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A GUARDIAN AT 10,000 DOORS

The Story of the Way in Which the University of Minnesota
Teaches the Great Lesson of
Bodily Well-Being



By Thomas Edward Steward.

May, 1923
The University of Minnesota
Minneapolis



NO single doctrine is having a greater effect on the twentieth century than the one which says that the mind is part of the body. Body and mind, mind and body—in kind and inter-relationship they are indistinguishable.

The health of the mind and of that which flows from the mind depends on the health of the body. The health of the body can be tremendously affected by the healthiness of the mind, the rightness of thought and of conduct, which depends on thought.

Where education and the educational process are understood in the light of the best that modern knowledge can bring to their assistance, unyielding stress is being laid on the need for health in the body of which the mind to be trained is an inseparable part.

The University of Minnesota is taking a foremost position, not only in the state of Minnesota and the Middle West, but in the entire United States, in supervising the health and physical well-being of the 10,000 students who register there in an average year.

It is not an exaggeration to say that the young man or woman who completes a high school or preparatory school course can go to no other community where so much devoted individual attention will be given to the oversight and maintenance of health.

It has been proved beyond question that the home is highly fallible as a unit of health supervision.

Small communities are only now awakening to the urgent need for thorough attention to the individual and common health.

Large communities have made tremendous strides in health protection and despite a rather widely accepted contrary view are greatly in advance of smaller places in guarding health and suppressing disease. But they lack the unified organization and the centralized authority that enable a university not only to plan, but to enforce effective health control in the dual interest of the individual and the mass.

Only in the outer fringes of his university life can the student at the University of Minnesota be said to encounter anything like the health menace that would beset him had he remained at home, gone to work in a small or large community, or in general, entered any less unified social group to spend the four most important years of life. And as it happens, that "outer fringe" consists chiefly of the students' own homes, over which the institution has no control. These are the homes of clean, happy, right-thinking people. But in few of them can be found the scientific knowledge and keen interest in the maintenance of health, and in none the organization and equipment for health preservation that the University of Minnesota provides at all times for its entire student population.

Health work at the university divides naturally into investigation or examination, by which the physical condition of the student is determined, and the corrective measures by which faulty health is remedied or cured.

Corrective work, likewise, falls into two classes, the first including medical, surgical, and dental care. The second is corrective gymnastics, which remake the body to eliminate conditions found responsible for ailments.

A third division of the work may be called "health policing." This prevents the student who is ill from attending classes or college functions when by doing so he would endanger first, the health of the group; second, his own well-being.

All these activities center in the University of Minnesota Student Health Service, the head of which is also a professor of preventive medicine and public health in the medical school.

One can best see the working of this institution by falling into step beside a student from some typical Minnesota community and noticing the contacts he may have with the Health Service.

Before he can complete his registration for study on entering the university, every student must receive a thorough physical examination. The men are examined at the health service headquarters, the women students in the Women's Gymnasium.

The examination provides data which fills a card for each student. On it are set down in the case of the young man we are watching the condition of his heart, lungs, and digestive organs; of his eyes and skin. If he has flat feet or has lost a finger or limb, that is put down. If his teeth need attention the Health Service notes it. Record is made of defects in posture or carriage. The examination of the body is a complete one.

Our young man is a member of the fortunate average group. He stoops a little, his digestion and breathing will be improved by gymnasium work and military drill. He must see a dentist. But there is nothing to indicate that he will be a caller, or more than a very infrequent caller, at the health service during his college years.

Others are less fortunate. Some have minor ills or bodily defects and are told of them and treated. Some have serious things the matter with them, requiring immediate medical or surgical attention. They are advised to consult the family physician, although the facilities of the health service are open to them if they prefer. Many are told to report back to the health service periodically, for the duties of the institution include treatment and oversight, as well as mere discovery.

SERVICE CONTACT WITH STUDENTS PRACTICALLY 100%

In his sophomore year the young man whom we accompanied to his first examination, which showed him average, becomes ill with a severe cold. He is compelled to miss classes for several days. Under the University rules, he can not return to class until he has an excuse from the Health Service. Even though he has been treated by an outside doctor, he must carry to the Health Service evidence of that fact and receive its O. K. on his excuse. This means that the student who is ill cannot return to work without encountering the Health Service. It brings the contact between the service and the ailing student to near 100 percent.

There is nothing perfunctory, nothing tinged with red tape, about the University of Minnesota Health Service. Its staff, composed entirely of graduate physicians, includes specialists in heart ailments, eye, ear, nose, and throat, skilled surgeons, specialists in diseases of the digestive tract, and of the lungs and respiratory system. Its dental staff are men of high professional standards and skill.

Every student who becomes ill can make an appointment either for general treatment or to consult one of the specialists. If he is very ill, he can call the Health Service, and a university physician will attend him in his room. In case of necessity he is sent to the Health Service hospital, a dual institution with 30 beds on the main campus and 50 on the College of Agriculture campus.

Mother, at home, worries at intervals, over her absent student son. He may be ill. Some mothers even worry when their boys go in for athletics. Here are cases where the mother as well as the son or daughter has a friend in the Health Service. Those who think of a large university as an inconsiderate machine should see the letters that go out from the

Health Service, one to the parents or guardian of every student who becomes really ill. And they should see the letters that flood back; thankful, relieved, happy letters from mothers in all parts of Minnesota.

Mothers come to know also that Minnesota allows no boy or girl to enter athletics until a minute physical examination shows them able to take part in the sport they are entering. One of the joys of the Health Service is found in the big, healthy strapping fellows who come to be examined for football or track. The doctors find joy also in the less sturdy but determined, hopeful young men who seek examinations permitting them to engage in the great number of less strenuous, but equally healthful and body-building athletic activities that are underway at all seasons of the year. If a lad happens to be injured in sport, every facility of the service and its hospitals is at his command.

THOROUGH COÖPERATION WITH PHYSICAL EDUCATION GROUP

The physical education program of the University of Minnesota is another story, a fascinating tale of modernity, right thinking, and clean living. And in both the men's gymnasium and the women's, that program offers help to those who are struggling up from lack of health, as well as to those working for more superb vigor.

Instructors in both gymnasiums conduct special classes in corrective gymnastics. For some defects, such as poor posture, the members of these classes go through group exercises. Where individual troubles make specific prescriptions necessary, each person is given attention. The teachers, who also are physicians, prescribe the exact exercise that will remedy that special defect. Almost no one is found unable to do any sort of body building work.

As the head of the work has phrased it, it would be ridiculous to pretend that there was no serious illness throughout an entire college year in a group of more than 10,000 young men and women, even if they do come from the selected age group in which the likelihood of sickness is so small. In the year just closing the Health Service has detected several serious cases of tuberculosis, also cases of less common contagious diseases among the students. That is its function and service. The important fact is that these cases were discovered, isolated and treated, and the danger of their spread cut to a practically irreducible minimum.

Decades will pass before the average person, dwelling in the average community, will enjoy anything like the amount of protection against disease or the encouragement to health care with which he or she is surrounded during college days on the campus of the state university.

Presence there of the school of medicine that is largest and of highest repute in the entire Northwest, one of the nation's leading medical colleges, is one of the best guarantees that health conditions will become better yet. The human skill and knowledge, the laboratories, libraries and researches of the school of medicine combine as a factor for the welfare of Minnesota that is too little appreciated. Thousands are alive today who would not be but for this unassuming institution and the trained men and women who have gone out from it.

This fall special courses in training young men and women to become workers in the interest of public health are to be established with the cooperation of the medical school, and these, it is believed, will write another chapter of good news in the history of the welfare of Minnesota.

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No. 2.

MINNESOTA CHATS

Application for Second Class Mailing Privilege Pending
The University of Minnesota, Minneapolis, Publisher

Student Houses of Worship

University of Minnesota Men and Women Find Thirteen
Vigorous Congregations Eager to Welcome Them

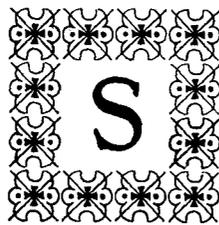


By Thomas Edward Steward

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No. 2



STUDENTS at the University of Minnesota are peculiarly fortunate in the opportunity provided them for religious activity and study, and for the expression of the profound, human urge to worship. In this field alone among all that a university touches, is there a public interest so broad and devout as to lead agencies with no official state or university connection to spend hundreds of thousands of dollars in providing the establishments necessary to its cultivation..

Nearly \$1,000,000 has been invested by denominational bodies to erect near the University of Minnesota church edifices available for use by students.

Comparable public interest in the advancement of any other one type of human cultivation would place Minnesota immediately in the forefront in that field. With any such outside support, the study of history, economics, physics, the literatures and languages, medicine and its underlying subjects, or sociology, would become preponderant in the institution.

Quietly and without ostentation, the effort made to fix the minds and hearts of University of Minnesota students on the need for worship is achieving the results which so sincere an effort would accomplish towards any end. Evidence of the virility of religion on the campus is seen in the existence of eleven active student religious organizations. These are Baptist, Catholic, Congregational, Episcopalian, Jewish, Lutheran, Methodist, Presbyterian, Christian Scientist and the Young Mens and Young Womens Christian Associations.

Thirteen church edifices stand within easy walking distance of the university campus, some of them at the campus' edge. Among these are the University Baptist church, within a block of the campus, a new and handsome church home finished less than a year ago; the First Methodist church and Wesley Foundation, a new church two blocks from the campus, charged with a special mission to the students, and the splendid Grace Lutheran church, one of the largest in Minneapolis, which adjoins the University of Minnesota property on the side towards the Mississippi river.

St. Lawrence Catholic church, the First and Como Congregational churches, the Church of the Holy Trinity (Episcopalian), Hope Lutheran church, the Prospect Park Methodist church, Andrew and Bethany Presbyterian churches and the Fifth Church of Christ, Scientist, are others standing in the immediate neighborhood of the University of Minnesota, pastors and members of which make a special effort to serve the student population and faculty members.

Four churches in the University neighborhood receive additional support from their denominations because of their special function in serving students. These are the Andrew Presbyterian, Grace Lutheran, University Baptist and First Methodist churches.

When it is considered that a very large number of students at the University of Minnesota live at home in Minneapolis and St. Paul and maintain the church affiliation of childhood, uninterrupted by entrance into the University, the adequacy of religious opportunity for those who are away from home is shown in an even more favorable light.

It has been shown that the denominations represented by the largest numbers on the campus are represented also by undergraduate organizations, the whole function of which is to keep alive the spirit of reverence for holy things and an enthusiasm for participation in worship and church activities.

"But do they take advantage of their opportunities?" someone asks. "Are the students brought into contact with the Christian groups centered in these many churches? Do they associate themselves with religious work of any kind, or attend worship?"

The answer, "They do indeed", is emphatic.

Each student who registers at the University of Minnesota states a preference in religion. With the assistance of the registrar's office, the Young Men's and Young Women's Christian Associations, these lists are assembled into denominational and faith groups and turned over to the various student organizations. Willing workers in these student groups make a point of getting into contact with each new student, forming a friendship, and furnishing information and advice on church matters. Rare indeed is the new student who does not know within two weeks of arrival where the church of his own denomination can be found, also that he will be welcomed there, made to feel at home, and encouraged to take an active part in its religious and social life.

The student religious groups conduct no services of their own but devote their energies to maintaining the contact between students and the churches that stand ready to serve them.

Recently an additional focus for student Christian activities has been provided in the new building of the University Branch of the Young Men's Christian Association, which was completed this spring and dedicated last month. Situated just across the street from the main entrance to the campus, it is a delightfully attractive retreat serving a multiple purpose. One of its rooms is a pastor's study where clergymen from either of the twin cities or from anywhere in Minnesota may make headquarters for a day or more while they interview students who consider entering Christian work, or discuss the problems which students suggest.

That the presidency of the Student Y. M. C. A. is an undergraduate honor of high repute, coveted by many, is an indication of the spirit in which a large percentage of the men students pass their college years. The Young Women's

Christian Association also is represented by a permanent secretary and a strong membership of undergraduate women. Its headquarters are in Shevlin Hall, the beautiful building devoted to the general activities of student women.

Those who believe that the University of Minnesota, because it is a state institution without denominational coloring, lacks religious life and opportunity for contact with the things of the spirit, may be reassured as to the extent and sincerity of student religious effort there.

"The Gopher," a yearbook published by the junior class of the University, devotes twelve pages to an enumeration of the student religious organizations in existence on the campus. Here are listed, in addition to student groups already named, two sororities, Kappa Kappa Lambda and Kappa Phi, also the Y. M. C. A. and Y. W. C. A. organizations at the University Farm, both with large memberships. Sixty-one students are shown as active officers or leaders of departments and units in the Wesley Foundation, which is carrying on with renewed facilities in the new First Methodist church its Christian social work in the student body.

A touch of kindly sentiment that also is a link between the group and the University is the choice of the name, "Northrop Club", by the Congregational student unit, in honor of the late Dr. Cyrus Northrop, who for so many years was Minnesota's president.

Much is heard of the claim that in a small, closely knit college there is a more vivid student religious life than in the state universities, which are so much larger. It is true that religious considerations are more likely to have dictated the choice of a college by one who attends the non-state institution. In some cases the college itself is denominational and is chosen for that reason. It is constitutionally impossible for a state institution to be under the sway of any one religious group. The University of Minnesota, however, in the combined strength and enthusiasm of the many students and teachers of all sects who are motivated by the sincerest Christian ideals, is possessed both of leaders and rank and file in religious work whose example affects every collegiate activity as an abiding influence.



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No. 3

Storm Windows & Higher Education Among the Experimental Engineers



Minneapolis, Minn.

July 11, 1923

WHAT have storm windows to do with higher education?

"Nothing," one says, "we should have storm windows whether there was a university or not."

"Much," says the facetious person, "they keep the lectures from annoying persons outside the classroom if they are fastened in place properly."

Yet, in a world where "nothing is 100 per cent" and no process of heat or energy production yields anything like the potential power contained in any fuel, the problems of producing and of conserving heat and power are thought by engineers to be of very great importance.

In the Engineering Experiment Station at the University of Minnesota attention is being turned more and more to prac-

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tical problems. The professors and advanced students are engaging in experiments and researches which result in definite gain for thousands, as well as in advancement of many in technical knowledge and skill. Such an experiment, for example, as that conducted last fall to determine whether certain paints applied to radiators would give them greater heat distributing power than they would have if covered with other paints, achieve at least a triple benefit. That experiment proved a conclusion that will benefit hundreds of thousands whose homes are heated by radiators. It added to the general body of facts known about the subject under investigation. And it increased greatly the skill and knowledge of those by whom the experiment was performed.

BLUE RADIATORS BETTER THAN FINE GOLD

The conclusion reached through the radiator experiment was that a radiator painted some such color as black, blue, orange, green, or red would yield more heat in a room than one covered with a flake paint, such as a silver, gold, or bronze. It sounds very simple, but to attain that knowledge there had to be facilities for the work and trained investigators to carry it on. A news item discussing the results was printed in more than 100, possibly in 200, newspapers.

The storm window experiment will be among those carried on next winter. The outline is not yet complete, but it will seek to prove, among other things, how far the storm sash should be placed from the inner window, what proportion of heat loss gets out around the window and what part goes directly through; also it will be aimed at learning how these and other losses can be reduced.

