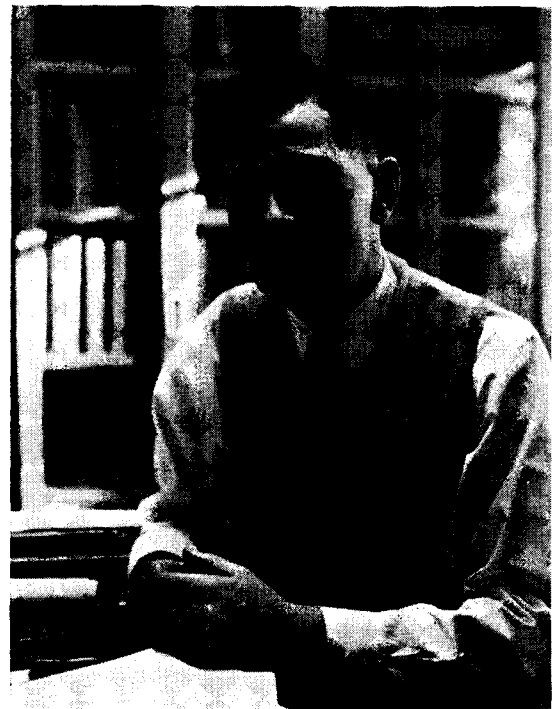
"Put down I enjoy my work," says Gotfred Edwardson, Ad building custodial worker. His spare-time specialties are mazurkas and schottisches.



Finance expert Arthur M. Borak, associate professor, business administration, has been teaching at the U for 31 years.

staff member
YOU

An unrestricted award for research in organic chemistry has been given to assistant professor Stuart W. Fenton by the Sloan Foundation, N. Y.



Comput
professo
Bouldin



Finley Foundation's new grant for professional advancement has gone this year to Professor Fletcher A. Miller, surgery.



Over the desk of Admissions Officer Theodore Kellogg come thousands of applications; with senior clerk-typist Jeannine Varner's help he individually answers questions on admissions & residence rules.

Supervising the Students' Health Service office keeps Colleen Lease "more than busy."



SHOULD KNOW

Results of a texture test is easy work for Dr. Ruth Palmer (right), head of home economics on the Duluth campus, and Mary Leah, sec assistant professor. They're seated in a UMD model kitchen.



ANYONE WHO VISITED the Rural Art Show on the St. Paul campus last month during Farm and Home Week could not help being struck by the extremely lively interest in art on Minnesota farms and in its small towns.

From January 10-13 some 2,000 farmers and homemakers, as well as Twin Cities residents, filled the Rural Art Show galleries set up on the ground floor of the agriculture library. There they saw 200 entries by about 105 rural amateurs ranging in age from 14 to 92 — part-time artists from farms or towns under 10,000 population.



Rudolph Johnson and Harald Ostvold of the Ag library look over this year's rural art exhibit they directed.

Twin Citians can see a selection from the show at Dayton's during March. Watch local newspapers for date.

Responsible for the show are three St. Paul campus staff members: J. O. Christianson, director of agricultural short courses (largest of which is Farm and Home Week), made the original suggestion that the ag library in 1953 revive the rural art show which had been held successfully once before. Harald Ostvold, agriculture librarian, and Rudolph Johnson, acquisitions librarian, responded enthusiastically and have been co-chairmen of the Rural Art Show since January, 1953. It has by now become something of a tradition — the library's special contribution to Farm and Home Week activities.

Beginning rather modestly with only 125 entries, the show soon attracted wide interest. In 1954 an unexpected 425 entries poured in from more than 125 exhibitors, completely overflowing the library's display facilities. As a result, exhibitors this year were restricted to two entries apiece, and certain organized art groups excluded.

Ostvold points out that the Rural Art Show is not a competitive or selective affair. "The display demonstrates what is being done as a creative avocation by rural amateurs and is intended to stimulate interest in rural ac-

putting stock in art . . .

Rural Art Show a Hit Thanks to Ag Staffers

tivities as a source of aesthetic satisfaction," he says. Naturally, the paintings, drawings, and sculpture draw heavily on farm and country life for their subject matter.

In conjunction with the exhibit, Ostvold and Johnson plan a program of special activities, this year featuring a three-day short course on the painting of still-lives, landscapes, and portraits with lecture-demonstrations by University Art instructor Robert Kilbride and members of the Kilbride-Bradley Art Gallery of Minneapolis.

Clifton Gayne, Jr., head of the department of art education, and Josephine Rollins, assistant professor of art, conducted gallery tours. Completing this year's program was a demonstration-lecture by extension home improvement specialist Myra Zabel on how to display pictures.

THOUGH THE Rural Art Show is held in January, Ostvold and Johnson actually begin their work months ahead. With the help of the Agricultural Short Course Office they organize mailing lists, plan programs and publicity, outline the overall arrangement of the exhibit, and write scores of letters to prospective exhibitors.

Weekends and evenings before Farm and Home Week opens, the two men, shirt sleeves rolled up, are hard at work unpacking crates and hanging paintings. Aftermath of the show finds Ostvold and Johnson carefully repacking the paintings and shipping them back to the artists.

But the satisfaction in holding such a show justifies the hard work, they say, pointing out such comments as these from amateur artists:

"Thank you for giving us a chance to exhibit. All my life I have loved pictures but never had the opportunity to paint until two years ago."

"I am 69 years old. I started to paint several years ago. . . . Painting is a wonderful pastime. How I would like to be present at the show, but I am unable to attend! There are so many things I would like to know about painting."

J. O. Christianson, who directs all Farm and Home Week activities, sums up the show's value this way: "The farm people have shown by their splendid interest and participation that they look upon farming not only as a way of earning a livelihood but even more significantly as a full and satisfying way of life with tremendous possibilities for fulfillment and self-expression. In 1957 we shall continue this highly successful Rural Art Show as we once again emphasize through Farm and Home Week the importance of cultural activities in rural and urban life."

For Henry Allen it's

Brotherhood Week All Year 'Round

AVOCATIONAL OPPORTUNITIES conference for American Indian teen-agers . . . a seminar on skills for religious foundation advisers . . . a discussion of Brotherhood Week plans . . . these are some of the projects from Henry E. Allen's bulging portfolio.

Allen, professor and coordinator of student religious activities, is a tall, sociable man whose intellectual vigor and powers of sympathy are immediately apparent. "We consider that our office's function," he says, "is to encourage students to participate in the religion of their choice, and more broadly to help them acquire an appreciation of diversity and a healthy respect for the faiths and beliefs of others."

In 1947, the Dean of Students' Office pioneered among American state universities in filling the post of religious coordinator with a lay person (Allen's Ph.D. is in Practical Theology) rather than a clergyman of one particular denomination. Since then, Professor Allen has been a consultant for religious activities on campus — especially those involving two or more groups.

"Meetings, meetings, meetings," is how Allen's secretary, Ethel J. Miller, describes his day. A major part of his work is with the Student Councils of Religions — one for each campus. These groups are made up of representatives of the U's 30 student religious organizations, which run the alphabetical gamut from Assemblies of God through Unitarian-Universalists, including the major faiths.

HE MEETS REGULARLY with these student representatives, and with the foundations' religious advisers, to plan Religion in Life and Brotherhood Weeks, to map out Orientation and Welcome Week programs on religious activities. For the advisers, he arranges seminars on counseling, programming, public information.

Allen's office also receives the students' voluntary "religious census cards" which are tabulated, then sent to the appropriate organizations. (No record of individual names is kept in University files.)

Calls from the continuation study center, General College, the Family Life program, the School of Nursing and the College of Education often request Prof. Allen to arrange discussions on religious values and inter-religious understanding. He himself gives occasional speeches which reflect his wide-ranging interest in cultural differences and minority problems — notably Middle Eastern peoples and American Indian affairs.

February 1956



January events for student religious organizations are outlined by Henry E. Allen, religious coordinator, and Donald R. Zander of the Student Activities Bureau staff.

Allen originally intended to become a medical missionary. After teaching English at a boarding school for two years, he decided that teaching was his forte and comparative religions should be his subject.

He entered the University of Chicago's School of Divinity, wrote his thesis on social and religious change under Kemal Ataturk in Turkey, "the westernmost Asiatic country under the impact of western ideas," he points out. "Personally," he continues, "I've always been most interested in the ethical and sociological sides of religion. How does belief affect conduct? What happens when differing beliefs collide? — These are the questions I like to explore."

Prof. Allen taught religion for some 12 years at Lafayette College. Then, he says, "I had the temerity to become president of a women's college!" (Keuka, in New York State).

He helped organize the Minnesota branch of the American Civil Liberties Union, and has been promoting consultation among mid-west universities on academic offerings in the field of religion.

Recently his lifelong interest in minority problems has been focused on his work as chairman of the subcommittee on Indian Affairs of the Governor's Human Rights Commission. Much concerned over the lack of higher education among Indians, he encouraged a committee of

continued on next page



Nine of the 18 Regents' Scholarship winners for winter quarter line up for their picture: Michael Deutsch, Joel Beale, Lois Blomgren, Myril Jensen, Ruth Zimmerman, Charlene Honda, Willa Kear, Hilda Ernst, Lester Mattison.

Regents' Scholarships Go to 18 on Staff

THANKS to Regents' Scholarships, 18 full-time University staff members are taking University courses this quarter, according to the recent announcement of the civil service committee.

These scholarships pay tuition for full-time employees to take courses related to their jobs. Winners can take up to six credits and are not required to make up time taken from work to attend classes.

Winter quarter recipients and the courses they will take on Regents Scholarships include: Joel A. Beale, principal laboratory animal attendant, radiology—Human Biology, and the Logic of Straight Thinking; Doris C. Blake, secretary, philosophy—Logic; Doris E. Blanz, junior scientist, hospital laboratory service—Physiology of Bacteria.

Lois D. Blomgren, senior clerk, admissions and records—Typing; Roland H. Daugherty, engineer, aero engineering laboratory, Rosemount—General Physics; Michael Deutsch, junior scientist, dairy husbandry—Animal Breeding; Hilda M. Ernst, principal clerk, veterans' activities—

Shorthand; Charles A. Friedman, laboratory technologist, analytical chemistry—Chemical German and Physical Chemistry; Charlene Honda, lab technologist, physiological hygiene—Physiological Chemistry.

Myril Jensen, librarian, architecture library—Art in the United States; Willa I. Kear, senior secretary, music—Beginning Acting, and Voice; Jean Lovaas, senior informational representative, U Relations—Film Workshop; Lester Mattison, principal clerk, library—Civilization of the Modern World, and Humanities in the United States.

Betty Lou Mummah, senior clerk, admissions and records—Typing; Clyde Scroggins, utility man, University gallery—Ancient Art; Dolores Sharp, senior statistical clerk, student counseling—Statistical Methods, with Laboratory; Mary A. Simonds, senior clerk-typist, physiology—Shorthand; Ruth Zimmerman, assistant administrative nursing supervisor, Hospital—The School and Society.

If you are interested in applying for a Regents' Scholarship you can

pick up application blanks and information at the civil service personnel office, Room 14, Administration Building Minneapolis campus.

Brotherhood Year 'Round

continued

the Student Councils of Religions to organize three exploratory field trips to northern Minnesota reservations to acquaint U students with Indian life.

"As a result," Prof. Allen says, "we hope to hold conferences on vocational opportunities for Indian students this spring. Young people speaking to others their own age, we think, will be a most effective way of getting information to those who can use it. One of the most tragic aspects of the Indians' situation is the sheer lack of information; the conferences will stress the possibilities of learning outdoor skills such as dairying and forestry, as well as manufacturing and craft work."

All this is graphic evidence that Prof. Allen's personal observance of Brotherhood Week extends all year 'round.

The Minnesotan

Meet UMD'S Norm Olson:

He Coaches The Cagers

EVEN A COACH has to look to his bench advisers. Norman Olson, basketball coach and instructor of physical education at UMD, has three helpers: his wife and daughters Karen and Camilla.

Family sports enthusiasm is nothing new to him, though. During his childhood, when his baseball-playing father was on the diamond for a minor league or a community league team, "we just *lived* sports around our house," he recalls. "Our dinner table was an athletic forum, and the discussion would start at the drop of a batting average."

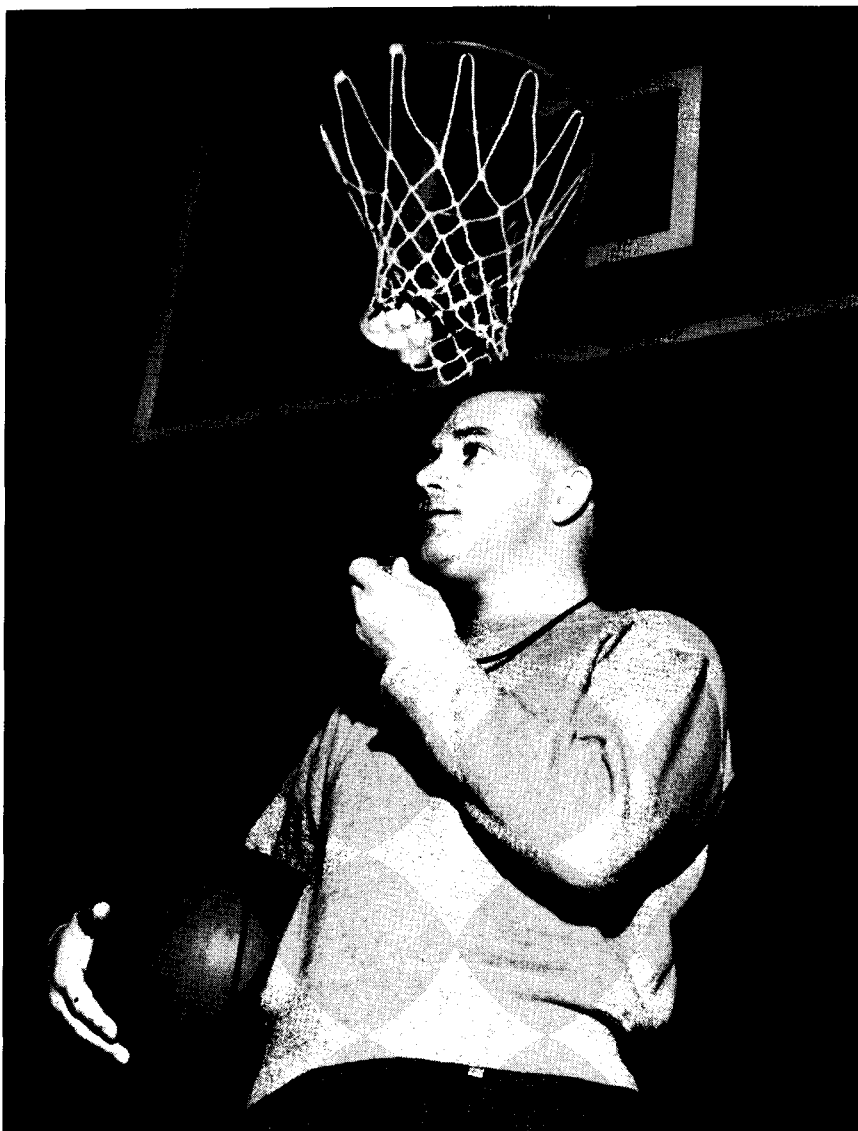
Olson grew up in Arena, Wis.—promising beginning for a future coach! At the University of Wisconsin, his slender build — he's 125 pounds, 5'5" tall—was seen to best advantage in baseball. He was regular second baseman on Wisconsin nines which placed third and second in the Big Ten.

After getting an M.A. at Wisconsin, Norm coached basketball at Augusta, Wis., for several years prior to World War II. From 1943 to 1946 he was a commissioned naval officer and participated in the bloody Salerno and Normandy invasions. Discharged from the Navy in spring, 1946, he returned to Augusta to finish out the school year.

The next fall he went to Superior Central, where he established a 70 per cent win record, bringing his team to the semi-finals (in 1952) and finals (1954) of the Wisconsin State High School tournament.

With fall 1954, Olson began a new job—UMD basketball coach. In his first season in the fast Minnesota Intercollegiate Athletic conference, Olson's team won six out of 16 in conference play and five out of nine non-conference games.

February 1956



Norman Olson

Photo by Moran Studios, Duluth

OLSON'S FOURTH-GRADER, Karen, wanted to help him through his first UMD year so she gave him a rabbit's foot. Daddy lost it midway in the season, and Karen made him another one of discarded nylon stockings. "It isn't the most *authentic* rabbit's foot I've seen," laughs Olson, "but I've got it in my pocket for every game."

Olson's 1955-56 team won four of its first five starts, thanks to a promising contingent of Head of the Lakes and Iron Range freshmen. Karen is convinced that her rabbit's foot did the trick, but we're inclined to believe that good coaching and good

material had more than a little to do with it.

Coach Olson thinks the Duluth cagers have a great future. "It takes time to build a basketball team," he says. "The trouble is, you can't really build one even in the three or four years most college players are under your supervision. Good players have learned the fundamentals before they come to college. We here at Duluth have excellent facilities, and we're in a region where athletic interest is high. If we can get our fair share of the good talent that comes out of the high schools in this area, we'll win our fair share of ball games!"

pendulum is swinging back from specific to broader liberal arts training.

MISS POWERS' own career provides clear justification for this assurance. She graduated from the College of St. Catherine as a chemistry major, then took graduate work in Latin at Columbia University. She taught high school in Iowa and Minnesota and was principal of the Monticello, Minn. high school for ten years. After that, Miss Powers was an educational and vocational rehabilitation counselor in a Naval hospital for three years. In 1947 she began her present job. To all these varied skills and accomplishments she recently added a Ph.D. in psychology from the University of Minnesota and is now an assistant professor.

Her spare-time activities? In mock exasperation, she says, "I just don't have many these days!" Her job, she explains, requires occasional outside speaking engagements, and as a faculty representative she spends considerable time attending meetings of the All-University Congress and of the Social Service Council.

But it's clear that her multitudinous activities do not absorb all her verve: "I guess I have quite a homebody streak in me," she says. "I use what spare time I have for my 12 nieces and nephews. And I love cooking. Outside of that, I go to the symphony, watch football and basketball, see plays—and I like to think of myself as active in my church."

Miss Powers sums up her work in the counseling office this way: "In a big institution like this, the SLA student may not always know precisely where to go for help. But having come to our office at least once for orientation meetings, he does have somewhere to begin. We try to listen sympathetically, to help wherever we can, and to refer him to other resources when necessary.

"I think Dean Buchta put it well when he said that our job is to give the student the advantages of a small college within the framework of a large university."

How to Exclude Sick Pay for Tax Purposes

University employees—academic and civil service—who have been absent from work during 1955 for illness or injury will be interested in the following provisions for non-taxable sick pay, as outlined in the 1954 Internal Revenue Code Sec. 105 (d):

The wages or payments in lieu of wages which you as an employee receive for the period in which you are absent from work for injuries or sickness can be excluded from gross income as follows:

- 1) You cannot exclude more than \$100 a week for loss of wages.
- 2) If you are out sick you get this exclusion only for the time you are out *after* the first seven calendar days, unless: a) you were hospitalized for at least one day; or b) unless you are absent on account of injury.

Examples: If you are absent on account of sickness for ten days but were never hospitalized, the exemption (to the extent of \$100 a week) applies only to the period after the first seven days.

But—if you are absent ten days for illness and are hospitalized for any of those days, you can exclude from gross income (within the \$100 weekly limitation) all payments received from the first day of absence.

Or—if you are out sick three days without being hospitalized and on the fourth day incur an injury that requires five additional days of absence you would not be entitled to any exclusion for the first three days, but you would be allowed to exclude payments for the five-day period during which you were absent on account of injury.

- 3) The exclusion from gross income applies only to the time you are out due to sickness or injury. It does *not* apply to a vacation or any other time off taken after the sick leave.

How to figure the wage exclusion: This will vary with circumstances:

If you are on the civil service staff full-time and are paid twice a month, you should figure your weekly rate of pay by multiplying the semi-monthly rate by 24 and then dividing by 52. To find your daily rate divide the weekly rate by five, if you work a five-day week; six, if you work a six-day week, etc. The maximum you can exclude per week is \$100 (\$20 a day for a five-day week, \$16.67 for a six-day week, etc.). You cannot claim exclusions for non-working days.

If you are on the academic staff or on a part-time basis, your computations will be different from those described above, and it is suggested that you discuss the procedure with a representative of the Internal Revenue Bureau.

Statement of compensation to be attached to return. Since the University reports to the Director of Internal Revenue the total wages paid to each employee during the year without referring to non-taxable sick pay, you as a University employee should attach to your return a statement to support the reduced income you are claiming as a result of sick leave.

Sample statement: Compensation Received During Absence from Work due to Sickness (Injury)

I was absent from work due to sickness (injury) during Jan. 3-Jan. 23, inclusive, receiving salary for this period at the rate of \$150 per week. The \$450 so received is included in the amount shown on the attached W-2 Form. I was hospitalized from Jan. 4-Jan. 8, inclusive, at _____ Hospital.

Keeping your own records: It is a wise idea for the employee upon returning to work to get from his department head a certified statement supporting his absence due to illness or injury. (A suggested form will be available in the Comptroller's office.) This statement, plus hospital receipts and medical receipts, will be useful if and when the Internal Revenue Department requires substantiating evidence.

President Morrill Travels Outstate

Editor's Note: The President's Page this month is not by but about President Morrill—the purposes and results of his visits to towns throughout Minnesota.

ON FEBRUARY 27, 28, and 29 President Morrill will be visiting Albert Lea, Blue Earth, and Jackson, Minnesota. And on April 16-18 he will travel to Cloquet, Two Harbors, and Ely. These trips are two of a number which the President has been making since 1952, in an attempt to meet farmers, businessmen, legislators, alumni, and parents of students "in their own backyards."

Here is how such a trip typically runs:

President Morrill—accompanied by Edwin L. Haislet, director of Alumni Relations, and William L. Nunn, director of University Relations (and occasionally by agricultural extension head, Skuli Rutford)—arrives in the town shortly before noon. (Mr. William Anglim does the driving.) If a local service club, like Rotary or Kiwanis, is having a luncheon meeting that day, the President will attend but won't make a speech.

Early in the afternoon he goes to the courthouse, where he is introduced by the local county agent to members of the agricultural extension committee. Also attending this meeting are officers of farm organizations (such as the Farm Bureau Federation, Farmers' Union, and Grange); county commissioners; and other outstanding agricultural leaders and local legislators.

The county agent explains that President Morrill has *not* come to make a speech, but rather to listen to questions about the University. Over coffee and cake, the President chats informally with these county people. Then, with everyone sitting around in a circle, they fire tough questions at the President—not only about agriculture, but about the University as a whole: Is the University too big? How much is it costing and why? What plans are being made for increasing student housing? Does the University favor more junior colleges in Minnesota? What about the problem of future enrollments? What about more branches like Duluth? etc., etc.