While the radiator and storm sash tests are training the men who will be our heating engineers in the future, they will provide knowledge which will save thousands of tons of coal and hundreds of thousands of dollars in cold climates.

Now on the press at the University of Minnesota is a bulletin of the Engineering Experiment Station in which will be set forth exact figures showing the amount of heat lost directly through the walls in houses where various types of wall construction are used and where different insulating

materials, or no insulating materials, are included in the wall structure. It will show that the same house, heated for the same period, will require nearly 15 tons of coal for heat if a certain type of wall construction is used, and less than nine tons of coal if another type of wall is built. It must be borne in mind, too, that the first of these walls is no flimsy, shed-like wall. Both are walls commonly in use, walls which architects or contractors without the special knowledge now being developed at the University of Minnesota, would be likely to recommend.

An interesting thing about this experiment is that the money for carrying it on was given by a firm manufacturing a wall insulating material, but with the understanding that complete results should be made public whether the material of the supporting concern should be proved the best or the worst. And as a matter of fact, the bulletin when published will be quite as much of an advertisement for some other insulating materials as it is for the company that made the donation.

ALL VALUABLE INFORMATION MADE PUBLIC

It is an unvaried policy at the Engineering Experiment Station to accept gifts for research experiments only with the understanding that all results shall be given full publicity. As a state institution, the University of Minnesota should not and will not serve as the special tool of any private group. Experiments on the products or materials of a private corporation, however, yield information of as general a scientific value as would those conducted with any other materials. With complete frankness in the statement of results, the benefits and increased knowledge are to the advantage of society as a whole.

Each experiment has its beneficial byproducts. In testing the wall insulating materials, a professor in the Engineering Experiment Station developed a new method of testing heat losses through walls which is believed to be the best ever used. Advanced engineering students who helped with the experiment increased greatly their technical equipment for such work. When the bulletin and its results are distributed

throughout the state of Minnesota, home builders everywhere will have a new and accurate guide to the materials they should use to erect houses that will be warmest in winter. Incidentally, these same homes will be the coolest in summer. Insulation works both ways.

These are but a few of the swarm of fascinating experiments that are being conducted in the long, plain building devoted to the activities of the experimental engineers. Down in the basement is a large, box-like structure, resembling a badly over-grown packing case. Step inside it. One shivers immediately, for the temperature is as likely as not to be below zero. The coiled pipes of an ammonia refrigerating system are visible. Spots on the floor where drops of water have fallen are slippery underfoot. It is the "cold room." Here the experiments in heat loss through walls were conducted with a box electrically heated on the inside used to represent the house interior and the "cold room" atmosphere as the outdoors.

Planned now for the "cold room" are experiments in the effects of extreme and merely cold weather on paving materials, on reinforced concrete, on one's automobile engine. The purpose of the experiments with reinforced concrete will be to show whether the material is damaged or weakened to the extent some claim it to be when it is poured in cold weather, or when cold weather sets in soon after it has been poured. The amount of injury done by cold weather to different types of roads and road surfaces will be tested, and the results will be tabulated and published in bulletin form. In Minnesota, where millions of dollars paid as taxes by automobile owners are being devoted to improvement of the highways, this work will prove of great importance.

A sketch of some things done at the Engineering Experiment Station gives but a suggestion of the vast number of researches and experiments going on at all times in the many colleges that comprise the University of Minnesota. Not all of these can be measured in terms as "close to home" as tons of anthracite coal. Yet every one of them, judged by the proper standards of value, is a direct and beneficial contribution to the welfare of Minnesota and its people.

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No. 4

Shall I Work My Way Through College? Some Questions, Answers, and Hints



Minneapolis, Minn.

July 18, 1923

“SHALL I work my way through the University?”

Here is a question which thousands of determined, energetic, young Minnesotans looking to a university education have asked. They have asked it of their fathers, their mothers, their teachers and friends. Above all, they have put the question to themselves.

Those who have made a careful study of the problems met by the student attempting to work his way say that the answer depends on what the ambitious youngster means when he says, “Shall I work my way?”

If he means, “Shall I do enough work during my college year to make it possible for me to meet expenses with the funds I already have? the answer is presented by at least an even thousand young men and women at the University of Minnesota who are doing that very thing every year.

Address communications to: Minnesota Chats, T. E. Steward, editor,
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If, on the other hand, he hopes to enter the University world without a cent in his pockets, with no reserve fund and no income in sight besides that which he can earn in hours snatched from study, recitation, and sleep, a different answer may be given. Exceptional men, and there are a good many of them, have had the good fortune, ability, and grit to earn their entire college expenses and come out on top. There have been cases of men who did so and saved money to boot. But for many that task has proved, sooner or later, one that was too great.

Fortunately there are relatively few for whom the problem takes on the second aspect. By working and saving for a year after graduating from high school, nearly any boy or girl can save up a few hundred dollars. With this as a nest-egg, enabling them to pay expenses and feel secure while they get settled in the new atmosphere and have a chance to discover means of earning, the courageous college students may feel reasonably sure of finding a way to earn whatever else is necessary. Summers, also, offer excellent opportunities for earning.

"CAN IF YOU WILL," THE BEST ANSWER

For the great majority of students who contemplate entering the University of Minnesota but who must add in some way to the money plainly in sight, the answer is, "Certainly; come ahead." Few and far between are the other places where they will find as much willing assistance in obtaining work as here. And in few places will they discover as wide a variety of opportunities to work as at Minnesota.

Statistics compiled by the University Employment Bureau show that in the year 1921-22 that bureau found 1387 positions for students, in which they earned a total of \$61,212.90.

This means that at least one student in nine among those attending the University of Minnesota earns money for use toward the expenses of education.

The fact that the institution is situated in the largest city of the state, adjacent also to another large city, the two combining to form a population center of more than half a million people, is of overwhelming importance to the student who must earn. In normal times a city offers, literally, 100

chances to work as against one that is presented in a smaller community. Its numbers, with their constant demands for varied services, its industries, offices, and institutions make a broad and constant field for human endeavor which is also invaluable experience.. Students who have never lived in a city should not gauge their chances for finding work by the opportunities they have seen at home. In Minneapolis and St. Paul they will find the chances multiplied many times and in many ways.

A pamphlet on "Self Support" published by the Employment Bureau lists among the available jobs employment as clerks, stenographers, bookkeepers, cashiers, salesmen, solicitors, telegraph operators, teachers, tutors, mechanics, musicians, waitresses and waiters, domestic workers, laborers, nurses, nursemaids, janitors, agents and newspaper workers.

The University bureau can not promise to find at once the exact job a man or woman wants. Neither does it guarantee to fill applications in the order in which they are made. When each request is received from an employer, an effort is made to fill it as nearly as possible to the latter's satisfaction. The next applicant in line may not be suitable. For the sake of all student workers it is better to please the employer than to find work immediately for a certain individual. Under that policy the employer comes back, and there is a job from him the next year for someone else.

CHANCE TO EARN FOUND FOR NEWCOMER

On the other hand, the amount of gainful work done by University if Minnesota students and the sums earned towards self-help can not be measured by the Employment Bureau statistics alone. The function of that bureau is principally to place the new student in contact with an opportunity to earn. Scores who get a first job through the employment bureau never return there. Having had their feet placed on the path to earning, they either hold the original job or themselves find other and more lucrative work. The Employment Bureau helps at the point where help is most needed. Of the most successful earners it has little record, simply because they are so successful that they need no assistance and leave no data.

Whether the student, man or woman, who has to put in several hours a day earning money to continue college studies suffers in the class room or socially among fellow students because of that effort is a question one often hears asked. The answer to this question in a college community is the same that is known to be true in any other social group. The harder one works, the greater is his reward among those who appreciate sincere effort. Students who must miss classes occasionally because of the jobs they hold can obtain excuses from the Employment Bureau which the attendance officers promptly accept. These are the most honorable excuses for absence that one can present.

The effect of self-support on a student's social status depends altogether on the student. First, it must be borne in mind that the working student usually lacks the time and money to engage in social activities to a great extent. Any assumption, however, that a prejudice exists against the working student is ridiculous.. Social activities are as much a matter of what one can give as of what he can get. The student who works and still has the energy, money, and time to make a social contribution, inevitably wins the same response that the student supported from home would find.

A summary of the self-help situation would show: First, that there is abundant opportunity to earn; second, that the University itself and in addition, many student organizations, help the man or woman in search of work to find a position; third, that more than 1,000 University of Minnesota students are supporting themselves to a great extent each year. Despite the warning against trying to do everything one's self, many succeed at that task. Socially and scholastically, the working students are on even footing with all others in proportion to the effort they expend on studies and student affairs.

There remains to be added only the statement that in every official quarter at Minnesota, the attitude towards the self-supporting student is the warmest that could be wished by anyone. It also is true that the employer who seeks university graduates often shows a decided preference for the men and women who have shown the ability and pluck to gain an education by efforts of their own.

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The Busy-Signal In Summer

Maintaining University of Minnesota Sessions Through Year
Gives Opportunity to Public, Efficiency to Plant



By Thomas Edward Steward

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No. 5

ALWAYS busy."

A If the green, tree-shaded campus, the populous walks and the many buildings of the University of Minnesota could speak, those would be among the words one would hear.

Only for the briefest period in early September is there a time when classes are not in progress at Minnesota's great institution of learning. And even in that short space of two weeks the campus is alert with students who hurry back to prepare for special examinations or to take advantage of the chance to get themselves especially well situated for the coming college year.

The days when a university year was one of nine months, when the only sound heard in summer days was the buzz of the lawnmower or the snore of a sleeping caretaker, are years in the past. Gone, too, are the days when there was but one Summer Session, followed by a month or six weeks when the structures stood in somnolent, academic revery, untenanted.

Today the faculties and students who will labor during the first Summer Session begin putting in an appearance before the final exercises of June commencement have taken place. The Monday following graduation is devoted to registering summer students. On Tuesday, classes begin. Every building in the growing institution on which the state of Minnesota imposes the duty of training its men and women for citizenship and service is in use—July as well as January, August or April. Modern business computes overhead. With a large and efficient plant it would be wasteful to permit a lapse of activity. Modern ideals demand continuity of effort. There is no disposition on the part of those to whom the state entrusts direction of the University to "let down." Always there is so much that is undone. So many things might be accomplished if there were more time. So many who would have benefitted by more education have been denied it in the past. There are so many problems of humanity and society that remain to be solved, vastly to the benefit of every one of us.

INSISTENT GROWTH SHOWS REAL PUBLIC NEED

Opportunity is an unfailing invitation. The eager readiness of the University of Minnesota to serve the people of its state during the summer months is resulting in increased use, year after year, of the facilities for instruction and study that are provided there. The simple figures of enrollment at the summer sessions tell this story sufficiently. At the end of the first week of the first Summer Session this year 3126 men and women were enrolled in summer classes on the campus. This approximates the 10 per cent growth in attendance which the fall, winter, and spring sessions of the university have been showing annually for several years. Since the abnormal slacks and rushes of the war and post-war years have passed, the rate of increase has been surprisingly constant.

One who sits on the historic Oak Knoll which all the University world passes, early or late, in the course of a day, can see a cross section of the summer school population. This brings up questions to be asked and answered. Here is a student body that differs from those of the other sessions. Who are they? Why are they here? What, in particular, do they accomplish?

Three outstanding types attend the Summer Sessions. These are the grade or high school teacher who seeks to refresh or extend teaching equipment; the undergraduate student whose situation makes it desirable that credits be accumulated faster than is possible by attending only the regular quarters, and the man or woman with no college degree who is working toward that end, slowly but persistently, by attendance at summer school. Most of those in the last-named group have had two, or in some cases, three years of collegiate work. They have been forced to give up resident study for one reason or another—usually the necessity of working and earning. To these the summer sessions offer the best single opportunity of attaining the coveted degree. By alternating attendance at Summer Sessions with evening extension work or correspondence courses during the rest of the year, the student who has had to drop out without completing a course can obtain the bachelor's degree without too great a delay.

Undergraduates who attend the summer sessions do so for a variety of reasons. Many are beyond the average age of university students and feel that pressure of time makes it imperative for them to finish preparation and begin active life. These take advantage of the summertime opportunity to push nearer to their goal. Illness and other causes of inevitable delay have caused some to lose valuable time from the preceding year. This they can make up during the Summer Session.

STATE'S SCHOOL DOLLAR MADE MORE EFFECTIVE

More than one thousand Minnesota teachers in secondary and graded schools are attending the current Summer Session at the University of Minnesota. After a year spent in contact with the juvenile mind, which must be fed so constantly, it is refreshment and a delight for these workers in the educational field to enter a classroom where the students are at their own level of advancement and the instructor, a highly trained specialist, can open new vistas in the subjects that attract them most.

Through its summer sessions, the University of Minnesota is becoming increasingly the mainspring in the state's system of education. The college of education, devoted to training young people in the most scientific and effective methods of teaching, enrolls each year nearly 1,000 men and women whose objective is to work in the field of education in Minnesota. One who adds to that number the 1,000 teachers who find new inspiration at the state university during

the summer sessions will realize the extent of this force and influence on the group who direct and teach the children of the state during their months of school. Every hour spent in class at the University of Minnesota by a teacher, active or prospective, increases the efficiency of the dollars spent by the state or local government units for grade and high school educational work. Measured either in dollars and cents or on the scale of intangible values, the benefits of guiding and training the state's teachers are tremendous.

A more cosmopolitan group is assembled for the summer sessions than for the other three quarters. A score or more of the members of the regular Minnesota faculties teach each summer at other colleges and universities, scattered in all parts of the United States. To take the places of these come men who have been teaching elsewhere. They bring new points of view, other backgrounds, varying "squints" to refresh and compel the members of their classes. During the present summer session, "visiting" faculty members at the University of Minnesota come from Toledo, O., Portland, Ore., Lawrence College in Wisconsin, the University of New Mexico, the Universities of West Virginia and Florida, Nebraska, Illinois, Washington, Michigan, Oregon, and North Dakota. And there are others. The influx of new blood and the diverse sectional backgrounds are inspiring and helpful.

Topping the effort to make the Summer Session at Minnesota pleasant and productive is the recreational program. Under an assistant director especially employed for this work, the University of Minnesota brings speakers instructive or entertaining, companies of players, celebrities, instrumental and vocal musicians to bolster morale in the warm weather. These also take the edge off that persistent memory of another summer when one lolled in the shade while days were warm, but by the same token, made no progress except in lollery.

Eventually Minnesota may institute a regular summer quarter, corresponding in every way to the other three quarters of the year. Then a student might attend college through any of the three seasons and indulge in vacation for the fourth. When the change will come one can not foresee. Meanwhile the summer session system is meeting admirably the needs of more than 4,000 who attend its two sections, and the plant and faculties of the institution function without interruption.



MINNESOTA CHATS

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No. 6

Choosing Physicians For The Future: Scholarship, Residence, Main Guides



Minneapolis, Minn.

Aug. 1, 1923

A RECENT announcement by the Medical school in the University of Minnesota told of the selection of 100 men and women for admission to the freshman class. These one hundred were chosen from about 200 applicants for medical training at Minnesota. For one reason and another a number approximately equal to those accepted were refused admission.

Each year when the time comes for announcing the list of those admitted to the Medical School, its officials pass through a trying period. They are bombarded with letters from students not admitted. Parents write. They ask why their sons have been refused, although neighbors' sons were accepted. Almost never is unfairness charged; but there is dissatisfaction, evidence of injured feelings, of disappointment.

Problems like this arise constantly in the administration of any institution dealing with large numbers of individuals.

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Especially do they arise when the institution happens to be public. State institutions are confronted by such a situation repeatedly in the course of a year.

Yet, the fact that nearly 100 young men and women, most of them Minnesotans, are unable to get into the Medical School at the University of Minnesota each fall is no evidence of a remarkable situation. It is no more remarkable than the fact that there is but one governor, or that there can be only as many county seats as there are counties. The Medical School has facilities to provide for the adequate instruction of only 100 first year students. Speaking un sentimentally, that might be called the whole answer to the question.

Eager, aspiring young people, however, can not be considered, nor treated, from an utterly cold-blooded point of view. Nor are they treated so by the Medical School. As a public institution, staffed by men who are teachers as well as scientists, who are keenly sympathetic in the aspirations of students ambitious to become physicians, the school has far more impulse to accept than to reject. Saying, "Yes" is so much easier, at all events.

There is evidence of this attitude in the extreme care with which the records of each applicant for admission are studied and in the patience and painstaking thoroughness with which each student's claims are heard. No record is ignored. No argument is neglected. Nothing that merits consideration goes unheeded by those to whom the selection is delegated.

LIMITATIONS NECESSARY, NOT ARBITRARY

With 100 students to be chosen, and possibly 200 candidates, the whole becomes a matter of defining policies, requirements, and possibilities. First, as to the adoption of 100 as the figure. This is determined for the Medical School authorities by the extent of laboratory facilities with which the state of Minnesota has seen fit to equip the school. In subjects taught by the lecture method, numbers are limited only by the number of expert lecturers the institution can find and can afford to employ. In subjects for which laboratory experiments are necessary, exact physical limits are imposed by the equipment. In anatomy, for example, the Medical School could not possibly instruct more than 100 students and yet feel that they

were receiving the best possible instruction. The same holds true of some other laboratory subjects. And every Minnesotan, particularly in times of critical illness, realizes that the doctor called should be one with the most expert training. That tiny margin between knowing and knowing still better, being that little bit more skillful, may tilt the balance from death to life.

With the limits accurately fixed, authorities of the School of Medicine turned to a system of selecting their 100 with the greatest possible fairness, both to the aspirants for professional training and to the thousands—very much to be considered—whom they are to treat.

By far the greater part of the 100 come from the group attending the College of Science, Literature and the Arts at the University of Minnesota as pre-medical students. Two years of college work carefully prescribed are required for admission. Among those who finish these two years, the ones who maintain an average scholastic standing of "C" are eligible for admission to the Medical School, if they have completed all the subjects required.

GREAT MAJORITY ALWAYS MINNESOTANS

Among the applicants, whether they have taken the pre-medical work at Minnesota or elsewhere, some are non-residents of the state. It is always the policy of the school to give preference to Minnesota residents provided they meet the other requirements. Students who have maintained a "C" average and are residents of this state are the first selected. If they are Minnesotans, the college where they took the work of the two preparatory years is not considered, whether it was the University of Minnesota or some other.

The resident of another state, to win his way into the first year medical group at Minnesota, must be an exceptional student. Contending against the necessary disadvantages of coming from a state which does not contribute to the support of the University, he must have made an unusually good scholastic record. He must beat the Minnesota applicants, fairly and squarely, in the lists of scholarship. Each year a certain number of non-Minnesotan students accomplish this feat.

Their number depends, however, on the number of applicants from the home state and is usually very small.

The man on whom the duty of selecting the 100 freshmen principally rests is in every way the true friend of the student. Through his office door passes a procession of young people. Some hope to enter the Medical School. Some are students already there, who come for counsel and friendly advice. Many are graduates and former students, returned to renew a pleasant association. For those who are refused admission, the blow is lightened because, if they know him at all, they realize that this official has dealt with them fairly.

"Relative scholarship, completeness of preparation in the required subjects, and place of residence are the items that count in gaining admission to the Medical School," he explains. "Those who are refused either have insufficient preparation, lower than a 'C' average in the required subjects that they have taken, or are left out because another man with an equally good record but who is a native of Minnesota has applied. In some years there are more applicants who are entirely eligible than can be accommodated. Then the class is filled with those having the highest scholastic records. For the past two years it has been possible to admit all Minnesota residents who have met the entrance requirements. There also is a small group, usually, who are unable to get in because they have sent in their records and applications too late for consideration.

Of those not admitted, some give up the idea of studying medicine. Another group, rather large, is composed of men who have applied at more than one medical school. Some of these are accepted elsewhere, in institutions where the entrance requirements are enough different from Minnesota's to enable them to qualify.

Medical education is a long process, full of intense effort and beset by obstacles that are offset only by the brilliant opportunities for service that await the one who travels the whole road. When a man faces a seven years task, including two of premedical work, four of medical school, and one as interne in a hospital, it is just as well that he have the best qualifications possible before he crouches at the starting mark.

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Physical Education Program Designed To Improve Moral, Social Qualities



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August 8, 1923

OBEDIENCE, co-operation, fair-play and loyalty are terms to conjure with. Men who exemplify them are possessed of qualifications for a successful life and for happiness to a degree that makes their development more than ordinarily desirable. These are but a few of the attributes named as the purposes of physical education in a report on "The Aims and Scope of Physical Education" published some time ago by the "Society of Directors of Physical Education in Colleges." Other qualities of significance mentioned as among the group developed by physical education are self-confidence, self-control, moral poise, alertness, and decisiveness.

A belief that these qualities can be developed best by purposeful educational processes rather than by helter-skelter play, also that the time to begin training these qualities into a man is in his schooldays, before he ever reaches a university, can be found at the bottom of one of the most important efforts in physical education at the University of Minnesota.

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This effort is the establishment of special summer classes and annual short courses for the coaches and physical directors of secondary schools in Minnesota. Courses of this nature have been developed this summer beyond what they have been before. According to those who direct them, the response from students has been more than gratifying.

Modern physical education, its sponsors tell us, lays stress on moral development because the physical benefits come inevitably. Too many think of athletics in its many branches, competitive and non-competitive, as a means of developing the body, but nothing more. Moral and social qualities of the first importance, however, are developed by physical training, by sports, and games, and exercises. Anyone who ever took part in them will recognize immediately the truth of this statement.

HELP EXTENDED TO SECONDARY SCHOOLS

To give impetus to the excellent beginning that many Minnesota high schools and academies have made in providing the right kind of supervised sports and athletics for students, The University of Minnesota is offering special courses in all the major sports and in the theory and direction of athletic activities. Inquiry shows that during the first summer session there have been 32 men enrolled in the football coaches training course; 45 in basketball; 19 in track coaching and baseball; 12 in advanced swimming classes; 20 in the theory of athletic training; 14 in athletic organization and administration; eight in play-ground supervision, and 12 in a special course for Boy Scout Leaders.

The entire coaching staff of the University of Minnesota, together with special instructors in athletics and physical education, have been assigned to direct these courses. As a consequence of the special training which the coaches in attendance receive, thousands of boys in secondary schools throughout the state will enjoy more expert direction next year. Athletic skill will be increased, bodily development will go on under more expert guidance. Best of all, the coaches who have attended the summer session will return to their schools in the fall with a more thorough realization of the importance of moral and social values to be obtained from athletics.

So great is the importance of sound health, right thinking, and a wholesome attitude towards life that their development is being sought by educational institutions everywhere. Their benefits to the person who possesses them are redoubled by the good influence they exert on all those with whom he comes in contact. They are important in making life worth living, and that, in any serious consideration, must be called one of the major aims of education, either practical or cultural.

STADIUM WILL RELEASE OLD FACILITIES

Students, faculty members, graduates, and friends of the University of Minnesota have recognized this truth in giving more than \$1,600,000 for the erection of a new athletic stadium and of a great memorial auditorium. The stadium will be the home of major athletic sports. The auditorium will be the focus of group activities and assemblies that will build up and preserve the loyalty and unified spirit of the undergraduate body.

One fact too often overlooked is that the stadium will do far more than supply an adequate field for the big football games and track meets of the University of Minnesota teams. It will serve to an even greater extent by releasing the present athletic field for the use of the thousands of students who enter athletics but who do not attempt the more strenuous games.

That the graduate and undergraduate bodies, the faculty and loyal patrons of the University of Minnesota should have recognized this need and backed their conviction so loyally with gifts is evidence of the theory's soundness. To a great extent, the expanded plant for physical education and the enlarged opportunities students will have for bodily development, must be considered a gift by the institution to itself, and in this way a gift by the University of Minnesota to the state as well as one by individuals in the state to the university. The new physical education program, conducted to develop moral and social as well as physical qualities, will make itself felt permanently in the finer type of manhood to be produced in the students who go out from the university to every community in the state of Minnesota.

Minnesota Chats

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Minnesota College of Dentistry Given Top Rating; Praised In National Report



Minneapolis, Minn.

August 15, 1923

WHO is it one likes when he's not needed, dreads when he's most necessary, and knows to be the only friend one can bite without insulting?

It would be impossible, of course, to give any answer except, "the dentist. It may be added that "the dentist" is correct.

Minnesota dentists, meaning those trained in the College of Dentistry at the University of Minnesota, can afford to be good-natured in the face of weak efforts at wit, judging from the report recently sent out by the Dental Educational Council of America, which has made a thoroughgoing investigation of the standards and performances of 44 schools of dentistry in the United States. Of the 44, the investigating body placed 20 in the highest class, 15 in the next highest, and the remainder in lower groups.

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The president of the University of Minnesota, Dr. Lotus D. Coffman, has been informed that the college of dentistry at Minnesota has received a straight 'A' rating. Furthermore the Dental Educational Council of America has sent a letter to Dr. Alfred Owre, dean of the college of dentistry, paying him and his college liberal compliments.

"The council offers your school its sincere congratulations upon the attainment of an 'A' rating and expresses the wish that no deviation from the policies and activities that made possible this achievement will occur, unless it be to further enhance the record of service to students, the state, and dental education of the University of Minnesota," says the communication.

Elsewhere the report said: "Certain institutions stand forth in the educational world because of their power to inspire students with the desire for knowledge and with the love of hard work, also because of their ability to impart knowledge effectively and exactly. The University of Minnesota College of Dentistry is such an institution."

Calling Dean Owre "the guiding spirit of an energetic and progressive faculty," the report goes on to say:

SCHOOL'S POSITION CALLED EMINENT

"This school has been developed in such a wholesome manner that it now occupies a position of eminence in the field of dental education, made possible, however, largely by the devotion and sacrifice of the dean and faculty.

"The council is impressed by the excellence of the curriculum, the opportunities for individual instruction, and by the conduct and management of the infirmary. The council feels that quality, and not quantity, is made the standard of students' work in this institution. It desires especially to commend the order and cleanliness maintained throughout the building, for these qualities are cardinal elements in dental education. The sympathetic and cordial co-operation of the college of medicine and of the graduate school and the advantages of the Mayo Clinic all aid in giving this school the highest standing."

It is urged in the report that the college of dentistry awaken fully to the need for training men who will enter the profession with a view to becoming teachers of dentistry. All who show aptitude and who look forward to a life work of teaching dentistry rather than to its practice should receive special help and encouragement, it asserts. That part time as well as full time teachers should receive pay comparable to that given medical teachers is one of the notable recommendations in the report.

Coming at a time when the Carnegie Foundation for the Advancement of Teaching is about to make public a report of its nationwide investigation of the teaching of dentistry, the report of the Dental Educational Council, and its particular enthusiasm for the achievements at Minnesota, is especially significant.

CHANGES IN DENTISTRY AT HAND

There is no doubt that important developments in the field of dental education are at hand. Among these will be the application of professional and public pressure to bring all institutions teaching dentistry up to the plane of the best. Incidental to this change will come, probably, the elimination of private schools of dentistry, conducted for profit, or the affiliation of such schools with reputable universities. The state of Minnesota has never had this problem, the private schools of dentistry having been impossible under the laws for 25 years. Elsewhere, however, the policies of such schools and the ethics of some of their graduates have been thorns in the side of those who wished to see the profession of dentistry rate exactly as high as that of medicine.

Hopes of the Dental Educational Council of America have been outlined in a statement by its secretary, Dr. Albert L. Midgeley. It is worth observing that the College of Dentistry at the University of Minnesota has achieved most of the objectives he names. Dr. Midgeley writes:

"The course of study for a degree in dentistry in the United States will be lengthened from four years to five. All the dental schools will be brought to a higher standard of excellence, especially in medico-dental subjects. Hereafter in the

preservation of the general health of the individual there will be closer co-operation between the physician and the dentist. These results will follow the survey and classification recently conducted.

“Great changes are taking place in dental education owing to recent discoveries of the intimate connection between the condition of the teeth and general health. It has been clearly shown that decayed and abscessed teeth often cause heart disease, rheumatism, neuritis, eczema, mental disorders, and other serious diseases. So important has the relation between sound teeth and good health become that it is necessary now to raise educational standards in order to prepare students properly to meet the public needs and to maintain the position of world wide supremacy that American dentistry has always held.”

Too few Minnesotans have a thorough realization of the service given every resident of the state by a school which contributes as much to the safeguarding of the general health as does the College of Dentistry in the university. American dentistry, as the report of the council says, is the most skillful and most highly developed in the world. That their institution stands at or near the top of the dental colleges of America is a distinction of which every resident of the state should be proud. To have at one's elbow practitioners trained in a college so efficient is a privilege as well as a guarantee of effective treatment and health preservation when these are needed.

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No. 9

Extension Services Make Motto- "The Statewide Campus"-Ring True



Minneapolis, Minn.
September 5, 1923

EDUCATION is not a proselyting force. Apart from the school child, for whom society decrees a decent minimum of teaching, Education does not make a practice of going out into the highways, taking persons by the ear, and saying, "Now, you—come and learn what we have to teach you." It is a part of the educational process that a man or woman should realize voluntarily the benefits to be gained by the opportunity for education which the state makes available, and should display the judgment and energy required in order to associate one's self with a university as a student, and master the studies offered there.

On the other hand, while it is the duty of the individual to recognize and seize opportunity for education, it is the duty

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of the state and its university to create the opportunity in as perfect a form as facilities make possible. It is also the university's duty to make these facilities available to the largest possible number and to provide knowledge of them, and of the means of using them.

Properly enough, the University of Minnesota is situated at the point where the most Minnesotans can make use of its principal equipment, laboratories, libraries, and class work. But it must do more than this, and in fact has done far more. For 10 years past it has been building up agencies for instruction and guidance that are statewide in operation as well as in scope.

HANDICAP OF DISTANCE OVERCOME

"The Statewide Campus." Such is the motto under which the General Extension Division of the University of Minnesota has been working to bring the opportunity for education into every corner, every county, every city or village in the state of Minnesota. Under the same motto it has arranged a chance for thousands of the half million residents of the twin cities to learn at times and under conditions which permit them to take part in work they were denied when daylight classes and study on the main campus marked the limits of educational opportunity. In agriculture, engineering, in the liberal arts, in business courses, the University of Minnesota is conducting classes, club-work and services of guidance and advice that reach thousands.