After this meeting, President Morrill and his aides generally go to another gathering, often sponsored by the local Chamber of Commerce, and held in the town's largest hotel. This is a kind of coffee hour where the President meets the Main Street merchants and business people.

Here again, the President makes no speech. He just meets people and talks with them, in an informal way, answering new questions. Then the University's representatives proceed to an alumni dinner, arranged well in advance by the local alumni club. The audience at these dinners is surprisingly large. In Park Rapids, for instance,—a town with a total population of 2400—it was more than 180. At the dinner President Morrill talks briefly and answers the questions directed at him by alumni.

Then comes the major speech—a "State of the University" message—generally delivered in the high school auditorium, the hotel banquet room, or in a church basement. Attendance at these public meetings has been very good—often as high as 600.

But even after his speech the evening isn't over yet. President Morrill is frequently invited to visit at someone's home—that of a judge in Montevideo or a county agent in Baudette.

Next morning may find the President chatting at breakfast with a local reporter or radio broadcaster, perhaps tape-recording a brief broadcast. Then he is off to the next town. Each trip means stopping at three towns, making three public speeches, meeting with three sets of businessmen, farm people, and alumni.

BY THIS TIME there is no major area of the state that the President has not visited, except for the extreme southeastern edge. These outstate visits have taken him to Morris, International Falls, Detroit Lakes, Slayton, Mankato, Crookston, Brainerd, Wadena, and many other Minnesota towns.

How is the town chosen? Generally, it is one of three in an area, preferably the county seat, and has a Minnesota alumni club. Before the President enters a town, there has been considerable advance planning by Messrs. Nunn, Haislet, and Rutford, who alert the local newspapers, agricultural people, and alumni about the visit.

How successful are these trips?

President Morrill himself has said, "After one of these outstate visits—fast-paced as they are—I feel more exhilarated than tired. Everywhere we have been warmly received. Instead of simply arriving in a town, making a public speech, and leaving, I have had a chance to meet a great number of people, to answer their specific questions, and most important of all—to *listen!*"

"Normally, a university president doesn't get much opportunity to listen to the people in his state. Through these trips I hear businessmen talking about the University and taxes, farmers talking about University research in agriculture, parents talking about the needs of their sons and daughters.

"And that, of course, is how you learn—by listening to the people who have a real interest in the University and its role in the development and welfare of the State. And it is how our people 'at the grass roots' likewise learn, we hope, and come to feel an increasing pride in the University, an understanding of its great work, and the desire to support its significant ongoing."

FEBRUARY 15 TO MARCH 15, 1956

University of Minnesota Calendar of Events

MINNEAPOLIS SYMPHONY CONCERTS

Subscription Series

Feb. 17—Yehudi Menuhin, violinist.
(*Northrop Auditorium*, 8:30 p.m. Single tickets from \$1.75 to \$3.00. Reservations may be made at 105 Northrop or by phoning extension 6126.)†

UNIVERSITY ARTISTS COURSE CONCERTS

Mar. 5—Teresa Stich-Randall, soprano.
(*Northrop Auditorium*, 8:30 p.m. Single tickets from \$1.00 to \$3.00. Reservations may be made at 105 Northrop or by phoning extension 6126.)†

SPECIAL CONCERTS

Feb. 23—Ballet Theatre.
(*Northrop Auditorium*, 8:30 p.m. Single tickets from \$1.50 to \$3.50. Reservations may be made at 105 Northrop Auditorium, extension 6126.)†

SPECIAL RECITALS

Feb. 18—Jean Langlais, organist of Ste. Clothilde, Paris.
(*Northrop Auditorium*, 8:30 p.m. Open to the public without charge.)

MUSIC DEPARTMENT CONCERTS

(These events are open to the public without charge.)

Feb. 16—Concert Band Ensemble Concert, Gerald Prescott, bandmaster, conducting.
(*Coffman Auditorium*, St. Paul campus, 12:30 p.m.)

Feb. 27—John MacKay, pianist, and Edmund Jacobsen, violinist.
(*Scott Hall Auditorium*, 8:30 p.m.)

Feb. 28—Varsity Band Concert, Gale Sperry, assistant bandmaster, conducting.
(*Coffman Union Main Ballroom*, 12:30 p.m.)

Mar. 1—Winter concert: U Concert Band, Gerald Prescott, conducting.
(*Northrop Auditorium*, 8:30 p.m.)

Mar. 4—Winter Concert: U Symphony Orchestra, Leonard Marcus, '55-'56 recipient of Antal Dorati scholarship in music, conducting.
(*Northrop Auditorium*, 4:30 p.m.)

Mar. 6—Music Hour: Edward Berryman, instructor in music, organist.
(*Northrop Auditorium*, 11:30 a.m.)

CONVOCATIONS

Feb. 16—Greek Week Convocation.
Feb. 23—Charter Day Pageant. Fourth hour classes excused.

Mar. 1—Ted Curran and Gay Humphrey, lecture with film, "Soviet Society Today."
(*Northrop Auditorium*, 11:30 a.m. Open to the public without charge.)

COMMENCEMENT

Mar. 15—The Honorable Justice Samuel Freedman, Justice of the Court of Queen's Bench, Winnipeg, Manitoba, speaker.
(*Northrop Auditorium*, 8:00 p.m. Admission by guest card only.)

UNIVERSITY THEATRE PERFORMANCES

Feb. 16-18, 21-26—"Perhaps a Poet," by Ragnar Josephson.
(*Scott Hall Auditorium*. Performances at 8:30 p.m., except Feb. 21 and 26, which are matinees only at 3:30 p.m. Single tickets at \$1.20 may be purchased a week before the opening at the Theatre Box Office, 18 Scott Hall. For reservations call extension 6106.)†

MUSEUM OF NATURAL HISTORY

SUNDAY PROGRAMS

Feb. 19—"The Wetlands—Wildlife Problem"; James Kimball, Director of Game and Fish, Minnesota Department of Conservation.

Feb. 26—"The Brown Trout and the Sea Lamprey"; color sound film.

Mar. 4—"Modern Developments in Forestry Practices"; Dr. Henry Hansen, associate professor of forestry.

Mar. 11—"The Prairie and Its Birdlife"; Dr. Dwain W. Warner, assistant professor of zoology and curator of ornithology, Museum of Natural History.

(*Museum of Natural History Auditorium*, 3:00 p.m. Open to the public without charge.)

UNIVERSITY GALLERY EXHIBITIONS

To Feb. 29—Leach, Hamada, and the English Potters.

Feb. 8-Mar. 2—Mid-Century Review. More than 100 watercolors, drawings and prints from Germany, circulated by American Federation of Artists.

Mar. 2-23—Masterpieces of Sullivan. Architectural photographs circulated by Museum of Modern Art.

(*The University Gallery*, on the third and fourth floors of Northrop Auditorium, is open to the public from 8:15 a.m. to 4:45 p.m. Monday through Friday. Concertgoers will find the gallery open before performances and during intermissions.)

UNIVERSITY PRESS PUBLICATION DATES

Mid-March—*My Sixty Years with Rural Youth*, by T. A. Erickson, emeritus director of 4-H Club work in Minnesota. \$2.75.

(Books are available at Minneapolis and St. Paul bookstores or may be ordered through local bookstores.)

SIGNIFICANT UNIVERSITY BROADCASTS

Gilbert Highet . . . popular, witty discussions of books old and new. Fridays, 3:30 p.m.

Our Unfinished Business . . . a 13-week series of documentary programs calling attention to unresolved social problems of national scope. Beginning February 25, Saturdays, 4:00 p.m.

New World of Atomic Energy . . . a series of ten programs about peacetime uses of atomic energy, produced with the cooperation of the Oak Ridge Institute of Nuclear Studies. Beginning February 25, Saturdays, 4:30.

(*KUOM*, the University radio station, broadcasts at 770 on the dial. Its complete winter schedule may be obtained by writing to the station.)

ATHLETIC DEPARTMENT EVENTS

Basketball Games at Home

Feb. 25—Iowa.

Mar. 5—Ohio State.

(*Williams Arena*, 8:00 p.m. Unsold single reserved tickets at \$1.75 go on sale Monday the week before the game at the Athletic Ticket Office, 108 Cooke Hall. General admission \$1.25 for adults, \$.75 for those under 16, at the gate.)†

Hockey Games at Home

Feb. 17, 18—Michigan.

Mar. 2, 3—North Dakota.

(*Williams Arena*, 8:30 p.m. Unsold single reserved tickets at \$1.50 go on sale the Monday of the week before the game at the Athletic Ticket Office, 108 Cooke Hall. General admission \$1.00 for adults, \$.60 for those under 16, at the gate.)†

Wrestling Matches at Home

Feb. 18—Michigan State.

Feb. 25—Iowa State College. After Iowa basketball game. (*Williams Arena*, 2:00 p.m. unless otherwise noted. Tickets at \$.60 for meet, no charge if on program with basketball.)

†Tickets for these events are also available at the Field Schlick Ticket Office in St. Paul and the Downtown Ticket Office, 188 Northwestern Bank Building in Minneapolis.

THE MINNESOTAN

The University Staff Magazine - March 1956



They Made Us Great

WHAT DO you do with a \$100 gift for technical books? Where do you put it until it's spent?" Dean William Crawford, School of Dentistry, was asking these questions back in 1949 after a Duluth orthodontist, Dr. George Dinham, had given this money to the School.

Stanley Wenberg, then head of the Greater University Fund, suggested setting up a special GUF account to be called the Dental School Service Fund, into which other gifts could be put from time to time.

"As contributions from individuals began coming in," says Crawford, "we soon realized how very useful the Fund was for buying things we couldn't readily get from our regular budget."

Items bought through the Fund have included books, parathyroid extract for graduate students' research use—and even three skulls, from a New York anatomical supply house!

Among the most grateful beneficiaries of the Fund are dentistry graduate students. Crawford, who speaks sympathetically of "the bread and water regimen" of many young grad students, is alert to see that they get help in illustrating their publications and that they get travel expenses to attend national conferences (particularly the International Association for Dental Research) at which they are reading papers.

PRACTICING Minnesota dentists benefit from the Fund, too. Money from this source has been used to make up six kits each containing a long-playing record of a dental lecture, accompanied by color slides and a table viewer. Each kit—a sort of portable classroom—has been circulated to dentists all over the state.

Biggest single acquisition through the Fund was a 16-mm. projector which the School needed to record sound magnetically for the instructional films it makes. An outside



Dr. A. B. Hall records sound on the special projector bought through faculty gifts to the Dental Service Fund as colleagues Lone Jackson, Dr. H. B. Clark, Dean W. H. Crawford look on.

grant for this equipment was extremely slow in coming through, so one day at the regular executive faculty meeting of Dentistry department heads, the project was discussed and "We all just pitched in some money," says Crawford. Result: they got the projector immediately and have since been using it profitably.

Who has contributed the \$6,000 which has gone into the Fund since 1949? The bulk has been given by dentistry alumni, practicing dentists, and friends of the School.

But the noteworthy fact is that 40% of this amount has come from the dental faculty, itself. "These contributions have been completely unsolicited," Crawford points out. "We occasionally discuss the need for such a fund at staff meetings and before you know it, one staff member sends in \$25, another \$10, another \$50."

Crawford feels that this large-scale faculty participation is the clearest indication of the faculty's faith in the way the Fund is being used and its overall value to the School of Dentistry.

in this issue . . .

ART AND SCIENCE combine in the work of the medical illustrator. You'll learn about the U medical illustration department on page 3.

HOW THE BRAIN WORKS—particularly that of the tiny, pugnacious shrew—is a subject that for years has absorbed Prof. Berry Campbell, anatomy. Page 5 tells about these researches, with some sidelights on the nature of the shrew.

A DEVOTED ALUMNA, class of 1912, recently secured for the U an old manuscript music page from Valencia, Spain. The interesting story behind this gift is told on page 6.

HOCKEY COACH John Mariucci has added to his other laurels a fine job of coaching the U.S. Olympic team that competed at Cortina recently. Mariucci is the subject of a story on page 10.

on the cover . . .

We got so tired of looking at the remains of snow and ice we were delighted to find this striking and non-snowy shot of the UMD Physical Education Building. Our seasonal rationale: the windy March clouds around the heating tower. Photo by Walter Zambino, U Photo Lab.

THE MINNESOTAN

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William L. Nunn, Director

Ellen Siegelman Editor
Claire Sotnick Assistant Editor
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artists in white coats . . .

The Art and Science of MEDICAL ILLUSTRATION

IF THE WORD "artist" conjures up visions in your mind of beret-clad bohemians on the Left Bank, you'll do a double-take when you enter Room 211 Jackson Hall. There work three artists of a very special kind: white-coated, they bend over drafting boards, surrounded by pans containing pinkish cross-sections of the human eye, specimens preserved in formalin, plaster models, a skeleton with its head tilted rakishly.

The three are William Holmes, medical illustrator and head of the department; Donald Johnson, junior medical illustrator; and Inga Platou, artist.

Holmes, who is young, curly-haired, and enthusiastic, says, "We do work for nearly all the departments in the medical school and University Hospitals, not to mention veterinary medicine on the St. Paul campus. Most of our assignments come from surgery and medicine.

"Our main function is to aid these medical departments by providing the drawings, sketches, and illustrations they need to explain their work."

What kinds of things do Holmes et al. do?

• *Illustrations for medical journals and textbooks.* Many of these are drawings of experimental surgical techniques. This kind of work requires close consultation with medical staff members to find out precisely what is needed. It may also involve standing behind the surgeon as he operates and making a series of rough sketches, which are later refined.

• *Teaching aids for classes.* These include drawings, charts, graphs, lantern slides, and models. Part of the medical illustrator's training is

a course in moulage (casting) or model-making.

Holmes shows you a three-dimensional model of a brain *sarcoma* (cancer). Made of plaster of paris, latex rubber, and special wax formulas, it can be peeled away in successive flaps starting from the skull on the outside, to reveal the type of incision necessary to get at the interior diseased spot.

• *Medical training films.* Holmes

has introduced this work in his four years here (The department itself has been in existence for more than 30 years). These films require medical animation, much like animated cartoons; in fact, Holmes picked up pointers on the animation technique in visits to Hollywood movie studios.

"Animation," he says, "means a simplification of form; through color, movement, and diagrams, it can

continued on next page

William Holmes watches as Donald Johnson removes a plaster heart model from a rubber mold. Models are useful teaching aids for medical classes.



dramatize complicated or ambiguous procedures." The department has made several of these films, for instance, to illustrate surgery's epoch-making cross-circulation operations. As these procedures have been improved and refined—going from the human donor to the dog lung to the mechanical oxygenator—new films must be made to illustrate these techniques.

• *Exhibits.* These are designed for professional meetings and as public education devices. When the Veterans of Foreign Wars came to the campus for a tour of cancer facilities in connection with their drive to raise funds for a cancer research institute, they saw a whole barrage of exhibits on cancer—from radioactive mice to cigarette-smoking mechanisms. These exhibits were later open to the public. Most ambitious such display Holmes has done to date was a 17-foot panel to explain the cross-circulation technique.

ALL these projects should prove how varied and exacting are the requirements for medical illustrators. To acquire these skills entails a peculiarly hybrid kind of education—not to mention a hybrid personality!

"A would-be medical artist must choose his profession practically at birth," Holmes jokes. Ideal preparation is art school and a college degree in sciences, or some other combination of the two. The best trained medical illustrators take a three-year graduate course at an approved institution (there are only about eight offering such medical illustration courses in the country).

Holmes himself was trained at Johns Hopkins. "Before they'll admit you, they ask to see a portfolio of your work. Then they criticize this and tell you what areas need strengthening. You may have to supplement undergraduate training with courses in comparative anatomy, zoology, mammalian anatomy, etc."

At Hopkins, Holmes took a course in gross anatomy along with the medical students and had to pass the same exams. Between them Holmes and Johnson have had neuroanatomy, pathology, embryology, and physiology—not all required, but helpful.

After his medical-scientific training, Holmes proceeded to "the art part" for work in clinical photography, moulage, and special illustration techniques. (For example, the half-tone technique—a method of draw-

ing by applying carbon dust with a sable brush, it produces a full range of tones from light grey to black, thus giving the effect of a half-tone photograph.)

Speaking of photographs, does Holmes think they could ever replace medical illustrations? He answers an unequivocal "Never!" and adds, "The camera, with all its advantages is, after all, a static mechanical device that records everything—including what is irrelevant and complicating.

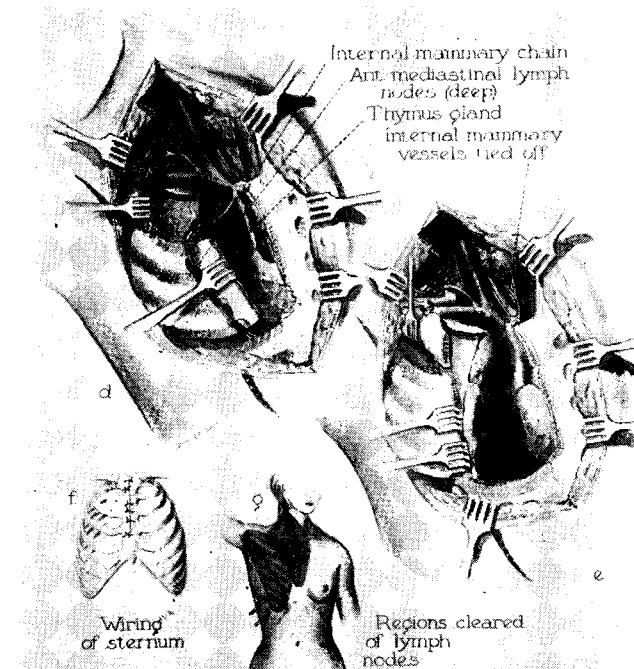
"But the human artist can select at will. He can emphasize the important things and delete the unnecessary. He depends on the photograph, of course, as an aid to perfecting his illustration, but never as a substitute."

Holmes sees no conflict between the art and science of medical illustration. While the medical illustrator must be accurate and precise, he also brings to his work imagination and a flexibility that permits him to abstract, to make the kind of stylized representation necessary in exhibits and medical animation.

This, perhaps, accounts for Holmes' Sunday sketching and for the lush oil painting on his wall—"Still Life with Mangoes"; artist, Wm. Holmes.



Above: Holmes works on an illustration to be used in an animated medical film. Right: sample of wash technique is this drawing by Donald Johnson of surgical procedure involved in radical mastectomy for cancer of the breast.



Berry Campbell studies

The Braining Of the Shrew

“THE SHREW can't be tamed! But it *can* be conditioned,” says Berry Campbell, associate professor of anatomy. “Shrews, the smallest mammals—they're usually about five inches long—can't distinguish between one person and another, so they don't make friends or form emotional attachments necessary for real ‘taming.’”

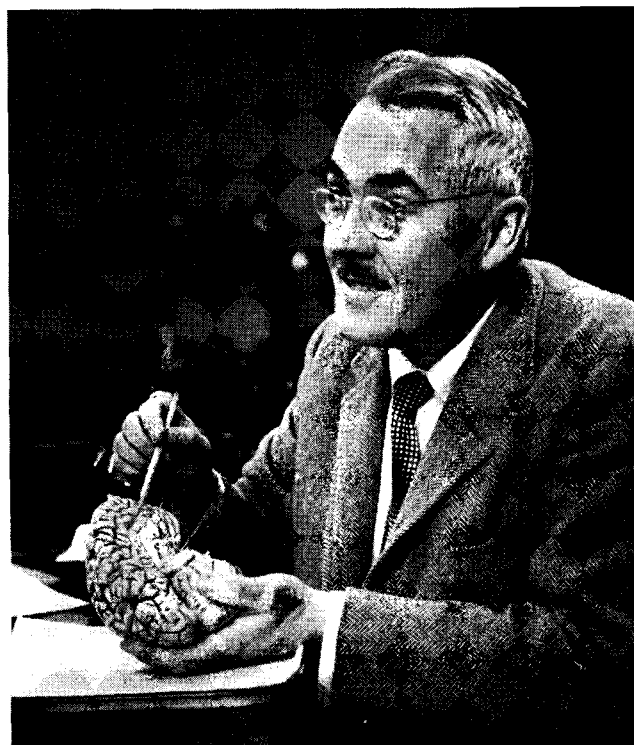
This mouse-like, long-snouted animal, he continues, has a brain smaller than a pea, 10,000 times smaller than the human brain, and containing 1,000 times less cells. “But that diminutive brain,” he says, “is exactly the same kind as man's. The shrew closely resembles the common stem from which man and other complicated mammals have grown, and its development has been traced back to the Age of Reptiles just prior to the Age of Mammals. It is the simplest of the non-pouched mammals.”

Campbell, a heavy-set, powerful man with a short brushy mustache, describes himself as “interested in the architecture and the working of the nervous system—the brain and the spinal cord.” Six years ago he turned to the shrew brain which he describes as “tiny but perfect as a jewel.”

He is particularly interested in study of the cerebral cortex or “thinking machine” of the shrew, because, he says, “Anything we can learn about the cortex of this simplest mammal will give us clues to the workings of the human brain. Though in that area,” he adds with scrupulous care for accuracy, “we know so little that we can identify only a few of the important questions to ask.”

It had been demonstrated in earlier studies that intelligence and complex behavior patterns are accompanied by a cortex which is large in proportion to the total brain.

The human brain held by neuro-anatomist Berry Campbell is 10,000 times larger than the shrew brains he studies.



Campbell's procedure followed from this fact, as he attempted to relate it to the shrew. First he registered the average weight of 25 shrew brains—.185 grams, or 1/30 the weight of a nickel coin.

Now he will use various devices to weigh the shrew's cortex alone and thereby determine what share of the brain it makes up, comparing this with the relationship in the human brain. Only in humans is the proportion of brain weight to cortex weight tipped in favor of the cortex.

CAMPBELL'S SECOND line of attack was to map the size, position, and frequency of cells in the cerebral cortex of a single shrew. Using a chemical stain, he microscopically examined a large sample of the cortex's 6,000,000 cells, a project that took one year to complete. (The same work on the human brain would have extended over 1,000 years!)

Using this “map,” Professor Campbell then compared the state of development of the cortex with that of another area of the brain, the thalamus. One of his most important

findings came at this point: he discovered that the hypothalamus, the brain area which controls emotional-social behavior in mammals, is of startling complexity in the shrew.

“This impressive intricacy in a brain otherwise so primitive,” he says, “leads me to believe that the characteristically complex way of life which we recognize as typically mammalian depends on the presence of the hypothalamus.”