No doubt there are a great many people in Minnesota who take part in activities or organizations promoted by the University of Minnesota through either its General Extension Division or its Agricultural Extension Division who do not stop to realize the university's part.

Besides its function of conducting evening classes in the twin cities, Duluth, and from time to time in other cities which arrange for them—classes which served nearly 8,000 students in the last year for which figures have been compiled—the General Extension Division includes the Correspondence Study department, the Bureau of Visual Education, supplying throughout the state films on educational or entertaining sub-

jects, the Lecture and Lyceum Bureau, which provides speakers or lecture courses for many communities, and the Community Service, which aims to bring the town and its nearby farming region into closer touch and accord. In addition to these it maintains the Municipal Reference Library and provides the League of Minnesota Municipalities with a paid executive secretary and with the services of the reference library and the field agent of the library and league.

It was through the initiative of the General Extension Division that the League of Minnesota Municipalities was formed, giving city and town officials of Minnesota a common ground and vantage point for discussing their problems or attacking these problems through joint committees with a view to satisfactory solution. Membership in the league is held now by 177 Minnesota communities and its reports on gas and electric rates, municipally owned public service ventures, tax problems and the like have helped practically every community in the state.

Scarcely more than an enumeration of the University of Minnesota's extension activities can be included in one issue of "Minnesota Chats". But it must be said that every activity was entered upon in response to unmistakable public demand; also, that if the university were to try to do even a part of the things for which there is a call, the division would have to be doubled at least.

The terms "county agent", "farmers institute", "boy and girls club", also such activities as farm management demonstrations, home economics extension service, and the publication of illuminating bulletins on agriculture and home economics, are familiar to every Minnesotan. All of these activities are maintained wholly or in part by the Agricultural Extension Division, an organization whose influence for good in Minnesota can be measured only on the entire map.

SHORT COURSES ARE REACHING HUNDREDS

Immediately allied with the two extension services are the short courses which the university conducts each year. On the main campus these include gatherings for intensified study under experts in medicine, dentistry, merchants' problems and

the like. On the farm campus short courses in bee-keeping, butter-making, cheese-making, traction engineering, home-nursing and the like are conducted, also an annual short course for members of boys and girls clubs and, each spring, a short course for Minnesota editors.

Next to the work in organized night classes, the phase of General Extension work that seems to be spreading most rapidly at the present time is that of the Correspondence Study Division. Because it makes it possible for one to take university studies no matter where he is situated; no matter, either, what his occupation or hours may be, the courses by mail serve many to whom the University of Minnesota would otherwise bring nothing directly. Teachers, office workers, men and women who have been forced to drop out of college before they wished to, women who have curtailed their outside contacts to devote themselves to their homes, workers in technical and engineering subjects who need new knowledge that they can not find elsewhere, are on the growing roll of correspondence students. Additional courses to be offered by mail are being prepared as rapidly as experts can be found to write them. Where it is possible, the University of Minnesota library makes an effort to provide books for supplementary reading to those enrolled in correspondence study.

A problem of the General Extension Division director has been to make the students enrolled in its classes realize that they are as entirely members of the University of Minnesota as are the daytime students whose other affairs make it possible for them to give full time to their studies. As a step in the right direction, associations of extension students and those who had recently done work in extension classes were organized last winter. These will be strengthened when classes resume late in September. Extension Division students will be encouraged to form clubs, produce plays, even, if they wish, to organize athletic teams. They are not only "classed as" University of Minnesota students, but are students of the University in every sense in which the daytime students are.

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Vol. 1

No. 10

Developing Fitness On Athletic Field Reflects American National Character



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Sept. 12, 1923

WHY is it that a Walter Hoover, winning the Diamond Sculls in England, a Bill Tilden, enabling the United States to retain world supremacy in tennis or a Benny Leonard, "putting away" all and sundry lightweight opponents in the ring wins the praise of American manhood on every acre of the 48 state maps, while a college athlete, pole vaulting to a new record, racing to victory down a football field, or tossing the last necessary pair of points in a basketball game finds nearly as many to "pooh-pooh" as to exalt him?

Why is an athletic victory in a contest of international or nationwide importance a cause for undiluted clamors of delight among the very people of whom many mutter "childsplay,"

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"nonsense", or "why aren't they helping to support the folks" when teams representing two educational institutions fight it out, chest to chest on a gridiron walled with shrieking partisans?

Ask any man what nation is strongest in athletics. He will tell you, "the United States." Ask him why the United States is most successful, and he will start making the eagle scream to the echo on the subject of sturdy American manhood, Yankee character, "our pure air, mountains, and great windswept plains." He loves it. He believes it. He wishes he himself had clipped that last fifth of a second off the latest Olympic record to fall.

SOME STILL CARP AT ATHLETIC GAMES

Yet, in the face of a universal pride and rejoicing in American athletic accomplishment and manly prowess, are literally thousands who miss few chances to murmur "waste of time", "loss of money", or "poppycock" when the contestants in some famous game happen to be college men. Don't let those whose associations have always been those of the campus tell you this is untrue.

A nation which finds the keenest joy in hunting prowess, in home runs, "Birdies" and bogey scores, in fishing, mountain climbing, yacht racing and rifle matches, is a nation which in its heart of hearts loves all athletics, all fair contests, all true sportsmanship. But it presents as a pet paradox a group who have elected to say that baseball is a man's game, football a trinket; that boxing is a rugged manly sport, basketball—well, that it flavors of the "rah-rah." And so on, and so on.

The sons of these men play all the good American games on the playgrounds, in the grade school and high school gymnasiums, in vacant lots and streets, just as they themselves did in boyhood. It is this traditional and universal joining in strenuous, body-building outdoor sport that has made the American man and woman the optimistic, energetic, good natured individuals that they are. And the man who has been an athlete in college will tell you, upon your asking, that no training he ever received did more towards fitting him for life than that he had from his coaches and trainers on the gridiron, or gymnasium floor.

Not only war, so much quoted in health and fitness discussions, but the everyday, persistently present struggle of us all for life, reasonable happiness, and gradual progress teach the value of sound health and sturdy bodies. In the final analysis, the man who can stand the most "grief", who can fight the longest, who can do just that little bit more than the next man, is the fellow who wins. These are platitudes, perhaps, but so are the need to earn a living, to sleep, eat, and possibly buy a few of life's luxuries.

The struggle for health and physical vigor is conducted the world over, on many planes, after many methods. On the lowest plane is the backward nation into which more enlightened peoples send medical missions to eradicate plagues, engineers to build systems that will deliver pure water, diplomats to protest against the production of body-wasting drugs. These missions are partly altruistic, partly selfish, in that they try to prevent the spread of diseases or moral dangers from the unfortunate nations to the advanced ones. On the next higher plane one might mention, perhaps, nations which realize the need for expert medical knowledge and health supervision, but which have not among their own population the trained scientists who can do the needed thing.

WESTERN NATIONS UPHOLD HEALTH

In relatively a few of the strong, occidental nations, there is in addition to high medical knowledge and decent public recognition of the need for sanitary caution, a developing pride in the maintenance of strong, fit bodies. And in this group, none is more fortunate than the United States.

It has been the boast of England that she won Waterloo "upon the football field." The Scandinavian countries are important world centers of enthusiasm for outdoor sports. The doctrine of individual physical development is fundamental among German ideas. France may show up at a disadvantage in American football and baseball, but in fencing, horsemanship, and other sports of keen skill she is among the world leaders.

In extending and developing its work in physical education and athletics the University of Minnesota is lining up with

one of the most important trends in twentieth century life. A nation which has changed its fashions in dress as persistently in the direction of common sense, freedom of motion, and benefit to health as has the United States since 1890 has committed itself beyond retraction to the active life, personal efficiency, and fitness. That the same changes have been world-wide only makes the commentary stronger.

The University of Minnesota students who compete in athletic contests against teams from other state universities are doing more than representing the spirit and will of the state. They are setting an example which is followed in every town of the state by hundreds of hero-worshiping youngsters on the sandlots and playfields.. No news is so eagerly read by American boyhood as the news of high school and college athletic teams. For every Martineau, or Ecklund, or Aas there are 10,000 young "copy-cats" racing across the playfields of the state, building the foundations of physical soundness in later life.

Even if it were true that "only eleven play on a football team while the rest look on," the example of that team to the grade and high school boys of the state would more than warrant it. But opportunity for physical development is being made available to every student, either man or woman, who attends the state university.

Much will be heard this year from the new Gopher Outing Club, established last winter, which is making a drive to have every student name his favorite outdoor sport and take part in groups that will be formed to follow it, whether hockey, skiing, bob-sledding, hiking, skating, snowshoeing, or even snowballing. Also, the department of physical education will conduct its program of inter-sudent sports on a larger scale than has been tried before. A full time director has been engaged to oversee this work, in which the men who didn't make the teams, or didn't try for them, will be given all the chance at athletics the present field and gymnasium facilities afford.

Meanwhile, if only those who groan when the United States wins some new international athletic championship find it in their hearts to decry college athletics, everyone will be satisfied.

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Vol. 1

No. 11

Making The Friendly Spirit Practical When A University Greets Newcomers



Minneapolis, Minn.

Sept. 19, 1923

BEGINNINGS are tremendous events. One must always know and understand the beginning in order to comprehend what follows. Historians, workers in the fields of social and natural science, and physicians, before offering an explanation of some development, seek to find out how the condition in question came about. The study of beginnings in retrospect is pursued in every field.

Some of the developments from which scholars have worked back to a knowledge of the beginnings are bad. Watching step by step the progress of events from the reconstructed beginning to the ending, science is able to reveal in many instances the point at which the mistake was made. Often it was at the outset.

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"How wonderful it would be," they say, "if the beginning of this series of events, or the development of that, could have been supervised."

Indeed it would make a difference to the whole world and all its people if truth and exact knowledge rather than impulse, prejudice, and guesswork could have governed the growth of many ideas, customs, and codes that are in effect.

At no point in the life of a young man or woman is wise, friendly counsel more important than at the outset of a college course. The young person is taken from a home environment and placed to a considerable degree on his own responsibility. He leaves one community for another which is widely different. Instead of attending a high school or academy among classmates of four years standing or more, he finds himself among several thousand strange young people, most of whom the new boy or girl never has seen before. More than desirable, it is imperative that these newcomers, launching out on the period of education and experience that will prepare them mentally, physically, and ethically for the most important activities of their lives, be given the most accurate information and advice, the most effective help and counsel that can possibly be devised.

EVERY GROUP HELPS THE FRESHMEN

Every major group in the University of Minnesota arranges to devote a considerable part of its energy to the task of starting the freshmen right when the college doors swing open in the fall and the influx of new and inexperienced students begins. Through its registrar, its health service, its employment bureau and rooming service, the University as a whole guards the welfare of the students and guides their decisions. In each college the deans and special faculty advisers assist in the selection of the right studies. Through the Christian associations, the Womens Self Government Association, the campus denominational groups and similar organizations, upper-classmen take an active part in the direction of those who are arriving for the first time. The secretary of the General Alumni Association brings a broad and thorough

knowledge of university history and functions to the help of the freshmen. Much of the early work of the dean of student affairs has to do with new students, and all of the efforts for women students except those having to do with studies and physical examination center in the office of the dean of women.

Most important, in the broad view, are the matters of physical examination, the selection of studies, and of orientation with respect to fellow students and the ethics of student life. All new students, whether freshmen or those who have transferred from another institution, are given a thorough physical examination under the direction of the University Health Service. Men are examined at Health Service headquarters, women in the Women's Gymnasium. These examinations produce records by which the Health Service can follow up all cases which require attention, assuring individuals of the best care and protecting the mass of students from possible infection by the occasional student who comes in ill health.

In each college are special officials whose duty it is to see that the new students take the work for which they are best fitted. First year studies are pretty carefully prescribed, but a few hours are left open to the student's choice. The advisers consider the student's past record, try to discover his aims and purposes in life, and suggest that the open hours be devoted to the studies that will most benefit each individual.

Psychological examinations produce records of a kind which has been found to throw light on many of the situations in failure or success in which students find themselves in the course of their college years. Two colleges, Science, Literature, and the Arts, and the College of Education, require that all entering students take the psychological tests. These must be taken before registration is complete, but it is not true that admission depends on the showing made in the test.

"BIG SISTERS" TAKE GIRLS IN HAND

A comprehensive work of welcome is carried out at the University of Minnesota, largely by student organizations under university supervision. One of the most effective of these efforts is that of the Big Sisters, a group from the Women's Self Government Association, who devote themselves to the

new girls and see that they make the proper contacts. The Big Sisters obtain as complete a list as possible of those who are coming as freshmen. Hundreds of these they meet at the train and accompany to the place where they are to stay. They also help them to meet other students and explain the procedure of registration. The Y.M.C.A. carries on a similar work for arriving men students.

Church contacts are effected through co-operation of the registrar of the University and various religious groups. The registration blank includes a corner on which church preference is indicated. These are turned over to the Y.M.C.A. which assembles them in groups and turns these slips over to the campus organization of members of that church. These groups include the various Protestant denominations, the Catholic group, Jewish organization, and a society of Christian Scientists. These groups in turn get in touch with the arriving students, introduce them at their future place of worship and offer such assistance and direction as may be desired.

Of outstanding importance to the new student is the matter of finding a room. A rooming bureau is maintained by the University of Minnesota, not only to provide information as to available rooms but also to inspect the rooms and see that they check with the high standards for student quarters which the institution lays down. Women students who do not live at home nor in a sorority house nor University dormitory, must live in a room approved by the Housing Bureau. Men students are advised to live in such a room, though there is no compulsion.

Gatherings for men students at the Minnesota Union, the men's general building and clubhouse, also at the Y. M. C. A. are addressed by men from the administration, faculty, and student body who are best equipped to give entering students a sound and wholesome viewpoint on the life they are entering. For the new women students there are gatherings, teas, and chats, some conducted by the dean of women, others by the Big Sisters, the Y.W.C.A. or under the auspices of the Women's Athletic Association in the big gymnasium for women. Sororities and fraternities welcome many students who have friends among their memberships.

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No. 12

Holding Student Bark On True Course Centers Interest of University Heads



Minneapolis, Minn.

Sept. 26, 1923

ELIMINATION of waste motion and wasted time on the part of students has become a major problem facing those who direct the policies of educational institutions, especially the ones devoted to higher education. It is a problem that is present in every phase of existence under the increasing complications of twentieth century life. Because of this universality it is especially necessary that students who are preparing for a life-work realize early in their college careers the need for a plain objective, clear motives, and the employment of direct methods to attain ends.

Too many students ramble through a four years college course and at the end find themselves more widely informed on a number of things but not particularly fitted for, nor convinced that they should enter, any one occupation. Too many

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follow a like hazy course through fewer than the full four years, then drop out, even less benefitted than those who stayed a year or two more. Far too many who complete their college work creditably or even with special honor, realize of a sudden that while they know much about the different pieces in the puzzle, they are at a loss to fit the blocks and squares into a well ordered, effective, satisfying life.

STUDENTS NEED GUIDE TO DECISIONS

At the University of Minnesota, President L. D. Coffman and the fellow administrators to whom the state entrusts the direction of college training have decided there is too much student helplessness. Experience has shown that the boy or girl just out of high school can not make all, nor even a great many, of the major decisions of college life intelligently without a touch of plain old fashioned help—just the kind of help dad used to give with the arithmetic and geography.