Just how does the shrew—least complex of mammals—characteristically behave?

“Compared to bees and ants—insects whose reactions are completely instinctive—the shrew is extremely ingenious,” says Campbell. “But compared to man, with his great adaptability, the small animal is limited to a few simple adjustments in the face of new situations.”

He indicates, for example, that the shrew is not very socialized. Its motor control is limited. It will lay down a path for itself within a small area where other shrews aren't likely to intrude and keep following that path again and again, always run-

continued on page 7

a surprise find, an alumna's gift . . .

The Case of the Unearthed Manuscript

A STORY that starts in Valencia, Spain, and ends in the Campus Club of the University of Minnesota recently unfolded, thanks to the devotion of an alert and charming alumna, class of 1912.

It begins back in September 1954, when Stanley S. Slotkin, president and founder of Abbey Rents (a nationwide rental company for sick-room and party equipment) was sent to Spain by the State Department. Purpose of his mission: to help re-

habilitate that country's woodworking industry.

In the course of events, Mr. Slotkin supervised the installation of a hydraulic press in a chair factory at Valencia. This involved the sinking of special footings, and in the course of the digging, a sealed stone-walled room was unearthed beneath the factory basement.

Inside this room were found tarnished gold vessels, threadworn vestments, and a stack of 11 medieval

church music books from the thirteenth to sixteenth centuries. The wood covers on the books had suffered from rot, but the rope-bound parchment pages, laboriously hand-lettered in ecclesiastical Latin, with square musical notes, were in excellent condition.

The factory owner presented the books to Slotkin, who later discovered that the pages were extra large due to the common practice of having
continued on next page

Gathering for the presentation of the manuscript page were, l. to r., Mr. Earl Pearson of Abbey Rents; U Library Director E. B. Stanford, Music department chairman Paul Olberg, Mrs. Alice F. Drechsler, & Vice President M. M. Willey.



the entire choir sing from one sheet of music, the choirmaster standing some 30 feet from them and turning the heavy pages with a wooden sword.

After bringing the books back to this country, Mr. Slotkin decided to pass them on as single sheets to museums and educational institutions. This fall, when he happened to be visiting his firm's Minneapolis branch, he appeared on a WCCO interview program and announced that if anyone knew of an organization interested in acquiring a manuscript page he should call the station.

ENTER THE HEROINE of the piece. Mrs. Alice FitzGerald Drechsler, listening to the radio one night, heard Mr. Slotkin describing the pages and promptly thought, "Goodness, why can't the University get one? So I just butted in boldly," she explains, "called WCCO and asked if I couldn't have one for my alma mater, the University of Minnesota. I also got two of my old friends—Amy Pellatt, '12, and Lorna Lange Mittelstadt, '11, to call the station.

"I didn't hear anything for two weeks. Then Abbey Rents called and said they had a page for me and brought it out to my house. I laid it on my loveseat, and every time I passed by, I'd figure out a Latin word or two. I finally made out something about soldiers going through the river of Babylon (Mr. Oberg of the music department later recognized these words from an old anthem)."

Mrs. Drechsler, it is worth reporting, is a widow and lives in a house she had built many years ago east of Lake Nokomis, when that area was still nothing but woods, with the nearest neighbour four blocks away.

After earning two degrees at the University (B.A. in languages, M.A. in Old High German), she was high school principal in International Falls—where it sometimes reached 56 below!—and taught in Zumbrota and Rochester. She finally settled at Central High School, Minneapolis, teaching French, German, and World History (one of her best language pupils was a young man

named Eric Severeid), for 30 years.

Although Mrs. Drechsler retired from Central in 1946, she continues to lead a busy life following the progress of her ex-students and working for brotherhood and interracial equality through the Minneapolis Committee for Equal Opportunity.

BUT TO RETURN to the manuscript. Mrs. Drechsler phoned Vice President Willey and told him all about it; he was extremely interested and asked William Nunn, director of University Relations, to arrange for the acceptance of the gift. Shortly thereafter, a presentation luncheon was held at the Campus Club, to which were invited Mr. Willey; Paul Oberg, Music department chairman; Edward Stanford, U Libraries director; Mrs. Drechsler, of course; and Mr. Earle Pearson, branch manager of Abbey Rents. Pearson brought along another manuscript sheet for Mrs. Drechsler to present—this one with a particularly handsome illuminated initial.

"The men were all so nice and so gracious," Mrs. Drechsler recalls, "plying me with questions about myself and my memories of University life. I thought, 'Here, lady, you're talking too much!' But they really seemed interested.

"I spoke about that wonderful woman, Maria Sanford, and her sunrise class in English, which was held at 7:00 A.M., and believe me—it was worth it! And I talked about Dr. Friedrich Klaeber, one of the world's greatest Old German scholars—he continued to write to me from Germany as late as his ninetieth birthday!

"Well, why shouldn't I praise my professors and remember the University with affection? After all, the University was my kind mother—my alma mater. For years it was my life . . ."

University Librarian Stanford says, "We are very grateful for Mrs. Drechsler's interest and devotion. The two beautifully illuminated pages will be kept in the library's vault to be brought out periodically for exhibit."

Shrew Brain

continued from page 5

ning at the same speed, and primarily directed by its acute sense of smell.

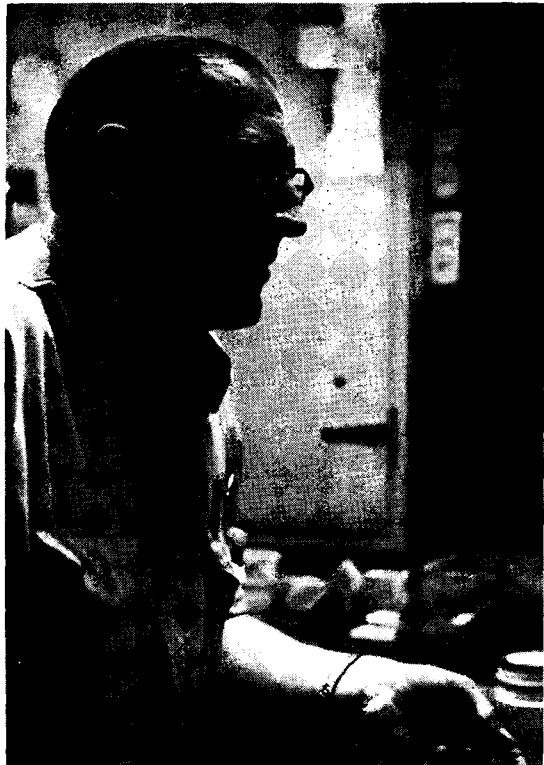
"It's a pugnacious little animal," Campbell adds by way of footnote. "And that, I guess, is why the epithet has occasionally been applied to women," he smiles.

All told Campbell has used 75-100 shrews for his studies so far, catching them in mousetraps strategically placed in fields on the outskirts of Minneapolis. A few of these experimental animals were a suburban London breed, caught and used during Campbell's 1953-54 sabbatical at University College, London, while he was working on this project with a fellow neuroanatomist there.

Now he is studying the shapes of individual cells in the shrew's cerebral cortex, compared to those of man and the larger monkeys. Once the shrews are caught, Professor Campbell brings them to his workroom in Jackson Hall, extracts the brain, uses a silver stain to isolate the cells from their surroundings, then photographs a section of the cortex. Each section of the cortex and each part of the whole brain has its characteristic group of cell shapes; each group has its particular number of tails or "processes" of specific length. Professor Campbell's thesis is that these differences in cells are only gradations, not, as other studies have indicated, radical differences in kind.

WHEN Professor Campbell displays an inked and enlarged copy of these cells he says, "They're beautiful! Every one is differently shaped and unique. I think most people who work with brain cells have the same feeling for them—looking at them is a pleasure completely apart from what we can learn!"

Such zest for the beauties he encounters in his work is matched by his care and precision in a largely unexplored and unexplained region of knowledge; the combination goes far to explain Campbell's continuing progress in his efforts "to fit the 'mind' into the brain."



General mechanic Mark Mead is an all-round handyman for Coffman Union, doing everything from taking care of heat to repairing blinds.

Robert L. Bliss, assistant professor of architecture, and his wife, Anna C. Bliss, recently won a national award from the Porcelain Enamel Institute for the design of a grade school.



Marian Tsuchiya, principal clerk, Admissions and Records, loves to ski with her husband, teaches co-workers how to knit.



His rece
Union,
Ulman,

staff members

YOU SHOULD

Harold S. Quigley, left, professor emeritus of political science, has written a university Press book, *The New Japan*, a study



The Minnesotan



The Rise of the National Trade
six years of research for Lloyd
professor of industrial relations.

KNOW

cal science, and John E. Turner,
thored a recently published Uni-
an's political structure since 1932.



Ben Landis, member of the St. Paul campus photo lab since '42, spends most of his time with the vertical camera, copying plans and charts and taking pictures of art objects for lantern slides. He also gets elbow deep in hypo and developer, taking care of the major part of the film processing. Ben has just added Hawaii to his list of favorite places to visit.



Senior geology secretary Mrs. Lucille Stafford came to the U in 1949. The Staffords are building their own house and garage near Elk River.



The Man Behind Minnesota Hockey

JOHN Mariucci pushed his way through the crowded, noisy locker room beneath Williams Arena to the big green blackboard, grabbed a piece of chalk, and wrote: "12 down, 15 to go." The cheery din quieted for a moment as the half-dressed athletes watched the writer—a stocky man with a big brown hat perched back on his head. After seeing what their coach had written, the hockey team broke out with an excited cheer. It was the night of Jan. 15, 1954 and the Gophers had just beaten Michigan 5-4 for their 12th victory in a row.

That spirited scene typifies Mariucci's effect on the hockey teams he coaches. Toughened by years in major league hockey, he returned to his alma mater four years ago to teach young athletes everything he knows about the game. His drive paid off—with a fine record and, to cap that, the chance to coach the 1956 U.S. Olympic hockey team against world competition.

In his first two years as Gopher hockey coach, Mariucci groomed his teams so well that they took two consecutive Western Intercollegiate Hockey League championships. In 1952—his first year at Minnesota—he won the American Hockey Coaches Association's accolade as "Coach of the Year."

That 1952-53 season saw the great Mariucci-led Gophers win 16 and lose four in conference play, a record which led to sharing the WIHL crown (with Michigan). The following season the Gophers did even better—16 wins, three losses and one tie—and they took the undisputed WIHL championship. And although the Gophers lost the finals of the NCAA tourney both seasons, hockey had become a major sport for fans in this area. Since Mariucci came to Minnesota, between six and

seven thousand cheering fans pack Williams Ice Arena for each game.

Last season (1954-55) even when it seemed unlikely that Minnesota was in the title running, Mariucci and his players refused to stop trying. "We'll see you at the NCAA tournament in Colorado," Mariucci would say to the sportswriters.

THIS unswerving drive plus his knowledge of hockey were undoubtedly the reasons for Mariucci's selection as coach of the U.S. Olympic hockey team. When he heard the news, he said it was "the greatest thing that ever happened to me!"

For most of 1955, he traveled around the country observing try-out games for aspirants to the Olympic team, choosing the players he wanted. Ten of the 17 Olympic squad were Minnesotans, six of them Gophers whom Mariucci himself coached: John Mayasich, Dick Dougherty, Gene Campbell, Dick Meredith, Jack Petrov (co-captain at U this year), and Wendell Anderson.

By November '55 the tempo had quickened; first, practice at the U with the team, then more practice at Duluth, followed by exhibition games at the U and several other campuses. On January 26 this year, coach and team flew to Cortina, Italy, where the Olympics were held.

In the official round robin play the U.S. team won three straight against Germany, Sweden, and heavily favored Canada.

But the U.S. Olympic team lost the title after being beaten by Russia 4-0, and the Soviets went on to defeat Canada 2-0. Mariucci had nothing but praise for the Russian team which took the Olympic, World, and European titles by winning seven straight games at Cortina. "They play like our pros. Their defense is superb. Their physical condition was

nearly perfect," he commented recently.

He made no attempt to apologize for the defeat, although John Mayasich, Minnesota's greatest hockey player, had an injured leg and could only play for a short time. Had Mayasich been in top form, the team would undoubtedly have done better, but Mariucci never mentioned this.

IN THE sports limelight since his collegiate days, Coach Mariucci attended Eveleth Junior College before he came to the U in 1938. For three years—'38, '39 and '40—he was star defenseman on Gopher hockey teams; in his final year, 1940, the Minnesota team was undefeated national AAU champion. He also won three letters for playing end on the '37, '38 and '39 football teams.

Coaching football at the University of Connecticut was his first job after graduation. He then played hockey with the Chicago Blackhawks. From 1942 until the end of the war he served in the U.S. Coast Guard, returning to the Blackhawks after his discharge. He played with them up through 1948, that last year as captain.

Before he quit professional hockey, he had been playing captain of the St. Louis Flyers, and had played with the Minneapolis Millers and the St. Paul Saints teams.

Mariucci has settled down now in Golden Valley, where he lives with his wife Pauline, their son and two daughters. When he's not coaching at the U he is a salesman for a Minneapolis paper company.

Now that the winter Olympics are history, Minnesotans are hoping another Gopher coach, Jim Kelly (see story, *Minnesotan*, April '54), will lead U.S. track athletes to victory in the summer Olympics at Melbourne, Australia. ▲▲

The Minnesotan



John Mariucci

Photographed for The Minnesotan by Cliff Moran



Donald Swanson of classics and linguistics shows breakdown of Greek word.

course offers classic examples of

New Life for Old Languages

DO YOU KNOW the literal meaning of "arena"?* Or the plural of "crux"?** Students in the Technical Greek and Latin course learn things like this all the time.

Donald C. Swanson, assistant professor, classics, and acting chairman, linguistics, who has been teaching the course for some seven years since Professor Marbury Ogle turned it over to him, finds the job of helping students augment vocabularies through a grounding in these two classical languages very congenial.

During the quarter, he presents the Greek alphabet and several hundred common Greek and Latin word roots for students' mastery. In addition to word bases, students study prefixes—26 Greek, 28 Latin—which are roughly equivalent in meaning: "dys-" and "mal-" (bad); "endo-" and "intra-"

(within); "eu-" and "bene-" (good), for instance. About the same number of suffixes are learned.

The only grammatical construction Swanson introduces is the formation of plurals. "It's one of the most useful ways to develop the class' English usage," he notes.

The course originated at the suggestion of the College of Medical Sciences because its students needed help in comprehending the technical medical vocabulary of Greek and Latin origin. Each quarter, at least half the class is from the medical sciences—dentistry, nursing, pharmacy, and bacteriology, in addition to medicine. Perhaps a third is from the social sciences, with a scattering of students from the humanities.

What training is necessary for the teacher of this sort of course? (Virtually all classics departments in the country now have one like it.) Swan-

son cites three basic requirements:

- Thorough knowledge of Greek and Latin—language structure, etymology, etc.
- Training in American English usage.
- Facility with linguistic techniques, like semantics and phonetics.

HOW DID Swanson get interested in classical languages? "I guess I was just made for them," he laughs. In high school, he liked Latin so much he took four years of it, also enrolled in a specially-formed Greek class. When he came to the University of Minnesota for his B.A., he majored in Greek, went on to take an M.A. in the same subject. Sanskrit was his Ph.D. field at Princeton.

Prof. Swanson has been teaching at the U for eight years. During a sabbatical in 1953-54, he went to Greece to do field work on dialects. "It's a gold mine for such study," he comments. "We may think we have marked regional differences in the U.S., but these are nothing compared to those in Greece where, because of natural barriers in the form of mountains, dialects are almost as unlike as different languages!"

He has almost completed work on a modern Greek language dictionary which grew out of his year in that country. "There are five or six available dictionaries of modern Greek," he says, "but mine is designed primarily as conversational, with idioms and illustrative sentences included in the definitions."

The 3500 English-to-Greek part is completed, the 4500 word Greek-to-English section almost finished. "In rechecking this section," Professor Swanson says, "I am working backward. It's a matter of psychology: I've found I work harder at the beginning, peter out toward the end—my A's are probably more thoroughly done than my Z's. I thought that by reversing the procedure in checking I might compensate for my own work habits. So, if the dictionary turns out to be definitive, I could call it the omega and alpha—the last word in dictionaries!"

The Minnesotan

* A sandy place
** Cruces

bookkeeping pays off . . .

U Farm Management Service Accounts for Better Farming

MANY LITTLE THINGS add up to show Minnesota farmers how to earn more money—when they consult the St. Paul campus experts and their local county agents.

For instance, when one young farmer joined the Southeast Farm Management Service, a valuable part of the program, he was given a farm account book and shown how to use it. Then, after a hot day in the fields or a bustling trip to market, he'd record in his new book the man-hours, costs of seed, feed, equipment, and other supplies he bought. Each time he sold cattle or hogs—his main sources of income—he'd record the profits.

At the end of the year, an Extension Service fieldman visited him, and they studied the strong and weak parts of his production as shown by his book. The young farmer discovered that his profit from cattle was only \$1.40 per man-hour while he was getting \$3.00 an hour from hogs. So he decided to cut back the number of cattle for the next year and to increase the number of hogs. This meant an additional \$1,200 to \$1,500 in profit in an ordinary year.

THIS FARMER is one of 400 who belong to the U's Southeast and Southwest Farm Management Services developed in 1928 by George A. Pond, professor of agricultural economics. Each member pays \$40 to \$70 a year. Fieldman Harvey Bjerke supervises the Southeast Association from Worthington and Don Richter runs the Southwest Association from Concord.

Two extension specialists, Ermond H. Hartmans and Hal Routhe, travel

throughout the state helping farmers improve production.

Early in January, all farm account books are sent to the U's Agricultural Economics Department, where clerks and economists compile the average and top profit and loss figures. From these, each member farmer can compare the production and profits of his acreage with the others—anonymously, of course.

As the ag economists become aware of major problems, they conduct more intensive studies, passing the conclusions on to farmers, teachers,

and other farm experts and often publishing the results. The figure analysts are currently finding out whether it's more profitable to feed animals grain or forage such as hay, alfalfa, and clover—or what combinations would be best. Because farm help is scarce and expensive, and industry is continually developing new machinery, the analysts are constantly studying the relative costs and efficiency of new types of equipment.

The annual master figures are used by the Extension Service people to help answer the many questions farmers ask, questions such as: What is the cheapest way to house dairy cattle? What crops should I grow? What machinery should I buy?

From the list, the U's ag teachers discover which farms are less productive. And their students—future farmers and teachers—visit these farms to learn specific ways to correct unfavorable conditions and to make farming efficient and profitable.

Professors George A. Pond, left, and Truman Nodland, right, of the agricultural economics department, examine one of many farm account books that are analyzed each year to provide valuable information on farm operations.



in UMD classes . . .

Henry Ehlers Asks: "What's Crucial?"

TEACHING students to think out crucial issues of today is the aim of Henry Ehlers, UMD professor of philosophy—and it's the aim, too, of his anthology, *Critical Issues in Education*, published last year by Henry Holt and Company.

The book is a collection mainly of American writings of the last ten years giving a variety of pros and cons about such contemporary problems as: freedom for teachers—the dangers of irresponsibility and the dangers of intellectual restriction; freedom for learners—the case for censorship and the case against it; and liberal education in an age of technology.

Following the writings is a study-question and bibliography section in which Ehlers introduces such problems as vocational versus cultural education, teachers' unions, and federal aid to education.

The basic assumption underlying his anthology is summed up in its preface quotation from the late Justice Benjamin Cardozo: "Experimentation there may be in many things of deep concern, but not in setting boundaries to thought; for thought freely communicated is the indispensable condition of intelligent experimentation, the one test of its validity."

AMONG the well-known authors represented are many from the U itself: President J. L. Morrill; Wilfrid Sellars, professor and chairman of the philosophy department; Herbert Feigl, professor and director of the Philosophy of Science Center;

and William B. Lockhart and Robert C. McClure, professors of law.

In his graduate philosophy classes, Ehlers uses the anthology to stimulate students to examine critically the issues of civil rights and education. In all his philosophy and education courses—which include History of Philosophy, Philosophy of Science, Aesthetics, and Critical Thinking for Teachers—he encourages students to examine their beliefs and clear up ambiguities in their thinking.

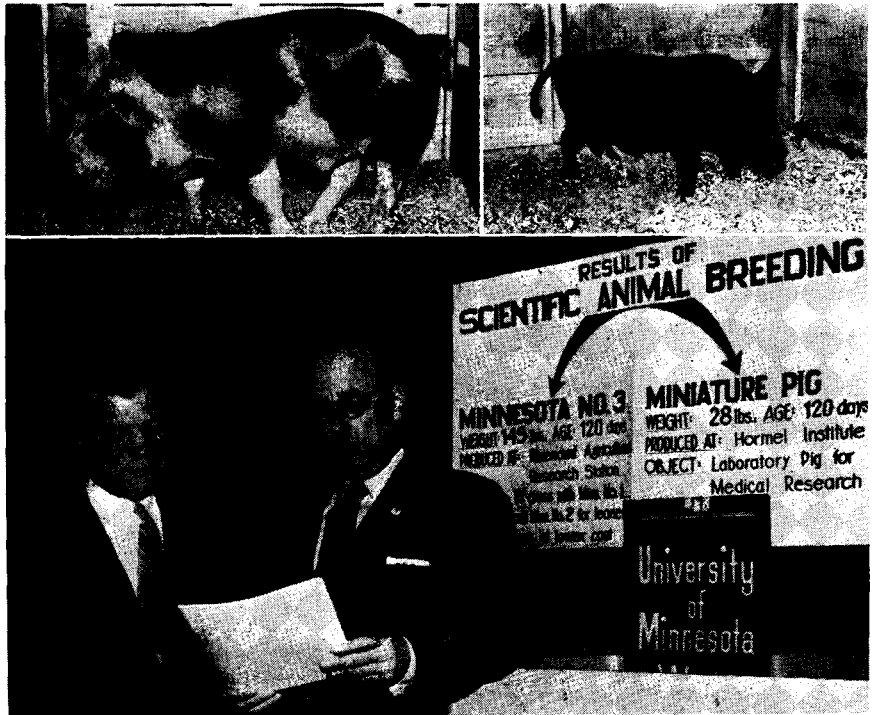
"Many people," he cautions, "are so busy paying for time-saving gadgets that they have time for little else." He stresses simplicity and moderation in his own life. For instance, he leisurely walks the six blocks between UMD and his own home twice a day. Singing often in the church choir is another pleasure which he shares with his wife, who is a voice teacher and youth choir director. Before joining UMD in 1947, Ehlers taught music education for 12 years at the Plattsburgh, N.Y., State Teachers College and Eastern Ore. College.



Henry Ehlers

He loves to read and hopes as chairman of UMD's library committee to help fill the library with books that will stimulate students also to read with zest and understanding.

Among the more unusual U of M Week displays was this one in Marquette National Bank lobby of the U-developed No. 3 hog (l.) and Miniature Pig (r.). Below: bank president Carl Pohlad & Prof. L. M. Winters, animal husbandry.



University of Minnesota Week, 1956

THIS MONTH the University recognizes the many people and organizations on and off the campus who helped make our recent "University of Minnesota Week" a successful and significant observance. Celebrated from February 20-26, this eighth annual University Week was co-sponsored as in the past, by the University Alumni Association and the Minnesota Jr. Chamber of Commerce.

University staff people not only helped plan the week, but many of them participated personally in addressing alumni, civic, and professional club meetings throughout Minnesota. President Morrill himself addressed alumni and agricultural groups at Albert Lea, Blue Earth, and Jackson.

University departments as well as individuals worked extremely hard to plan, prepare, and assemble the more than 50 displays that were exhibited in the windows and lobbies of Twin Cities and Duluth firms. This record number of exhibits, including for the first time displays in the suburban areas, was made possible through the very fine cooperation by the exhibiting organizations. The material ran a wide gamut—from University-developed hogs (see picture, opposite page) to translations of *The Doctors Mayo*, from sculpture by Art department members to a model of the E. W. Davis taconite-processing works at Silver Bay.

In gratitude for their generous contributions, and on behalf of the entire University community, the remainder of this page is devoted to listing the individuals and groups who made the 1956 Minnesota Week a memorable observance.

University of Minnesota Week Joint Committee

Representing the Minnesota Junior Chamber of Commerce: Messrs. Thomas Degnan, Wayne Field, C. W. Hogberg, and James Ostroot, Minneapolis; James Harris and Richard Quick, St. Paul; Thomas Hubbard, Duluth; *Representing the University Alumni Association:* Edwin Haislet and Ray Chisholm; *Representing the University:* Clarence Anderson, Robert Falk, William T. Harris, Jr., Clarence B. Lindquist, Jean Lovaaas, William L. Nunn, Burton Paulu and Harold Swanson.

University Week Meetings and Lectures

The Alumni Association booked speakers for meetings sponsored by U alumni chapters throughout Minnesota, as follows (some of these extend into March and April): John Akerman, aeronautical engineering, spoke at Alexandria, Ely, and Winona; Henry E. Allen, religious coordinator, at Montevideo; W. J. Breckenridge, director of Minnesota Museum of Natural History, at Baudette and New Ulm; E. W. Davis, former head of Mines Experiment Station, at Chisholm; Harold C. Deutsch, history, at International Falls; Provost R. W. Darland, UMD, at Duluth.

Norman J. DeWitt, classics, at Redwood Falls; John E. Eichenlaub, public health, at Ortonville; Theodore Fenske, assistant dean, Institute of Agriculture, at Madison; Gerald Fitzgerald, physical education, at Coleraine; Mark Graubard, general studies, at Marshall; Edwin L. Haislet, alumni relations, at Aitkin, Fairmount, and Benson; William S. Howell, speech and theater arts, at Morris; Frank H. Kaufert, forestry, at Cloquet; Jim Kelly, physical education, at St. Cloud and Thief River Falls.

Richard L. Kozelka, dean, School of Business Administration, at Faribault; Werner Levi, political science, at Mankato; David W. Louisell, law, at Virginia; George Nash, physical education, at Fargo-Moorhead; Ralph G. Nichols, rhetoric, at Detroit Lakes.

Julius M. Nolte, dean, General Extension Division, at Greenwood; Luther Pickrel, extension economist, at Pipestone; Dick Siebert, physical education, at Little Falls; Lloyd Stein, physical education, at Two Harbors; Gordon Swanson, agricultural education, at Mountain Lake; E. G. Williamson, dean of students, at Grand Rapids. In addition the alumni club has scheduled a University film showing at Bemidji and special alumni club meetings at Rochester and Luverne, all in March.

Speakers at civic and professional groups included:

Minneapolis: J. O. Christianson, superintendent, School of Agriculture, at the Traffic Club; Mark Graubard, general studies, St. Louis Park Rotary Club; Ralph Jones, political science, Uptown Commercial Club; Robert Provost, director, Greater University Fund, Downtown Exchange Club; Lloyd M. Short, political science, Usadians; Barbara Stuhler, Minnesota World Affairs Center, at Minnesota Federation of Women's Clubs group.

St. Paul: William Rogers, director, World Affairs Center, at Midway Lions; Arthur N. Wilcox, horticulture, St. Paul Optimists.

Other: Werner Levi, political science, also addressed groups at Winona and Sioux Falls; Dean T. W. Chamberlin, UMD, spoke to the Duluth Lions club.

Exhibits and Exhibitors

Minneapolis and suburbs: Marquette National Bank featured Animal Husbandry; Dayton's, University Theater; Power's, Silver Bay model from Mines Experiment Station; Donaldson's, Architecture; Dyckman Hotel, Aero Engineering; Nagel's Restaurant, Knollwood, Horticulture; Jackson-Graves, Highland Village, Art Education; First National Bank, Art Department; Northern States Power Co., Home Economics.

Doubleday Book Shop and Perine's Book Store, University Press; J. C. Penney, University Bands; First Produce State Bank, Admissions and Records; First National Bank, general exhibit of University-developed "firsts"; Northwestern National Bank, sculptures from the Art Department and prints from that department; Farmers and Mechanics Bank, radiation therapy, physical and occupational therapy, and nursing; Park Plaza Bank, Knollwood, Physiology; First National Bank, Hopkins, Art Education.

Nicollet Hotel, Summer Session; Curtis Hotel, Andrews Hotel, and Leamington Hotel featured the Continuation Center; Warner's Hardware, Crystal, Physiology; University National Bank, Dean of Students' Office; Farnham's, I.T. Math; Normandy Hotel, Art Education.

St. Paul: St. Paul Association of Commerce featured the Foreign Students Adviser; Northern Federal Savings and Loan, Forestry; Northern States Power Co., Nursing; Montgomery Ward, model of Minneapolis campus; Ryan Hotel, Lowry Hotel, and St. Paul Hotel all had posters featuring the Continuation Center; Twin City Federal Savings & Loan, Concerts & Lectures; Emporium, General Studies; Golden Rule, College of Agriculture; Schuneman's, Graduate School.

St. Paul Book and Stationery, University Press; First National Bank, Psychology; St. Paul Association of Commerce, Physical Education for Women; St. Paul Union Depot, Coffman Memorial Union; Gokey Brothers and Kennedy Brothers featured displays from the Minnesota Museum of Natural History.

Duluth: Columbia Clothing Co. had an exhibit on Elementary Education; Montgomery Ward, Secondary Education; McGregor-Soderstrom, Biology; Glass Block, Office of Student Personnel Services; Big Duluth, Physical Education for Men; Northern Minnesota National Bank, Geology; Miller's Cafe, Air Force ROTC; Minnesota Power and Light Co., Industrial Education; Wall Department Store, History; First and American National Bank, Home Economics; Freimuth Department Store, Art Department; Duluth National Bank, UMD News Service.

MARCH 15 TO APRIL 15, 1956

University of Minnesota Calendar of Events

MINNEAPOLIS SYMPHONY CONCERTS

Subscription Series

Mar. 23—Isaac Stern, violinist. Brahms Concerto, Delius, Debussy.

Mar. 30—All Orchestral Program. Wagner, Bruckner.

Apr. 6—University Chorus; soloists. Beethoven's Ninth Symphony.

(Northrop Auditorium, 8:30 p.m. Single tickets from \$1.75 to \$4.00. Sales begin the Monday before each concert at the Symphony Ticket Office, 106 Northrop. For reservations call University extension 6225.)†

Twilight Concerts

Mar. 25—St. Olaf Choir.

Apr. 8—Show Tunes.

(Northrop Auditorium, 4:30 p.m. Sundays. Admission \$.75. Sales open at Box Office at 3:30 on day of concert.)

UNIVERSITY ARTISTS COURSE CONCERTS

Apr. 11—Mozarteum Orchestra of Salzburg.

(Northrop Auditorium, 8:30 p.m. Single tickets \$1.00 to \$3.00. Reservations may be made at 105 Northrop Auditorium, extension 6126.)†

SPECIAL RECITALS

Apr. 15—Aksel Schiøtz, Danish baritone.

(Museum of Natural History Auditorium, 3:30 p.m. Open to the public without charge.)

MUSIC DEPARTMENT CONCERTS

Mar. 27—Contemporary American music program. Phi Mu Alpha, Sinfonia, music fraternity chorus; Bernhard Weiser, assistant professor of music, pianist. Samuel Barber's Piano Sonata.

Apr. 10—Aksel Schiøtz, Danish baritone. Schubert's *Die Schöne Müllerin*.

(Scott Hall Auditorium, 11:30 a.m. Open to the public without charge.)

THURSDAY MORNING CONVOCATIONS

Apr. 12—George R. Harrison, Dean of Science, Massachusetts Institute of Technology, Cambridge, Mass. Topic to be announced.

(Northrop Auditorium, 11:30 a.m. Open to the public without charge.)

MUSEUM OF NATURAL HISTORY SUNDAY PROGRAMS

Mar. 18—"Horses, Ancient and Modern," color sound film.
Mar. 25—"Operation Wildlife in Virginia," color sound film.

Apr. 1—"The Valley and the Stream," color sound film.

Apr. 8—"Twin City Wood Ducks," Dr. W. J. Breckenridge, director, Minnesota Museum of Natural History.

(Museum of Natural History Auditorium, 3:00 p.m. Open to the public without charge.)

UNIVERSITY THEATER PERFORMANCES

Mar. 29-31, Apr. 2-8—"King Lear" by William Shakespeare.

(Scott Hall Auditorium. Performances at 8:30 p.m., except Apr. 2, 3, and 8, which are matinees only at 3:30 p.m. Single tickets at \$1.20 may be purchased a week before the opening at the Theater Box Office, 18 Scott Hall. For reservations call extension 6106.)†

UNIVERSITY GALLERY EXHIBITIONS

To Mar. 30—American Artists, Inventors, and Craftsmen. Survey from early colonial times to present, illustrated in paintings, prints, and artifacts. Exhibit loaned by The American Federation of Arts, N.Y.

Mar. 23-Apr. 8—Symphony Art Project Exhibition. Art of children from kindergarten through high school, created while listening to symphonic music in school.

Apr. 2-23—Photographs by Ansel Adams.

Apr. 10-30—Faculty Show. Works of art by five new Art department members.

(The University Gallery, on the third and fourth floors of Northrop Auditorium, is open to the public from 8:15 a.m. to 4:45 p.m. Monday through Friday. Concertgoers will find the Gallery open before performances and during intermissions.)

SIGNIFICANT UNIVERSITY BROADCASTS

Some Psychological Problems of Everyday Living . . . a series of discussions, including "The Psychology of Prejudice," "Personality Problems," "Social Tensions," and other topics, originating from New York's Cooper Union. Beginning April 4, Wednesdays, 1:20 p.m.

Lenten Music Festival . . . all music programs will feature music especially appropriate to the Lenten season. March 26 through 31.

(KUOM, the University radio station, broadcasts at 770 on the dial. Its complete spring schedule may be obtained by writing to the station.)

UNIVERSITY PRESS PUBLICATION DATES

Mar. 16—"The Three R's Plus: What Today's Schools Are Trying to Do and Why," edited by Robert H. Beck, professor of education, University of Minnesota, \$5.00.

Apr.—*Origins of Personnel Services in American Higher Education*, by Eugenie Andruss Leonard, professor at Catholic University of America, Washington, D. C. A volume in the Minnesota Library on Student Personnel Work, edited by E. G. Williamson, dean of students, University of Minnesota. \$3.00.

Apr.—*The American Experience of Swedish Students: Retrospect and Aftermath*, by Franklin D. Scott, professor of history, Northwestern University. The first of a series of studies on cross-cultural education conducted by the Social Science Research Council. \$3.00.

(Books are available at Minneapolis and St. Paul bookstores or may be ordered through local bookstores.)

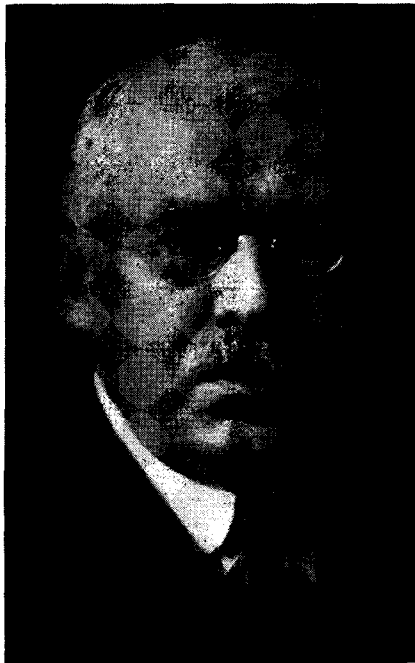
†Tickets for these events are also available at the Field Schlick Ticket Office in St. Paul and the Downtown Ticket Office, 188 Northwestern Bank Building in Minneapolis.

THE MINNESOTAN

The University Staff Magazine - April 1956



They Made Us Great



Herschel V. Jones

OUT OF HERSCHEL V. JONES' outstanding development of the *Minneapolis Journal* and persistent collecting of important books and etchings, came his interest in furthering the study of journalism at the U and his estate gift of \$25,000 to the School of Journalism in 1928. Interest from the fund is used to purchase special books, newspapers, and historical documents.

As a result, students pore over streamlined, microfilm copies of newspapers such as the Civil War *Charleston News and Courier* and Joseph Pulitzer's famous *New York World*. In contrast, benefactor Jones made his first major contribution to American journalism as an agricultural analyst while studying wheat crops via pokey horse and buggy.

Jones began his long career at age 12, setting type for the *Jefferson Courier*, N. Y. In 1882, when he was 21, he bought this small weekly. Three years later, he sold it and be-

came a reporter for the *Minneapolis Journal*, then a young weekly.

He soon initiated the idea of a market page and became its first editor, in charge of farm forecasting. His predictive judgment became almost uncanny. For instance, in 1900 he reversed the general forecast of poor winter wheat yields for Minnesota from 86 million to 140 million bushels. His seemingly rash figure turned out to be less than the total of the bumper crop. Ultimately, he earned a world-wide reputation as a farm analyst.

Jones bought the growing *Journal* in 1908, at the age of 47. During his 20 years as editor and publisher, he won attention as "one of the country's well-known builders of daily newspapers," according to Professor Edwin Emery of the Journalism School. He was succeeded by his son Carl who also made many contributions to the U. The most unique one was his commencement address which will be long remembered. He is an outstanding amateur magician who performed skilled tricks of magic to illustrate his talk.

Herschel Jones was also a well-known collector of etchings and of volumes of writings about the western frontier, Americana, early English writings, and Elizabethan literature.

THE COLLECTING CONTINUES even after his death. Ralph D. Casey, director of the School of Journalism, James Kingsley, Jr., chief acquisitions librarian, and Emery are collaborating in building the main library's historical newspaper files and adding important books to the Murphy Hall library. They are sometimes able to buy issues of rare, older American and English papers.

Journalism students—as well as political science, history, and American Studies majors—use the files and books to study editorial trends and attitudes in America's political, cultural, and historical development.

in this issue . . .

A CURE FOR SPRING FEVER is offered in the sprightliness of Ellen Siegelman's narration of the Cedar Creek Story, beginning on page 3. You'll enjoy the description of this unique forest that's a research haven—a southern outpost of typically-Canadian forest.

FACTS FURNISH FUN as grade school and high school students learn while listening to KUOM's popular School of the Air. See page 10.

MEET MRS. IRENE E. FOSTER, U hospitals supervisor of a successful volunteer program—page 12.

GOLD MINING IN CANADA, prospecting in the Yukon, and sweltering in the Sahara are experiences which help UMD's Henry Lepp give plenty of practical knowledge to prospective geologists, page 13.

on the cover...

Wally Zambino has captured the quiet summer beauty of this grove of red and white pines in the Cedar Creek forest. Within this natural forest, scientists will preserve land in its wild state as a plant and animal refuge—and administer the project to encourage scientific and educational uses.

THE MINNESOTAN

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William L. Nunn, Director

Lis Degnan Editor
Claire Sotnick Assistant Editor
Advisory Committee: Members of the University Public Information Council.

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Entered as second-class matter at the post office at Minneapolis, Minnesota.

come with us to

Cedar Creek Forest

Minnesota's expanding outdoor classroom



W. J. Breckenridge points out deer tracks on the Cedar Creek Forest lake to A. N. Wilcox, center, and Paul Rudolf — during a snowshoeing expedition.

LET'S TAKE AN IMAGINARY trip to the University's Cedar Creek Forest, a truly wondrous place full of wild animals and natural trees, shrubs, ferns, and flowers—just 60 minutes from the campus by car. There's nothing near the forest to indicate you're approaching deep woods except perhaps a clump of tall pines. But already the hustle and bustle of the cities seem far behind.

Driving in by the west entrance you come upon a beautiful meadow, with the broad creek winding through it and nearby an island of tamarack, the coniferous trees that sprout tender green needles in the spring.

If you walk along a quiet trail toward the lake, you pass along swampland dotted with dense white

cedar on both sides. (Another swamp a couple of miles away is filled with black spruce.) You hear a whirr of wings as a ruffed grouse flies out.

You can drive to an open clearing surrounding a small house where for years an old-time timberman lived. Walking through the clearing, you arrive at a ridge where you see both the white and red (Norway) pines, the latter as much as 175 years old.

Now you can see how really wild the area is. There's an abundance of deer. Beavers work along the creek. Grouse are plentiful. And birds from the northern forests—like the Canada jay—come down to this unique southern outpost. There's a multitude of wild birds. If you're a trained birdwatcher, you may be able to spot

a tufted titmouse or even a three-toed arctic woodpecker.

ALTHOUGH this area sounds like a happy hunting-ground or tourist's paradise, it is intended to be used solely for research and educational purposes. Anyone wishing to use or visit the area must obtain a permit card in advance from the director of the forest, Arthur N. Wilcox, horticulture professor.

The special qualities of the area, which make it such an ideal research site, are described by Wilcox in this way: "Cedar Creek includes a southern relict outpost of the Canadian type of forest, the only example located so close to Minneapolis and St. Paul. It provides a unique combination of northern and southern vegetation—southern deciduous forest of broad-leafed, hardwood trees; the northern pine, spruce, and other cone-bearing trees; and grassland.

"And all this in virtually its natural state. The survival of this refuge," Wilcox continues, "may have been due in part to its separation from the main body of the forest and partly to its isolation by swampland from encroachment and fire. At any rate, here is a wild but easily accessible area wonderfully adapted to scientific research."

THE CEDAR CREEK project began more than 15 years ago. Shortly before 1940 the Minnesota Academy of Science—a 600-member organization composed of professional research workers and science teachers—set up a committee to preserve Minnesota wilderness areas for scientific purposes.

This Committee on the Preservation of Natural Conditions sent out letters of inquiry on such sites to its members, county agents, and other people interested in conservation.



The Minnesota Academy of Science and the U's advisory committees meet regularly. Left to right sit A. O. Dahl, botany chairman; Paul O. Rudolf, Academy committee chairman; W. L. Breckenridge; Theodore C. Blegen, Graduate School dean; Dwight E. Minnich, zoology chairman; A. N. Wilcox; C. E. Mickel, head of entomology; J. J. Christensen, head of plant pathology; and Frank Kaufert, forestry director. Other Academy members not shown are Professor Max Partch, St. Cloud Teachers College, and Arthur Nash, Augsburg College, Minneapolis.

From about 30 leads the committee chose the most promising areas. One of the more promising leads was reported individually by three U botany professors — William S. Cooper, who recently retired, and the late C. O. Rosendahl and F. K. Butters. Rosendahl and Butters became acquainted with the Cedar Creek area when they discovered a rare plant. Cooper noticed the unusual forest from the air and later investigated and reported it.

Cedar Creek seemed like an ideal site for long-range research because: 1) it offers a rare combination of forest, swamp, and grassland wildlife communities; 2) it is extremely well-preserved; and 3) it is easily accessible year-round, only one hour by car from the Twin Cities and within 100 miles of 16 Minnesota liberal arts colleges and the U.

"The Academy immediately decided that the area should be preserved and that the University of Minnesota would be the most suitable public agency to administer the forest wisely for its intended uses," says Wilcox. In April, 1940, the Regents approved this arrangement, and two years later the official agreement between the U and the Academy was executed. It provided that the Re-

gents would: preserve the land in its natural condition as a plant and animal refuge, administer the area to encourage its scientific and educational uses, and keep the site accessible to "qualified persons," whether U staff members or not.

Having signed the agreement, the Academy, with no funds of its own, solicited donations from groups and individuals. Gifts of money ranged from \$5 to \$1600 and donations of land from 40 to 130 acres. By 1950, some 750 acres had been bought or acquired. "We all felt the urgent need to consolidate and add to these holdings," Wilcox explains. "So in April, 1954, the University joined the Minnesota Academy in requesting a grant from the Max C. Fleischman Foundation of Nevada." This was a new foundation, and the applicants learned the late Major Fleischman had been very interested in natural history and conservation.

A brochure was carefully prepared — with the help of Jane McCarthy, production manager of U Press; Mrs. Doris Franklin, U Press editor; and Wally Zambino of the Photo Lab. — and submitted as an application. Several months later, the Foundation awarded the applicants \$250,000 for

land and a laboratory building.

Some of this land has already been acquired so that the forest now includes about 3200 acres, or five square miles. "This acreage, plus more that we hope to acquire," says Wilcox, "will permit us to round out our holdings and to bring boundaries to highways and power lines for purposes of identifying the area clearly and providing a fire-protection zone around its borders."

The laboratory plans contain an office, general meeting room, small laboratories for individual research, dormitories for small classes, and an apartment for a resident supervisor. The building will be located on a ridge in the south central area.

"Since this is not solely a University project," Wilcox adds, "we should like to get money other than legislative funds to support it. Therefore, we are applying to other foundations for maintenance funds."

WHO USES THE FOREST and how valuable is it? Wilcox sees its functions as three-fold:

- *An individual research center for graduate students and faculty members. An impressive 28-item bibliography of theses and articles resulting*

from research already completed at Cedar Creek testifies to its value. These include an M.A. thesis in geology of hydrocarbons around the bog and another in economic zoology on the movement of deer in relation to weather and cover.

Because of its geological history, the forest offers an excellent example of the characteristic Anoka sand plain, which has proven marginal for agriculture but which may well turn out to be excellently adapted for wildlife development, according to Professor William Marshall, who has charge of wildlife management in the department of entomology and economic zoology. Marshall expects that the research potential of the area will increase, as more land is acquired and the laboratory building, with its excellent facilities, is completed.