A recently published report of the University of Minnesota's "Committee on Educational Guidance" has some interesting things to say on the general subject of the helping hand. The committee was named by President Coffman to discover and suggest methods by which students can be set on the right track, dispatched accurately from station to station, and brought to a respectable terminal with marketable freight.

This committee advised particularly the perfection of methods for showing the student the things that are to be done in the world and for advising him with some scientific exactness which of these he may reasonably expect to do well. The second of these purposes demands the development of methods both for improving a student's understanding of himself and for bettering the faculty's comprehension of the student's abilities. Important in this final consideration, said the report, is the matter of marks. If marks are to represent the faculty's judgment on a student, those marks must be made by the most accurate system devisable.

The University of Minnesota has under consideration the suggestion of this committee that a thoroughgoing booklet describing the professions and vocations a man or woman might enter be prepared and placed in the hands of every student.

This will be a first step toward showing the student the lives he may choose among. The committee pointed out that this book, in addition to sections in which the major callings are discussed, should have a general introduction prepared with great care. "It should set forth the principles upon which the choice of a profession or specialty should be based," said the report. "Special attention should be devoted to the matter of income and rewards. The importance of self-analysis concerning personal tastes, physical and mental capacities, inherited characteristics or opportunities should be emphasized."

"Know yourselves," the University of Minnesota will say to its student.

"Make your judgments accurate and fair," it will say to its teachers.

START MADE ON TWO IMPROVEMENTS

Orientation courses and an improved system of direct personal advice from faculty representatives to students, both recommended by the Committee on Educational Guidance, are improvements on which the university has made a beginning.

An orientation course, described in the report as one "designed to acquaint young college students with the civilization in which they live and the major vocations which such a civilization supports and requires" will be instituted in the College of Science, Literature, and the Arts at the beginning of the winter quarter. It will consist primarily of a series of special lectures designed to picture to a student the world and himself in it. It will present a birdseye view of nature, civilization and man, together with man's relationship to the other two.

This course will be offered during the winter quarter to 150 freshman students selected from those who enter in January. Five specially selected instructors will be assigned as teachers. The course will be experimental, the idea being to expand it to include all freshmen if it accomplishes as much as the administration hopes it will.

This year the College of Science, Literature, and the Arts, which inevitably draws more students lacking a definite objective than do the professional schools, has elaborated its

system of direct student advice by assigning in addition to the usual advisers three faculty members to give half time to meeting students. The attention of these three will be directed principally to two groups—those who have begun to fall by the wayside and have been put on probation, and those who have shown such superior talent as to merit individual treatment or permission to deviate from set methods.

With respect to the students on probation, appointment of the special advisers means for one thing that the University of Minnesota does not assume that the student himself is always to blame if his work becomes unsatisfactory. Personal tastes, physical and mental capacities, inherited characteristics, and the other things mentioned by the committee in connection with the vocational guidance booklet must be given consideration. Extraordinary distractions arising from home conditions, financial distress, or matters more obscure, may be responsible for the student's plight. Whatever it is, these advisers will help Dean J. B. Johnston and his assistant deans in performing the University's duty to these students. That duty the administration conceives to be personal interest in the case of the perplexed student, a persistent effort to understand him and his problems, and active steps to provide relief if that be possible to give.

The other matter mentioned, that of making the instructor's marks as accurate as possible, is one involving much technique of the science of education. It is interesting to observe, however, that one of the chief values of the intelligence tests of which one hears so much is that they contribute toward a standard by which the marks of different instructors can be checked. When a student's rating in the intelligence test and the marks given him by three of five instructors correspond pretty closely, while two other instructors give marks widely at variance, an opportunity for diagnosis is offered. The student's interest in the off subjects, or his adaptability to them, may be faulty. The instructor may be marking carelessly. It is a field for the special advisers and a clue by which they can work.

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No. 13

Complete Fairness In Allotting Seats Sought In New Football Admission Plan



Minneapolis, Minn.

Oct. 3, 1923

AS the 1924 football season approaches University of Minnesota athletic authorities are breathing more easily than they have for years, for they believe they have eliminated forever the cry of favoritism in the distribution of tickets to the big home games. Among the delicate problems that arise at the university affecting the adjustment between it and the public none has been more persistent than the "ticket problem." As matters stand now, members of the committee on intercollegiate athletics feel that complaints on this score will gradually diminish to nothing; also that they can face such complaints as do arise with a certain knowledge that the fairest possible arrangement has been made.

Under a system that had prevailed at the University of Minnesota during practically all of its football history and

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which now has been done away with, the athletic department kept a limited list of keen football fans, "steady customers," to whom, each fall, notice of the season's schedule was sent out. These fans rushed back their orders accompanied by checks, and the requests were filled in order of their receipt. This gave special advantages to those who were on the list, and a further advantage to those living nearest the university, for they got the announcements soonest and could rush back their orders more quickly.

OLD SYSTEM CAUSED SHRILL CRIES

Not only was there ground for complaint against this system, but the complaints materialized regularly, also long and loudly, with an occasional vehement howling that shook the iron rafters of the armory when some enthusiastic fan found himself on the two yard line with prospects of the game being centered at the other end of the field.

While exactly the same thing can happen under the new system, the beauty of it is that no one can say someone else was shown special privileges, while he was relegated to the environs. Now all applications, without regard to the order of receipt, provided they are in on time, will be drawn out of a hat, and anyone who is displeased with the way things turn out can take his complaints to the Danbury hatters.

This fall a comprehensive list was drawn up of those who are graduates of the University of Minnesota, those who formerly were students, and those who can be called friends of the institution due to some specific, helpful act. To each of these, a number running into many thousands, a letter was sent outlining the proposed new system. Each was sent a card and was asked to return the card with name and address if he wished to be placed on the priority list. This list will be kept permanently, and each fall applications for tickets to all games will be sent to those who are on it. Additions to the list can be made indefinitely if applicants have one of the three qualifications.

All applications received from persons on the priority list are put in together and a drawing is conducted, the best seats

going to those whose names are first drawn. At the first drawing of the year, applications for tickets to the first game and applications for season tickets are filled. For each of the other games of the year there is set a date when applications are due, and a drawing will be conducted for tickets to each of those games.

Next to the priority list comes the list of those not entitled to priority, but who have shown eagerness to attend games by sending in advance applications with money attached. Anyone can send in an application of this kind and every application in this group will get the same attention as any other, once the priority demand has been filled. As it is unlikely that the priority demand ever will absorb more than half of the available tickets the enthusiast with no personal claim on the university stands nearly as good a chance as does the prominent graduate.

Non-priority mail orders are filled by a drawing like that conducted for the priority list.

In a nutshell, the new system is an effort to determine the groups who are entitled to some advantage in the ticket allotment, but a promise that within these groups no individual shall have a better chance than any other.

After the two groups already mentioned have been disposed of, there still remain the students and the general public; "general" in the sense that they have sent in no applications of any kind.

STUDENTS PRIVILEGED IN OWN SECTIONS

Students' tickets will be allotted on the same basis that was in use last year. A large group of seats in the north stand will be put aside for student use. Any student can buy a season ticket upon presentation of his registration receipt. In addition, students who do not buy the season tickets will be given a chance before each game to buy a ticket to the student sections. When the number of student seats sold for any game has been determined, a block of that number of seats will be roped off. In it will be a seat for every ticket sold. The student tickets do not entitle the holder to a specific seat, but they assure the student a seat in a definite section. As the

entire student section is made up of good seats near the center of the field, there will be no cause for complaint. There is also the advantage that a group of any number of students can go to a game together and sit together, which would be difficult if specific seats were reserved.

When demand by the student, priority, and non-priority mail order groups has been satisfied, the remaining tickets will be placed on public sale. This sale will be conducted both at downtown establishments and at the university, as in past years.

The likelihood that there will be any scalping of tickets has been cut to a minimum by the fact that all advance sales will be recorded at the university and the number of seats sold to each applicant known.

Although Northrop Field as it stands at present accommodates only 22,000 at the biggest games, the University authorities have provided that advance applicants may take up to six seats, but no more. Eastern institutions often limit priority applicants to two seats. Minnesota has set the larger allotment partly because the stadium, with a seating capacity at least twice as great as that of the present field, will be the scene of future football games, permitting greater generosity.

Erection of the stadium, as a matter of fact, will be of far more benefit to the general public than to the priority list, for while the latter will be no better off than they are now, the number of remaining seats available to the public will be multiplied many times.

The new system of seat distribution was worked out by the athletic committee after a study of methods in use at most of the other large universities and colleges of the country. E. B. Pierce, chairman of the committee on intercollegiate athletics, and Conrad Seitz, University bursar, who is in charge of seat sales, are convinced that it comes as near to perfect fairness as any system could attain.

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No. 14

Remember Obligation to State; Seek Truth; Be Broad, President Advises New Students



Minneapolis, Minn.

October 10, 1923

IN one sense the freshman at a university is the most important person there. This is true chiefly in the way the same statements can be applied to a dollar put by early in life. It has a longer time to gather interest, to work for one. The freshman has a longer time to gather benefit, to be moulded than has the average member of an upper class.

The University of Minnesota this year made a new departure when President Coffman decided to set aside the opening convocation as a time for impressing the freshman students and all other members of the institution with the correct ideals of university life. At an open air meeting attended by practically the entire faculty and body of upper-class students as well as by the freshmen, the president outlined to entering students the values and relationships of the

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diverse interests and activities that will call for their attention and effort during college life.

President Coffman said:

We are assembled here today partly to welcome former students who may be returning to the University, partly to extend greetings and the hand of good fellowship to students who are entering the University for the first time, but more especially that we may, students and faculty and other University workers alike, renew our common vows and solemnly resolve to make Minnesota as great and good a university as we know how.

This meeting is held for the purpose of making everyone feel that he is a part of the institution, that he may catch something of that subtle, intangible and pervasive influence which we are pleased to refer to as the spiritual unity and integrity of the institution.

SACRIFICE MAKES UNIVERSITY POSSIBLE

The University does not belong to the students; it does not belong to the faculty; it does not belong to the administration. The students are here because thousands of citizens have sacrificed to make this institution possible; and the faculty and administrative officers are here in the capacity of public servants. I do not ask the students to study and to study hard; I ask them to remember their obligations to those who make these opportunities possible for them. I do not suggest to the faculty to teach and to teach well; I ask them to remember the servanthips with which society has entrusted them. A student who insists that a university is organized and maintained to serve him individually rather than to minister to the collective interests of all of the other students has not yet learned one of the most important lessons that comes from human association; and that member of the faculty who thinks students should be dealt with according to rules and en masse, without reference to their individual needs and problems has long since forgotten the benefits of personal contacts

A university is primarily a place for studentship. It is a place where faculty and students join hands and interests in

creating a perpetual intellectual republic. It must be kept free from the wiles of the propagandist and the allurements of the advocate. It must not become the agent or the victim of any creed, dogma or theory. It must remain, in harmony with its traditional conception, dedicated to the search for and the exposition of truth. In these parlous times with the world rent with discord and dissension and with thousands of panaceas and intellectual nostrums being laid upon the doorstep of institutions of higher learning, as well as advocated for society, it is all the more important that universities re-discover and re-emphasize their true functions, truth seeking and truth impartation. In this truth seeking, the university period should be regarded as an integral part of life—the part in which the habits, standards of judgment and attitudes of mind shall be so developed in truth seeking that students shall remain truth seekers for life. We are here today partly to dedicate ourselves to this noble purpose of University life.

STUDENTS SHOULD VARY INTERESTS WISELY

But a university is not merely a place for scholarship, where men and women study and learn, where minds dwell in free intellectual intercourse. It is a place where we must live, some for a comparatively brief period of four years or less, others for a lifetime. We are not merely an institution of learning, we are a community. The student who clings to his books and profits by none of the lessons of human association is a grind and unfitted for most of the problems of the world outside the university. The student who devotes himself to the activities of the university outside to the neglect of the classroom, the laboratory and the library, will not only fail in his essential work here, but he will have no companionships in the fields of learning later on. The faculty representative who exalts scholarship and scorns play, who exalts study and shuns conversation, who exalts bookishness and derides recreation, has a mind out of focus. The life of a university is not all found in the classroom; some of it is found on the athletic field, in the dramatic organizations, in the debating contests, in the work of the university publications,

and in the social gatherings. All these things must be kept in their place. Each makes its contribution to the life and spirit of the university community. The contribution which each makes will be enhanced as we think of it in terms of the part it should play in making and in preserving the spirit of the university.

When we go from this meeting, let us go with high resolve that we will make his the best year Minnesota has ever had. Our search for knowledge will be a little more diligent than before, our teaching a little more sympathetic and interesting than before, our administration a little more tolerant than before, our scholarship as students a little better than before, and our entire classroom and laboratory life in all of its phases and activities a little less absorbing than before. Let us go from here to our separate places with the resolve that our criticisms, if criticisms there must be, shall always be just and our attitudes magnanimous. Let us emphasize our virtues rather than trivial defects. Let us go from here consecrated to the high resolve that Minnesota shall not only be as fine and stimulating a laboratory of the mind as can be found anywhere in the world, but that she shall also be as wholesome a laboratory of the spirit as can be found.

With this objective constantly before us, her life and her thought will not suffer, disintegrate and wither away. With this objective constantly before us, that mutuality of good will and commonality of understanding so essential for work, will prevail at all times, and Minnesota will be great—great because she puts emphasis where emphasis belongs; great because she discovers virtues rather than weaknesses; great because students and faculty work and study and live together; great because she keeps her vision fixed upon the truth; great because each person seeks to serve every other as well as the State.

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No. 15

Playing Joseph To Prospectors' Dreams Brings Daily Novelty To Mines College



Minneapolis, Minn.

Oct. 17, 1923

IF this were intended to be a sensational story, readable to the Nth degree but possibly a trifle careless of fact, "Gold Discovered in Minnesota" would be its caption, set in extra-large type. At the Experiment Station of the College of Mines in the University of Minnesota are men who know exactly what they are talking about, and they say it has been done. Not only has gold been found here in Minnesota—copper has been found, chunks of it weighing as much as ten and fifteen pounds.

Unfortunately, there is a joker in it. Hope that profitable mining of either metal can ever be carried on in Minnesota can not be held out. Why? The answer is a technical one. The geological formation of the state makes it improbable that any gold should occur here.

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Mining for gold in Minnesota is about as likely to yield merchantable metal as walking through a morning haze would be to quench thirst. Mists leave a "trace" which the weather man painstakingly records. Analyses of Minnesota sands and rocks have, in rare instances, yielded a trace of gold. Exact chemical processes have indicated the presence, little more than discernible, of gold in the state. But what there is of it was scraped in here, millions of years ago, by grinding masses of glacial ice, ploughing down from the north. The place where nature originally deposited the gold is far away, nowhere in this part of the continent in fact. So that neither the original deposit nor the rich sands sometimes washed down by erosion into valleys near an original deposit are likely to be discovered.

COPPER "FLOATED" IN ON GLACIERS

The same is true of copper. Vast natural deposits of copper exist much nearer to Minnesota than do gold deposits, yet there is nothing to indicate that copper mining will become a Minnesota industry. Chunks of copper, picked up in rare instances, were at one time inanimate parasites stealing a ride thousands of years long on the icy sides of a glacier, which dropped them here and there in Minnesota as a source of temporary excitement to those who were to find them in our own day. This is called "floated copper."