Meanwhile, John Moore, assistant botany scientist, has studied the flora of Cedar Creek and Harvey Gundersen, assistant scientist of the Natural History Museum, is making a seven-year survey of small rodents to see if population cycles exist.

Such long-term research is one of the chief advantages that Walter J.

Breckenridge, director of the Natural History Museum, sees in Cedar Creek. "Because of its permanently preserved nature, the Cedar Creek Forest is one of the few areas in the state where you can undertake a project confident that it can continue uninterrupted over several years," he says. Breckenridge, himself, is completing a bird-census on a 20-acre plot at Cedar Creek, a project which has gone on for nearly six years.

● *An outdoor laboratory for small classes engaged in group research or field observation.* A number of University classes in botany, zoology, plant pathology, geology, entomology, and other natural sciences have made regular trips to the area, as have groups from other Minnesota colleges. Wilcox foresees that this use will increase markedly when the laboratory is completed; its dormitory rooms—one for about 12 men, another for about six women—will permit classes to remain at Cedar Creek overnight or over a weekend.

● *A site for short-term visits by large classes up to 50.* This plan is still in the speculative stage, but

W. J. Breckenridge, director of the Museum of Natural History, watches Forest director A. N. Wilcox feed a very curious and very tame chickadee.



April 1956



Paul O. Rudolf of the USDA Lakes States Forestry Station checks the bark of a 200-year-old red pine.

eventually could permit short visits by high school biology and natural science classes, which would be of immeasurable value to teachers and students in the natural history field throughout the state.

WILCOX stresses the dedication of the project to fundamental research. "This is not," he reiterates, "primarily a conservation project nor is it a hunter's paradise. It will be developed as little as possible; except for fire-prevention measures, it will be left almost entirely in its natural condition, as an untouched outdoor laboratory open to qualified research workers and students."

Assessing the overall value of the forest, Dean Theodore C. Blegen of the University Graduate School, has written: "The Cedar Creek project greatly enhances the facilities in this general region for productive studies in natural history. It presents a unique opportunity both for new scientific discoveries and for the education of scholars in this highly important field. This is an occasion for both University and statewide appreciation and pride, for the scientific potentialities of the region are almost limitless."



SUMMER . . . when the Cedar Creek moves peacefully through grassy banks rimmed by luxurious stands of trees.

Pageant of the Seasons

WINTER

. . . when shadows make patterns.



EVERY SEASON HAS its own peculiar charm at the Forest," says Wilcox. "Early in February, a group of us snowshoed in several miles. We found ever so many hollows in the snow where deer had been sleeping.

"We found, too, the imprint in the snow made by a huge owl — probably a great horned owl — where it had dive-bombed some small animal. You could see the print of every tail feather and the holes where the talons had sunk in about a foot deep! There was no blood on the ground, which led us to conclude that the prey must have escaped under the snow.

"In winter, Professor Walter J. Breckenridge saw a pair of golden eagles. They don't usually get east of the Black Hills, but perhaps these two were on vacation. He also had the rare chance last spring of observing the marsh hawks' courting flight — a spectacular ritual in which they fly in sawtooth dips, turning over on their backs, and eventually tumbling downwards.

"Snow doesn't leave the forest until sometime in April. Spring at Cedar Creek is indeed beautiful when the tamaracks are sprouting their pale green needles.

"In summer it's all very lush," Wilcox continues, "and then there are the occasional drawbacks like mosquitoes and woodticks. But by fall these have gone, and everything is a riot of color. The dark green evergreens make a rich foil for the dramatic reds, golds, and russets of the oaks."

EARLY SPRING . . .
when open water battles ice, the trees begin to take on a subtle, growing color apparent only to the experts' eyes, and spring research projects emerge from the offices. FALL, below, when beavers leave pointed aspen stumps to show that winter's soon to come. AND SPRING, below, when wise eyes find ruffed grouse eggs laid in nests near dusty leaves.



FALL



SPRING



April 1956



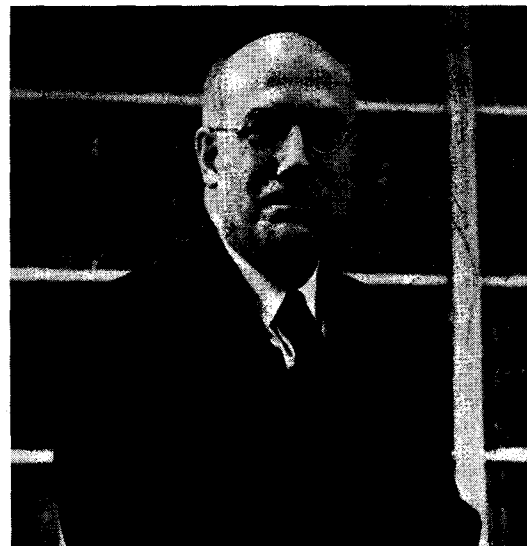
Paintings and mobiles often surround art department secretary, Delphine Swanson. After hours she plays violin with the Minneapolis Civic Orchestra. Before joining the art staff in April, 1955, she'd been with the English department as secretary for 17 years.



UMD's head football coach and athletic director, L. W. Peterson, left, confers with line coach Joseph Gerlach about spring training.



Professor David H. Willson's new book, *King James the Sixth and First*, was published in January. Willson came to the U 32 years ago.



ing agent Clarence
n was again chosen
State Employees Re-
Association Board.
title to a four-year
3520 votes. Current-
purchasing a million
worth of equipment,
and books for the
project in Korea.



Senior custodian supervisor of Coffman Union, Ray Goff, works with 18-20 men to keep the Union attractive and comfortable. He saves unclaimed earrings for fishing, loves to vacation in the woods.



Dr. W. F. Maloney, assistant dean, Medical School, has left for Seoul University — to help revamp their medical school.

staff members

YOU SHOULD KNOW



On July 1, Bernard E. Youngquist, principal of the Southern School of Agriculture at Waseca, succeeds T. M. McCall as superintendent of the Northwest School at Crookston. McCall retires in June after 44 years on the N.W. ag school staff.

Making her own clothes — including this wool jersey — is Marjorie Gerlich's favorite hobby. As the principal accounting clerk at the ag experiment station, she is in charge of federal and state grant records and is director H. J. Sloan's secretary.



KUOM'S School of the Air provides . . .

Classes for Half a Million Youngsters

Voice: And in the water there was life.

Music: wriggly, darting, twisting beat.

Voice: Unbelievable little sea animals and strange multi-colored plants that wave jelly-like in the warm water.

And under the sea, deep in the earth, there were . . .

Sound: explosions

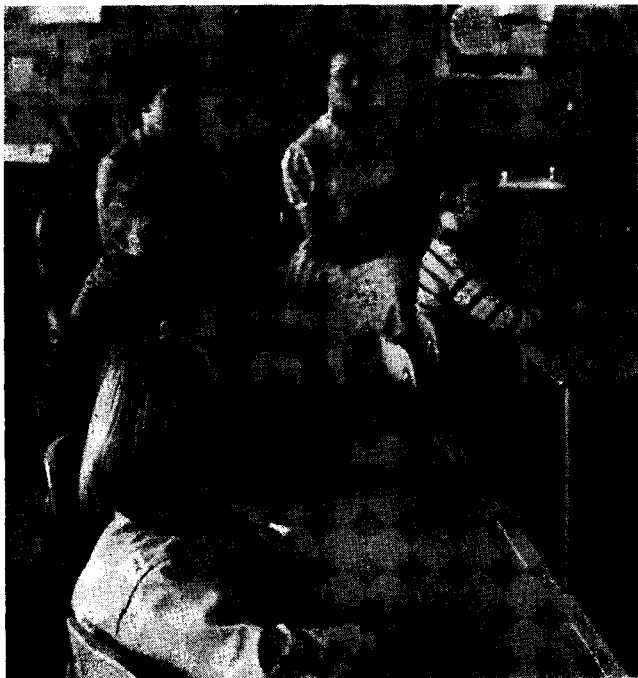
Voice: . . . twisting, straining volcanic explosions and the bottom of the sea dipped and the bed of Lake Superior was formed. Later . . . hundreds of thousands of years later . . . the water of the sea receded.

Music: Water sounds as if receding and dying. Silence (count 1-2-3-4) . . . then, bird call . . . then spring rain.

This is a sample of what hundreds of Minnesota school children learn about prehistoric Minnesota while listening to KUOM's School of the Air. This script is part of the current social studies series, "Let's Take a Look at Our Minnesota," one of 12 weekly series broadcast from the U to half a million school children during the regular school year.

School of the Air programs cover a wide range of subjects — literature, music, art, health, conservation, and social studies — planned for in-school listening. "KUOM

Third-graders at Waite Park School, Minneapolis, listen intently to trial tape of German series as Lotte Seidler, administrative fellow in radio, left, and Mona Miller, School of the Air secretary, observe their mobile faces.



for Kids" — which includes the Parkers and Saturday morning broadcasts — is the out-of-school listening series. All are geared to "that special, expanding world of growing children," effervescent director Betty Thomas Girling explains.

For instance, one of the kindergarten-primary programs, "Let's Sing," presents songs and rhymes about the seasons, holidays, famous people, and animals familiar to children. The art series tells stories about works of art at the Minneapolis Institute of Arts. Four broadcasts a year preview the Minneapolis Symphony Young People's Concerts. The drama series is taken from University Theater's children's plays (see story, March, 1956, MINNESOTAN.) Also, children's books are described by the authors, current news events are discussed in informal conversations, foreign students are interviewed, and outdoor adventures are dramatized.

BROADCASTING of KUOM's educational programs for children began 18 years ago, when educational radio was in its late childhood, under the direction of E. W. Ziebarth. Now Dean of Summer Sessions, he's "one of my many indispensable consultants on campus," Miss Girling emphasizes.

Today, the School of the Air staff includes Miss Girling, who became director in 1945; Lotte Seidler, administrative fellow in radio; and Mona Miller, secretary. The roster is augmented by KUOM's regular staff: program supervisor Audrey June Booth who schedules the station's traffic; radio program supervisors Irving Fink, who produces the School's programs, and Sheldon Goldstein, who occasionally writes and acts in the programs. Lucille M. Flemming, communications technician, and Lawrence A. Brogger, engineer, manage the complicated dials which record and transmit KUOM's children's shows. Announcers such as Arnold W. Walker do double duty, sometimes taking parts in the programs. Advice and help also come from some 250 national, state, and local organizations.

The School of the Air staff begins plans for each series two to three years in advance. Now, Miss Girling is working on the '57-'58 series which will emphasize Minnesota affairs in connection with the state's centennial celebration. Development of the German and Spanish language programs, for next fall, was begun three years ago. Miss Seidler first began to plan scripts last June. Miss Miller sent inquiring letters to all stations broadcasting similar programs. Their tapes, bulletins, and teacher materials were culled for suggestions which were turned over to Miss Seidler.

Then, teachers on the School of the Air mailing list received a questionnaire: Which languages would they

School of the Air director Betty Thomas Girling and Stewart C. Thompson, School of Public Health assistant director, give pre-broadcast once-over to Dr. Thompson's "Your Health and You" script—aired as far afield as the Cleveland, Ohio, schools and Rochester, Minn. homes!



be interested in? What grades should be reached? Finally, Miss Seidler consulted with Minneapolis School Board members; teachers; and U language department members Walter T. Pattison, chairman of Romance Languages; Herman Ramras, associate professor of German; and Emma Birkmaier, assistant professor of German.

Then, the initial German and Spanish programs were written, produced, and played for 700 Twin Cities school children. Teachers answered more questions. Last step: this month, the revised and completed series is being put on tapes, ready for the opening of school next fall.

"Then we'll be getting letters — *our* measure of success!" Miss Girling explains. "Requests for bulletins and teacher manuals tell us roughly how many classes will be listening to each series, but it's the letters that tell us which programs have really made a hit."

What guides to children's radio education does the School of the Air follow in planning and producing shows?

- "Programs should provide background and motivation for further study. It's our job to supplement the teacher, not to repeat facts already available in atlases, dictionaries, and encyclopedias," explains Miss Girling.

- "Also, we can provide special programs impossible for individual teachers to give. For instance, Dr. Stewart C. Thompson, assistant director of the School of Public Health, does our health series. We choose experts — experts who really love their subjects and know how to communicate their interest to children," she asserts.

- "The School of the Air also can encourage that rare commodity, critical listening. In the manuals, we encourage teachers to discuss techniques with students and to write us about their conclusions.

- "And, I like to think that we spread ideas of understanding and brotherhood and provoke curiosity about other lands and unusual ways of life.

- "Last and perhaps most important is the feeling I have about radio for children. Radio is unique. Direct conversation, dialogue, and interview combined with mood-setting music and sound effects isn't the same sort of communicating medium as a book or a classroom. And the children deserve the best we can give them — in originality, sincerity, and straightforwardness."

Miss Girling puts these theories into practice in her original series of stories for "Old Tales and New," a program for primary students. She combines insight into children's minds with whimsical incidents involving animals, imaginary creatures, and "things." "I try to make these stories serve to make life a little easier for children," she says.

How?

"Well, take 'Z. T. Grubney and fall.' Grubneys are elves who manage nature. In this story, Z. T. has some minor difficulties doing his part to bring autumn to the world. He finally gets it done, though in an unexpected way. I wrote the story because it seems to me that nature should be pleasant to a child," she explains. "I also tried to put across the idea that there is more than one good way to do most things. First graders are apt to be very rigid."

WHAT PLANS for the future does the School of the Air have? "Special events!" says Miss Girling. "Occasionally we've picked up speeches on tape from around the state, but I'd like to make periodic tours of the state for single events and to present more programs like one we did recently when Dr. Lawrence Gould, president of Carleton College, described his Antarctic experiences to the Northfield school children.

"While hundreds of children heard Dr. Gould in person, our broadcast reached thousands all over Minnesota, right in their classrooms! That, I suppose, is why School of the Air's programs are so exciting to do!"



Mrs. Foster helps

Willing Hands Build Links of Comfort

FIFTEEN THOUSAND HOURS is a lot of time to spend. That's the amount put in annually by volunteer workers at the University Hospitals. These women — about 82 at present — do all sorts of tasks to ease the work of hospital staff members. Some volunteers sort mail, some feed patients, some prepare surgical supplies, or act as receptionists in outpatient clinics.

Supervisor of the U Hospitals' volunteer program is Irene E. Foster, a friendly, forthright woman with iron-gray hair. In her office in A-389 Mayo she interviews, screens, orients, and places all volunteers.

A mother and grandmother, Mrs. Foster began her University career as a volunteer Red Cross nurse's aide during World War II. After the emergency, the Hospitals still felt the need for a volunteer program and asked her to direct it — first part-time, then full-time. She continues to be pleased and rather surprised at having found — almost fortuitously — a job she enjoys so much. The satisfying part of her work, she says, "is the constant pleasure of meeting people who enjoy doing things for others."

WHO ARE these volunteers? Mrs. Foster says there's no one type. Most are housewives — young ones with no children or older women with grown children — all wanting to do something useful in their spare time.

The ranks of volunteers are occasionally swelled by relatives of U Hospitals patients. Recently a young mother brought her son here from New York for the dramatic heart surgery that has attracted patients to the U from all over the world. Learning that her boy would be in

Volunteer program supervisor Irene E. Foster explains the manual to Mrs. H. Douglas Lamb, a faithful helper.

the hospital for nearly two months, she cast about for something to do and was referred to Mrs. Foster. Since then she has been doing volunteer work at the mail desk and other departments. "It's a much better way to pass this difficult time than sitting in a hotel room in a strange city," she says. "And I have the satisfaction of doing something useful."

University faculty wives and staff members have been among the most devoted volunteers. Mrs. Christine Ruud, widow of English professor Martin Ruud, has come in several times a week for some 14 years. Other loyal University volunteers include: Mrs. H. Douglas Lamb (husband, mental hygienist, Health Service); Mrs. Joseph Buckley (husband, instructor in anesthesiology); Mrs. Arnold Koschmann (husband, assistant professor of electrical engineering); Miss Lilly Lindstrom, now retired, formerly cashier in the Ag Institute; Miss Margaret Scallon, formerly with the English staff.

A number of sections of the Faculty Women's Club (see MINNESOTAN, December, 1955) have also volunteered their group services by providing ceiling projectors, contributing magazines and radios, and doing great amounts of hospital sewing. Among the many other groups which have made life more pleasant for U Hospitals patients are the Junior League, Variety Club, Minneapolis Traffic Club, and Crippled Child Relief, Inc.

BUT by and large, U Hospitals volunteers work on an individual basis and are given individual treatment by Mrs. Foster. She interviews each one separately so that she may co-ordinate the interests and special skills of the volunteers with the needs of the hospital.

Aside from the fact that all volunteers are expected to put in at least four hours at the same time every week, there is little uniformity in their duties. On stations like pediatrics or surgery they pass trays, feed patients, act as messengers for drugs and supplies, give out mail, visit, and write letters for patients.

By way of recognition, these volunteers wear a special uniform — a tan coat with maroon collar and cuffs and a "Hospital Volunteer" emblem on the left sleeve. When a volunteer has given 100 hours of service, she receives a letter of recognition from U Hospitals director Ray Amberg and an American Hospital Association Volunteer pin. To date, 166 volunteers have earned the pin; 12 of them have worked for more than five years.

"The volunteers are an important part of the organization," applauds Gertrude Gilman, associate director of U Hospitals. "Their services help the hospital maintain a high standard of professional care," she states.

Mrs. Foster is convinced that these contributions can't be expressed in terms of hours alone. "Our volunteers," she says, "provide all sorts of little extras, bringing a human touch to the hospital and, for many patients, are a real and comforting link to the world outside."

Henry Lepp, left, explains a geological survey to three Duluth students — Sam Maida, seated; Herbert Recktenwald, center, and Donald Peterson, far right. Aerial maps, surveyors' samples, and rock specimens play an important part in their work.



UMD's Henry Lepp tells prospective prospectors

All that Glitters Is Not Profit

DOCTORS, DENTISTS, a jeweler, a housewife, a TV photographer, several professional geologists, and other representative citizens gather together in a UMD science class every Wednesday evening with a common interest in, of all things — prospecting. The teacher is a young man whose youth and buoyant manner belie his wealth of practical experience in commercial prospecting and exploration in many parts of the world.

He's Henry Lepp, assistant professor of geology, teaching Prospecting for Ore Minerals.

Lepp has picked, pounded, and pried his way through parts of the Sahara in 135-degree heat searching for bauxite, through the Yellowknife country in upper Canada in 65-degree cold looking for gold, along the Great Lakes region for iron sulfides,

and through the Yukon hunting for base metals. "In eight years, I've never found anything that made either myself or my employer independently wealthy overnight," he chuckles. "But there were many unforgettable experiences, and from these I've gotten an invaluable background."

HE HOPES, especially, to impress the night class that the risks of striking a rich claim are high and that the costs of proving up a claim are even higher. "With the necessary drilling, equipment, labor, and other expenses, your investment, even for a small operation, will run well into five figures," he advises. Actual mining will cost a million or two.

"It's a little difficult to know just how to point your lectures," he admits with a quizzical smile. "On the

one hand, you're teaching geologists with extensive experience, and on the other, the purest beginners." One of the students, a 65-year-old housewife, wants to learn how to determine the value of properties she owns in northern Minnesota and North Dakota. A 10-member Uranium Club on the Iron Range sends down members for practical information for future weekend explorations.

Most of the 35 students are interested basically in the prospector's technique, life, and chances of success — and here Lepp is completely at home. In the Yellowknife region, he was assistant manager of a gold-mining development that has now become Canada's richest mine. But elsewhere in the Yellowknife country, he assisted in a costly development involving establishment of a small community, sinking of a shaft, and other big expenses that proved to have little commercial value.

When asked about the physical trials of prospector and explorer, the assistant professor doesn't ponder long. "The weather is a very tough adversary," he emphasizes. "But the worst fight of all is with the bug!

(Continued on page 15)

19 Civil Service Employees Go To School Tuition-Free

NINETEEN CIVIL SERVICE employees are going to school this quarter because they've been awarded Regents' Scholarships. They were chosen to have their tuition paid for courses directly related to their jobs. Winners take up to six credits a quarter and are given time off from full-time jobs to attend classes.

Awards were made recently by the civil service committee after applicants' service records, department needs, and the relationships of courses to jobs were studied.

Class-going employees include: Joel A. Beale, principal laboratory animal attendant, radiology; Virginia Bous, senior clerk typist in the Office of the Comptroller; Alice B. Carson, secretary, dairy husbandry; aeronautical engineer Roland H. Daugherty; Michael N. Deutsch, assistant scientist, dairy husbandry; and Hilda

Ernst, principal clerk of the Office of the Comptroller.

Others are Elaine P. Grussendorf, senior clerk typist of the Graduate School; Kenneth M. Hanson, principal lab attendant, physiology; Theresa G. Haynes, secretary of workers' education, extension division; Dorothea E. Hoberg, clerk of freshman admissions; Myril Jensen, architecture librarian; Willa Kear, senior secretary, music department; Leonard A. Leipus, principal stores clerk, School of Dentistry; Clare Levine, junior librarian, main library, and Jean Lovass, senior informational representative, University Relations.

The list concludes with Mary W. Simonds, senior clerk typist of physiology; Greta L. Smith, junior scientist in bacteriology; Robert F. Thompson, engineering assistant of mechanics and materials; and Joyce

H. Wilkinson, placement secretary of the School of Business Administration.

A few scholarships will be available for first summer session. If you are interested in applying for one of these, watch the *Daily* late in the quarter for an announcement of application dates. You can pick up copies of the information sheet and application blank at the civil service personnel office, room 14, Administration Building, main campus.

UMD Geology

(Continued from page 13)

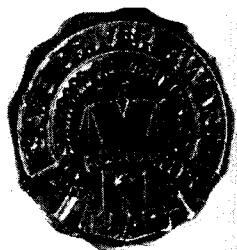
Up in northern Canada, for instance, they come big and frequent—mosquitoes, blackflies, all kinds!”

He also explains to the class the mechanics and chemistry of prospecting. Equipment ranges from expensive diamond drills, resistivity instruments, nucleometers, scintillometers, Geiger counters, and other fancier items to the basic prospecting tools—the rock hammer and field chemical kit.

Lepp and Robert L. Heller, head of the UMD geology department, set up this extension division course in response to popular demand.

Lepp's regular UMD courses include Economic Geology, Rock Study, Field Methods, Structural Geology, and Sedimentation. After graduating from the University of Saskatchewan in 1944 as a geological engineer, he earned a Ph.D. in geology at Minnesota in '54. He taught at Macalester College and at the U before going to Duluth.