One of the two major functions of the Experiment Station of the College of Mines is to test and determine the mineral content of hundreds of samples sent in each year by Minnesotans who believe or hope they have found valuable minerals or metals on their property. According to W. R. Appleby, dean of the School of Mines, and E. W. Davis, superintendent of the Mines Experiment Station, samples so received number between 500 and 800 a year. That means nearly two a day.

Just as the man who wants to know what can be raised on his soil may send it to the experiment station at the College of Agriculture, so the man who wants to know whether there is anything in his land that can be recovered by mining

or quarrying operations may send it to the Experiment Station of the College of Mines.

Naturally enough, gold is the metal which Minnesotans most often hope they have found. Stones that someone hopes are precious often are sent in to be examined. Scores of people have sent samples of sand or water in the belief that an analysis will reveal the presence of oil.

When an oil sample is received, the Mines Experiment Station determines whether it is a vegetable or a mineral oil. If it is a vegetable oil the investigation is dropped. The oil had been spilled there, or it would never have been found. When the oil trace is mineral in nature it is sent along to the geologists. Native oil has not been found in Minnesota in any instance to date.

Officials at the station say that a great saving in the time of those who send in specimens for analysis would be made if all samples were accurately addressed. They should be sent to: "Mines Experiment Station, University of Minnesota, Minneapolis, Minn." Hundreds of specimens have been delayed by being addressed to the state capitol or to some other St. Paul address, an error that usually arises from the fact that the address of the College of Agriculture is in St. Paul.

NO COAL ANALYSES PERFORMED

Two other things should be remembered, according to the dean. Analysis will be made only if the county and township from which the material comes are named in the accompanying letter. This prevents people from sending specimens taken from outside Minnesota. Those should be taken to commercial analysts, with whom the state experiment station does not enter competition. Also, no analyses of coal are made. If this were undertaken the station would be swamped. But no coal is found in Minnesota and there is no excuse for conducting its analysis. Peat, on the other hand, is a Minnesota product. Each year many specimens of peat are analyzed. Peat that is intended for burning will be tested at the Mines Station. If the question is an agricultural one, whether the soil is productive, it should go to the Agricultural Experiment Station.

Although this function of the Mines Experiment Station is interesting, because little known, the major function of the establishment is that of developing processes and machinery by which the state's known mineral resources can be made more productive both in wealth to the private owners and in tax returns to the Commonwealth. Far and away the most important mineral deposits in the state are iron ores, and a large part of the station's work is with these. As little need be done to make rich ores marketable, other than to extract them, most of the researches and experiments have to do with the lean or low grade ores and the methods by which the value of these can be increased.

Here is a complicated problem. Simply stated, there are three principal types of low grade ores in Minnesota—the magnetite of the eastern Misabe range, hematite of the western Misabe and the ore with high manganese content of the Cuyuna range. Processes already developed have made extraction of the eastern Misabe magnetite ores commercially profitable and a company established at Babbitt is extracting 300 tons a day for which a steady market has been found. In another year or so the output of that plant will be increased to between 600 and 800 tons daily, with further expansion in sight.

On the Cuyuna range are encountered many problems for which the Mines Experiment Station is helping to find solutions. Some of the ores contain too much water for best results; some contain too high a percentage of silica. These problems, together with a search for means of giving commercial value to the western Misabe low grade hematite ores are among the studies which the staff of the station is carrying on at present. Meanwhile it also provides quarters and conveniences to the United States Bureau of Mines which at all times is carrying on at the University of Minnesota important researches looking to the betterment of mining.

The new home of the Experiment Station, completed last spring, has been declared by scores of visiting engineers to be equal if not superior in design and efficiency to any in the United States, probably to any other in the world.

MINNESOTA CHATS

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Vol. 1

No. 16

Seeking Character Through Permanence A Motive In University Building Plans



Minneapolis, Minn.

Oct. 24, 1923

ONE of the close inter-relationships which must be recognized in life is that between character and permanence. Men who always act in the same way under like circumstances are said to have character, and if their acts measure up to the accepted codes of right thinking and right living, they are called men of good character. The quality of dependableness, the likelihood that these men will think and act in the same way when similar circumstances again arise, probably is basic in the general impulse to call them persons of character. The permanence of their attitude and the belief that their motives are both honest and unvarying lead people to trust them.

What is true of individuals is true of institutions. Institutions of higher learning especially, such as the University

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of Minnesota, must build for permanence to achieve character. The theory, the textbook, the building, even the teacher that is here today and tomorrow barely a memory can not stand as the symbol intended when character is the word used. It is the building in which one used to study that arouses a burst of affection when the graduate returns to his university in after years. A glimpse of some beloved old professor who guided him through the mental stammerings of his freshman year holds for the alumnus more potentiality for college spirit and loyalty than can be obtained from a hundred orators of the occasion. Perhaps this will be granted.

One can hear you say, "Yes, but if permanence is the University of Minnesota's aim, why is there all this feverish activity for change? Why the alteration of old buildings and the erection of new? Why the frequent announcement of new members of the faculty, some of them men from afar? Why, if permanence is sought, is the whole effect of today one of impermanence, at least of transition?"

PERMANENCE DEPENDS ON ADEQUACY

The answer is, of course, that even very old buildings whose walls are cloaked with ivy and whose memories are revered by scores of generations in the older universities, must at some time have been new. The answer is also that if a building is to remain in service until an honorable tradition shall have had time to grow up around it, it must be built in the first place to serve for a generous period in the future. Changing that which is not adequate and replacing it with equipment which will continue to serve through many student generations gives the institution a chaotic appearance, but is the surest means to permanence, once the swiftly growing demands of Minnesota residents have been met.

With slow tread, but surely, the University of Minnesota, considered in the physical sense, the external university, is advancing to the point where it can claim to be an approach to completeness. Years will pass before this situation can be reached, but so also must years pass before anything definite can be predicted of the growth of the state or its ultimate demands for higher public education

Some twenty years ago when the old Main building burned down, it carried with it the tenderest recollections of hundreds of alumni to whom it had been not only the center but the major part of the university. At that time the present library building was thought of as the last word in completeness and adequacy. No one foresaw the unending growth of demand for public higher education nor that the library building, as a library, could not be a contribution to permanence and through that to character and spirit.

Unlike the garment which an individual outgrows, and which then must be thrown away, a university building need not be disposed of because it has been outgrown by the department that used it. Today the University of Minnesota is building a new library, facing the mall which is to be the future center of university life. Meanwhile, some other college in the institution has been outgrowing its limited facilities. When the equipment of the old library, which is used by the students of all colleges, has been moved to the new library building, the present library can be remodeled as the new home of some smaller college unit. The building will remain as a link with traditions of the past, while on the new mall the groundwork for new traditions and the stuff for memories in coming generations of students will be built.

The removal of the Northern Pacific railway tracks from the center of the university campus is another step in the transition that is to result finally in permanence and character. The old campus of the university came up to the edge of the tracks and stopped there. It is years since the institution burst those old bounds and pushed outwards for a quarter of a mile or so beyond the original limits; but at that time trains were rather infrequent; cool willows shut the tracks off from a chummy residential district at the campus edge. Some of the best known members of the faculty made their homes there.

When university buildings began to line both sides of the railroad gulch it was soon found that puffing engines made lectures unintelligible, that jarring freight trains disturbed the balance of delicate instruments in buildings devoted to the

sciences, in general that a steady railroad traffic was not intended to pass through the heart of a university campus. Arrangements with the railroad whereby it is moving its tracks to the northern edge of the university property to run them parallel with those of the Great Northern railroad are solving this problem. Probably the work will be completed by snowfall.

AUDITORIUM TO DOMINATE THE MALL

This will be another contribution to the unity of the university. The new Memorial Auditorium to be dedicated to the late Cyrus Northrop will stand close to the old right of way on one side. On the other side will rise, gradually, new units in the group of greater university buildings which will enclose and face the mall. A disturbing factor will have been eliminated. With plans drawn to a scale more closely fitted to the need that will probably develop, the university can continue to build for permanence and character.

Shifting of the railroad tracks is making possible an outstanding improvement which will also be a steady means of economy in the erection of the new storehouse and shops building, now half completed. The new storehouse building is going up beside the tracks close to Fifteenth avenue along which runs the trolley line to University Farm. A railroad spur will run into the building on the sub-basement level. A spur of the street railway will run in on the street level. Material unloaded at the building can be hoisted up an elevator and loaded into a trolley freight for immediate shipment to the College and School of Agriculture. In this building also will be concentrated the several shops which are maintained to keep the institution running smoothly and economically.

Preparation of the new storehouse and shops building for occupancy will result in the first case yet recorded of the destruction of a vacated building. Three very old and ramshackle structures, one a garage, one a print shop, and one used as a storehouse will be torn out when those departments go into the new building. The last named would have had to go in any case when work was started on the Memorial Auditorium.

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Vol. 1

No. 17

University Hearth Is Swept And Piled For Yearly Alumni Homecoming, Nov. 17



Minneapolis, Minn.
October 31, 1923

NO tradition at the University of Minnesota is more virile than that of the annual fall Homecoming.

Because its origin was a spontaneous one, because the custom has met not only acceptance but approval and active encouragement among both alumni and undergraduates, also because, despite gloomy predictions in some quarters, this tradition has grown and developed year after year, Homecoming is set down as a worthy and permanent manifestation of university unity and spirit.

Homecoming is not merely the day when it is made most convenient for a large number of alumni to gather on Northrop Field and witness a major home football game. It is the day on which the college hearth is swept and piled high with the faggots of remembrance, kindled by the flame of affectionate

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fellowship. It is the time when alumni, men and women, busy most of the year with the details of their present problems, may throw off the burdens of maturity to hark back in person or in spirit to days of undergraduate life and renew the friendships and associations of that happy period.

STUDENTS ARE HOSTS TO RETURNING "GRADS"

Homecoming Day, actually, is one set aside by the present students on which they shall be hosts and entertainers to the returning graduates. It is a development based on a need. Before it was instituted, graduates straggled back each fall, some on this occasion, some on that. There were no preparations to make these visits enjoyable. Nothing was pre-arranged to cater to the comfort of the scattered groups that chanced in to commune for an affectionate moment with the old Alma Mater.

A first attempt to unify these fall homecomings into a single event for which adequate preparation might be made came in 1914. To judge from comments in the Alumni Weekly of that year, the first Homecoming Day was no great success. Grave doubts as to the wisdom of attempting such a thing were expressed. Happily, the plan has eventuated quite differently. Each year, the fall Homecoming draws back more and more visitors. Each fall it becomes more and more firmly established as a sound link between the institution of today and those life members whose apprenticeship was completed successfully in years past.

This autumn, Homecoming Day has been set on November 17, the day of the annual football game between Minnesota and the University of Iowa. Already, a partial announcement of the program has been made. The festival will begin, as usual, on the night before the game, when the Academic Alumni will meet in the Minnesota Union for their annual reunion and dinner. Although this is carried out by the graduates of the College of Science, Literature, and the Arts, as the largest alumni group, graduates of all colleges in the University are heartily welcomed. The gathering actually has developed into a general alumni reunion.

Dinner will be served in the Union and will be followed by a brief program of talks. At the conclusion of this meeting the yearly mass-meeting and rally in the Armory will be conducted to kindle spirit and brush up familiarity with the good, old Minnesota songs and yells that play such a resonant part when battle is doing on Northrop Field.

For the Academic Alumni Reunion, preparations are being made by the officers of that association, who are: President, Chester Wilson, Stillwater; vice president, W. W. Hodson, Minneapolis; secretary, Louise Ray Crouse, Minneapolis; treasurer, Clara Hankey Koenig, Minneapolis.

1904 LAWYERS SET UNIQUE RECORD

Unique among Minnesota alumni gatherings is that of the graduates of the Law School, Class of 1904, who began holding an annual reunion and merrymaking the year after they graduated, and who have met every year since, on the night before the major home game, while the Academic Alumni were conducting their meeting. This year's will be the nineteenth consecutive reunion of the '04 lawyers, another in the longest unbroken string of reunions known to Minnesota tradition.

A colorful phase of the yearly homecoming celebration is the competition in decorations carried on by the sororities and fraternities at the University. Prizes are established by the undergraduate committee in charge and the student societies do their bravest to trick out the houses and university buildings. Decorations are always in the colors of the visiting football team, this year the old gold and black of Iowa.

Eventually, perhaps, Minnesota will develop some such winning detail of Homecoming Day decoration as this year's visitors have established at Iowa City, where each fall a mammoth corn statue, in which golden and black ears mingle in the university colors, is erected at the intersection of two principal campus streets. It is a homely symbol, but one into which no end of significant feeling can be read by those who helped erect it in years now bygone.

Saturday morning, Nov. 17, the undergraduate parade in honor of returning alumni and the yearly Cross-Country race

between Iowa and Minnesota teams will center interest. Last year Minnesota won the Cross-Country run handily, though the afternoon's football game turned out a different story. This year Minnesota expects to win not only the Cross-Country match but the football game as well, avenging certain resounding thwacks that Iowa has been planting in Gopher ribs during recent years.

The fact that this year's will be the last Homecoming Game played on Northrop Field adds particular significance to the gathering. As soon as the football season is over and the way has been cleared by removal of the Northern Pacific railway tracks, work will be begun on the new Minnesota Stadium that is to be the future home of Minnesota football. The Iowa game will be the last, possibly for all time, to be played by a Minnesota team on the field that has seen many of the sternest battles and much of the finest playing in western conference history.

Records show that a part of the entertainment at the first Homecoming in 1914 was a special trip over the inter-campus trolley line from the main campus to the University farm. A rare treat indeed. Next year's Homecoming will introduce thousands of alumni to the new Stadium, no doubt with a typical battle between Minnesota and Wisconsin teams, though that is merely a guess.

Other details of this year's Homecoming will include open house for graduates in the Minnesota Union and Alice Shevlin Hall after the game, also no end of teas, dances and special entertainments in fraternity and sorority houses. Everything that the undergraduate body can do to make the brief stay of the graduates pleasant will be done. The university will co-operate fully in placing accommodations at the service of the returning "grads."

E. B. Pierce, secretary of the General Alumni Association has been informed that railroads will grant a rate of fare and a third on the certificate plan for Homecoming. ..If 250 alumni attend and get their certificates validated, the reduction will be in effect, entitling alumni to purchase a return ticket at one third of cost.

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Vol. I

No. 18

Alumni Statements Prove Training Value In College of Agriculture's Three Fields



Minneapolis, Minn.

Nov. 7, 1923

ONE of the difficult problems confronting those who direct the education of young persons is that of determining the results of educational effort. To what extent is a graduate's success due to the influences exerted by college instruction and contacts? In how far can the training received and the information acquired during study years be declared a cause of later achievement?

Having asked this poser of a question, "Minnesota Chats" prefers to sidestep and continue by saying merely that there are certain definite conclusions which can be reached. College training certainly has influenced the direction of a man's life if he finds his work in a field which has been his college specialty or in which his college specialty plays an important part. If he remains in that field and advances into positions

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of increasing usefulness and importance, it is a reasonable assumption that his college training has been of definite value.

TRAINING UTILIZED BY 96 PER CENT OF ALL

One of the colleges at the University of Minnesota which has clear data regarding its influence on former students is the College of Agriculture, Forestry, and Home Economics.

Because he possesses data showing that 96 per cent of the students who answered a recent questionnaire have at some time since graduation engaged in the field particularly studied in college, Dean E. M. Freeman feels justified in asserting that for these 384, their studies have furnished definite professional or vocational guidance. And he is right. He provides the additional evidence that 90 per cent of the 384 who answered the questionnaire still are engaged in occupations based on college training.

Answers to three questions were sought by Dean Freeman when he mailed the questionnaire asking for data on the occupations of graduates. These were, in his own words: "Does the college actually train the student so that he uses his vocational training after graduation? Does the college training 'pay' the graduate? Does the college training repay the state in public service and in the dissemination of advanced knowledge of these three fields of agriculture, forestry, and home economics?"

University authorities believe that each of these questions can be given an affirmative answer based on the information voluntarily furnished by former students. In answer to the first question, they point to the high percentage of graduates who have continued in their college specialties after graduation. In reply to the second, they show that practically all who answered the questionnaire are holding substantial positions in respectable and congenial occupations. An enumeration of the services this group has rendered answers clearly the last question stated.

In reverse order, Dean Freeman's statements on these points are as follows: "Does the college pay the state? Practically 100 per cent of useful and employed citizens is in itself a good return. Almost every one of those in farming is

operating a purebred livestock or other modern type of farm. Every farmer and homemaker is a community influence for better farming and better homes. Every county agent is improving many farms in his county. Every high school teacher is reaching many future farmers and homemakers. Every college teacher is preparing many teachers and county agents—multiplying to a second degree the educational influence. Every investigator is helping to solve problems which may have an incalculable value for the state and its citizens. Seventy-four per cent of the 384 are now engaged in some form of teaching or extension work. Seventy-seven per cent are engaged in some form of public service.”

That college training pays the individual is shown by the fact that only two of the 384 were unemployed when the answers were sent in, and that both of these were dietitians who were needed at home. No statistics on salary were available, but the occupations were substantial and congenial. They were vocations in which promotion and progress were possible. Many were holding influential positions. Not a single expression of dissatisfaction or desire to change was found among the replies.

STUDY SUBJECTS COVER FIELDS OF USEFULNESS

The statistics on occupations which have held these graduates of the College of Agriculture, Forestry, and Home Economics are particularly interesting. They show that the subjects studied not only took hold on the imaginations and kindled the interest of the students, but that they provided a field of actual need broad enough to hold that interest and provide important employments for the workers.

These statistics show that of the agricultural group, 42 per cent have been and 19 per cent are now engaged in actual farming; that 60 per cent have been and 37 per cent are now engaged in broadly influential college teaching, investigational, or other technical work; that 27 per cent have been and 13 per cent are now agricultural county agents. Forty-two per cent have been teachers of agriculture and 17 per cent are now in that vocation. The agricultural industries

and related enterprises have claimed nine per cent and retained the interest of four per cent.

The forestry group shows much the same situation. In it, 66 per cent have been and 36 per cent are now engaged in teaching, investigational, or other technical work; 28 per cent are now engaged in the lumber industries, while 17 per cent have been and 10 per cent still are engaged in some other forestry enterprise.

Every graduate of the department of home economics whom marriage has made a true homemaker has remained in that capacity, successfully and happily, the returns reveal. This has been the outcome for 26 per cent of all. When the percentage was first made known Dean Freeman received some letters asking why only 26 per cent of the best trained homemakers in the state should have become wives. The answer is clear. Most of the replies have come from graduates of the more recent classes, with whom it has been possible to keep in touch. Undoubtedly the percentage will grow with the passage of each year. Eighty-three per cent of the home economics graduates have been teachers in high or normal schools, and 48 per cent are still in that calling. Ten per cent have been and six per cent are now teaching in colleges or universities. Twenty-two per cent have been dietitians, managers of cafeterias or the like, and five per cent are still in those vocations. Three per cent are now in social service work and five per cent in one or another of the special home economics fields.

It must be added that in computing the contribution of an individual to a certain field one must do more than consider what he or she does as a worker for pay. In attitude on public questions, in conversation, in voluntary work for incidental organizations of many kinds, in example, and in other ways, everyone is bound to be an influence on the calling in which his special interest lies. Not only professionally but incidentally and personally, every specialist in a given field remains an influence in that field, no matter what paths circumstances or unforeseen influences may lead him to follow.

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Vol. 1

No. 19

Seekers Beyond the Chart of Knowledge Serve the Flame In Graduate School



Minneapolis, Minn.

Nov. 14, 1923

NEARLY every American knows that the United States has become progressively more and more independent in the matter of industrial production. Whereas we once looked to Europe for practically all goods requiring skill in manufacture, we have little by little reached a basis of equality, then of superiority in producing steel, tinplate, certain types of textiles, many kinds of machinery. Now we are coming to stand on our own feet in the manufacture of dyes, such fine instruments as those used for optical and surgical purposes, and in many other lines.

Far fewer realize that a like transformation and development has been going on in the field of higher education. Time was when a man or woman, to take pride in truly superior intellectual training, must have studied abroad; in

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Germany, say, or England, France, or Holland. Here, too, a great change has come about. As long ago as 1900, a full dozen of American universities were doing work which was the equal in many fields of that carried on abroad. And today immeasurable advances have been made beyond the attainments of that period.

Dean Guy Stanton Ford, who directs the graduate school at the University of Minnesota, tells of a speaker at the Peace Conference who declared that the future of advanced education lay with America. He did not imply that intellectual capacity and high attainment in many fields of learning had vanished from Europe. His point was that America has not only the knowledge and scholarly point of view requisite for leadership, but has the equipment, the resources, and the energy that will enable it to progress even though others may falter.

In medical subjects, in agriculture, in school administration, educational psychology, chemical engineering, and in geology and mines subjects, among others, the graduate school at the University of Minnesota ranks among the leading institutions. No other function of the state can possibly have so broad an influence, nor make so permanent and effective a contribution to world progress, as does the university that trains for skill and discovers unrecognized truths in such fields as these. Individuals or corporations may win fame or wealth by utilizing the new knowledge. The lot of the average man will certainly be bettered. But it must not be forgotten that the material—fact, process, or method—was revealed and made usable by the student.

GRADUATE STUDENTS EXPLORE FOR TRUTH

The graduate student is quite a different individual from the average undergraduate working for a bachelor's degree. The latter's purpose is to assimilate existing knowledge. The graduate student works with the ultimate purpose of discovering new truths and giving them to the world. At his best, the undergraduate whose bent is scholarly, is a graduate student in course of preparation. The graduate student pushes on to the end of the marked paths. Then he pioneers. He is

an explorer. No matter how many degrees he wins, he considers them incidental. His is the creative mind. The world is so full of a number of things that we all need for our greater welfare. His heart gives him no choice but to keep working and seeking while the daylight remains.

When one comes to the realm of graduate study the words "student" and "teacher" lose their common significance. Every teacher is a student in research, in seeking. Many of those called students in the address book are also teaching.

To this fact, for instance, is due the ability of Minnesota to maintain the standard of teaching for undergraduates which it offers in those fields in which research interest is centered. For the sake of the materials and guidance they find at Minnesota, many graduate students who otherwise would find better paying positions, remain at the University to study and seek, contributing for small returns their knowledge and enthusiasm in the capacity of teachers.

LOCAL IMPORTANCE INFLUENCES STUDIES

Sometimes one hears the question asked: "Why should Minnesota contribute to the maintenance of a graduate school that draws students from South Africa, India, South America, Scandinavia, England, Germany, and Persia?" What part in the support of the institution do those peoples play?

For those who ask this question the answer is this: "If we have a graduate school that gives something so good as to attract students from all over the world, what must it not be giving to the state in which it lies and from which it draws a great majority of its students?"

It is not as though we were teaching something of interest to Persians and South Africans only. The graduate school teaches and studies things of interest to Minnesota, and does it so well that men in those distant places hear of it and come to participate. It is not their party. It is ours. Under all the laws of common hospitality, we receive them unquestioningly as guests. And we are not alone in our possession of knowledge. Our men and women seek their talents from them.

Minnesota is an agricultural and a mining state, and medical subjects are of unvarying importance to all peoples everywhere. It is for these three subjects of medicine, agriculture, and mining with its related geology, that a majority of the foreign students come to the University of Minnesota. The results of these studies in Minnesota attract their attention and draw them here. But the graduate school is not allowed to become one-sided. It seems strange, but the best collection in the world of source material for the study of seventeenth century English history lies in the aggregate libraries and museums of the Twin Cities. The College of Education at Minnesota is recognized everywhere as among the leaders in its fields. With its splendid equipment for the study of chemistry and the development that is going on in electrical engineering, Minnesota is placed high in those studies. Waterpower is among the state's assets. The importance of electrical engineering will grow, year by year, as far as it is given one to see at present.

Yet the graduate school is maintained on a budget of \$25,000 a year, of which \$18,000 goes into subsidies for publication and research grants. Why? Because opportunities for research hold at the university experts in advanced subjects who support themselves by teaching in the undergraduate colleges. This means superior instruction for undergraduates on the one hand and superior direction of research on the other, not to mention the direct contributions to knowledge of these men themselves.

The growth of Minnesota's graduate school has been rapid. When it was first recognized as a graduate school in 1905, only a handful of students were enrolled in it. When the present director, Dean Guy Stanton Ford, came to Minnesota in 1913, the registration was 175 men and women. During the four quarters of the last college year 1134 students enrolled for graduate study. Registration for the fall quarter of 601 on the two campuses in the Twin Cities and 164 at the Mayo Clinic, Rochester, indicates a considerable growth over the attendance of a year ago.

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No. 20

University Hospital Serves Counties With Expert Care For Needy Patients



Minneapolis, Minnesota

December 5, 1923

IT is entirely probable that the progress of society can be recorded more accurately in the advance of the poor towards comfort and security than in the gains in affluence made by more effective human groups. In the process of moving any mass upwards, some great heave carries the whole to a maximum point, then there is a settling back. The amount by which the base has been raised necessarily indicates the net gain.

Education always has been recognized as a principal factor in bringing about the gains which can be considered as net. Not only by the better thinking, better philosophy of life, and improved technical facility and direction that education creates, but through actual services rendered by educational

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institutions, universities take high rank among the agencies of solid progress.

At the University of Minnesota one of the services available to people of the state is found in the University Hospital, which is permitted by law to receive from any Minnesota county ill people whose circumstances make it difficult or impossible for them to enter a hospital as pay patients.

INCREASED USE SUGGESTED BY DEAN

Dean E. P. Lyon of the University Medical School says the use of this service by counties is increasing, but that nothing like its possible value to the state as a whole has been realized as yet. Under the law, these patients may be sent to the University Hospital by any county commissioner, after due examination. This brings their admission under that part of the law which provides that the state shall bear half of the patient's expense, lightening by half the cost which otherwise would fall wholly on the county.

This law is of far less importance to such counties as Hennepin and Ramsey, in which the dominant cities support hospitals of their own, than it is to counties without large population centers with provision for treating the indigent sick. Only by taking advantage of the state law permitting them to send patients to the University of Minnesota Hospital can these counties obtain the state subsidy covering half the cost of care. When a patient is duly admitted, the state pays all, then sends a bill to the county for one half of the total.

A fact to be remembered in connection with the University hospital is that no charge is made there for professional services. The mere cost of hospitalization is charged, covering hospital room, meals, and medicines. In cases where the operating room or delivery room is used, the usual fee of the University Hospital for those services is added to the bill.

Although they pay nothing for professional services, patients receive the expert care of members of the University Hospital staff, the very men who are directing the medical education off the state's future physicians. On the staff are included interns who have completed the study of medicine

and are carrying on the first year of actual practice which the medical school requires before it bestows the M.D. degree.

Prior to the amendments passed by the last legislature, the judge of probate was the county officer who recommended that patients be sent to the University Hospital. The present law permits any one county commissioner to recommend a patient, rather than requiring action by the entire board, for the sake of promptness, as serious illness does not stay in its course of destruction to wait for the action of government boards. The commissioners are more readily available than the judge of probate was. A result is that more patients are being sent to the University Hospital than were formerly.

The only fault to be found with the law as it stands now is not inherent in the statute, but is due to the varying alertness of the commissioners in different counties. This fault is merely that some counties take advantage off the law and obtain the state subsidy by sending patients to the University, while others do not, creating a certain inequality. The opportunity, however, is available to all counties in the state, and Dean Lyon, with Dr. L. B. Baldwin, superintendent of the hospital, believes that all commissioners should have full information regarding the law.

In case the hospital capacity of 200 beds is filled, patients necessarily must be admitted in order of the seriousness of their illness. For the past year, however, the average daily number of in-patients at the hospital has been 154.

Due to the limited character of the hospital building, certain types of cases can not be received. Eventually, when new and more varied buildings have been erected, the limitations will be reduced. Meanwhile the following cases can not be given adequate care: Pulmonary tuberculosis; mental diseases; contagious diseases; orthopedic cases (cripples or deformed children and adults); venereal diseases, and chronic diseases not susceptible of receiving decided benefit. Custodial cases also must be refused. Emergency cases, such as poisoning, injury, and the like, will be received immediately at any time.

When a county commissioner has before him the case of a patient who should be sent to the Minnesota General Hospital,

as the University Hospital is designated in the law, he must make an investigation to satisfy himself that the case is one deserving the joint county and state subsidy, and must forward with the admission application the report of a physician, specifying that the patient requires hospital care. The state subsidy will include half the cost of an attendant to bring the sufferer to the hospital if that is necessary.

In urgent cases, application for admission may be made by telephone or telegraph, but in all instances admissions must be covered by the certificate of a county commissioner and by the physician's report.

MANY PAY PATIENTS ADMITTED

The University of Minnesota Hospital does not by any means limit admission to those who are incapable of paying for their own care. A large number of patients who have the means of paying are at all times on the hospital rolls, and these pay on their own account the same costs that are charged half to the county and half to the state in the case of a patient unable to meet his own expenses. As in the case of the latter, the pay patient is not charged for professional services.

When the widespread demand for a psychiatric hospital situated at the University of Minnesota has been met, mental cases, at least of the borderline sort for which commitment to an asylum might be unjust, will be received at the University Hospital. Orthopedic cases in children can be cared for, also, as soon as the Minnesota Hospital and Home for Crippled Children has been completed. Provision for this has been made in the \$1,000,000 bequest of William Henry Eustis. Within a reasonable time, also, the hospital will be enlarged by the Eye, Ear, Nose and Throat pavilion that will be a memorial to Dr. Frank C. Todd and by the George Chase Christian Memorial Cancer hospital, which will be a unit of the whole.

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No. 20

Union of Class Theory, Office Practice, Reinforces Work at "U" Commerce School



Minneapolis, Minn.

Dec. 12, 1923

IF a person could twist the silly fervency of Dr. Coue's "every day in every way" out of its character as an expression of childish faith in one's self and use it in cold judgment as a comment on something observed and tested, it could certainly be applied to advanced professional education. In collegiate training for law, medicine, dentistry, or engineering, a perceptible and continual change for "better and better" is definitely under way.

Not only are new methods and more intensive practice improving the standards and achievements in educating men for the older professions. Twentieth century advances in knowledge and application are creating truly professional groups in fields that do not come instantly to mind at the summons of the word "profession."