What does he think of the future for minerals? “Today everyone is talking about uranium, a substance once considered worthless. Another mammoth operation is the extraction and processing of aluminum, although it was hardly considered a few decades ago. New research and technological improvements are constantly affecting mineral values,” he concludes.



15 Men Win Awards for 2 Accident-free Years of Driving for the U

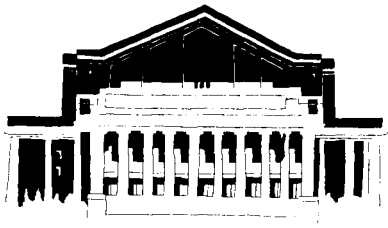
TWENTY-SEVEN STAFF members recently received recognition for a year of accident-free driving for the U. In addition, 12 of these men received awards for two consecutive years of safe driving. Winners received special commemorative pins and award cards climaxing the second annual awards contest.

W. L. Pedersen, representing the civil service personnel office, gave two-year awards to Robert Anderson, storehouse; Duane Dorfner, shops; Fred Heinkel, laundry; Edward Horarik, shops; William A. House and Arthur G. Kirby, protection and safety; Dean Kottke, farm maintenance; Oscar Krona and Lee Lewis, physical plant; Curtis Mattson, shops; James G. McDonough, protection and safety; Hilding Nelson, farm maintenance;

Wilfred Nelson, Como yard; John Webb, shops; and Dennis Wolters, physical plant.

First-year pins were given to Roy Anderson and Thomas Bell, storehouse; Wayne M. Boysen, protection and safety; Art Burnquist and Pat Kaiser, physical plant; Peter McErlane, shops; August John Moravec and Archie C. Nordeen, protection and safety; Norman Pekula, Ernest Snelling, Roy Stenson, and Roland Stowe, physical plant.

“Among the professional drivers employed by the University—those who spend at least 75 percent of their working time guiding wheels—accidents have been drastically reduced,” commented C. L. Carlson, assistant director of University Services.



The University's Policies—

How Are Potential Students Informed?

SHOULD THE U accept invitations for faculty members to speak at high school career and college days? Should it present information about the U's programs of study to potential college students?

Until recent years, the policy of the U was to say, "No." The U didn't participate in such programs—to do so would be recruiting. But this answer meant that the vast resources of vocational counseling and eagerly sought expert advice at the U were not available to Minnesota residents.

In 1951, however, President J. L. Morrill made a small sum of money available for a four-page brochure about a single University department willing to serve as a guinea pig in an attempt to break what many believed to be a real dilemma in a fundamental University policy. The experimental booklet was to describe the U's educational opportunities to be of special help to high school students interested in this field of study at any college or university. (Earlier, Michigan State University had issued a complete series of similar brochures.)

Home economics volunteered to be the guinea pig. Jane McCarthy, production manager of the University Press, and Ellen Siegelman, University Relations publications editor, worked with Louise Stedman, director of the Home Economics School, as an *ad hoc* committee to set up format and copy.

Soon President Morrill asked the Senate to set up a special subcommittee to examine the U's policies on relationships with prospective students and to evaluate the home economics model. Accordingly, under the leadership of R. E. Summers, dean of admissions and records, the committee on Relations with Prospective Students was formed. Its purpose: to plan so that faculty members could participate under the committee's direction in high school career and college day programs and to encourage and supervise publication of a series of informational brochures.

The present committee includes: Ike J. Armstrong, director of men's physical education; T. W. Chamberlin,

UMD academic dean of admissions; Russell M. Cooper, assistant dean of General Studies; Austin A. Dowell, assistant dean of the College of Agriculture; Willis E. Dugan, professor of education; Edwin L. Haislet, director of the alumni association; Ruth Harrington, assistant director of the School of Nursing.

Others on the committee are Elmer Johnson, assistant dean and placement director of engineering administration; Ralph G. Nichols, head of rhetoric, ag campus; William L. Nunn, director of University Relations; Ruth Palmer, head of the UMD home economics department; Merrill Rassweiler, associate professor of General College; Eleanor Salisbury, assistant to the dean of General Extension; Martin Snoke, assistant dean of students; and T. E. Kellogg, committee secretary and admissions officer.

As a result of committee decisions, Kellogg makes all arrangements for faculty speakers to participate in high school college days, when invited. He encourages mutual confidence and understanding by requesting help from staff members from many departments. As a result, the visiting faculty members also have the opportunity of keeping in close touch with recent developments in high school programs.

And, University areas of study are encouraged to submit copy and pictures for a series of two and four page brochures. These are then mailed to high school administrators, counselors, teachers, and to parents and students who request information. To date, titles include "Agriculture," "Forestry," "Home Economics," "Teaching," "Journalism," "Librarianship," "Business and Distributive Education," and "Cooperative Engineering."

THE FIRST TO be published was the guinea pig, the "Home Economics" brochure. "It has met a definite need," states Dr. Stedman. "Now when we talk to students, parents, county agents, and high school instructors, we have something easy-to-read to put into their hands. The brochure has been enthusiastically received," she concludes.

And, William H. Edson, director of student personnel for the College of Education, is pleased with the "Teaching" brochure published last fall. We have sent it to all Minnesota high school counselors," he explains, "for it meets a continuing demand from career classes, college days, and inquiries from students."

Ralph D. Casey, director of the Journalism School, states that the "Journalism" brochure outlines the liberal arts subjects so significantly important in the educational program of intended journalists.

This month, Dean Charles H. Rogers of the School of Pharmacy anxiously waits for the new "Pharmacy" brochure to come from the printer. William L. Hart, SLA mathematics professor, and his associates in mathematics are ready to go to press with the new "Mathematics" brochure.

So, the U has begun a new policy—as President Morrill explains—"to make known to Minnesota's young people the educational opportunities which taxpayers provide."

APRIL 15 TO MAY 15, 1956

University of Minnesota Calendar of Events

UNIVERSITY ARTISTS COURSE CONCERTS

May 1—Walter Gieseking, pianist.
(Northrop Auditorium, 8:30 p.m. Single tickets \$1.00 to \$3.00. Reservations may be made at 105 Northrop Auditorium.)†

MUSIC DEPARTMENT CONCERTS

Music Hours

Apr. 24—Dr. Johannes Riedel. Lecture-recital on Renaissance music.

May 1—Original compositions of Music Department students.

May 15—Opera excerpts. Music Department vocal students.
(Scott Hall Auditorium, 11:30 a.m. Open to the public without charge.)

Special Concerts

May 10-12—Sigma Alpha Iota and Phi Mu Alpha, music fraternities. Operas, to be announced.

(Scott Hall Auditorium, 8:30 p.m. Single tickets at \$1.00 may be purchased at 107 Scott Hall or at the door.)

THURSDAY MORNING CONVOCATIONS

Apr. 19—Ernest K. Lindley, columnist and commentator. Topic to be announced.

Apr. 26—Bennett Cerf, publisher, humorist, columnist. "Good for a Laugh."

(Northrop Auditorium, 11:30 a.m. Open to the public without charge.)

GIDEON SEYMOUR MEMORIAL LECTURE SERIES

Apr. 30—T. S. Eliot, prize-winning poet. "Frontier of Criticism."

(Northrop Auditorium, 8:30 p.m. Open to the public without charge.)

SIDNEY HILLMAN LECTURE SERIES

Apr. 20—Thurgood Marshall.

(Northrop Auditorium, 8:00 p.m. Open to the public without charge.)

UNIVERSITY GALLERY EXHIBITIONS

Through Apr. 23—Student Show. Sculpture and printmaking by students of John Rood, Philip Morton, Malcolm Myers, and Bruce Shobaken.

May 7-28—Georges Braque, Painter-Printmaker. First definitive survey in America of the prints of Georges Braque which includes about 60 of his finest works, covering his career from 1907 to the present and featuring his brilliant series of color lithographs of the last decade. Circulated by the Museum of Modern Art in New York.

(The Gallery, on the third and fourth floors of Northrop Auditorium, is open to the public from 8:00 a.m. to 5:00 p.m. Monday through Friday. Concertgoers will find the Gallery open before performances and during intermissions.)

UNIVERSITY THEATER PERFORMANCES

Apr. 21, 28, 29—*The Little Chimney-Sweep (Let's Make an Opera)* by Benjamin Britten.

(Scott Hall Auditorium, 3:30 p.m. Single tickets at \$40.)

Apr. 25-28—*Yerma* by Garcia Lorca. In Spanish.

(Shevlin Hall. Performances at 8:30 p.m., except Apr. 26 and 28, which are matinees also, at 3:30 p.m. Single tickets, \$60 at door.)

May 1-5—*Drei Ehrenwerte Herrn* by Weisenborn. In German.

(Scott Hall Studio Theater. Performances at 8:30 p.m., except May 3, which is a matinee also, at 3:30 p.m. Single tickets, \$60 at door.)

May 9-12—*The Three Sisters* by Anton Chekhov.

(Shevlin Hall. Performances at 8:30 p.m., except May 13 which is matinee only at 3:30 p.m. Single tickets at \$1.20 may be purchased a week before the opening at the Theater Box Office, 18 Scott Hall. For reservations, call extension 6106.)†

SIGNIFICANT UNIVERSITY BROADCASTS

Symphony Hall . . . especially listenable music for early-evening enjoyment. Mondays through Fridays, 4:45 p.m.
Public Affairs Forum . . . Dr. George T. Matthews, professor of history at Columbia University and visiting lecturer at Macalester College, speaks on "Great Issues of the Modern World." Fridays at 1:30 p.m.

(KUOM, the University radio station, broadcasts at 770 on the dial. Its complete spring schedule may be obtained by writing to the station.)

UNIVERSITY PRESS PUBLICATION DATES

May—*The New Apologists for Poetry*, by Murray Krieger, associate professor of English literature at the University of Minnesota. \$4.00.

(Books are available at Minneapolis and St. Paul bookstores or may be ordered through local bookstores.)

ATHLETIC DEPARTMENT EVENTS

Baseball Games at Home

Apr. 20-21—Iowa State Teachers College. Apr. 21 play begins at 1:00 p.m.

Apr. 27—Wisconsin.

Apr. 28—Northwestern. 1:00 p.m.

May 11—Iowa.

May 12—Iowa. Play begins at 1:00 p.m.

(Delta Field. Games start at 3:30 p.m. unless otherwise noted. Single admissions for adults, \$.75; for children under 16, \$.25, at the gate.)

Golf Games at Home

May 3—Carleton and St. Olaf.

May 11—Gustavus and St. Thomas.

(University Course, 1:00 p.m. Open to the public without charge.)

Tennis Games at Home

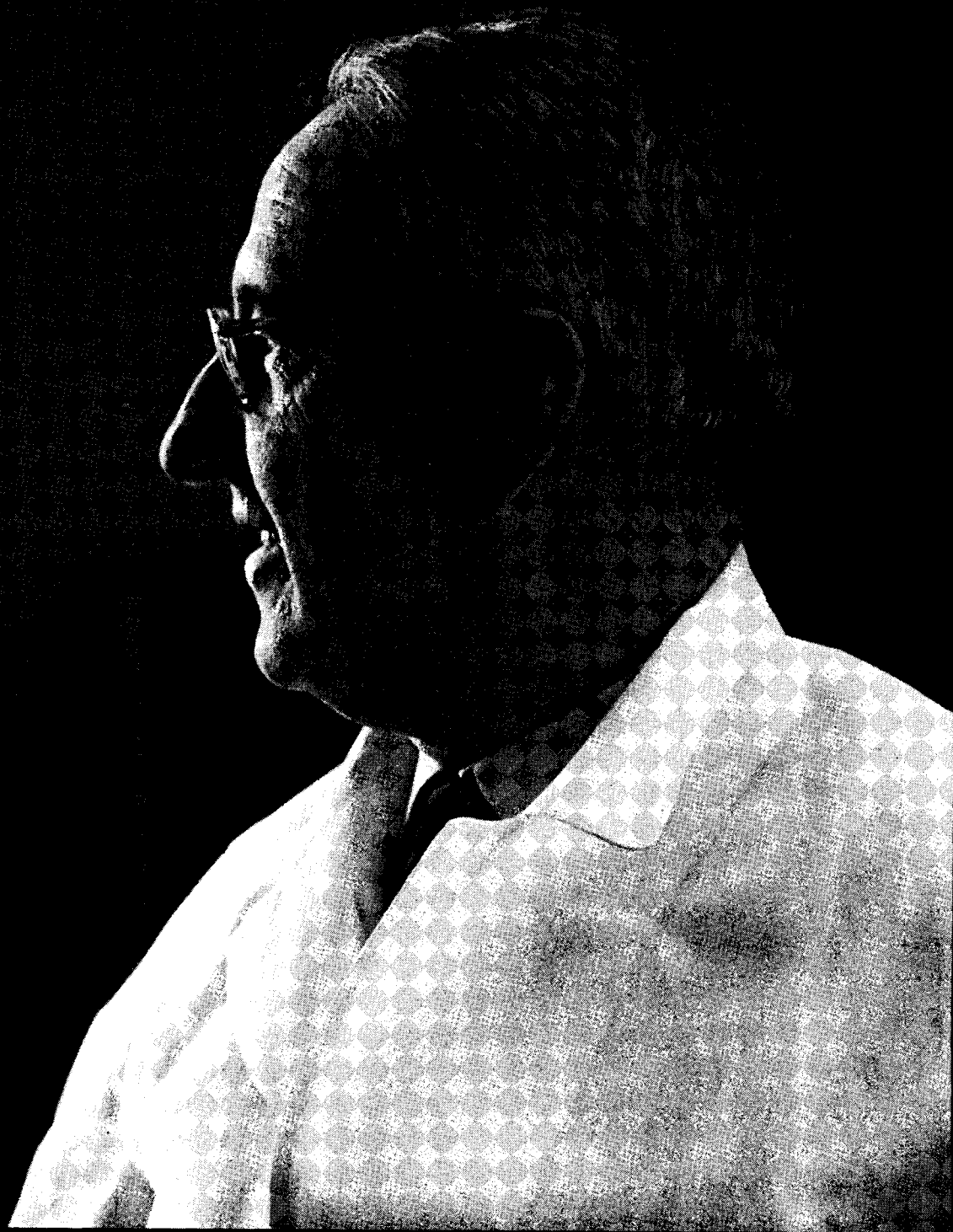
May 5—Northwestern.

(University Courts, 9:00 a.m. Open to the public without charge.)

†Tickets for these events are also available at the Field Schlick Ticket Office in St. Paul and the Downtown Ticket Office, 188 Northwestern Bank Building in Minneapolis.

THE MINNESOTAN

The University Staff Magazine - *May 1956*



They Made Us Great

MECHANICAL SKILL and craftsmanship are very important to the men who keep our industrial machines running. But brawn and mechanical training are not enough—according to the beliefs of Clarence G. Lofquist, the late printing trades union leader. In order to participate effectively in the complex world of employee-employer relations, as well as social and civic activities, Lofquist believed his fellow workers needed special training and education.

During his lifetime he worked hard to build better unions and a better community. He was president of the St. Paul Allied Printing Trades Council for 21 years, chairman of the education committee of both the St. Paul Trades and Labor Assembly and the State Federation of Labor. He was also chairman of the Ramsey County Welfare Board. But Lofquist felt the need for more extensive training for union leadership than what could be obtained at the local union and community service levels.

Because of his broad interest in professional industrial relations, he was appointed to the Advisory Council of the newly-formed Industrial Relations Center at the University in 1946. In 1951, after attending an IRC Labor Conference about leadership training at the University, he was instrumental in persuading the St. Paul Trades and Labor Assembly to contribute \$1000 to the U for development of the course, Union Leadership Training. Since then, the Workers' Education Program—under the direction of Walter H. Uphoff, assistant professor of business administration—has enrolled more than 2000 union members in short courses, conferences, and institutes.

When Lofquist died in 1954, his many friends established a fitting memorial in the form of a library collection to help implement the Workers' Education Program. The St. Paul Allied Printing Trades Council

began the Clarence G. Lofquist Memorial with a gift of \$250. The Minnesota State Federation of Labor then gave \$500 and the St. Paul Printing Pressmen added \$250. Other contributions came from Local No. 264, St. Paul Pulp and Sulphite Workers; A. J. Johnson, business



• Clarence G. Lofquist

representative of Local No. 597, American Federation of State, County, and Municipal Employees; and A. F. Lockhart, editor of the *Minnesota Union Advocate*.

The Memorial Bookshelf is located in the Industrial Relations Center—in the Reference Room, 115 Vincent Hall. The books are used frequently by students, faculty, union members, and the general public. Subjects range from labor history, labor-management relations, and collective bargaining to human relations in industry. Hundreds of requests for information from faculty members and students, companies, unions, and government agencies are handled by Georgianna Herman, reference supervisor, and Carol Stephenson, reference analyst.

Books may be borrowed from the Lofquist Bookshelf by anyone interested—as Clarence G. Lofquist was—in the working man and his role today.

on the cover...

THE VIGOR, HUMANITY, AND WISDOM of Dr. Irvine McQuarrie, professor and head of the department of pediatrics, are, we think, revealingly portrayed here.

Dr. McQuarrie, for 26 years one of our outstanding scientists, has lent his skill and contagious warmth to teaching, to research—primarily in metabolism—and to broadcasting knowledge to the world's backward areas.

Nearly 150 publications testify to his prolific and incisive mind. Perhaps most characteristic is his simple yet illuminating approach to medical research. The living patient with a rare aberration, he holds, is one of nature's experiments, and can yield knowledge not only of new disease entities but also of basic physiological principles.

His uncanny ability in teaching bright young men has created a "McQuarrie tradition." Seventeen of his former students are full professors. Eleven are chairmen of their own departments. (There are about 50 departments in the U.S.)

This year he leaves our campus for the Children's Hospital of Honolulu, as director of medical education. We will miss his brilliant and facile mind, his easy-to-live-with manner.

(Photo by Wally Zambino, Photo Lab)

THE MINNESOTAN

Vol. IX No. 8

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William L. Nunn, Director

Lis Degnan Editor
Claire Sotnick Assistant Editor
Advisory Committee: Members of the University Public Information Council.

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Photographs, unless otherwise credited, were taken by members of the University Photographic Laboratory.

Entered as second-class matter at the post office at Minneapolis, Minnesota.

Prize Winning Breeder of African Violets—

***Sheldon C. Reed—
began his study with
a gift for his wife***



Sheldon Reed, Dight Institute director, holds Ionantha.

AMONG avid cultivators of African violets—and there are 18,000 of them in this country—Sheldon Reed, professor of zoology, takes a back seat to none.

Unlike most indoor gardeners, though, he also breeds new species of this plant. As he develops hybrids, he explores the hereditary characteristics of this variegated flowering plant, otherwise unknown. For him it's no great jump from the problems of human heredity, which he pursues as director of the Dight Institute for Human Genetics, to those of this lesser breed. There is charm as well as mental exercise in the hobby: he has christened his plants variously Wintergreen, Love's Embrace, Africa, Northern Fantasy, and Circus.

When Reed, a neat man with a strong nose and clear-cut chin, shows you into the northwest study of his St. Paul home, he first shows off a plant with light but bright blue blossoms, its dull green leaves mottled red on the underside. He says, "This is Ionantha—St. Paulia Ionantha—the father of all commercial African vio-

lets." It is one of the eight known wild species of St. Paulia, and Reed has specimens of each. On another shelf are cultivated African violets.

Where does the plant grow in the wild state? "East central Africa," Reed says. "It's a sub-tropical plant which springs up at the mouths of caves, for instance."

Close-up, the plants reveal vast differences: long, thin spears of leaves, round ones, some fringed like spinach; dark velvety green and light tints; high sheens and dull surfaces. On the shelf reserved for the wild species all the flowers are blue or purple. Reed tells you that whites and pinks are mutants. Some of the plants are profusely grown, others are small and sparse. He gave Genevieve Stoddart, principal secretary in zoology, several African violet plants, and she has ranged them on a window sill at the main zoology office.

At his home, Reed leads you next into the dining-room-cum-laboratory at the back of the house where the serious work of this geneticist goes on. Here, fluorescent lights shine on

hundreds of tiny pots, each identified, grouped in flats.

"The plants never reproduce themselves in pots," Reed tells you, "and crosses must be made by hand." A single leaf will reproduce as well as a seed (a rarity among plants). The plant that is leaf-generated is an exact copy of the original. Seed-generated plants always produce minor changes, though these are not so extraordinary as the rare mutation. So Reed usually begins his hybridizing by cutting a leaf at an unobtrusive place on the plant. Then he pares the stem of the cutting to two or three inches, allows it to set for about an hour "to let the wound heal," he explains. The leaf is then set into a small water container for two weeks to a month—until it has sent out small root tendrils; then, into a small pot filled with vermiculite (mica).

Reed's first trial on an African violet was made after he presented his wife Elizabeth with three gifts—each an African violet—on their monthly wedding anniversaries. The third plant evoked her pointed protest:

they were no longer really presents to her. From then on, they were his babies. "They were obviously such splendid genetic material," he says, "with so many different traits! I was intrigued."

By meticulously recording each cross, he has identified many dominant and recessive traits. Double flowers (layers of petals, like carnations) are dominant, for instance. Crossing this trait with the pink flower, Reed produced one of the first double-pink plants, which has

become very popular. He also found a very attractive leaf form—dark green dappled with white—marked as the result of a harmless virus infection. Leaf-reproduction maintains the pattern on this plant, Crazy Quilt, in successive generations.

While Mother Nature is revealing her secrets from the dark earth, Reed grapples with new plant names. He produced a pale green leaf by using much light (destroying the chlorophyll) and little food, and named it Wintergreen.

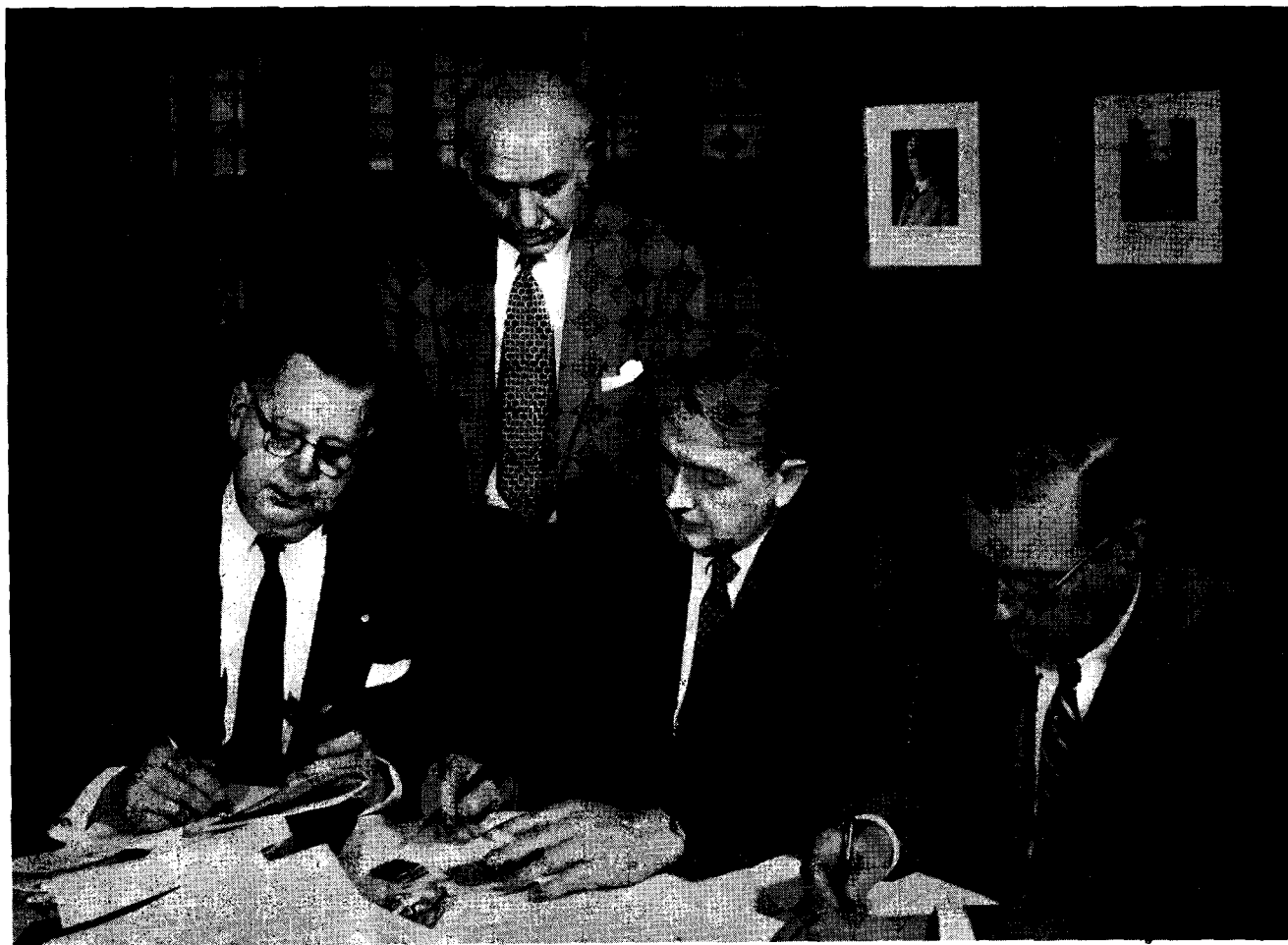
As researcher without portfolio for the African Violet Society of America, Reed welcomed 1,000 delegates to the national convention in Minneapolis this spring. His annual speeches to the convention summarize his genetic discoveries and explain how Mendelian laws apply to the African violet. One of his plants, Fringed Snow Prince, took third prize among 43 new seedling entries this year.

Reed disclaims any great effort in these doings, though. "Nature does all the *real* work," he emphasizes.

the world's largest . . .

For three years 14 members of the Midwestern Universities Research Association worked on designs for better atom-smashers. Recently, an Atomic Energy Commission representative—John Flaherty, AEC Chicago Operations manager (seated on the right)—met with three MURA officers—secretary Laurence R. Lunden, U treasurer and

comptroller (seated, left), president John H. Williams, U physics professor (next to him), and general manager P. G. Kruger, University of Illinois physics professor (standing)—to sign the contract which will lead to the construction and operation of the world's largest high-energy nuclear machine—the most powerful in the world.



honored for service . . .

64 University Staff Members Retire

WITH A HANDSHAKE of friendly recognition and a state-wide radio broadcast, 64 University staff members will be honored for their service to the University at the annual retirement celebration, June 1, at the main ballroom of Coffman Union. All employees retiring as of June 30 of this year will be given special recognition. The academic staff loses 33 members and the civil service staff will lose 31 members.

Highlighting the event is the presentation of red and black Certificates of Merit to employees with 10 or more years of service. KUOM will broadcast the special event.

Among the retiring staff members this year, professor and superintendent of the Northwest School and Station, Thomas M. McCall, holds the record for the longest employment—45 years. He joined the school as an instructor of horticulture in 1911. His work in the field of potato research is outstanding, and his long list of contributions include writing the "Fruit and Garden Handbook for the Red River Valley," numerous articles for *Minnesota Horticulturist* and 70 northwestern Minnesota newspapers, and editing of *Northwest School News*.

Second in line is J. Warren Stehman, professor of business administration, with 40 years of service. He joined the economics section of the College of Science, Literature, and the Arts in 1916 and was one of the original faculty members of the School of Business when it was organized in 1919. During 40 years of teaching, he has concentrated on courses in money and banking, corporation investments, and finance.

Forty years is also the record of Ella A. M. Thorp, assistant professor of mathematics. She joined the staff in 1916 as an assistant and became assistant professor in 1949.

Thirty-nine years is the record of Elizabeth B. Henderson, senior librarian at the main library. She began in 1917 as librarian at the School of Mines library and joined the main library staff as librarian in the reference room in 1927.

FIVE STAFF MEMBERS have worked for 38 years:

Roy O. Bridgford, associate professor of the West Central School and Experiment Station, joined their staff in 1918 as station agronomist. Besides teaching courses in Agronomy, Soils, and Plant Diseases, he has been in charge of the station's research work in these three fields.

Also a 38-year-man is William A. Billings, associate professor and extension veterinarian for the ag extension division. His studies of the diseases and problems of raising poultry, especially turkeys, are notable. His recipe for Non-Soggy Turkey Dressing is famous, as is his monthly "Turkey Letter" which he published for many years.

Florence Helen Urquhart, assistant professor of elementary education at UMD, began teaching in 1918 at Duluth. She received her B.S. in 1932 and her M.A. in 1935, both from the University of Minnesota. In 1917, Marguerite Lydon began her 38 years at the U. She joined the Health Service nursing staff in 1919 and became nursing superintendent in 1926.

The fifth U staff member with 38 years of service is Ole Mydland. Since 1920, he's been senior laboratory animal attendant in agricultural biochemistry. He breeds pure strains of rats for use in the nutritional laboratory. Perhaps the most unusual of his developments is the family of 97 generations of albino rats which were inbred from siblings.

Since 1920, J. Grant Dent has been an instructor in agricultural

engineering. His work includes teaching and research.

Other long-term employees are Richard M. Elliott, 37 years, professor of psychology; Edna L. Merrill, 37 years, senior clerk at the agricultural bookstore; Evan F. Ferrin, 36 years, professor and head of animal husbandry; Thor W. Gullickson, 36 years, professor of dairy husbandry; Mrs. Mary P. Skinner, 36 years, student personnel worker, Bureau of Loans and Scholarships; Martin Willmus, 36 years, locomotive crane operator, and Edwin Hanson, 35 years, stoneman, printing services.

Leaving the U after 33 years of service are: Gina Wangsness, assistant professor of German; Thomas P. Hughes, assistant professor of mechanical engineering; and Eric Leeberg, painter, buildings and grounds. Other thirty-year employees are: Gladys Miller, 32 years, librarian, main library; Mabel L. Culkin, 31 years, assistant professor, UMD humanities; Helmer Anderson, 31 years, building caretaker; and Conrad Ulrickson, 30 years, building caretaker.

Twelve staff members have worked between 20 and 30 years. They are Philip Brain, 28 years, assistant professor of physical education for men; William F. Wolfe, 28 years, plumber; Edwin H. Ford, 27 years, associate professor of journalism; August Wallentine, 27 years, carpenter; Irvine McQuarrie, 26 years, professor and head of pediatrics, Medical School; Alexander A. Granovsky, 26 years, professor of entomology and economic zoology; George Filipetti, 26 years, professor of business administration; Andrew Kubik, 25 years, utility man; Henry B. Chrislock, 22 years, caretaker; James B. Fitch, 21

(continued on page 14)

under the guidance of Bernhard Weiser

Students' Groans Grow into Statements of Pleasure

WHILE THERE IS a certain glamour and excitement playing to concert audiences from New York to Copenhagen and Paris to Costa Rica, Bernhard Weiser finds a greater satisfaction giving piano lessons as assistant professor of music at the U. He explains that while professional music circles are fascinating, students interested in learning to play the piano and making it a definite part of their lives are more important to him. "There is great meaning passing on to future generations of pianists the results of my training and experience," he says quietly and with modesty.

His training began when he was seven with lessons at the Utica Conservatory of Music, New York. When he finished high school at age 13, he began an intense study of piano that lasted for nine years: four at the New York Institute of Musical Art; five at the Juilliard Graduate School; and simultaneously with his Institute training, three years at the Dalcroze School of Music. He completed his studies with six months of private coaching with Harold Bauer, one of the great musicians of the last generation.

From 1942 to 1949, he played 57 performances with the Boston Symphony Pops Orchestra under Arthur Fiedler, saw Minnesota for the first time when he starred with the Duluth Symphony Orchestra, and appeared in Town Hall and Carnegie Hall and with many other orchestras. After 10 years as a concert star, he came to the U in 1953.

ACCORDING TO the late Olin Downes, *New York Times* music critic and a close friend of Weiser, he is "an artist with an inborn talent for his instrument, a singing tone which he never forced, a neat and fluent technique, seriousness, a native sensibility, and enthusiasm which have carried him far."

Since Weiser began teaching at the U, he has played numerous solo recitals in this area and appeared with many groups including the Minneapolis Symphony. In March, he gave a lecture-recital for the U's Humanities Forum about one of his favorite subjects—identification of style and form in keyboard music.

He illustrated the differences between contemporary and traditional music by playing alternately selections from Bach and Beethoven and such Americans as Samuel

Barber and Harold Shapero. "Most Americans," he explains, "are brought up on traditional music ranging from Bach and Beethoven compositions of the 18th century to Debussy and Ravel of the 20th. The average listener's ear is tuned to enjoy certain harmonic patterns. He reacts with pleasure to specific, established successions of notes played simultaneously as chords or successively in melodies.

"When the average listener (and the music student, as well) first hears a recent composition by someone such as Harold Shapero, Robert Sessions, Arthur Berger, or William Flanagan, he often comments, 'how strange—sounds like noise.' Actually, these recent American composers are using notes in new patterns of melodies and chords which sound dissonant at first. After the ear becomes familiar with them," Weiser continues, "these, too, become enjoyable."

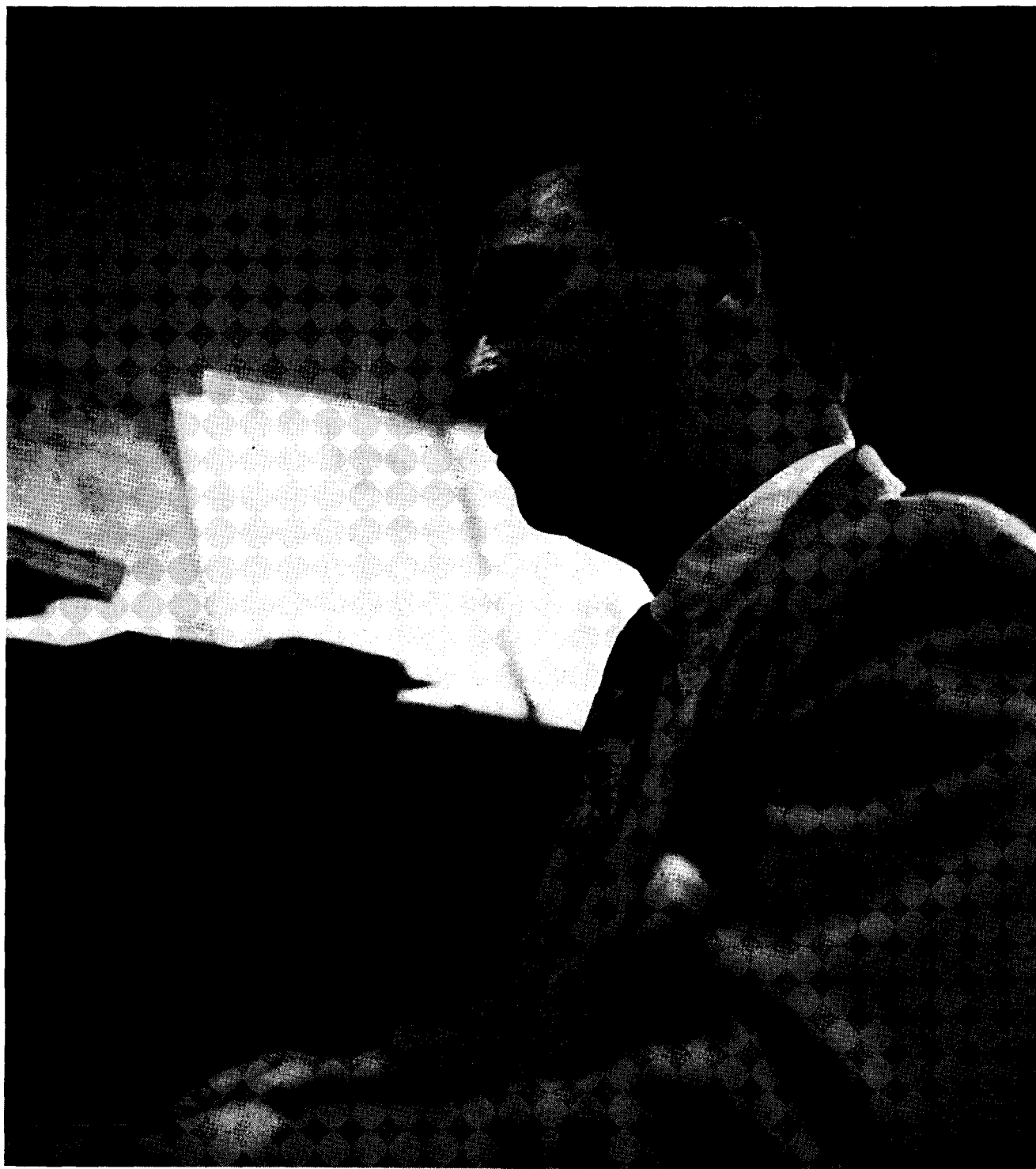
"WHY," HE LAUGHS, "children of contemporary composers find it difficult to understand why anyone could call the newer harmonies 'noise, not music' because they are so accustomed to them.

"First you must be exposed!" he emphasizes. This exposure usually meets with groans or complaints from his students. Later, they become acquainted with it and develop an appreciation for this important, ever-growing part of American music.

Alert to new developments in music, Weiser is also sensitive to the importance of an open mind when it comes to personal preferences. "Any musician who limits himself to one composer, limits his growth," he stresses. "I am in awe of Bach. I worship Mozart. And I especially enjoy playing Schumann, Brahms, and Chopin," he elaborates, explaining that the music of these three romantic composers suits his temperament.

He's also fond of reading books about sociological anthropology, "learning why people act as they do." It's the searching rather than the answers that intrigue him—reading how various peoples' mores and habits are created by their emotional and physical environments. He began his study while working on his M.A. at the U and now plans, after studying the cultural patterns of people, to investigate their music cultures.

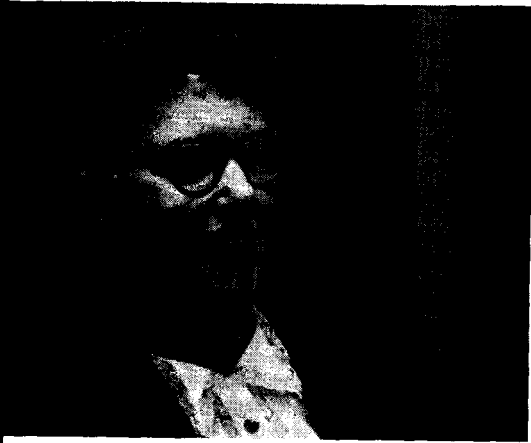
Busy giving lessons to 45 students, he waits anxiously



for his Steinway grand piano to come from New Jersey by truck. "Then I'll begin broadening my cooking skills beyond broiling steaks and fixing potatoes. And, after dinner, I'll begin my evening's fun—playing the piano," he says with a wide smile.

May 1956

Seated in his studio-office in Scott Hall, concert pianist and teacher, Bernhard D. Weiser, assistant professor of music, relaxes a moment between student lessons. He uses two pianos frequently, one for the student and one so he can demonstrate proper playing techniques.



Mrs. Dorothy Oerting Larue, new assistant to the Law School dean, is in charge of student counseling and placement. A U law school grad, her husband's an attorney.



Ione Corliss supervises 24 graduate nurses and many student nurses as supervisor at the U Hospitals out-patient clinic. For 37 years she has enjoyed working with patients. As many as 500 come in and go out in a single day.



Olga B. Dorn, School of Home Economics, has been on campus, has been enjoying "talking with students;" at

staff members

YOU SHOULD KNOW



Preparing 50 to 100 ton samples of iron and taconite ore for testing is the job of Sweden-born Ole Bjorness. For 41 years he's worked at the Mines Experiment Station. He and his crew also check for accuracy during tests.

"Mister, can you spare a strike?" is no idle query for ROTC assistant instructors Darrel Nelson (left) and Clarence Hamilton. Their team won the faculty's winter trophy.

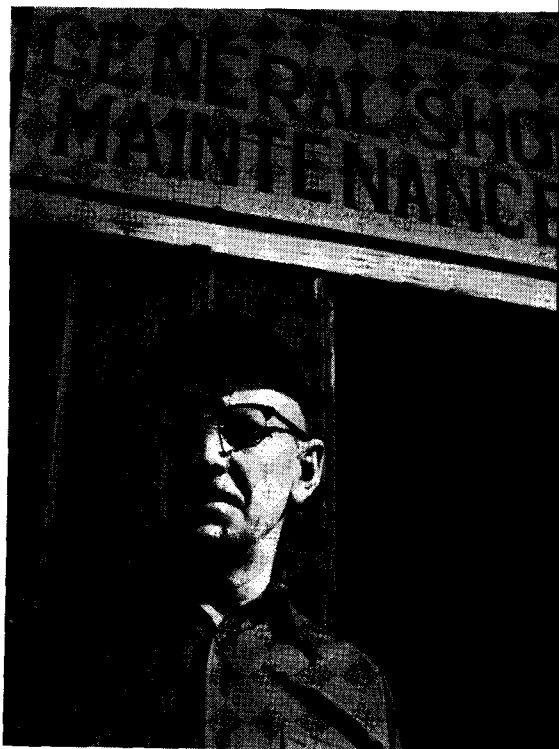
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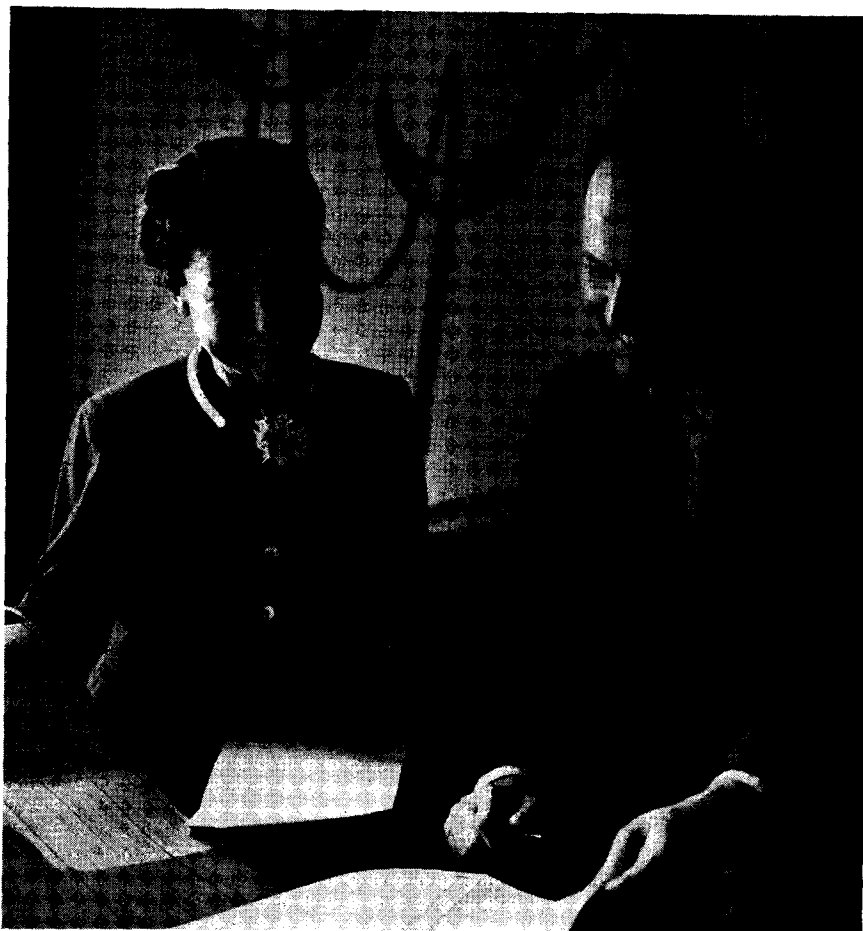


In a social mood: Neal A. Pearson (right), associate professor and head of the department of sociology at Duluth, chats with sociology instructor Virgil Kroeger.



Indispensable: U Village general mechanic Marvin Dahl finds lost children and corrals wild dogs when he's not repairing fixtures or checking village door locks.





Dr. Gladys Bellinger, head of the home management and family relations section of the School of Home Economics, confers with Charles Martin.

Charles Martin More Than Holds His Own With the Women

A LONE MAN among many women is the role Charles W. Martin plays as specialist in family life education for the Agricultural Extension Service.

When the home extension staff holds its meetings on the St. Paul campus, he's one man with a dozen

women home economists. This winter when he took charge of his first conference in Mower county, the women were surprised to find a man at the helm. Last year Louise Danielson led the discussions and before that the leader was Pearl Cummings, assistant professor in the Institute of

Child Welfare. But it didn't take Martin long to win the confidence of the ladies.

As a matter of fact, Martin admits that he's perfectly at home working with many women. After all, he explains, he comes from a family in which he was the only boy with three older sisters. At home, he holds his own with his wife and three-year-old daughter, Shjan. If he has gained the reputation of being a forceful speaker, it is because—he explains—he has had to talk hard, fast, and loud in order to gain status in his own family.