Quite definitely the skilled teacher, and increasingly so the

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expert businessman or agriculturalist is coming to have professional standards, and skill that makes proper the use of that term. And in any of these fields it takes little investigation to make it appear that progress comes almost in direct ratio with the increase of clinical methods. When the theory and book knowledge of a subject are combined with the application of principles and the proof of rules by trial and error, much more rapid progress seems to follow.

Today agriculture is studied in connection with a farm; medicine in connection with a hospital; law in connection with a court or bar association. A necessary item in the effective study of education is a school. Business is studied not only in the classroom, but in the offices of banks, retail establishments, factories, jobbing houses, or in the headquarters of railways or other public service concerns. In no field of education are these educational policies being taken up more eagerly than among the collegiate schools of business. These colleges are training their students not only for business but in business.

TWIN CITIES PROVIDE LABORATORIES

Dean George W. Dowrie of the School of Business, University of Minnesota, puts it concisely when he says: "For a school of business and commerce to succeed it must have laboratory facilities, just as a medical school must."

Nothing else that might be observed in an examination of the School of Business at Minnesota would be so striking as the intensive way in which existing businesses and business processes are used in teaching college students the theory and practice of business. And it is gratifying to know that men at the helm of businesses in Minnesota are fully awake to the thoroughness of business training conducted after this fashion. Every year sees more establishments thrown open to the commerce students as study laboratories. Each spring more of these students are absorbed into the progressive, successful business establishments of the state.

That students in the School of Business may see the manner in which theory is applied and principle worked out, Dean Dowrie and his associates are developing every possible point of contact between the world of business and the students

who hope some day to tend one of its levers and control the application of some fraction of the great mechanism's energy.

Trips of inspection and investigation are made through the big retail stores and wholesale establishments of the twin cities. These concerns have come to realize the importance of this training in developing their necessary supply of manpower. They gladly accept the interruption and provide the skilled guides who can point out most effectively the operation of various systems. In this way students at the School of Business go through banks, manufacturing establishments and central offices for many kinds of ventures.

These trips are arranged in two ways. The Commerce Club, an organization of advanced students of business, arranges trips on which the entire personnel of the college is invited to go. Instructors in some specified subjects also arrange trips for their classes, so that students can see in operation the very matters of which they have been learning from books and lectures.

An instance of the co-operation given the School of Business by men in business was the action recently of a railroad vice-president who learned that a class in accounting wished to have intimate knowledge of certain phases of railway accountancy. This vice-president was arranging for the audit of a certain station. He ordered a special car for his auditing staff, invited the instructor from the university to accompany them, and saw to it that every detail of the actual audit was explained to the faculty member. Through the vice-president, the head auditor of the railroad became interested and at the close of the school year seven men from the school of business were engaged by the auditing department of that road.

SUPPLEMENTARY TRAINING PROVES EFFECTIVE

.An outstanding means of bringing students into direct contact with going concerns is the supplementary training plan, under which selected members of the senior class in the School of Business spend two days a week at actual work in the establishments they choose. Quite definite vocational choices must be made, of course, before assignments of this sort are made. The student who is to enter a bank will be

the one who has chosen banking; so with those who have elected to enter the mercantile field, accountancy, insurance, manufacturing, wholesaling, or railroading. On graduation, many continue in their "supplementary" job.

Because its duties touch at some point or other nearly all of the important financial and productive processes of the northwest, the Minneapolis Federal Reserve bank is an object of particular study. Several groups visit and study this institution each year.

Students who elect to make highly specialized studies of definite phases of business can find in the Twin Cities of Minneapolis and St. Paul the materials and opportunities they require. Practically all major types of business and finance are represented in the two cities. Also, the types most thoroughly represented are those most necessary in the Northwest, the ones into which the student from this state is most likely to go.

An interchange of speakers helps keep the School of Business in close touch with actual business. Men particularly qualified to lay one phase or another of business before the college student are brought to the school to lecture. Some of the regular lecturers are recruited from the ranks of twin city business houses. Other business men make occasional addresses at the university. On the other hand, instructors at the School of Business are required to belong to the organizations of practical men in their subjects. Teachers of accounting belong to the accounting organizations, those of business management join organizations devoted to that subject, and so on.

Dean Dowrie contributes a full share towards maintaining the contact between business and school. Throughout the year, he averages from two to three talks a week, speaking before clubs, associations, and special gatherings.

By no means the least important result of the intimacy maintained between theory and actuality is that it helps the graduate to find a position promptly. Many of them have already done part time work in some establishment. If they have been satisfactory they are absorbed into the organization almost automatically, and for them the celebrated "job problem" is easily solved.

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Wild Creatures Say "Howdy" To Visitors At University's Zoological Museum

Minneapolis, Minnesota
December 19, 1923



A "COLLEGE" in which no students are enrolled, which yet teaches and delights thousands; one in which no classes are conducted, which has no instructors and no courses of study, but one that probably receives more visitors from outside the university than any other—this is no more than a fair estimate of the Zoological Museum of the University of Minnesota.

Minnesota is overwhelmingly fortunate in its possession of wild country, the home of wild life. In its northern sections are still untouched areas of virgin forest. Its "10,000 lakes" have become famous the nation over. The state has been one of the haunts most thickly settled by wild animals, birds, and fish anywhere to be found. Inevitably, inroads have been made upon the wild creatures. On the north shore of Lake

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Superior where caribou were once plentiful there are today only rare, scattered herds. The prairie chickens of the western plains region have diminished in number almost to the vanishing point. The present year has seen an entirely closed season on deer.

WILL SHOW PAST TO FUTURE CITIZENS

It is a possibility of the distant future that even the most hardy may be unable to track down the wild animals and birds to find them in their homes. Every effort will be made to prevent such an eventuality. May it never come. But even at the present day there are far more residents of the state who never saw a Minnesota deer in its native forest than who have. The number who have seen a wild caribou is negligible. Perhaps a handful, certainly no more, have seen beavers at work on their dams in Minnesota.

So, it is not only to preserve the memory of a wild life that may vanish, but also to inform and entertain the thousands who may never have a chance to trail down these beautiful and gentle forest neighbors and visit them in their own glens that a Zoological Museum is being maintained and increased at the University.

Description of the museum as a college is not, of course, strictly accurate, but it is about the only brief description possible, due to the peculiar place this institution holds in the university organization.

More than any other department, the Zoological Museum is a "one man" institution. Back in 1915 a Minneapolis physician who was an enthusiastic amateur of zoology and natural history, decided, in his own words, "to build up a hobby before he died." Now Dr. Thomas S. Roberts is by no means dead, and, being a practical man, he must certainly have realized this fact; for he would not have set himself so important a task had he been in a moribund condition. In any case, he threw himself whole-heartedly into the task of making over an old and moth-eaten assemblage of dead fish and fusty birds into an up-to-date display of wild life, grouped and depicted in the best manner than the art of museum directors had developed.

As a consequence of this enthusiasm, Minnesota's Zoolog-

ical Museum, while small, is today one of the most beautiful, attractive, and effective, to be found in any educational institution. Furthermore, although the valuation of the wild life groups is probably more than \$50,000, Dr. Roberts has been able to gather every cent used in the construction of wild life groups through the gifts of interested and generous friends, most of them in Minneapolis. For several years after assuming charge of the museum Dr. Roberts worked without salary and with no University appropriation. Even now, the University pays only for maintenance of the museum. It does not finance acquisitions nor the construction of groups.

The Minnesota museum was among the very first in which wild animals and birds were displayed mounted in perfectly natural attitudes, in a setting of the shrubbery, foliage and plants which would naturally occur in their forest homes, with a painted cycloramic background accurately depicting the usual scenery in the region where each particular animal lives.

HERON LAKE GROUP COMPELS ATTENTION

One who wanders along the corridor on the top floor of the animal biology building, where the museum is housed, comes suddenly upon the Heron Lake group. This is a group in which are shown a score or more of the aquatic birds native to southwestern Minnesota. The grebe, the heron, plovers, the red-winged blackbird, some varieties of ducks, a loon—these are a few of the birds that greet one. Every posture is as natural as the dip of a bluebird over a gray spring road. With her young, a duck is swimming on the surface, a surface that depicts a marshy lake to the eye perfectly, although wax is its main ingredient. Every bulrush, cattail and flag speaks in its naturalness. There is only one word to describe the whole—it is wonderful.

Different in setting and background to conform with the difference in subjects, but equally remarkable and satisfying are the deer and beaver groups, also on the top floor, and the groups in the basement, showing caribou and Alaskan wild sheep. The beavers are at work on a dam. Every stick is where it would be at a real beaver dam. The attitudes of the animals are eloquent. At one corner stands a dignified cluster

of the Minnesota state flowers, yellow ladyslippers. The nature lover could spend a day, or a week, looking at this group.

Now in course of construction is a Minnesota bear group. A tale much longer than this "Chat" could be written about it alone. How the bears were found, how the natural materials to be worked into the foreground were gathered, how the background is being painted in would be details to be evolved into interest and revelation.

As money becomes available the director plans to construct many groups very much smaller which can be carried in neat cases to school buildings in the Twin Cities and throughout the state, offering children the opportunity to see wild creatures in the perfection of setting and pose that only intending art can produce.

Although the Zoological Museum is an independent unit, there are but three on its staff, the director, an assistant with the title of curator, and the skilled artist who fashions the skins and sticks and feathers into almost living groups.

Of the six groups, three have been paid for entirely by James Ford Bell, Minneapolis miller. These are the caribou, white sheep, and bear groups. Mr. Bell also contributed to the cost of the Heron Lake group, together with W. O. Winston, R. M. Bennett, Mr. and Mrs. C. D. Velie, and F. A. Chamberlain. F. G. Atkinson gave the money for the deer group. The beaver group, built during the war, nearly went onto the rocks of insolvency until a group of business men, each with small contributions, made up the deficit.

When the bear group has been completed there will be room at the museum's present quarters for but one more effective scene from wild life. The subject for this next has not been selected, but it will likely show typical Minnesota animals or birds. The moose is a possibility; so is the group of game birds that includes the quail, prairie chicken, and other grouse and partridges.

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Vol 1

No. 22

University Has Double Role As Service To Public Parallels Teaching Function



Minneapolis, Minnesota

December 26, 1923

A QUESTION one hears not infrequently is something to this effect: "Now, apart from conducting classes and laboratory experiments for the nine or ten thousand students who register at the institution in a year, and for those in summer, extension, correspondence and special courses, what else does the University of Minnesota do for the state?"

The question is crudely put because it must be. The answer, also, must necessarily be incomplete. Anyone who sat down to tell in writing all the things a first class university does for the state in which it stands would work only injustice, not only to the institution, but to the state of which the institution is so vital a part; also to the spirit of truth. He couldn't do it.

Yet, one can say, "Here is one thing that the university does for the state. And here is another, and another. Here

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are still many others." For even a casual investigation reveals a multitude of services that come from the institution and those who work there. It would be strange if this were not so if one considers the amount of talent, knowledge, interest, and energy available to public enterprises among those whom Minnesota employs for the higher education of its young persons.

HELPS WITH ROAD, TAX PROBLEMS

A complete enumeration of the services performed for public and semi-public agencies by members of the University of Minnesota faculty would be too long for one copy of this brief publication. But it would reveal, for instance, that the State Highway Department conducts its tests of construction and materials at the Engineering Experiment Station under the supervision of a man who is also a professor at the University. It would show that the appraisal of engineering public service property by the Minnesota Tax Commission is carried on by a member of the University faculty. It would show that under special grants from the legislature the College of Engineering has made vital studies such as those in the use of marl for road surfaces or in the manufacture of Portland cement.

How many residents of the state know that to get the most accurate reports possible on the amount of ores existing in Minnesota the State Tax Commission calls on the School of Mines for its estimates? These estimates, important as a basis of taxation, have been made by the School of Mines since 1909, during which period merchantable deposits of 2,868,191,973 tons had been reported, up to about a year ago.

At the experiment station of the School of Mines investigations to increase the value of mineral deposits within Minnesota's borders are continually under way. These studies concern themselves with peat, with the extraction of iron ores of varying content and richness, with the treatment of ores, and like problems.

One result alone, the development of a huge establishment to extract the lean ores of the eastern Mesabi range, promises more than to repay all that has been done.

The State Geological Survey, to reveal, describe, and show uses for known and new mineral wealth in Minnesota, is conducted wholly by the University of Minnesota department of geology. Its contributions have been notable, especially with reference to ore deposits, sands of commercial value, water supply, and marketable stone and gravel.

With the complete co-operation of the University's General Extension Division, the League of Minnesota Municipalities, and the Municipal Reference Bureau, both housed at the University of Minnesota, are doing invaluable work to advance both the theory and the practice of good city and town government in the state. About 180 municipalities hold membership in the league and are taking advantage of the bureau's function, which is to answer questions and provide information bearing on problems of efficient government.

TRAINING TEACHERS BUILDS STATE

One might say that the entire function of the College of Education was a form of co-operation with public agencies. Devoted to the task of developing skilled and able teachers who shall be worthy and effective to teach tomorrow's citizenry the best in thought and action, this college is truly the fertile seedbed of the future. It produces not only teachers, but those trained to direct teachers. It trains, also, mature graduates capable of dealing wisely with the all-important business problems that confront a city superintendent of schools.

Such colleges of those of medicine, dentistry, and pharmacy are always represented by faculty members on the governing boards of associations made up of persons engaged in the active practice of the professions, not only in Minnesota, but throughout the nation. Beyond argument, each of these three colleges at Minnesota has contributed to the betterment of national standards in its particular field. Each is in the most respected group among such institutions.

While not of the University of Minnesota, the State Board of Health conducts a major portion of its research and laboratory work at the University of Minnesota, showing a close working alliance. Several State Board of Health people are part time members of the University faculty.

The Minnesota Law Review, official organ of the State Bar Association, is published by the faculty and students of the University's Law School. About a thousand practising lawyers in Minnesota are subscribers.

More particularly in the twin cities, which are at hand, the departments of sociology and economics conduct a number of important studies each year, and the former is represented by faculty members in the councils of many active social agencies. One faculty member in sociology is president of the Hennepin County Tuberculosis Association, a director of the State Public Health Association, and a member of other important committees. Another has made a study of the efficiency of public poor relief for the Minneapolis Board of Public Welfare. Others have made studies important to the understanding of marital troubles, to the effective conduct of institutions for children, and the like.

One member at work with the China Medical Board of the Rockefeller Foundation, studying a distressing oriental disease and another who works with the State Board of Health and the State Fish and Game Commission in their studies of parasites affecting man and animals, are contact points between the department of animal biology and the general public.

In the department of agriculture of the University of Minnesota there are rendered so many public services that a cursory sketch would be unworthy. But a suggestion can be given by mentioning the work of the division of agricultural economics in studying problems of country grain elevators, local potato warehouses, country creameries, and agricultural production. There is also the connection of the division of veterinary medicine with the Livestock Sanitary Board, and close co-operation between college and public in potato seed certification, the work of the seed laboratory, in state nursery inspection, to say nothing of co-operation with both state and nation in problems of forestry. The state entomologist is a faculty member, another is a leader in the State Horticultural Society, another in the Minnesota Crop Improvement Association. The work both of the Minnesota County Agents and of the Boys' and Girls' Clubs is intimately related to agencies at University Farm.