Martin's professional interest in family life is in education, especially in child development and family relationships. He conducts many conferences throughout the state for county extension agents and members of home extension groups. This year, for instance, his subject is, "Guiding Your Child in the Home." Discussions center on relationships between parents and the pre-school children. "Family life conferences offer an excellent way to reach many people," Martin explains, "because those who attend later serve as discussion leaders in other groups."

He emphasizes the importance of sharing ideas and feelings within the family. "All of us are so busy," he contends, "that members of the family are unaware of one another's feelings about fundamentals. More communication would greatly improve family living."

In addition to family life conferences, Martin holds open meetings in various counties on special problems. Soon he'll lead a discussion in Wilkin county on parental delinquency. He also works with 4-H club leaders and rural youth members. He does much planning with district supervisors Evelyn Morrow, Rosella Quigley, Carolyn Fredrickson, and Minerva Jensen who are responsible for the home extension programs.

Martin received a B.S. in sociology at Utah State College and then was a Mormon missionary in Sweden for two years. He and his wife actively bowl, swim, and play tennis together.

five million dollars in '56

Dyrland Helps Fill Thousands of Wallets

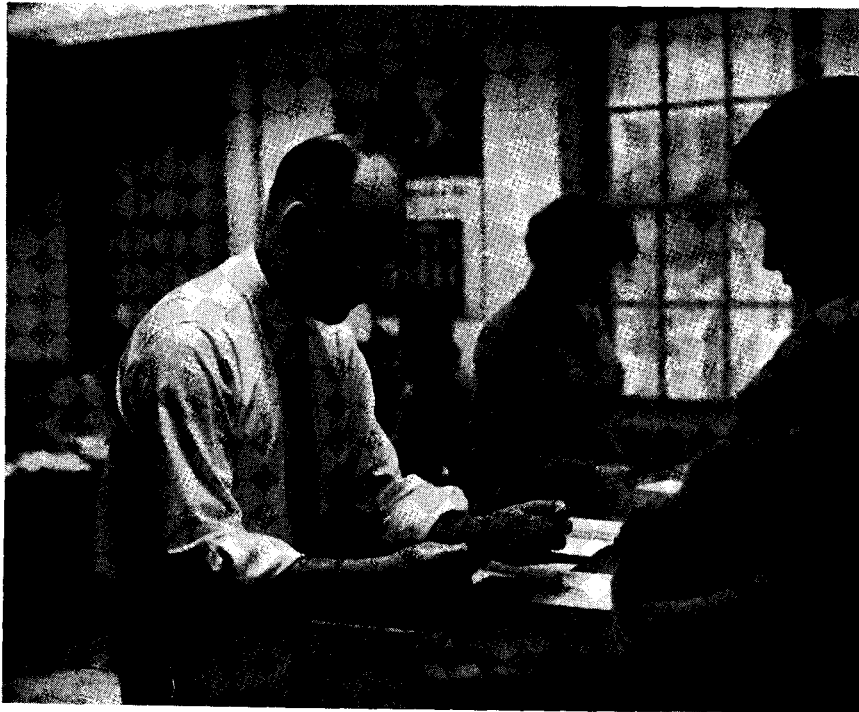
ONE IN EVERY THREE U employees is a student working part time. They work in the library, the Union, and many departmental offices. Many students pay their tuition and meal costs with their paychecks. Collectively they took home nearly four million dollars in wages last year and will collect 15 to 18 percent more this year.

Sigurd T. Dyrland, student employment supervisor, fits students with lean wallets into accommodating gaps in University enterprises. Heading the Student Employment Bureau, Dyrland has a double duty to perform. By supplying part-time U

help where it's needed, he supplements the work of the office of civil service personnel of which his Bureau is a part. W. L. Pedersen, senior personnel representative, heads both the part-time and full-time employment divisions of the office. Hedwin C. Anderson is its director.

But there's another side to Dyrland's work. "Most placement offices hunt primarily for people to fill their openings," Dyrland points out, "and we do that. However, we look at the situation from the other side as well—we hunt jobs for students whose finances need a boost. We also watch for other ways to minimize

Student employment supervisor Sigurd Dyrland concentrates on part-time work application of Patricia K. Johnston, Business senior. Consulting a file in the Temporary South of Folwell office is Joan Shackleton, principal clerk.



their budget troubles, by referrals to the Bureau of Loans and Scholarships for instance. And incidentally, we try to provide pre-graduation vocational experiences whenever that's possible."

This is a big order. And with one out of every six students looking for a part-time job, off-campus searching for jobs has been a necessity for some time. For this, Dyrland himself and principal clerk Joan B. Shackleton prepare special literature and place advertisements in daily papers to fill out their job listings.

Most students apply at the Bureau at the beginning of a quarter, particularly in the fall. Like many U offices, the Bureau needs extra help at these peak times, and Dyrland hires two or three student workers then, in addition to his year-round complement of part-time student workers.

MATCHING up the U's part-time work needs (which totalled roughly 5,000 jobs last year) with available student labor begins outside the Bureau's door, where students consult the listings posted regularly on the bulletin board.

After the student has gone into the office and filled out a card noting, among other things, his previous job experience and skills, one of the staff talks to the student, looks over his card, and often suggests tests for him to take.

Most frequently typing, shorthand, and clerical tests are assigned but other special talents such as manual dexterity are occasionally charted. At the Student Counseling Bureau, where the tests are given, Mrs. Sally O'Neil, psychometric assistant, gives the paper and pencil quizzes such as the Minnesota Clerical Test. Psychometric assistant Eleanor Steele times and checks the typing, shorthand, and dexterity tests. Roughly one-fifth of all tests administered at the Counseling Bureau are those assigned by the employment office.

When the student returns to the Bureau, one of the staff, test results in hand, refers him to an appropriate

(Continued on page 14)

Sociologist Marvin Taves interviews Mrs. Robert Wright and her three children in the kitchen of their home in Hastings.



**rural
sociologists
find answers to**

What Makes Rural Children Happy

MANY MINNESOTANS have never forgotten the startling news that the state ranked next to the lowest in the nation in the percentage of 16- and 17-year-old farm boys going to school—when the census was compiled in 1940. These facts were brought out as a result of a study by Lowry Nelson, professor of rural sociology.

About the same time, a serious and effective program was begun to consolidate Minnesota's rural schools. Grade schools were improved so that rural youths could enter junior high and high school with a background more nearly equal to that of town and city students. In the ten years from 1940 to 1950, Minnesota's rank improved from 47th to 24th.

Today the U's rural sociologists are studying the trends and habits of Minnesotans who live in towns with less than 10,000 population and on farms—to help bring into sharp focus "the many vital, human problems," states Marvin J. Taves, as-

sistant professor of sociology.

Effective health care is one of these important problems. Recently, Taves and George Donohue, assistant professor of sociology, completed a study to find out what the people of Two Harbors think of prepayment plans for medical care. Results will help health experts decide how they can best serve rural needs.

RECENTLY, RURAL sociologists at the U completed a study on child adjustment. They discovered that farm children scored slightly lower in personal and social adjustment than those from the city—but a bit above those living in villages or in open country where no farming was done. Here's what the study showed:

- The better adjusted boys and girls in the third, seventh, and 11th grades had a greater feeling of nearness to their fathers. "This shows that dad is a bit more valued than we'd thought—even though he isn't around

as much as mom," Taves explained.

- Well-adjusted children were able to confide in and find warmth and understanding with their mothers. Nearness to father is in all cases one of the most important adjustment factors for both boys and girls of every grade level.

- All except the older boys felt it important that mom and dad live up to their images of what a good parent should be. If either or both parents fall below, the child's social adjustment suffered.

Results of this study will be used by counselors and family relations discussion leaders such as Charles Martin (see story on page 10). Eventually, Taves explained, results of such studies go into the journals, then into textbooks.

TAVES SUGGESTS to parents—as conclusions of the study point out—that they try to meet the child's expectations of a parent, and set for him goals that he is capable of reaching. Parents should be willing to explain rulings and demands for action or conduct and encourage the youngster to join in wholesome social

The Minnesotan

activities, he continued. Even if playmates turn against him, mom and dad should give the child a feeling that he can count on love, gentleness, and their support, he suggests. "While a child might be in the doghouse with his social group once in a while, he should never be in a doghouse at home," Taves concludes.

The rural sociologists are also studying the effects of the 50 to 65 percent of farm youth migrating away. Where are these men, women, and children going? Is the rural area helped or hindered by this?

"Why have so few farm houses been built in Minnesota since 1940?" is the subject of a study by Ray Francis, assistant professor of sociology. Over 67 percent of Minnesota farm houses were built before 1919. And, only 9.5 percent have been erected since 1940. This contrasts unfavorably with the national average.

U sociologist Lowry Nelson is in charge of rural sociology and former director of the Utah Agricultural Experiment Station. He recently spent 15 months in Italy on a Fulbright fellowship and studied the problems

of the people living in rural Italy.

Taves and his family leave for Europe this fall. First, they'll attend the International Sociological Society Convention. Then he'll lecture as Fulbright professor at the University of Graz and study central European country and community life. One thing the Taves family is definitely planning to pack is a camping outfit. They feel they'll get to know more European families better if they go on frequent trips to the country. "That's where the cross-section of the people are," Taves smiles.

staff teams begin practice . . .

It's Time for Golf

Proud winners of the 1955 staff golf league trophy are members of the engineers' team from physical plant. President Jerome Tauer, maintenance supervisor, and secretary Joseph Matusovic, dispatcher, together with team captain, O. J. Nelson, senior engineer, are encouraging the team to practice for another year of victory. Faculty and staff members play in league competition, Wednesday nights, at the University course.



May 1956



Above: Jack Rice, engineer, checks the turf between his ball and the cup while Gene Kogl, principal engineer, holds up the flag. Another team member, Paul Kopietz, senior engineer, stands in back. The engineers began practice in mid-April. The University golf course opens as soon as the snow melts and the ground dries up.

Left: O. J. Nelson, captain, takes a practice swing while Robert Meehl, golf clubhouse supervisor, left, and Jack Rice sit and watch. Philip Erickson, principal engineer, is standing in back. Last year the engineers' team was undefeated.

Thousands of Wallets

(Continued from page 11)

opening. This could be anything from stockroom clerk or typist to monkey attendant in a research lab.

Most campus jobs are half-time: 15 to 20 hours of work a week. A student usually keeps one job for several quarters. Maintenance supervisor Clarence C. Wilmert and grounds foreman Sibert Peterson, for instance, use students as part-time workers when they can be on the job four hours, morning or afternoon, each weekday. "There's some turnover, because of schedules," Wilmert says, "but students who can't work one quarter often come back the following quarter and stick with us through the summer, too."

Other student jobs are necessarily part-time because of the work to be done. At the Union, one-third of the physical plant crew is student help — "we stay open seven days a week and need fill-in workers," says Ray Goff, senior custodial supervisor at the Union. "We have a girl on the crew, too," he notes.

In the Union, the hospital, and the dormitories, where large numbers of people have to be served at meal-time, many students are employed as part-time workers. The hospital uses students not only in food service, but also in all other departments to the number of 250 or 300, says Ethel E. Harrington, personnel officer.

"THERE ARE popular and unpopular openings," Dyrland comments. "We can always fill library jobs, for instance. In fact, there are never enough of those to satisfy all the students who ask for them. Typing and clerical openings are also easy to fill," he continues, "because they're popular with girls. The boys are more apt to ask for jobs which pay well — lab technicians get as much as \$1.68 an hour for the most technical jobs; hospital orderlies and animal attendants, too, get higher pay than the U minimum of \$1.01 an hour."

Concession attendants at football

games are sometimes hard to find. "We usually have to scout around to fill out the quota of 100 men and women needed each fall," Dyrland smiles, "because students are fond of football, and the attendants can't always watch the games."

Hardest to fill are boarding-in housework, and commission sales openings (coming from off-campus employers), which made up most of the 1,000-odd unfilled listings at the Bureau last year.

Some employers wait longer than others. There is a reason for this (aside from the student preference for spectator sports). Dyrland notes that qualified students aren't always available for technical jobs. Minimum Bureau requirement for typists, for instance, is 45 words per minute,

and a job requiring 60-words-per-minute might take some time to fill.

Seventeen years ago, Dyrland—a graduate of the U's School of Business Administration — began his career at the civil service personnel office. Job-hunting students were few; Dyrland himself handled all their applications. By 1952 the number of students had swelled so that separate offices for the two divisions were necessary, and the Student Employment Bureau moved to its present site in the Temporary Building south of Folwell.

Dyrland sums up the Bureau's concern when he says, "We can almost always fill the U's need for part-time help; our biggest interest is to find enough jobs for those who want and need them."

64 University Staff Members Retire

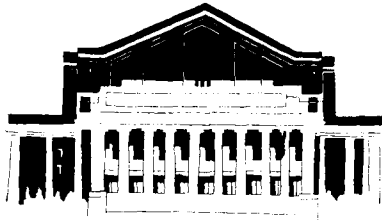
(continued from page 5)

years, professor and head of dairy husbandry; Knute Nestager, 21 years, laborer; Margaret Robinson, 21 years, senior clerk typist, physical plant; George DeLisle, 21 years, operating engineer; and C. Carl Myer, 20 years, painter foreman, physical plant.

Faculty and civil service staff members at the U from 10 to 20 years

include: Arthur B. Jennings, 18 years, professor of music and University organist; Cora Shodin, 15 years, laundry worker; Inga Danielson, 15 years, custodial worker, Constock Hall; David Wilkie, 15 years, senior stores clerk, agricultural biochemistry; Rose Heikes, 14 years, assistant cook at the Northeast Experiment Station; Hilda A. Knutson, 14 years, cook at Sanford Hall; Herman A. Muedeking, 14 years, farm laborer at the Southern Experiment Station; Mattine F. Decker, 13 years, clerk at the Counseling Bureau; Lydia L. Scharfe, 13 years, food service worker; Cora W. Lucas, 13 years, University Hospitals food service worker; Julia C. Johnson, 13 years, Coffman Union food service worker; Hazel G. Garfield, 13 years, clerk-typist, photo lab; Clara E. Furberg, 13 years, assistant cook, Coffman Union; Ida M. Johnson, 12 years, Sanford Hall cook; Clara Thompson, 11 years, University Hospitals food service worker; Ralph H. Upson, 10 years, professor of aeronautical engineering; and Mrs. Mara J. Riley, 10 years, custodial worker.





The University's Policies—

The U—and Its Staff—Do Not Endorse Products

STAFF MEMBERS OF SOME universities endorse products in magazine and newspaper ads. Sometimes these products have been bought by the individuals; at other times, these were purchased by the school itself. For instance, a member of the University of Michigan faculty recently endorsed the Henry J. Kaiser car — in full-page advertisements appearing in one of the largest of the national magazines. Staff members of some schools have written testimonial letters for industrial equipment catalogues. And, many ads appear containing pictures of various schools, especially photographs showing installations of various building materials such as acoustical tile and flooring and industrial and business machines.

At the University of Minnesota, permission to use the U's name is rarely granted — and then only in certain circumstances. This Regents' policy applies not only to the University name but also to the names, testimonials, and photographs of staff members — and photographs of buildings and equipment.

An exception to this policy has been made in the case of institutional advertising, that is, ads placed for the sole purpose of spreading good will and without attempting to increase sales or gain other direct monetary profit for the firm involved. When any mention or photograph of the U is to be used in such an ad, copy and pictures must be submitted and then approved by the University.

ANY IMPLIED ENDORSEMENT is prohibited. According to the Laws and Regulations of the University:

“Every member of the teaching staff who gives professional opinions must protect the University against the use of such opinions for advertising purposes. That is, when a member of the staff does work in a private

capacity, he must make it clear to those who employ him that his work is unofficial and that the name of the University is not in any way to be connected with the transaction.

“No commercial brands or trade names shall appear in the publication of results except as such brand or trade name is essential in description of the research, nor shall the name of the University be used in any way for advertising purposes.”

Every now and then, unfortunately, members of the University staff discover that some faculty member, because he doesn't know of the policy, uses his name or the U's name in a way to violate the Regents' policy.

The Regents also did not allow any commercial radio advertising to originate from the campus — until recent years. The University of Minnesota was one of the few schools which did not allow time on its sports events to be sold for advertising purposes. In a sense, however, the radio stations had been advertising in connection with these broadcasts — by selling time immediately before and after games.

After much study by a special committee, the Board of Regents decided that this policy needed revision. They set up a new policy administered by the University Radio and Television Policy Committee, a policy which has been in effect ever since, with only minor changes.

The policy allows commercial broadcasting to be done on campus if it does not conflict with the language and spirit of the policy. When the policy first went into effect, it was necessary for the announcer to switch to an off-campus announcer at the station's main studio for the commercial. In 1954, this policy proved to be unrealistic.

AN EXPERIMENT was conducted which allowed on-campus commercials to originate from Williams Arena during the 1954 State High School Basketball Tournament. The results were satisfying to the committee members. So, the policy was changed. Now, the U allows commercials to be given directly from the campus by the same announcer who describes the sports event. But, it requires that some form of insulation — such as music or a definite change in mood — be inserted between the play-by-play description and the commercial.

When staff members have questions about endorsement, off-campus requests for use of photographs and information about the U for advertising purposes, or other problems about ads to be placed by off-campus organizations, the appropriate policies of the University should be followed. One of the policy statements of the Board of Regents ends with this sentence:

“The director of University Relations shall be responsible for assisting the committee and established administrative officers and agencies of the University in the application of this policy and interpretations thereof.”

William L. Nunn, director of University Relations, will do this.

MAY 15 TO JUNE 15, 1956

University of Minnesota Calendar of Events

**METROPOLITAN OPERA COMPANY
SPRING FESTIVAL**

May 18—*Boris Godunov*, 8:00 p.m.
 May 19—*Rigoletto*, 2:00 p.m.
 Aida, 8:00 p.m.
 May 20—*Die Meistersinger*, 1:30 p.m.
 (Northrop Auditorium. Single tickets at \$3.00, \$4.50, \$6.00, \$7.50, may be purchased at 106 Northrop Auditorium. Counter sale opens on May 7.)†

MUSIC DEPARTMENT CONCERTS

May 15—Senior recital by Mary Kinney, pianist.
 May 17—Graduate recital by Yvonne Horn, soprano.
 May 21—Senior recital by James D. Johnson, pianist.
 (Scott Hall auditorium, 8:30 p.m. Open to the public without charge.)
 May 25—Senior commencement recital: University Symphony Orchestra, Paul Oberg, conductor, with graduating seniors as soloists.
 May 26—Farewell recital by Arthur Jennings, University organist, 2:30 p.m.
 (Northrop Auditorium, 8:30 p.m. unless otherwise noted. Open to the public without charge.)

BACCALAUREATE

June 3—The Reverend John Courtney Murray, S.J., Woodstock College, Woodstock, Maryland, "The Quality of Reverence."
 (Northrop Auditorium, 3:00 p.m. Open to the public without charge.)

COMMENCEMENT

June 9—Dr. J. L. Morrill, president, University of Minnesota. (Memorial Stadium, 8:00 p.m. Open to the public without charge. In case of rain, admission by guest card to Williams Arena.)

THURSDAY MORNING CONVOCATIONS

May 24—Cap and Gown Day. Irvine McQuarrie, M.D., professor of pediatrics, College of Medical Sciences, University of Minnesota, "Health's Natural Boundaries."
 (Northrop Auditorium, 11:30 a.m. Open to the public without charge.)

UNIVERSITY GALLERY EXHIBITIONS

Through June 8—Georges Braque, printer-printmaker. First definitive survey of his prints in America. Exhibit includes about 60 of his finest works.
 May 15-June 7—Classic Outlook. Fifty-five contemporary prints, primarily American. Circulated by Contemporaries Gallery, New York.
 (The Gallery, on the third and fourth floors of Northrop Auditorium, is open to the public from 8:00 a.m. to 5:00 p.m., Monday through Friday. Concertgoers will find the Gallery open before performances and during intermissions.)

SIGNIFICANT UNIVERSITY BROADCASTS

Opera Previews . . . Donald Ferguson, head of the Macalester College music department. Program includes excerpts from *Boris Godunov* by Moussorgsky, *Rigoletto* and *Aida*

by Verdi, and *Die Meistersinger* by Wagner. May 14 through May 17, 6:00 p.m.

Community Calendar . . . round-up of activities in the Twin Cities area presented by Audrey June Booth. Fridays, 3:45 to 5:15 p.m.

Background of the News . . . commentary by Graham Hovey, University of Wisconsin journalism professor. Thursdays, 3:30 p.m.

(KUOM, the University radio station, broadcasts at 770 on the dial. Its complete spring schedule may be obtained by writing to the station.)

UNIVERSITY PRESS PUBLICATION DATES

May—*An American Takes a Walk and Other Poems* by Reed Whittmore, Department of English, Carleton College, Northfield, Minnesota. \$2.75.

June—*Service and Procedure in Bureaucracy: A Case Study* by Robert C. Stone, professor of sociology at Tulane University, and Roy G. Francis, professor of sociology and rural sociology at the University of Minnesota. \$4.00.

June—*Intergovernmental Relations at the Grass Roots: A Study of Blue Earth County, Minnesota*, by Paul N. Ylvisaker, of the Ford Foundation, New York, (Intergovernmental Relations Series No. 7). \$3.00.

June—*Understanding the Union Member* by Walter H. Uphoff, assistant professor, School of Business Administration, University of Minnesota, and Marvin D. Dunnette, assistant professor of psychology, University of Minnesota. (Industrial Relations Bulletin No. 18). \$1.50.

(Books are available at Minneapolis and St. Paul bookstores or may be ordered through local bookstores.)

ATHLETIC DEPARTMENT EVENTS

Baseball Games at Home

May 18—Michigan State.
 May 19—Michigan (Sports Day). First game at 12:00 noon. (Delta Field. Games start at 3:30 p.m., unless otherwise noted. Single tickets for adults, \$.75; for children under 16, \$.25, at the gate.)

Football Games at Home

May 19—Varsity vs. Faculty.
 (Memorial Stadium, 3:00 p.m. after track meet. Single tickets by mail, \$1.00; at gate, \$1.50)†

Track Events at Home

May 19—Wisconsin. 1:00 p.m.
 May 25, 26—Conference meet.
 (Memorial Stadium. Time and ticket information to be announced.)

Golf Games at Home

May 19—Iowa and Wisconsin, 8:30 a.m. and 1:00 p.m. (University Course. Open to the public without charge.)

Tennis Games at Home

May 23—Indiana, 9:00 a.m. Wisconsin, 2:00 p.m.
 May 24-25-26—Big Ten Conference.
 (University Courts. Open to the public without charge.)

†Tickets for these events are also available at the Field Schlick Ticket Office in St. Paul and the Downtown Ticket Office, 188 Northwestern Bank Building in Minneapolis.